

EDMONTON PUBLIC SCHOOLS

March 8, 2011

TO: Board of Trustees

FROM: E. Schmidt, Superintendent of Schools

SUBJECT: Responses to Trustee Requests for Information

ORIGINATOR: B. Smith, Executive Director

RESOURCE

STAFF: Bruce Cline, Josephine Duquette, Leanne Fedor, Sandy Forster, Andrew Morgan, Carol Symons

INFORMATION

TRUSTEE REQUEST #47, DECEMBER 14, 2010 (TRUSTEE SHIPKA), PROVIDE INFORMATION ON THE CALGARY BOARD OF EDUCATION'S ADOPTION OF TWO STANDARD SCHOOL CALENDARS INCLUDING THE REASONS THE CBE ADOPTED THE TWO CALENDARS AND WHETHER THEY HAVE EVIDENCE THAT THE MODIFIED CALENDARS HAVE IMPROVED STUDENT ACHIEVEMENT. In December 1991 the Calgary Board of Education (CBE) approved a motion to pilot year-round programs for a three year duration. Modified calendars were instituted in seven CBE schools. Schools chose to institute either a modified multi-track or single track calendar.

The rationale was to investigate impact on academic results, teacher and student absenteeism, behavioural referrals and cost savings through better utilization of buildings.

The evaluation of the pilot after three years provided information that, while not highly indicative of a positive effect, was sufficiently positive to encourage continuation of the modified calendars in CBE. See CBE evaluation document attached (Appendix I).

Since the initial pilot and evaluation in January 1999 the number of schools in CBE operating a modified calendar of some type has increased to 18. Seven additional schools that provide special programming of some type are also on modified calendars.

Further evaluation specific to the modified calendar schools was not available from CBE beyond what was provided in their original evaluation document from January 1999.

TRUSTEE REQUEST #48, DECEMBER 14, 2010 (TRUSTEE SHIPKA), PROVIDE INFORMATION ON THE BENEFITS AND DRAWBACKS TO THE DISTRICT ADOPTING TWO STANDARD CALENDARS SIMILAR TO THE CALGARY BOARD OF EDUCATION. Beyond providing the opportunity to meet specific needs unique to a given school community by having a modified calendar, the benefits to the District remain to be seen and can only be speculated upon. Experience with modified calendars within our District, though limited, has not shown measurable benefits or trends in

the areas of student achievement and student and teacher absenteeism. In a response to a Trustee Request for Information, April 25, 2006, an analysis of Eastwood, Parkdale and Donnan schools was undertaken. The data analyzed was Provincial Achievement Test results, student attendance data and teacher absenteeism data. At that time no clear trends showing benefit of the modified versus standard calendar could be established.

While drawbacks can also only be speculated upon, two main areas of consideration come to the fore. Much community consultation on a school by school basis would be necessary before a second calendar could be standardized. This would require much time and resources to enable sufficient input from our school communities. Contractual obligations for our school and district staff would also need to be examined to ensure a second standard calendar would meet those requirements.

Adoption of two standard calendars would require a revision of Board Policy HCA.BP, Approval of the School Year Calendar, which sets out criteria for school year calendars and also grants the Superintendent the authority to allow schools to modify their calendar to meet specific school needs on an annual basis.

TRUSTEE REQUEST #57, JANUARY 18, 2011, (TRUSTEE JANZ) PROVIDE INFORMATION REGARDING THE FOLLOWING:

1. UNDER OUR JOINT USE AGREEMENTS IS THERE AN ALLOCATION POLICY FOR PRIVATE USE OR FOR SCHOOL TEAMS AT EDMONTON POOLS?

The *Joint Use Agreement: Facilities* is managed by a Steering Committee and is implemented by a sub-committee, the Facility Management Committee. The Facility Management Committee is comprised of representatives from the City of Edmonton and the three boards. One of the issues this committee discusses is how the partners can improve access into the partners' facilities.

Under the *Joint Use Agreement: Facilities* the allocation of access for pools and arenas is coordinated by Edmonton Public Schools, Edmonton Catholic Schools and Conseil scolaire Centre-Nord. The City of Edmonton provides the boards with the times that city facilities will be available for booking, including city pools. In the spring, schools are requested to complete an application for times their school would like in pools for curriculum, recreation and swim clubs. These requests are collected by Rentals and Leasing and divided according to the priorities agreed to by the three boards and identified in Schedule B of the *Joint Use Agreement: Facilities*. If two or more schools request the same time, the schools' requests are mediated by the Physical Education Consultant or representatives from each of the boards requesting the time. The resolution is sent to the City to create the rental agreements.

The *Joint Use Agreement: Facilities* does not include access to city or school facilities for personal use or use by the staff with no student involvement.

2. IF SO, WHEN DID THIS POLICY COME FORWARD AND WHAT WAS THE MOTIVATION?

The *Joint Use Agreement: Facilities* was presented to the Board on September 11, 2007 and subsequently signed by the Superintendent on behalf of the District. The board policy and administrative regulation relate to community access into school facilities, not the schools access into city facilities. There has been a joint use and access agreement of one form or another since 1959.

3. HOW CAN WE ENSURE THE VIABILITY OF THE HIGH SCHOOL SWIM PROGRAM/LEAGUE IN OUR CITY FOR OUR STUDENTS?

The high school swim program and inter-school league faces a variety of challenges. Some of the challenges facing schools are: times available at pools, availability of swim coaches, proximity to the pools, and pool closures.

The times available at city pools has reduced in the afternoons due to a combination of later end times at high schools and expanding city run programs. This combination of events has resulted in some schools being unable to run a swim practice after school.

The availability of coaches for a swim program can be a limitation at a school. If the school does not have a staff member willing to coach the swim team in a given year, the school is not able to provide the activity to the students.

Most high schools are close to a city pool; however, in some instances, access to a pool requires bussing. It is difficult for schools to arrange for a school bus at the end of the day. The priority for school buses is to accommodate the transfer of students to their homes. In addition, the cost to provide bussing can be cost prohibitive for the school and students. As a result, some schools are unable to offer a swim program.

Routine maintenance of the pools require that pools are closed for varying lengths of time. The duration fluctuates depending on the scope of the maintenance. This year the City closed three north side pools in the fall creating challenges for the high schools in this area. In some instances, the distance to the alternate location and the cost of bussing limited the swim program.

The District is represented at the Aquatics User Committee. This is a group of representatives for the various users of the city pool facilities. At this table, the District represents school interests regarding access into city facilities, while hearing the needs of the other pool user groups.

The viability of swim programs and the inter-school league requires solutions to the challenges facing the schools. Coordination of requirements could result in developing a schedule that accommodates everyone's requirements. This may include a later start time for city programs in pools. Pool staff may be able to offer the students an introduction to the city programs offered. School and pool staff would need to develop a team approach to accommodating the various school activities and community programs. In addition, a comprehensive review of pool closures for maintenance at the Aquatics User Group and the *Joint Use Agreement: Facilities* Facility Management Committee would be beneficial.

4. HOW CAN WE INCREASE POOL ACCESS FOR STUDENTS THROUGHOUT THE DISTRICT BY WORKING WITH THE CITY OR PRIVATE POOLS SUCH AS U OF A/GRANT MACEWAN?

The issues, challenges and potential remediation with the City are articulated in the answer to question three. Access to pools at the University of Alberta and Grant MacEwan University are outside of the *Joint Use Agreement: Facilities*. The schools would be directly responsible for the cost of accessing and bussing to the pool. The inter-school league has used the Northern Alberta Institute of Technology pool when city facilities are unable to accommodate requests. The cost is significantly higher than at city pools.

The cost and availability to access the pools at the University of Alberta and Grant MacEwan University may be prohibitive for most schools. These pools are heavily used by their members and teams, limiting the times available for other groups. The cost to access the pools and bussing to and from the facility would limit the number of schools able to access them. Greater potential support to schools may exist through post-secondary swim team coaches to guest coach at high schools. This would provide a different level of coaching for the students and may provide an opportunity for students to pursue swimming and post-secondary education.

TRUSTEE REQUEST #58, JANUARY 18, 2011 (TRUSTEE JANZ), PROVIDE AN UPDATE REGARDING PHYSICAL EDUCATION CLASSES FOR K-12 SCHOOLS IN THE DISTRICT. Physical Education is a required course for students in Grades 1 to 10. Students in elementary receive a minimum of 10 per cent of their week (152 minutes) in health and physical education. Junior high students receive a minimum of 75 hours/year (120 minutes/week) in physical education. High school students are required to take a minimum of three credits in Physical Education 10 (62.5 hours) to be eligible to receive a high school diploma. High school students may choose a five credit Physical Education 10 (125 hour) course and/or Physical Education 20 or 30 (for either three or five credits).

Daily Physical Activity (DPA) is a health intervention initiative that is mandated by Alberta Education. Students in Grades 1 to 9 shall be active for a total of 30 minutes per school day. The school shall plan and organize activities that may be within instructional time (e.g. physical education classes, movement activities during other classes) or outside of instructional time (e.g. recess or intramurals). Some schools have programmed for daily physical education, which meets both the DPA policy and exceeds the minimum instructional hours required for physical education.

Edmonton Public Schools has created a number of Locally Developed Courses that support activity such as; Dance (Grades 1-12 with specialization in secondary school), Coaching, Fitness Leader, Sports Performance, and Sports Medicine.

TRUSTEE REQUEST #59, JANUARY 18, 2011 (TRUSTEE JANZ), PROVIDE INFORMATION REGARDING THE CANCELLATION OF RECESS FOR ELEMENTARY STUDENTS IN THE DISTRICT. HOW FREQUENTLY IS RECESS CANCELLED AND UNDER WHAT CIRCUMSTANCES? The Board supports providing recess of at least 15 minutes both morning and afternoon for elementary students as articulated in Board Policy HD.BP Instructional Time.

Recess for elementary students is cancelled under extreme circumstances, for example, a school in a lockdown situation, or during special events such as a track and field day. There is no requirement in our regulations for schools to report these cancellations to central services personnel.

During periods of inclement weather recess would be held indoors as opposed to the normal outdoor recess. This decision is guided by Administrative Regulation IHFA.AR: Supervision of Students. School staffs employ a number of strategies during an indoor recess to ensure students receive a healthy break from instruction.

TRUSTEE REQUEST #69, FEBRUARY 8, 2011 (TRUSTEE CLEARY), WHAT IS THE CRITERIA NECESSARY TO EXPAND THE CHINESE BILINGUAL PROGRAM TO THE NEW SCHOOLS IN SOUTHWEST EDMONTON AND IN THE SOUTHEAST IN SUMMERSIDE AND ELLERSLIE SCHEDULED TO OPEN IN 2012. For the 2011-2012 school year, all of the Alberta Schools Alternative Procurement (ASAP) 2010 schools on the south side of Edmonton, A. Blair McPherson, Esther Starkman and Johnny Bright schools, have closed boundaries due to enrolment pressures from within their attendance areas. Until such time as enrolment pressure subsides and boundaries are re-opened to out of attendance area students, there is not sufficient space to accommodate any alternative programming at these schools.

As with the determination of programming for the ASAP 2010 schools, the same protocol will be followed for the ASAP 2012 schools. Information received through parental requests for alternative programs will be reviewed in conjunction with September 30, 2012 enrolment data. Student residency numbers will be updated to reflect the growth, stability, or decline in the number of Kindergarten to Grade 9 students residing in each attendance area.

Current Edmonton Public student residency numbers are as follows for the south side ASAP school attendance areas:

Attendance Area	Gr.0	Gr.1	Gr.2	Gr.3	Gr.4	Gr.5	Gr.6	Gr.7	Gr.8	Gr.9	Total
A. Blair McPherson	107	105	84	87	96	103	82	247	267	268	1,446
<i>Ellerslie (2012)</i>	<i>117</i>	<i>141</i>	<i>144</i>	<i>106</i>	<i>100</i>	<i>94</i>	<i>86</i>	<i>93</i>	<i>76</i>	<i>70</i>	<i>1,027</i>
Esther Starkman	149	150	154	142	107	129	117	155	149	153	1,405
Johnny Bright	161	153	141	124	141	118	116	116	106	113	1,289

There will be an ongoing review of demand for alternative programs prior to, and following the opening of the ASAP 2012 schools. If, in three years, space is deemed to be available, a formal process would begin to consider the establishment of an alternative program at these school locations.

TRUSTEE REQUEST #70, FEBRUARY 8, 2011 (TRUSTEE JOHNER), PROVIDE THE STATUS OF THE WORK DONE ON THE FOLLOWING MOTION APPROVED AT THE MAY 11, 2010 BOARD MEETING: THAT THE BOARD DEVELOP A POLICY ARTICULATING THE VALUES AND PRINCIPLES FOR SETTING ATTENDANCE AREAS INCLUDING TO BE CLOSEST TO WHERE STUDENTS LIVE: The Administration is currently in the process of developing a policy articulating the values and principles for setting attendance areas. This policy will be brought forward to the Policy Review Committee in the coming months.

BJS:TP:ja

APPENDIX I Calgary Board of Education, Report to the Education Committee, January 19, 1999

CALGARY BOARD OF EDUCATION

REPORT TO THE EDUCATION COMMITTEE

January 19, 1999

RE. YEAR-ROUND EDUCATION: EVALUATION OF 3 YEAR PILOT PROJECTS:

Dr. Oakley School (single track)
 Falconridge Elementary School (single track) Grant MacEwan Elementary School
 (single track) McKenzie Lake Elementary School (2 tracks) O.S. Geiger Elementary
 School (single track) Riverbend Elementary School (4 tracks) William Roper Hull
 School (single track)

I. BACKGROUND

In December 1991 the Calgary Board of Education approved a motion to pilot year-round programs for a 3 year duration. Schools that chose to implement a modified or multi-track school year calendar in 1993 and 1994 included Dr. Gordon Townsend, Rosscarrock, Terry Fox (5 tracks) and Louise Dean. Each of these schools have continued with their modified calendars.

The Calgary Board of Education currently has 17 schools operating with modified school calendars as indicated in Attachment 4.

Parents and staff members at Dr. Oakley, Falconridge, Grant MacEwan, McKenzie Lake, O. S. Geiger, Riverbend and William Roper Hull considered possible adoption of year-round or modified school year calendars during the 1995-1996 school year. Dr. Oakley, Falconridge, Grant MacEwan, O. S. Geiger and William Roper Hull communities voted to approve single track, modified school year calendars which were implemented in August, 1996. McKenzie Lake parents voted for the school to open with two tracks, traditional and modified, while parents of children eligible to attend Riverbend Elementary School approved a multi-track (4 tracks) school year calendar which was implemented at the school on July 21, 1996. Riverbend Elementary became the first elementary school in Canada to operate with a multitrack calendar. Current calendars are included in Attachment 1.

The seven schools have operated with modified school calendars for 1996-1997, 1997-1998, and the 1998-1999 school years. A decision to continue or not continue with the modified calendars was required.

II. ABSTRACT

A. Community And Staff Surveys:

The following reflects initial parent votes during the 1995-1996 school year:

School	Parents In Favor	Parents Opposed
Dr. Oakley	76%	24%
Falconridge	68%	32%
Grant MacEwan	77%	23%
McKenzie Lake - 2 tracks - 43.1%, traditional - 39.5%, multi-track - 17.4%		
O. S. Geiger	61%	39%
Riverbend	75%	25%
William Roper Hull	100%	-

In accordance with Board direction, parents who did not wish their children to attend a school operating on modified school year calendar were given the opportunity to attend a school offering the traditional school year calendar. Transportation was provided by the Board although parents were required to cover the per pupil transportation annual fee. Experience with the modified school year calendars has indicated very few parents opted to transfer their children from their home community:

Dr. Oakley	- 0 of 137 students
Falconridge	- 5 of 569 students
Grant MacEwan	- 3 of 559 students
McKenzie Lake	- both options available at the school
O. S. Geiger	- 4 of 481 students
Riverbend	- overflow busing to Acadia is still necessary
William Roper Hull	- 0 of 151 students

Twice a year, community and staff surveys are conducted and reported to the communities, staffs and the Calgary Board of Education." The latest survey was completed in November 1998. The results for individual schools, along with a graphic summary for the seven schools are included in Attachment 2.

School Councils assisted in determining the most effective method of obtaining the *greatest* number of responses from parents regarding community input in the review of modified school year calendars. School Council representatives were involved in revising the parental questions. A number of the schools handed out the November 1998 surveys during parent-teacher interviews. Surveys were translated and made available in Punjabi, Chinese and Vietnamese. These efforts were positive steps in obtaining a good number of parental responses.

Parent and teacher survey responses indicate a very high level of satisfaction with the modified school year calendars, as indicated in the Parent, Teacher and Staff responses in the questions shown below, Dr. Oakley, Falconridge, Grant MacEwan, McKenzie Lake, O. S. Geiger and William Roper Hull utilized the system survey. Riverbend Elementary distributed a survey developed by their parents. A summary of the complete November 1998 results from the seven schools is included in Attachment 2.

Parents

10. I want the school to continue. with the modified calendar: (1,422 responses)

Strongly Agree/Agree 75.7%
 Uncertain 1.8%
 Disagree/Strongly Disagree 22.6%

School	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Dr. Oakley	27 (28.1%)	44 (45.8%)	15 (15.6%)	5 (5.2%)	5 (5.2%)
Falconridge		199 (70.0%)		87 (30.0%)	
Grant MacEwan		223 (72.2%)		86 (27.8%)	
McKenzie Lake	81 (71.7%)	23 (20.4%)	5 (4.4%)	1 (0.9%)	1 (0.9%)
O. S. Geiger		247 (75.5%)		80 (24.5%)	
Riverbend		223 (81.4%)		51 (18.6%)	
William Roper Hull	1 (5.3%)	8 (42.1%)	5 (26.3%)	3 (15.8%)	2 (10.5%)
Totals:		1076 (75.7%)	25 (1.8%)	321 (22.6%)	

Teachers:

14. I want the school to continue with the modified calendar: (138 responses)

Strongly Agree/Agree 92.8
 Uncertain 3.6%
 Disagree/Strongly Disagree 3.6%

School	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Dr. Oakley	15 (78.9%)	2 (10.5%)		2 (10.5%)	
Falconridge	18 (62.1%)	5 (17.2%)	3 (10.3%)	1 (5.3%)	2 (10.5%)
Grant MacEwan	24 (80.0%)	5 (16.7%)	1 (3.3%)		
McKenzie Lake	7 (100.0%)				
O. S. Geiger	24 (100.0%)				
Riverbend		22 (100.0%)			
William Roper Hull	3 (42.8%)	3 (42.8%)	1 (14.3%)		
Totals:		128 (92.8%)	5 (3.6%)	5 (3.6%)	

Support Staff:

9. I want the school to continue with the modified calendar: (58 responses).

Strongly Agree/Agree 86.2%
Uncertain 5.2%
Disagree/Strongly Disagree 8.6%

School	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Dr. Oakley	4 (66.7%)	1 (16.7%)	-	1 (16.7%)	-
Falconridge	1 (11.1%)	4 (44.4%)	1 (11.1%)	3 (33.3%)	-
Grant Mac Ewan	5 (71.4%)	1 (14.3%)	1 (14.3%)	-	-
McKenzie Lake	-	-	-	-	-
O. S. Geiger	12 (85.8%)	2 (14.3%)	-	-	-
Riverbend	-	8 (88.9%)	-	1 (11.1%)	-
William Roper Hull	9 (69.2%)	3 (23.1%)	1 (7.7%)	-	-
Totals:		50 (88.2%)	3 (5.2%)	5 (8.6%)	

Summary:

	Yes	Undecided	No
Parents	75.7%	1.8%	22.6%
Teachers	92.8%	3.6%	3.6%
Support S.	86.2%	5.2%	8.6%

B. Academic Testing Results:

Provincial Testing results for Grade 3 and Grade 6 students were examined. It is difficult to draw specific conclusions regarding the results due to a number of factors:

- Dr. Oakley School and William Roper Hull School serve special needs students. Many of these students are in the program for less than one year. Therefore, comparisons between different years is not relevant.
- McKenzie Lake Elementary and Riverbend Elementary were new schools when they opened in 1996. Therefore, there is no comparative data available for pre and post modified school year calendars. Provincial testing results for McKenzie Lake include results for both the traditional calendar and the modified school year students.
- Falconridge Elementary School, Grant MacEwan Elementary School and O. S. Geiger Elementary School experience a very high degree of mobility, therefore, comparison between years is again difficult.
- The number of student exemptions from testing varies from year to year.

- Alberta Education has provided the following statement pertaining to the Grade 3 and Grade 6 Mathematics results: "Note: For 1997-1998, the standards for mathematics were adjusted using standard-setting procedures. Therefore, the percentage of students meeting standards should not be compared to previous years."

Comparing the test results between pre and post modified school year calendars for Falconridge, Grant MacEwan and O. S. Geiger (1994-1998), the following generalized statements could be made:

*Grade 3	Language Arts(1994-1998)	- improvement
*Grade 3	Mathematics (1994-1997)	- improvement
*Grade 6 °	Language Arts(1994-1998)	- improvement
*Grade 6	Mathematics (1994-1997)	- improvement
*Grade 6	Science (1994-1998)	- lower results
*Grade 6	Social Studies(1994-1998)	- lower results

C. Teacher Absenteeism:

An analysis of 121 teacher attendance records from the seven pilot schools was made. Records were examined to determine each teacher's attendance while teaching at a school with a modified school year calendar, as well as their attendance in previous school years (1994-1995, 1995-1996, 1996-1997, and 1997-1998). The average number of days absent per year during modified school years compared to absenteeism in previous years was:

System Averages:.-Elem.

Traditional School Year Calendars:

1994-1995	- 5.7 days
1995-1996	- 6.0 days

Modified School Year Calendars:

1996-1997	- 3.9 days	5.8 days
1997-1998	- 5.0 days	5.9days

A comparison between pre and post modified school year calendar attendance indicated teacher attendance improved slightly (e.g. approximately 1.4 fewer days absence per' year per teacher). Better teacher attendance ultimately saves *the school* district in substitute expenditures (e.g. over a two year period, the seven schools required approximately 205 fewer substitute days = \$25,625 saving) and provides greater student-teacher continuity.

A teacher absenteeism comparison was also made between the two tracks at McKenzie Lake Elementary. The comparison yielded the following:

Red Track - Traditional School Year Calendar (September June), 1996-1997 teacher absenteeism rate: 6.3 days / teacher 1997-1998 teacher absenteeism rate: 6.3 days / teacher

Green Track - Modified School Year Calendar
1996-1997 teacher absenteeism rate: 5.2 days / teacher 1997-1998 teacher absenteeism rate: 4.6 days / teacher

Once again, teacher absenteeism was less for teachers on the modified school. year calendar.

D. Student Absenteeism

The Board's current student *record system* (SRS) is not capable of providing student attendance data for the period of 1994-1998 therefore it was not possible to complete a comparison of student attendance for pre and post modified school years. A comparison was made between red track and green track student attendance at McKenzie Lake during the 1997-1998 school year. Students on the traditional track averaged slightly better attendance (approximately .5 days per year).

Red Track (traditional school calendar) 6.64 days absence Green Track (modified school calendar) 7.17 days absence

.53 days difference,

E. Behaviour referrals to the office;

Most schools reported a reduction in the number of student behavioral difficulties and the number of discipline referrals to the office. Specific data is not available to substantiate the statements.

F. Multi-Track Schools - Costing Data

Attachment 3 includes a statement comparing Riverbend Elementary multi-track costs to traditional costs. The increased cost to operate Riverbend Elementary School as a multi-track school is estimated at approximately \$120 per student (\$62,760).

Multi-track, year-round schools must provide coverage for staff that are on their vacation breaks. In addition, the school attempts to provide equal opportunity and access regarding program availability, instructional time, pupil-teacher ratio, administrative attention and student services. To provide coverage for positions such as

Music, Physical Education, Resource Teacher and Teacher-Librarian, an additional 1.0 FTE teacher was assigned to *the school* for 1998-1999 school year.

McKenzie Lake Elementary received an additional 0.5 FTE teacher and 30 substitute teacher days to provide coverage for the specialists' assignments at a net cost of \$40,500.

Significant cost savings are realized by the Provincial Government in capital cost avoidance. For example, three multi-track schools can accommodate the same number of students as four traditional calendar schools.

III. SUPERINTENDENTS' TEAM DECISIONS

The following decisions were made by Superintendents' Team on January 13, 1999.

1. Approval was granted for continuation of the modified school year calendars for Dr. Oakley School, Falconridge Elementary School, Grant MacEwan Elementary School, McKenzie Lake Elementary School, O. S. Geiger Elementary School, Riverbend Elementary School, and William Roper Hull School.
2. Future parental input during the third year of a modified school year pilot will be obtained through surveys and/or ballots distributed at parent-teacher interviews in the Fall.
3. Following a school decision to operate with a modified school year calendar, parents desiring their children attend a traditional school year calendar do so in accordance with the operational, optional attendance boundary policy (# 3,001).
4. Administration recommends to the Board that efforts continue to secure provincial funding support for multi-track schools,

IV. RECOMMENDATIONS

THAT the Board receive this report as information in accordance with Executive Limitations Policy #8—Communication and Counsel to the Board.

DR. BRENDAN I. CROSKERY, SUPERINTENDENT SCHOOL, STUDENT AND PARENT SERVICES

MODIFIED SCHOOL YEAR CALENDARS -1998-1999

- Dr. Oakley School
- Faleonridge Elementary School
- Grant MacEwan Elementary School
- McKenzie Lake Elementary School
- O. S. Geiger Elementary School
- Riverbend Elementary School
- William Roper Hull School

Revised November, 1997

[illegible]

(#) Organizational Day for Teachers
(H) Statutory Holiday
(X) Professional Development Day
(///) Teachers' Convention

ATTACHMENT 2

NOVEMBER 1998 MODIFIED SCHOOL YEAR QUESTIONNAIRE RESULTS

- Parent Survey Results
- Teacher Survey Results
- Support Staff Survey Results
- Dr. Oakley School Survey Results
(Parents, Teachers, Support Staff)
- Falconridge Elementary School
(Parents, Teachers, Support Staff)
- Grant MacEwan Elementary School
(Parents, Teachers, Support Staff)
- McKenzie Lake Elementary School
(Parents, Teachers)
- O. S. Geiger Elementary School
(Parents, Teachers, Support Staff)
- Riverbend Elementary School
(Parents, Teachers, Support Staff)
- William Roper Hull School
(Parents, Teachers, Support Staff)

Calgary Board of Education

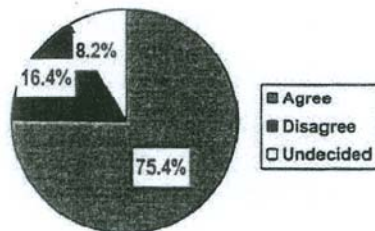
MODIFIED SCHOOL YEAR CALENDAR SURVEY

Parent Survey - 793 responses

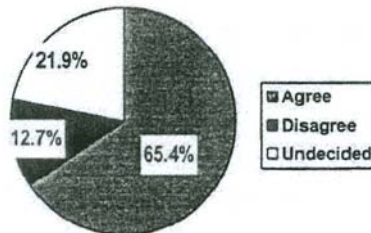
November 1998

Participating Schools: Dr. Oakley, Falconridge, Grant MacEwan, McKenzie Lake, O. S. Geiger and William Roper Hull (Riverbend included for Question #10)

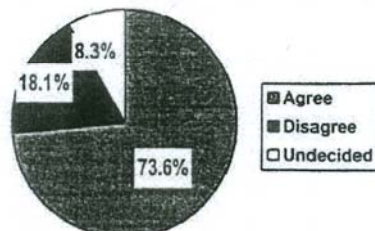
1. My attitude towards the modified calendar and the August start time is positive.



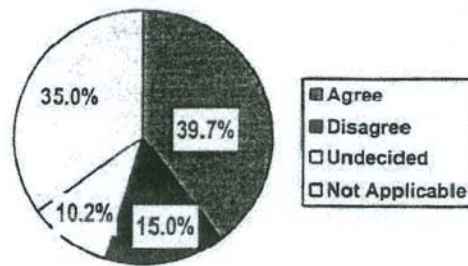
2. To date, the modified calendar has positively affected my family activities.



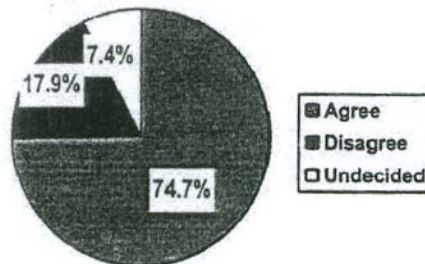
3. We liked the October/Fall break:



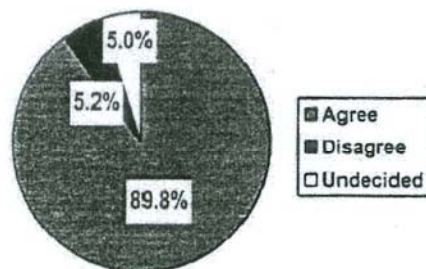
4. Our family has been able to satisfactorily deal with more than one calendar.



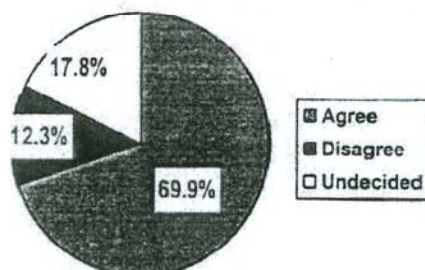
5. Our overall adjustment to this modified school calendar is positive.



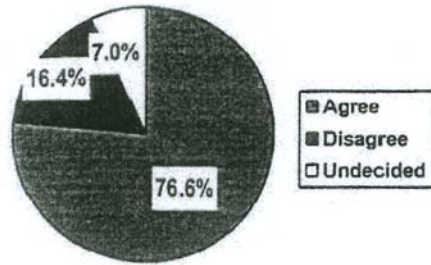
6. At this point in time, my child's attitude toward school is positive.



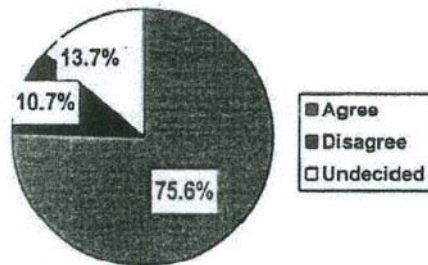
7. My attitude to the new calendar when it was first introduced was positive.



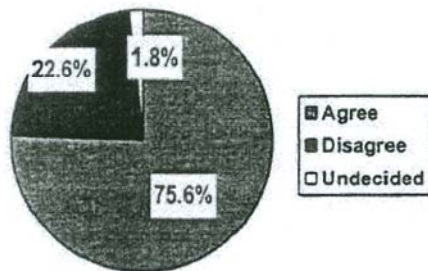
8. My attitude today is positive.



9. My child likes school as well or better under the modified calendar.



10. I want the school to continue with the modified calendar (1422 responses - includes Riverbend & modified voting.)



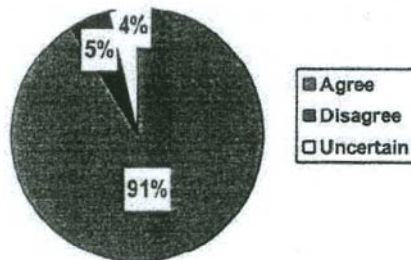
MODIFIED SCHOOL YEAR CALENDAR SURVEY

Teacher Survey - 116 responses

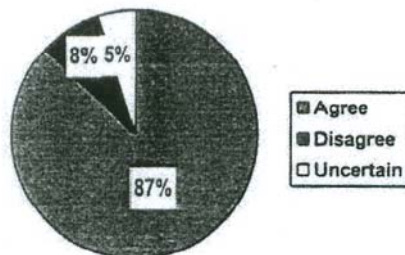
November 1998

Participating Schools: Dr. Oakley, Falconridge, Grant MacEwan, McKenzie Lake, O. S. Geiger and William Roper Hull (Riverbend included for Question #14)

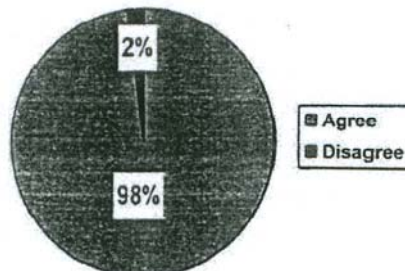
1. My attitude towards the modified calendar and the August start time is positive.



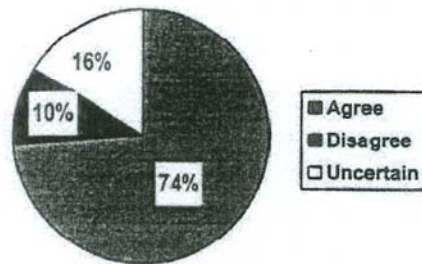
2. To date, the modified calendar has positively affected my family activities.



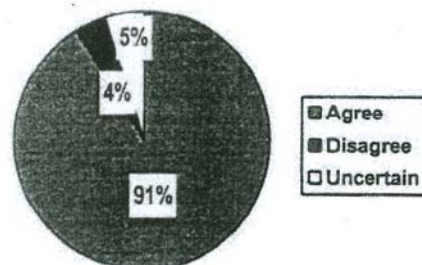
3. I liked the October/Fall break.



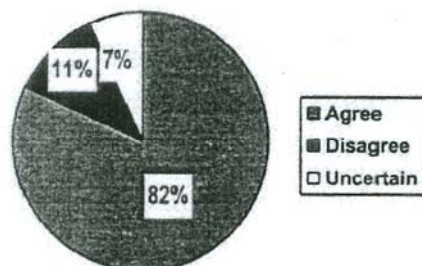
4. My attitude to the new calendar when it was first introduced was positive.



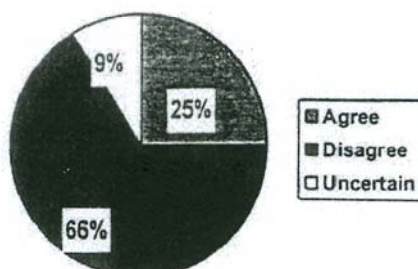
5. My attitude today is positive.



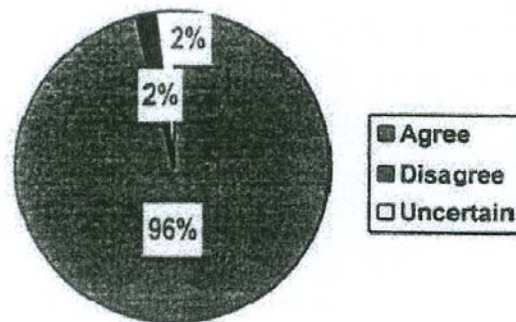
6. My personal needs (e.g. family commitments) are better met with a modified calendar.



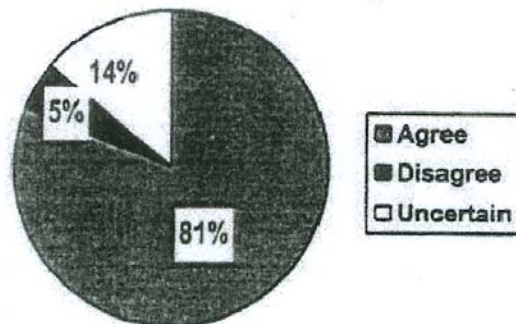
7. A modified school calendar has required me to change my teaching style.



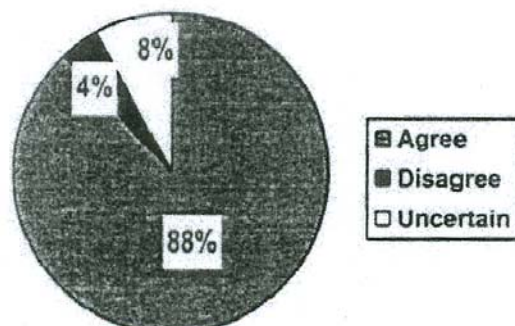
8. I have been able to adapt the curriculum easily to a modified calendar..



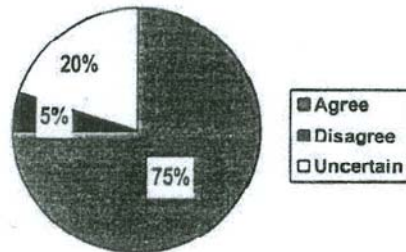
9. I have been less fatigued working on the modified school year calendar.



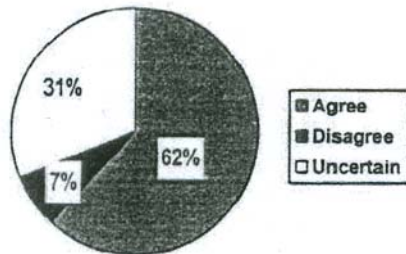
10. The frequent breaks in the modified calendar enable me to experience less stress.



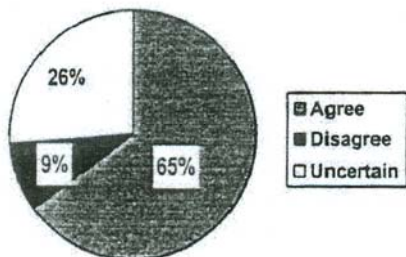
11. The frequent breaks in the modified calendar enable students to experience better retention of previously learned material.



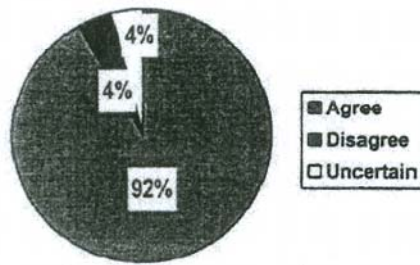
12. The frequent breaks in the modified calendar enable students to experience better day-to-day attendance.



13. I did less review with the students at the beginning of the school year than I did in previous years in a school with a traditional calendar.



14. I want the school to continue with the modified calendar. (138 responses - includes Riverbend)



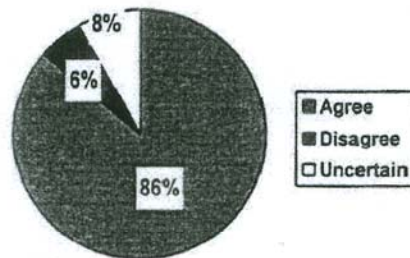
MODIFIED SCHOOL YEAR CALENDAR SURVEY

Support Staff Survey - 49 responses

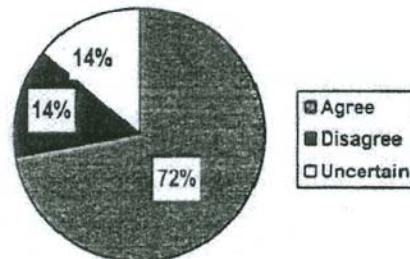
November 1998

Participating Schools: Dr. Oakley, Falconridge, Grant MacEwan, McKenzie Lake, O. S. Geiger and William Roper Hull (Riverbend included for Question #9)

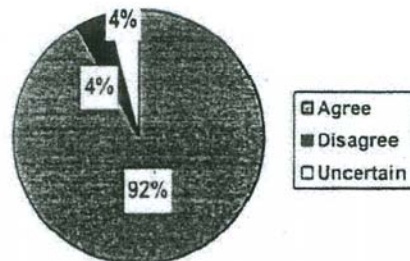
1. My attitude towards the modified calendar and the August start time is positive.



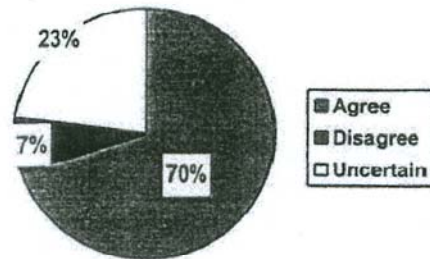
2. To date, the modified calendar has positively affected my family activities.



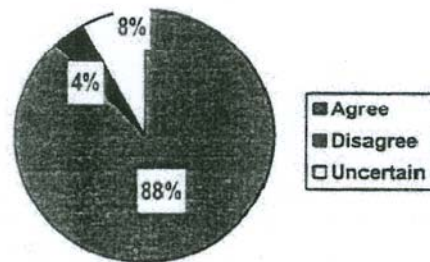
3. I liked the October/Fall break.



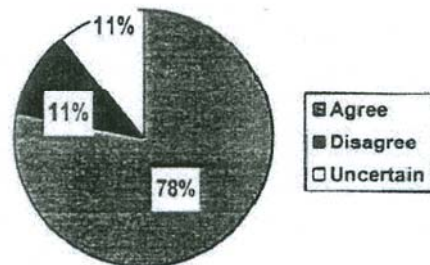
4. My attitude to the new calendar when it was first introduced was positive.



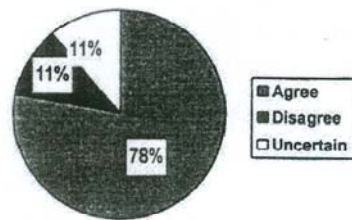
5. My attitude today is positive.



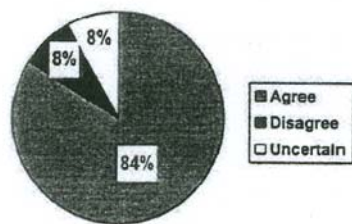
6. My personal needs (e.g. family commitments) are better met with a modified calendar.



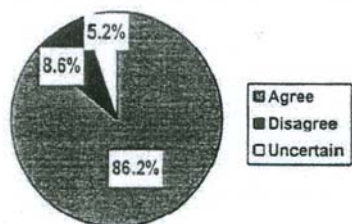
7. I have been less fatigued working on the modified school year calendar.



8. The frequent breaks in the modified calendar enable me to experience less stress.



9. I want the school to continue with the modified calendar. (58 responses - includes Riverbend)



**RESULTS OF THE VOTE ON YEAR-ROUND, MULTI-TRACK SURVEY
RIVERBEND ELEMENTARY SCHOOL
October, 1998**

Are you in favour of Riverbend Elementary continuing to operate with a multi-track calendar for the next three years?

Yes	Percentage	No	Percentage	Total
223	81.4%	51	18.6%	274

1. Describe your feelings about a year-round school before your child(ren) came to Riverbend.

	Amount	Percentage
Very Enthusiastic/Enthusiastic	151	56.6
About the Same	49	18.4
Less Enthusiastic/Much Less Enthusiastic	67	25.1

2. How would you describe your feelings about a year-round school now?

	Amount	Percentage
Very Enthusiastic/Enthusiastic	159	59.3
About the Same	65	24.3
Less Enthusiastic/Much Less Enthusiastic	44	16.4

3. Describe your involvement at Riverbend School.

	Amount	Percentage
Very Enthusiastic/Enthusiastic	84	30.2
About the Same	109	39.2
Less Enthusiastic/Much Less Enthusiastic	85	30.6

4. Describe your child(ren)'s involvement in school activities at Riverbend School.

	Amount	Percentage
Very/Quite Involved	139	53.3
Somewhat Involved	92	35.2
Not Very/Completely Uninvolved	30	11.5

5. Describe your child(ren)'s enthusiasm for learning at Riverbend School.

	Amount	Percentage
Very Enthusiastic/Enthusiastic	227	84.1
About the Same	34	12.6
Less Enthusiastic/Much Less Enthusiastic	9	3.3

6. Describe your child(ren)'s interest in books and reading over the last vacation.

	Amount	Percentage
Much More Interested/Interested	175	67.0
About the Same	64	24.5
Less/Much Less Interested	22	8.4

7. Describe your child(ren)'s ability to make and keep friends.

	Amount	Percentage
Very Good/Good	201	75.3
Average	56	21.0
Poor/Very Poor	10	3.7

8. Describe your child(ren)'s stress and fatigue level.

	Amount	Percentage
Very Low/Low	124	46.3
Average	127	47.4
Poor/Very Poor	17	6.3

9. Describe your child(ren)'s behaviour.

	Amount	Percentage
Very Good/Good	204	75.6
Average	63	23.3
Poor/Very Poor	3	1.1

10. Describe your child(ren)'s absences.

	Amount	Percentage
Very Good/Good	228	82.9
Average	39	14.2
Poor/Very Poor	8	2.9

11. The calendar breaks are timely/manageable.

	Amount	Percentage
Generally/Often	166	58.9
Usually	59	20.9
At Times/Never	57	20.2

12. Communication regarding events and activities at Riverbend School have been:

	Amount	Percentage
Very Good/Good	201	75.6
Average	54	20.3
Poor/Very Poor	11	4.1

13. The availability of programs and activities during your child(ren)'s holidays have been:

	Amount	Percentage
Very Plentiful/Plentiful	128	49.4
Don't Know	68	26.3
Sparse/Very Sparse	63	24.3

14. Describe your ability to get quality (day) care for your child(ren) attending Riverbend School.

	Amount	Percentage
Very Successful/Successful	111	42.9
Not Needed	127	49.0
Unsuccessful/Very Unsuccessful	21	8.1

Additional Comments

	Total	Percentage
Strong support of multi-track, year-round calendar	21	9%
Certain long breaks too long (i.e. Christmas break) - contradiction	18	8%
Would like to see a multi-track junior high school	18	8%
New ECS family	16	7%
Overall happy with operations	14	6%
Frequent breaks/less burnout	10	4%
Voted yes because of accommodation/community school	10	4%
Impressed with teaching staff	9	4%
Communication concerns	6	3%
Too early of a start time	5	2%
Fear of overcrowding/class size with portables next year	5	2%
Other	50	

ATTACHMENT 4

C.B.E. SCHOOLS CURRENTLY OPERATING MODIFIED SCHOOL YEAR CALENDARS
1998 - 1999

- 1) Alternative High School - commenced August 17th
- 2) Dr. Gordon Townsend School - commenced August 10th
- 3) Dr. Oakley School - commenced August 12th
- 4) Falconridge Elementary - commenced August 13th
- 5) Grant MacEwan Elementary - commenced August 12th
- 6) Louise Dean Centre - operates 12 months
- 7) McKenzie Lake Elementary - 2 tracks
 - Green track commenced - August 10th
 - Red track commenced - Sept. 1st
- 8) National Sport School - commenced August 31st
- 9) O. S. Geiger Elementary - commenced August 12th
- 10) Patrick Airlie - commenced August 19th
- 11) Penbrooke Meadows - commenced August 13th
- 12) Riverbend Elementary - 4 tracks
 - Yellow, Blue and Red Tracks - commenced July 20th
 - Green Track - commenced August 17th
- 13) Rosscarrock Elementary - commenced August 13th
- 14) Terry Fox Junior High - 5 tracks
 - Blue, Red, Green & Purple Tracks - commenced July 21st
 - Orange Track - commenced August 13th
- 15) Valley View Elementary - commenced August 13th
- 16) West View Secondary - operates 12 months
- 17) William Roper Hull - commenced August 10th