

The Board's Role in Exploring a Balanced Calendar



**BALANCED
CALENDAR**

*Presented by:
Phyllis (Bunker) Frank
&
Tim Garchow*



A background image showing a group of diverse students, including boys and girls of various ethnicities, gathered around a laptop. They appear to be engaged in a collaborative learning activity, looking at the screen with interest. The image is overlaid with a semi-transparent blue filter.

Welcome!

TODAY'S AGENDA

- Welcome & Introductions
- Balanced Calendar: Brief Overview
- Myths, Research, and Governance Considerations
- The Stages of Exploring a Balanced Calendar
- Small Group Discussion

Introductions!

Let's get a feel for who is joining us today

Go to: www.menti.com

Enter the code: 2513 1346

TRANSFER SCREEN TO MENTI

What is your name and what district are you from?

(open ended text box)

How many students are enrolled in your district?

(<500 / 500-2K / 2K-5K / 5K-15K / >15K)

How familiar are you with the concept of a balanced calendar?

(Very / Somewhat / Not At All)

A photograph of a diverse group of students in a classroom, all with their hands raised in excitement or participation. The image is overlaid with a semi-transparent orange gradient that covers most of the frame, except for a white triangular area in the top right corner. The text is centered in the white area.

Balanced Calendar: A Brief Overview

Accountability and the School Calendar Year

“Accountability testing systems, which measure change from one year to the next, mix learning that occurs in school with learning that occurs during the summer. Thus, schools are held accountable for not only the achievement of their students while in school, but also for the achievement of their students that accrues during the summer; over which they have no control.

If summer growth were the same for all students, summer could be ignored when comparing the status and progress of students by race/ethnicity and by income. However, there are large differences in what happens to student achievement during summer vacations, and changes in scores from year to year cannot be attributed entirely to what happens during the school year.”

Barton, Paul E. and Richard J Coley, “Parsing the Achievement Gap II,” Education Testing Service April 2009, pp 31-39.



The PK-12 traditional school calendar year where students are required to attend, parents required to send, and teachers/administrators expected to show up with their best professional game on is siloed in the 19th century.

The traditional school calendar year framework with an 10-12 week summer break, annually plans for and maintains an infrastructure that supports:

summer fade, summer learning loss, summer slide, partnership interruption, professional amnesia, treading water, EDUCATION STAGNATION – Oh My!!!

Question

What is the most effective way for schools to maintain student success over the summer?

Go to: www.menti.com

Enter the code: XXXX XX XXX

TRANSFER SCREEN TO MENTI

What is the most effective way for schools to maintain student success over the summer?

(Mandate summer school for lowest achievers)

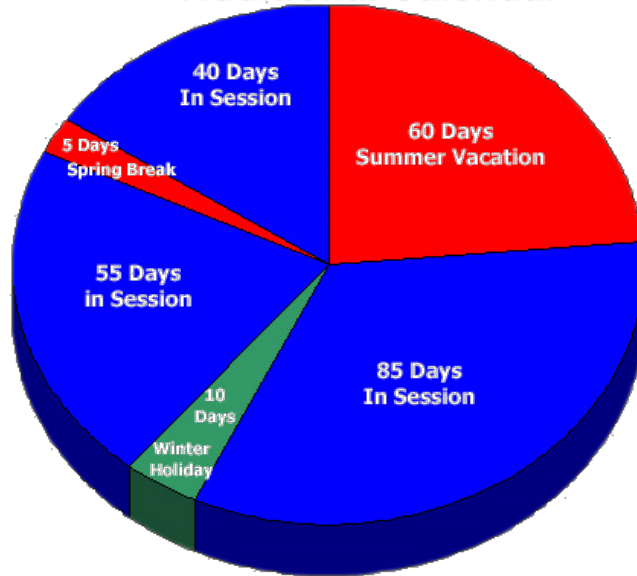
(Assign students/families summer work packets)

(Encourage summer enrichment programs (camps/hobbies)

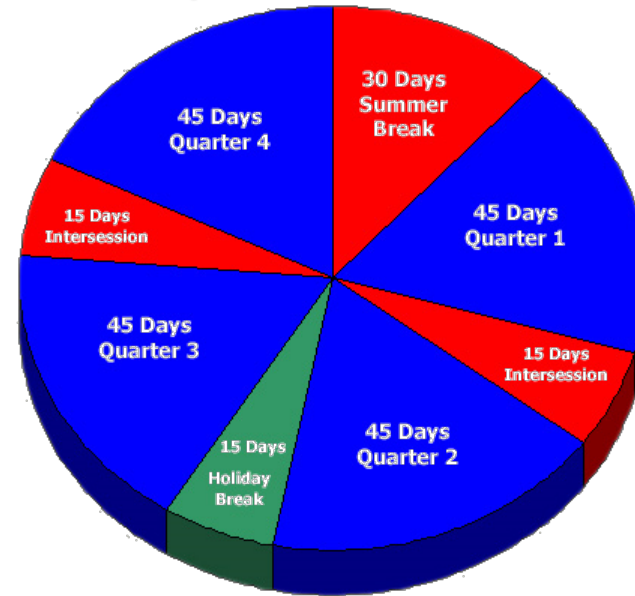
(Shorten the period of time between instructional terms by adopting a balanced calendar)

Optimizing Time for Student Learning Through a Balanced Calendar

Traditional Calendar



Sample Balanced Calendar



If year round education were the traditional calendar, and had been for over 100 years, and if someone were to suggest a "new" calendar whereby students would be exempt from instruction for up to three months at a time, would the American public allow, or even consider such a scheme?

Charles Ballinger, "Rethinking the School Calendar," Educational Leadership, 45 (5), 1988, pp. 57-61

K-12 Not Just About Test Score Changing Any More

- ☐ Continuous, connected, personalized opportunity to learn
- ☐ Having a balanced presence in the lives of students to offset inequities and to present learning as lifetime practice
- ☐ Programs that are working for students have a chance of establishing new behaviors as evidenced in choices, determination, grit and other life skills
- ☐ Consistent, around the year mindfulness practices
- ☐ Calendar year balanced for metacognitive development to address growth in brain at optimum time and individual student need
- ☐ Practice making active choices about one's life path, possessing competencies to adapt to the demands of different contexts, and establishing an integrated identity of how to take charge of learning around the year.
- ☐ **Whole Child/Whole Year** thought leadership
- ☐ Other.....many other.....

Single-Track K-12 Modified Calendar

Disadvantages

(usually dissipate after first year due to planning and recognition of advantages)

- Availability of childcare
- The need for and cost of air-conditioning during summer
- Conflicts with the more common district schedule
- Facilitating building cleaning and repair
- Children want same schedule as friends or relatives the other schools
- Complexity of scheduling family vacations if children are in different schools on more than one schedule

Shields and Oberg, Year Round Schooling: Promises and Pitfalls, Scarecrow Press, Lanham, MA, 2000.

Advantages

- Intersession opportunities: remediation, enrichment & acceleration
- Reduced summer learning loss
- Reduced re-teaching and review on return from breaks
- Time for teacher planning and reflection
- More motivation for both teachers and students
- Decreased vandalism
- Fewer disciplinary referrals
- Regular extended preparation time for teachers
- Relief of both personal and interpersonal tensions
- More conversation and reflection about teaching and learning
- A change in the organization of instructional units
- More regular visits with non-custodial parents
- Increased parental participation
- Increased community involvement

Modified Calendar for SECONDARY Schools

Disadvantages

- Extra work is made for secretaries and support personnel to track students' courses and statistics
- Students may have to participate in sports during intersession
- Students may take “unfair” advantage of opportunities for remediation (by slacking off during the regular term)
- Teachers choosing to teach regularly at intersession may experience burnout

Additional Advantages

- Increased chances for remediation and acceleration
- Increased numbers in advanced courses
- Increased positive attitude toward self & coursework
- Decrease in dropout rate
- Increased graduation course completion
- Increase graduation rate
- Flexibility for students
- Facilitates student jobs
- Benefits of participating in sports (and other extracurricular activities) during intersession
- Increased opportunities for teacher employment
- Students can accelerate graduation
- Professional development opportunities for teachers (visiting other programs)
- Better college preparation opportunities (students may take more classes)

August/agosto 2021						
S	M	T	W	T	F	S
July 25	*26	*27	*28	*29	*30	31
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September/septiembre 2021						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October/octubre 2021						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

November/noviembre 2021						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December/diciembre 2021						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January/enero 2022						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29



2021-2022 SISD Calendar

Socorro Independent School District
Leading • Inspiring • Innovating

July
25-30.....Staff Development
31.....Teacher Work Day

August
2.....1st Nine Weeks Begins

September
6.....Labor Day Holiday

October
4-15.....Fall Intercession for Students
18.....Staff Development

19.....2nd Nine Weeks Begins

November
11.....Veteran's Day Holiday
22-26.....Thanksgiving Break

December
22-26.....Early Release (Teachers & Students)
20-31.....Winter Break

January
1.....New Year's Day
3-4.....Staff Development

5.....3rd Nine Weeks Begins
17.....Martin Luther King, Jr. Holiday

March
7-18.....Spring Intercession for Students
21.....Staff Development

22.....4th Nine Weeks Begins

April
15.....Good Friday Holiday

May
30.....Memorial Day Holiday

June
2.....Last Day of School
3.....Teacher Work Day

High School Graduations
4.....Teacher Work Day
High School Graduations

Teacher Inservice/Workdays
9 Staff Development Days
3 Workdays

Instructional Days (175)
Fall: 82 Spring: 93

Instructional Minutes
Fall: 37,000 Spring: 48,110

Elementary, K-8 and Middle Schools - 80,190
High Schools - 78,450

Total minutes include staff development/water
*State Assessment Dates subject to change by TEA, log on to www.tea.state.tx.us

SISD shall follow smart snack guidelines in place of RMVW days.

Legend

Inclement Weather Make Up Day
In District
Interim
Involuntary District Closure
Staff Development
Teacher Work Day

Beginning of Nine Weeks
End of Nine Weeks
Early Release
Student & Teachers
State Assessment Test Day
TEA-MAT Testing Day

Socorro ISD • 12440 Rojas Dr. • El Paso, TX • 79928 • www.sisd.net
Socorro Independent School District (SISD) is an Equal Opportunity Institution. We are committed to providing a safe, secure, and healthy learning environment for all students.

February/febrero 2022						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

March/marzo 2022						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April/abril 2022						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May/mayo 2022						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June/junio 2022						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

July/julio 2022						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

*Tentative 2022-2023 Calendar

June 2021						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

July 2021						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

August 2021						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September 2021						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October 2021						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

November 2021						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2021						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

2021-2022 Instructional Calendar

Revised 8/18/2021

Holidays and Special Days

July 6 Independence Day Observed
July 12-18 New Teacher Training
July 18-23 Pre-Service Week
July 28 First Day for Students
August 24 Parent-Teacher Conf. (gr.1-12) (1-7pm)
September 8 Labor Day Holiday
September 23 Parent-Teacher Conf. (PreK-K)
September 34 End of First Quarter
Sept. 27-Oct. 8 Fall Intercession (Two 5-day sessions)
October 11 Beginning of Second Quarter
November 2 School Closed/Election Day
November 24-28 Thanksgiving Holiday
December 17 End of Second Quarter/First Semester
Dec. 26 - Jan. 2 Winter Break
January 3-7 PD for Teachers (Student Holiday)
January 10 Beginning of Second Semester
January 17 MLK Holiday
February 21 Presidents' Day Holiday
March 17 Parent Teacher Conf.(1-7 pm)/End Third Qtr
March 18 Schools Closed
Mar. 21 to April 1 Spring Intercession (Two 5-day sessions)
April 4-8 Spring Break
April 11 Beginning of Fourth Quarter
April 18 Holiday
May 30 Memorial Day Holiday
June 4 HHS Graduation
June 10 Last Day of School/End of Fourth Quarter
June 17 Juneteenth
July 4 Independence Day
June 28-July 1 Summer Intercession (Two 5-day sessions)
July 25 First Day for Students

Holidays
Teacher Work/PD Days
Early Release Day
New Teacher Work/PD Days
Schools Closed for Students/Teachers
Intercessions

New Teachers start July 11, 2022;
all other teachers start July 18, 2022



January 2022						
S	M	T	W	T	F	S
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February 2022						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

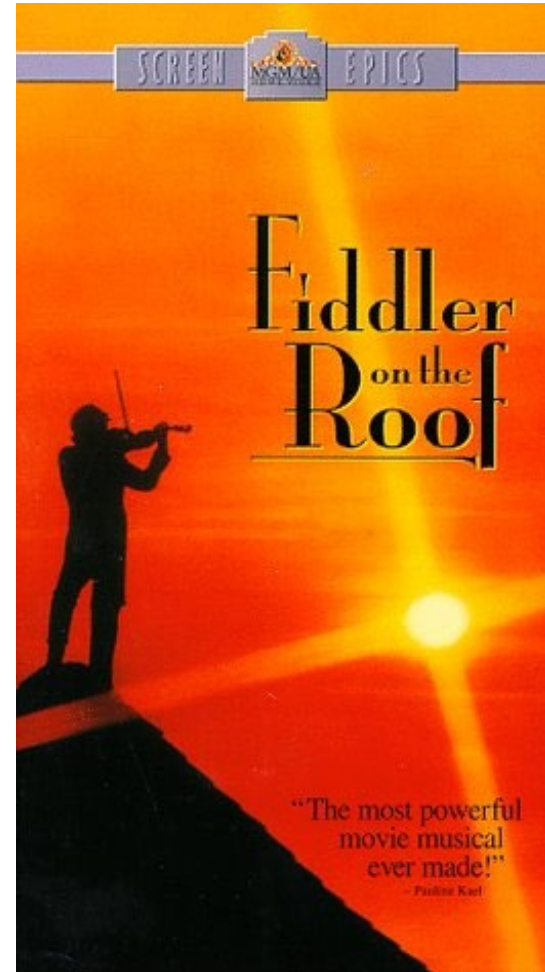
March 2022						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April 2022						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 2022		
----------	--	--

“Tradition is its own force and it is easier to oppose change than to make it happen. Change can and will occur when its supporters have a complete understanding of what they want to change, why they want to change it and how to bring it about.”

Byron Kemp, The ABCs of Year-Round Education, NAYRE, 1999.



A photograph of a classroom with several students sitting at desks. Some students have their hands raised, indicating an interactive or active learning environment. The image is overlaid with a semi-transparent orange filter, and a white diagonal line runs from the top right corner towards the center.

Myths, Research, and Governance Considerations

Myth Buster #1

**The traditional school calendar year
IS NOT an agrarian calendar.**

**The traditional school calendar
IS a compromise calendar between urban
and rural learning environments.**

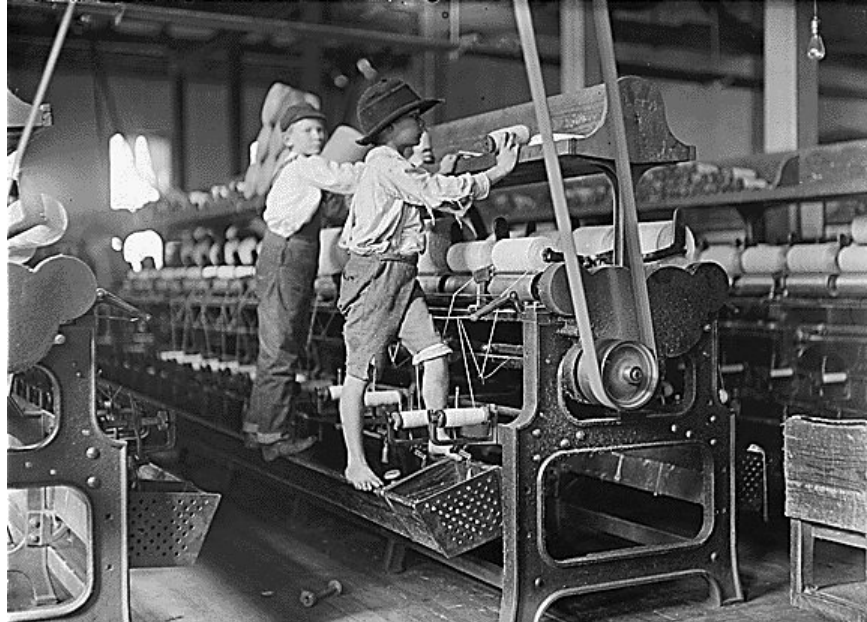
Myth Buster #2

The first summer schools were not adopted for remediation.

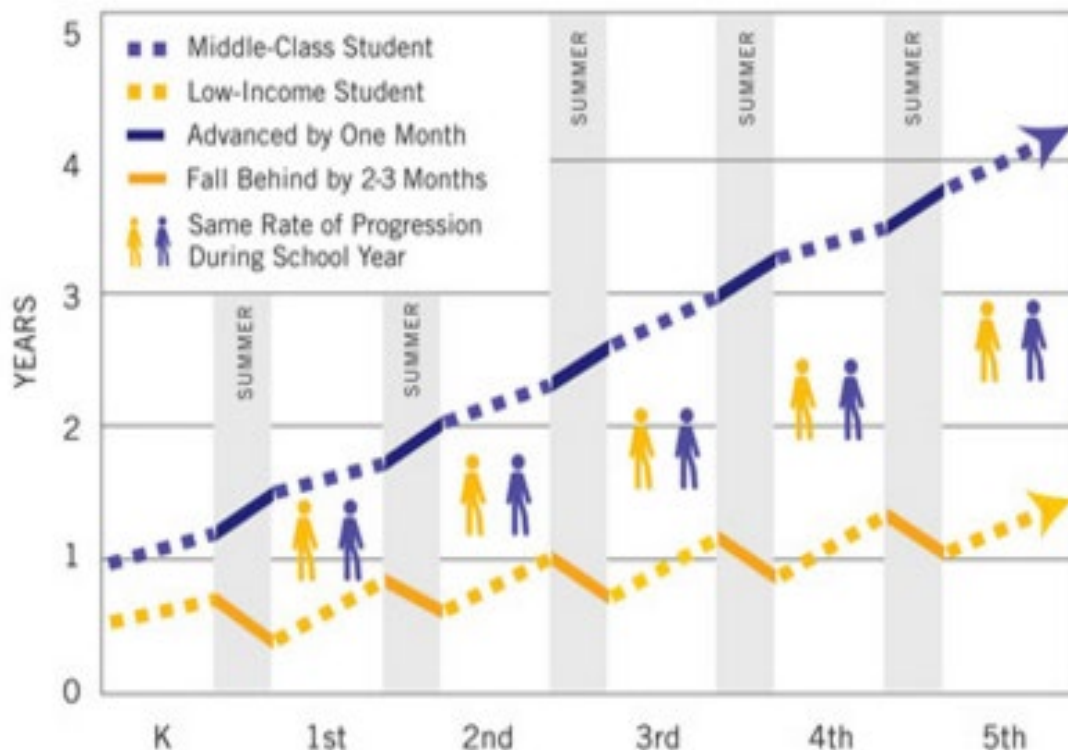
In 1870 “vacation schools” were adopted to assist immigrant and second-generation youth to learn English, 12-month access to vocational training, accelerate graduation, and reduce the number of dropouts..... beginning of continuous year, extended year, all-year learning terminology.

The first summer schools (1870) were called “vacation schools” to assure that immigrant children would retain the English they learned during schooling. The other intent was “to keep the urchins, not in school and not working, off the street.”

Ken Gold, School's In: The History of Summer Education in America



Low-Income Students Fall 2.5 to 3 Years Behind by Fifth Grade



Source: Cooper, H., Borman, G., & Fairchild, R. (2010). "School Calendars and Academic Achievement." In J. Meece & J. Eccles (Eds.), *Handbook of Research on Schools, Schooling, and Human Development* (pp. 342-355). Mahwah, NJ: Erlbaum.

Lasting Consequences of the Summer Learning Gap

“Cumulative achievement gains over the first nine years of children’s schooling mainly reflect school-year learning, whereas the high SES-low SES achievement gap at the 9th grade mainly traces to differential summer learning over the elementary years.

Early out-of-school summer learning differences, in turn, substantially account for achievement-related differences by family SES in:

High school track placements (college preparatory or not)

High school noncompletion – need for credit retrieval

Four-year college attendance.”

Alexander, Karl, Doris Entwisle, and Linda Olson, “Lasting Consequences of the Summer Learning Gap,” American Sociological Review, April 2007, pp.167-180.

Research Summary

- **All** young people experience learning losses when they do not engage in educational activities during the summer. (Cooper, 1996; Alexander, Entwisle, and Olson, 2001, 2006)
- On average, students **lose approximately 2.6 months of grade level** equivalency in **mathematical computation skills, (factual and procedural knowledge) over the summer months**. (Cooper, 1996; Alexander and Entwisle, and Olson 2007)
- **Lower-income children and youth experience greater summer learning losses** than their higher income peers who show limited growth for the time away from formal education – 1 month growth in reading for high socioeconomic students. (Cooper, 1996; Alexander, Entwisle, and Olson, 2001.2006)
- **Many English Language Learners (ell) and low –income students experience loss of academic language skills and thinking skills in the English language** over the summer. (Guardana, 1999)
- **Summer learning loss contributes to the achievement gap** in reading performance between lower and higher income children and youth, high-school placement, high school noncompletion, and **four year college attendance and completion** (Alexander, Entwisle, and Olson 1996, 2007)

Research Summary (con't)

- College persistence is linked to **high school rigorous course taking**, Advanced Placement/International Baccalaureate courses, **periodic communication with an academic advisor**. (Center for Education Policy, National School Boards Association, October 2012)
- Large numbers of students who qualify for **federally subsidized meals do not have the same level of access** to nutritious meals during the summer as they do during the school year. (Food Research and Action Center, 2002)
- **Student body mass index (BMI) increases June – September** and decreases September – June. (University of Indiana, 2006)
- Studies show that **out-of-school time is a dangerous time** for unsupervised, unoccupied children and unemployed teens. (Carnegie Council, 1994)
- **Parents greatest concern** for their children occurs over the **lengthy summer break**. (Public Agenda, 2004)
- **Students** present concerns about summer learning loss and **are at a readiness state to consider school calendar change**. (Public Agenda, 2004)

Effects of Modified Calendars

1. A significant difference favoring districts that offered intersessions – effect on achievement is cumulative.
2. Noticeably improves achievement with economically disadvantaged or poor-achieving students out-performing traditional calendar counterparts by .20 SD.
3. Suburban and rural modified calendar programs revealed greater effects than urban programs (multi-track effect?).
4. Students, parents, and staffs are overwhelmingly positive
5. There are specific actions policymakers can take – such as involving the community planning a program and providing quality intersession activities – that can improve community acceptance.

Cooper, Harris, et al, *The effects of modified school calendars on student achievement and on school and community attitudes*, *Review of Educational Research*, Washington: Spring 2003, Vol. 73, Iss. 1: p. 14.

Schoolfield Elementary Story (Danville, VA)

2005-2006

Report cards issued

October 5, 2005

January 30, 2006

April 3, 2006

June 14, 2006

Intersession Dates

October 10-28, 2005

January 23-27, 2006

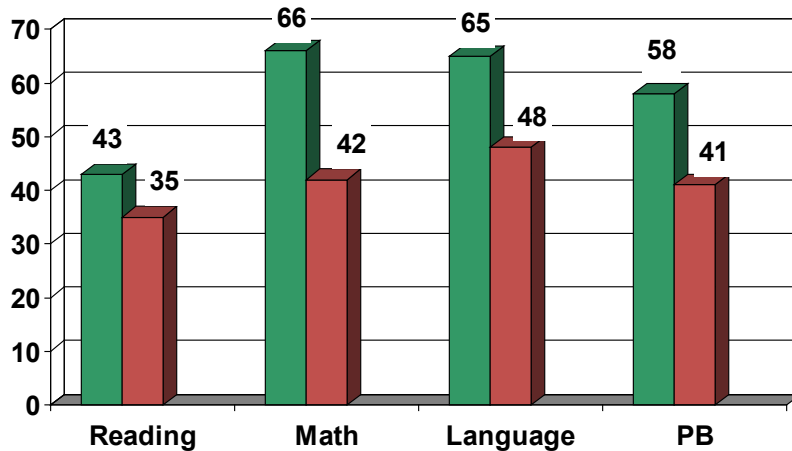
April 10-14, 2006

15 days in June/July

F - First Day							Teacher Work Day							H - Half Day							L - Last Day												
O - Optional Intersession							W - Winter Break							S - Spring Break							V - Vacation												
August														September										October									
	F	2	3	4	5	6						1	2	3										1									
7	8	9	10	11	12	13	4	5	6	7	8	9	10		2	3	4	5	6	7	8												
14	15	16	17	18	19	20	11	12	13	14	15	16	17		9	10	11	12	13	14	15												
21	22	23	24	25	26	27	18	19	20	21	22	23	24		16	17	18	19	20	21	22												
28	29	30	31				25	26	27	28	29	30			23	24	25	26	27	28	29												
															30	31																	
November							December										January																
		1	2	3	4	5						1	2	3		1	2	3	4	5	6	7											
6	7	8	9	10	11	12	4	5	6	7	8	9	10		8	9	10	11	12	13	14												
13	14	15	16	17	18	19	11	12	13	14	15	16	17		15	16	17	18	19	20	21												
20	21	22	23	24	25	26	18	19	20	21	22	23	24		22	23	24	25	26	27	28												
27	28	29	30				25	26	27	28	29	30	31		29	30	31																
February							March										April																
			1	2	3	4					1	2	3	4										1									
5	6	7	8	9	10	11	5	6	7	8	9	10	11		2	3	4	5	6	7	8												
12	13	14	15	16	17	18	12	13	14	15	16	17	18		9	10	11	12	13	14	15												
19	20	21	22	23	24	25	19	20	21	22	23	24	25		16	17	18	19	20	21	22												
26	27	28					26	27	28	29	30	31			23	24	25	26	27	28	29												
															30																		
May							June										July																
	1	2	3	4	5	6					1	2	3											1									
7	8	9	10	11	12	13	4	5	6	7	8	9	10		2	3	4	5	6	7	8												
14	15	16	17	18	19	20	11	12	13	14	15	16	17		9	10	11	12	13	14	15												
21	22	23	24	25	26	27	18	19	20	21	22	23	24		16	17	18	19	20	21	22												
28	29	30	31				25	26	27	28	29	30			23	24	25	26	27	28	29												
															30	31																	

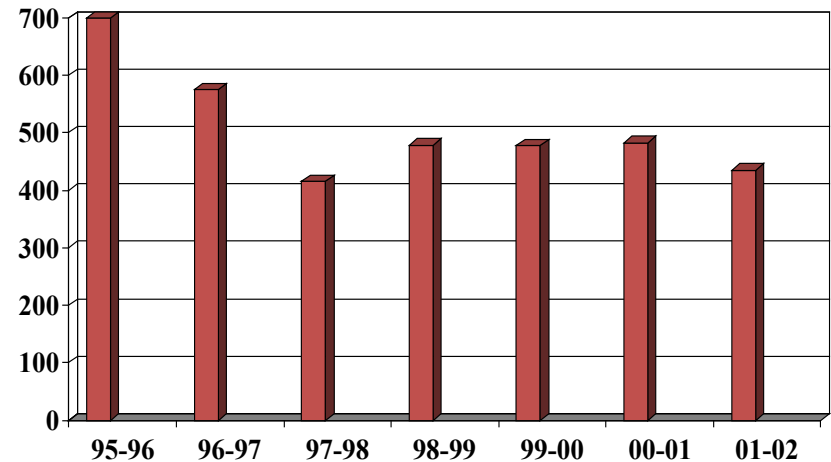
Schoolfield Elementary Story (Danville, VA)

Stanford 9 – 2001 Minority to DPS



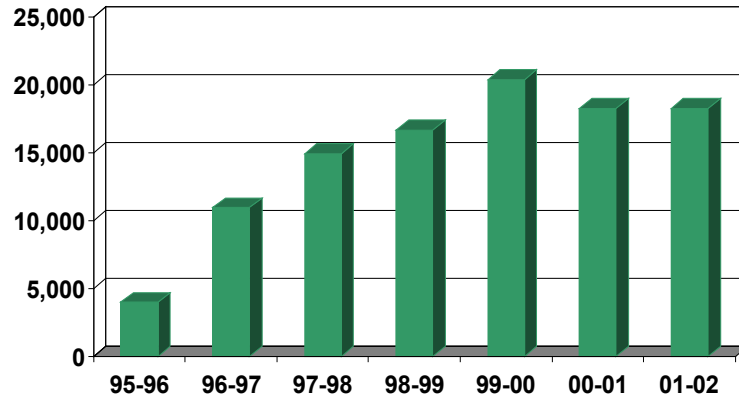
 Schoolfield – African American
 TOTAL DPS

Faculty/Staff Absences Schoolfield

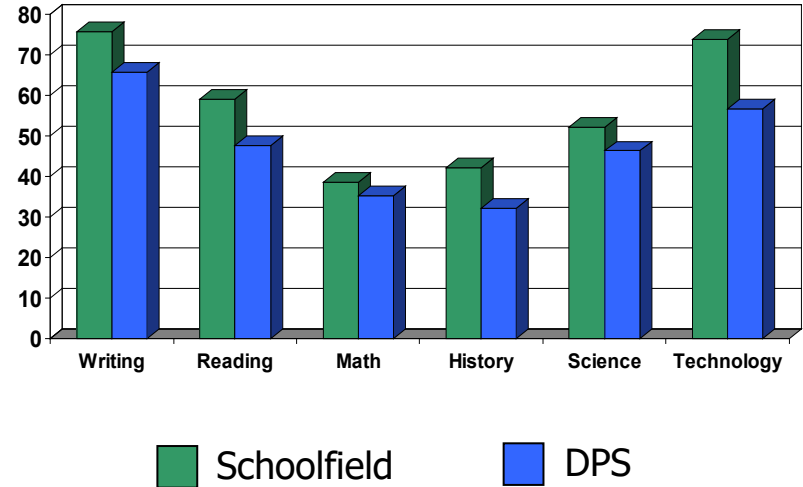


Schoolfield Elementary Story (Danville, VA)

Accelerated Reading - Schoolfield

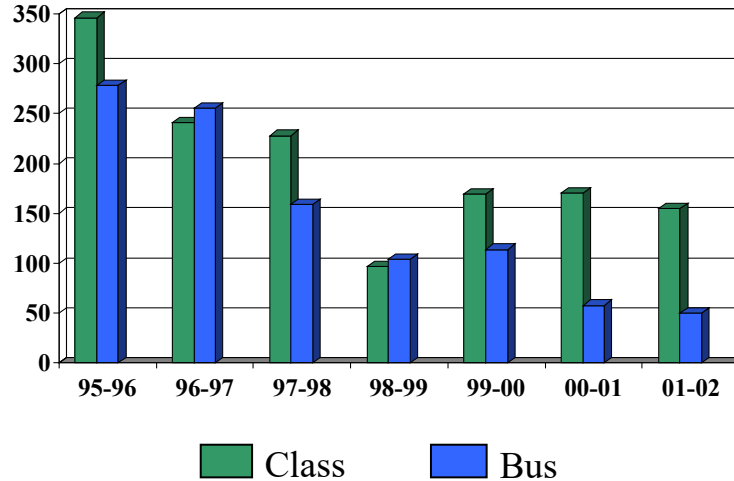


SOL – Fifth Grade - 2001

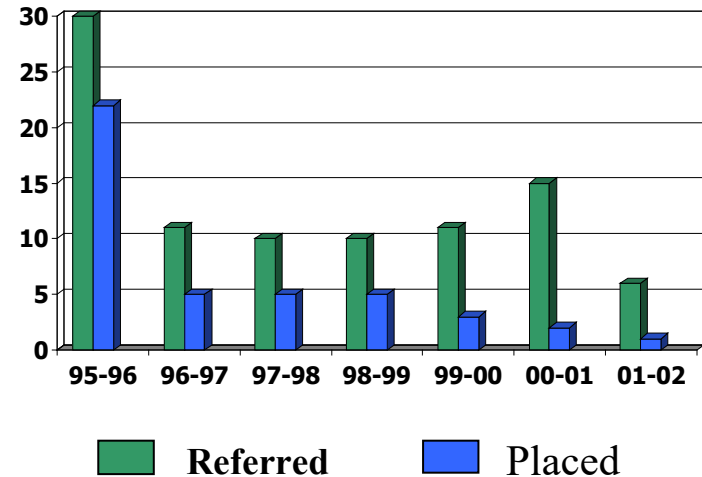


Schoolfield Elementary Story (Danville, VA)

Discipline Referrals



Special Education Referrals



The Board's Role

Governance Considerations

- ☐ District position statement on learning time and calendar year
- ☐ District policy and procedures: Authorizing school calendar year modifications
- ☐ Annual summative report to school board describing calendar-based outcomes
- ☐ Instructional calendar part of District Strategic Plan and School Improvement Plans
- ☐ Periodic district/building calendar review
- ☐ Understanding of community offerings and opportunity for students year-round
- ☐ Include calendar time and learning questions in interview processes

The Board's Role

Reflective Policy Questions

- ☐ Why do we continue to plan the school calendar year resources to disconnect students for up to 12 weeks from their caring, dedicated teachers without formally questioning the wisdom?
- ☐ Should the local school board become the policymaker group that constructively advocates for our district to develop a school calendar year that evidences seamless connections between allocated and supplemental opportunities to learn in a safe, supportive environment?
- ☐ What role can our strategic planning committee and/or our district school calendar year committee have in exploring options for the traditional school calendar year and supplementary opportunities to learn?

Modified Calendar Planning Grants & Regional Supports

Western WA Region <i>(ESD Regions 113, 112, 114, 121, 189)</i>	Central WA Region <i>(ESD Regions 105 & 171)</i>	Eastern WA Region <i>(ESD Regions 123 & 101)</i>
Regional Contact Dana Anderson, ESD 113 danderson@esd113.org	Regional Contact Kevin Chase, ESD 105 Kevin.chase@esd105.org	Regional Contact Darcy Weisner, ESD 123 dweisner@esd123.org
Crescent Elma Lopez Island Mount Vernon North Mason North Thurston Oakville Olympia Rainier Valley Leadership Academy Vancouver Winlock	Cashmere Highland Kittitas Mount Adams Selah Soap Lake Thorp Toppenish Union Gap Wahluke Yakima	Benge Columbia (Walla Walla)

25 current district grantees (funding available for up to 40!)
Planning Grant Applications open through December - iGrants FB 173
More information in OSPI Bulletin 060-22 (8/13/21)



The Stages of Exploring a Balanced Calendar

- Discussion/Research

- The Board/ Superintendent team asks questions, gathers input from stakeholders (including labor groups), reviews current calendar, and reviews data/research

- Planning

- The Board/Superintendent team begins to map out what this could look like in your district and explores the grant opportunity

- Implementation

- The Board/Superintendent team begins the work of transitioning the calendar

- Monitoring/Reflection

- The Board/Superintendent team examines data and gathers feedback on the effectiveness of the new calendar, making adjustments as necessary

TRANSFER SCREEN TO MENTI

What stage of exploring a balanced calendar do you consider your district to be in?

(Discussion/Research)

(Planning)

(Implementation)

(Monitoring/Reflection)

Small Group Discussion

In breakout room of 3-4 people, use about 15-20 minutes to have a discussion around the following questions:

- What stage are you in?
- What is going well and what has been a challenge?
- What questions do you need answers to?
- How are you feeling about this topic?

TRANSFER SCREEN TO MENTI

What has been going well?

(open ended text box)

What has been a challenge?

(open ended text box)

What questions do you need answers to?

(open ended text box)



Thank you!

FOR MORE INFORMATION

<https://www.waesd.org/services/calendar/>

Phyllis (Bunker) Frank - bunkerfrank@gmail.com

Tim Garchow - t.garchow@wssda.org