SENATE MEMBERS

David L. Williams
President, LRC Co-Chair
Katie Kratz Stine
President Pro Tem
Dan Kelly
Majority Floor Leader
Ed Worley
Minority Floor Leader
Richie Sanders, Jr.
Majority Caucus Chairman
Johnny Ray Turner
Minority Caucus Chairman
Dan Seum
Majority Whip
Joey Pendleton
Minority Whip

LEGISLATIVE RESEARCH COMMISSION

State Capitol **700 Capital Avenue** **Frankfort KY 40601**

502/564-8100

Capitol FAX 502-223-5094
Annex FAX 502-564-6543
lrc.ky.gov

Robert Sherman
Director

HOUSE MEMBERS

Jody Richards
Speaker, LRC Co-Chair
Larry Clark
Speaker Pro Tem
Rocky Adkins
Majority Floor Leader
Jeffrey Hoover
Minority Floor Leader
Robert R. Damron
Majority Caucus Chairman
Bob DeWeese
Minority Caucus Chairman
Joe Barrows
Majority Whip
Ken Upchurch
Minority Whip

M E M O R A N D U M

TO: Members of the Legislative Research Commission

FROM: Representative J.R. Gray and Senator Ken Winters
Co-Chairmen, Task Force on School Calendars and Tourism

SUBJECT: Findings of the Task Force on School Calendars and Tourism

DATE: December 15, 2005

2005 House Concurrent Resolution 55 established a task force to examine the impact of school calendars on the tourism industry in Kentucky. The task force was approved in October 2005 and met in Frankfort on November 8, in London on November 29, and at Kentucky Dam Village on December 5 to gather facts and hear testimony on this issue. In accordance with HCR 55, the task force reports its findings as attached.

Report of the Task Force on School Calendars and the Tourism Industry

House Concurrent Resolution 55

Legislative Members
Sen. Ken Winters, Co-Chair
Rep. J.R. Gray, Co-Chair

Sen. Alice Kerr
Sen. Tim Shaughnessy
Rep. Mary Harper
Rep. Frank Rasche

Citizen Members

Terry Brown
Tom Caradonio
Michael Casteel
Sherry Crose
Brian Dale
Gay Dwyer
Randy Fiveash
Ray Gillespie
Brian Humphrey
Brenda Jackson
Kyna Koch
Kay McCollum
Sharron Oxendine
George Ward
David Webb
Patty Young

Legislative Research Commission Task Force Staff
Louis Pierce, Janet Stevens, Dawn Johnson

Research Memorandum No. 499

Legislative Research Commission
Frankfort, Kentucky
lrc.ky.gov

Paid for with state funds. Available in alternative form by request.

Foreword

The 2005 General Assembly established a task force to study the impact of school calendars on the tourism industry in Kentucky. The task force was approved in October 2005 and met in Frankfort on November 8, in London on November 29, and at Kentucky Dam Village on December 5 to gather facts and hear testimony on this issue.

The task force was directed to report its findings to the Legislative Research Commission by December 15, 2005. This is the report of those findings.

Robert Sherman
Director

Legislative Research Commission
Frankfort, Kentucky
December 2005

Contents

Foreword i

Background and Findings 1
Impact on Tourism 1
Tourist Activity in August 1
The Fall Break 2
Measuring the Impact 2
Educational Concerns 3
School Calendars in General 3
Testing Requirements 4
Local Decision Making 5
Other Concerns 5
National Perspective 6

Works Cited 7

Appendix A: 2005 House Concurrent Resolution 55 9
Appendix B: Local School District Calendar Information and Opening Dates for 2004-2005 School Year, Department of Education 13
Appendix C: Legislative Research Commission Memorandum on Economic Impact of a Uniform School Opening Date 29
Appendix D: Comparison of Utility Costs in June and August from Chevron Energy Solutions 51

Background

2005 House Concurrent Resolution 55 created a task force to examine the impact of school calendars on the tourism industry and directed findings to be submitted to the Legislative Research Commission (See Appendix A).

According to the Commerce Cabinet, tourism in Kentucky has an annual economic impact of more than $9.3 billion. It employs 162,000 Kentuckians and generates $950 million per year in state and local taxes. It is Kentucky's third largest revenue-producing industry. The peak of the tourism season has generally been from Memorial Day through Labor Day.

Kentucky Revised Statutes 158.070 requires school calendars to contain a minimum of 185 days, including 175 instructional days or the equivalent, 4 holidays, 4 professional staff development days, and 2 planning days. The 185 days does not include fall, winter, spring, or other breaks, or snow or emergency days, all of which add to the length of the school year. In keeping with a fiscal year budget, state law requires that the school year end by June 30.

School calendars in Kentucky are set by local school boards upon recommendation by the district superintendent, typically with input from a school calendar committee, which may include parents and other interested parties. While the calendar may be different for each of Kentucky's 176 school districts, most start school by the middle of August and end by the middle or end of May (See Appendix B).

Findings

Impact on Tourism

Representatives from the tourism industry have testified that school calendars are having a detrimental effect on tourism in Kentucky. They claim that August is the best month for tourism, but that tourist activity is being hampered because school is currently in session during that period. They claim that it would help their industry, and consequently the state economy as a whole, to shift the school year to start later, either late in August or after Labor Day, and end later, either at the end of May or into June. Essentially, they prefer to "trade" June for August.

Tourist Activity in August

Representatives from the tourism industry testified that August is a better month for tourism in Kentucky than June. Many of those who testified were involved with marinas, boating, or other water recreational activities. They indicated that water temperatures in Kentucky are warmer in August than in June, making August better for those kinds of activities.

The task force was not able to conduct a comprehensive study to determine whether other tourist activities are better done in May or June, or whether this would be enough to offset the demand for activities in August. Legislative Research Commission economists determined in 1995 that shifting from June to August could simply change the types of activities engaged in with little or no net effect on overall tourism (See Appendix C). However, the task force did not confirm this; moreover, the 1995 analysis did not determine whether or how much out-of-state tourism spending might shift back to Kentucky, or whether in-state demand would increase, if school calendars were changed.

Representatives from the tourism industry have pointed to studies in several other states, including North Carolina and South Carolina, which concluded that starting school after Labor Day would in fact help to increase overall tourist activity (Chandler; Morse). The South Carolina study, at least, specifically found that August activity is not offset by activity in other months. However, the task force could not verify the reliability of these studies or their applicability to Kentucky tourism.

Notwithstanding the lack of verified data, the task force received a great deal of testimony from people involved in the tourism industry that August is a critical month for tourism and that a loss of tourist activity in August is not offset by activity in other months, such as May or June.

The Fall Break

Another issue concerning the effect on tourism is the fall break, which seems to have come hand in hand with earlier school start dates. The fall break may have evolved to break up the longer first semester that resulted from starting school earlier. In any case, nearly all districts have it, and it is often for a full week. This gives families an additional vacation period.

The task force heard testimony that the fall vacation period may take away from summer vacations, as families often cannot afford both. The concern is that in the fall, families would be more likely to go out of state to warmer destinations, thereby diverting money that they otherwise would have spent in Kentucky over the summer. Again, there is no hard data to prove or contradict this claim, but it is supported by testimony presented to the task force.

Measuring the Impact

School calendars are said to impact tourism from at least two sources: a decrease in vacationing Kentucky families in August and a lack of student labor to keep tourism attractions fully operational for visitors. Some out-of-state visitors who come to Kentucky in August, for example, likely come from states where school does not start until after Labor Day. Some tourism industry officials claim that when these tourists arrive, due to the labor shortage at Kentucky sites, they are not receiving adequate services, are therefore disappointed, and are unlikely to return.

Representatives from the tourism industry testified that the impact is not just on their individual businesses but also on the state economy. Some also testified that it indirectly affects education because tourism generates tax revenue, some of which is used for educational purposes. A decrease in tourist activity therefore would affect education spending. Some also claimed that schools could save on utility costs by staying open in June rather than in August, since August is generally hotter and requires more cooling. An unofficial analysis provided to the task force by a senior project director at Chevron showed that this might be the case (See Appendix D).

The task force did not receive any recent, verifiable data on the statewide impact of school calendars on tourism in Kentucky. On the one hand, the 1995 economists' information from the Legislative Research Commission suggested that while Kentucky families may vacation less in Kentucky due to earlier school start dates, they would still be available to spend money on other activities, leading to no discernible economic impact. The study also suggested that Kentucky had an adequate labor pool to make up for the lack of student labor in August. However, this study is perhaps dated and could not determine whether out-of-state tourism spending would shift back to Kentucky or whether in-state demand would increase if school calendars were changed.

On the other hand, other states have studied this issue recently and have concluded that early school start dates have a significant negative impact on tourism and on the state economy as a whole. South Carolina and North Carolina, for example, have reached this conclusion. However, these states have different economies and educational systems, and the task force could not verify or endorse these studies or their applicability to Kentucky.

Although the statewide economic impact of school calendars on tourism in Kentucky has not been accurately measured, testimony on the impact on individual businesses and on the tourism industry in general was largely undisputed. The task force received evidence and testimony from a number of business owners and others who recounted declines in business and tourist activity, primarily in the month of August. Those so testifying attributed these declines to early school start dates.

Educational Concerns

Representatives from the education sector testified against a state-mandated change to school calendars. They claim that the current calendar system is geared toward providing the best education possible to Kentucky's students, that education should be the main concern and is just as important to the economy as is tourism, and that education decisions are best left to educators and parents and should not be tailored to meet the needs of a particular industry.

School Calendars in General

Educators testified that school calendars are currently structured to provide an effective educational rhythm and to account for learning loss and other student and teacher needs. They testified that school has to start in August to finish the first semester before the

Christmas break. They claim it provides a natural ending to the semester and that students perform poorly on exams if they test after the holiday. They also stated that the needs of athletic departments, extracurricular activities, and, most importantly, the need to get in as many instructional days as possible before spring exams all required an early start date.

Representatives from the tourism industry suggested that eliminating the fall break would allow for a later school start date without compromising the length of the first semester, and that eliminating or decreasing other breaks would make it possible to get in as many instructional days while shortening the overall school year. Educators responded that students and teachers need a pattern of learning and periodic breaks to maximize effective education, that eliminating some breaks would not address all of the problems or educational needs, and that the fall break in particular was an important part of the calendar to which schools and families have become accustomed.

As with other testimony on both sides of the issue, the task force was unable to review any studies or research that would endorse some of the testimony received. Tourism industry representatives mentioned in testimony and provided staff with citations to published research on learning loss and spacing effects in education, which may support or contradict the perceived need for breaks and timing in current school calendars, but this research was beyond the task force's scope, time, and expertise. Educators consistently testified that the current school calendar structure was the most effective, beneficial, and necessary for education.

Testing Requirements

Related to the issue of timing and breaks is the question of testing requirements. There are two tests the timing of which could affect the school calendar. Both are given toward the end of the school year. KRS 158.649 and 158.6453 require that the Commonwealth Accountability Testing System (CATS) test be scored and the results provided to school districts within 150 days from the beginning of the testing window, and by November 1 at the latest. This gives districts the opportunity to adjust their second semester lessons based on needs identified by test results. Federal law requires that testing related to the No Child Left Behind Act be scored and returned to districts by the first day of the following school year.

Educators have testified that these testing and scoring requirements restrict their ability to start school any later than they do now. Currently the tests are given toward the end of the school year, in late April or early May. This allows a maximum of instruction time before the tests and limits the number of instruction days after the tests, which are considered less productive as students have less incentive to concentrate on their studies. It also allows sufficient time to meet the results deadlines. Educators claim that altering the school calendar would upset the timing of the tests, thereby undermining the effectiveness of school instruction and perhaps causing schools to miss their testing deadlines.

On the one hand, the task force received some testimony suggesting that if the school year is shifted to start later and end later, then testing could simply be shifted with it. It was claimed that schools could administer the tests in late May rather than in April and still provide the same number of instruction days before and after the tests. There would still be the same number of days between the end of one school year and the beginning of the next, allowing the same amount of time to meet the deadline for the No Child Left Behind Act. It was also claimed that the CATS deadline would be met, as long as the test was administered by the end of May at the latest. If not, the November 1 deadline is a state requirement that could be adjusted to accommodate the new schedule.

On the other hand, educators testified that student attendance, and attention, is lower in the spring, due mainly to the weather, which would make instruction more difficult at the critical testing time. Additionally, the November 1 CATS deadline was deemed important, as teachers need the information in time to prepare for the second semester. Educators indicated that pushing the deadline could pose problems. Also, state testing dates are set several years in advance, so at the very least any change to school calendars would have to be phased in. Educators consistently testified that the current testing schedule is best left as is, along with the way it fits with current school calendars.

Local Decision Making

The task force received testimony that the best way to balance Kentucky's educational needs and local economic and other interests was to allow these decisions to be made at the local level. It was said that school boards and calendar committees receive input from all sectors of the community and are in the best position to determine the school calendar. A representative from the tourism industry testified that the Lyon County School Board, for example, agreed to a later school start date to accommodate local businesses. Some argue that this could be a model for other school districts, rather than mandating a statewide calendar.

Other Concerns

Educators expressed the following other concerns to the task force on the issue of changing school calendars.

Teachers have their own educational requirements that are needed to retain their certifications or simply to improve their knowledge and contribution to the classroom. The demands of the school year, including involvement in extracurricular school activities, prevents them from fulfilling these requirements then. Therefore, many teachers take graduate-level courses at local colleges and universities in the summer. A later school starting and ending date could cut into the summer college semester, keeping teachers from improving their educations. It is unclear whether colleges and universities would alter their schedules to accommodate teachers.

Schools operate on a fiscal year and must end by June 30. While proposed changes to the school calendar envision pushing the end date only into late May or the beginning of

June, one must take into account snow and emergency days. Additionally, the Kentucky Education Association and other groups have recently advocated increasing the number of required instructional or staff development days. Any such additional days could push the end date against the June 30 deadline. While some argue that there is enough time and this would not be a problem, educators argue that it is a real concern.

As mentioned previously, educators insist that spring is a difficult time to maintain students' attention. They claim that any instruction time in May or June is less productive than at other times of year.

National Perspective

It should be noted that the issue of school calendars and tourism is being discussed in other states around the nation and has been getting increasing national attention. According to a recent article in *The New York Times*, several states have enacted legislation to provide for a later start date, including North Carolina, Wisconsin, and Minnesota. According to the National Coalition for a Traditional School Calendar, several others are currently debating or planning legislation, including Florida, Georgia, Alabama, Pennsylvania, and Ohio. In addition, organizations have sprung up in Georgia, Texas, and other states, and at the national level to push for changes to school calendars. As other states confront this issue, their research and experiences could provide lessons for Kentucky.

Works Cited

Chandler, James A. Early School Start Dates in North Carolina and the Affect on North Carolina's Hospitality and Tourism Industry: An Estimate of the Potential Financial and Economic Impact. Report for the North Carolina House of Representatives. 2004.

Morse, Stephen C. South Carolina Early School Start Dates and the South Carolina Travel and Tourism Industries: An Analysis of Economic and Tax Revenue Impacts. Report for Uniform School Start Date Task Force, South Carolina Department of Education. Oct. 2, 2002.

National Coalition for a Traditional School Calendar. *State School Start Date Laws*. Oct. 10, 2005.

New York Times News Service. "Across the nation, parents resist starting school earlier." *azcentral.com*. Aug. 5, 2005 <www.azcentral.com/families/education/articles/0805earlystart-ON.html> (accessed Dec. 22, 2005).

Appendix A

A CONCURRENT RESOLUTION directing the Legislative Research Commission to establish a task force to examine the relationship between Kentucky's educational system and the tourism industry relating to annual school calendars.

WHEREAS, the annual economic impact of tourism spending in the Commonwealth is more than $9.1 billion; and

WHEREAS, over $942 million in state and local taxes are generated from tourist expenditures; and

WHEREAS, tourism-related businesses collectively represent Kentucky's third largest industry, employing over 164,000 Kentuckians; and

WHEREAS, tourism-related businesses often have a seasonal cycle, with many peaking during summer months; and

WHEREAS, tourism-related businesses often employ seasonal labor, many of whom are students and young adults; and

WHEREAS, seasonal jobs created by tourism-related businesses provide needed income and valuable experience to students and young adults; and

WHEREAS, school opening dates that are scheduled before the third week in August and school closing dates that are scheduled after the second week of June may place certain difficulties upon tourism-related businesses and students working in this business sector;

NOW, THEREFORE,

Be it resolved by the House of Representatives of the General Assembly of the Commonwealth of Kentucky, the Senate concurring therein:

Section 1. The Legislative Research Commission shall establish a task force to examine the effect of school calendars on Kentucky's tourism industry and the potential effect that changes in school calendars may have on Kentucky's educational system. The task force shall be composed of twenty two (22) members, to be approved by the Legislative Research Commission, and shall include:

(1) The director of the Kentucky Hotel and Lodging Association, or a designee;

(2) The director of the Kentucky Retail Federation, or a designee;

(3) The director of the Kentucky Marina Association, or a designee;

(4) The director of the Kentucky Tourism Council, or a designee, and four (4) members to be appointed by the Kentucky Tourism Council to represent various diverse sectors of the tourism industry;

(5) The chairperson of the Kentucky School Boards Association, or a designee;

(6) The president of the Kentucky Education Association, or a designee;

(7) A representative of the Kentucky Association of School Administrators to be selected by its governing board;

(8) The president of the Kentucky Parent Teacher Association, or a designee;

(9) The chairperson of the Kentucky Board of Education, or a designee;

(10) The Secretary of the Commerce Cabinet, or a designee;

(11) The Commissioner of the Kentucky Department of Parks, or a designee;

(12) The Commissioner of Education, Kentucky Department of Education, or a designee; and

(13) Six members of the General Assembly, three members appointed by the President of the Senate, and three members appointed by the Speaker of the House of Representatives. One of the Senate members shall be appointed co-chair by the President of the Senate, and one of the House of Representative members shall be appointed co-chair by the Speaker of the House of Representatives.

Section 2. The task force shall report its findings to the Legislative Research Commission for referral to the appropriate committee or committees no later than December 15, 2005.

Section 3. Provisions of this resolution to the contrary notwithstanding, the Legislative Research Commission shall have the authority to alternatively assign the issues identified herein to an interim joint committee or subcommittee thereof, and to designate a study completion date.

Appendix B

Local School District
Calendar Information

D #	SCHOOL DISTRICT	OD	SFD	PD	H	G	FALL BREAK	WINTER BREAK	SPRING BREAK	SLD	CD	ID	TD	Min Instrution Days	Max Instruction Days
001	ADAIR CO.	8/3/05	8/4/05	11/11/05 11/23/05 3/10/06 4/14/06	9/5/05 11/24/05 1/16/06 2/20/06	7/27/05-8/2/05	10/10-10/14	12/28-1/2	4/3-4/7	5/10/06	5/11/06	170	185	375	385
005	ALLEN CO.	8/3/05	8/4/05	10/31/0511/23/05 02/20/06 03/31/06	9/5/05 11/24/05 12/23/05 1/2/06		10/3-10/7	12/19-1/2	4/3-4/7	5/19/06	5/18/06	175	185	360	390
006	ANCHORAGE IND.	8/15/05	8/16/05	8/18/05 8/11/05 10/17/05 11/23/05 5/5/06	9/5/05 1/2/06 1/16/06 5/29/06		10/18-10/21	12/19-12/30	4/3-4/7	6/2/06	6/5/06	174	188	390	390
011	ANDERSON CO.	8/9/05	8/10/05	9/23/05 4/14/06 5/24-5/30/06	9/25/05 11/24/05 12/25/05 1/1/096		10/17-10/21	12/19-12/30	4/3-4/7	5/31/06	5/23/06	175	188	380	389
012	ASHLAND IND.	8/9/05	8/10/05	9/30/05 2/20/05 3/17/06 5/15/06	9/5/05 11/24/05 12/23/05 12/29/05		10/10-10/14	12/19-12/30	4/3-4/7	5/23/06	5/24/06	175	185	375	385
013	AUGUSTA IND.	8/5/05	8/8/05	8/1-8/4/05	9/5/05 11/24/05 1/16/05 2/20/05		10/7-10/14	12/21-1/2	4/3-4/7	5/18/06	5/19/06	175	185	380	380
015	BALLARD CO.	8/8/05	8/9/05	9/26/05 11/23/05 03/17/06 05/22/06	9/5/05 11/24/05 11/30/05 2/20/06		10/10-10/14	12/19-12/29	4/3-4/7	5/19/06	5/23/06	175	185	369	380
016	BARBOURVILLE IND.	8/2/05	8/3/05	8/1/05 10/14/05 3/16/06 3/17/06	9/5/05 11/11/05 11/24/05 1/2/06		10/3-10/7	12/21-12/30	3/27-3/31	5/17/06	5/18/06	175	185	375	375
017	BARDSTOWN IND.	8/1/05	8/3/05	8/2/05 9/2/05 9/30/05 2/20/06	9/5/05 11/24/05 1/16/06 5/29/06		10/3-10/14	12/21-1/4	3/21-3/31	6/2/06	6/3/06	175	185	375	375
021	BARREN CO.	8/9/05	8/10/05	8/3-8/8/05	9/5/05 11/24/05 12/23/05 12/30/05	1/2/06 3/10/06	10/3-10/7	12/19-12/29	4/3-4/7	5/18/06	5/19/06	173	185	370	380
025	BATH CO.	8/10/05	8/11/05	8/1-8/3/05 3/10/06	9/5/05 11/24/05 1/16/06 2/20/06		10/17-10/21	12/19-12/30	3/27-3/31	5/23/06	5/24/06	175	185	375	375
026	BEECHWOOD IND.	8/22/05	8/24/05	8/23/05 10/17/05 11/8/05 3/24/06	9/5/05 11/24/05 1/16/06 5/29/06			12/21-1/2	4/3-4/7	6/1/06	6/2/06	175	185	365	385
031	BELL CO.	8/3/05	8/4/05	8/1/05 10/10/05 11/23/05 3/10/06	9/5/05 11/24/05 12/23/05 12/30/05	8/2/05 9/26/05	10/11-10/14	12/19-12/23 12/26-12/29	3/27-3/31	5/10/06	5/11/06	173	185	370	381
032	BELLEVUE IND.	8/16/05	8/17/05	8/15/05 11/23/05 2/17/06 3/17/06	9/5/05 11/24/05 1/16/06 2/20/06		10/10-10/14	12/22-1/2	4/3-4/7	5/25/06	5/26/06	175	185	312	380
034	BEREA IND.	8/9/05	8/10/05	8/3-8/8/05	9/5/05 11/24/05 11/23/05 1/16/06		10/3-10/7	12/19-12/22 12/26-12/30	4/3-4/7	5/19/06	5/20/06	175	185	365	365
035	BOONE CO.	8/19/05	8/22/05	10/14/05 1/3/06 2/17/06 2/20/06	9/5/05 11/24/05 12/26/05 1/2/06	10/17/05 5/1/06 5/2/06		12/21-12/30	4/3-4/7	5/26/06	6/6/06	174	187	375	390
041	BOURBON CO.	8/9/05	8/10/05	8/5/05 8/6/05 2/3/06 3/10/06	9/5/05 11/24/05 12/23/05 12/30/05		10/10-10/14	12/19-12/29	4/3-4/7	5/23/06	5/22/06	175	185	365	374
042	BOWLING GREEN IND.	8/1/05	8/2/05	10/13/05 10/14/05 3/23/06 3/24/06	9/5/05 11/24/05 1/16/06 2/20/06		10/3-10/12	12/19/-12/30	3/13-3/22	5/26/06	6/1/06	177	185	370	370
045	BOYD CO.	8/3/05	8/4/05	8/1/05 8/2/05 8/11/05 11/23/05	9/5/05 11/24/05 12/23/05 12/30/05		10/3-10/14	12/19-12/22 12/26-12/29		5/30/06	5/31/06	175	185	370	405
051	BOYLE CO.	8/9/05	8/10/05	8/5/05 8/08/05 11/23/05 2/20/06	9/5/05 11/24/05 12/23/05 1/16/06		10/10-10/14	12/26/12/30	4/3-4/7	5/22/06	5/23/06	173	185	380	395
055	BRACKEN CO.	8/9/05	8/10/05	8/8/05 11/7/05 11/23/05 4/14/06	9/5/05 11/24/05 12/30/05 1/16/06		10/6-10/7	12/19-12/29	4/3-4/7	5/22/06	5/23/06	175	185	370	370
061	BREATHITT CO.	7/28/05	8/1/05	7/28/05 9/2/05 10/13/05 11/23/05	9/2/05 11/24/05 12/26/05 1/2/06			12/21 12/27-12/30 1/4/06	4/3-4/7	5/4/06	5/5/06	176	185	375	380
065	BRECKINRIDGE CO.	8/4/05	8/5/05	5/16/06 5/19/06 5/22/06 5/23/06	9/5/05 11/24/05 12/23/05 12/30/05		10/3-10/7	12/21-12/22 12/26-12/29	4/3-4/7	5/17/06	5/18/06	172	182	378	395
071	BULLITT CO.	8/17/05	8/18/05	8/15/05 11/23/05 3/13/06 5/16/06	9/5/05 11/24/05 1/16/06 2/20/06		10/17-10/21	12/19-1/2	4/3-4/7	6/1/06	6/2/06	175	185	360	380
072	BURGIN IND.	8/1/05	8/2/05	7/29/05 9/30/05 2/17/06 3/10/06	9/5/05 11/24/05 1/16/06 2/29/06	10/24/25 3/22/06	10/3-10/14	12/22-1/2	3/30-4/7	5/26/06	5/30/06	173	185	375	400
075	BUTLER CO.	8/10/05	8/11/05	10/10/05 10/11/05 10/31/05 11/23/05	9/5/05 11/25/05 12/26/05 1/2/06		10/13-10/14	12/21-12/23 12/27-12/30	4/3-4/7	5/23/06	5/24/06	175	185	380	380

This information represents the calendar used by the majority of schools in each district. There are alternative schools and detention centers whose calendars are not reflected on this spreadsheet.

Local School District
Calendar Information

D #	SCHOOL DISTRICT	OD	SFD	PD	H	G	FALL BREAK	WINTER BREAK	SPRING BREAK	SLD	CD	ID	TD	Min Instrution Days	Max Instruction Days
081	CALDWELL CO.	8/10/05	8/11/05	8/8/05 10/17/05 1/3/06 2/20/06	9/5/05 12/24/05 12/26/05 1/2/06	8/9/05 10/10/05 3/17/06	10/11-10/14	12/23 12/27-12/30		5/18/06	5/19/06	172	185	390	390
085	CALLOWAY CO.	8/4/05	8/5/05	8/3/05 10/7/05 3/29/06 3/21/06	9/5/05 11/24/05 12/23/05 12/30/05		10/10-10/14	12/19-1/01	4/3-4/7	5/18/06	5/19/06	175	185	366	380
091	CAMPBELL CO.	8/1/05	8/8/05	8/2/05 10/21/05 2/20/06 3/24/06	9/5/05 11/24/05 12/26/05 1/2/06	9/19/05 11/7/05 2/6/06 5/1/06	10/13-10/20	12/22-23/05 12/27-12/30/05	3/16-3/23	5/17/06	6/5/06	171	185	373	395
092	CAMPBELLSVILLE IND.	8/2/05	8/3/05	8/1/05 11/23/05 3/10/06 3/24/06	9/5/05 11/24/05 1/16/06 2/20/06		10/3-10/14	12/19-12/30	3/27-3/31	5/24/06	5/23/06	175	185	370	383
095	CARLISLE CO.	8/8/05	8/9/05	9/23/05 11/23/05 3/17/06 5/16/06	9/5/05 11/24/05 12/30/05 2/20/06		10/3-10/7	12/19-12/30	4/3-4/7	5/19/06	5/22/06	175	185	370	370
101	CARROLL CO.	8/9/05	8/10/05	10/17/05 10/18/05 2/20/06 3/10/06	9/5/05 11/23/05 11/26/05 1/16/06		10/19-10/21	12/21-12/23 12/27-1/3/06	4/3-4/7	5/19/06	5/22/06	175	185	365	370
105	CARTER CO.	8/9/05	8/10/05	8/8/05 10/5/05 4/5/06 5/15/06	9/5/05 11/24/05 12/26/05 1/2/06		10/6-10/7	12/22-12/23/05 12/27-12/30/05	4/3-4/7	5/12/06	5/16/06	175	185	379	392
111	CASEY CO.	8/3/05	8/4/05	1/3/06 4/3/06 4/4/06 4/5/06	9/5/05 11/24/05 1/2/06 1/16/06		10/10-10/14	12/19-12/30	4/6-4/7	5/19/06	5/22/06	175	185	372	385
113	CAVERNA IND.	8/8/05	8/9/05	10/3/05 10/4/05 10/5/05 3/10/06	9/5/05 11/24/05 1/16/06 2/20/06		10/6-10/7	12/19-12/30	4/3-4/7	5/18/06	5/19/06	175	185	360	360
115	CHRISTIAN CO.	8/9/05	8/10/05	8/8/05 11/23/05 3/13/06 5/16/06	9/5/05 11/24/05 1/16/06 2/20/06		10/10-10/14	12/19-12/30	4/3-4/7	5/26/06	5/29/06	175	185	367	395
121	CLARK CO.	8/8/05	8/9/05	8/2/05 8/3/05 8/3/05 8/5/05	9/5/05 11/24/05 12/26/05 1/2/06	10/21/05 5/3/06	10/10-10/14	12/19-23/05 12/27-30/05	4/3-4/7	5/18/06	5/19/06	175	185	387	400
125	CLAY CO.	8/1/05	8/3/05	5/9/06 5/10/06 5/11/06 5/12/06	9/5/05 11/24/05 11/23/05 12/30/05	8/2/05 10/7/05 12/16/05 3/10/06 4/10/06	10/10-10/14	12/19-12/23/05 12/26-12/29/05	3/13-3/17	5/8/06	5/15/06	170	185	387	387
131	CLINTON CO.	8/8/05	8/9/05	8/3/05 8/4/05 8/5/05 5/22/06	9/5/05 11/24/05 12/26/05 1/2/06	10/17/05 2/20/06 4/14/06	10/10-10/14	12/19-12/23 12/27-12/30	3/20-3/24	5/18/06	5/189/06	173	186	367	371
132	CLOVERPORT IND.	8//19/05	8/22/05	8/11/05 8/12/05 1/2/06 3/10/06	9/5/05 11/24/05 1/16/06 2/20/06	8/15/05 8/16/05 8/17/05 8/18/05 1/1/3/06	10/10-10/14	12/19-12/30	4/3-4/7	5/19/06	5/22/06	173	185	380	380
133	CORBIN IND.	8/5/05	8/8/05	7/29-8/4/05	9/5/05 11/24/05 1/2/06 1/16/06		10/10-10/14	12/21-1/2	4/3-4/7	5/19/06	5/22/06	175	186	376	375
134	COVINGTON IND.	8/16/05	8/17/05	8/15/05 2/17/06 3/17/06 5/26/06	9/5/05 11/24/95 1/16/06 2/20/06			12/19-1/2	4/3-4/7	5/24/06	5/25/06	175	185	365	395
135	CRITTENDEN CO.	8/10/05	8/11/05	8/8/05 8/9/05 10/3/05 11/7/05	9/5/05 11/24/05 12/23/05 1/16/06	9/30/05 2/13/06	10/17-10/21	12/19-12/23/05 12/27-12/30/05	4/3-4/7	5/23/06	5/24/06	173	185	380	383
141	CUMBERLAND CO.	8/3/05	8/4/05	7/29-8/2/05	9/5/05 11/24/05 12/23/05 1/16/06	8/8/05 10/7/05 1/2/06 3/17/06	10/10-10/14	12/19-12/22/05 12/26-12/30/05	4/3-4/7	5/12/06	5/15/06	171	185	370	370
143	DANVILLE IND.	8/15/05	8/17/05	8/10/05 8/11/05 8/12/05 2/17/06	9/5/05 11/24/05 1/16/06 2/20/06		10/11-10/14	12/22-1/3	4/3-4/7	5/24/06	5/25/06	175	185	375	380
145	DAVIESS CO.	8/8/05	8/10/05	8/9/05 10/11/05 2/20/06 3/24/06	5/22-5/25/06	10/10/05 3/3/06	10/12-10/14	12/21-1/3	3/27-3/31	5/18/06	5/19/06	173	185	364	383
146	DAWSON SPRINGS IND.	8/1/05	8/2/05	7/28-7/29/05 11/04/05 1/4/06	9/5/05 11/24/05 1/16/06 5/29/06	10/17/05 1/5/06 3/27/06	10/3-10/14	12/21-1/3	3/13-3/24	5/25/06	5/26/06	172	185	375	375
147	DAYTON IND.	8/9/05	8/10/05	8/8/05 11/23/05 2/17/06 3/16/06	9/5/05 11/24/05 1/16/06 2/20/06		10/10-10/14	12/22-1/2	4/3-4/7	5/19/06	5/22/06	175	185	375	383
149	EAST BERNSTADT IND.	8/10/05	8/11/05	8/01-8/02/05 9/23/05 10/14/05	9/5/05 11/24/05 12/26/05 1/2/06			12/19-12/23	3/30-4/7	5/24/06	5/25/06	175	185	405	405
151	EDMONSON CO.	7/29/05	8/1/05	7/28/05 9/16/06 11/23/05 2/20/06	9/5/05 11/24/05 12/23/05 12/30/05		10/3-10/14	12/19-12/22/05 12/26-12/29/05	3/27-4/7	5/25/06	5/25/06	175	185	373	385
152	ELIZABETHTOWN IND.	8/8/05	8/9/05	9/30/03 11/23/05 2/6/06 3/31/06	9/5/05 11/24/05 1/16/06 2/20/06		10/3-10/7	12/19-1/2	4/3-4/7	5/25/06	5/26/06	171	185	375	375
155	ELLIOTT CO.	8/8/05	8/11/05	8/9/05 11/23/05 4/28/06 5/15/06	9/5/05 11/24/05 12/26/05 1/16/06		10/3-10/7	12/19-12/23/05 12/27-12/30/05	3/27-3/31	5/22/06	5/23/06	175	185	372	372
156	EMINENCE IND.	8/1/05	8/2/05	7/27-7/20/05 9/19/05	9/5/05 11/24/05 1/16/06 2/20/06		10/10-10/21	12/19-1/3	3/24-4/7	6/1/06	6/2/06	175	185	380	395

This information represents the calendar used by the majority of schools in each district. There are alternative schools and detention centers whose calendars are not reflected on this spreadsheet.

Local School District
Calendar Information

D #	SCHOOL DISTRICT	OD	SFD	PD	H	G	FALL BREAK	WINTER BREAK	SPRING BREAK	SLD	CD	ID	TD	Min Instrution Days	Max Instruction Days
157	ERLANGER IND.	8/16/05	8/17/05	8/15/05 11/23/05 5/5/06 5/16/06	9/5/05 11/24/05 1/16/06 2/20/06			12/12-1/2	4/3-4/7	5/23/06	5/24/06	177	187	380	380
161	ESTILL CO.	8/5/05	8/9/05	8/1-8/4/05	9/5/05 11/24/05 12/26/05 1/2/06	8/8/05 9/19/05	10/3-10/7	12/19-12/23/05 12/27-12/30/05	4/3-4/7	5/15/06	5/16/06	173	185	395	405
162	FAIRVIEW IND.	8/5/05	8/6/05	11/7/05 1/3/06 2/20/06 3/10/06	9/5/05 11/24/05 12/26/05 1/2/06		10/3-10/7	12/19-12/23/05 12/30/05	4/3-4/7	5/23/06	5/24/06	175	185	370	370
165	FAYETTE CO.	8/12/05	8/15/05	8/11/05 11/8/05 12/21/05 5/16/06	9/5/05 11/24/05 1/16/06 2/20/06	8/1/9/05 10/13/05 1/3/06 3/10/06 5/25/06		12/22-1/2	4/3-4/7	5/23/06	5/24/06	175	190	360	360
171	FLEMING CO.	8/10/05	8/11/05	10/10/05 3/10/06 3/17/06 3/24/06	9/5/05 11/24/05 1/16/06 2/20/06		10/6-10/7	12/19-12/30	3/27-3/31	5/23/06	5/24/06	175	185	370	386
175	FLOYD CO.	8/9/05	8/10/05	8/5-8/8/05 11/23/05 2/20/06	9/5/05 11/24/05 11/26/05 12/30/05		10/5-10/7	12/19-12/23/05 12/27-12/20/05	3/27-3/31	5/10/06	5/11/06	175	185	390	390
176	FORT THOMAS IND.	8/18/05	8/24/05	8/19/05 8/22/05 8/23/05 10/14/05 10/17/05 11/28/05	9/5/05 11/24/05 1/16/06 5/29/06			12/22-1/2	4/3-4/7	5/31/06	6/1/06	175	188	370	375
177	FRANKFORT IND.	7/29/05	8/1/05	7/27-7/29/05 1/16/06 2/20/06	9/5/05 11/24/05 1/16/06 5/29/06		10/4-10/21	12/21/05-1/4/06	4/3-4/7	6/9/06	6/12/06	175	185	360	371
181	FRANKLIN CO.	8/12/05	8/17/05	8/11/05 11/04/05 2/17/06 3/10/06	9/5/05 11/24/05 11/26/05 1/2/06		10/10-10/14	12/22-12/23/05 12/27-12/30/05	4/3-4/7	5/30/06	5/31/06	175	185	360	410
185	FULTON CO.	8/8/05	8/9/05	8/5/05 10/17/05 2/20/06 5/15/06	9/5/05 11/24/05 12/23/05 12/30/05	11/23/2005	10/10-1/4	12/23-1/3	4/3-4/7	5/18/06	5/19/06	175	186	365	378
186	FULTON IND.	8/2/05	8/4/05	8/1/05 8/3/05 2/20/06 5/16/06	9/5/05 11/24/05 12/23/05 12/20/05	10/24/05 3/27/06	10/6-10/14	12/29-12/23/05 12/26-12/29/05	4/3-4/7	5/18/06	5/19/06	173	185	370	395
191	GALLATIN CO.	8/8/05	8/9/05	8/5/05 10/10/05 10/11/05 3/10/06	9/5/05 11/24/05 12/26/05 1/16/06		10/12-10/13	12/19-12.23.05 12/27-12/30/05	4/5-4/7	5/18/06	5/19/06	175	186	380	400
195	GARRARD CO.	8/3/05	8/4/05	8/1-8/2/05 11/7-11/8/05	9/5/05 11/24/05 1/16/06 2/20/06	9/23/05 1/2/06 5/16/06	10/7-10/14	12/19-12/30	4/3-4/7	5/17/06	5/18/06	172	185	375	375
197	GLASGOW IND.	8/15/05	8/16/05	11/23/05 2/20/05 3/10/06 5/15/06	9/5/05 11/24/05 12/26/05 1/16/06		10/3-10/7	12/19-12/23/05 12/27-12/30/05	4/3-4/7	5/25/06	5/26/06	175	185	369	375
201	GRANT CO.	8/9/05	8/10/05	8/4-8/8/05 5/16/06	9/5/05 11/24/05 12/23/05 12/30/05		10/3-10/7	12/21-12/22/05 12/26-12//29/05	4/3-4/7	5/17/06	5/18/06	175	185	360	370
205	GRAVES CO.	8/5/05	8/8/05	8/3-8/4/05 11/4/05 2/20/06	9/5/05 11/24/05 12/23/05 12/30/05		10/4-10/7	12/19-12/22/05 12/26-12/29/05	3/31-4/7	5/19/06	5/22/06	175	185	367	367
211	GRAYSON CO.	7/29/05	8/1/05	7/28/05 11/25/05 2/20/06 5/16/06	9/5/05 11/24/05 11/26/05 1/16/06		9/28-10/7	12/19-12/30	4/3-4/7	5/22/06	5/23/06	175	185	371	386
215	GREEN CO.	8/1/05	8/2/05	7/28-7/29/05 8/5/05 11/4/05	9/5/05 11/24/05 1/16/06 2/20/06		10/3-10/14	12/19-12/30	4/3-4/7	5/19/06	5/22/06	175	185	370	370
221	GREENUP CO.	8/10/05	8/11/05	8/5-8/9/05 2/20/06	9/5/05 11/24/05 12/23/05 1/16/06			12/19-12/23/05 12/26-12/30/05	4/3-4/7	5/17/06	5/18/06	175	185	370	395
225	HANCOCK CO.	8/12/05	8/16/05	8//10-8/11/05 8/15/05 3/24/06	9/5/05 11/24/05 12/23/05 12/30/05	5/25-5/26/06	10/10-10/14	12/19-12/22/05 12/26-12/29/05	3/27-3/31	5/23/06	5/24/06	175	187	368	380
231	HARDIN CO.	8/2/05	8/2/05	7/27-8/1/05	9/5/05 11/24/05 12/23/05 12/30/05		10/3-10/14	12/19-12/22/05 12/26-12/29/05	3/27-4/7	5/26/06	5/30/06	175	185	365	395
235	HARLAN CO.	8/9/05	8/10/05	8/8/05 11/24/05 1/3/06 2/20/06	9/5/05 11/24/05 12/26/05 1/2/06		10/3-10/7	12/22-12/23/05 12/27-12/30/05	3/27-3/31	5/17/06	5/18/06	175	185	365	365
236	HARLAN IND.	8/8/05	8/9/05	10/10-10/11/05 11/23/05 12/19/05	9/5/05 11/24/05 11/26/05 1/2/06	9/6/05 2/6/06	10/12-10/14	12/20-12/23/05 12/27-12/30/05	4/3-4/7	5/17/06	5/18/06	172	185	375	375
241	HARRISON CO.	8/8/05	8/9/05	3/10/06 5/16/06 5/19 5/22/06	9/5/06 11/24/05 12/23/05 12/30/05	11/23/05	10/10-10/14	12/19-12/22/05 12/26-12/30/05	4/3-4/7	5/18/06	5/23/06	174	185	385	395
242	HARRODSBURG IND.	8/28/05	8/4/05	7/29-8/3/05	9/5/05 11/24/05 12/26/05 1/2/06		10/3-10/14	12/21-12/23/05 12/27-12/30/05	3/28-4/7	5/24/06	5/25/06	175	185	370	395
245	HART CO.	8/9/05	8/10/05	8/8/05 11/08/05 11/23/05 11/25/05	9/5/05 11/25/05 12/26/06 1/2/06		10/3-10/7	12/19-12/23/05 12/27-12/30/05	4/3-4/7	5/23/06	5/24/06	175	185	360	360

This information represents the calendar used by the majority of schools in each district. There are alternative schools and detention centers whose calendars are not reflected on this spreadsheet.

Local School District
Calendar Information

D #	SCHOOL DISTRICT	OD	SFD	PD	H	G	FALL BREAK	WINTER BREAK	SPRING BREAK	SLD	CD	ID	TD	Min Instrution Days	Max Instruction Days
246	HAZARD IND.	8/5/05	8/8/05	8/1/05 9/16/05 11/23/05 2/20/06	9/5/05 12/26/05 1/2/06 1/16/06	8/2-8/4/05 4/14/06	10/10-10/14	12/19-12/23/05 12/27-12/30/05	3/20-3/24	5/12/06	5/13/06	171	185	385	398
251	HENDERSON CO.	8/2/05	8/3/05	8/1/05 11/23/05 11/25/05 1/2/06	9/5/05 11/24/05 12/23/05 12/30/05		10/7-10/14	12/21-12/22/05 12/26-12/29/05	3/20-3/24	5/17/06	5/18/06	175	185	360	392
255	HENRY CO.	8//10/05	8/11/05	10/17/05 11/23/05 3/10/06 4/3/06	9/5/05 11/24/05 12/26/05 1/2/06		10/18-10/21	12/23/05 12/27-12/30/05 1/3/06	4/4-4/7	5/23/06	5/24/06	175	185	380	380
261	HICKMAN CO.	8/5/05	8/8/05	10/31/05 11/23/05 2/20/06 3/17/06	9/5/05 11/24/05 12/23/05 1/16/06		10/10-10/14	12/19-12/22/05 12/26-12/30/05	3/31-4/7	5/19/06	5/22/06	175	185	362	374
265	HOPKINS CO.	8/9/05	8/10/05	8/8/05 11/23/05 5/16/06 5/19/06	9/5/05 11/11/05 1/16/06 2/20/06		10/10-10/14	12/21-1/2	4/3-4/7	5/18/06	5/19/06	175	185	370	385
271	JACKSON CO.	8/9/05	8/10/05	4/5-4/6/05 5/11/06 5/15/06	9/5/05 11/24/05 12/23/05 12/30/05	9/2/05 10/28/05 3/10/06 5/12/06	10/3-10/7	12/19-12/23/05 12/26-12/29/05	4/7/2005	5//10/06	5/17/06	171	185	375	388
272	JACKSON IND.	8/1/05	8/3/05	7/28-7/29/05 11/23/05 2/20/06	9/5/05 11/24/05 12/26/06 1/2/06	8/2/05 9/26/05 3/6/06 5/16/06	10/3-10/14	12/19-12/23/05	3/13-3/24	5/25/06	5/26/06	171	185	375	375
275	JEFFERSON CO.	8/12/05	8/16/05	10/17/05 2/20/06 3/03/06 5/5/06	9/5/05 11/2/405 12/26/05 1/16/06	10/14/05 11/8/05 1/17/06 2/17/06		12/19-12/23/05 12/27-1/2/06	4/3-4/10	5/25/06	5/26/06	173	189	370	370
276	JENKINS IND.	8/3/05	8/8/05	8/4/05 11/7/05 12/19/05 2/27/06	9/5/05 12/24/05 12/26/05 1/2/06	10/31/05 11/14/05 11/28/05 1/23/06 2/13/06 3/13/06		12/20-1/3	4/3-4/7	5/26/06	5//29/06	163	185	405	405
281	JESSAMINE CO.	8/11/05	8/16/05	8/15/05 9/26/05 12/19/05 2/20/06	9/5/05 11/24/05 12/26/05 1/2/06	8/12/05	10/17-10/21	12/20-12/23/05	4/6-4/7	6/7/06	6/8/06	175	186	365	385
285	JOHNSON CO.	8/2/05	8/3/05	8/1/05 12/23/05 12/22/05 12/29/05	9/5/05 11/24/05 12/23/05 12/30/05		10/3-10/7	12/19-12/21/05 12/26-12/28/05	4/3-4/7	5/10/06	5/11/06	175	185	395	395
291	KENTON CO.	8/22/05	8/24/05	9/28/05 11/23/05 1/13/06 3/24/06	9/5/05 11/24/05 1/1/606 2/20/06	5/15/06 5/30-6/2/06		12/19-1/2	3/27-3/31	5/25/06	5/26/06	170	185	371	371
295	KNOTT CO.	8/5/05	8/8/05	8/4/05 5/11-15/06	9/5/05 11/23/05 1/16/06 4/14/06			12/19-12/30	3/13-3/17	5/9/06	5/10/06	175	185	375	390
301	KNOX CO.	8/8/05	8/9/05	8/3-8/5/05 11/23/05	9/5/05 11/24/05 12/26/05 1/1/606			12/19-12/23/05 12/27-12/30/05	3/27-3/31	5/11/06	5/12/06	175	185	375	400
305	LARUE CO.	8/1/05	8/3/05	7/25-7/26/05 11/8/05 3/5/06	9/5/05 11/24/05 1/16/06 2/20/06	10/21/05 5/15/06	10/3-10/7	12/19-12/30	4/3-4/6	5/15/06	5/17/06	173	185	366	397
311	LAUREL CO.	8/10/05	8/11/05	8/9/05 9/23/05 10/18/05 10/31/05	9/5/05 11/24/04 12/26/05 1/2/06	10/14/05 10/17/05 3/30/06	10/19-10/21	12/19-12/23/05 12/27-12/30/05	4/3-4/7	5/24/06	5/25/06	175	188	370	385
315	LAWRENCE CO.	8/1/05	8/4/05	8/2-8/3/05 3/17/06 4/14/06	9/5/05 11/24/05 11/23/05 12/30/05		10/3-10/7	12/19-12/22/05 12/20-12/29/05	4/3-4/7	5/15/06	6/12/06	175	185	385	406
321	LEE CO.	8/2/05	8/4/05	7/29/05 8/1/05 8/3/05 10/20/05	9/5/05 11/24/05 12/26/05 12/30/05			12/19-12/23/05 12/27-12/29/05	4/6-4/7	5/3/06	5/4/06	175	185	375	375
325	LESLIE CO.	8/3/05	8/8/05	8/1-8/2/05 9/30/05 4/6/06	9/5/05 11/24/05 12/23/05 1/16/06			12/19-12/30		5/2/06	5/3/06	175	185	375	385
331	LETCHER CO.	8/1/05	8/4/05	8/2-8/3/05 10/10/05 11/25/05	9/5/05 11/24/05 12/23/05 12/30/05		10/31-11/4	12/19-12/23/05 12/26-12/29/05	4/3-4/7	5/15/06	5/17/06	175	185	386	415
335	LEWIS CO.	8/5/05	8/8/05	8/4/05 1/3/06 3/16-3/17/06	9/5/05 11/24/05 1/16/06 2/20/06		10/7-10/14	12/21-1/2	4/3-4/7	5/19/06	5/22/06	175	185	370	375
341	LINCOLN CO.	8/1/05	8/2/05	10/3/05 10/14/05 11/08/05 5/16/06	9/5/05 11/24/05 1/16/06 2/20/06		10/5-10/14	12/19-12/30	4/3-4/7	5/18/06	5/19/06	175	185	365	390
345	LIVINGSTON CO.	8/23/05	8/24/05	10/14/05 11/23/05 2/20/06 5/16/06	9/5/05 11/24/05 12/26/05 1/2/06	8/22/05 10/13/05 3/17/06 5/1/06		12/21-12/23/05 12/27-12/30/05	4/3-4/7	5/24/06	5/25/06	171	185	370	370
351	LOGAN CO.	7/26/05	7/27/05	7/25/05 11/23/05 12/19-12/20/05	9/5/05 11/24/05 12/26/05 1/2/06		10/3-10/14	12/21-1/3	3/20-3/24	5/19/06	5/22/06	175	185	387	405
354	LUDLOW IND.	8/15/05	8/18/05	8/17/05 10/13/05 2/17/06 5/1/06	9/5/05 1/16/06 2/20/06 5/29/06			12/21-1/3	3/27-3/31	6/1/06	6/2/06	175	185	380	380
361	LYON CO.	8/8/05	8/9/05	10/10-10/12/05 11/23/05	9/5/05 11/24/05 1/2/06 1/16/06			12/21-12/30/05		5/25/06	5/26/06	175	185	375	375
365	MADISON CO.	8/8/05	8/10/05	08/09/05 09/23/05 11/08/05 02/20/06	09/05/05 11/24/05 12/23/05 12/30/05			12/19-12/30	4/3-4/7	5/17/06	5/18/06	175	185	360	395

This information represents the calendar used by the majority of schools in each district. There are alternative schools and detention centers whose calendars are not reflected on this spreadsheet.

Local School District
Calendar Information

D #	SCHOOL DISTRICT	OD	SFD	PD	H	G	FALL BREAK	WINTER BREAK	SPRING BREAK	SLD	CD	ID	TD	Min Instrution Days	Max Instruction Days
371	MAGOFFIN CO.	8/5/05	8/9/05	08/04/05 08/08/05 11/23/05 12/21/05	09/05/05 11/24/05 12/23/05 12/30/05			12/23-12/30	4/3-4/7	5/8/06	5/9/06	175	185	375	385
375	MARION CO.	8/8/05	8/9/05	05/22/06 05/23/06 05/24/06 05/25/06	09/05/05 11/24/05 12/26/05 01/02/06		10/3-10/7	12/19-1/2	3/27-3/31	5/18/06	5/19/06	175	185	367	367
381	MARSHALL CO.	8/4/05	8/5/05	11/07/05 02/15/06 02/16/06 02/17/06	09/05/05 11/24/05 01/16/06 02/20/06		10/10-10/14	12/19-1/1	4/3-4/7	5/19/06	5/22/06	175	185	360	360
385	MARTIN CO.	8/3/05	8/4/05	08/01/05 08/02/05 11/07/05 11/23/05	09/05/05 11/24/05 01/16/06 02/20/06		10/3-10/7	12/22-12/30	4/3-4/7	5/10/06	5/11/06	174	185	380	380
391	MASON CO.	8/9/05	8/10/05	08/08/05 10/06/05 11/23/05 02/20/06	09/05/05 11/24/05 12/23/05 01/02/06			12/19-1/2	4/3-4/7	5/22/06	5/23/06	175	185	380	390
392	MAYFIELD IND.	8/8/05	8/9/05	08/02/05 08/03/05 08/04/05 08/05/05	09/05/05 11/24/05 12/26/05 12/30/05		10/3-10/7	12/21-12/30	3/30-4/7	5/18/06	5/19/06	175	185	365	383
395	MCCRACKEN CO.	8/8/05	8/11/05	08/09/05 08/10/05 11/07/05 03/17/06	09/05/05 11/24/05 12/23/05 01/02/06		10/10-10/14	12/19-1/2	4/3-4/7	5/24/06	5/25/06	175	185	365	375
401	MCCREARY CO.	8/2/05	8/3/05	07/28/05 07/29/05 08/01/05 10/07/05	09/05/05 11/24/05 12/23/05 12/30/05		10/10-10/14	12/19-12/30	4/3-4/7	5/15/06	5/17/06	175	185	371	371
405	MCLEAN CO.	8/3/05	8/4/05	01/02/06 02/20/06 03/31/06 04/03/06	09/05/05 11/24/05 12/23/05 12/30/05		10/3-10/7	12/19-12/30	4/4-4/7	5/12/06	5/15/06	173	185	370	375
411	MEADE CO.	8/10/05	8/11/05	08/05/05 08/08/05 08/09/05 11/08/05	09/05/05 11/24/05 12/26/05 01/02/06		10/3-10/7	12/21-1/2	4/3-4/7	5/22/06	5/23/06	175	185	366	366
415	MENIFEE CO.	8/9/05	8/10/05	08/02/05 08/03/05 08/04/05 08/05/05	09/05/05 11/24/05 01/16/06 02/20/06			12/22-1/2	4/3-4/7	5/10/06	5/11/06	175	185	380	380
421	MERCER CO.	8/2/05	8/3/05	04/29/06 05/06/06 05/13/06 05/20/06	09/05/05 11/24/05 12/26/05 01/02/06			12/21-1/2	4/3-4/7	5/23/06	5/24/06	175	185	392	395
425	METCALFE CO.	8/1/05	8/2/05	08/02/05 10/31/05 03/02/06 03/31/06	09/05/05 11/24/05 12/23/05 01/02/06		10/4-10/7	12/20-1/2	4/3-4/7	5/18/06	5/19/06	175	185	375	385
426	MIDDLESBORO IND.	8/3/05	8/4/05	08/01/05 08/02/05 02/20/06 03/10/06	09/05/05 11/24/05 12/23/05 12/30/05		10/3-10/7	12/23-12/30	3/27-3/31	5/12/06	5/15/06	175	185	395	395
431	MONROE CO.	8/3/05	8/4/05	08/1/05 08/02/05 11/23/05 11/25/05	09/5/05 11/24/05 12/26/05 01/16/06	9/2/05 10/21/05 1/3/06 3/31/06	10/3-10/7	12/19-1/2	4/3-4/7	5/15/06	5/16/06	171	185	377	395
435	MONTGOMERY CO.	8/10/05	8/11/05	8/5/05 8/08/05 8/09/05 9/30/05	9/5/05 11/24/05 12/26/05 1/2/06		10/14-10/17	12/19-12/30	4/3-4/7	5/18/06	5/19/06	175	185	360	385
436	MONTICELLO IND.	8/8/05	8/11/05	8/9/05 10/17/05 11/08/05 3/17/06 3/24/06 4/14/06	9/05/05 11/24/05 1/16/06 2/20/06	8/10/05 11/07/05 2/21/06	10/10-10/14	12/21-1/3	4/3-4/7	5/23/06	5/24/06	170	185	381	381
441	MORGAN CO.	8/10/05	8/11/05	8/8/05 8/9/05 11/23/05 4/14/06	9/5/05 11/24/05 1/16/06 2/20/06		10/20-10/21	12/19-12/30	3/20-3/24	5/18/06	5/19/06	175	185	375	380
445	MUHLENBERG CO.	8/8/05	8/9/05	10/17/05 11/23/05 2/20/06 5/16/06	9/5/05 11/24/05 12/26/05 12/30/05		10/10-10/14	12/19-12/30	4/3-4/7	5/18/06	5/19/06	175	185	365	365
446	MURRAY IND.	8/5/05	8/9/05	8/8/05 3/23/06 3/24/06 5/22/06	9/5/05 11/24/05 12/23/05 12/30/05	10/31/05 3/22/06	10/10-10/14	12/22-12/30	4/3-4/7	5/19/06	5/23/06	173	185	375	385
451	NELSON CO.	8/1/05	8/2/05	11/8/05 3/6/06 4/14/06 5/16/06	11/24/05 12/23/05 12/30/05 1/16/06		10/3-10/14	12/21-1/4	3/20-3/31	6/1/06	6/16/06	175	185	375	405
452	NEWPORT IND.	8/15/05	8/16/05	8/12/05 10/12/05 3/17/06 5/1/06	9/5/05 11/24/05 1/16/06 2/20/06		10/13-10/14	12/19-12/30	4/3-4/7	5/25/06	5/26/06	175	185	380	390
455	NICHOLAS CO.	8/10/05	8/11/05	8/9/05 10/7/05 11/23/05 3/31/06	9/5/05 11/24/05 1/16/06 2/20/06		10/10-10/14	12/19-12/30	4/3-4/7	5/23/06	5/24/06	175	185	366	375
461	OHIO CO.	8/8/05	8/9/05	10/10/05 10/11/05 2/20/06 3/31/06	9/5/05 11/24/05 12/26/05 1/2/06		10/12-10/14	12/22-12/30		5/19/06	5/22/06	175	185	362	390
465	OLDHAM CO.	8/16/05	8/17/05	8/10/05 8/11/05 8/12/05 8/15/05	9/05/05 11/24/05 1/2/06 5/29/06		10/17-10/21	12/19-12/30	4/3-4/7	6/1/06	6/2/06	175	185	360	395
471	OWEN CO.	8/9/05	8/10/05	08/08/0510/24/05 02/17/06 03/10/06	09/05/05 11/24/05 12/26/05 01/16/06	10/03/05 03/09/06		12/20-1/2	4/3-4/7	5/19/06	5/22/06	173	185	380	401

This information represents the calendar used by the majority of schools in each district. There are alternative schools and detention centers whose calendars are not reflected on this spreadsheet.

Local School District
Calendar Information

D #	SCHOOL DISTRICT	OD	SFD	PD	H	G	FALL BREAK	WINTER BREAK	SPRING BREAK	SLD	CD	ID	TD	Min Instrution Days	Max Instruction Days
472	OWENSBORO IND.	8/2/05	8/3/05	08/01/05 11/23/05 01/02/06 05/16/06	09/05/05 11/24/05 11/25/05 01/16/06	09/16/05 03/24/06	10/3-10/14	12/19-1/2	3/27-4/7	5/25/06	5/26/06	173	185	380	395
475	OWSLEY CO.	8/3/05	8/11/05	08/01/05 08/02/05 10/13/05 01/13/06	09/05/05 11/24/05 12/26/05 01/02/06			12/22-1/2	4/3-4/7	5/18/06	5/19/06	176	186	375	375
476	PADUCAH IND.	8/9/05	8/11/05	08/10/05 10/31/05 02/20/06 03/31/06	09/05/05 11/24/05 12/26/05 01/02/06		10/10-10/14	12/19-1/2	4/3-4/7	5/24/06	5/25/06	175	185	360	360
477	PAINTSVILLE IND.	8/17/05	8/18/05	08/15/05 08/16/05 10/31/05 11/23/05	09/05/05 11/24/05 01/16/06 02/20/06			12/19-1/1	3/27-3/31	5/25/06	5/26/06	175	185	370	370
478	PARIS IND.	8/10/05	8/11/05	08/9/05 11/07/05 11/23/05 05/16/06	09/05/05 11/24/05 01/02/06 01/16/06			12/19-1/2	4/3-4/7	5/19/06	5/22/06	176	186	375	380
481	PENDLETON CO.	8/10/05	8/11/05	08/08/05 08/09/05 03/30/06 03/31/06	09/05/05 11/24/05 01/16/06 02/20/06		10/10-10/11	12/19-1/2	3/27-3/31	5/17/06	5/18/06	175	185	360	360
485	PERRY CO.	8/5/05	8/9/05	08/08/05 09/16/05 03/16/06 03/17/06	09/05/05 11/24/05 12/23/05 12/30/05			12/19-1/1		5/5/06	5/8/06	175	185	375	375
491	PIKE CO.	8/10/05	8/15/05	08/11/05 08/12/05 09/26/05 05/23/06	09/05/05 11/24/05 12/26/05 01/16/06			12/19-12/30	4/3-4/7	5/22/06	5/24/06	175	185	387	400
492	PIKEVILLE IND.	8/10/05	8/11/05	08/08/05 08/09/05 11/08/05 02/20/06	09/05/05 11/24/05 12/26/05 01/16/06	10/17/05 01/02/06 04/20/06		12/19-12/30	4/3-4/6	5/19/06	5/22/06	173	186	375	380
493	PINEVILLE IND.	8/4/05	8/8/05	08/05/05 11/23/05 12/19/05 12/20/05	09/05/05 11/24/05 12/23/05 01/16/06		10/10-10/14	12/21-12/30	3/27-4/3	5/18/06	5/19/06	175	185	375	375
495	POWELL CO.	8/5/05	8/8/05	08/12/05 09/16/05 11/23/05 02/20/06	09/05/05 11/24/05 12/23/05 01/16/06			12/19-12/30	3/27-3/31	5/11/06	5/12/06	175	185	376	395
496	PROVIDENCE IND.	8/8/05	8/9/05	08/02/05 08/03/05 08/04/05 08/05/05	09/05/05 11/24/05 01/16/06 02/20/06	07/21/05 07/22/05 08/15/05 08/22/05 08/29/05 09/12/05 09/19/05 10/10/05 10/17/05 10/24/05 10/31/05 11/14/05 01/02/06 01/30/06 02/13/06 03/27/06		12/19-1/2	4/3-4/10	5/10/06	5/11/06	159	185	420	420
501	PULASKI CO.	8/1/05	8/2/05	11/07/05 05/18/06 05/19/06 05/22/06 05/23/06 05/24/06 05/25/06	09/05/05 11/24/05 12/23/05 02/20/06	09/30/05 12/21/05 3/13/06	10/3-10/7	12/22-1/6	3/14-3/24	5/15/06	5/17/06	169	185	375	375
502	RACELAND IND.	8/12/05	8/15/05	08/10/05 08/11/05 11/07/05 04/28/06	09/05/05 11/24/05 12/23/05 12/30/05		10/6-10/7	12/19-12/29	4/3-4/7	5/23/06	5/24/06	175	185	360	385
505	ROBERTSON CO.	8/10/05	8/11/05	08/02/05 08/05/05 08/08/05 08/09/05	09/05/05 11/24/05 12/23/05 12/30/05		10/6-10/7	12/19-12/30	4/3-4/7	5/18/06	5/19/06	175	186	379	388
511	ROCKCASTLE CO.	8/3/05	8/10/05	08/02/05 08/04/05 08/05/05 08/08/05	09/05/05 11/24/05 12/23/05 12/30/05			12/19-12/29	3/27-3/31	5/11/06	5/12/06	175	185	360	360
515	ROWAN CO.	8/10/05	8/11/05	08/01/05 08/09/05 10/03/05 11/23/05	09/05/05 11/24/05 11/25/05 01/16/06		10/17-10/21	12/19-12/30	3/27-3/31	5/30/06	5/31/06	175	187	370	377
521	RUSSELL CO.	8/10/05	8/11/05	09/28/05 05/23/06 05/24/06 05/25/06	09/05/05 01/02/06 01/16/06 02/20/06		10/10-10/14	12/19-1/2	4/3-4/7	5/22/06	5/26/06	175	185	369	385
522	RUSSELL IND.	8/9/05	8/10/05	08/08/05 01/03/06 02/20/06 03/17/06	09/05/05 11/24/05 12/26/05 01/02/06		10/3-10/7	12/21-12/30	4/3-4/7	5/22/06	5/23/06	175	185	390	390
523	RUSSELLVILLE IND.	8/1/05	8/3/05	08/02/05 10/17/05 01/02/06 03/13/06	09/05/05 11/24/05 01/16/06 02/20/06	09/28/05 03/01/06	10/10-10/14	12/19-12/30	4/3-4/7	5/19/06	5/22/06	173	185	380	395
524	SCIENCE HILL IND.	8/1/05	8/3/05	08/02/05 11/23/05 12/19/05 02/17/06	09/05/05 11/24/05 01/16/06 02/20/06		10/3-10/7	12/20-12/30	3/20-3/24	5/11/06	5/12/06	175	185	380	380
525	SCOTT CO.	8/10/05	8/15/05	08/09/05 11/23/05 03/17/06 05/16/06	09/05/05 11/24/05 12/26/05 01/16/06		10/17-10/21	12/19-1/2	4/3-4/14	6/1/06	6/2/06	175	185	370	390
531	SHELBY CO.	8/22/05	8/23/05	08/19/05 11/08/05 03/03/06 06/02/06	09/05/05 11/24/05 01/16/06 02/20/06		10/19-10/21	12/22-12/30	4/3-4/7	5/31/06	6/1/06	175	185	365	375

This information represents the calendar used by the majority of schools in each district. There are alternative schools and detention centers whose calendars are not reflected on this spreadsheet.

Local School District
Calendar Information

D #	SCHOOL DISTRICT	OD	SFD	PD	H	G	FALL BREAK	WINTER BREAK	SPRING BREAK	SLD	CD	ID	TD	Min Instrution Days	Max Instruction Days
533	SILVER GROVE IND.	7/29/05	8/1/05	07/27/05 07/28/05 10/24/05 03/27/06	09/05/05 11/24/05 12/26/05 01/02/06		10/3-10/14	12/19-1/6	3/28-4/7	6/2/06	6/5/06	175	185	425	425
535	SIMPSON CO.	7/29/05	8/8/05	07/27/05 07/28/05 11/25/05 02/20/06	09/05/05 11/24/05 12/26/05 01/02/06	09/16/05 03/03/05	10/3-10/14	12/21-1/2	3/20-3/31	5/26/06	5/30/06	173	185	370	385
536	SOMERSET IND.	8/10/05	8/11/05	08/09/05 02/21/06 11/23/05 03/31/06	09/05/05 11/24/05 01/16/06 02/20/06		10/3-10/7	12/23-1/3	4/3-4/7	5/23/06	5/24/06	177	187	360	365
537	SOUTHGATE IND.	8/18/05	8/22/05	08/17/05 08/19/05 10/14/05 03/10/06	09/05/05 11/24/05 01/16/06 02/20/06	10/17/05 11/07/05 11/08/05 01/13/0503/27/05		12/19-1/2	4/3-4/7	5/25/06	5/26/06	170	185	390	390
541	SPENCER CO.	8/9/05	8/10/05	08/08/05 10/25/05 02/06/06 05/05/06	09/05/05 11/24/05 12/26/05 01/16/06	08/22/05 09/19/05 09/30/05 10/24/05 11/28/05 01/03/06 03/03/05 03/13/06 05/30/06	10/17-10/21	121/19-1/2	4/3-4/7	5/26/06	5/31/06	166	185	385	385
545	TAYLOR CO.	8/2/05	8/3/05	08/01/05 11/07/05 11/23/05 05/16/06	09/05/05 11/24/05 01/16/06 02/20/06		10/3-10/14	12/19-12/30	3/27-4/7	5/26/06	5/30/06	175	185	375	375
551	TODD CO.	8/8/05	8/9/05	08/03/05 08/04/05 08/05/05 11/25/05	09/05/05 11/24/05 12/26/05 01/16/06		10/10-10/14	12/19-1/2	3/27-3/31	5/18/06	5/19/06	175	185	363	393
555	TRIGG CO.	8/4/05	8/8/05	08/05/05 09/26/05 03/17/06 05/16/06	09/05/05 11/24/05 12/26/05 12/30/05		10/13-10/17	12/19-12/30	4/3-4/7	5/22/06	6/9/06	175	185	360	377
561	TRIMBLE CO.	8/11/05	8/12/05	08/02/05 08/03/05 08/04/05 08/05/05 08/08/05 08/09/05 08/10/05	09/05/05 11/24/05 12/26/05 01/02/06		10/17-10/20	12/22-1/2	4/3-4/7	5/22/06	5/23/06	175	188	375	384
565	UNION CO.	8/9/05	8/10/05	08/08/05 10/10/05 11/25/05 05/16/06	09/05/05 11/24/05 01/16/06 02/20/06		10/11-10/14	12/19-1/2	4/3-4/7	5/18/06	5/19/06	175	185	375	395
567	WALTON-VERONA	8/8/05	8/9/05	8/4/2005 08/05/05 11/07/05 03/17/06	09/05/05 11/24/05 12/26/05 01/02/06		10/10-10/14	12/21-1/2	4/3-4/7	5/22/06	5/23/06	175	185	365	370
571	WARREN CO.	8/3/05	8/4/05	11/23/05 02/20/05 03/16/06 03/17/06	09/05/05 11/24/05 12/26/05 01/02/06		10/10-10/14	12/19-1/2	4/3-4/7	5/19/06	5/22/06	175	185	360	390
575	WASHINGTON CO.	8/8/05	8/9/05	10/10/05 02/20/06 05/18/06 05/19/06	09/05/06 11/24/05 12/26/05 01/02/06		10/3-10/7	12/21-1/2	3/17-3/24	5/17/06	5/22/06	175	185	375	390
581	WAYNE CO.	8/1/05	8/4/05	8/03/05 03/31/06 05/05/06 05/12/06	09/05/05 11/24/05 01/16/06 02/20/06	08/02/05 10/07/05 11/07/05 01/06/06 03/10/06	10/10-10/17	12/19-12/30	4/3-4/7	5/17/06	5/18/06	170	185	375	375
585	WEBSTER CO.	7/28/05	8/2/05	07/29/05 10/17/05 02/06/06 05/22/06	09/05/05 11/24/05 12/23/05 05/29/06	08/01/05 08/29/05 09/12/05 09/26/05 10/24/05 11/14/05 12/12/05 01/23/06 02/20/06 03/06/06 03/27/06 05/01/06	10/3-10/7	12/19-1/1	4/3-4/7	5/26/06	5/30/06	163	185	395	420
586	WEST POINT IND.	08/08/05	8/9/05	09/30/05 11/23/05 02/06/06 03/31/06	09/05/05 01/16/05 11/24/05 02/20/06	09/29/05 11/04/05 02/03/06 03/10/06	10/4-10/7	12/19-1/2	4/3-4/7	5/25/06	5/26/06	176	185	380	380
591	WHITLEY CO.	8/8/05	8/9/05	08/04/05 08/05/05 11/08/05 03/10/06	09/05/05 11/24/05 01/02/06 02/20/06		10/20-10/21	12-21-1/2	4/3-4/7	5/12/06	6/8/06	175	185	370	375
592	WILLIAMSBURG IND.	8/9/05	8/10/05	08/03/05 08/04/05 08/05/05 02/20/06	09/05/05 12/23/05 11/24/05 12/30/05		10/10-10/14	12/19-1/2	4/3-4/7	5/18/06	5/19/06	175	185	370	375
593	WILLIAMSTOWN IND.	8/10/05	8/11/05	08/08/05 08/09/05 10/13/05 11/23/05	09/05/05 11/24/05 12/23/05 01/16/06		10/13-10/14	12/21-1/3	4/3-4/7	5/17/06	5/18/06	175	185	365	380
595	WOLFE CO.	8/2/05	8/3/05	08/01/05 12/19/05 12/20/05 12/21/05	09/05/05 12/23/05 12/30/05 11/24/05		10/5-10/7	12/19-1/2	3/15-3/17	5/5/06	05/08/06	175	185	375	380
601	WOODFORD CO	8/9/05	8/11/05	08/08/05 11/23/05 02/06/06 02/17/06	09/05/05 11/24/05 01/16/06 02/20/06	08/10/05 10/31/05 05/15/06	10/3-10/7	12/22-1/4	4/3-4/7	5/25/06	05/26/06	175	188	370	380

LEGEND:
YRE = Year Round Education

This information represents the calendar used by the majority of schools in each district. There are alternative schools and detention centers whose calendars are not reflected on this spreadsheet.

Local School District
Calendar Information

D #	SCHOOL DISTRICT	OD	SFD	PD	H	G	FALL BREAK	WINTER BREAK	SPRING BREAK	SLD	CD	ID	TD	Min Instrution Days	Max Instruction Days

OD = Opening Day
SFD = Students First Day
PD = Professional Development Days
H = Holidays
G = Additional Planning Days
MLK = Martin Luther King - 1/21/01
MDO = Miscellaneous Days Out
SLD = Students Last Day
CD = Closing Day
ID = Instructional Days
TD = Total Days

This information represents the calendar used by the majority of schools in each district. There are alternative schools and detention centers whose calendars are not reflected on this spreadsheet.

Source: Commonwealth of Kentucky. Dept. of Ed. "Local School District Calendar Information." <http://www.education.ky.gov/KDE/Administrative+Resources/Finance+and+Funding/School+Finance/School+Calendar.htm> (accessed April 14, 2005).

Opening Dates for 2004-05 School Year

Operating on Year-Round Calendars	**NUMBER of DISTRICTS - 25** 1. Bowling Green Ind 2. Burgin Ind 3. Campbellsville Ind 4. Dawson Springs Ind 5. Edmonson Co 6. Eminence Ind; Frankfort Ind 7. Fulton Ind 8. Graves Co 9. Grayson Co 10. Green Co 11. Hardin Co 12. Harrodsburg Ind 13. Henderson Co 14. Jackson Ind 15. Jefferson County-Nine (9) schools only* 16. Lewis Co 17. Lincoln County 18. Logan Co 19. Mayfield Ind 20. Mercer Co 21. Owensboro Ind 22. Pulaski County 23. Silver Grove Ind 24. Simpson Co 25. Taylor Co
Before August 1 Opening Day of 2004-05 School Year	**NUMBER of DISTRICTS - 3** 1. Breathitt County (7/29) 2. Metcalf Co (7/30); 3. Webster Co (7/29)
August 2-6 Opening Day of 2004-05 School Year	**NUMBER of DISTRICTS - 65** 1. Adair Co 2. Jackson Ind 3. Barbourville Ind 4. Bardstown Ind 5. Bell Co 6. Boyd Co 7. Breckinridge Co 8. Calloway Co 9. Campbell Co 10. Carter Co 11. Casey Co 12. Clark Co 13. Clay Co 14. Corbin Ind 15. Cumberland Co 16. Daviess Co 17. East Bernstadt Ind 18. Estill Co

	19. Fairview Ind 20. Floyd Co 21. Garrard Co 22. Hancock Co 23. Harlan Co 24. Harlan Ind 25. Hart Co 26. Hazard Ind 27. Hickman Co 28. Hopkins Co 29. Jackson Co 30. Jenkins Ind 31. Johnson Co 32. Knott Co 33. LaRue Co 34. Laurel Co 35. Lawrence Co 36. Lee Co 37. Letcher Co 38. Magoffin Co 39. Marion Co 40. Marshall Co 41. Martin Co 42. McCreary Co 43. McLean Co 44. Meade Co 45. Middlesboro Ind 46. Monroe Co 47. Morgan Co 48. Muhlenberg Co 49. Nelson Co 50. Ohio Co 51. Owsley Co 52. Perry Co 53. Pike Co 54. Pineville Ind 55. Powell Co 56. Rockcastle Co 57. Russellville Ind 58. Science Hill Ind 59. Somerset Ind 60. Spencer Co 61. Trigg Co 62. Warren Co 63. Wayne Co 64. Whitley Co 65. Wolfe Co
August 9-13 **Opening Day of** **2004-05 School Year**	**NUMBER of DISTRICTS - 68** 1. Allen Co 2. Anderson Co 3. Ashland Ind

	4. Augusta Ind 5. Ballard Co 6. Barren Co 7. Bath Co 8. Berea Ind 9. Boone Co 10. Bourbon Co 11. Boyle Co 12. Bracken Co 13. Butler Co 14. Caldwell Co 15. Carlisle Co 16. Carroll Co 17. Caverna Ind 18. Christian Co 19. Clinton Co 20. Cloverport Ind 21. Crittenden Co 22. Danville Ind 23. Dayton Ind 24. Elizabethtown Ind 25. Elliott Co 26. Fayette Co 27. Fleming Co 28. Franklin Co 29. Gallatin Co 30. Glasgow Ind 31. Grant Co 32. Greenup Co 33. Harrison Co 34. Henry Co 35. Jefferson Co* 36. Jessamine Co 37. Knox Co 38. Leslie Co 39. Livingston Co 40. Lyon Co 41. Mason Co 42. McCracken Co 43. Menifee Co 44. Monticello Ind 45. Murray Ind 46. Nicholas Co 47. Oldham Co 48. Owen Co 49. Paducah Ind 50. Paris Ind 51. Pendleton Co 52. Pikeville Ind 53. Providence Ind 54. Raceland Ind

	55. Robertson Co 56. Rowan Co 57. Russell Co 58. Russell Ind 59. Scott Co 60. Shelby Co 61. Todd Co 62. Trimble Co 63. Union Co 64. Walton Vernon Ind 65. West Point 66. Williamsburg Ind 67. Williamstown Ind 68. Woodford Co
August 16-20 Opening Day of 2004-05 School Year	**NUMBER of DISTRICTS - 15** 1. Anchorage Ind 2. Beechwood Ind 3. Bellvue Ind 4. Bullitt Co 5. Covington Ind 6. Erlanger Ind 7. Fort Thomas Ind 8. Kenton Co 9. Ludlow Ind 10. Madison Co 11. Montgomery Co 12. Newport Ind 13. Paintsville Ind 14. Southgate Ind 15. Washington Co
August 23-27 Opening Day of 2004-05 School Year	**NUMBER of DISTRICTS - NONE**
August 30-September 3 Opening Day of 2004-05 School Year	**NUMBER of DISTRICTS - NONE**

* There are 176 school districts; however, Jefferson County is listed twice, bringing the total to 177.

Opening Day of 2004-05 School Year	Number of districts/percent of districts*
Operating on year-round calendars**	25 districts 14%
Before August 1	3 districts 2%
August 2-6	65 districts 36%
August 9-13	68 districts 38%
August 16-20	15 districts 8%
August 23-27	No districts 0%
August 30-September 3	No districts 0%

Source: Commonwealth of Kentucky. Department of Education. "04-05 School Calendar Summary by District." Frankfort:KDE < http://www.education.ky.gov/ cgi-bin/MsmGo.exe?grab_ id=37173681& EXTRA_ARG=&host_ id=1&page_id=1423&query=School+calendars&hiword=SCHOOL+ CALENDARS+.> (accessed April 14, 2005).

* Percentages are rounded

** There are 176 school districts; however, Jefferson County is listed twice, bringing the total to 177. Percentages are determined based upon 177 total districts.

Appendix C

SENATE MEMBERS
Charles W. Berger
President Pro Tem
David K. Karem
Majority Floor Leader
Dan Kelly
Minority Floor Leader
Nick Kafoglis
Majority Caucus Chairman
Tom Buford
Minority Caucus Chairman
Fred Bradley
Majority Whip
Richard L. Roeding
Minority Whip

LEGISLATIVE RESEARCH COMMISSION

State Capitol **Frankfort, Kentucky 40601** **502-564-8100**

John A. "Eck" Rose, Senate President
Jody Richards, House Speaker
Chairmen

Vic Hellard, Jr.
Director

HOUSE MEMBERS
Larry Clark
Speaker Pro Tem
Gregory D. Stumbo
Majority Floor Leader
Danny Ford
Minority Floor Leader
Jim Callahan
Majority Caucus Chairman
Stan Cave
Minority Caucus Chairman
Kenny Rapier
Majority Whip
Charlie Walton
Minority Whip

Memorandum

To: **Joe Fiala, Assistant Director**
Program Review and Investigations Committee

From: **Ginny Wilson, Chief Economist** GW
Miriam Fordham, Staff Economist MF

Subject: **Economic Impact of a Uniform School Opening Date**

Date: **May 2, 1995**

In response to your request, this memo presents a discussion of the economic impact of a uniform school opening date on the tourism industry in Kentucky. With the establishment of a uniform school opening date as proposed, all schools in Kentucky would open **after** the Labor Day holiday. School closing dates would be determined by the individual school districts as is the current practice. However, since it is assumed that all school districts would keep the same total number of school days, any movement to a later opening date is expected to result in a corresponding adjustment to a later closing date.

The structure of this memo will be as follows. First, a brief discussion of Kentucky's tourism industry and conceptual problems with its measurement is presented. Second, the potential change in school calendars is examined in order to estimate the number of student days and families which might be affected and the regional patterns of those effects. Third, an assessment of the potential effects of changes in student days on tourist expenditures is offered. Finally, an estimation of the potential effect of changes in tourist expenditures on the state economy is presented.

Kentucky's Tourism Sector

According to a study conducted by the Kentucky Department of Travel Development, the tourism and travel industry contributed over $6.8 billion in total expenditures to Kentucky's economy in 1993. Of those total expenditures, $4.0 billion were direct

expenditures and $2.8 were indirect expenditures. The $4.0 billion in direct expenditures represents a 9.4% increase over 1992, when adjusted for inflation. In addition, tourism and travel reportedly generated $76.9 million in tax revenues to local governments, and $443.1 million in state tax revenues. Out-of-town visitors accounted for slightly more than 66% of travel expenditures, or a little over two out of every three of the travel dollars spent in Kentucky. Finally, the study found that expenditures on tourism and travel resulted in the equivalent of 143,097 full-time, year-round jobs.

Based on these figures, travel and tourism play a major role in Kentucky's economy. However, accurately measuring Kentucky's tourism industry is problematic. The problems stem not particularly from the characteristics of Kentucky's tourism industry but from the measurement problems associated with the tourism industry in general. First is the problem of definition. What is a tourist? What is tourism? The answer is that the tourism industry is not a single industry. It encompasses a number of different industrial sectors loosely linked by shared interests. For example the Bureau of Economic Analysis maintains various measures of the size of industries such as automobile manufacturing, coal mining, food service, and lodging. While these and other industries are defined in terms of the goods and services they produce, the tourism "industry" is defined in terms of the characteristics of the customer, specifically where he or she lives. This is "comparable to defining the health care industry by defining a sick person." [1] Because tourism cannot be classified within a commonly acknowledged industrial sector, making comparisons between the tourism "industry" and other industries is difficult.

Due to the definitional problems associated with the term tourism, an effort is made to broaden the definition with the use of the term travel **and** tourism since travel would seem to be an essential characteristic of tourism. However, it is difficult to distinguish between travel expenditures and tourism expenditures. Both travel and tourism are concerned with the movement of people, away from their home environment but with differing emphases. Travel tends to center upon the demand for and supply of accommodations and support services for those staying away from home and the expenditures, income creation and employment resulting from that activity. Tourism tends to focus upon the means by which people seek the more intangible psychological benefits derived from experiencing new places and being free of the pressures of everyday life. Thus, while all tourists are travelers, not all travelers are tourists. For example, there are differing opinions as to whether business travelers should be classified as tourists. Those in favor point out that attracting visitors to meetings and conventions can have economic benefits not unlike those produced by visitors traveling for pleasure, while those opposed stress the primary purpose of the trip is not the use of leisure time.

No matter how tourism is defined, an essential point to note is that tourism expenditures <u>only</u> increase the size of the state economy if the expenditures are made by those coming from out of state, or by in-state residents who would have gone out of state under different circumstances. Expenditures by in-state residents who are traveling from one

[1] Stephen L.J. Smith, Defining Tourism: A Supply Side View, Annals of Tourism Research, Vol. 15, No. 2, p. 183.

part of the state to another or who are merely substituting a tourist expenditure for some other type of expenditure do not cause a net increase in the size of the state economy. This also is true if in-state recreation/tourist expenditures are merely shifted from one time period to another, without significant change in total amount.

Impact of a Uniform School Opening Date on Current School Opening and Closing Dates

A change in the school opening date would primarily affect the vacation behavior of those families with school age children. According to the 1990 census figures for Kentucky, the number of school aged children was 705,277, while the number of families with school aged children was 654,050, for an average of 1.08 school aged children per family. The potential change in school calendars was examined in order to estimate the number of student days and families which might be affected. Table 1 summarizes the number of days before Labor Day, the number of student days, and the number of families which might be affected on a county basis. For counties with more than one school district, the numbers represent an average of those districts weighted by the number of students in the district. All figures represent an average of the three school years beginning 1992, 1993, and 1994. The number of days was calculated on the basis of the total number of days before Labor Day rather than the number of school days before Labor Day.

The number of student days is a representation of the number of students affected by the change in the school calendar. Specifically, how much time will be available and for how many students. Using the number of days before Labor Day or the number of students alone would not provide an adequate measure of the magnitude of the effect. The relative impact of changing school days to vacation days is contingent on the number of students affected. For example, 1,000 student days could represent 2 days for 500 students or 20 days for 50 students.

A regional breakdown of the first day of school relative to Labor Day is presented in Figure A. Again, the number of days before Labor Day was averaged across the school years beginning 1992, 1993, and 1994. The first day of school relative to Labor Day ranges from one week to four weeks prior to Labor Day. Only two counties appear on either end of the continuum from one week prior to four weeks prior to Labor Day. The majority of the schools start either the third week or second week prior to Labor Day.

The regional pattern exhibited appears to be primarily the result of terrain and a historical need for agricultural labor. For example, in the eastern region the opening date for schools generally falls sometime during the third week prior to Labor Day. This is not unexpected given the mountainous terrain and severe winter season in the region. Schools in this region are more likely to have days when they cannot open due to the inclement weather. In the western region, the opening date for the majority of schools also falls mostly during the third week prior to Labor Day. The pattern in this region may be the result of the large number of agricultural enterprises and more rural communities. Traditionally, farm families have drawn on family members, often their minor children, to provide extra labor for the spring planting season. Conversely, most of the counties

whose school opening date falls in the second week prior to Labor Day are found in urban and central Kentucky.

Figure B presents a regional breakdown of the number of student days prior to Labor Day. It is important to note that with the student days this regional pattern can be the result of either the number of days before Labor Day or the size of the population of students. For example, for both Jefferson and Pike counties the number of student days before Labor Day ranged from 200,000 to 764,864. However, Jefferson county has a fewer number of days prior to Labor Day (8) and a larger number of students (95,608) while Pike county has a larger number of days prior to Labor Day (18) and a smaller number of students (14,478).

Looking at the potential change in school calendars provides an indication of the number of students, the number of families, and the geographical distribution of those students and families who would be affected. As discussed above, the number of student days is a representation of the how much time would be available and for how many students given a change in the school calendar to a post-Labor Day opening. The data indicate that the impact of changing school days to vacation days would have a differential effect depending on the number of student days and the region.

Figure C presents a time map of the summer vacation season for families with school aged children. The chart depicts the number of families with children on public school summer vacation for the period May 1 through September 30, averaged for the 1993 and 1994 summers. This nonschool season was examined both before a shift in the school calendar and after a shift in the school calendar to a post-Labor Day school opening.

As might be expected, there is a steady increase in the number of families with children on vacation during the period late May through early June. The number of families with children on vacation reaches a peak in mid-June through mid-August when all schools are closed for summer vacation and then decreases again as the schools open for the year. With the change in the school opening date, the number of families with children on vacation again steadily increases, but this increase takes place at a later time period, mid-June through early July. The peak number of families with children on vacation is reached in early July and maintained through early September. There is a sharp decline after Labor Day, reflective of the uniform school opening date, rather than a tapering off as found in the time map without the shift in the school calendar. Note that while the peak vacation seasons take place during different time periods, the length of the intervals remains the same. Namely, the length of the vacation period for individual families would not change with a shift in the school calendar, only the timing of the vacation period would. Families with school aged children would have the same amount of time for summer vacations, but the time during which they could take vacations would be altered.

Impact of Change in School Schedules on Tourism Sector

The establishment of a uniform school opening date would prohibit schools from opening prior to the Labor Day holiday. From the perspective of the travel and tourism sector, the

summer tourism season consists of the months of June through August. Currently, the opening of schools in August and the close of the summer tourist season coincide. A 1986 study of the economic impact of school opening and closing dates on the tourism sector conducted by the Kentucky Department of Travel Department[2] found that spending was unevenly distributed over the months of June, July, and August. The largest amount of spending took place in July with lower expenditures in the last half of August and the first half of June. The study noted that the time periods during summer with less tourism business activity coincided with the weeks during which schools were in session.

In evaluating the economic impacts of tourism related expenditures it is important to note the source of the expenditures. As discussed above, tourism expenditures only add new dollars to the state's economy if the expenditures are made by those coming from out of state or if the expenditures are made by in-state residents who would otherwise have chosen to spend their dollars out of state. No additional revenues are generated when an in-state resident chooses one recreation/tourist activity in Kentucky over another recreation/tourist activity in Kentucky or shifts the timing of their recreation/tourist expenditures from one time period to another.

Both demand and supply factors should be considered in evaluating the effect of changes in school schedules on tourism/recreation firms. The vacation behavior of families with school age children could affect the demand for tourism/recreation services, while the availability of seasonal labor to those firms could affect the amount and quality of services they are able to provide.

It is important to note whose demand or vacation behavior will be affected with the change in the school calendar and the size of that demand. Those whose vacation behavior will be most affected given the possible change in the school calendar will be Kentucky residents with school age children. Thirty-eight percent of Kentucky's recreationists/tourists are drawn from in-state residents.[3]

With a post-Labor Day school opening other recreation/tourist activities may be affected. Trips taken at the end of August may replace trips that would have been taken earlier in the summer. This would represent a shifting of demand rather than an increase in the demand for the recreation/tourism related goods and services. Another factor to consider is where families with school age children choose to go on vacation. A post-Labor Day school opening date may give Kentucky residents more opportunity to visit other states and take their dollars with them. This would be a net decrease for the state's economy as the spending on recreation/tourism activities would take place out-of state.

---

[2]Economic Effect of School Opening and Closing Dates on Kentucky's Tourism and Travel Industry, Kentucky Department of Travel Department, Tourism Research Series No. 29, February 1986.

[3]Source: Kentucky Department of Travel Development.

In order to evaluate the potential impact of a change in the school calendar on recreation/tourist activities, the pattern of traffic counts and room occupancy rates in Kentucky state parks was compared to the current and proposed school vacation schedules. The Kentucky state parks system is heavily utilized by recreationists/tourists and serves as a useful estimator of recreation/tourist activities. The traffic counts, or the number of people who visited the park, and the room occupancy rates for the year 1994 were used in the analysis. The data on the traffic counts and room occupancy rates are presented in Figures D and E respectively.

Figure D compares the traffic count with the time map of the summer vacation season for families with school aged children. The sharp peaks in the graph of the traffic counts coincide with the weekends when recreationists/tourists are free from work or school obligations and have leisure time at their disposal. In general, the traffic count tends to decrease during the week and peak again during the weekend. This weekday to weekend fluctuation continues throughout the summer vacation season. As the table illustrates, the traffic count steadily increases as schools begin to close in mid to late May and more families with school aged children are free to go on vacation. The number of state park visitors begins to decrease in late August as the schools open for the year. The sharp peaks in late May and early July reflect the Memorial Day and July 4 holidays with the highest traffic count recorded during the July 4 holiday. An increase in the traffic count also is observed around the Labor Day holiday but the number of visitors is much smaller than that for the other holidays.

The room occupancy rate (Figure E) for the state parks follows the same general pattern as the traffic count. Again, the sharp peaks in the graph of the room occupancy rate coincide with the weekends when the state parks are heavily utilized, and the weekday to weekend fluctuation also is observed. The room occupancy rate steadily increases in May as the schools close for the year and peaks at near capacity during the Memorial Holiday weekend. Following the Memorial Day holiday, the occupancy rate sharply declines but starts to increase again and remains at near capacity levels from mid-June to early August when the number of families with school aged children on vacation reaches a peak. The occupancy rates begin to decline in late August as schools open for the year. As might be expected, the room occupancy rate reaches near capacity during the Labor Day holiday weekend.

Comparing the traffic counts and room occupancy rates with the potential change in the school calendar, it appears that there would be little or no net gain in recreation/tourism expenditures. As discussed above, with a change in the school calendar to a post-Labor Day opening, the peak vacation season for families with children shifts from mid-June through mid-August to early July through early September. The traffic count and room occupancy rate for the period from mid-August to early September are likely to increase as would recreation/tourism spending for this time period. Rather than spending their dollars during the Memorial Day holiday, these recreationists/tourists would likely shift their spending to the Labor Day holiday. Recreation/tourism expenditures for the Labor Day holiday could displace current recreation/tourism expenditures for the Memorial Day

holiday, which would not represent an increase in the overall level of demand for recreation/tourism activities.

Also note that, while the total school vacation time for any one family would not be reduced under the proposal, the total number of days when any schools were closed would be reduced. Under the current system the earliest any school closes is about May 19 and the latest any school opens is about September 7, a period of 111 days. Under the uniform opening date the earliest any school would close would be June 4 and all schools would open on September 7, a period of 94 days. Thus, total demand for recreation facilities by families with school aged children would be forced into a time frame approximately two weeks shorter than under the current system.

Another likely effect of a shift to a later school vacation period would be a change in the mix of recreation activities demanded by families. The normal daily mean temperature in Kentucky in May is 65°F and in August is 76°F. A shift of vacation time from May to August would likely shift some demand from cooler weather activities, such as hiking and museum attendance, to warmer weather activities, such as boating and swimming. Thus, while some state recreation firms might benefit from the proposed change, others could well be hurt. One undesirable result may be that the level of congestion at popular destinations could increase to such a point that some Kentucky recreationists/tourists, unable to gain access to the local facilities, would leave the state. Since the spending would take place out-of-state this would represent a net decrease for the state economy.

There are issues which must be considered on the supply of tourist/recreation opportunities as well. One major factor is the availability of labor. Jobs in recreation/tourism related businesses during the summer season are often filled by working age students and school employees. When school opens these potential workers are pulled out of the labor force for recreation/tourist facilities.[4] For example, every year the Kentucky State Fair begins the third Thursday of August and runs for eleven days. The fair can end as early as August 25 or as late as August 31. Last year's state fair attendance was 684,356.[5] According to figures released by the Kentucky Fair Board, between 800 to 1,000 temporary workers are hired each year to help with the fair. Approximately half of these temporary workers are high school students, teachers and other school personnel drawn primarily from Jefferson county. Currently, schools in Jefferson county open the first week prior to Labor Day (Figure A). The majority of the schools in the surrounding counties, which may also provide workers, begin the second week prior to Labor Day. Thus, they are not generally available as a source of labor for the later stages of the State Fair. Whether the opening of schools severely limits the availability of labor for the State

---

[4]For the Kentucky State Parks system, potential workers would be drawn from the college student population rather than high school students. State park personnel policy prohibits the hiring of anyone less than 18 years of age. If an applicant is under 18, they must have graduated or be graduating from high school in order to be hired. Waivers sometimes are granted to fill lifeguard positions.
[5]Figures provided by Kentucky Fair and Exposition staff.

Fair and other seasonal recreation/tourism providers depends on the amount of non-school labor available to fill the gap.

The monthly unemployment rate for Kentucky for the years 1993 and 1994 is presented in Figure F. An unemployed person is defined as one who is looking for a job. On average, the rate of unemployment is higher in 1994 than 1993. Examining the unemployment rates for the months May through August, which coincide with the summer vacation season, a seasonal pattern is observed. For both years, the unemployment rate increases from May to June as students, teachers, and other school personnel join the labor force. The rate decreases from June through August as these individuals find summer employment. Even if it is assumed that all of the increase in the seasonal unemployment rate in the summer is from school employees, it is clear that a substantial reserve of unemployed labor remains available for hire. While the skills and locations of non-school unemployeed may differ from school employees who are on summer break, it would appear that the timing of the school calendar should not preclude most recreation/tourism firms from finding sufficient labor to operate.

Impact of a Possible Change in Tourism Activity on State Economy

In performing impact analysis a first step involves determining the amount by which spending will change given a certain policy change. When using a multiplier to derive economic impacts, the initial change in spending is often termed a change in the final-demand for goods and services. Final-demand is defined as the change in demand by ultimate purchasers, such as consumers and businesses outside the region, by investors, and by government. Demand is referred to as "final" because the goods and services are delivered to the ultimate purchaser, and the economic effects on the output of the region's industries come to an end.

In terms of how a uniform school opening day would affect tourism in Kentucky the critical question involves the spending and allocation of dollars among consumers. The focus of the change in final demand could be linked to a number of behavioral responses. For those Kentuckians with school age children, the addition of late August to the summer vacation period could have several effects. Families could choose to use this holiday to take an extended vacation, one that may involve going out of the state. To the extent that this happens the effect on the state economy would be negative. In certain cases, families may choose to shift some of their summer vacation activities from late May to late August. In this instance, the demand associated with tourism activities does not change, simply the timing does. The resultant effect on the state economy would be negligible, limited to the difference between the economic effects associated with tourism expenditures between the two time periods -- the activities consumed in May versus the activities consumed in August. Finally, presented with the new opportunity to vacation in late August, some families may choose to increase their participation in recreation, travel, leisure, and other tourist activities. While this increased participation in tourist activities would impact the recreation/tourism sector, such an impact would not come without a cost -- that being the impacts associated with the reduction of consumption of all other goods and services.

Evidence Regarding the Effect of a Uniform School Opening Date

Several states have enacted legislation that prohibits public schools from opening prior to a certain date (e.g., Arkansas, Missouri, Minnesota, Texas, Virginia, Iowa, and others). Basically four central arguments have been made regarding the benefits of a uniform opening day: 1) there will be a boost to the state economy, 2) the economic boost will add to the state's tax revenues, 3) employment opportunities and the ability to meet demand will be enhanced and 4) the new tax dollars can be used to support education within the state.

Evidence from Missouri indicates the state experienced a 25% increase in tourism/recreation spending in late August due to a change in the school opening date. While spending may have increased by this amount, it tells one very little regarding the actual net effect on the state's economy. Why? The estimate made was based on 23 tourist related activities located throughout the state[6]; it was unclear whether these activities represent the full range of tourism activities within Missouri or only a selected few which may have been positively affected by the change. Also, the increase in spending was based on attendance figures. This essentially assumes that spending was the same for all tourism activities. Moreover, the attendance figures were not broken down by the state of residence of the tourist. Therefore, one could not be sure what the net change in the size of the state economy was. Most important, with the limited time period examined -- late August -- it was unclear if total demand for summer tourism had increased or whether demand had merely been shifted from earlier in the summer.

Information from Arkansas depicts the same results as those found in Missouri -- a significant increase in tourism spending in late summer in conjunction with a uniform school opening day. However, that state's analysis suffers from many of the same weaknesses cited for the Missouri study.

As previously noted, in 1986 the Kentucky Department of Travel Development published a study as part of their Tourism Research Series regarding the economic effect of school opening and closing dates. Since this time, in subsequent transcripts from various entities, the estimated economic impact has been widely quoted. The study looked at data for June and August to estimate that $36 million in direct tourism spending was being lost due to the uneven pattern of school opening and closing dates. Again, the emphasis should be on what happens to total demand for tourism based on a uniform school opening day and where this demand originates from. Moreover, no consideration was given to the fact that the increase in tourism spending may just displace other types of spending in Kentucky. In short, simply looking at the change in tourism spending is not adequate.

Economic Analysis

The LRC has available a computer model that can be used to estimate the possible economic impacts from various policy changes. The REMI model, developed by Regional Economic Models, Inc., is an econometric model of KY's economy that is conjoined with

---

[6] Increased attendance at an area shopping mall was included as one of the 23 activities.

an input/output model. The model components provide estimates regarding product and labor markets, along with demographic changes given a particular policy change.

The REMI model contains variables that can be used to estimate the economic impacts associated with certain tourism activities, for example, hotel/motel visitor days, day visitors, and spending on amusement and recreation services. Since no reliable estimate could be made regarding the magnitude of any impact of a uniform school opening day on Kentucky's economy, several scenarios were examined using the REMI model to gain an idea of the relative effects of various types of changes.

Obviously, spending patterns will not be the same for a day visitor versus an overnight traveler. When comparing 100,000 visitors days for someone staying overnight versus a day tripper, the employment effects are very different -- 325 jobs vs. 58 jobs. Such a scenario serves to illustrate the sensitivity of employment with respect to different types of tourists. The simple use of attendance counts without adjusting for the nature and residence of the customer can lead to highly inaccurate estimates.

Besides visitor days for daytrippers and hotel/motel guests, one might look at the impacts associated with a change in demand for amusements and recreation services in Kentucky. It is estimated that, for every additional $1 million demand for amusement and recreation services in the state economy, approximately 33 jobs are created and an additional $610,000 in state personal income is generated. However, if in-state residents simply substitute $1 million in amusement and recreation expenditures for $1 million in general consumption expenditures (defined as durable goods, food, clothing, and gas and oil), then the net number of new jobs declines to 22 and additional personal income reduces to $350,000.

Summary

The overall conclusion is that the major effect of a uniform school opening date after Labor Day would be to shift current recreation/tourism demand from late May and early June to late August and early September. Such a change would be expected to have no net effect on the size of the Kentucky economy. While other effects could arise, their net impact is indeterminable at this time. However, it is believed that the net impact would generally be small. For example, increased congestion at popular destinations in late summer, coupled with the possibility of a longer trip around Labor Day might result in more Kentucky families choosing to vacation out of state during that period. This would have a negative effect on the state economy. Also, the substitution of warmer weather activities for cooler weather activities could help some recreation locations while hurting others, even though there would be no net change in the state economy. Finally, the substitution of recreation activities for other forms of consumption might have a positive impact on employment and personal income, but the effect would be smaller than is usually estimated and the result is highly dependent on assumptions about the consumption expenditures which would be replaced. In general, the conclusion is that the effects of the change in school schedules on the state economy could as easily be negative as positive, but that any net effects are likely to be small.

Table 1
First Day of School Relative to Labor Day
Stated in Number of Days Before Labor Day and in Student Days
(average for three years ending 1994)
By County

County	School Districts	Averages for School Years Beginning 1992, 1993, and 1994: Days Before Labor Day	x	Students	=	Student Days Before Labor Day	Estimated Families Affected
ADAIR	1	18		2,674		48,132	2,558
ALLEN	1	20		2,824		56,480	2,689
ANDERSON	1	19		3,004		57,076	2,790
BALLARD	1	18		1,494		26,892	1,405
BARREN	3	18		6,592		118,656	6,189
BATH	1	19		1,883		35,777	1,703
BELL	3	20		6,262		125,240	5,672
BOONE	2	13		11,682		151,866	11,227
BOURBON	2	17		3,665		62,305	3,385
BOYD	3	15		8,399		125,985	7,821
BOYLE	2	15		4,551		68,265	3,992
BRACKEN	2	18		1,507		27,126	1,433
BREATHITT	2	15		3,133		46,995	2,920
BRECKINRIDGE	2	20		3,137		62,740	2,951
BULLITT	1	16		10,131		162,096	9,414
BUTLER	1	20		2,459		49,180	2,257
CALDWELL	1	19		2,121		40,299	1,923
CALLOWAY	2	20		4,639		92,780	4,466
CAMPBELL	7	14		13,134		183,876	12,125
CARLISLE	1	21		881		18,501	802
CARROLL	1	20		1,889		37,780	1,705
CARTER	1	22		5,005		110,110	4,720
CASEY	1	16		2,617		41,872	2,474
CHRISTIAN	1	18		9,566		172,188	8,905
CLARK	1	17		5,432		92,344	4,991
CLAY	1	19		4,712		89,528	4,338
CLINTON	1	13		1,643		21,359	1,504
CRITTENDEN	1	18		1,604		28,872	1,501
CUMBERLAND	1	14		1,196		16,744	1,083
DAVIESS	2	17		14,674		249,458	13,820
EDMONSON	1	22		1,901		41,822	1,739
ELLIOTT	1	16		1,391		22,256	1,353
ESTILL	1	18		2,825		50,850	2,553
FAYETTE	1	15		33,620		504,300	31,133
FLEMING	1	19		2,382		45,258	2,228
FLOYD	1	13		8,490		110,370	7,953
FRANKLIN	2	16		7,075		113,200	6,462
FULTON	2	18		1,560		28,080	1,405
GALLATIN	1	17		1,152		19,584	1,105
GARRARD	1	13		2,072		26,936	1,955
GRANT	2	13		3,738		48,594	3,465
GRAVES	2	20		5,801		116,020	5,458
GRAYSON	1	16		4,095		65,520	3,810
GREEN	1	20		1,756		35,120	1,577
GREENUP	3	14		7,131		99,834	6,663

Table 1
First Day of School Relative to Labor Day
Stated in Number of Days Before Labor Day and in Student Days
(average for three years ending 1994)
By County

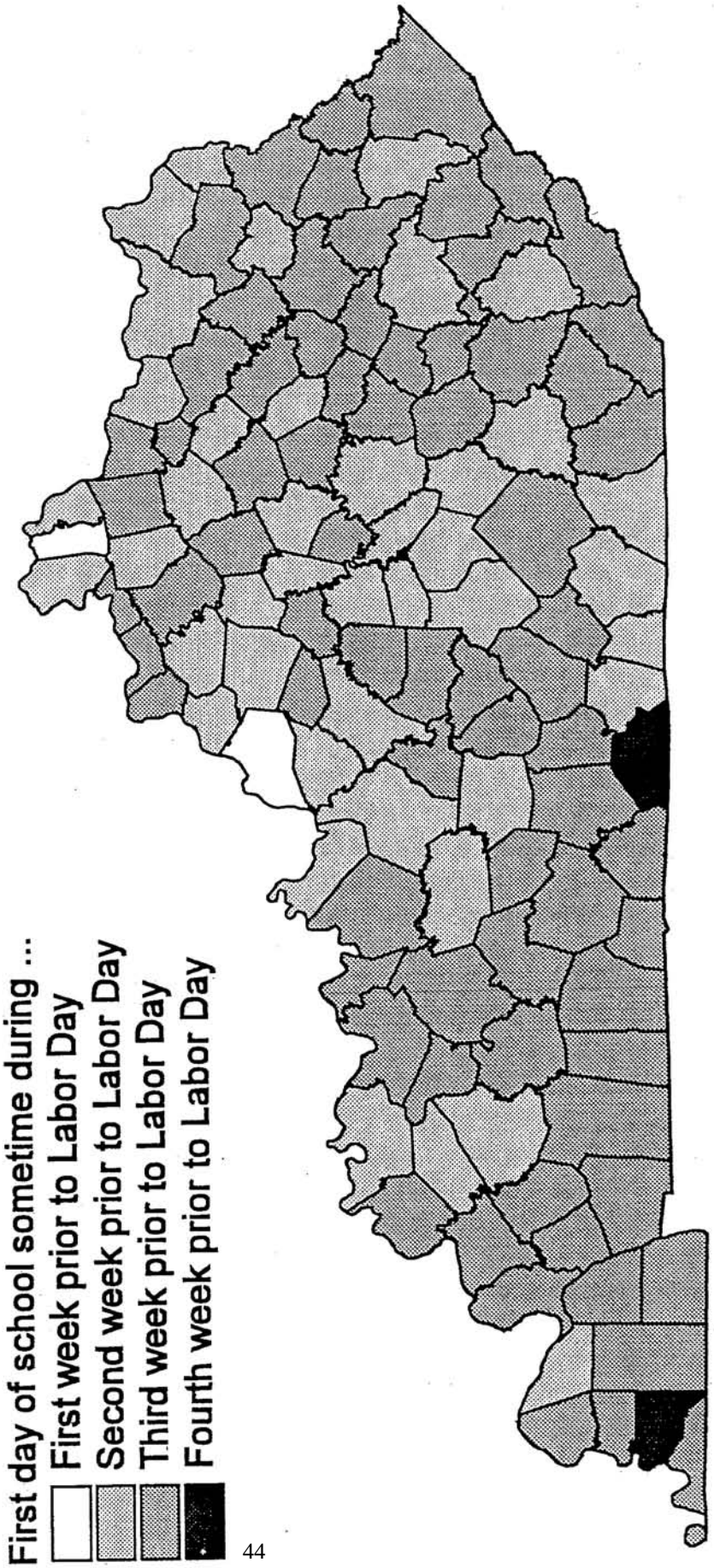
County	School Districts	Averages for School Years Beginning 1992, 1993, and 1994: Days Before Labor Day	x	Students	=	Student Days Before Labor Day	Estimated Families Affected
HANCOCK	1	18		1,602		28,836	1,504
HARDIN	3	14		15,939		223,146	14,943
HARLAN	2	19		7,302		138,738	6,731
HARRISON	1	16		3,218		51,488	2,983
HART	1	15		2,339		35,085	2,098
HENDERSON	1	14		7,953		111,342	7,458
HENRY	2	12		2,590		31,080	2,450
HICKMAN	1	24		900		21,600	773
HOPKINS	2	15		8,585		128,775	8,121
JACKSON	1	18		2,518		45,324	2,307
JEFFERSON	2	8		95,608		764,864	87,186
JESSAMINE	1	17		6,200		105,400	5,836
JOHNSON	2	20		5,087		101,740	4,815
KENTON	5	8		21,886		175,088	20,453
KNOTT	1	22		3,616		79,552	3,309
KNOX	2	22		5,691		125,202	5,092
LARUE	1	19		2,304		43,776	2,185
LAUREL	2	16		9,149		146,384	8,425
LAWRENCE	1	22		2,855		62,810	2,577
LEE	1	22		1,577		34,694	1,381
LESLIE	1	14		2,819		39,466	2,623
LETCHER	2	21		5,573		117,033	5,148
LEWIS	1	15		2,692		40,380	2,522
LINCOLN	1	11		3,903		42,933	3,508
LIVINGSTON	1	22		1,517		33,374	1,422
LOGAN	2	21		4,746		99,666	4,361
LYON	1	22		957		21,054	913
MCCRACKEN	2	14		10,622		148,708	9,880
MCCREARY	1	14		3,549		49,686	3,252
MCLEAN	1	17		1,746		29,682	1,653
MADISON	2	16		9,650		154,400	9,062
MAGOFFIN	1	21		2,993		62,853	2,771
MARION	1	20		2,981		59,620	2,807
MARSHALL	1	21		4,822		101,262	4,616
MARTIN	1	21		3,074		64,554	2,923
MASON	1	13		2,869		37,297	2,701
MEADE	1	12		4,168		50,016	3,940
MENIFEE	1	20		1,017		20,340	911
MERCER	3	15		3,426		51,390	3,199
METCALFE	1	21		1,655		34,755	1,530
MONROE	1	24		2,173		52,152	2,019
MONTOMERY	1	16		3,759		60,144	3,488
MORGAN	1	19		2,465		46,835	2,227
MUHLENBERG	1	20		5,723		114,460	5,271
NELSON	2	14		5,759		80,626	5,434

Table 1
First Day of School Relative to Labor Day
Stated in Number of Days Before Labor Day and in Student Days
(average for three years ending 1994)
By County

County	School Districts	Averages for School Years Beginning 1992, 1993, and 1994: Days Before Labor Day	x	Students	=	Student Days Before Labor Day	Estimated Families Affected
NICHOLAS	1	16		1,310		20,960	1,227
OHIO	1	20		4,190		83,800	3,978
OLDHAM	1	15		7,497		112,455	7,133
OWEN	1	20		1,828		36,560	1,701
OWSLEY	1	17		1,027		17,459	976
PENDLETON	1	19		2,652		50,388	2,463
PERRY	2	21		6,937		145,677	6,473
PIKE	2	18		14,478		260,604	13,719
POWELL	1	20		2,666		53,320	2,458
PULASKI	3	19		9,267		176,073	8,596
ROBERTSON	1	18		369		6,642	316
ROCKCASTLE	1	15		3,159		47,385	2,917
ROWAN	1	18		3,197		57,546	3,037
RUSSELL	1	20		2,805		56,100	2,592
SCOTT	1	18		5,089		91,602	4,775
SHELBY	1	16		4,598		73,568	4,166
SIMPSON	1	21		2,937		61,677	2,753
SPENCER	1	20		1,520		30,400	1,437
TAYLOR	2	17		4,039		68,663	3,831
TODD	1	21		1,946		40,866	1,803
TRIGG	1	18		1,861		33,498	1,758
TRIMBLE	1	17		1,261		21,437	1,184
UNION	1	18		2,922		52,596	2,377
WARREN	2	18		13,804		248,472	12,867
WASHINGTON	1	17		1,787		30,379	1,669
WAYNE	2	13		3,608		46,904	3,380
WEBSTER	2	16		2,699		43,184	2,538
WHITLEY	3	19		7,264		138,016	6,709
WOLFE	1	21		1,471		30,891	1,323
WOODFORD	1	13		3,827		49,751	3,561
TOTAL	176	2,103		651,091		10,002,749	604,147

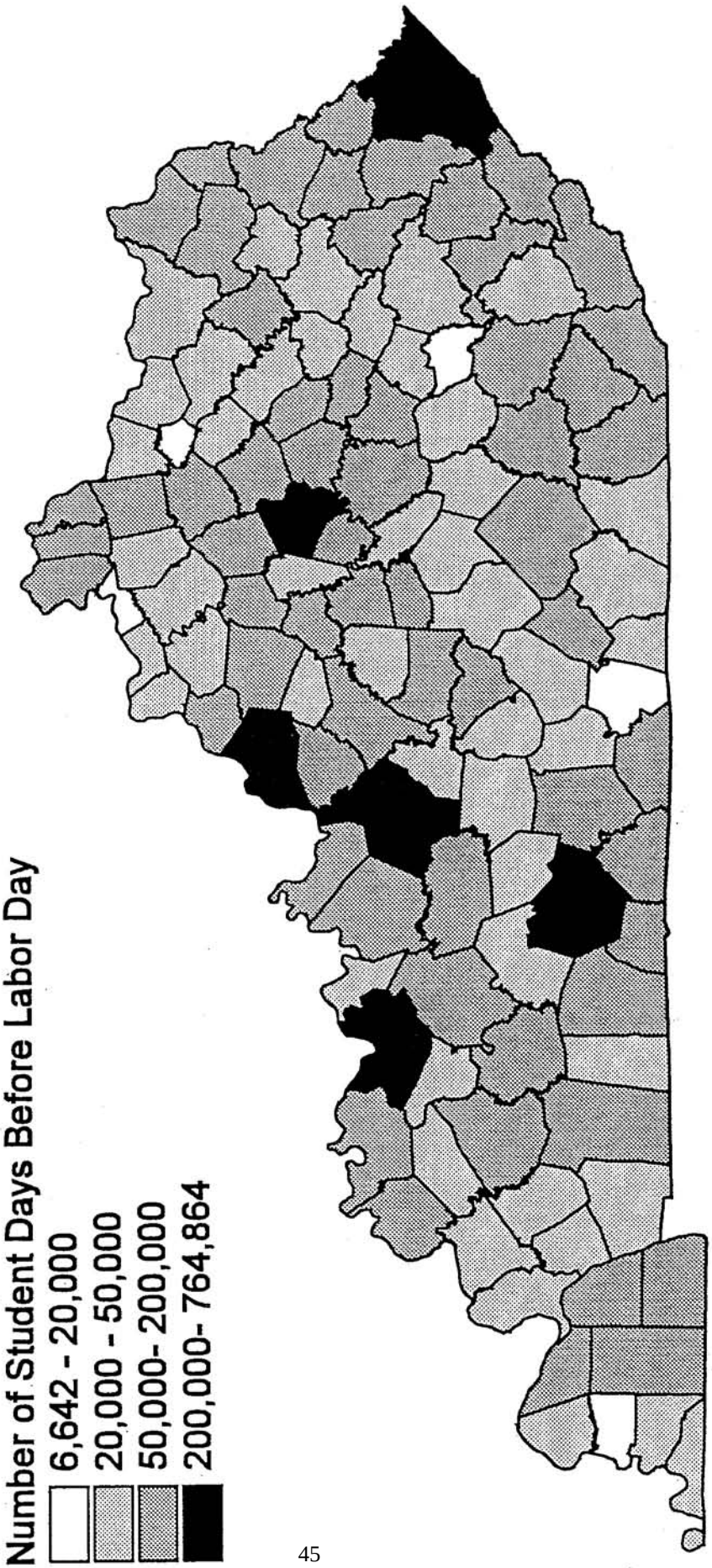
Source: Students and opening dates from Kentucky Department of Education, families affected derived from Census Bureau information.

Figure A
First Day of School Relative to Labor Day
Average for Three Years ('92, '93, '94)



Source: Derived from Kentucky Department of Education data.

Figure B
Student Days Before Labor Day
Average for Three Years ('92, '93, '94)



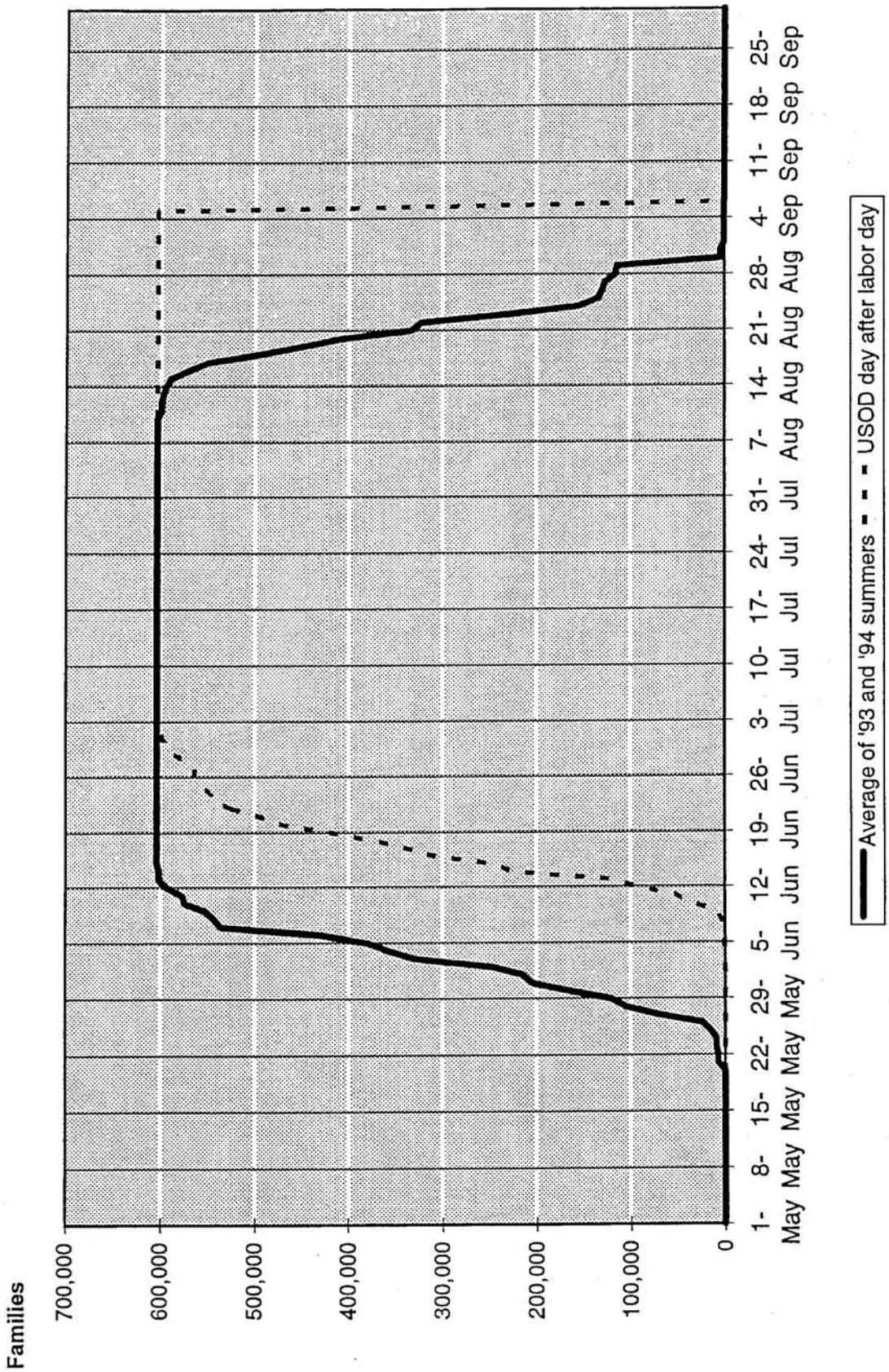
Note: Student Days equal number of students multiplied by number of days before labor day that school started

Source: Derived from Kentucky Department of Education data.

Figure C

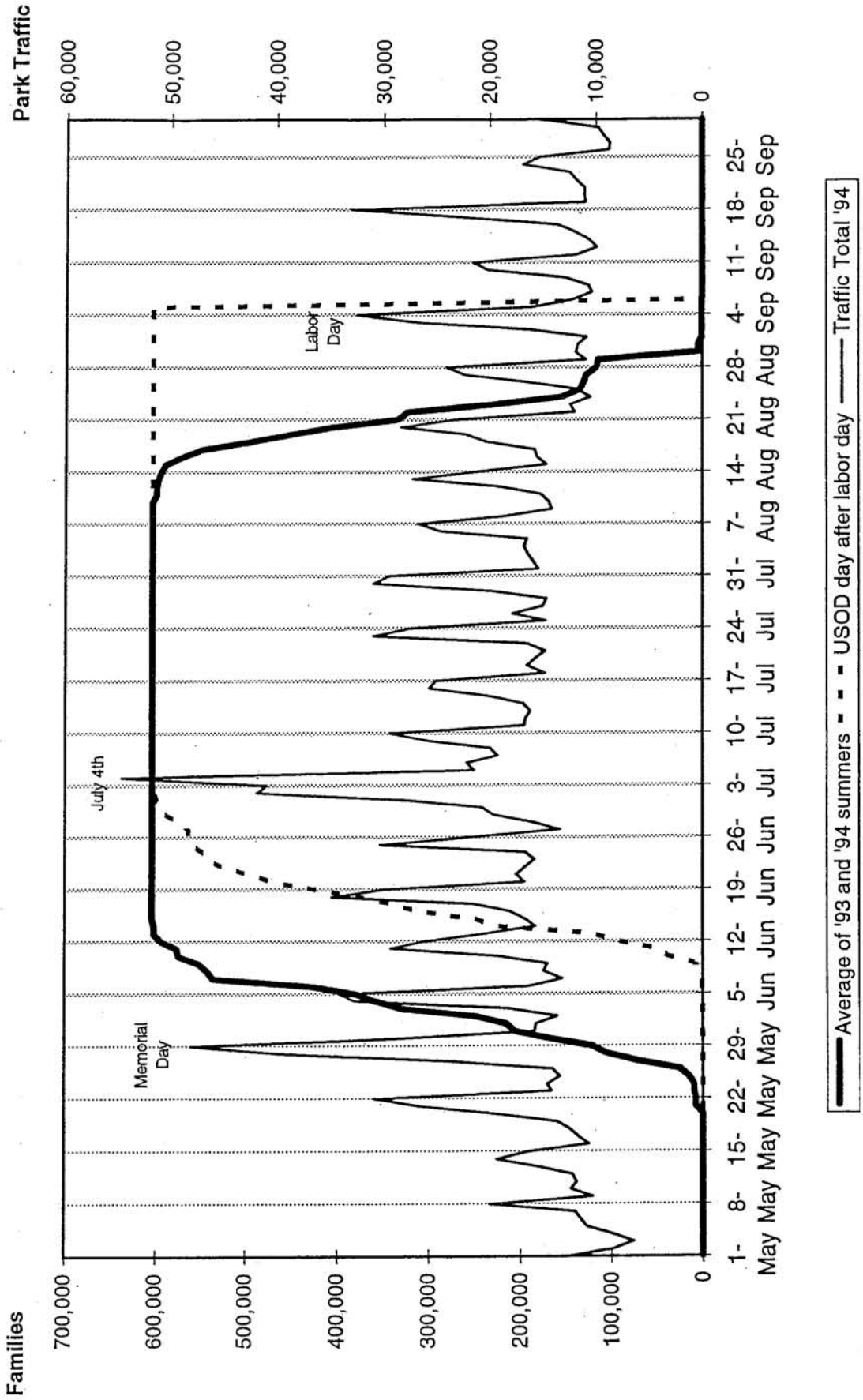
Number of Families with Children on Public School Summer Vacation with and without USOD

Daily May 1 through September 30



Source: Derived from Kentucky Department of Education and U.S. Bureau of the Census data.

Figure D
Park Traffic Count (1994) and
Number of Families with Children on Public School Summer Vacation with and without USOD
Daily May 1 through September 30

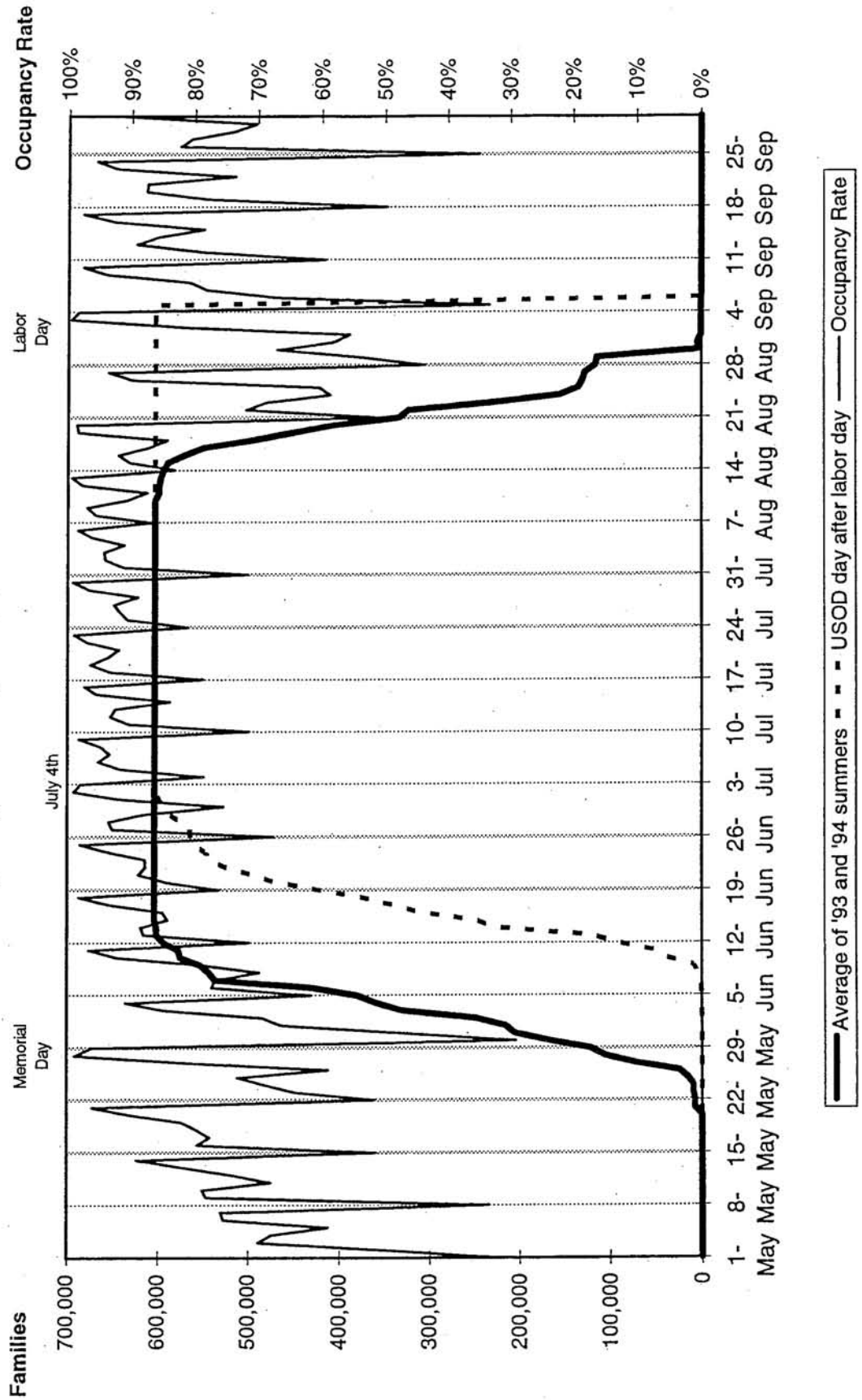


Source: Family information derived from Kentucky Department of Education and U.S. Bureau of the Census data, Park data from Kentucky Department of Parks.

Figure E

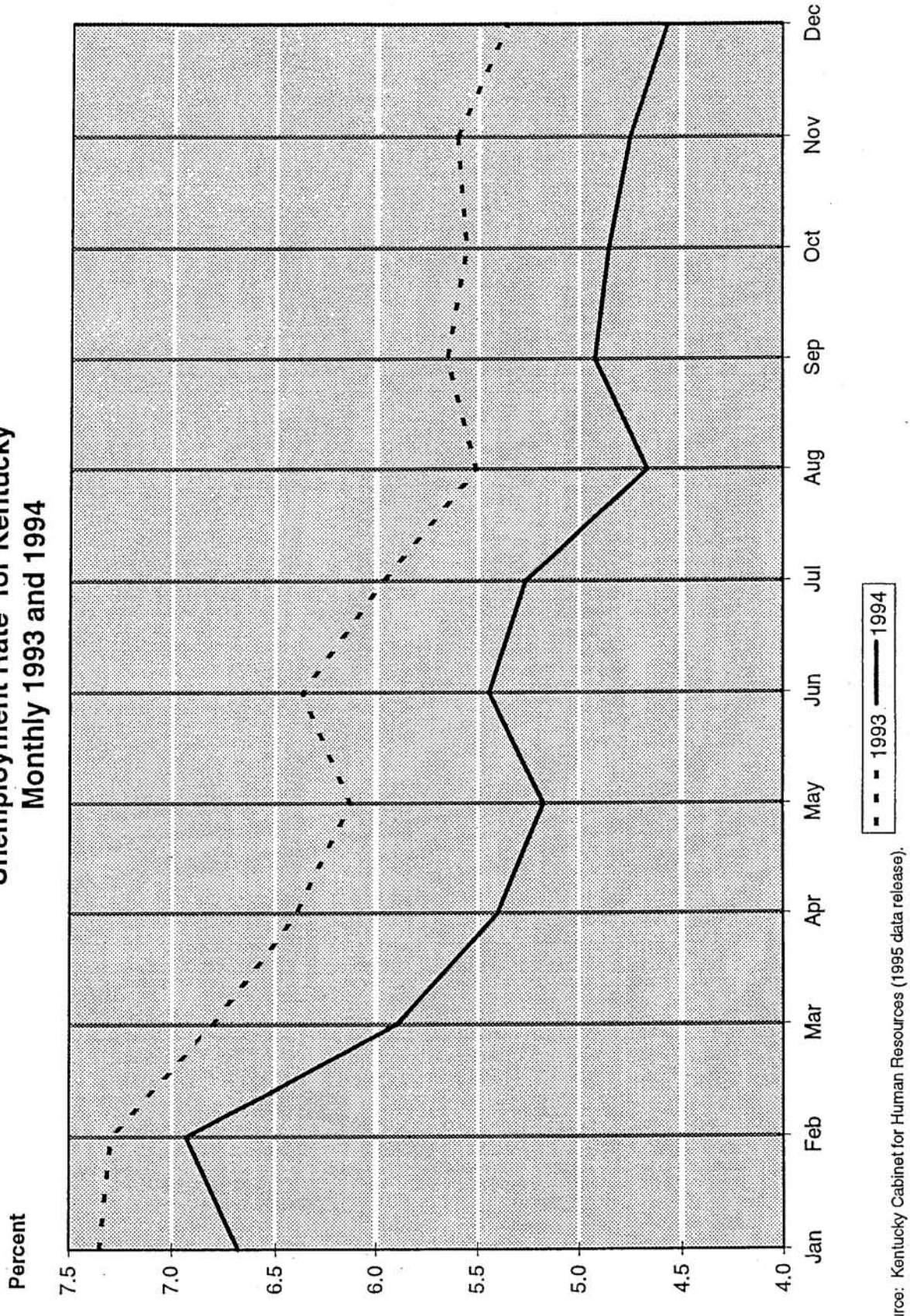
Lodge Room Occupancy Rates (1994) and Number of Families with Children on Public School Summer Vacation with and without USOD

Daily May 1 through September 30



Source: Family information derived from Kentucky Department of Education and U.S. Bureau of the Census data, Park data from Kentucky Department of Parks.

Figure F
Unemployment Rate for Kentucky
Monthly 1993 and 1994



Source: Kentucky Cabinet for Human Resources (1995 data release).

Appendix D

State of Kentucky Cooling Costs

For comparison purposes to determine the effect on energy usage of operating schools in the month of June versus the month of August in Kentucky, the degree-day method was utilized. A degree-day is a summation of the hours within a specific time period that the outside air temperature is above a balance-point temperature.

The balance-point temperature is the point at which the heat gain from a space is equal to the heat loss from a space, thus requiring no means to mechanically heat or cool the space. A widely tabulated value for the balance point temperature throughout the United States and Europe is 65°F.

This method of calculation is an estimate only as there are many factors that will impact the cooling energy within a building, including:

- Efficiency of cooling equipment,
- Amount of ventilation due to opening windows,
- Amount of heat gains within the space,
- Amount of heat loss within the space,
- Number of hours the cooling equipment is operated per day

Utilizing weather data for the State of Kentucky from 1971-2000, there are 305 cooling degree-days in the month of August and 230 cooling degree days in the month of June. This corresponds to 33% more cooling degree days in the month of August as compared to June.

Utilizing an average thermal conduction into the space of 0.3 BTU/hr-ft^2-°F and 10 hours per day for the operation of the cooling equipment it was determined that the amount of energy saved by operating a school building in the month of June versus the month of August is 225 BTU/ft^2.

Assuming an average cost of $0.055/kWh, yields a cost savings of $0.00363/ft2 associated with operating the building in June instead of August. For a 100,000 square foot building, this is a savings of approximately $363 per year.

Source: Meinking, Ed. Senior Project Director for Chevron Energy Solutions. Nov. 29, 2005.