

# NVSD School Calendar Steering Group

## January 24, 2013 School Calendar Partner Representative Meeting Executive Summary

February 8, 2013

### 1. INTRODUCTION

On January 24, 2013, the North Vancouver School District convened a meeting of Educational Partner Group representatives to discuss the School Calendar for 2013/14 and future calendars. The session objectives were to:

- Provide an overview of relevant legislation, history and considerations related to the school calendar
- Review preliminary findings from School Calendar Steering Group
- Discuss needs of students, families and staff regarding the school calendar
- Provide feedback regarding sample calendar options, and
- Clarify next steps including additional information needs and subsequent meetings

Following an overview of the context and background for this school calendar discussion, and an overview of the process and preliminary findings of the School Calendar Steering Group, the 92 representative participants worked in 11 facilitated breakout groups to engage in three facilitated discussions.

This document provides a summary of key findings from the School Calendar meeting. Appendix 1 provides a discussion and full record of feedback recorded at the School Calendar Partners Meeting. Appendix 2 contains a summary of findings from the School Calendar Survey administered at the January 24 meeting. Appendix 3 contains the complete results of the School Calendar Survey. A copy of the PowerPoint presentation from the January 24 meeting is posted on the North Vancouver School District's website

### 2. SUMMARY OF FINDINGS

#### 2.1 Overall Summary of January 24, 2013 School Calendar Meeting

The January 24 School Calendar Partners Meeting was well attended by a good mix of representatives from the NVSD's partner groups. Of the 69 participants who completed the School Calendar Survey at the end of the meeting, 17 respondents were parents (25%), 12 were teachers (17%), 11 were students (16%), 19 were either Vice Principals or Principals (28%), 5 were support staff, 4 were exempt staff, and one was a

community representative. An evaluation questionnaire completed by participants at the end of the January 24 meeting indicated that the vast majority of participants appreciated the diversity of stakeholders, opportunities for engaged and lively discussions, and the facilitation by School District staff and Steering Group members.

During the first discussion session, breakout group findings show a high level of concurrence with the Steering Group preliminary findings regarding principles and assumptions related to school calendars, the desire for research to support decision-making, and key issues, needs and considerations associated with school calendars from the perspective of students, teachers, staff and parents.

The second discussion session included a “Blue Sky” exercise which gave participants an opportunity to think about and discuss their notion of an “ideal” calendar but which did not result in a product per se.

The final breakout group session involved a discussion of the strengths, weaknesses and potential amendments to five calendar options put forward for consideration. While only Proposals A (Status Quo) and B (Status Quo, 2 Week Spring Break plus Teacher Collaboration Time) are being considered for the 2013/14 calendar year, participants also had an opportunity to evaluate three additional calendar options: Proposal C (Late August Start, 2 Week Spring Break, 3 Additional Vacation Days), Proposal D (Balanced Year with 3 Week Winter Break and 3 Week Spring Break) and Proposal E (Balanced Year-Round).

The School Calendar Survey results indicate that Proposal B received the highest level of support with 99% of respondents indicating their support, with the other calendar options receiving 67% (Proposal A), 46% (Proposals C and E) and 27% (Proposal D). The more quantitative breakout group discussion findings also show the highest level of participant support for Proposal B. Section 2.4 of this document includes a summary of breakout group findings regarding strengths, weaknesses and potential amendments of the five proposed calendar options.

The School Calendar Survey results also indicate very strong support for 3 & 4 day weekends in the 2013/14 calendar (83%) and future calendars (84%), two week Winter Breaks in the 2013/14 calendar (96%) and future calendars (91%), and two week Spring Breaks in the 2013/14 calendar (90%) and future calendars (86%).

Survey results indicate a very high level of support (98%) for calendar options that create collaboration time during the school day. Respondents provided a mix of responses to the questions of frequency of and scheduling for collaboration time. Overall, 43% of respondents supported collaboration time once/month, 33% twice a month, and 21% once a week. In response to the question of whether collaboration time should result in late school start times or early student dismissals, 82% supported collaboration time in the morning, resulting in a late start for students. When asked whether respondents supported starting school in the last week of August and/or the first week of July, there was an overall split of 50/50 regarding starting in the

last week of August. Regarding attending school for a limited number of days in July, responses indicated an overall 54%/46% split across all categories.

## **2.2 Summary of Issues, Needs and Considerations Findings**

The session began with an overview of the history and context for the School Calendar Steering Group and this round School Calendar review. In addition, an overview was provided of the School Calendar Steering Group process and preliminary findings, including a review of issues, needs and considerations identified by the Steering Group to-date. During the first breakout group session, participants were asked to discuss and augment the list of issues, needs and considerations previously developed by the School Calendar Steering Group. Group findings were recorded on flipcharts and recording templates. These records indicated that, in general, there was a strong overlap of themes and considerations.

Through their discussions, breakout groups reiterated the Steering Group's principles or assumptions regarding school calendars: they reiterated the desire to put student needs first, strive for consistency across the District, and approach calendar changes incrementally due to uncertainty. Groups also expressed a desire for consideration of relevant research regarding calendars to inform the decision-making process.

The following is a summary of the themes which arose from the various breakout groups. Please see Appendix 1 for a more complete record of breakout group discussions regarding additional needs, issues and considerations, including additional single "general" comments captured under the heading of "Other".

- *Desire for Consistency*
  - Between schools and Families of Schools
  - Between school districts
  - With program providers
  - With post-secondary institutions
- *Desire for research to inform decision-making*
  - Feedback from those already experimenting with "balanced calendars"
  - Research on decision-making based on needs of students
  - Evidence based research from Europe and elsewhere
- *Student employment*
- *Opportunities for collaboration*
- *Childcare – cost and availability*
- *Program providers – coordination and communication*
- *Athletics schedules*
- *Staff/ Families with children in other districts*
- *Desire for long term plan*
- *Considerations regarding length of breaks*
- *Impact on special needs students*
- *Weather considerations*

- *Facilities implications*
- *Collective Agreements and contract arrangements*
- *School Size and variability of impact of calendar changes*
- *Considerations regarding school day schedule*
- *Financial implication of various calendar models*

## **2.3 Summary of Blue Sky Findings**

The Blue Sky exercise did not provide a “product” per se. Rather, it was an exercise to encourage participants to think about what was important to them in the structure of a calendar. During their deliberations, participants discussed the following elements of a school calendar:

- *School Year Start and End*
- *Day structure*
- *Week structure*
- *Length and Timing of Breaks*
- *Long Weekends*

Participants offered a variety of perspectives on these calendar components, and concurrence of priorities and considerations was rare.

## **2.4 Summary of Calendar Option Findings**

Prior to the third Breakout Group discussion, Mark Jefferson presented 5 calendar options for consideration. Participants were asked to consider each calendar options and discuss their strengths and weaknesses. In addition, participants were invited to identify additions or amendments to each calendar option to address any remaining needs or concerns. Participants were reminded that only the first two options are being considered at this time for the 2013/2014 school calendar.

### **2.3.1 Proposal A – Status Quo, 2 Week Spring Break**

School Calendar Survey results show that 67% of respondents indicated support for Proposal A.

#### ***Strengths of Proposal A***

Breakout group findings indicated that participants appreciated the familiarity and ease associated with Proposal A as it represents the status quo. They also appreciated summer break coinciding with good weather, the two week Spring Break and opportunities for student employment.

- *Familiarity*
- *Ease due to consistency with current practice*
- *Concurrence of summer break and good weather*
- *Opportunities for student summer employment*
- *Like the 2 week Spring Break*

### **Weaknesses of Proposal A**

Weaknesses identified by participants included:

- *Long stretches between breaks leads to burn out*
- *Long summer*
- *Lack of collaboration*
- *Impact on TOC opportunities and CUPE work*
- *Lack of alignment with educational trends*

### **Amendments to Proposal A**

- *Add Collaboration time*
- *Increase Number of Breaks*
- *Move Curriculum Implementation Days*
- *Move Pro-D Days*
- *Change School Year Start Date*

### **2.3.2 Proposal B - Status Quo, 2 Week Spring Break plus Teacher Collaboration Time**

In the School Calendar Survey, respondents indicated overwhelming support for Proposal B. Within the categories of parents, teachers, students, Vice Principals /Principals, exempt staff and community representatives, all respondents were in favor of this proposal.

During breakout group discussions, participants identified strengths including the opportunity for collaboration time and the familiarity of breaks. While participants appreciated the inclusion of collaboration time in Proposal B, almost all of the weaknesses identified by groups related to some uncertainty associated with collaboration time. Identified weaknesses included potential differences in timing and needs for collaboration for elementary and secondary school, associated challenges for parents and child care associated with varying start or end times, and others (see list below).

Suggested amendments to improve Proposal B included a call for supervision during collaboration time. Additional suggestions addressed the alignment (or not) of collaboration time between primary and secondary school, and the issues of frequency

of collaboration, but the range of suggestions related to these issues were diverse. Regarding aligning collaboration time between elementary and secondary school, some participants suggested that collaboration time be aligned to facilitate sharing within and between schools (and Families of Schools), while other suggested that secondary collaboration should be held in the morning and that elementary collaboration time be held in the afternoon to best meet the needs of students.

Regarding frequency of collaboration, a few participants suggested the frequency of collaboration be increased to once a week while others suggested that collaboration time start out slow (once a month).

### ***Strengths of Proposal B***

- *Collaboration time*
- *Breaks are familiar*
- *Like occasional late starts*

### ***Weaknesses of Proposal B***

- *Uncertainty about timing of collaboration for elementary and secondary*
- *Challenge for parents to manage change in start times (or end times)*
- *Child care during collaboration time*
- *Uncertainty re: benefits of collaboration*
- *Collaboration time is not long enough*
- *Collaboration time vsv. instructional time*
- *Lack of supervision during collaboration time*
- *Impact on special needs students*
- *Not following education trends to meet needs of learners*

### ***Amendments to Proposal B***

- *Increase/decrease frequency of collaboration time*
- *Provide supervision for students during collaboration time*
- *Align or don't align collaboration time between elementary and secondary school*

### **2.3.3 Proposal C – Late August Start, 2 Week Spring Break, 3 Additional Vacation Days**

School Calendar Survey results regarding Proposal provided a mix of responses. Overall, there was almost a 50/50 split with 54% of respondents indicating a lack of support. However, within categories there was wide variation, with 71% of Parents indicating a lack of support, and approximately 64% of Principals and Vice Principals in favor.

During breakout group discussions, participants acknowledged the strengths of Proposal C associated with more frequent and longer breaks and the potential benefits

for health and stress management. Identified weaknesses included a question regarding the utility of the three August days prior to the Labour Day long weekend, a lack of collaboration time, potential concerns on the part of teachers and administrators, a conflict between an August start day and the PNE. Once again a couple of the suggested amendments to improve Proposal C came from opposite directions: Some participants suggested eliminating the August days and others suggested making the August days into a full week. In addition the suggestion was made to add collaboration time. A variety of individual additional suggestions for vacation and Pro-D date changes were made but have not been included in the lists below.

### ***Strengths of Proposal C***

- *More frequent breaks better for health and stress*

### ***Weaknesses of Proposal C***

- *August days would conflict with family holidays and might not be well utilized*
- *Lack of collaboration time*
- *Teachers and administrative staff may not like this*
- *August start interferes with PNE*
- *Don't like Tuesday holidays*
- *Challenges for child care*

### ***Amendments to Proposal C***

- *Make the August days a full week*
- *Eliminate August days*
- *Add collaboration time*

Most of those that offered qualified support for Proposal C in the School Calendar Survey indicated that they supported Proposal C with amendments (10) including:

- *Move Aug 28-30 to the end of June, July (5)*
- *Add collaboration time and distribute extra vacation days*

## **2.3.4 Proposal D – Balanced Year with 3 Week Winter Break and 3 Week Spring Break**

School Calendar Survey results regarding Proposal D show that approximately 73% of respondents were not in favor of this calendar option. Most groups were not in favor of this option.

The strength most commonly identified during breakout group discussion about Proposal D was the provision of 3 weeks breaks and their attendant benefits for family time and wellness. In addition, a few participants expressed appreciation for the full week of scheduled school time in August. The most common issues identified as

weaknesses of Proposal D were concerns about three week breaks being too long and the uncertainty of weather during the holiday times scheduled in this Proposal. In addition, participants acknowledged a lack of collaboration time and the ongoing issues of child care during new break periods. Finally, participants identified the issue of teaching in August when the weather is hot and schools are hot, and the fact that this Proposal still includes long stretches between breaks.

Suggested amendments to Proposal D included redistributing the allocation of breaks and adding a break in the fall before Christmas, starting in September and continuing until July in order to address weather and contract concerns, and adding long weekends to break up the long stretches.

### ***Strengths of Proposal D***

- *Like the three week breaks*
- *Like the full week in August*

### ***Weaknesses of Proposal D***

- *Three week breaks are too long*
- *Uncertain weather during holiday time*
- *No collaboration time*
- *Child care implications*
- *Teaching in August – too hot*
- *Still have long stretches between breaks*

### ***Amendments to Proposal D***

- *Redistribute breaks/ Add a break before Christmas*
- *Start in September and go into July for both weather and contract purposes*
- *Add some long weekends*



### **2.3.5 Proposal E – Balanced Year-Round**

School Calendar Survey results show an overall split of almost 50/50 of those in favor and those not in favor of Proposal E. Looking across categories, parents were slightly more in favor than not, teachers were more against this option (80%) than for it, 67% of students were not in favor, and 69% of Vice Principals and Principals were in favor of this option.

Strengths identified with Proposal E during breakout group discussions included appreciation for a balanced structure that assists with retention, helps a diversity of learners and creates continuity to support struggling students. In addition, participants expressed appreciation for the clear “chunks” of time off that can assist with family vacation planning. Some participants also felt that the regular breaks could promote health and wellness. Weaknesses associated with Proposal E include the scale and scope of change (and attendant impacts), the potential for loss of learning between breaks, the impact of “new” breaks on family vacations, the potential for lack of alignment with other districts, impacts on opportunities for student employment, the length of stretches between breaks, no collaboration and weather and climate considerations. Participants provided a range of individual additional suggestions to improve Proposal E including the addition of collaboration time, but as the remainder were “one offs”, they have not been included in the lists below.

#### ***Strengths of Proposal E***

- *Helps struggling students, improve learning*
- *Clear chunks of time off helps with family vacation planning*
- *Health and wellness*

#### ***Weaknesses of Proposal E***

- *Significant impact*
- *Loss of learning during breaks*
- *Significant change*
- *Impact on family vacations*
- *Potential for lack of consistency across districts*
- *Loss of opportunities for student employment*
- *Long stretches between breaks*
- *No collaboration time*
- *Weather and climate considerations*

#### ***Amendments to Proposal E***

- *Add collaboration time*

### **3.0 School Calendar Survey**

Participants were invited to complete a draft School Calendar Survey. The purpose of this agenda item was to collect preliminary feedback from this group and also to test the survey instrument. A summary of the survey findings can be found in Appendix 2 and the survey results can be found in Appendix 3.

### **4.0 Next Steps**

Summary notes from the School Calendar Partners Meeting will be posted to the NVSD website and circulated to email contacts.

#### **February 12, 2013 Meeting**

The objectives of the February 12, 2013 School Calendar Steering Group meeting will include:

- Review findings from January 24 representatives meeting
- Review calendar options and public survey questions and make recommendations to Board of Education for February 19, 2013 Board Meeting
- Clarify next steps including additional information needs, homework and subsequent meetings

#### **Follow-up to School Calendar Partner Meeting**

- Circulate School Calendar Steering Group Summary to Steering Group and post on website
- Steering Group members to communicate progress to constituencies
- Next Steering Group Meeting – February 12, 2013
- Steering Group provides recommendations regarding public survey to Board of Education for February 19, 2013 Board Meeting
- Public Survey – February 20-March 2
- Steering Group reviews survey results and provides final recommendations to Board of Education
- March 12, 2013 Board of Education – Board makes final decision re School Calendar for 2013-14

Steering Group members are reminded that you have been asked to serve as representatives of your schools, group or organization. Please strive to be inclusive of the array of perspectives within your constituency when circulating information and participating in Steering Group discussions.

# Appendix 1 – January 24, 2013 School Calendar Meeting

## Discussion of Findings

During the School Calendar Meeting, participants worked in 11 breakout groups to participate in three facilitated discussions. This Appendix documents all discussions by breakout groups and includes all comments recorded at the School Calendar Meeting. Theme headings have been provided, where possible, to group related and recurring comments. Issues, concerns and suggestions that were only recorded once in response to any question are included under the heading “Other.”

### 1.0 Discussion #1 – Needs, issues and considerations

#### Discussion #1 – Summary of Findings

During the first breakout group session, participants were asked to discuss and augment the list of issues, needs and considerations previously developed by the School Calendar Steering Group. In general, there was a strong overlap of themes and considerations.

The following is a summary of the themes which arose from the various breakout groups. Please see Section 1.1 for a more complete record of breakout group discussions regarding additional needs, issues and considerations, including “one-off” comments.

- *Desire for Consistency*
  - Between schools and Families of Schools
  - Between school districts
  - With program providers
  - With post-secondary institutions
- *Desire for research to inform decision-making*
  - Feedback from those already experimenting with “balanced calendars”
  - Research on decision-making based on needs of students
  - Evidence based research from Europe and elsewhere
- *Student employment*
- *Opportunities for collaboration*
- *Childcare – cost and availability*
- *Program providers – coordination and communication*
- *Athletics schedules*
- *Staff/ Families with children in other districts*
- *Desire for long term plan*
- *Considerations regarding length of breaks*
- *Impact on special needs students*
- *Weather considerations*
- *Facilities implications*
- *Collective Agreements and contract arrangements*
- *School Size and variability of impact of calendar changes*
- *Considerations regarding school day schedule*
- *Financial implication of various calendar models*

## 1.1 Discussion #2 – Discussion of Findings

**Discussion Question: How do the needs of students, families and staff and their considerations relate to the structure of a school calendar? Are there gaps? What issues, needs and considerations are missing?**

### *Desire for Consistency*

- Between schools
- FOS – alignment – all schools on same calendar in district
- Same Pro-D days
  - Huge priority to have all schools on a consistent schedule including hours of the day and certainly having all Pro-D days the same
- With other School districts
  - Are we considering alignment with other districts (e.g., West Van)
- With other program providers
  - Spring Break programs (at university and within the community) – concern with student access
- Need to match with post secondary institutions
- Is there flexibility around the calendar (e.g., FOS has one calendar)
- Need alignment of Pro-D days in elementary and secondary and non-instructional days
- High Schools – need to be on the same schedule for attending multiple schools
- Important to tie in with nearby districts
- Maybe we need one calendar for high school and one for elementary
- All of metro should be on the same schedule
- Huge priority to have all schools on a consistent schedule including hours of the day and certainly having all pro-days the same
- Consistency among schools
  - Creates opportunities to work together
  - Simplifies child care issues for parents
- NVSD needs to align with other school districts
  - Families work/ go to school in different areas
  - School sports between districts need to align as well
  - Availability of marks for post secondary needs to be noted
  - And when AP exams or provincial exams are held
- Need for alignment amongst schools – the least disruption possible

### *Desire for research to inform decision-making*

- Sutherland on semester system
- Research on the “best” breaks time frame etc.
- Need feedback from those already experimenting with “balanced calendars”
- Interested in decision-making being done based on needs of students – looking at research
- Hoping for evidence based research (e.g., Europe and elsewhere)
- What does the research say about balanced calendars in other jurisdictions? Why did they change and how long did the transformation take?

- Consider checking with Districts that already have a year-round system
- Productivity studies
- Do 4-day weeks benefit students? Teachers? Families?

### *Student employment*

- Student jobs – long term break is advantageous for finding employment
- Work experience schedule must be considered
- Some students need 2 months in the summer to have and keep a job to pay for school
- Student labour force
- Students need for summer employment
- Trimester idea – positive and negative – problems for high school students looking for employment
- Employment and work experience opportunities for students – school calendar model would impact these

### *Collaboration*

- Teacher – Incorporate collegial conferencing and collaboration time
- Need for collaborative time for staff to work together to meet the needs of students
- ½ hour collaboration is not enough – needs to be a larger block of time)
- Collaboration time – what is sufficient to be meaningful?
- Collaboration may limit flexibility and individual school sites – is that OK?
- Need for collaboration/ planning time
- Building collaboration into the schedule
- How do we structure to maximize collaboration?
- Possible to start early to allow for collaboration

### *Childcare*

- Childcare – easier, less costly to find child care for 2 weeks vs. 1 week (relative cost is less)
- Childcare – communication with providers is essential
- Offer Christmas break child care activities
- Childcare issue implications for all models
  - Cost of and impact for daycare. Childcare during school breaks
- If 2 months of summer spread out – daycare costs are actually spread out too
- Often, it is the children who are too old for daycare and too young to work that are at loose ends
- “Little holiday” may be tough to schedule for child care
- Child care program may be compromised by funding

### *Program providers*

- Recreation/ community programming of recreation revolves around school calendars
- Need for community programs (affordable) for families
- Community centres – do they have space in buildings to house all the programs if in winter months? Summer programs are often inside *[outside?]*
  - “Consistent absence worse than length of break. Length of break is irrelevant” (Teacher)
  - Length of break not as important as “missing” pieces of the block

### *Athletics schedules*

- Athletics – how will this impact provincial level participation/ competition?
- Provincial championships
- Conflicts with basketball playoffs
- Coordination provincially, to facilitate sports activities, etc.
- More flexible time table – may impact athletics

### *Staff/ Families with children in other districts*

- How will it affect staff working for NVSD when they do not live in North Vancouver? Might not have the same family holiday. Might choose to work elsewhere
- Staff living in one district but work in North Van
- Families where children are in different districts or some are in private and others in public

### *Desire for long term plan*

- Long term planning (e.g., 2-3 year calendar) provides more certainty to parents for long term planning
- Rhythm establishment and predictability (another motivation to provide a 3 year calendar)
- Provision of extended calendar is desirable
- Other calendars are set around school calendars (e.g., municipal government, etc.)

### *Considerations regarding length of breaks*

- There must be a balance between breaks

#### *Advantages of longer breaks*

- For teacher, longer breaks provides the option to obtain “temporary employment”
- 2 week break provides the opportunity to refresh and reconnect with family
- Summer offers socialization for younger students
- Summer camps – recreation for students and opportunity for employment
- Students don’t want a shorter summer

#### *Disadvantages of longer breaks*

- As a student, some consideration should be given to “not too many” long term breaks to maintain continuity
- There must be a balance between breaks
- Retention – weak from too long a break
- Some teachers/ parents think a shorter summer and some longer breaks (e.g., a mid-term break) would be better (like France and Germany)
- Hard to get back and focused after long summer break
  - Skills are rusty (student)

### *Impact on special needs students*

- Consider special needs student – disruption to accepted schedule is a challenge
- Elaborate on student needs (special needs) range of needs for being off
- Summer break – too long, especially for special needs families
- Special education – support for those in class
- Options for support for students with special needs (can’t participate in day camps)

### *Weather considerations*

- 'not interested' in being in a classroom during summer months when it is beautiful outside
- Be sure that our calendar 'fits the context' (enjoy 2 weeks at Christmas to ski)
- Weather effect during time off – classes are hot in summer
- Weather is a huge consideration
  - Buildings – air conditioning
  - Holidays – time outside
- Need to look at weather

### *Facilities implications*

- Facilities – cost savings with longer breaks
  - Preventative maintenance as well as work on larger projects
- Do we have the facilities to change to a more balanced calendar? E.g., Air conditioning?

### *Collective Agreements and contract arrangements*

- CUPE – make up time – not consistent from school to school
  - Some members could “miss” making up time and not get paid
- Collective agreement issues – ensuring we are following the collective agreement

### *School Size and variability of impact of calendar changes*

- Directly related to Late and Early starts
  - School size – impact on teacher commitment and time (less staff to do same “programs”) negative impact with late or early starts
  - Late Starts – individual school have too much control over the daily schedule/ calendar (e.g., Carson – IB – Students) - disruptive

### *Considerations regarding school day schedule*

- Shorter classes – less breaks (student)
- Timetable for start – early for elementary school, later for secondary
- Important to define the length of day, the use of time during the day and the weight of homework
  - Want efficient learning; not so much homework
  - Parents frustrated with wasted time in classes and increased homework
- Start time related to metabolism
- Timetable: the schedule itself
  - 80 minute classes are too long for concentration (hard to focus), and may lead to more homework
  - Alignment of timetables between elementary and secondary to facilitate family coordination
  - Advantage of 2 month break for fresh start vs. year round (balanced) calendar
- Full year timetable: 8 classes at once (a lot of homework)
- Semester timetables – positives and negatives

### *Financial implication of various calendar models*

- Impact on local economy
- Impact on business

- Impact on savings for tuition
- Cost analysis – saves the NVSD money but may cost parents more

### *Other*

- Impacts other institutions – e.g., Squamish First Nation
- Staff – need the breaks regularly
- With no standard school calendar, the world is wide open!
- Change will be best received if incremental
- Radical change is a huge stress
- Find a balance of Monday and Friday as days off (e.g., job share people)
- Student learning – meeting learning needs of all learners – optimizing student learning
  - Recall of knowledge
- Alternate start-end times – great for flexibility, community need to accommodate
- Trimester system: attend minimum of 2 out of 3 (1 month in between)
  - This makes it hard to work in the summer
  - Different hours, such as longer hours per day, facilitate “middle school matters,” latchkey kids
- Post-secondary – marks needed
- Secondary employment
  - Alignment with child care and other employment
- Summer too long – shorter breaks less of a financial burden
- Semester vs. linear?
- Pie in the sky doesn't work
- Vacations may be cheaper if “large breaks” are spread throughout the year
- Student needs come first but not necessarily the same needs as those of the family
- Longer breaks can lead to “different” opportunities for learning BUT some families may not have these opportunities
- For future study – should we be “critiquing” a sample calendar **or** trying to create a calendar?

### **Additional needs**

- Work schedule/ school schedule – How many parents do not work Monday – Friday 8-5?
- Possibility of shortened day each week or a day off each week
- Optional electives early in the day for secondary
- X blocks for work experience
- Look at schedules that allow some high school students to start early and end the day early
- If calendar changes, do universities follow with entrance/ application dates?
- Requires a society shift – it's not just a school shift (e.g., service providers, work schedules, child care, etc.)
- Is there still time for full credit summer school?
- Consider reality of employer flexibility
  - Two months – gives plenty of time for everyone to get their “one week” when they want it
- Holiday days – should home work be assigned?
- “days” are tough to manage
  - “blocks” of days are easier



- Consider police/ RCMP enforcement perspective
- Liaise with business community

### **Additional considerations**

- Is this meant to be a district wide implementation or will some schools have autonomy (such as Douglas Park, Langley)
- Would changing the calendar result in families taking fewer vacations during “school” time (or more or same?)
- Given the socio-economic nature of our North Vancouver community, would a calendar change impact the vacation pattern of these families?
- Would the rate of pay for TOCs change based on the length of the day
- Difficult to coordinate a multiple, layered schedule
- Flipped classroom
- Teach students to take advantage of benefits for any system
- Requires administrators and teachers to collaborate
- Students opportunities to work, learn, travel, during non-instructional school year
- Gradual changes
- Need to track absences

## **2.0 Discussion #2 – Blue Sky Exercise**

During the second Breakout Group Discussion, participants were given a blank calendar and asked to think about their idea of an ideal calendar. After some personal consideration, they worked in groups to consider the following questions:

- What does the structure of an ideal calendar look like to you? (Why?)
- Consider the school day, school week, school year, and holidays and breaks
- What is most important to you about how the calendar is structured? What are the most important issues and considerations from your perspective?
- Be as specific as possible as you identify themes and priorities

## **2.1 Summary of Blue Sky Findings**

The Blue Sky exercise did not provide a “product” per se. Rather, it was an exercise to encourage participants to think about what was important to them in the structure of a calendar. During their deliberations, participants discussed the following elements of a school calendar:

- *School Year Start and End*
- *Day structure*
- *Week structure*
- *Length and Timing of Breaks*
- *Long Weekends*

Participants offered a variety of perspectives on these calendar components, and concurrence of priorities and considerations was rare.

## 2.2 Discussion of Blue Sky Findings

### What does the structure of an ideal calendar look like?

#### *School Year Start and End*

- Back to school stay AFTER Labour Day BUT go into July
  - August has better weather
- End year near end of June
- August start (1 or 2 weeks earlier)
- Go one week into July
- Begin school earlier (August)
- Begin school one week later
- Start later in September and end in July
- Better weather in August – September (changing weather patterns)
- End mid-July
- Different start and end times (for high school and elementary)

#### *Day structure*

- Secondary school start later (e.g., 9:30) each day and the students would have everything finished by 4 pm
- Earlier start to the day?
  - Not from a teen perspective
  - Early morning programs would be too early
- Minutes/ times of the day – a very important considerations
- Move 9 – 3:30 day at secondary (approx 10 am – 4 pm)
  - 5 blocks (4 classes and 1 block for homework)
- Longer day – 4 days per week for secondary?
- Late start
- Longer day
- Secondary – 60 minutes blocks – 80 minutes is too long – less student engagement
- Learning time dependent on type of learning –
  - Flexibility in scheduling - e.g., project based learning class may be 80 minutes vs. a more traditional class at 40 minutes
- Later start – adolescent brains are not READY to learn around 10 am
- Opportunity for different “types” of learning
- Structured to meet individual needs of students – different learning styles
- Day – same

### *Week structure*

- ½ day off each week / or a day off each week for secondary time for work/ homework/ recreation opportunities
- Consider longer day and a 4 day week
- 4 day week
- Week – Wednesday later start (10 am)

### *Length and Timing of Breaks*

- Would like more extended breaks (comparison to system in Hong Kong)
  - Earlier start to day, later finish
- Is a 2 month break good for student learning?
- Spring Break later in March would make the 3rd term feel shorter
- Spring Break must be timed to allow secondary students time to prepare for university
- Extended summer break and March break
- Reading week at end of October
- Christmas break – 3 weeks
- Later March break
- Year broken up – not such a long summer time (e.g., 10 weeks (4 terms), 3 week breaks then roughly 6 week summer
- Possible 7 week holiday in summer?
- More breaks during the school year
- Breaks around statutory holidays
- Trimester system (3 months in and 1 month out)
- 6 week summer – 3 week Christmas break, more 4 day weekends (June, May, Oct, Nov), first 2 weeks of July in school
- 4 week summer, 4 weeks for winter break, 4 weeks at Spring break time
- 3 weeks at Christmas
- End mid-July – week or two in October tied to Thanksgiving week, two weeks off in March
- Pay attention to the weather and the seasons. Cost of travel at different times of year
- School year – balanced (6 on, 2 off) with guaranteed 2 off at Christmas

### *Long Weekends*

- Add 2 day to Thanksgiving and 1 day to Victoria Day weekend
- Will February Family Day make a difference to the “long month of February”?
- More long weekends beneficial for families (maybe 4 day Family weekend? 2 day Thanksgiving?)
- More 4 day long weekends
- more 4 day weekends (June, May, Oct, Nov),
- 

### *Need for consistency*

- There must be advocacy for regional consistency

- Break must be the same
- FOS model
- Consistency across the Lower Mainland
- Common Pro-D days across the District

#### *Opportunity for flexibility?*

- Possibility for some schools having “traditional” calendars and some amended

#### *Other*

- Time for school during summer to do more outdoor learning opportunities
- Summer learning opportunities (unique in summer)
- 8-10 modules with one week break in between
- Education system would have to partner up with colleges to offer opportunities for work
- When do we start talking about what is best for students
- This should be an education issue, not a child care issue
- BC Education Plan – is being driven by cost savings
  - Choice – but the power is yours as a district to decide
- I don't have the information as a parent to make a best educational decision
- Community Hub – schools attached to community centres.
  - We need to be working more with our community groups
- There is something political driving this
- Time for social interaction is a real part of educational life
- How long will it take for other calendar in private sector to change?
- Student learning needs and student needs within their families
- Longer breaks could also provide opportunities for other learning opportunities
- Make small shifts/ not radical change
- Monitor the impact of the changes
- Create a calendar template vs. critique a calendar template
- Elementary – large block on, small block off

#### ***What are the priority issues and considerations?***

- Modules – heat? Weather?
  - Many taking summer school anyways
  - Curriculum changes would be required
  - Impact on learning?
  - Honours the future vision of the ministry (personalized learning)
- Reading week (Oct)
  - Student break
  - Opportunity for teachers to work/ collaborate/ plan
- Timetable – minutes of the day

- When classes occur in the day directly impact student learning
- Impact on Special needs?
- Later March break
  - Connect to Easter
  - Core learning January – March
- Later start (one week) – July (\*weather considerations)
- Stress relief – especially for students
- Breaks not too long – better retention

### **3.0 Discussion #3 – Calendar Options**

#### **3.1 Summary of Calendar Option Findings**

Prior to the third Breakout Group discussion, Mark Jefferson presented 5 calendar options for consideration. Participants were asked to consider each calendar options and discuss their strengths and weaknesses. In addition, participants were invited to identify additions or amendments to each calendar option to address any remaining needs or concerns. Participants were reminded that only the first two options are being considered at this time for the 2013/2014 school calendar.

##### **3.1.1 Proposal A – Status Quo, 2 Week Spring Break**

###### ***Strengths of Proposal A***

Participants appreciated the familiarity and ease associated with Proposal A as it represents the status quo. They also appreciated summer break coinciding with good weather, the two week Spring Break and opportunities for student employment.

- *Familiarity*
- *Ease due to consistency with current practice*
- *Concurrence of summer break and good weather*
- *Opportunities for student summer employment*
- *Like the 2 week Spring Break*

###### ***Weaknesses of Proposal A***

Weaknesses identified by participants included:

- *Long stretches between breaks leads to burn out*
- *Long summer*
- *Lack of collaboration*
- *Impact on TOC opportunities and CUPE work*
- *Lack of alignment with educational trends*

## **Amendments to Proposal A**

- *Add Collaboration time*
- *Increase Number of Breaks*
- *Move Curriculum Implementation Days*
- *Move Pro-D Days*
- *Change School Year Start Date*

### **3.1.2 Proposal B - Status Quo, 2 Week Spring Break plus Teacher Collaboration Time**

Participants identified strengths including the opportunity for collaboration time and the familiarity of breaks. While participants appreciated the inclusion of collaboration time in Proposal B, almost all of the weaknesses identified by groups related to some uncertainty associated with collaboration time. Identified weaknesses included potential differences in timing and needs for collaboration for elementary and secondary school, associated challenges for parents and child care associated with varying start or end times, and others (see list below).

Suggested amendments to improve Proposal B included a call for supervision during collaboration time. Additional suggestions addressed the alignment (or not) of collaboration time between primary and secondary school, and the issues of frequency of collaboration, but the range of suggestions related to these issues were diverse. Regarding aligning collaboration time between elementary and secondary school, some participants suggested that collaboration time be aligned to facilitate sharing within and between schools (and Families of Schools), while other suggested that secondary collaboration should be held in the morning and that elementary collaboration time be held in the afternoon to best meet the needs of students.

Regarding frequency of collaboration, a few participants suggested the frequency of collaboration be increased to once a week while others suggested that collaboration time start out slow (once a month).

#### **Strengths of Proposal B**

- *Collaboration time*
- *Breaks are familiar*
- *Like occasional late starts*

#### **Weaknesses of Proposal B**

- *Uncertainty about timing of collaboration for elementary and secondary*
- *Challenge for parents to manage change in start times (or end times)*
- *Child care during collaboration time*
- *Uncertainty re: benefits of collaboration*
- *Collaboration time is not long enough*
- *Collaboration time vsv. instructional time*
- *Lack of supervision during collaboration time*

- *Impact on special needs students*
- *Not following education trends to meet needs of learners*

### **Amendments to Proposal B**

- *Increase/decrease frequency of collaboration time*
- *Provide supervision for students during collaboration time*
- *Align or don't align collaboration time between elementary and secondary school*

### **3.1.3 Proposal C – Late August Start, 2 Week Spring Break, 3 Additional Vacation Days**

Participants acknowledged the strengths of Proposal C associated with more frequent and longer breaks and the potential benefits for health and stress management. Identified weaknesses included a question regarding the utility of the three August days prior to the Labour Day long weekend, a lack of collaboration time, potential concerns on the part of teachers and administrators, a conflict between an August start day and the PNE. Once again a couple of the suggested amendments to improve Proposal C came from opposite directions: Some participants suggested eliminating the August days and others suggested making the August days into a full week. In addition the suggestion was made to add collaboration time. A variety of individual additional suggestions for vacation and Pro-D date changes were made but have not been included in the lists below.

#### **Strengths of Proposal C**

- *More frequent breaks better for health and stress*

#### **Weaknesses of Proposal C**

- *August days would conflict with family holidays and might not be well utilized*
- *Lack of collaboration time*
- *Teachers and administrative staff may not like this*
- *August start interferes with PNE*
- *Don't like Tuesday holidays*
- *Challenges for child care*

#### **Amendments to Proposal C**

- *Make the August days a full week*
- *Eliminate August days*
- *Add collaboration time*

### **3.1.4 Proposal D – Balanced Year with 3 Week Winter Break and 3 Week Spring Break**

The strength most commonly identified Proposal D was the provision of 3 weeks breaks and their attendant benefits for family time and wellness. In addition, a few participants expressed appreciation for the full week of scheduled school time in August. The most common issues identified as weaknesses of Proposal D were concerns about three week breaks being too long and the

uncertainty of weather during the holiday times scheduled in this Proposal. In addition, participants acknowledged a lack of collaboration time and the ongoing issues of child care during new break periods. Finally, participants identified the issue of teaching in August when the weather is hot and schools are hot, and the fact that this Proposal still includes long stretches between breaks.

Suggested amendments to Proposal D included redistributing the allocation of breaks and adding a break in the fall before Christmas, starting in September and continuing until July in order to address weather and contract concerns, and adding long weekends to break up the long stretches.

### ***Strengths of Proposal D***

- *Like the three week breaks*
- *Like the full week in August*

### ***Weaknesses of Proposal D***

- *Three week breaks are too long*
- *Uncertain weather during holiday time*
- *No collaboration time*
- *Child care implications*
- *Teaching in August – too hot*
- *Still have long stretches between breaks*

### ***Amendments to Proposal D***

- *Redistribute breaks/ Add a break before Christmas*
- *Start in September and go into July for both weather and contract purposes*
- *Add some long weekends*

### **3.1.5 Proposal E – Balanced Year-Round**

Strengths identified with Proposal E included appreciation for a balanced structure that assists with retention, helps a diversity of learners and creates continuity to support struggling students. In addition, participants expressed appreciation for the clear “chunks” of time off that can assist with family vacation planning. Some participants also felt that the regular breaks could promote health and wellness. Weaknesses associated with Proposal E include the scale and scope of change (and attendant impacts), the potential for loss of learning between breaks, the impact of “new” breaks on family vacations, the potential for lack of alignment with other districts, impacts on opportunities for student employment, the length of stretches between breaks, no collaboration and weather and climate considerations. Participants provided a range of individual additional suggestions to improve Proposal E including the addition of collaboration time, but as the remainder were “one offs”, they have not been included in the lists below.



### ***Strengths of Proposal E***

- *Helps struggling students, improve learning*
- *Clear chunks of time off helps with family vacation planning*
- *Health and wellness*

### ***Weaknesses of Proposal E***

- *Significant impact*
- *Loss of learning during breaks*
- *Significant change*
- *Impact on family vacations*
- *Potential for lack of consistency across districts*
- *Loss of opportunities for student employment*
- *Long stretches between breaks*
- *No collaboration time*
- *Weather and climate considerations*

### ***Amendments to Proposal E***

- *Add collaboration time*

## **3.2 Discussion of Calendar Option Findings**

### **3.2.1 Proposal A – Status Quo, 2 Week Spring Break**

#### ***Strengths of Proposal A***

##### *Familiarity*

- People are used to this schedule
- Continuity with what people are used to
- Familiar (least impact, least change)
- Predictable, traditional, familiar
- People are used to it
- Consistent
- Nothing changes
- Comfortable
- Predictability
- Familiar to people
- No surprises, familiar, consistent, convenient
- Traditional, known

*Ease due to consistency with current practice*

- Consistent with province
- Partner groups – least disruption
- Strong determining factor: fits well with other school districts (e.g., sports, etc.)
- Aligns with business schedules (e.g., child care, etc.)
- Not a strong determining factor: employee contracts are in alignment with this proposal
- Meshes with other communities
- Child care is established
- Easier for child care
- Easy implementation
- Fulfills hours of instruction without a lot of change
- Aligns with community services and programs
- Low risk
- Easy to implement
- Consistent with traditional family and work schedules
- Summer camps are well established

*Concurrence of summer break and good weather*

- Time in the summer for family when the weather is good
- Long break happens during best weather in Vancouver
- Good, long summer vacation (for families)
- Substantial summer break
- Matches weather patterns of BC – summers off
- Employee summer breaks good for maintenance, finance, payroll

*Like the 2 week Spring Break*

- Like 2 week spring break
- Really like two week spring break
- Liked 2 week spring break
- 2 week spring break
- Spring break separate from Easter Break
- 2 week Spring Break breaks up the long stretch from January to June

*Opportunities for student summer employment*

- Time for students to have summer jobs
- Students can work and make money in the summer

*Other*

- Less “sick time” with longer breaks and more often

- Number of Monday and Friday non-instructional days is balanced
- Fairly balanced within Sept – June
- Proposal A – we are working on hours vs. days – Sometimes extra breaks are thrown in, reducing instructional minutes that were, for example, taken from lunch
- Long breaks help maintenance
- Wednesday mornings are more relaxed (??)
- Some would like consistency with school based day
- Important student point – students need activity time; secondary students need club time

### ***Weaknesses of Proposal A***

#### *Long stretches between breaks leads to burn out*

- Tire out – procrastination leads to many late nights for students because of long gaps between breaks
- Teachers also feel long stretches between holidays
- Last week before Christmas teachers and students are feeling burned out
- Still a long haul between breaks
- No alleviation for long breaks – still have long stretches in fall
- Long stretches lead to more illness and sick time
- Very long stretch from Sept to December
- Longer breaks not factored in – proven to help with absenteeism

#### *Long summer*

- Summer is long
  - September spent starting up
  - June spent shutting down
  - Is 2 months too long
- Long time for students to not have needed supports
- Long summer break – students lose ground
- As a parent with limited holiday, it was a long time to juggle day camps, etc.
- Child care is an issue for long summers
- Summer break is too long

#### *Lack of collaboration*

- Lack of collaboration (very important) – collaboration time and cross-curricular connections are important to our students
- No built in collaboration time in schedules
- Staff in all school DESERVE time to work with colleagues
- Lack of required collaboration time
- No collaboration time (for most elementary schools)

- No collaboration time

#### *Impact on TOC opportunities and CUPE work*

- 2 week spring break means less days for TOCs to work
- CUPE make up time is an issue
- CUPE has to make up hours in order to gain the second week at spring break without financial loss
- 2 week Spring break – some CUPE affected – can be difficult to make up and track time

#### *Lack of alignment with educational trends*

- Does not align with current educational trends
- Doesn't address research on learning and wellness
- Doesn't address some/ many of our key issues, needs and considerations

#### *Other*

- More breaks
- Lost prime summer weather to do school activities
- No change – not outside the box
- Disparity in schedules
- Lack of consistency in schools (start, end, lunch times)

### ***Potential amendments to Proposal A to address needs and concerns***

#### *Add Collaboration time*

- Add time for collaboration (see Proposal B)
- Collaboration is important – We tweaked many proposals and kept returning to this fact.

#### *Increase Number of Breaks*

- For wellness, need more breaks for shorter times
- Take advantage of adding a day to make a long weekend (e.g., November 8, 2013) however this would require starting earlier or??

#### *Move Curriculum Implementation Days*

- Move Jan 17th Curriculum Implementation day – too close to Christmas Break
- Move Curriculum Implementation day attached to Remembrance Day

#### *Move Pro-D Days*

- ProDays on Friday are preferable to Monday
  - Move Sept 30 to the Friday

- Move June 2 to the Friday

### *Change School Year Start Date*

- Moderate support: Shifting calendar forward by one week (NVTA & CUPE contract impacted)
- Rather go into July than start in August

### *Other*

- Consideration of families – if people don't like the choice the District makes, they will "vote with their feet" and move to another school (District?)

## **3.2.2 Proposal B – Status Quo, 2 week Spring Break plus Teacher Collaboration Time**

### ***Strengths of Proposal B***

#### *Collaboration time*

- Collaboration time is good
- Collaboration time on same days. Collaboration available for Grade 7 & 8 teachers to get together
- Teachers have an opportunity to work together and with other staff
- Teacher time after school has many demands of marking, planning, groups, meetings
- Capacity building for District staff, time to help staff
- Good for staff to have focused collaboration time without clubs, teams, committees
- Great support: Cross curricular connections for students (directly from collaboration time) ; increased student engagement
- Honouring the changes in educational trends leaning towards more collaboration
- School wide collaboration (not just teachers)
- Time to collaborate with the whole staff
- Locks the time down – accountability
- Includes regular, scheduled collaboration time that is obligatory
- Elementary schools are more closely aligned with secondary schools
- Collaboration time benefits students
- Staff Pro-D – building culture
- Develop plans and programs in a collaborative way with all
- EAs can also collaborate with teaching staff which currently is difficult
- Collaboration time for all staff in the District
- Common collaboration time –
  - Easier for parents to coordinate work schedules; play dates, etc.
  - Can collaborate among schools, families of schools, (e.g., music specialists get together)

- Collaboration time must be well explained and defined in the survey (understood by society)
- In secondary, collaborative time crucial because they no longer have Department heads, BUT time is not necessarily being used the way that it is most beneficial – depends on the school
- OK for those (parents) with flexible jobs
- Collaboration allow for
  - School wide goals
  - CUPE and NVTAs and Admin – all present
  - Exec engagement with the school
  - Teams
- Excellent for meetings for special needs student team meetings

#### *Breaks are familiar*

- What people are used to re: holidays
- Familiar structure , predictable
- No major shifts
- Predictability (same as “A”) in some respects (breaks)

#### *Like occasional late starts*

- Provides sleep in time for students
- Students love late start on Wednesdays

#### *Other*

- Consistency across the district
- Maximize resources, best practice
- The late starts should be on the same day (and time) in the secondary and elementary schools
- Collaboration time good BUT school NEEDS to put “daycare” in place
- Collaboration time needs to be run properly – public needs to see its beneficial AND teachers/ staff need to see it as effective

### ***Weaknesses of Proposal B***

#### *Uncertainty about timing of collaboration for elementary and secondary*

- Collaboration time should be the same for elementary and secondary
- After school is a better time for collaboration (e.g., do early dismissal like Blueridge not late start)
- Secondary would like late start to sleep. In elementary it is easier to have school end earlier and daycare pick up students
- Collaboration in morning in elementary; early dismissal in pm better
- Collaboration must be done during the school day if CUPE is to be part of it
- Collaboration time preferred in am (fresher)

*Challenge for parents to manage change in start times (or end times)*

- How will parents deal with a change for late start?
- Different pick up and drop off time for parents
- Differences between high school and elementary
- Integrity needs to be maintained
- Staff and parents – scheduling differences from week to week might be confusing
- If collaboration time is at the end of the day, pick-up may be a problem
- Departure from routine is a problem for families

*Child care during collaboration time*

- High school students more independent, but what about elementary?
- Childcare consideration for elementary schools
- Child care during collaboration time
- Child care: impact on families of younger, special needs – who care for them during collaboration time?
- How to families and parents deal with child care during the late starts (especially special education students)?

*Uncertainty re: benefits of collaboration*

- What does collaboration “look like” and how does that benefit my time? – Explain this to parents
- Collaboration time must be used well (if parents find it is not well-used, will they be frustrated?)
- Why two different collaboration schedules (one secondary and one elementary)
- Where do minutes for collaboration time come from?

*Collaboration time is not long enough*

- 30 minutes is not enough; 60 minutes would be better
- Plans need to be realistic for time available
- Training needed for creating effective use of time
- ½ hour may not be enough time for collaboration
- Is 30 minutes every 2 weeks enough?

*Collaboration time vsv. instructional time*

- Does collaboration time detract from instructional time?
- Why does collaboration time have to happen during instructional time?
- Where is the collaborative time coming from when compared to A?
- Why can't collaboration be after school?

*Lack of supervision during collaboration time*

- Why could we not find extra staffing to supervise the students during the late starts?

- Before school care for elementary school students can be challenging – needs support from the community

#### *Impact on special needs students*

- What about special needs students?
- Does the school/district support the cost of coverage for SPED students during the late start?

#### *Not following education trends to meet needs of learners*

- Too predictable, traditional – not changing enough to meet the needs of our learners
- (does not keep up (align) with educational trends (**opposite of comment in strengths saying that this proposal does honour the changes in educational trends leaning towards more collaboration**))

#### *Other*

- How does exam week figure in? (students leave)
- Common collaboration times may exhaust district resources and specialists
- Requires a shift for small business owners in the community (10%)
- Once a week is too much (once a month or every other week)
- Program needed
  - Morning and afternoon at primary level

### **Potential amendments to Proposal B to address needs and concerns**

#### *Align or don't align collaboration time between elementary and secondary school*

- Aligning secondary and elementary collaboration times (x2/month)??
- Different collaboration times for elementary (morning in secondary, afternoon in elementary)
- Having the collaboration time for elementary schools in the afternoon
- Make all collaboration days (late start) be the second and fourth Wednesday, for consistency between school to better accommodate families and FOS collaboration
- Common collaboration days across elementary

#### *Provide supervision for students during collaboration time*

- Possible supervision for students in the morning
- We should provide options –
  - high school students
  - rotate supervision
  - support staff
- Morning supervision should be supplied as students are there anyway
- Hiring university students for supervision may be less expensive



#### *Increase/decrease frequency of collaboration time*

- Increased collaboration times (1x/week)
- Start off once a month – if it goes well, up the time – baby steps
- Perhaps make elementary collaboration once a month

#### *Other*

- 1 hour of collaboration time instead of 40 minutes
- Perhaps make the 2 week breaks into 1 week breaks quarterly and keep summer as it is
- Flexibility in when the extra time is found
- Collaboration times to be flexible? (more difficult at secondary level)
- Can “Lunch and learn” replace collaboration time?
- If changes have a budgetary impact, money should go to direct services for students
- Secondary students are also often dependent upon parents for transportation
- Developing stronger relationships with community partners
- Move away from Pro-D day atmosphere – more about the issues
- Need training and tradition about how to use the time well
- Communication critical for implementation
- Don't have a ProD on same day as late Wednesday start

### **3.3.3 Proposal C – Late Aug Start, 2 Week Spring Break, 3 Additional Vacation Days**

#### ***Strengths of Proposal C***

##### *More frequent breaks better for health and stress*

- Group greatly values wellness improvement – more smaller breaks throughout the year – leading to less illness (staff and students)
- Adds additional long weekends – might be good for families
- Wellness – longer periods of rest
- Long weekends are helpful to rest and rejuvenate
- Better breaks in October, November and December provided by the 3 extra vacation days – less sick-time for staff and students
- Prolonged breaks (rests) good for health
- Better for health and stress

#### *Other*

- Work out school start-up kinks, then start up officially in September
- Teachers often begin earlier anyways

- Minimal cut into summer break
- Parent likes a day attached to a stat
- Pro-D days interspersed – provides opportunity to learn, try and then go back and learn something new
- Keep except 3 days in August
- Teachers expect this away time (ref: note about long break not being as bad as frequent short breaks)
- Not a huge change
- Extra vacation to address long stretches

### ***Weaknesses of Proposal C***

#### *August days would conflict with family holidays and might not be well utilized*

- No August days – many families link holidays to Labour Day
- Office staff would need to be in by mid-August (teachers too)
- First 3 days of school might not be well utilized with 3 days off after only 3 days on
- Good weather at the end of August for many family vacations linked to long weekend
- Early start in August too
- August early start
- 3 days back in August – families likely to wait until the next week to start
- Students might not show up

#### *Lack of collaboration time*

- Collaboration needs to align so elementary and secondary teachers can get together
- Do this with collaboration days added in
- Would still like to see collaboration time
- No collaboration time
- No collaboration time for elementary
- No collaboration time

#### *Teachers and administrative staff may not like this*

- Office staff (in the schools even earlier) – would they like this?
- Not popular with teachers
- Will have to readjust admin contracts
- Beginning in August – collective agreement challenges

#### *August start interferes with PNE*

- August start interferes with the PNE
- Would kill the PNE

### *Don't like Tuesday holidays*

- Parents don't like Tuesday holiday
- Should be a Friday off, not the Mondays or Tuesdays

### *Challenges for child care*

- Could be difficult for child care as it is individual days
- Stress due to child care

### *Other*

- High school championships in November and February
- Will this give time for maintenance?
- Student wants to start in September – keep as is
- First day back after a 4 day weekend is like herding cats – sleep cycles off – have to reestablish routines
- Staff shortages –
  - People will tack on a few holidays and get a whole week out
- Families will take students out of school more throughout the year
- Students sometimes less focused during 4 day weeks
- A bit of a mish mash
- Doesn't grab you
- Benefit doesn't justify the disruption
- Feb 5-day weekend is too long

## ***Potential amendments to Proposal C to address needs and concerns***

### *Make the August days a full week*

- Better to extend start to full week in August
- Start back August 26 and add 2 more long weekends
- End school June 25 if there is a full week in August
- Option 1 – start back Aug 26 and add 2 more vacation days on September 27 and May 16
- August days “stupid” – 3 days on , then 3 day long weekend – 5 days makes more sense

### *Eliminate August days*

- Cut days in August BUT leave the rest of the calendar the same
- August 28 – 30 – high absenteeism expected
  - If contracts allow for is, add minutes to day or end day later instead
  - 3 days does not get made up (in minutes over time, but if many students are absent, does it matter)

*Add collaboration time*

- Would still like to see collaboration time
- Add collaboration time
- Add collaboration time

*Other*

- Go 3 days longer in July (July 3 or 4)
- Amend vacation days from October to May
- Amend PD days to August days 1, 2, 3
  - Then pull from other days
- Option 2 – start on Sept 3 and go to July 4
- Prefer moving long weekend vacation days to Fridays
  - October 15 – Oct 11 & Nov 12 – Nov 8 (because Oct 14 and Nov 11 are not a universal stat
  - But don't move the Feb 11 vacation day
- Balance out weeks to two 4-day weeks back to back rather than 5 & 3
- End of term preferred for health, stress management
- Feb 5-day weekend is too long

### **3.2.4 Proposal D – Balanced Year with 3 Week Winter Break and 3 Week Spring Break**

#### ***Strengths of Proposal D***

*Like the three week breaks*

- 3 week breaks are good
- Provides longer breaks which people like personally
- People who work during breaks would also have time to take time off
- Like 3 week break at Christmas
- 3 week breaks
- Breaks have benefits
- Long breaks to get maintenance done

*Like the full week in August*

- One person likes August for a week of review and catch-up
- Full week in August, not just 3 days

*Other*

- Canada Day gets to happen at school
- Good for skiers

- Begins to address the comment about summer being too long
- Greater academic retention
- Better than Proposal C
- Shorter summer

### ***Weaknesses of Proposal D***

#### *Three week breaks are too long*

- Parents find 3 weeks at Christmas too long
- 3 weeks in December/ January over Christmas
- Only good for families who can afford to go away for 3 weeks
- 3 weeks is too long a holiday (student)
- 3 week Christmas break can be a very difficult time for our most vulnerable students
- Two 3 week breaks fairly close – defeats the purpose of them by making other “long hauls” anyhow
- 3 week block is too big
- Student perspective – 3 week break is too long

#### *Uncertain weather during holiday time*

- Most students would prefer time off in August when weather is better
- Not “nice” weeks to be outside. Not all families can travel
- Right number of holidays, but at the wrong time
- Climate not as nice in December
  - Does it warrant another week?
  - Skiers can go in long weekend in February
- Shortens summer break at both ends

#### *Teaching in August – too hot*

- Teaching in August – schools are too hot. Impact on families
- Facilities don’t have air conditioning; August temperatures are too high to have students focused for extended periods of time

#### *No collaboration time*

- No collaboration time
- No collaboration
- No collaboration time

#### *Child care implications*

- Child care implications
- Child care nightmare
- Child care

### *Still have long stretches between breaks*

- A long time before any substantial break
- Long stretches are still there

### *Other*

- Domino effect for Provincial exams
- Ends too late for post-secondary applications
- Too long for Grade 7s
- No 4 day weekends
- Disruptive to athletics season
- Generally, our group does not believe in this calendar – it does too much and not enough
- Do not like the elongated schedule
- Special needs students – touch transitions
- Hybrid and doesn't work
- 3 weeks off doesn't work because teachers give homework and student have to go back and write exams (student voice)
- “stupid” – 3 weeks is in the zone of “not here, not there”
- Need 1 week off in October (long time from Sept to Dec), 1 week off in May, 2 weeks and 2 weeks
- School structure and organization – issues, scheduling
- Does not work with NVT/ Admin contracts
- Cut into July
- Would be family time because of reality of parent holiday schedules

## ***Potential amendments to Proposal D to address needs and concerns***

### *Redistribute breaks/ Add a break before Christmas*

- Would like more time before Christmas than after
- Want flexibility
  - Consider moving the 3<sup>rd</sup> week from Jan 6-10 to Oct 15-18 and Nov 8
  - And from March 3 – April 4 to May 20-23 and June 20
  - Big picture: prefer more breaks to longer breaks
- Move one week from either March or winter break and either add a week in October as a reading break or break up that week to create long weekends that break up long stretches
- 1 week end Oct, 2 week Christmas, 2 week Spring break, 1 week at end of May

### *Start in September and go into July for both weather and contract purposes*

- Start later into September and end part way through July as our best summer weather seems to be shifting to August and September months

- Start after Labour Day in September, go later into July when looking for days (for transferred break)
  - Currently starting before Labour Day does not work contractually

*Add some long weekends*

- Maybe add some 4 day weekends
- Find a hybrid between all long weekends and no long weekends

*Other*

- Add collaboration time
- Families may be less tempted to take vacation during regular school week as extra weeks/ long weekends provide more opportunities

## **4.2.5 Proposal E – Balanced Year-Round**

### ***Strengths of Proposal E***

*Helps struggling students, improve learning*

- Addresses some of the trends in education
- Retention level should be higher
- Maybe benefit to struggling students
- Pedagogically sound
- Lends itself to self-paced learning
- Breaks are long enough to be restful, but school sessions are long enough to be meaningful and productive
- Continuation of learning
- Structure could be flexible and support the needs of diverse learners
- Would work really well for targeted remedial interventions
- Works with seasonal studies

*Clear chunks of time off helps with family vacation planning*

- Ability to travel at non-peak times
- Clean, distinct chunks
- Families could take a “term” off
- Visually looks like “learning months” and “vacation months” so families may be less likely to take vacations during instructional time
- Provides lots of opportunity for different things and travel and programs
  - Great chunks of family time
  - “continual summer school”

- Interesting – self funded leave option or part time options

#### *Health and wellness*

- Plus people are potentially more rested and less time “off task”
- Less stress to maybe people could relax faster at breaks
- People should be healthier, with less burn out

#### *Other*

- Could provide compartmentalization for course work
- Easy to follow
- Start up and close down – becomes more transitions
- The balance of 3 months on and 1 month off works
- Recreation centres could hire students more easily
- Longer breaks – would help maintenance to care for facilities
- More balanced
- Possibility for continual entry
- 3rd chunk is great for elementary
  - Younger students need a break
  - Might address loss in productivity in December and June

### ***Weaknesses of Proposal E***

#### *Significant impact*

- Big impact on families
  - Months off don't align with parents work schedule – creates child care issues
- Big impact on businesses
- Summer school impacted
- Impact on sports teams – huge issue especially if only our district has this schedule
- Impact on drama productions
- Impact on “spring break” trips
- Huge impact
- Conflicts with extracurricular programs – athletics, arts, etc.

#### *Loss of learning during breaks*

- Whole month of December and April too much with gap in learning
- After each 1 month break, students will have forgotten work/ material learned
- Possible really long break between classes
- Three long breaks – AWFUL change for retention
- Long break is too long (student)
- Too long in December



### *Significant change*

- Pretty radical so it would require lots of talk to agree on
- Drastic
- It's a big change that would require/ imply a societal shift
- Quite different

### *Impact on family vacations*

- Hard for families to arrange holiday or daycare during the new break times
- Family holidays would be impacted
- Only have one month for summer
- Really changes family vacation/ visiting patterns

### *Long stretches between breaks*

- Long stretches with no break
- June is a long slog

### *Loss of opportunities for student employment*

- No opportunities for summer jobs
- Less time for summer work (summer school)
- Difficult for part time jobs/ seasonal employment for students and some staff who have 2nd jobs in the summer

### *Potential for lack of consistency across districts*

- Community at a disadvantage if others have a different calendar
- Only work if ALL more MOST districts followed suit
- Has to be close to other Districts
- Maybe not being on Par with rest of Canada – student transfers?

### *No collaboration time*

- No collaboration time for elementary
- No collaboration time

### *Weather and climate considerations*

- Too hot in July (student)
- Will not work for our climate

### *Other*

- It would work best if coordinated with other schools, elementary and secondary
- Structure – 3 terms – or linear – or maintain math/English – all year long

- Employment concerns for CUPE staff
- Vulnerable children more “at risk”
- Tourism may be negatively impacted – especially in the interior

## ***Potential amendments to Proposal E to address needs and concerns***

### ***Proposed Amendments to Proposal E***

#### ***Add collaboration time***

- Find some collaboration time
- Add collaboration time
- Add some 4 day weekends
- Break into 4 breaks of 3 weeks rather than 3 breaks of 4 weeks
- Make summer longer (6 weeks) and two other breaks shorter (3 weeks)
- Reconfigure to allow one week off every other month; Although this might defeat the trimester configuration and its benefits
- Go mid July (after the 14th it’s too hot) to Mid August to maximize good weather
- December 16 to January 1 – better for Winter Break
- Start Winter break on Dec 9th, come back on Jan 6th

#### ***Additional Considerations***

- Facilities considerations (air conditioning, heat and light)
- May be positives to longer breaks
- As long as one is willing to juggle, change works
- Offer – tutorials for secondary students during the breaks (like summer school model)
- Take baby steps into this more balanced schedule (for community)
- Must be aligned with province or surrounding districts
- If concerned about summer school, could go on progressively during each break
  - Benefit of this is that students are getting caught up quickly

## ***Which option has the greatest level of support or highest degree of consensus?***

### ***Most support for Proposal B***

- Three people preferred Proposal B
- Proposal B – with collaboration time
- Proposal B with some long weekends
- Half of the group liked Proposal B

- Proposal B – with the adaptation of synchronizing the late start days between schools at both elementary and secondary levels
- Proposal B – 1st place
- Proposal C – 2nd place
- Proposal C with collaboration time (2)
- Proposal C – with the adaptation of starting after September Labour Day and end in July
- One person preferred Option A
- Proposal A
- 
- Proposal D – with adaptation of moving 1 week of Christmas to fall break and 1 week offspring break to May
- For future years – Proposal D with amendments, introduced in small, incremental steps
- Others do like Proposal E (the student did not like the long breaks)
- All like Proposals E & D with some changes (so long as the systems are in place)

Comments:

- *Desire for research*
  - We would like data on how well students do in countries with year round school
- *Want to add collaboration*
  - Any other plans would have to see collaboration time built in
  - Finding the right time for Pro D is key
  - Include collaboration time everywhere
- *Need for support during breaks*
  - All changes with “breaks” need to have supports in place – doesn’t matter which proposal
    - E.g., day care, recreation programs, etc.
    - This actually can improve communications with community groups – use the schools for activities?
- *Other*
  - Look at longer days?
  - Otherwise, start with slow, baby steps (more 4 day weeks, etc.)
  - Importance of alignment and presentation of ideas to community
  - Longer breaks help with:
    - Maintenance issues,
    - Administrative/ accounting breaks – year end
  - Managing change is actually the issue
  - We would rather go to school in July than in August

## **Appendix 2 - School Calendar Survey**

### **Summary of Results from January 24, 2013 Partner Representatives Meeting**

#### **1. Please indicate the Educational Partner Group to which you belong:**

- a. Parents (17)
- b. Teacher (12)
- c. Student (11)
- d. Support Staff (5)
- e. Principal/ Vice Principal (19)
- f. Exempt Staff (4)
- g. Community Member (1)

**Total: 69**

Of the 69 survey respondents, 17 were parents (25%), 12 were teachers (17%), 11 were students (16%), 19 were either Vice Principals or Principals (28%), 5 were support staff, 4 were exempt staff, and one was a community representative. Given the low numbers in the support staff, exempt staff and community representative categories, caution should be used in assuming responses within these categories can be generalized to the larger communities they represent. ***The survey sample size is large enough for the overall percentages to be statistically valid, but the individual category response sizes are too small to be statistically valid.*** Greater numbers of respondents would be required.

#### **2. Do you have children attending school in the North Vancouver School District?**

In every category except students or community representative, there were respondents who had children enrolled in the North Vancouver School District. In the case of teachers, therefore, some respondents are both teachers and "parents".

**Public Survey:** Several students noted that there was no option to select box indicating "I am a student in the NVSD." They suggested that this question be added.

#### **3. 3 & 4 day weekends**

Do you support 3 and 4 day weekends for the 2013/14 calendar?

There were 66 responses to the question of support for 3 & 4 day weekends in the 2013/14 calendar. 83% of all respondents indicated their support for including extended

weekends. Positive responses in the range of 80 to 100% were evident in each category except teachers where 69% of respondents supported extended weekends. In addition, only 1 in 4 support staff indicated support for 3 & 4 day weekends for the 2013/2014 calendar.

Do you support 3 and 4 day weekends for future calendars?

A total of 69 respondents provided answers to the question regarding support for including 3 & 4 day weekends in future calendars. 84% of all respondents support including extended weekends. Positive responses in each category varied from 75% support to 100% support. Overall, there appears to be strong support for including 3 and 4 day weekends in both the upcoming calendar year and future calendars.

Some respondents qualified their support for the inclusion of 3 and 4 day weekends in calendars. Several respondents expressed a preference for 3 day weekends rather than 4 day weekends.

#### **4. Two week WINTER break**

Do you support a two week Winter Break for the 2013/14 calendar?

There were 67 responses to the question of support for a 2 week winter break for 2013/14. Responses showed significant support with 96% of respondents in favour of a 2 week winter break for 2013/2014. Strong support was shown across all categories.

Do you support a two week Winter Break for future calendars?

There were 64 responses to the question of support for a 2 week winter break in future calendars. Strong support was indicated by 91% of respondents in favour of ongoing 2 week winter breaks in future calendars. Strong support was shown across all categories.

#### **5. Two week SPRING break**

Do you support a two week Spring Break for the 2013/14 calendar?

There were 68 responses to the question of support for a 2 week spring break for 2013/14. Responses demonstrate strong support with 90% of respondents in favour. Strong support was shown across all respondent categories.

Do you support a two week Spring Break for future calendars?

There were 64 responses to the question of including a 2 week spring break in future calendars. Again, strong support was demonstrated by 86% of respondents indicating

their support for the inclusion of 2 week Spring Breaks in future calendars. Support was consistent across all categories.

## 6. Collaboration time

Do you support creating calendar options that provide for teacher collaboration time during the school day, while still meeting the Ministry of Education Instructional hours requirements?

A total of 65 respondents answered the question regarding calendar options to create collaboration time. There was strong support across all categories with 98% of respondents agreeing that collaboration time should be built into the calendar.

Several respondents provided comments regarding their qualified support.

- A few indicated their desire to understand the purpose, objective and value of collaboration time.
- Others wanted the collaboration time period to be longer than 35-45 minutes (up to 60 minutes).

If you support adding professional collaboration time (30-45 minutes) during the school day, please identify your preferences for:

### a. Frequency of collaboration time

- i. Once a month
- ii. Twice a month
- iii. Once a week

Respondents provided a mix of responses to the question regarding frequency of collaboration time. Some respondents followed the survey instructions and indicated their support for only one option. However, others chose more than one option and offered comments clarifying when they would select one option or another. Of the respondents who followed the instructions, 43% supported collaboration time once/month, 33% twice a month, and 21% once a week. Including the survey responses where there were qualifiers or additional choices made, 47% of respondents support collaboration time once a month, 33% twice a month, and 21% once a week.

Respondents with qualified responses identified two issues:

1. The survey question did not distinguish between elementary and secondary schools regarding the frequency of collaboration time. A few respondents suggested that collaboration time occur more frequently in elementary school than in secondary school.
2. Other respondents expressed support for collaboration time **either** once **or** twice a month.

**Public Survey:** Separate these questions for elementary and secondary schools.

**b. Scheduling of collaboration time (please select one of the following)**

- i. Late start for students in the morning, staff collaboration time at the start of the day

OR

- ii. Early dismissal for students in the afternoon, staff collaboration time at the end of the day

Respondents provided mixed responses regarding whether collaboration time should result in late school start times or early student dismissals. Some respondents followed the survey instructions and indicated their support for one option. However, others chose more than one option, with comments clarifying when they would select one option or another.

Of the respondents who followed the instructions, 82% supported collaboration time in the morning, resulting in a late start for students. Including the survey responses where there were qualifiers or additional choices made, 79% of all respondents support collaboration time in the morning, and 21% support early dismissal. Students supported more frequent collaboration time (twice a month) and Principals and Vice Principals were most supportive of collaboration time once a week.

Respondents with qualified responses identified one key issue:

1. The survey question did not distinguish between elementary and secondary schools regarding the timing of collaboration time. Several respondents suggested that collaboration time in secondary school should be scheduled in the morning and that elementary collaboration time should be scheduled in the afternoon.

**Public Survey:** Separate these questions for elementary and secondary schools.

**7. Do you support possible calendar options that result in students and staff attending school and work during either/ both of the following:**

- a. A limited number of days in the last week of August (3-5 days)
- b. A limited number of days in the beginning of July (3-5 days)

Respondents were asked whether they supported starting school in the last week of August and/or the first week of July. Overall, across all categories, there was a 50/50 split regarding starting in the last week of August. Within categories, the splits could vary between groups with 70+% being in support, and in other cases only 38% indicating their support for starting in the last week of August.

Regarding attending school for a limited number of days in July, responses indicated an overall 54%/46% split across all categories. Within categories, support varied between 23% (Teachers) and 72% (Principals and Vice Principals) for extending the school year a few days into July.

## **8. Please identify your support for each Proposed Option:**

Respondents were requested to indicate their support for each of 5 proposed options. While most respondents did as requested, a fair number provided suggestions for amendments that would change their level of support. Given that one of the breakout group discussions (See Summary Report) provided an opportunity to discuss amendments to improve the proposed options, only a sample of comments are included in this report.

### Proposal A – Status Quo

67% of respondents indicated support for Proposal A, which represents the status quo.

### Proposal B – Status Quo, 2 Week Spring Break plus Teacher Collaboration Time

Respondents indicated overwhelming support for proposal B, which is the status quo with the addition of collaboration time. Within the categories of parents, teachers, students, Vice Principals /Principals, exempt staff and community representatives, all respondents were in favour of this proposal.

### Proposal C – Late August Start, 2 Week Spring Break, 3 Additional Vacation Days

Proposal C includes a school start in late August and some additional vacation days. Respondents provided a mix of responses. Overall, there was almost a 50/50 split with 54% of respondents indicating a lack of support. However, within categories there was wide variation, with 71% of Parents indicating a lack of support, and approximately 64% of Principals and Vice Principals in favour.

Most of those that offered qualified support indicated that they supported Proposal C with amendments (10) including:

- Move Aug 28-30 to the end of June, July (5)
- Add collaboration time and distribute extra vacation days
- Add long weekends
- Move Pro-D days to later in the year



## Proposal D – Balanced Year with 3 Week Winter Break and 3 Week Spring Break

Proposal D moves in the direction of a balanced year, with a 3 week winter break and a 3 week spring break. Approximately 73% of respondents were not in favour of this calendar option. Most groups were not in favour of this option.

Most of those that offered qualified support indicated that they supported Proposal D with amendments (9) including:

- Eliminate January 6-10 break and move to Oct 15/16 and Nov 8
- Move May 31 – April 4 break to May 20/23 and June 20
- 6-7 week summer break is good and if we used the 2 weeks that are added to winter (1) and spring (1) break (taking those back down to 2 weeks each), and made more long weekends, then that might be the best case scenario generally
- Split up 3 week Winter and Spring Break (2 week winter and spring break plus a week reading breaks in fall and one in spring)
- Add collaboration
- Add 4 day weeks to break up long stretches

## Proposal E – Balanced Year-Round

Proposal E offers a year round balanced calendar. Survey results show an overall split of almost 50/50 of those in favour and those not in favour. Looking across categories, parents were slightly more in favour than not, teachers were more against this option (80%) than for it, 67% of students were not in favour, and 69% of Vice Principals and Principals were in favour of this approach.

## **Additional Comments/Calendar Considerations**

- PNE goes until Sept 3. Many high school students work at the PNE.
- For Question #8 – there is positive and negative effects of each proposal and I'm not very strongly yes and no for all
- In the end, the biggest consideration is making each school day more effective by using 80 minute blocks better – lectures not be to be longer than 30 minutes
- Collaboration time is a concern if this takes away from student learning
- Questions #5 & 6 are subjective – only if support is there to support students that require it. These questions impact safety and wellness of students.
- Need to know how time will be made up in some of these instances or given space to comment on how we would like the time made up
- Collaboration must be more than 30-45 minutes
- I support collaboration time in all calendars
- Differentiate between elementary and secondary for collaboration time
  - Secondary - a late start would support teens
  - Elementary – early dismissal supports attention, focus and care concerns

- Issues are different at elementary and secondary. Collaboration creates supervision issue at elementary and childcare concerns for many parents
- Consistency between school districts is necessary for athletics staff who work in NV and live somewhere else
- We need incremental change that incorporates post-secondary schedules and the broader community
- We need to not look at something “new” as modern and cutting edge. Rather, we need to be cautious and consider topics carefully
- Must have systems in place (childcare programs) beforehand
  - Alignment with other schools
  - ALSO, do not propose these to public
    - Proposals/ options should be presented with list of pre-determined pros/ cons for public to consider
- For all calendars I feel that it would be more beneficial if an options was to start the school year at the end of August, but instead take that week and move it to the beginning of July
  - Collaboration time is critical
- Provide limited supervision - e.g., gym, library, or library & outside

### **Comments re: Survey**

- Do not include results at the start of the questions – it skews the responses
- Add AND/OR as a possible response
- Survey: Liked the survey – questions made sense
- Too black and white – need a scaled evaluation here



<b>Appendix 3 - School Calendar Survey - Results - REVIEW DRAFT</b>													
	<b>Total</b>	<b>% of Respondents to the question</b>	<b>Parents</b>	<b>% of Parent Responders to this question</b>	<b>Teachers</b>	<b>% of Teachers Responders to this question</b>	<b>Students</b>	<b>% of Student Responders to this question</b>	<b>Principal/V P</b>	<b>% of Principal/V P Responders to this question</b>	<b>Support Staff</b>	<b>Exempt Staff</b>	<b>Community</b>
<b>Total Number of Responses</b>	<b>64</b>		<b>15</b>		<b>11</b>		<b>10</b>		<b>18</b>		<b>5</b>	<b>4</b>	<b>1</b>
Yes	55	<b>86%</b>	13	87%	9	82%	9	90%	18	100%	3	3	0
No	9	14%	2	13%	2	18%	1	10%	0		2	1	1
<b>#6 - Collaboration time</b>													
<b>Support creating calendar options for collaboration time</b>													
<b>Total Number of Responses</b>	<b>65</b>		<b>14</b>		<b>11</b>		<b>11</b>		<b>19</b>		<b>5</b>	<b>4</b>	<b>1</b>
Yes	64	<b>98%</b>	13	93%	11	100%	11	100%	19	100%	5	4	1
No	1	2%	1	7%	0		0		0		0	0	0
<b>If YES, frequency of collaboration</b>													
<b>Total Number of Responses (unqualified),</b>	<b>63</b>		<b>13</b>		<b>12</b>		<b>10</b>		<b>19</b>		<b>5</b>	<b>4</b>	
<b>Total Number of Responses (with qualifiers),</b>	<b>73</b>		<b>17</b>		<b>16</b>		<b>12</b>		<b>19</b>		<b>5</b>	<b>4</b>	
Once a month (unqualified)	27	<b>43%</b>	8	62%	4	33%	3	30%	6	32%	3	3	
Once a month (with qualifiers)	34	47%	10	59%	8	50%	4	33%	6	32%	3	3	
Twice a month (unqualified)	21	<b>33%</b>	5	38%	3	25%	6	60%	5	26%	1	1	
Twice a month (with qualifiers)	24	33%	7	41%	3	19%	7	58%	5	26%	1	1	
Once a week	15	<b>21%</b>	0		5	31%	1	8%	8	42%	1	0	
<b>Scheduling of collaboration time (either/or)</b>													
<b>Total Number of Responses (unqualified),</b>	<b>66</b>		<b>12</b>		<b>9</b>		<b>11</b>		<b>25</b>		<b>5</b>	<b>4</b>	
<b>Total Number of Responses (with qualifiers),</b>	<b>76</b>		<b>17</b>		<b>13</b>		<b>11</b>		<b>25</b>		<b>6</b>	<b>4</b>	
Late start for student in am (unqualified)	54	<b>82%</b>	12	100%	8	89%	8	73%	18	72%	4	4	
Late start for students (with qualifiers)	60	79%	15	88%	10	77%	8	73%	18	72%	5	4	
Early dismissal for students in pm (unqualified)	12	<b>18%</b>	0	0%	1	11%	3	27%	7	28%	1	0	
Early dismissal for students (with qualifiers)	16	21%	2	12%	3	23%	3	27%	7	28%	1	0	
<b>#7 - support options for staff &amp; students attending (either/ both)</b>													
<b>Number of Responses</b>	<b>64</b>		<b>16</b>		<b>13</b>		<b>11</b>		<b>18</b>		<b>1</b>	<b>4</b>	<b>1</b>
<b>Last week of August</b>													
Yes	32	<b>50%</b>	6	38%	5	38%	8	73%	12	67%	0	1	0
No	32	50%	10	63%	8	62%	3	27%	6	33%	1	3	1
<b>Beginning of July</b>													
Yes	33	<b>54%</b>	9	56%	3	27%	5	56%	13	72%	1	2	0
No	28	46%	7	44%	8	73%	4	44%	5	28%	2	1	1

<b>Appendix 3 - School Calendar Survey - Results - REVIEW DRAFT</b>	<b>Total</b>	<b>% of Respondents to the question</b>	<b>Parents</b>	<b>% of Parent Responders to this question</b>	<b>Teachers</b>	<b>% of Teachers Responders to this question</b>	<b>Students</b>	<b>% of Student Responders to this question</b>	<b>Principal/V P</b>	<b>% of Principal/V P Responders to this question</b>	<b>Support Staff</b>	<b>Exempt Staff</b>	<b>Community</b>
<b>#8 - Support for each Proposal</b>													
<b>Proposal A - status quo, 2 wk spring break)</b>	<b>48</b>		<b>9</b>		<b>11</b>		<b>8</b>		<b>13</b>		<b>3</b>	<b>3</b>	<b>1</b>
Yes	32	<b>67%</b>	6	67%	8	73%	5	63%	7	54%	2	3	1
No	16	33%	3	33%	3	27%	3	38%	6	46%	1	0	
<b>Proposal B - status quo, 2 wk spring break + collab time)</b>	<b>71-73<sub>1</sub></b>		<b>10-11<sub>11</sub></b>		<b>11</b>		<b>10</b>		<b>16-17<sub>1</sub></b>		<b>3</b>	<b>3</b>	<b>1</b>
Yes	70-72 <sub>1</sub>	<b>99%</b>	10-11 <sub>1</sub>	100%	11	100%	10	100%	16-17 <sub>1</sub>	100%	2	3	1
No	1		0		0		0		0		1	0	0
<b>Proposal C - late Aug start, 2 wk spring break, 3 add vac days</b>	<b>46-47<sub>1</sub></b>		<b>7</b>		<b>10</b>		<b>9</b>		<b>13-14<sub>1</sub></b>		<b>3</b>	<b>4</b>	
Yes	21-22 <sub>1</sub>	<b>46-47%</b>	2	29%	1	10%	7	78%	8-9 <sub>1</sub>	62-64%	1	2	
No	25	54%	5	71%	9	90%	2	22%	5	38%	2	2	
<b>Proposal D - balanced yr with 3 wk winter break, 3 week spring break</b>	<b>48-49<sub>1</sub></b>		<b>8-9<sub>1</sub></b>		<b>10</b>		<b>9</b>		<b>16</b>		<b>2</b>	<b>3</b>	
Yes	13-14 <sub>1</sub>	<b>27-28%</b>	2-3 <sub>1</sub>	25-33%	1	10%	3	33%	4 <sub>2</sub>	25%	1	2	
No	35	73%	6	75%	9	90%	6	67%	12	75%	1	1	
<b>Proposal E - balanced year round</b>	<b>43-44<sub>1</sub></b>		<b>5-6</b>		<b>10</b>		<b>9</b>		<b>13</b>		<b>2</b>	<b>3</b>	<b>1</b>
Yes	20-21	<b>46-47%</b>	3-4 <sub>1</sub>	40-67%	2	20%	3	33%	9 <sub>2</sub>	69%	0	2	1 <sub>2</sub>
No	23	53%	2	40%	8	80%	6	67%	4	31%	2	1	
<b>Footnotes:</b>													
	1 There were responses which were unqualified, and others where a respondent may state they supported something, but only with certain qualifiers in place.												
	2 See comments												