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TO: School Committee

FROM: Kathleen Smith, Interim Superintendent

DATE: June 20, 2023

RE: Calendar Working Group Update

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Attached please find an update from the Calendar Working Group. In addition to this update, the 2022-2023 and 2023-2024 NPS school year calendars are attached for reference.

**Calendar Working Group Memo  
June 20, 2023**

**Background**

As we continue our efforts to be a more inclusive, welcoming, and culturally-responsive district, this spring we took on the work of reviewing our school year calendar. The rationale for the work was to reflect on how our school calendar can and should reflect the diversity of our community. In part, this work stems from a student petition last fall in which students shared a desire to observe Lunar New Year. This prompted a larger discussion about how to more formally recognize the many religious and cultural observances that are not currently included in our school calendar. To this end, a working group was formed in January 2023 to begin the process of reviewing the school calendar. The membership included:

<b>Calendar Working Group Members</b>		
Raniah Atieh	Special Education Teacher's Aide	Newton South
Carina Bagdasarian	Student	Newton South
Charlene Beh	English Teacher/NTA representative	Newton North
Chris Brezski	School Committee member	School Committee
Melody Chuong	Student	Newton North
Kanchan Kant	Math Teacher	Newton North
Charlie Myette	Dean of Students	Newton South
Ryan Normandin	Math and Physics Teacher	Newton South
Anping Shen	School Committee member	School Committee
Tammy Tsikar	Parent	Newton South

<b>District Members</b>	
Katy Hogue	Director of Data Analysis and Enrollment Planning
Julie McDonough	Director of Communications
Kathy Smith	Interim Superintendent

Members were selected by the Interim Superintendent to represent a variety of roles and perspectives within the school community.

The working group met on the following dates:

- Monday, February 13
- Monday, March 6
- Monday, April 10
- Tuesday, May 2
- Monday, May 15
- Monday, June 12

One of the main objectives of the working group was to gather feedback from the community on the religious observances and holidays that are important to the community. In addition, the

working group wanted to gather opinions on how religious observances should impact days in and out of school given the state requirements for days in session. To gather feedback, the working group designed a survey that was distributed to students (in middle and high school), staff (districtwide), and families (districtwide).

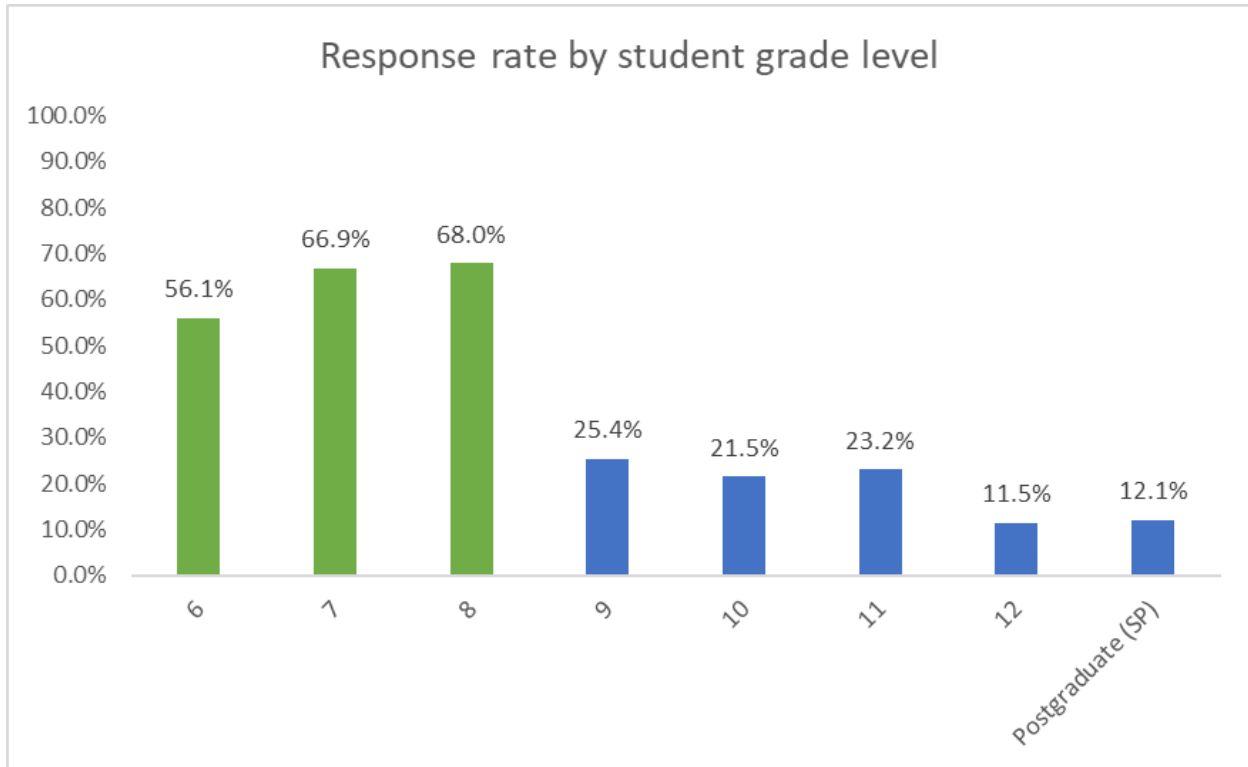
### **Survey**

The surveys were developed collaboratively by the Working Group. The surveys were open from May 17, 2023 to June 2, 2023. The family survey was distributed via the district newsletter and school specific eblasts. The survey was translated into Simplified Chinese, Japanese, Korean, Portuguese, Russian, and Spanish. The student survey was distributed by schools and available in the same languages. The staff survey was distributed via email.

### *Survey Response Representativeness*

#### *Student*

A total of 2,593 responses were received for the student survey, which was administered in middle and high schools. This results in a response rate of 38.5% for the student survey. Responses were higher for middle school students (63.8%) than for high school students (20.3%). At the high schools, the survey was sent through Schoology and administered during Advisory periods, which may account for the lower response rate at the high schools where the emphasis of the importance of completing the survey may not have been consistent. The timing of the survey at the end of the year also may have contributed to the lower response rate, as many things are happening in the high schools at the end of the school year.



Students were asked to self-report data on other demographic variables so that the survey responses could be compared to student enrollment to determine if any student subgroups were under-represented on the survey. In general, most student subgroups had similar response rates.

Responses by race/ethnicity had similar response rates to the student response rate overall, although some subgroups had slightly higher response rates than others: students self-identifying as Asian had a response rate of 42.7%; students self-identifying as Black/African American had a response rate of 34.8%; students self-identifying as Hispanic/Latinx had a response rate of 36.6%; students self-identifying as Native Hawaiian/Pacific Islander had a response rate of 42.9%; students self-identifying as two or more races had a response rate of 39.2%; students self-identifying as White had a response rate of 33.6%; and students self-identifying as American Indian/Alaskan Native had a response rate of 130% (because students self-identified their race/ethnicity in the survey, responses may not directly match what is recorded in Aspen for each student's race/ethnicity). Students could also select Other or Prefer not to answer for this question; 1.8% of student responses selected Other and provided a response that did not fit into any of the racial/ethnic categories provided (47 responses) and 3.4% of student responses selected Prefer not to respond (87 responses).

Students residing in Newton and students residing in Boston (participating in the METCO program) had similar response rates (38.1% and 39.2%, respectively). Students residing in Boston (not participating in the METCO program) and other Massachusetts towns (including faculty/staff students and students participating in the CAPS program) had a higher response rate of 56.5%. Students with an active IEP had a slightly lower response rate than those without an

active IEP (32.8% and 38.5%, respectively), while students with an active 504 had a slightly higher response rate than those without one (55.4% and 36.1%, respectively). Students were asked if they are currently an English Learner (EL); similar to previous anonymous student surveys, this question may have been misinterpreted, as the survey response data indicates a response rate of 109.3% for ELs compared to a rate of 35.2% for non ELs.

### *Staff*

A total of 1,446 responses were received for the staff survey, which was distributed districtwide, for a response rate of 56.3%. Middle and high school staff were more likely to respond to the survey, with response rates of 61% and 71.8% respectively; districtwide staff were less likely to respond to the survey (23.4%). Elementary staff had a similar response rate to the overall district rate, with a response rate 53.7%.

### *Family*

A total of 3,585 responses were received for the family survey. Respondents were asked to fill out one form per family and to indicate the number of students that they have enrolled in the Newton Public Schools. Responses were received for 5,968 students across the district, resulting in a response rate of 49.1% (including preschool students and outplaced students). Respondents were also asked to provide demographic information about each of their students in order to assess the representativeness of the responses to student enrollment overall. In contrast to the student survey, not all subgroups were similarly represented in the family survey responses. In particular, the response rates for students who identify as Black/African American, Hispanic/Latinx, Native Hawaiian/Pacific Islander, students residing in Boston (participating in the METCO program), and students with disabilities were lower than the overall response rate of 49%.

On the family survey, response rates by student race/ethnicity were as follows: 42.9% for students who identify as American Indian/Alaskan Native, 45.8% for students who identify as Asian, 19.5% for students who identify as Black/African American, 31.5% for students who identify as Hispanic/Latinx, 25% for students who identify as Native Hawaiian/Pacific Islander, 49.7% for students who identify as two or more races, and 49.3% for students who identify as White. Families could also select Prefer not to answer (6.2% of the students for whom responses were provided, or 368 students) or Other (1.2% of the students for whom responses were provided, or 70 students).

The family response rate for students residing in Boston (participating in the METCO program) was 20.2%, compared to 49.9% for students residing in Newton, and 57.8% for students residing in Boston (not participating in the METCO program) and other Massachusetts towns (including faculty/staff students and students participating in the CAPS program). Students with active IEPs had a response rate of 39.5% compared to a response rate of 50.9% for students without active IEPs, while students with an active 504 plan had a response rate of 74.7%

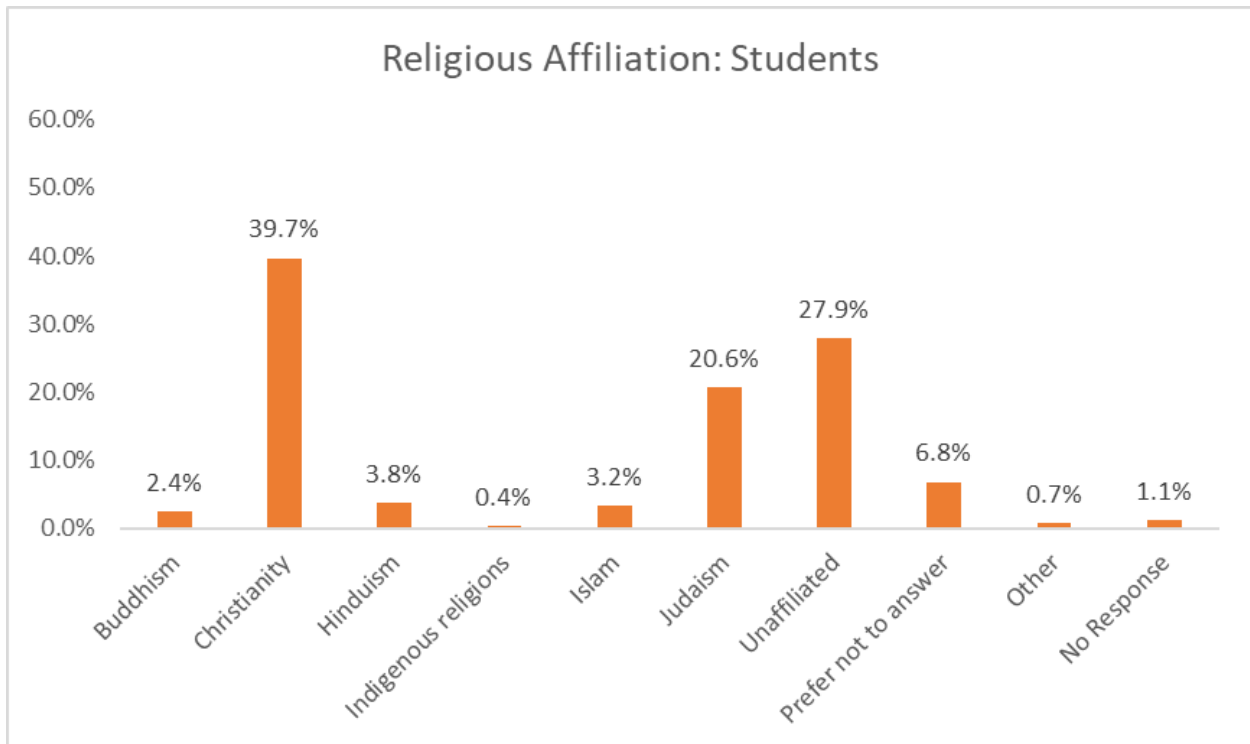
compared to a response rate of 47.4% for those without. The response rate for English Learner (EL) students was 46% compared to 49% for non-EL students.

### *Religious Affiliation*

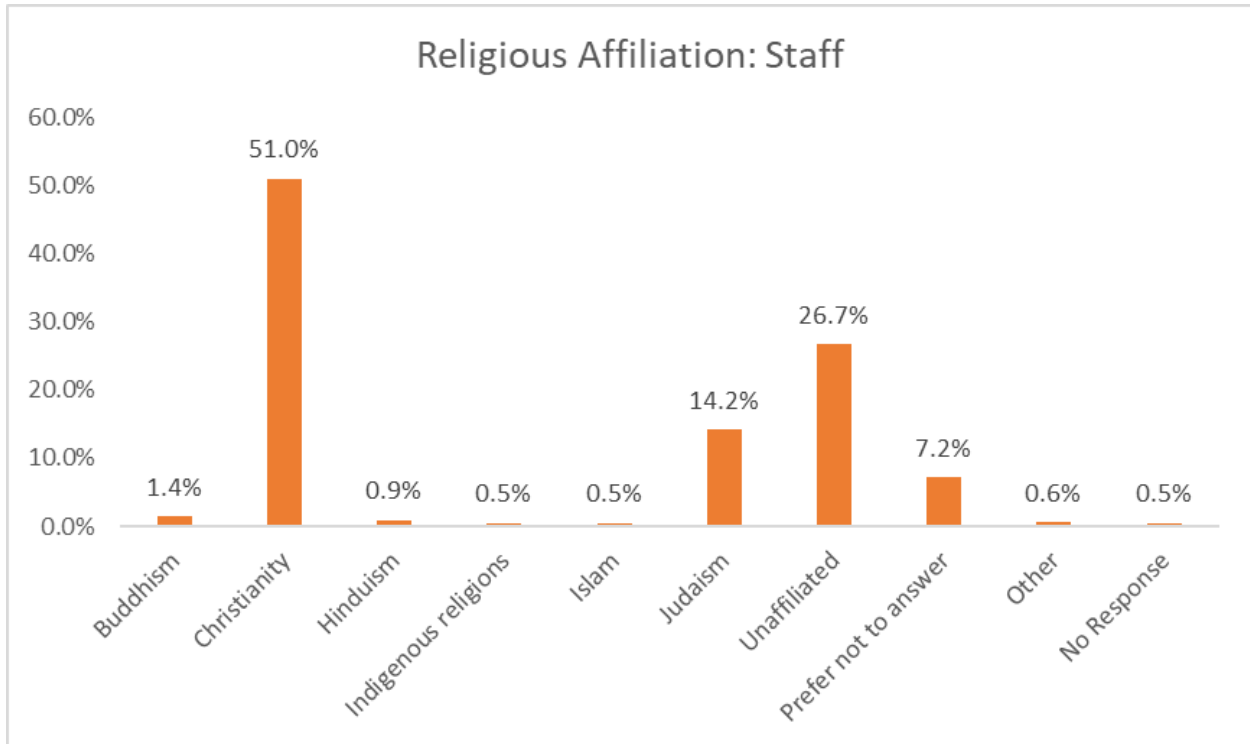
All survey respondents were asked for their religious affiliation to help Newton Public Schools understand the religious diversity of the community, as this data is not currently available publicly. The list of religions (in alphabetical order: Buddhism, Christianity, Hinduism, Indigenous Religions, Islam, Judaism, Unaffiliated, Prefer not to answer, Other) came from the Pew Research Center’s list of major world religions and respondents could select more than one religion.

Students and families indicated similar religious affiliations, with approximately 40% of respondents affiliated with Christianity, 28% unaffiliated, and 20-25% affiliated with Judaism. Smaller percentages of respondents (under 10%) selected Buddhism, Hinduism, Indigenous religions, Islam, or other. For staff, 51% of respondents are affiliated with Christianity, 27% are unaffiliated, and 14% are affiliated with Judaism. Less than 2% of respondents selected Buddhism, Hinduism, Indigenous religions, Islam, or other.

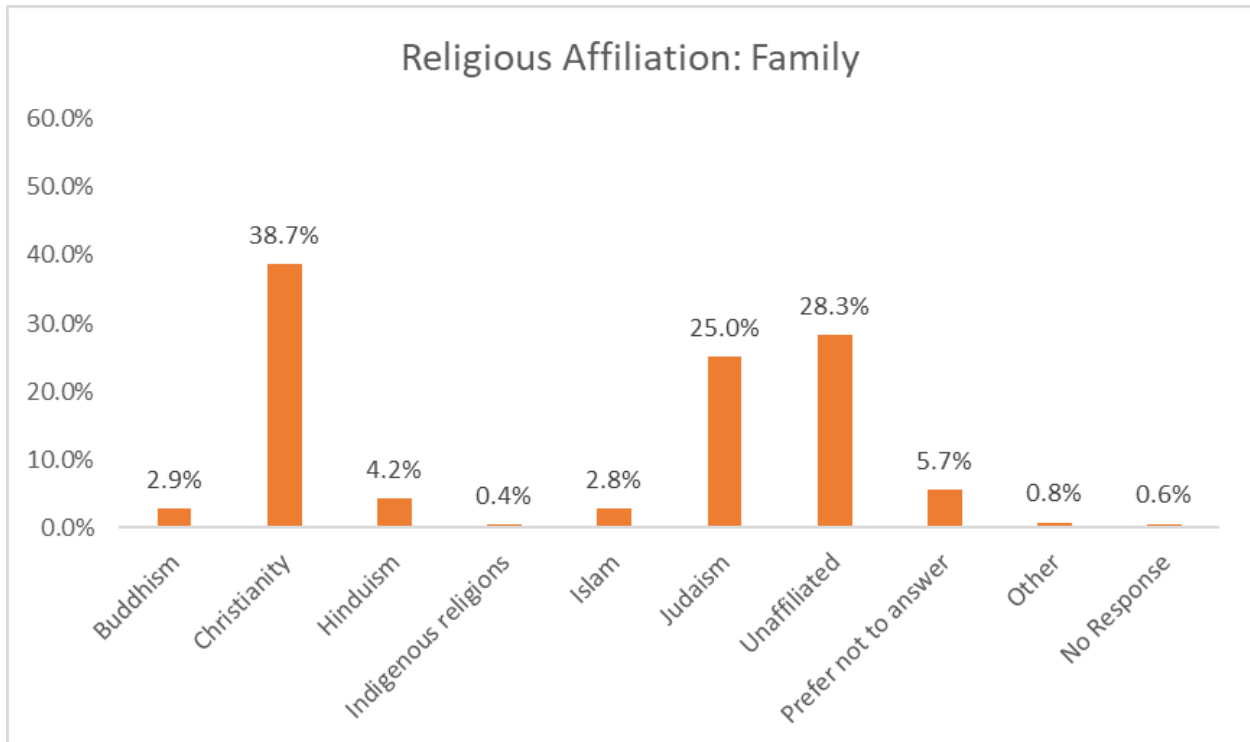
### *Student*



*Staff*



*Family*

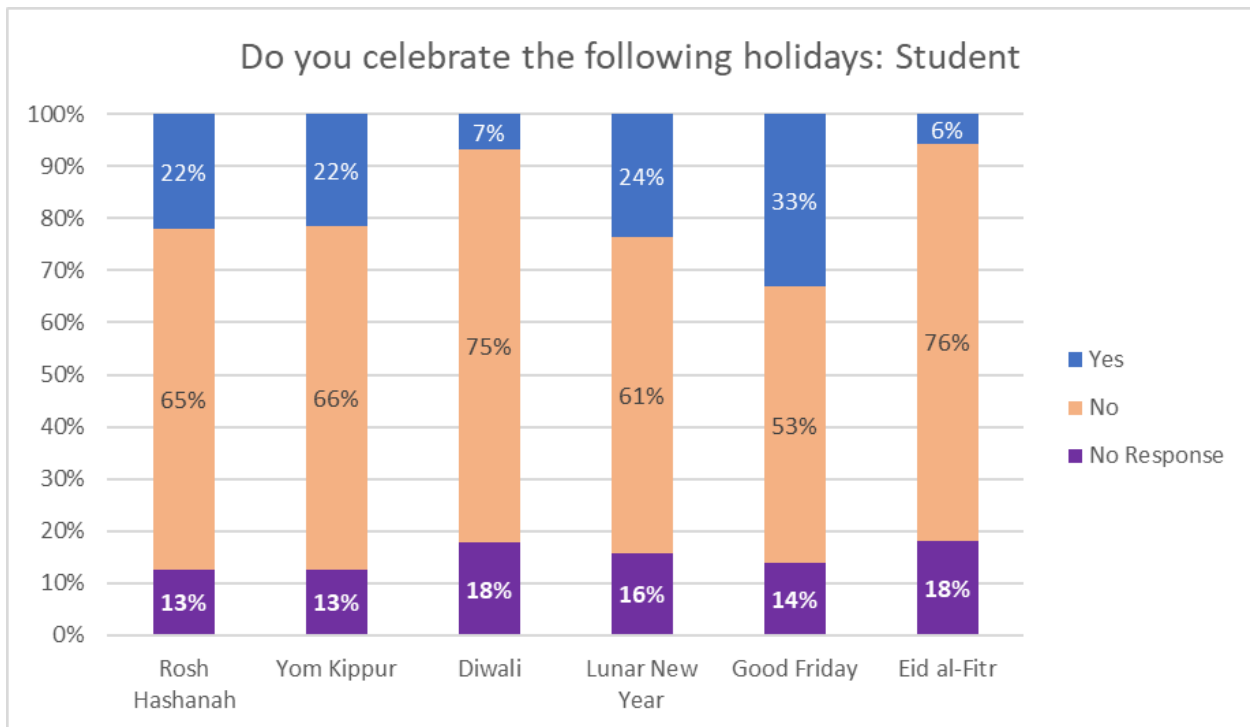


### *Holiday Observance*

All survey respondents were asked if they celebrate the following holidays, which are currently on the NPS school calendar (listed chronologically based on the 2022-2023 school year): Rosh Hashanah, Yom Kippur, Diwali, Lunar New Year, Good Friday, and Eid al-Fitr. Federal/state holidays were not included in this list because as a public school district, NPS must observe them.

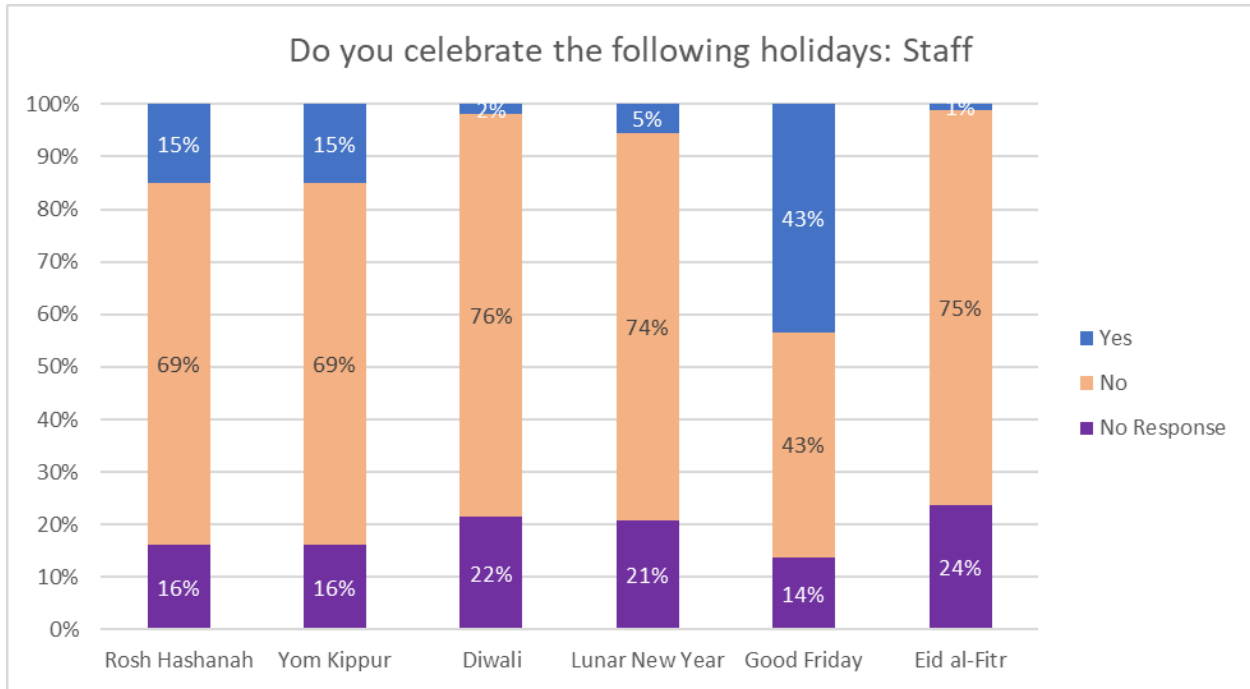
For students and families, approximately a third (30-33%) celebrate Good Friday; approximately a quarter (22-25%) celebrate Rosh Hashanah and Yom Kippur, slightly under a quarter (19-24%) celebrate Lunar New Year, between 5-7% celebrate Diwali, and between 3-6% celebrate Eid al-Fitr. For staff, 43% celebrate Good Friday, 15% celebrate Rosh Hashanah and Yom Kippur, 5% celebrate Lunar New Year, 2% celebrate Diwali, and 1% celebrate Eid al-Fitr.

### *Student*

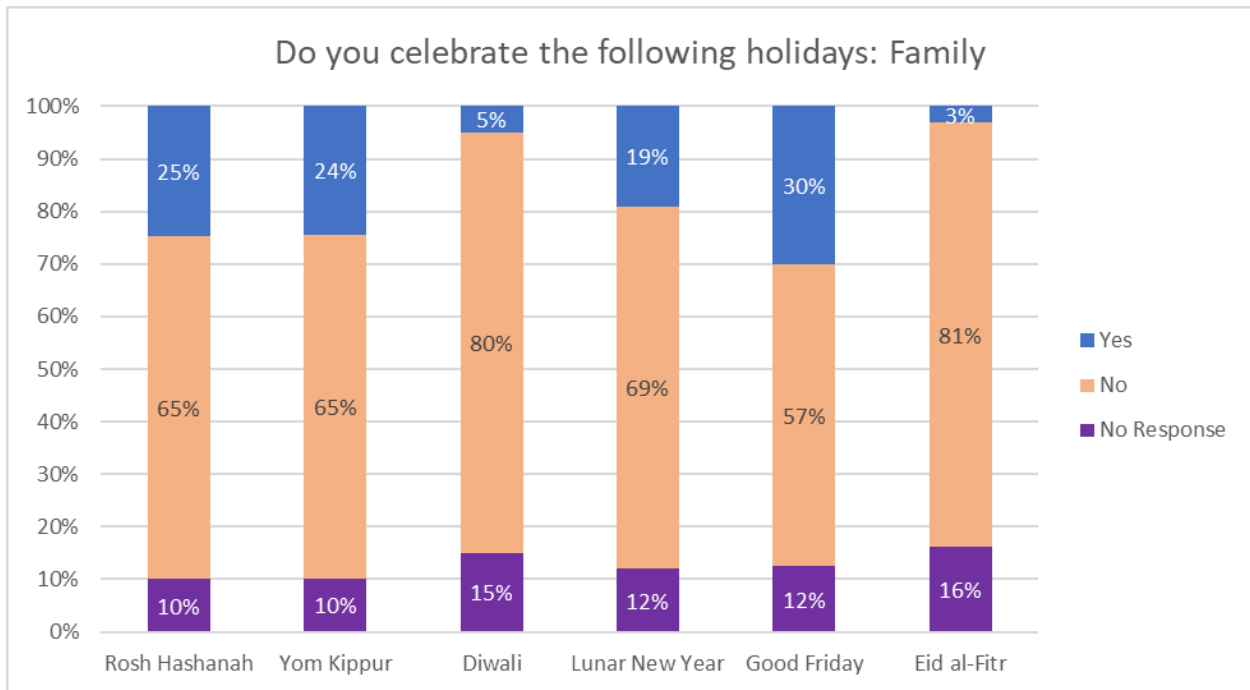




*Staff*



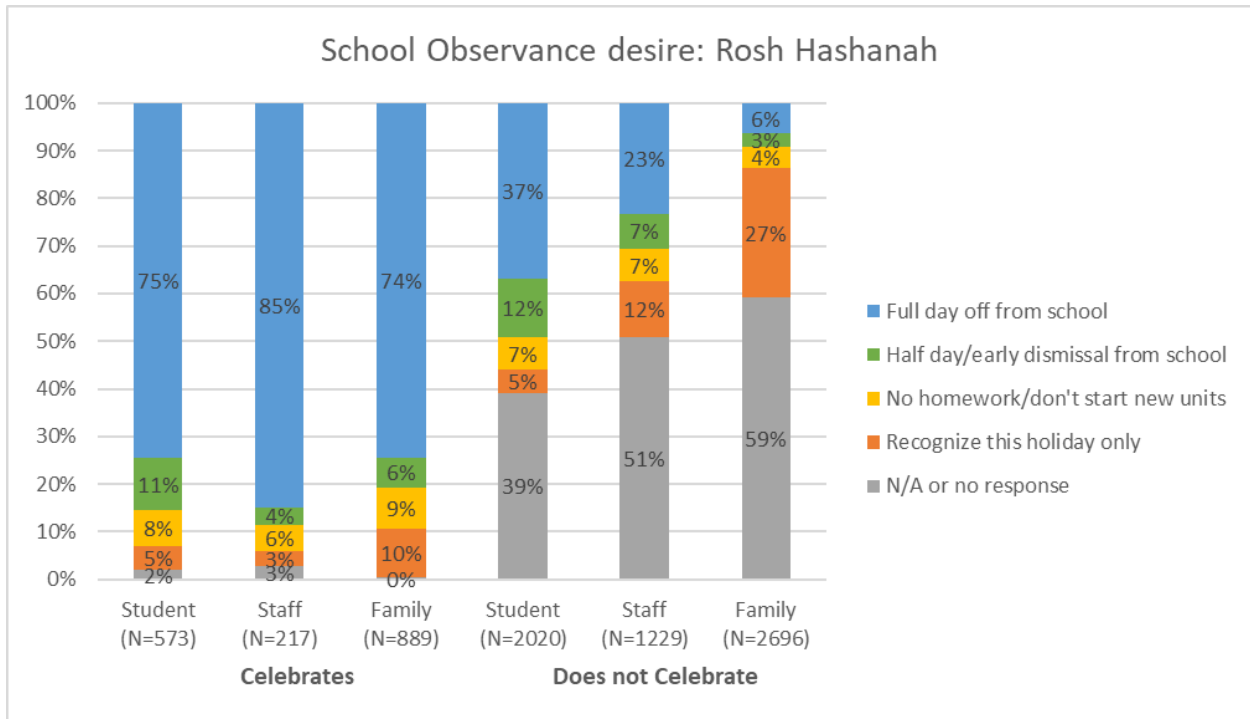
*Family*



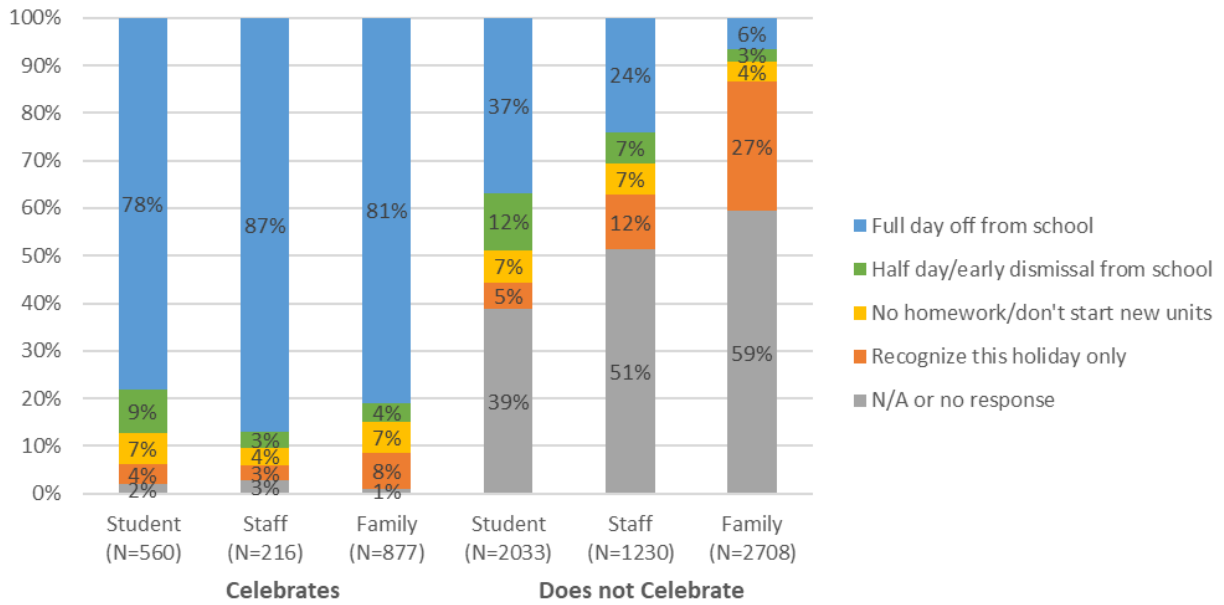
*Desire for school observance of holidays*

All survey respondents were asked to indicate their desire for school observance of the holidays currently listed on the NPS school calendar: full day off from school, half day/early dismissal from school, no homework/don't start new units, recognize this holiday only (no time off from school), and N/A. Respondents who left the question blank were condensed with those who selected N/A in the following graphs.

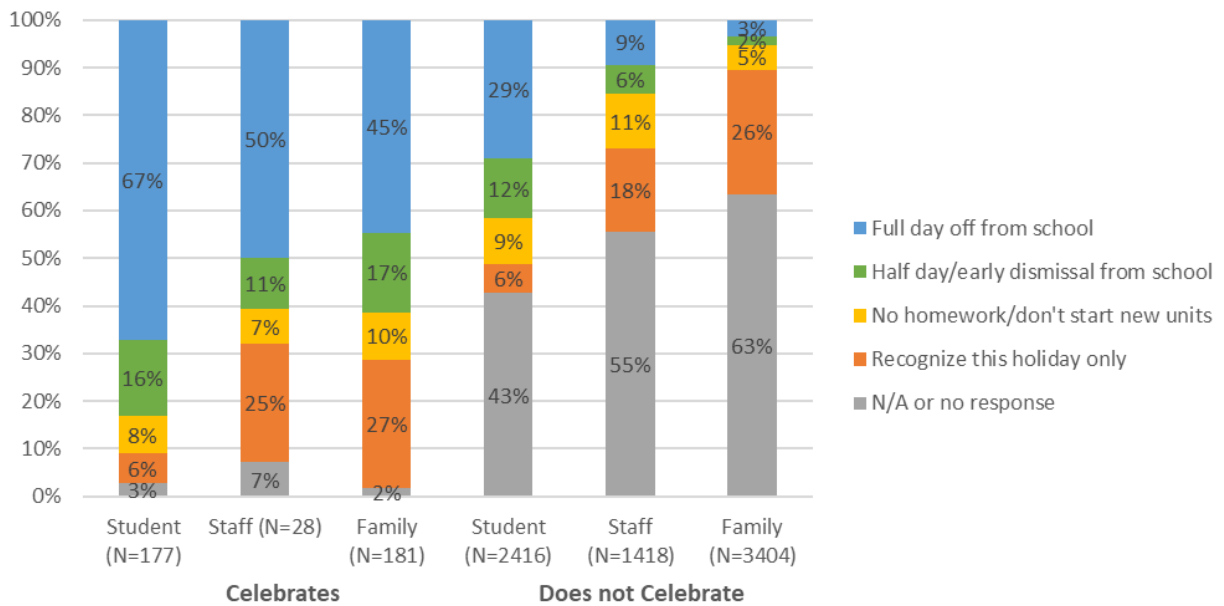
The following graphs display desire for school observance of holidays by group of survey respondents (student, staff, or family) and whether that group of respondents celebrates the holiday. For all three surveys (student, staff, and family), the majority of respondents who celebrate each holiday want a full day off from school, with the exception of Diwali, where 45% of family respondents who celebrate Diwali want a full day off (the majority of student and staff members who celebrate Diwali want a full day off).



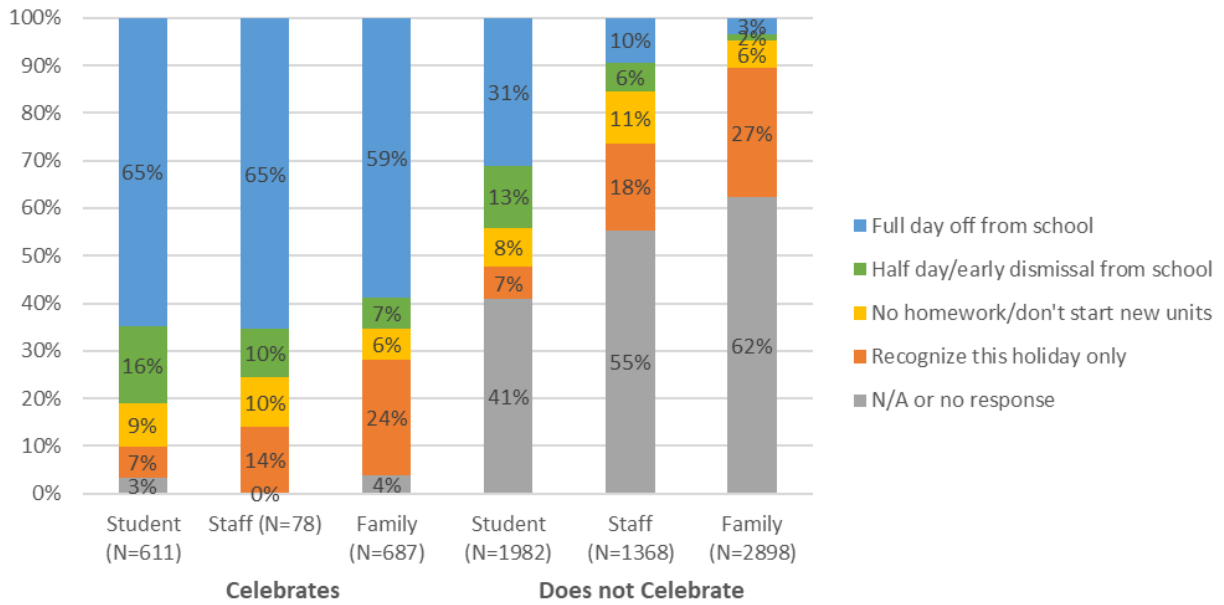
### School Observance desire: Yom Kippur



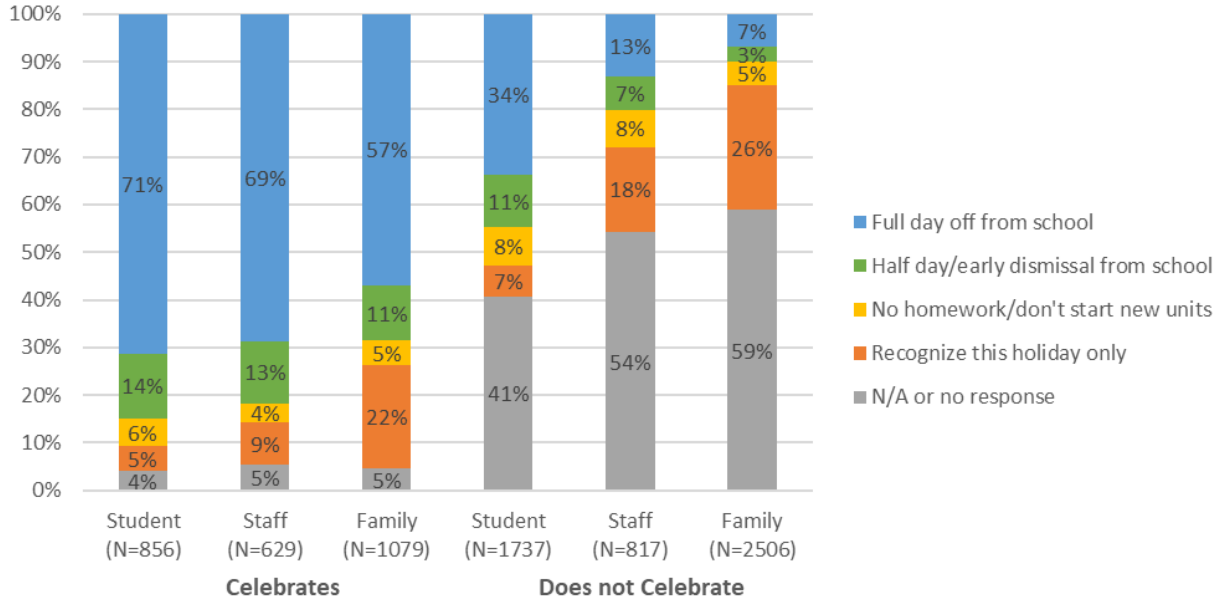
### School Observance desire: Diwali

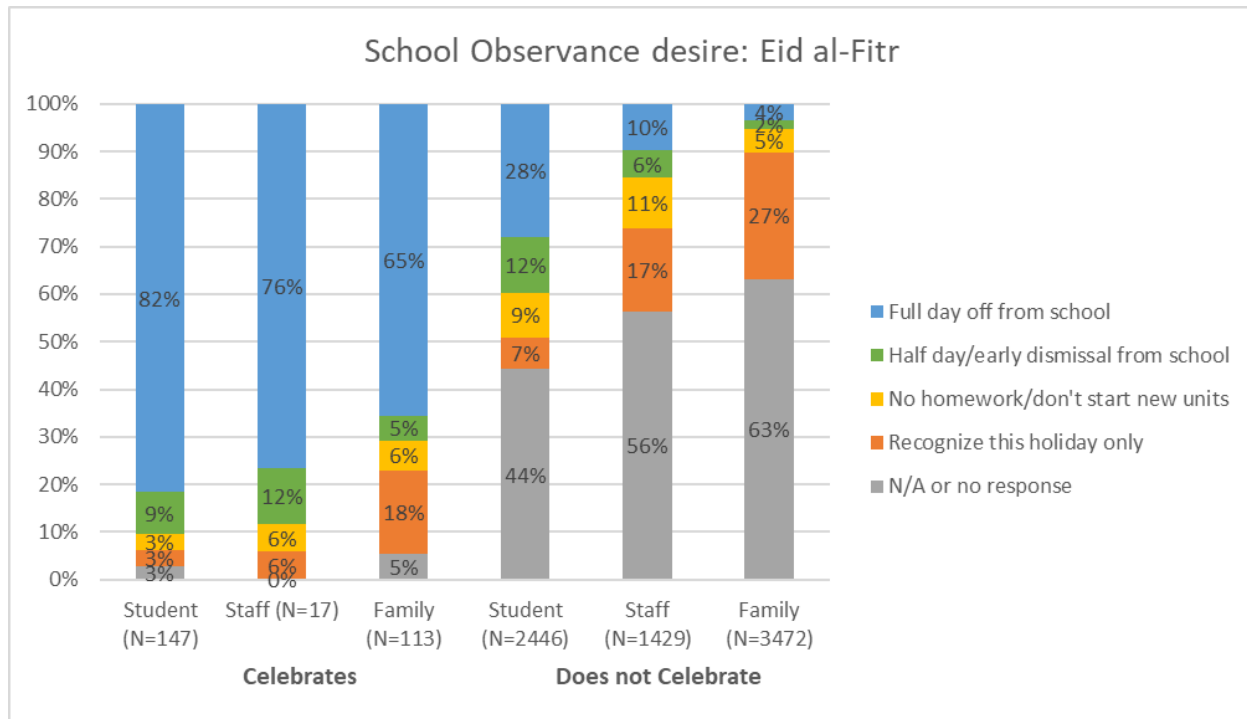


### School Observance desire: Lunar New Year



### School Observance desire: Good Friday





Respondents were also provided with an “other” category for this question. In general, respondents utilized this category to list additional holidays that they would like to see observed. These holidays included the following, listed in order of frequency:

*Student:* Passover (12 responses), Hanukkah (7 responses), Holi (5 responses), Eastern Orthodox Christmas/Good Friday (4 responses), Nowruz (3 responses), Dragon Boat Festival (1 response), Durga Puja (1 response), Pongal (1 response), Republic Day (1 response), and Saraswati Puja (1 response).

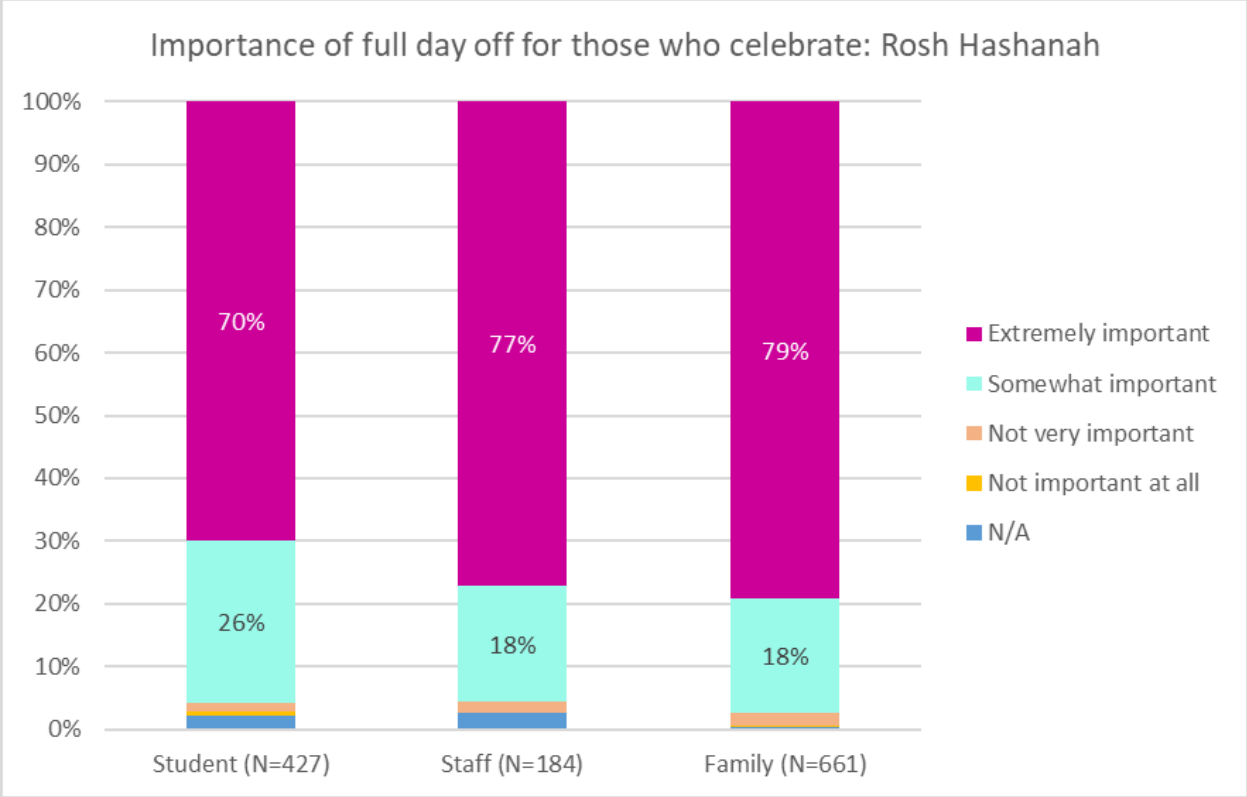
*Staff:* Passover (8 responses), Easter Monday (5 responses), Eastern Orthodox Christmas/Good Friday (4 responses), and Three Kings Day/Epiphany (1 response).

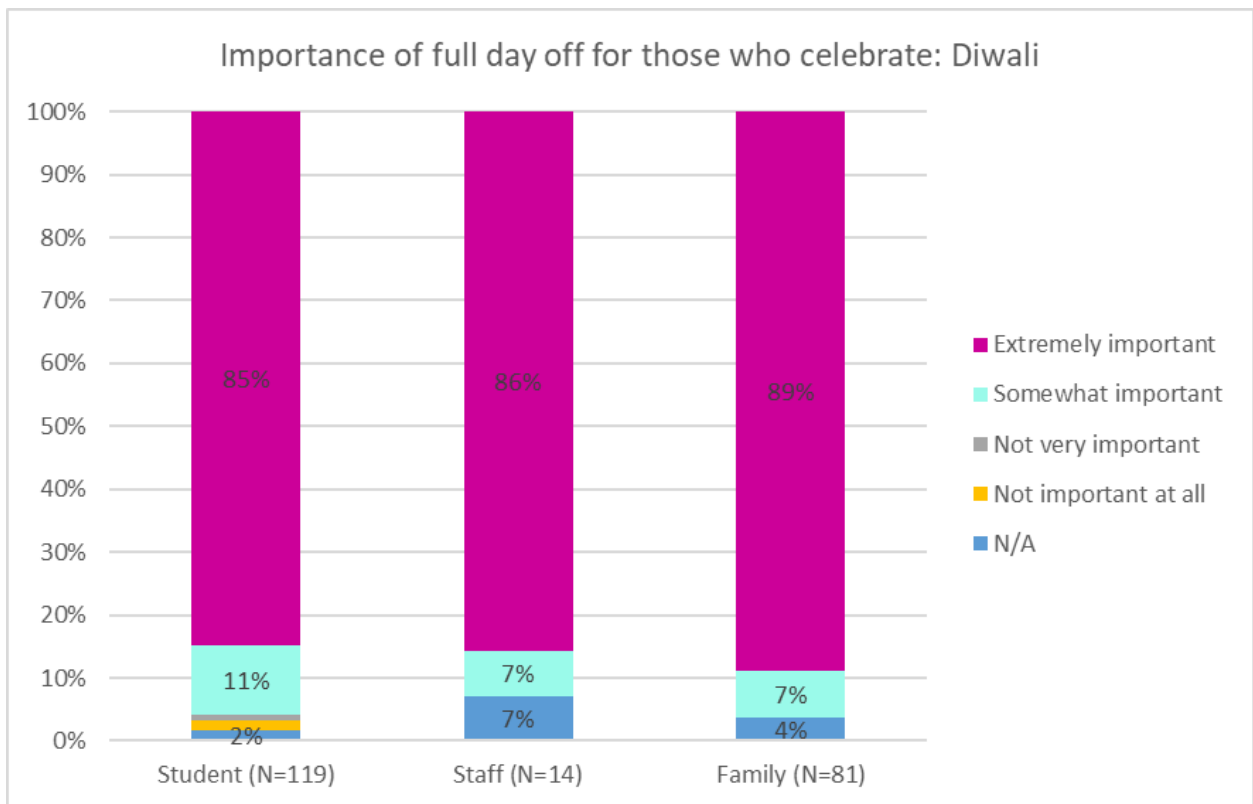
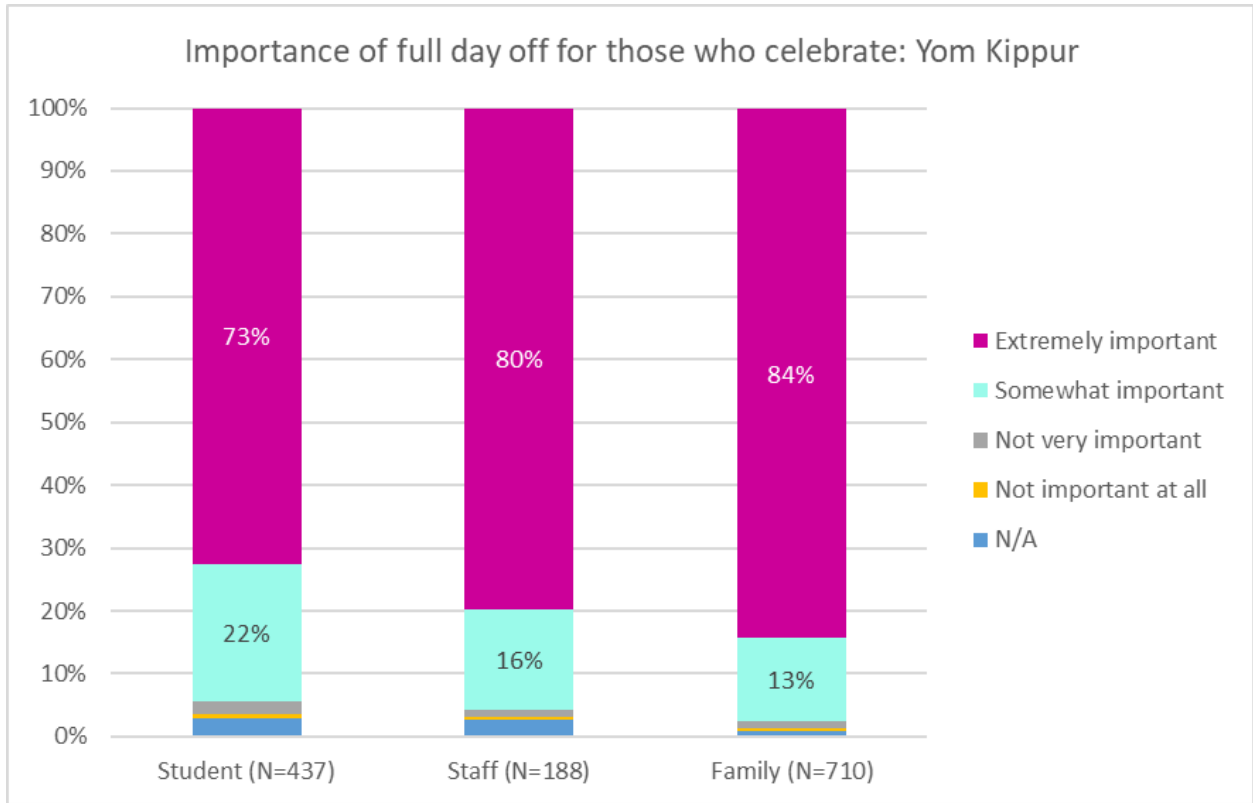
*Family:* Passover (31 responses), Eastern Orthodox Christmas/Good Friday (6 responses), Nowruz (4 responses), Three Kings Day/Epiphany (4 responses), Ramadan (2 responses), Eid al-Adha (2 responses), Armenian Christmas (1 response), Taino New Year (1 response), Vaisakhi (1 response), and Wiccan New Year (1 response).

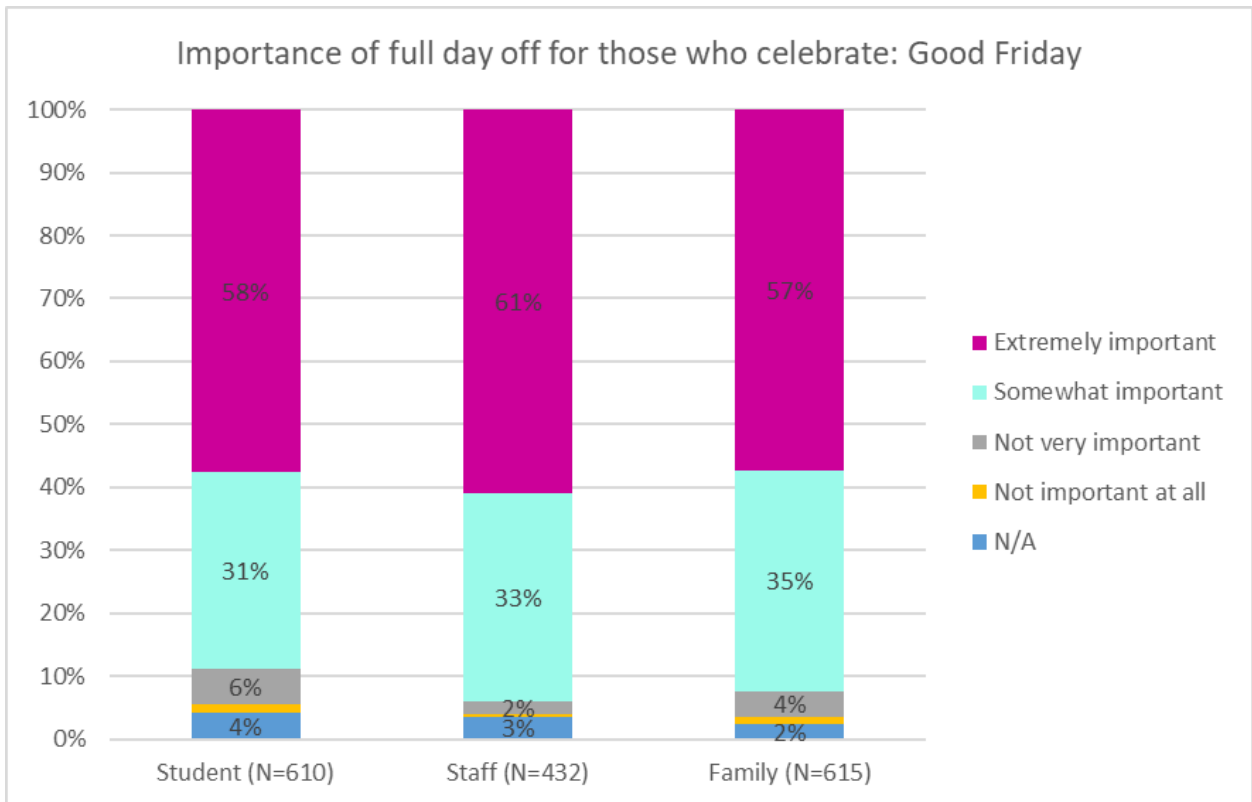
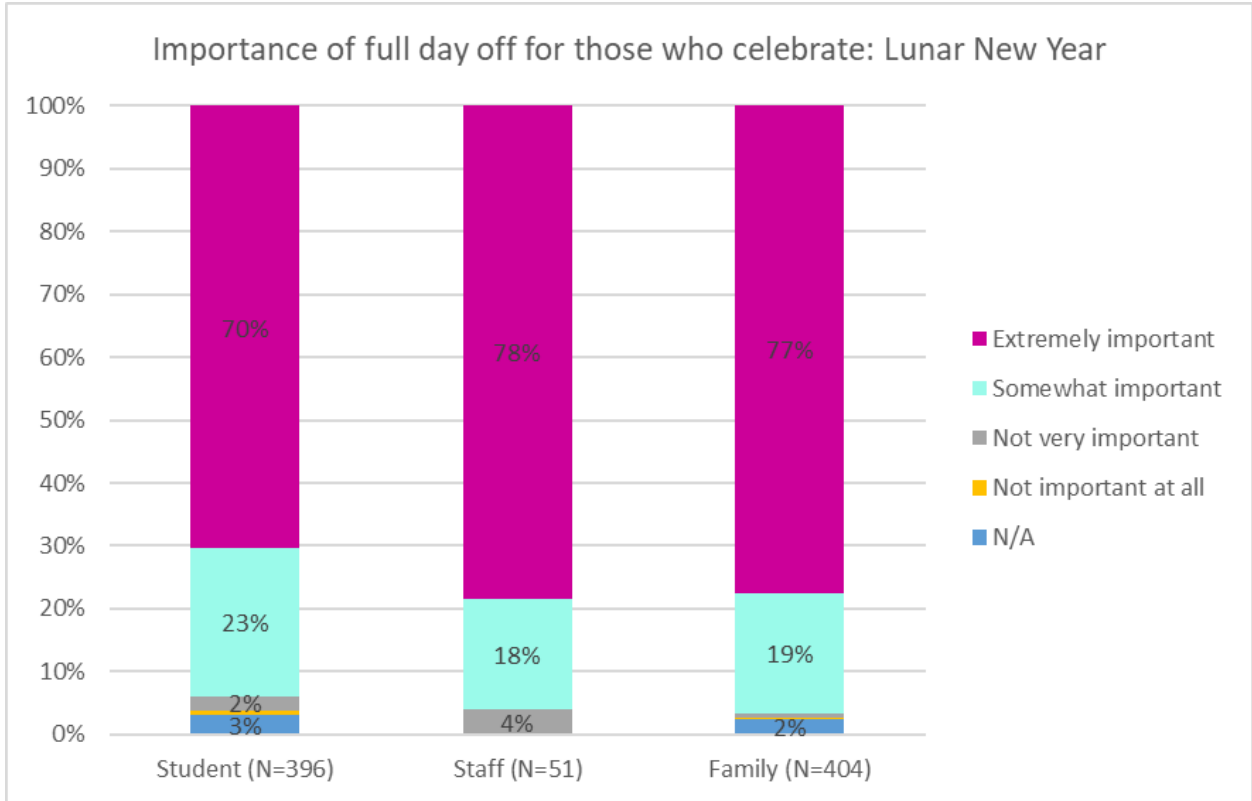
#### *Importance of level of observance*

Respondents were asked how important the level of observance that they indicated for each holiday was to them and could select from extremely important, somewhat important, not very important, not important at all, and N/A. The following graphs display the level of importance for each holiday for those who celebrate each holiday and indicated the desire for the full day off from school. This group was chosen for display in this section because for almost all holidays, the majority of respondents who celebrate the holiday indicated a desire for a full day off from school.

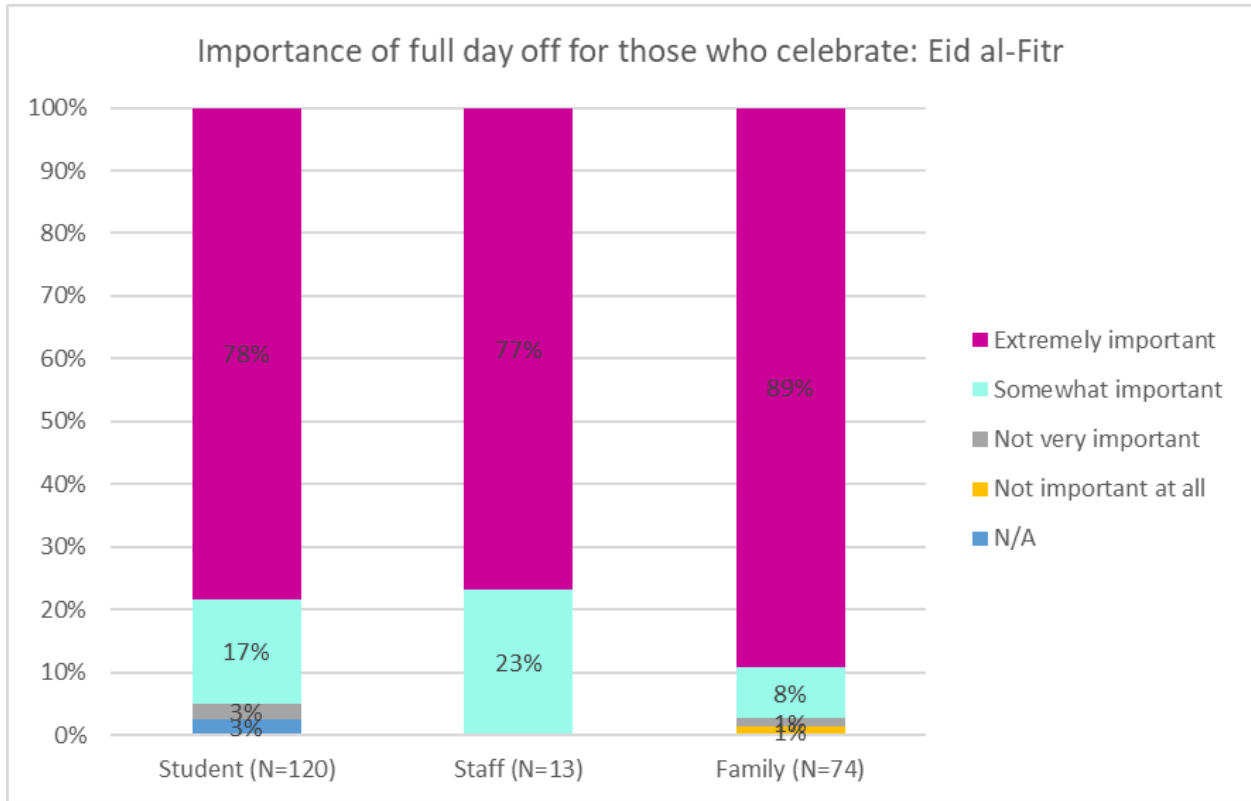
Across all three surveys and each holiday, the majority of respondents who celebrate the holiday indicated that a full day off from school was extremely important or somewhat important.





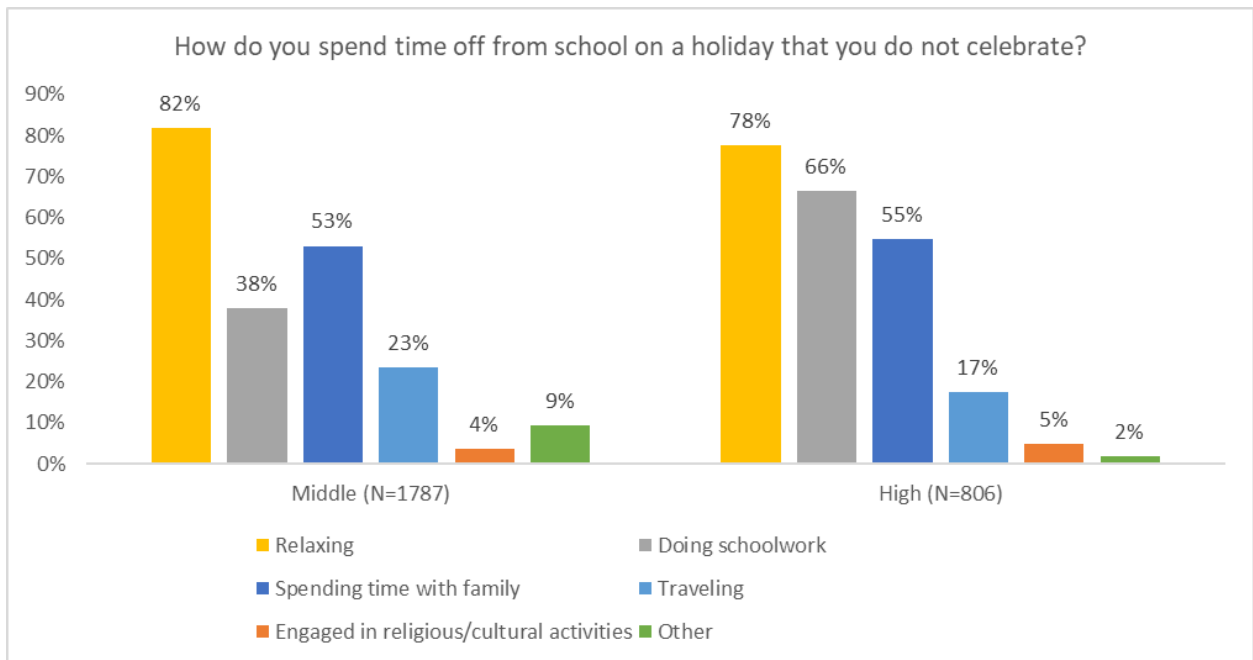
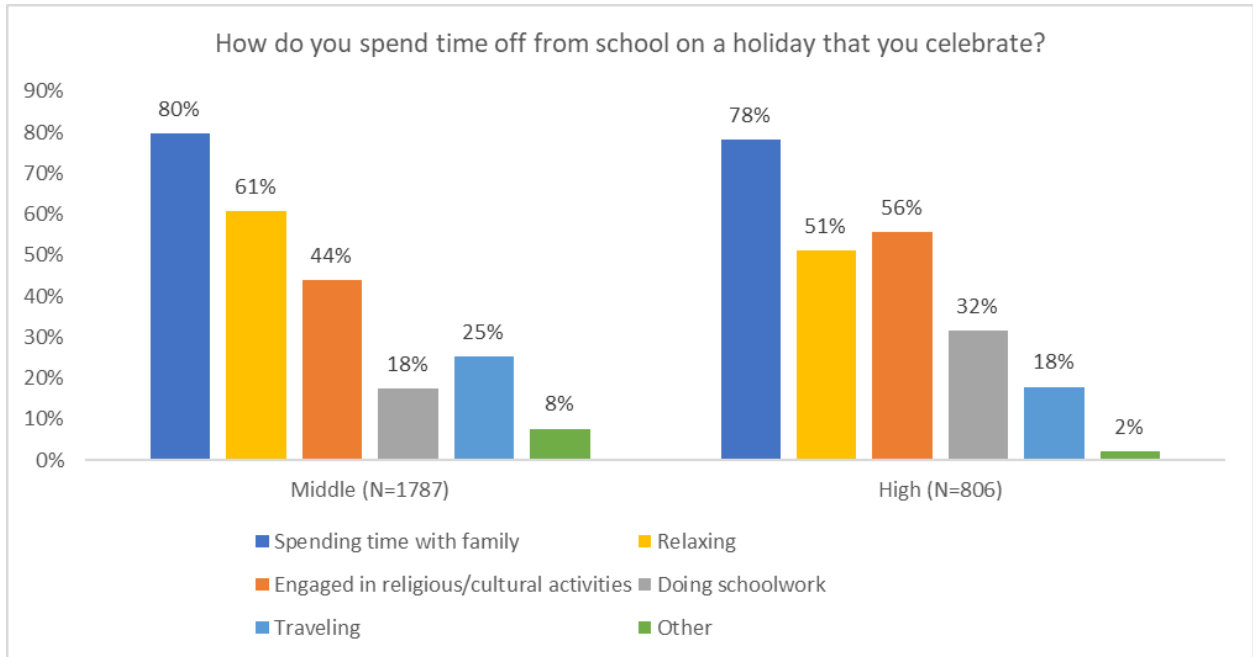






*How students spend time off during school holidays*

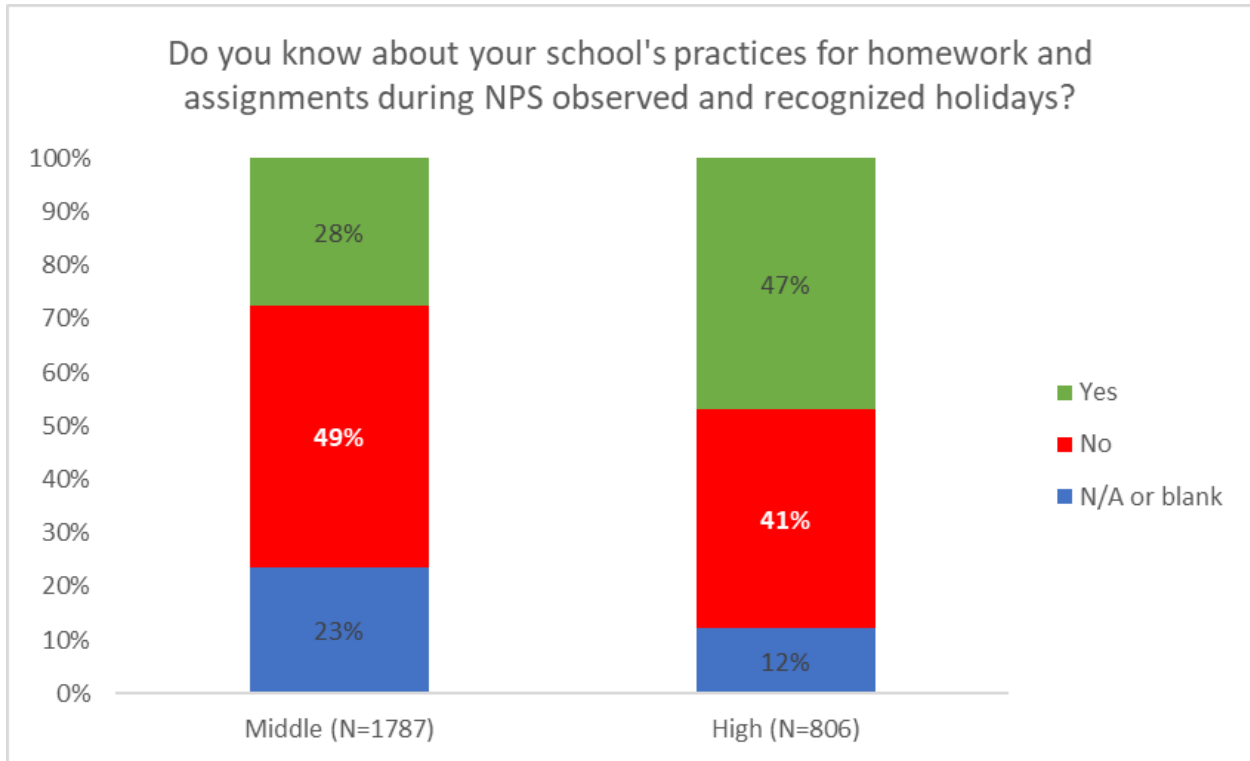
Students were asked how they spend their time off from school for holidays that they celebrate and for holidays that they do not celebrate. In general, the majority of student respondents spend time with family on holidays that they celebrate, and spend time relaxing on holidays that they do not celebrate.



*Current NPS practices for homework and assignments*

Students and staff were asked questions about current NPS practices for homework and assignments during observed and recognized holidays. These practices currently vary from school to school and by level. Because there are currently different practices at the high schools and middle schools, the graphs below look at responses from middle school students and high school students separately (please note that the overall response rate from high school students was much lower than for middle school students).

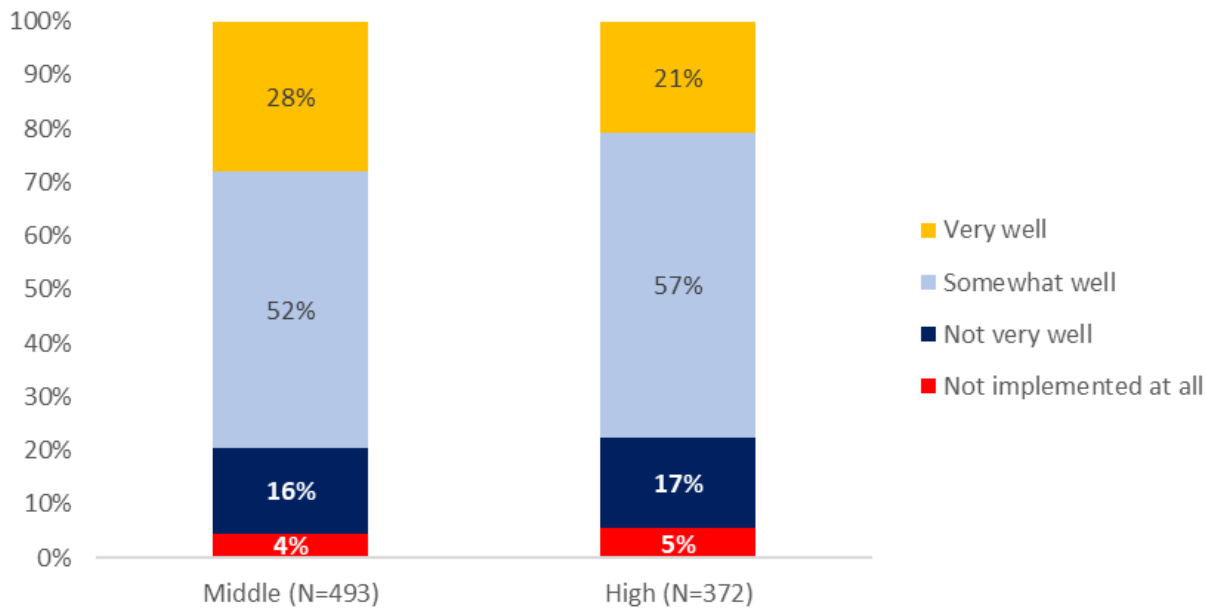
Students were asked if they know about their school’s practices for homework and assignments during NPS observed and recognized holidays. At the middle school level, 28% said yes, and at the high school level, 47% said yes: at both levels, more than 50% of students said no, N/A, or left this question blank.



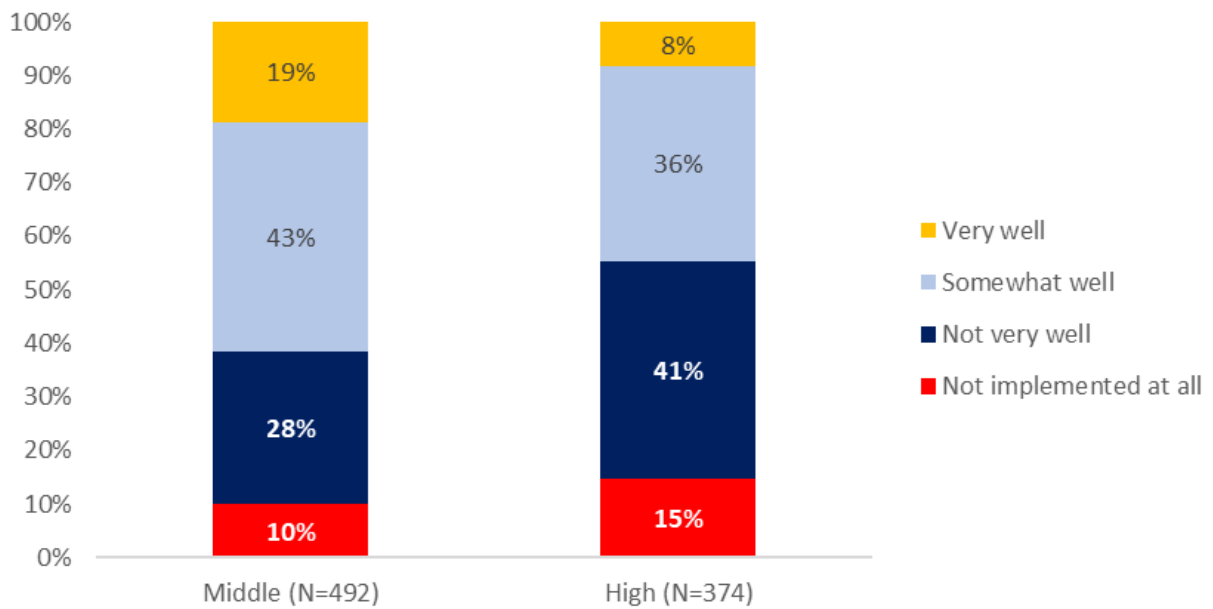
Students who said that they knew about their school’s practices were then asked how well they thought that these practices were implemented for observed holidays (Rosh Hashanah, Yom Kippur, and Good Friday) and for recognized holidays (Diwali, Lunar New Year, Eid al-Fitr).

Overall, students were less likely to say that these practices are implemented very well or somewhat well for recognized holidays than they were for observed holidays. Responses were similar between middle and high school students for observed holidays, but not for recognized holidays. High school students were more likely to say that these practices are not implemented at all (15%) or not implemented very well (41%) than middle school students for recognized holidays.

How well do you think that these practices are implemented for observed holidays (Rosh Hashanah, Yom Kippur, Good Friday)?

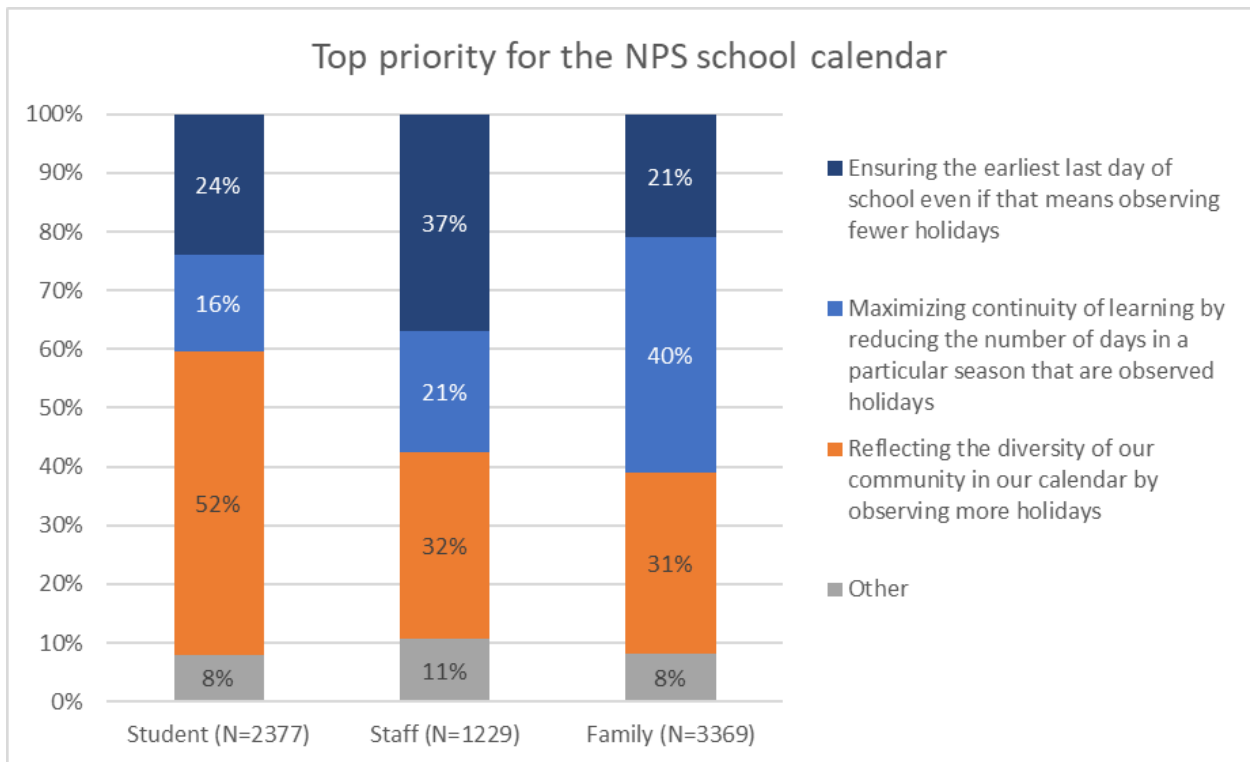


How well do you think that these practices are implemented for recognized holidays (Diwali, Lunar New Year, Eid al-Fitr)?



### Priorities

All respondents were asked for their top priority for the NPS school calendar, with the limitation that public schools in Massachusetts are required to be in session for 180 days. Priorities differed by respondent group. The majority of student respondents indicated that reflecting the diversity of our community in our calendar by observing more holidays was their top priority. For staff respondents, the largest percentage (37%) indicated that their top priority was ensuring the earliest last day of school even if that means observing fewer holidays; a slightly smaller percentage (32%) indicated that reflecting the diversity of our community in our calendar by observing more holidays was their top priority. For families, the largest percentage (40%) indicated that maximizing continuity of learning by reducing the number of days in a particular season that are observed holidays was their top priority.



For students, 190 respondents (8% of students who provided an answer to this question) added comments about other priorities. Of those who provided comments (please note that individual comments could be classified into more than one theme), 28% had no priority for the school calendar, 13% like the current calendar as is, 11% suggested that holidays with smaller numbers of people celebrating should be recognized but not observed, 8% said it was important to ensure that students missing school for holidays should be not be penalized in any way (including not assigning schoolwork and excusing absences), and 7% suggested using half days for some holidays to allow it to count as as a school day.

For families, 278 respondents (8% of families who provided an answer to this question) added comments about other priorities. Of those who provided comments (please note that individual comments could be classified into more than one theme), 15% responded that they like the current calendar as is, 10% said it was important to ensure that students missing school for holidays should be not be penalized in any way (including not assigning schoolwork and excusing absences), 7% suggested that holidays with smaller numbers of people celebrating should be recognized but not observed, and 6% said that only state/federal holidays should be observed to align with the schedules of working families.

For staff, 131 respondents (11% of staff who provided an answer to this question) added comments about other priorities. Of those who provided comments (please note that individual comments could be classified into more than one theme), 14% like the current calendar as is, 10% suggested using half days for some holidays to allow it to count as a school day, and 10% said it was important to ensure that students missing school for holidays should be not be penalized in any way (including not assigning schoolwork and excusing absences). In addition, 7% suggested using floating religious holidays for students and staff instead of having observed holidays where school is not held.

#### *Additional comments*

All respondents were invited to provide additional comments at the end of the survey.

#### *Student*

Although comments were provided by 728 students, 378 utilized the space to say that they had no comments or the comments were not related to the NPS calendar in any way, and are therefore not discussed here. A total of 350 comments from the student survey were analyzed (13% of all student respondents); individual comments may be classified into more than one theme.

The most frequently discussed theme from students was the **importance of equity in the school calendar** (19% of comments). These comments talked about the importance of recognizing diversity within the community on the calendar. Some comments noted that all religious holidays should be observed or none should be observed. Example comments included:

“You don’t actually recognize the holidays above because you don't give days off. A lot of these holidays are practiced more than the holidays we get off. It's not really fair.”

“I may not celebrate these holidays but others do. We get Christmas off, so why can't others have their holidays off too?”

“Add more holidays or celebrations for different religions.”

“Although I myself do not observe many holidays, I think it is very important for every religion and culture to be valued equally. For some holidays to get a day off and other not makes no sense to me. We are such a huge and diverse community and I want all of my peers and teachers to feel their personal beliefs and cultures are valued.”

The second most frequently discussed theme was that the **current calendar is okay** in its current form (11% of comments). Example responses included:

“I think the NPS calendar is fine.”

“Right now the calendar is good.”

“It is good as it is.”

The third most frequently discussed theme was the **desire to end school earlier** (9% of comments). Example responses included:

“I think we end way too late.”

“The last day is way too late.”

“I think that school starts too late and ends too late in the year.”

Additional themes discussed by students included the need to ensure no homework or new units due during recognized holidays (5%), the idea of providing floating holidays for religious observances instead of school holidays (5%), and the desire to start earlier in the school year (4%).

### *Staff*

323 respondents to the staff survey shared additional comments (22% of all staff responses). The most prevalent themes are discussed here. Individual comments may be classified into more than one theme depending on the content of the comment.

The most frequently discussed theme from staff was the idea of **providing floating holidays for students and staff** to be used at their own discretion rather than observing the holiday districtwide (16% of comments). Key in these comments was the need for these to be separate from personal time for staff and to ensure that they aren't counted as absences for students for course grading purposes. Example responses included:

“Respectfully, I believe that as a publicly funded institution, to properly follow a separation of church and state, no religious holidays should be days off, but that all individuals within the institution, both staff and students, should not be expected to work on days that they are observant.”

“Get rid of religious holidays and let people take these holidays off without using their personal/sick days.”

“I suggest we modify the absence policies to allow for people's religious observances instead of trying to decide which holidays are more important or not as important. This will allow teachers/families to make decisions that are best for themselves. This will also help to de-emphasize "perfect attendance" and approach attendance from a more equitable standpoint.”

“Give all staff and students a "personal religious holiday" to use when and how they want to.”

The second most frequently discussed theme from staff was the **desire for equity in terms of the holidays that are observed** (11% of comments). These comments discussed the need to reflect the diversity of the Newton community and the fact that all holidays should be given the same attention. Comments discussing this theme also noted the importance of this theme for inclusion for all community members. Example comments included:

“I believe we honor all holidays or none at all. NPS should reflect the diversity of our community.”

“Peoples' holidays are important. We need to be inclusive and responsive to the people in our schools.”

“All students deserve to feel respected and given holiday observances for their cultural/religious celebrations.”

Additional themes that were discussed less frequently included ensuring that homework and test policies are enforced for all holidays (7%), utilizing half days for holidays where appropriate based on the nature of observance for the particular holiday (6%), and the desire to end the school year earlier in June (6%).

### *Families*

833 respondents to the family survey shared additional comments (23% of family responses). A variety of themes were discussed in these comments; the most prevalent themes are described here. Individual comments may be classified into more than one theme depending on the content of the comment.

The most frequently mentioned theme from families was to **not observe any religious holidays in the school calendar at all, and keep only federal/state holidays** (11% of comments). Respondents generally noted that religion and public school should be separate and that no religious holidays should be observed in public schools. Others who mentioned this theme noted that the calendar should either observe all religious holidays (and noted that this would include a large number of days off) or no religious holidays. Example responses included:

“There is no way to be completely equitable with this and so NPS should take a completely agnostic approach and NOT observe any religious holidays that are not federal holidays.”

“There are so many cultures and religions represented, I don't find it fair to pick and choose which ones the kids get to take the day of school.”

“I think we need to recognize major holidays from all religions or no holidays.”

The second most frequently mentioned theme from families was **starting the school year before Labor Day** (9% of comments). Respondents discussing this theme noted their desire to start before Labor Day, which would allow an earlier date and better align with camp schedules



and other public school district schedules in Massachusetts. Others noted this would allow school to end before Juneteenth, which would help the last week of school to be more continuous. However, please note that 2% of the overall comments stated the need to continue to start after Labor Day. Example responses for comments wanting to start after Labor Day included:

“When applicable, school should begin prior to Labor Day so that students do not go to school so late into June.”

“Many other districts start the week before Labor Day. We could easily do that, keep many of the holidays observed, and still end at roughly the same time in June.”

“Newton should consider starting school before Labor Day like so many other districts, so we can be done before the Juneteenth holiday rather than having that right at the end of school, in some cases, keeping families and kids tied to being here when their summer activities need to start. Also, it seems like so little learning happens at the end of school. Better to have them start and end earlier.”

“Please start the school year before Labor Day!! We are the outlier in the surrounding communities for starting so late and now with Juneteenth we have a few awkward days at the end of the year.”

The third most frequently mentioned theme from families was **the importance of considering the impact of the NPS calendar on working families** (9% of comments). These comments discussed the fact that many families with working parents/guardians do not get these religious holidays off and have to take time off of work to care for their children during these observed holidays. Often, this results in a financial burden in the form of loss of pay and/or the need to pay for childcare. Example responses included:

“When kids are home from school, it impacts the parents and their workday. So observing lots of holidays that employers or other organizations don’t observe puts a lot of stress on the primary care givers in the community. It is usually one parent with lower salary that is forced to stay home.”

“I value how it reflects and honors what is important to our community. However, leadership does not truly understand the economic hardships that school closures (non-emergency) have on families. A week of schools closed often means somewhere between 600-1000 dollars in childcare/camp. I wish there were extremely affordable options available to all families. The current school calendar assumes a lot about family's flexibility and disposable income.”

“Newton prioritizes and considers the feelings of every group EXCEPT working parents. It seems like almost every school scheduling decision (from kindergarten schedule, to high school start times, to concert times, to parent teacher conference signup and appointment times, to volunteer opportunities, to early release days, to aftercare closures for voting, to all these excessive holidays (that aren’t given outside of school) ignores the needs and realities of working parents.... Hurting working parents disproportionately hurts women - one group you do not consider at all here.”

The fourth most frequently discussed theme was the **desire for equity in terms of the holidays that are observed** (8% of comments). Respondents voicing this desire indicated that the calendar should reflect the diversity of our community and be equitable across religions. In some cases, respondents noted that all holidays should be observed. Other comments noted that one way to achieve equity could be to observe one holiday for each religion, instead of multiple holidays for a smaller number of religions. Example responses included:

“I would like to see the holidays that are observed with days off of school be distributed across religious/cultural groups in an inclusive and welcoming way.”

“It is not fair to have multiple holidays for some groups but none for other more largely represented student groups in NPS.”

“Also, while I understand the debate, I don't see how we can't recognize that our calendar is already set up around Christian holidays. Observing fewer minority holidays while still observing the Christian holidays seems like an unacceptable answer. I would be more in favor of a solution that reduced time off for holidays in a more equitable way.”

“I think that there should be equity across religious observances. If the school system is going to close school for one religious holiday, it should do it for all.”

“If we take a holiday off to respect cultural diversity, I hope we can each have the same number of days off.”

The fifth most frequently discussed theme was the **desire to reduce the current half days** (7% of comments). While not specifically related to observed and recognized holidays, respondents felt that the time lost for learning from weekly half days, with additional periodic half days, was large and disruptive for students. A small number of respondents (8 comments) noted that if weekly half days are necessary, they should be moved to Friday to make childcare more manageable. Example responses included:

“Reduce the number of early release days. Why is there an early release day each week? This puts an undue burden on parents that have to leave work early especially for under represented and socially disadvantaged families. If NPS really wants to support families this is an area that should be seriously considered.”

“If teacher development days are necessary, please do them in FULL DAYS. A smaller amount of full days off are much easier to schedule care and around than 50 or 60 half days.”

“Honestly really struggle with the early out Wednesdays. Not sure why they can't be on Fridays to start the weekend early/much more convenient or have one full day off/month vs four early outs (or similar).”

Additional themes included changing the existing vacation breaks (7%), with respondents advocating for longer breaks at Thanksgiving or Christmas to allow families time to travel to be with family, and eliminating or merging February/April breaks into one longer break in March or a series of long weekends spread throughout the year; allowing students and staff to have floating religious holidays instead of observed holidays (6%), which would not count as absences toward

class requirements (at the high schools); and the desire to end the school year earlier in June (6%).

*Future holiday calendar dates*

The table below lists the three currently observed holidays (Rosh Hashanah, Yom Kippur, and Good Friday) and the three currently recognized holidays (Diwali, Lunar New Year, and Eid al-Fitr) with their calendar dates and day of the week over the next twenty school years, starting with the 2024-2025 school year. Dates shaded in gray are already days off from school (due to the holiday falling on a weekend, falling on a federal holiday, or falling during a school vacation). The table also calculates the total number of school days for observed holidays and total number of school days for recognized holidays in each school year. On average, the inclusion of all observed holidays and all recognized holidays as holidays on the school calendar results in 3.9 holidays over the next 20 years and 4 holidays over the next 10 years. On average, the inclusion of only observed holidays as holidays on the school calendar results in 2.1 holidays over the next 20 years and 2 holidays over the next 10 years. There are 0 years over the next 10 years where all 6 holidays (observed and recognized) fall on school days (because in 2042-43, Rosh Hashanah and Eid al-Fitr fall on the same day).

Please note that the dates included in the table below are based on the data publicly available as of June 2023 and may change.

School Year	Rosh Hashanah		Yom Kippur		Diwali		Lunar New Year		Eid al-Fitr		Good Friday		Total School Days			
	Date	Day of week	Date	Day of week	Date	Day of week	Date	Day of week	Date	Day of week	Date	Day of week	Observed Holidays	Recognized Holidays	Total	Notes
2024-25	10/3/2024	Thu	10/12/2024	Sat	11/1/2024	Fri	1/29/2025	Wed	3/30/2025	Sun	4/18/2025	Fri	2	2	4	
2025-26	9/23/2025	Tue	10/2/2025	Thu	10/21/2025	Tue	2/17/2026	Tue	3/20/2026	Fri	4/3/2026	Fri	3	2	5	
2026-27	9/12/2026	Sat	9/21/2026	Mon	11/8/2026	Sun	2/6/2027	Sat	3/9/2027	Tue	3/26/2027	Fri	2	1	3	
2027-28	10/2/2027	Sat	10/11/2027	Mon	10/29/2027	Fri	1/26/2028	Wed	2/26/2028	Sat	4/14/2028	Fri	1	2	3	
2028-29	9/21/2028	Thu	9/30/2028	Sun	10/17/2028	Tue	2/13/2029	Tue	2/14/2029	Wed	4/30/2029	Fri	2	3	5	
2029-30	9/10/2029	Mon	9/19/2029	Wed	11/5/2029	Mon	2/3/2030	Sun	2/4/2030	Mon	4/19/2030	Fri	2	2	4	
2030-31	9/28/2030	Sat	10/7/2030	Mon	10/26/2030	Sat	1/23/2031	Thu	1/24/2031	Fri	4/11/2031	Fri	2	2	4	
2031-32	9/18/2031	Thu	9/27/2031	Sat	11/14/2031	Fri	2/11/2032	Wed	1/14/2032	Wed	3/25/2032	Fri	2	3	5	
2032-33	9/6/2032	Mon	9/15/2032	Wed	11/2/2032	Tue	1/31/2033	Mon	1/2/2033	Sun	4/15/2033	Fri	2	2	4	
2033-34	9/24/2033	Sat	10/3/2033	Mon	10/22/2033	Sat	2/19/2034	Sun	12/23/2033	Fri	4/7/2034	Fri	2	1	3	
2034-35	9/14/2034	Thu	9/23/2034	Sat	11/10/2034	Fri	2/8/2035	Thu	12/12/2034	Tue	3/23/2035	Fri	2	2	4	
2035-36	10/4/2035	Thu	10/13/2035	Sat	10/30/2035	Tue	1/28/2036	Mon	12/1/2035	Sat	4/11/2036	Fri	2	2	4	
2036-37	9/22/2036	Mon	10/1/2036	Wed	10/19/2036	Sun	2/15/2037	Sun	11/19/2036	Wed	4/3/2037	Fri	3	1	4	
2037-38	9/10/2037	Thu	9/19/2037	Sat	11/7/2037	Sat	2/4/2038	Thu	11/8/2037	Sun	4/23/2038	Fri	1	1	2	
2038-39	9/30/2038	Thu	10/9/2038	Sat	10/27/2038	Wed	1/24/2039	Mon	10/29/2038	Fri	4/8/2039	Fri	2	3	5	
2039-40	9/19/2039	Mon	9/28/2039	Wed	10/17/2039	Mon	2/12/2040	Sun	10/19/2039	Wed	3/30/2040	Fri	3	2	5	
2040-41	9/8/2040	Sat	9/17/2040	Mon	11/4/2040	Mon	2/1/2041	Fri	10/7/2040	Sun	4/19/2041	Fri	1	1	2	
2041-42	9/26/2041	Thu	10/5/2041	Sat	10/24/2041	Thu	1/22/2042	Wed	9/26/2041	Thu	4/4/2042	Fri	2	3	4	*Rosh Hashanah and Eid on same day
2042-43	9/15/2042	Mon	9/24/2042	Wed	11/12/2042	Wed	2/10/2043	Tue	9/15/2042	Mon	3/27/2043	Fri	3	3	5	*Rosh Hashanah and Eid on same day
2043-44	10/5/2043	Mon	10/14/2043	Wed	11/1/2043	Sun	1/30/2044	Sat	9/4/2043	Fri	4/15/2044	Fri	3	1	3	*Eid before Labor Day

## 2022 - 2023

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

18 days

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

19 days

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

19 days

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

17 days

JANUARY 2023						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

20 days

FEBRUARY 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

15 days (No early release for MS only on 2/2/2023)

MARCH 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

23 days

APRIL 2023						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

14 days

MAY 2023						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

22 days

JUNE 2023						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

13 days

Special Early Release	
NECP (12pm) & Elem (12:10pm)	9/29, 11/8, 12/8, 2/2, 3/23, 5/11
Middle schools (11:20am)	9/29, 11/8, 12/8, 3/23, 5/11*
High Schools (12:45pm)	9/29, 11/8, 12/8, 2/2, 3/23, 5/11*
*5/11 Make up day for MS/HS	

Weekly Early Release	
Elem (Wed): 12:20pm	Bigelow (W): 1:50pm
Brown (Wed): 2:05pm	Day (Wed): 1:40pm
Oak Hill (Wed): 1:35pm	NN & NS (Tues): 3:25pm

AUGUST/SEPTEMBER	
First Day Teachers	8/31
Labor Day	5
First Day Students K-12	6
First Day NECP (9/6 & 7 visits)	8
Rosh Hashanah	26
OCTOBER	
Yom Kippur	5
Indigenous Peoples Day	10
Diwali (recognized)*	24
NOVEMBER	
Veterans Day	11
Early Dismissal **	23
Thanksgiving Recess	24-25

DECEMBER	
Dec. Recess	26 27 28 29 30 1/2
<i>includes Jan. 2. Back in session: 1/3/23</i>	
JANUARY	
School back in session	3
Martin Luther King Day	16
Lunar New Year (recognized)*	22
FEBRUARY	
Winter Recess	20 21 22 23 24
APRIL	
Good Friday	7
Spring Recess	17 18 19 20 21
Eid al-Fitr (recognized)*	22


MAY	
Memorial Day	29
JUNE	
Newton North Graduation	5
Newton South Graduation	8
Juneteenth	19
JUNE (Last Day of School)	
Students (K-12)	27
<i>185th day includes 5 snow days**</i>	
Students (K-12)	20
<i>180th day with no snow days**</i>	
Teachers last day (incl. 5 snow days)	28
NECP Students	
Includes 5 snow days & is a full day	26
No snow days & is a full day	16

\*Recognized observance - school is in session (M-F)

Indicates schools are closed due to a legal holiday or recess.

\*\*Dismissal: the day before Thanksgiving and the last day of school

Elementary: 12:10 p.m.; Middle: 11:20 a.m.; High: 12:45 p.m.; NECP: no school

 NPS School Committee approved on: 12/6/21  
Revised Calendar approved on: 12/19/22

## 2023 - 2024 District Calendar

SEPTEMBER 2023						
S	M	T	W	T	F	S
27	28	29	30	31	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

18 days

OCTOBER 2023						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

21 days

NOVEMBER 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

19 days

DECEMBER 2023						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

16 days

JANUARY 2024						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

21 days

FEBRUARY 2024						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

16 days

MARCH 2024						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

20 days

APRIL 2024						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

17 days

MAY 2024						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

22 days

JUNE 2024						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

10 days

\*no early release for MS on 2/1

**Special Early Release**   
 NECP: 11:45 am & Elem: 12:10 pm  
 9/28, 11/7, 12/7, 2/1, 3/21, 5/9  
 Middle Schools: 11:20 am  
 9/28, 11/7, 12/7, 3/21, 5/9\*  
 High Schools: 12:45 pm  
 9/28, 11/7, 12/7, 2/1, 3/21, 5/9\*  
 5/9\* make up day for MS/HS

**Weekly Early Release**  
 Elem (Wed): 12:20 pm  
 Bigelow (Wed): 1:50 pm  
 Brown (Wed): 2:05 pm  
 Day (Wed): 1:40 pm  
 Oak Hill (Wed): 1:35 pm  
 NN & NS (Tues): 3:25 pm  
 MS: 11:20 am | HS: 12:45 pm

AUGUST/SEPTEMBER	
First Day Teachers	8/30
Labor Day	4
First Day Students K-12	5
First Day NECP (visits 9/5 & 6)	7
Rosh Hashanah (Saturday)	16
Yom Kippur	25

OCTOBER	
Indigenous Peoples Day	9

NOVEMBER	
Veterans Day	10
Diwali* (Sunday)	12
Early Dismissal **	22
Thanksgiving Recess	23 24

DECEMBER	
Dec. Recess	25 26 27 28 29

JANUARY	
New Year's Day	1
Martin Luther King Day	15

FEBRUARY	
Lunar New Year* (Saturday)	10
Winter Recess	19 20 21 22 23

MARCH	
Good Friday	29

APRIL	
Eid al-Fitr (recognized)*	10
Spring Recess	15 16 17 18 19

MAY	
Memorial Day	27

JUNE	
Juneteenth	19

JUNE (Last day of school)	
Students (K-12+)	
185th day (w/ 5 snow days)**	24
180th day (w/ no snow days)**	14
Teachers last day 6/25 (w 5 snow days)	
Students (NECP only)	
Includes 5 snow days & is full day.	21
No snow days and is a full day.	13

JUNE EVENTS	
Step up Day	6/7
NN (tentative & subject to change)	6/3
Newton South Graduation	6/6

Schools are closed for a legal holiday or recess.  
 \* A recognized observance — school is in session.  
 \*\* Dismissal: last day of school and day before Thanksgiving.  
 NECP: school not in session.  
 Elementary: 12:10 pm  
 MS: 11:20 am | HS: 12:45 pm