

EDMONTON PUBLIC SCHOOLS

May 24, 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, Leanne Fedor, Jack Geldart, Roland Labbe, Ann Parker, Lorne Parker, Christopher Wright

INFORMATION

TRUSTEE REQUEST #78, MARCH 22, 2011 (TRUSTEE JANZ, PROVIDE SUGGESTED MECHANISMS FOR ANNUALLY TRACKING STUDENT AND STAFF TRANSPORTATION MODES WITH A LENS TO 1) INCREASING HEALTHY ENVIRONMENTALLY FRIENDLY TRANSPORTATION CHOICES AND 2) PROVIDING INFORMATION PERTINENT TO SCHOOL AND SECTOR PLANNING AND 3) DECREASING AUTO TRAFFIC AROUND OUR SCHOOLS.

Edmonton Public Schools students and staff employ a number of modes of transportation that may vary throughout the year. There are factors that make a definitive statement of student and staff commuting patterns difficult to ascertain. These include but are not limited to:

- seasonal weather
- inclement weather
- scheduled maintenance of commuter infrastructure
- change of resident address
- multiple student resident addresses due to shared custody arrangements
- changing child care arrangements.
- special education transportation requirements

Transportation modes may vary over the course of the day such as where a student is driven to school by a parent in the morning but may use Edmonton Transit at the end of the day for the trip home.

The City of Edmonton routinely monitors commuter patterns. An extensive study of household travel trends was presented to Alberta Infrastructure and Transportation by the City of Edmonton in the report, [2005 Household Travel Survey](#) (see pages 23, 33 and 34 specifically [Appendix I]). Cooperation between the City of Edmonton and Edmonton Public Schools on a future report could be considered.

Although challenging to implement, three options are possible to generate data to track annual student and staff transportation modes. They are outlined below.

1. Annual Student, Parent, Staff Satisfaction Survey

The District's annual Student, Parent, Staff Satisfaction Surveys, measure the satisfaction levels of students, parents, and staff with critical areas of schooling. The surveys provide a yearly measure of satisfaction within the District on a number of areas. Data provided by the surveys is used in conjunction with other information for budget planning, results review and the evaluation and modification of programs and initiatives. The District Student, Parent, Staff Satisfaction Survey is administered in the spring to respondent groups including a representative sample of students and parents at each school and all district staff. The randomly selected students and all staff use the Internet as a means of submitting their responses. It is possible to include an additional question to ascertain the major means that students and staff use to commute each day.

Potential benefits of this method include:

- Efficient means of surveying district staff. All district staff are invited to participate in the annual web-based survey with a return rate of 81 per cent for school staff and 75 per cent for central staff.
- Minimizes disruption for schools as randomly selected students complete only one additional question.
- No manual data entry is required.

Concerns include:

- Difficulty of framing a question when multiple modes of transportation are used.
- The interpretation of the question may be challenging for some students.
- The nature of a randomly selected student sample group may skew the data especially in lower enrolment schools.
- Extrapolation of data is subject to interpretation.

2. Student and Staff Transportation Census

Each year, a staff and student census could be completed on a specified date. Teachers could be asked to report on the modes of student transportation in each class that day to create a "snapshot" of that day. The census would be done by either a paper and pencil method with data on the lists being entered by the teacher, school administrative assistant or centrally or by students accessing a web-based survey at some time during the day. Every effort to maintain consistency in the methodology from year to year so as to ensure the integrity of the data would have to be made.

A similar class size census completed annually by the Alberta Teachers' Association has a return rate of about 80 per cent.

Potential benefits of this method include:

- A means of surveying a large number of district students.
- Reduction in the need to extrapolate data.

Concerns include:

- Costs of creating a valid survey.
- Difficulty of framing a question when multiple modes of transportation are used.
- The interpretation of the question may be challenging for some students.
- Difficulty in sampling non-teaching staff including administration and support staff.

- Difficulty in sampling central decision unit staff.
- The paper and pencil method would create significant manual data entry challenges. For example, the manual data entry of annual parent and community surveys via a third party contract is approximately \$0.50 per survey. While the amount of data per survey would be less than that on the district survey, data entry costs would be significant.
- The census could be interpreted by teachers as disruptive. Concerns over the need to collate data or organize access to computers for all students would have to be addressed.

3. Mailed survey

Each year, parent survey packages are mailed to randomly selected parents from across the District. Additional notification is provided through *SchoolZone* accounts. Parents have three options for completing the questionnaire; by mail, submission through the Internet or over the phone when contacted by a local call centre. The telephone calls are initiated after the deadline for returning the questionnaire had passed and serve to increase the number of parent responses to an acceptably valid level. This method could be expanded to include all district parents and staff.

Potential benefits of this method include:

- A means of surveying a large number of district families and staff.
- Opportunity to create a survey that speaks to the complexity of the issue of student transportation.

Concerns include:

- Costs of creating a valid survey.
- Historic low return rate on mailed surveys. In 2009-2010, 25,000 parents were sent survey packages. Only 8.4 per cent of parents chose to respond via Internet with 30.4 per cent of parents responding via mail, requiring manual data entry of their responses.
- As per district practice, a call centre was retained to collect 61.2 per cent of the total parent responses. To collect 10,277 parent responses, 73,511 individual calls were required at a cost of over \$90,000. To expand this method to annually survey all district staff and all parents would require significant financial resources.

The alternatives identified would provide a statistically valid survey. Any use of informal surveys could generate results that may or may not be statistically valid. In discussion with school administrators, it is very difficult to create a structured survey and obtain accurate results relying on informal teacher/student polling. Once a suitable survey method has been agreed upon, the survey questions will be created to address the key issues that information is to be gathered on. This will include modes of transportation, volume of traffic and transportation routes.

TRUSTEE REQUEST #90, APRIL 26, 2011 (TRUSTEE SPENCER), SUMMARIZE THE ADVANTAGES AND DISADVANTAGES OF SHORTENING THE SUMMER BREAK AND ADDING A FALL BREAK. Much research has been completed on the positive and negative effects of shortening the summer break and inserting other breaks in the school year. The research is divided as to a clear benefit being shown. The majority of the

research focuses on year-round schooling not the simple addition of a week into August and a fall break. In addition, the research for the most part is based on American schools whose traditional summer break is three months not two. One significant Canadian report was completed for the Toronto District School Board in August 2008, by Robert S. Brown¹. His conclusions from a survey of research noted no significant benefit from year-round schooling however, his paper covers much debate and provides many insights into the questions of advantage and disadvantage of a modified calendar.

Below is evidence collected from District year-round schools. Currently Vimy Ridge and Donnan are the only year-round schools in our District. Eastwood and Parkdale were previously year-round schools.

Four main areas of impact of any change to school calendars are parents, students (achievement and attendance), school staff, and school operation. Advantages and disadvantages are provided below.

Parents

An obvious initial disadvantage would be childcare arrangements for the fall break. A second disadvantage would be some parents needing to make concessions in holiday planning to be home for school start up prior to the traditional September start date. It could be argued that this disadvantage would diminish after the initial year of implementation and parents and caregivers would adjust as needed. This was noted in anecdotal comments from residents of Elk Island School District who adopted an early start and fall break week calendar in the 2008 school year. Prior to that, they had two years of partial fall break that included November 11 and an equivalent number of days before September to balance the days off in November.

- During the 2005-2006 and 2006-2007 school years, a number of Edmonton Public Schools stakeholders were consulted related to the transformation of out-dated board regulation (HCA.BR) into board policy (HCA.BP) and an administrative regulation (HCA.AR). Parents at the Key Communicators meeting in March of 2006 insisted that students should not start school until September. Indeed most wanted to start after Labour Day, but this would be impossible in years when Labour Day falls on the 5th, 6th or 7th of September with current District collective agreements that prevent increasing the length of the school day to compensate for fewer instructional days. (e.g. current Alberta Teachers' Association collective agreement sets a maximum of 1,430 minutes of instructional duties per week).

A stated advantage by Elk Island parents as well as others who support modified calendar is the ability for parents to have a fall vacation with their children at a time when it is not a peak period for tourism.

Student Achievement and Attendance

In this area the research seems divided as to benefit. Again, this is related to what is considered year-round schooling and the longer summer break in American schools. Cooper (1996)², in his major review of research on summer vacation and achievement found limited if any benefit on student achievement from a shortened summer vacation.

Stated advantages to the shortened summer and fall break are a shorter time away from studies and the opportunity for students to have a break from the rigour of fall start up of the school year. Again, in anecdotal comments from Elk Island as well as a survey of achievement results on the posted Annual Education Results Review data for Elk Island shows no significant improvement in achievement and indeed a slight drop since the institution of the modified calendar.

A compilation of data undertaken by Student Information and Student Assessment for a Trustee initiative in 2007, showed the following results for achievement and attendance in modified calendar schools compared to unmodified calendar schools (sample modified calendars for context Appendix II).

Eastwood/Parkdale compared with City Centre Education Project (CCEP) schools following the unmodified calendar:

- The perceived benefits in achievement and attendance due to the modified calendar are not borne out by the data. Table 1 reports the HLAT and PAT results for the 2006-2007 school year for Parkdale/Eastwood compared with the CCEP schools that follow the non-modified calendar (Abbott, Delton, John A. McDougall, McCauley, Norwood, and Spruce Avenue). In all cases, the schools with the modified calendar score significantly below the CCEP schools that follow the non-modified calendar.
- Homeroom attendance for elementary students at Eastwood/Parkdale for the 2006-2007 school year was 90.2 per cent compared with 92.7 per cent at CCEP schools that follow an unmodified calendar.

Table 1. Aggregated HLAT, PAT and Attendance data for the 2006-2007 School Year Eastwood and Parkdale Schools Compared with CCEP schools.

Test Instrument	Parkdale/ Eastwood	Non-Modified CCEP
HLAT Reading at or above grade level	59.0%	64.4%
HLAT Writing at or above grade level	61.1%	73.4%
PAT Language Arts meeting standard Grade 3	63.3%	67.5%
PAT Language Arts meeting standard Grade 6	42.6%	62.0%
PAT Language Arts meeting standard Grade 9	27.8%	47.5%
PAT Mathematics meeting standard Grade 3	56.7%	67.3%
PAT Mathematics meeting standard Grade 6	27.8%	51.7%
PAT Mathematics meeting standard Grade 9	31.4%	38.1%
PAT Science meeting standard Grade 6	35.8%	53.7%
PAT Science meeting standard Grade 9	31.4%	37.1%
PAT Social Studies meeting standard Grade 6	37.7%	61.2%
PAT Social Studies meeting standard Grade 9	34.3%	37.1%
Elementary Home Room Attendance	90.2%	92.7%

Donnan compared with schools in the same geographical area that follow the unmodified calendar:

- The perceived benefits in achievement and attendance due to the modified calendar are not borne out by the data. Table 2 reports the HLAT and PAT results for the 2006-2007 school year for Donnan compared with the schools located in the same geographical area that follow the non-modified calendar (Clara Tyner, Hazeldean, Hardisty, Holyrood, Kenilworth, Mill Creek, and Rutherford). In nine of 12 cases, Donnan School scored significantly below the other area schools that follow the non-modified calendar.
- Homeroom attendance for elementary students at Donnan for the 2006-2007 school year was 93.3 per cent, compared with 94.5 per cent at the other area schools that follow an unmodified calendar.

Table 2. Aggregated HLAT, PAT and Attendance Data for the 2006-2007 School Year Donnan School Compared with Schools in the same Geographical area

Test Instrument	Donnan	Non-Modified Schools in Area
HLAT Reading at or above grade level	84.4%	91.2%
HLAT Writing at or above grade level	92.8%	92.6%
PAT Language Arts meeting standard Grade 3	72.7%	92.9%
PAT Language Arts meeting standard Grade 6	77.1%	93.3%
PAT Language Arts meeting standard Grade 9	90.9%	84.3%
PAT Mathematics meeting standard Grade 3	79.5%	89.1%
PAT Mathematics meeting standard Grade 6	80.0%	88.0%
PAT Mathematics meeting standard Grade 9	68.2%	75.4%
PAT Science meeting standard Grade 6	82.9%	87.2%
PAT Science meeting standard Grade 9	63.6%	77.1%
PAT Social Studies meeting standard Grade 6	84.3%	94.0%
PAT Social Studies meeting standard Grade 9	86.4%	75.8%
Elementary Home Room Attendance	93.3%	94.5%

School Staff and School Operations

The advantages and disadvantages for school staff and school operations begin with the fall break. Teachers in Elk Island in anecdotal conversation have provided strong positive response to the break. Edmonton Public Schools teachers involved with year-round schooling and modified calendar have reported similar positive response to the fall break. However, it should be noted Elk Island found that after the institution of a fall break there was no significant difference in staff attendance or absenteeism. Haser and Nasser (2003)⁴ noted that year-round schooling can promote teacher motivation and retention.

School operations as a whole would not be affected by the fall break, however there are staff contractual obligations that would have to be worked through related to the early start and fall break.

- Unions may well bargain for compensation for the loss of a week of vacation in the first year of a District-wide last week of August first day of instruction. It is possible additional monies may be necessary to compensate teachers and other staff groups for the week of lost vacation. These issues would need to be considered to determine if they provide a positive or negative advantage.
- Transportation is also an issue as many students in District schools of choice travel not only by yellow bus but also by ETS. By starting in August, an added month of bussing and bus pass subsidy would be incurred by schools and the District.

Conclusion

It is difficult to provide a clear picture beyond the obvious positives and negatives of beginning school in August and having a fall break. As stated, most research is based upon year-round schooling not the addition of a single week to balance off a fall break. Thus, beyond anecdotal data from the Elk Island School District it is difficult to present a definitive set of advantages or disadvantages of shortening the summer break and adding a fall break. As noted by Shields and Oberg (2003)³ any district wanting to implement a calendar change must “carefully consider whether the selected calendar meets the needs of the local area”. With this in mind it is critical that District parent, staff and student input must be gathered and carefully analyzed before proceeding with calendar change to ensure it will meet District purpose and need.

TRUSTEE REQUEST #91, APRIL 26, 2011, (TRUSTEE COLBURN) PROVIDE INFORMATION ON THE FEASIBILITY OF APPOINTING EXTERNAL MEMBERS TO THE AUDIT COMMITTEE INCLUDING AN IDENTIFICATION OF BOARDS ACROSS THE PROVINCE THAT FOLLOW THIS PRACTICE AND WHAT THIS PRACTICE LOOKS LIKE IN FORMAT. The current Audit Committee format for Edmonton Public Schools includes all Trustees as part of the Audit Committee. There are alternatives available to the structure of the Audit Committee. Alternatives include Trustees only, a committee of specific Trustees, Trustees and external members or a committee of Trustees and external members.

From a quick review of the other Metro Boards, the following information was gathered:

1. All three Metro Boards have an Audit Committee with members from outside the organization.
2. The Audit Committee consists of a committee of the whole for two of the three boards although one board is evaluating the use of a smaller committee of Trustees instead of a committee of the whole. The other board has a smaller group of Trustees as members of the Audit Committee.
3. The number of external members included in the Audit Committee varied from one to three, with at least one of the external members being a designated accountant.
4. Compensation was paid to the external member(s).

Recommendations from the [Building Financial Capacity for School Board Trustees and Superintendents Report](#) indicated that the addition of an external member to the Audit Committee is a valuable addition. Feedback from the three other Metro Boards also supported the addition of an external party adding value to the purpose of the Audit Committee.

There are advantages and disadvantages to having an external member (usually a designated accountant) in the Audit Committee.

Advantages:

- there may be questions for the external auditor and administration that may be based on having specific financial knowledge
- using a financial expert may add credibility to public perception of the financial situation
- assists the Board in monitoring the external auditor's performance and in reviewing internal controls

Disadvantages:

- depending on the number of external members, there may not be a need for all Trustees to be on the Audit Committee
- additional costs related to compensating external financial experts

BJS:ja

APPENDIX I City of Edmonton 2005 Household Travel Survey

APPENDIX II Sample Modified School Year Calendars

¹[Toronto District School Board - Year Round Schooling Review](#)

² Cooper, H., Nye, B., Charlton, K., Lindsay, J., & Greathouse, S. (1996). *The effects of summer vacation on achievement test scores: A narrative and meta-analytic review*. Review of Educational Research, 66(3), 227-268.

³ Shields, C. M., & Oberg, S. L. (2000). *Year-round Schooling: Promises and Pitfalls*. Lanham, MD: Scarecrow Press.

⁴ Haser, S. G., & Nasser, I. (2003). *Teacher job satisfaction in a year-round school*. Educational Leadership, 69 (8), 65.

City of Edmonton 2005 Household Travel Survey

City of Edmonton - Transportation Department
 Summary Report on Weekday Travel in the City of Edmonton

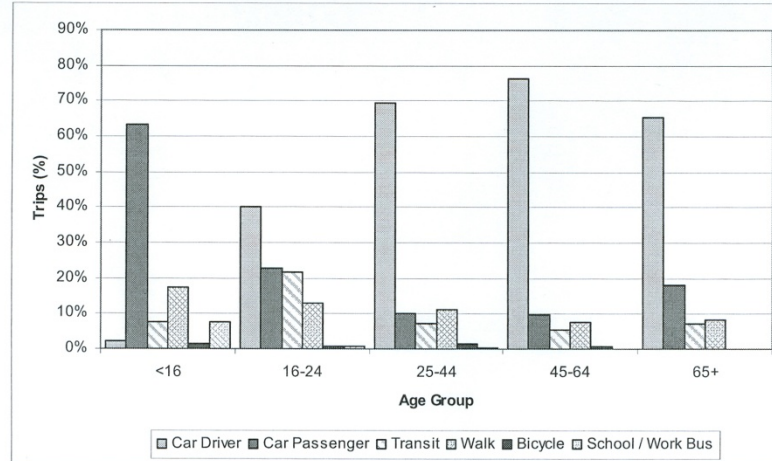


Figure 3.5: Mode Share by Age Group, 2005

Table 3.1a: Mode Share by Age Group and Gender, 2005

Mode	Age Group					Gender		TOTAL
	<16	16-24	25-44	45-64	65+	Male	Female	
Car Driver	2%	40%	69%	76%	65%	61%	54%	57%
Car Passenger	63%	23%	10%	10%	18%	17%	24%	20%
Transit	8%	22%	7%	5%	7%	8%	9%	9%
Walk	17%	13%	11%	8%	8%	11%	11%	11%
Bicycle	1%	1%	1%	1%	0%	1%	1%	1%
School / Work Bus	8%	1%	0%	0%	0%	2%	1%	1%
Other	0%	1%	1%	0%	1%	1%	0%	0%

Table 3.1b: Change in Mode Share by Age Group and Gender, 1994-2005

Mode	Age Group					Gender		TOTAL
	<16	16-24	25-44	45-64	65+	Male	Female	
Car Driver	2%	-4%	-5%	3%	5%	-1%	6%	3%
Car Passenger	1%	1%	-1%	-3%	1%	-2%	-4%	-3%
Transit	0%	0%	1%	-1%	-3%	1%	-1%	0%
Walk/Bicycle	-3%	1%	2%	1%	-1%	0%	0%	0%
Walk	-7%	2%	4%	1%	-2%	0%	-1%	0%
Bicycle	1%	0%	1%	1%	0%	0%	1%	1%
School / Work Bus	3%	0%	0%	0%	0%	1%	0%	0%
Other	0%	0%	0%	0%	-1%	0%	0%	0%



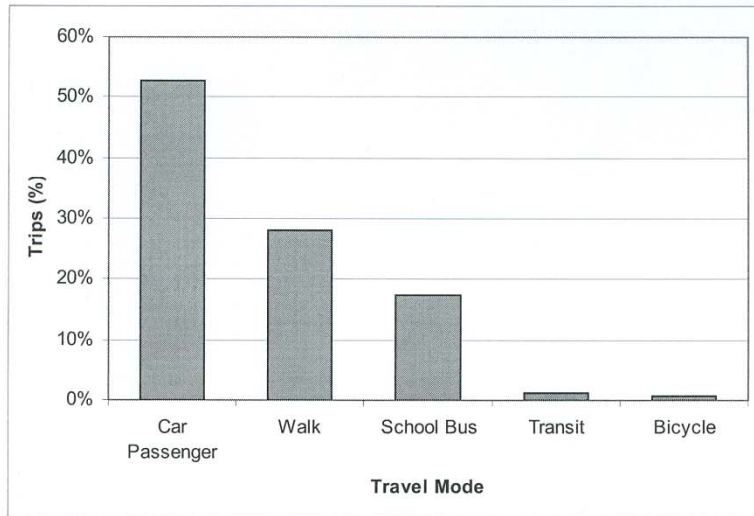


Figure 4.4: Commute to Elementary School by Mode Share, 2005

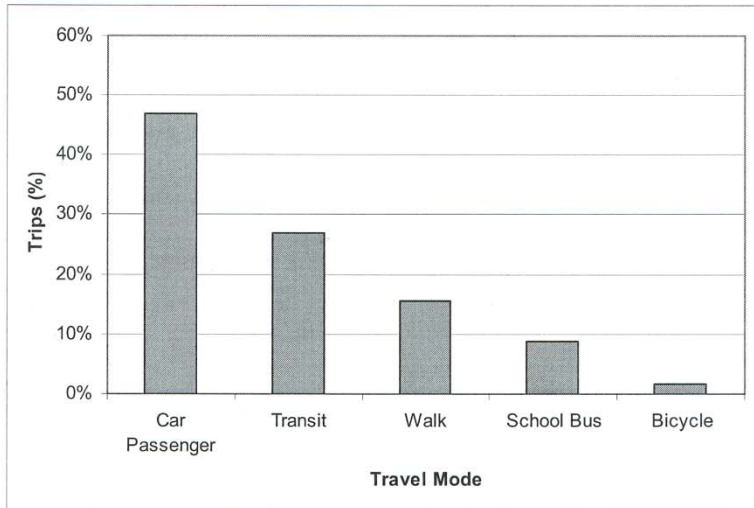


Figure 4.5: Commute to Junior High School by Mode Share, 2005

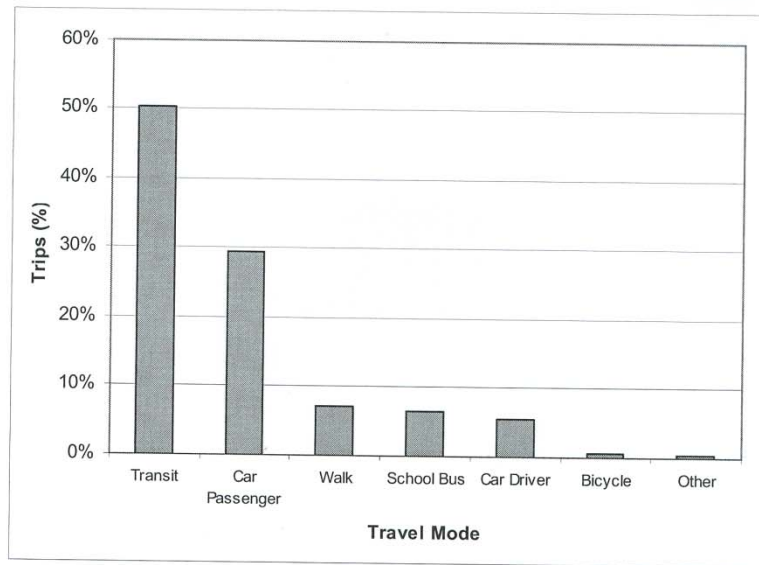


Figure 4.6: Commute to Senior High School by Mode Share, 2005

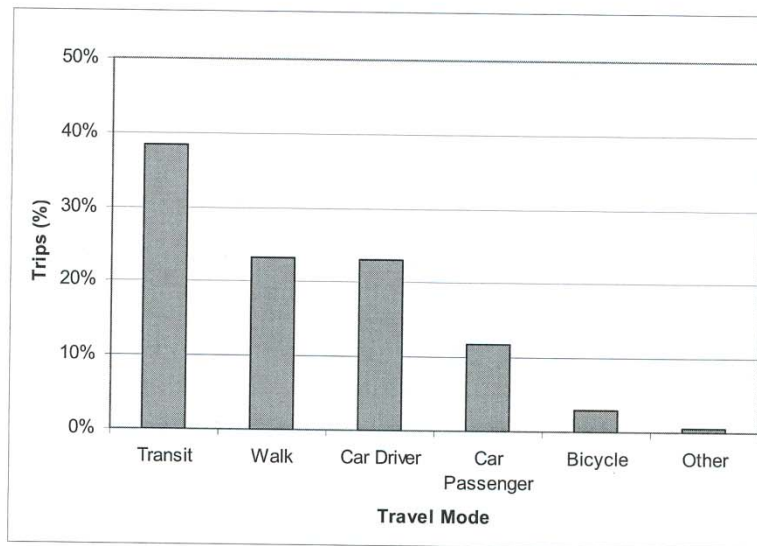


Figure 4.7: Commute to Post-Secondary School by Mode Share, 2005

PLANNING MANUAL 2008-09
Eastwood and Parkdale Schools offer a modified school year

SCHOOL CALENDAR 2008- 2009

2008-2009	Total Days	Instructional Days
August	17	14
September	21	21
October	13	13
November	19	19
December	15	15
January	20	19
February	19	17
March	20	20
April	13	13
May	19	19
June	22	20
Total	198	190*

P.D. Day	August 29, 2008
Labour Day	September 1, 2008
Thanksgiving	October 13, 2008
Fall Break	October 14 – 24, 2008 inclusive
Remembrance Day	November 11, 2008
Christmas Break	Dec.22, 2008 to Jan.2, 2009 inclusive
CCEP P.D. Day	January 21, 2009
Family Day	February 16, 2009
Teachers' Convention	February 26, 27, 2009
Spring Break	March 30 to April 9, 2009 inclusive
Good Friday	April 10, 2009
Easter Monday	April 13, 2009
Modified Calendar Day	May 15, 2009
Victoria Day	May 18, 2009

First Day of operation	August 7, 2008 (Thursday)
First day of instruction	August 11, 2008 (Monday)
Last day of instruction	June 26, 2009 (Friday)
Last day of operation	June 30, 2009 (Tuesday)

* One Professional Development Day will be taken August 29, 2008, and one P.D. Day on January 21, 2009. Instructional days may be reduced by up to one additional school Professional Development day and one Day in Lieu, to be determined in August.



EDMONTON PUBLIC SCHOOLS

REVISED at Eastwood School:
March 18, 2008

VIMY RIDGE SCHOOL

MODIFIED CALENDAR 2007-08

JULY 2007						
S	M	T	W	T	F	S
	1	2	3	4	5	6
	8	9	10	11	12	13
	15	16	17	18	19	20
	23	24	25	26	27	28
	30	31				

NOVEMBER 2007						
S	M	T	W	T	F	S
				1	2	
	5	6	7	8	9	
	12	13	14	15	16	
	19	20	21	22	23	
	26	27	28	29	30	

MARCH 2008						
S	M	T	W	T	F	S
	3	4	5	6	7	
	10	11	12	13	14	
	17	18	19	20	21	
	24	25	26	27	28	

AUGUST 2007						
S	M	T	W	T	F	S
	5	6	7	8	9	10
	13	14	15	16	17	18
	20	21	22	23	24	25
	27	28	29	30	31	

DECEMBER 2007						
S	M	T	W	T	F	S
	3	4	5	6	7	
	10	11	12	13	14	
	17	18	19	20	21	
	24	25	26	27	28	

APRIL 2008						
S	M	T	W	T	F	S
	7	8	9	10	11	
	14	15	16	17	18	
	21	22	23	24	25	
	28	29	30			

SEPTEMBER 2007						
S	M	T	W	T	F	S
	3	4	5	6	7	8
	10	11	12	13	14	15
	17	18	19	20	21	22
	24	25	26	27	28	29

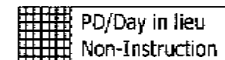
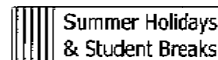
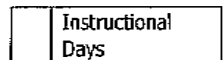
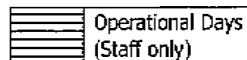
JANUARY 2008						
S	M	T	W	T	F	S
	7	8	9	10	11	
	14	15	16	17	18	
	21	22	23	24	25	
	28	29	30	31		

MAY 2008						
S	M	T	W	T	F	S
				1	2	
	5	6	7	8	9	
	12	13	14	15	16	
	19	20	21	22	23	
	26	27	28	29	30	

OCTOBER 2007						
S	M	T	W	T	F	S
	1	2	3	4	5	6
	8	9	10	11	12	13
	15	16	17	18	19	20
	22	23	24	25	26	27
	29	30	31			

FEBRUARY 2008						
S	M	T	W	T	F	S
					1	
	4	5	6	7	8	
	11	12	13	14	15	
	18	19	20	21	22	
	25	26	27	28	29	

JUNE 2008						
S	M	T	W	T	F	S
	2	3	4	5	6	
	9	10	11	12	13	
	16	17	18	19	20	
	23	24	25	26	27	



** Instructional days may be reduced by 2 PD Days and one day-in-lieu. An additional PD day will be taken prior to the first day of instruction.

DONNAN SCHOOL MODIFIED CALENDAR 2007-08

JULY 2007						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

NOVEMBER 2007						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

MARCH 2008						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

AUGUST 2007						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

DECEMBER 2007						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

APRIL 2008						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

SEPTEMBER 2007						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

JANUARY 2008						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

MAY 2008						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

OCTOBER 2007						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

FEBRUARY 2008						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	

JUNE 2008						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Weekends/Stat Holidays

Operational Days (Staff only)

Instructional Days

Summer Holidays & Student Breaks

PD/Day in lieu Non-Instruction