



To: Board of Education

From: Superintendent
Jan Unwin

Re: **Proposed District Local School Calendar**

Date: April 13, 2011
(Public Board Meeting)

Decision

BACKGROUND/RATIONALE:

At the Board meeting on March 9, 2011 the Board approved the attached proposed District Local School Calendar to go out for public consultation (as per the School Act) for one month. We have gathered feedback to determine the following options for our 2011/2012 calendar via a survey (1,239 parent responses), a public consultation meeting (37 people), discussions with the MRTA and CUPE, a survey commissioned by the district (382 responses), and various pieces of correspondence that were submitted to the Manager of Communications or to the Board of Education.

At the Board's request we have presented several different options for a 2011/2012 school calendar with rationale and feedback that accompanies each choice.

RECOMMENDATION:

That the Board receive the following school calendar options for the school year 2011/2012 and create a motion for the adoption of one of the following:

- Option A: The proposed District Local School Calendar exactly as it has been sent out for public consultation
- Option B: The proposed District Local School Calendar without the additional November non instructional day
- Option C: The Ministry of Education Standard School Calendar with common start and stop times (no extra minutes, no additional one week spring break, no additional day in November, only 4 common Pro-D days)
- Option D: The proposed District Local School Calendar with only 4 common Pro-D days
- Option E: No change to the existing Local School Calendars

As the School Act States: **Legislative Requirements:**

*The School Act (Section 77) requires a board, on or before May 31st of each school year, to adopt a school calendar for every school in its district for the following school year. The calendar **must be made available to every parent of a student in the school.***

The School Act Section 78 (3.1) also states that:

*In the event a board wishes to adopt a school calendar that differs from the Standard School Calendar it must, in accordance with the regulations, **consult with parents of the students enrolled in the schools affected by the proposed school calendar. Similarly, consultation must occur with representatives of the employees assigned to the affected schools prior to adopting the local calendar.***

The responses to the survey that has been posted on the website, and the minutes of the public information meeting on local school calendar (attached as Appendix 1) form the basis for each of the following options.

The feedback will focus on what parents of students in SD42 have said, and the feedback from other groups will come through their respective representatives as per School Act language outlined above.

The following chart shows an overview of the 'In Favor' and 'Not in Favor' responses from parents:

YES = support for proposed District Local School Calendar	April 11, 2011	
		%
Total parent respondents (secondary and elementary)	1239	
...who responded YES	771	62.6%
...who responded NO	442	35.9%
Parents at early dismissal schools (elementary)	466	
...who responded YES	228	49.2%
...who responded NO	225	48.6%
Parents at regular dismissal schools (elementary)	219	
...who responded YES	152	69.7%
...who responded NO	65	29.8%
Parents at secondary schools	391	
...who responded YES	294	75.8%
...who responded NO	87	22.4%

For interest only, in Appendix 2 we have included feedback from students as well. The School Act does not mention students in the Local School Calendar directive.

Option A (as per the proposed District Local School Calendar attached)
The proposed District Local School Calendar exactly as it has been sent out for public consultation

Savings with this proposal = \$192,369.00

The Learning for Tomorrow forum in November, 2010, showed a need and a willingness to begin to look at schedules and structures in a different way. With this, plus the results of our survey on local school calendar, continued financial budget pressures and continued declining enrollment, we are attempting try to find some additional resources through efficiencies and possible adjustments of our school calendar. With that in mind, we have sent the attached proposed District Local School Calendar out for public consultation for one month. Below you will find information from parents that is both supportive and non-supportive of this proposal:

Supportive Input from Parents	Non-Supportive Input from Parents
Two Week Spring Break	
<ul style="list-style-type: none"> • Provides catch-up and exam prep time for secondary students • Students more likely to return to final term rested and energized • Provides families with more vacation options • Allows time for attendance at athletic tournaments and other events • Consistency with other districts • Less likelihood of student absenteeism before or after break 	<ul style="list-style-type: none"> • May create a financial burden for some parents (childcare) • May be harder for some students to get back into a routine • Requires adding minutes to school day
November Non-Instructional Day	
<ul style="list-style-type: none"> • Creates more balance in school year • Less likelihood of student absenteeism this time of year 	<ul style="list-style-type: none"> • Detracts from the purpose of Remembrance Day
Common Start/Stop Times	
<ul style="list-style-type: none"> • Easier for parents making arrangements for child care and transportation. • Balanced week better for some vulnerable students • Less likelihood of student absenteeism on half-day Fridays • Less minutes added to day compared to current extended day model; especially in consideration of full day Kindergarten and early primary students 	<ul style="list-style-type: none"> • Some parents would rather have early dismissal Fridays for homework, errands, appointments, family time. • Some students benefit from an earlier end to their week. • All schools getting out at the same time may make it harder for some parents to co-ordinate day care pick up and drop off
Common Pro-D Days	
<ul style="list-style-type: none"> • Easier for parents with kids in more than one school (daycare, transportation) 	<ul style="list-style-type: none"> • More competition for day camps and recreational services

Option A

The proposed District Local School Calendar exactly as it has been sent out for public consultation



2011 - 2012

PROPOSED DISTRICT LOCAL SCHOOL CALENDAR

School Opening Day for Students	Tuesday, September 6, 2011
School Growth Planning Day	Friday, September 23, 2011
Thanksgiving Day	Monday, October 10, 2011
Pro D day (Province wide)	Friday, October 21, 2011
Remembrance Day	Friday, November 11, 2011
Altered Calendar Holiday	Monday, November 14, 2011
Schools Close for Winter Vacation	Friday, December 16, 2011
Winter Vacation	Monday, Dec. 19 to Monday, Jan. 2, 2012
Schools Reopen after Winter Vacation	Tuesday, January 3, 2012
Pro D day (District wide)	Friday, January 20, 2012
Pro D day (District wide)	Wednesday, February 15, 2012 (proposed for Convention)
Schools Close for Spring Break	Friday, March 9, 2012
Spring Break for two weeks	Monday, March 12 to Friday, March 23, 2012
Schools Re-open after Spring Break	Monday, March 26, 2012
Good Friday	Friday, April 6, 2012
Easter Monday	Monday, April 9, 2012
Pro D day (District Wide)	Thursday, April 26, 2012
Pro D day (District Wide)	Tuesday, May 22, 2012
Victoria Day	Monday, May 21, 2012
Last Day for Students	Thursday, June 28, 2012
Year-end Administrative Day	Friday, June 29, 2012
Schools Close	Friday, June 29, 2012

Days in Session - 186

Days of Instruction - 180

Anticipated Elementary (K-7) daily schedule:

- 8:30 a.m. to 2:20 p.m.
- 295 instructional minutes per day (as per School Act requirements).

Anticipated Secondary (8-12) daily schedule:

- 8:30 a.m. to 2:40 p.m.
- 320 instructional minutes per day (as per School Act requirements).

NB: Kanaka Creek will run their year round calendar separate from this calendar proposal

Option B (as per the District Local School Calendar attached)

The proposed District Local School Calendar without the additional November Non-Instructional Day

Savings with this proposal = \$160,307.00

The deletion of the additional November Non- Instructional Day means that the length of day for this proposed school calendar has been reduced by 2 minutes (rounded to the nearest minute) in order to capture back the instructional minutes for this day.

The rationale behind this option is to reduce the number of minutes added to the days as well as to promote the purpose of Remembrance Day so as it does not become a “holiday” focus.

The Board could consider moving this date to October or another Friday or Monday in November if there is support for the original District Local School Calendar as per Option A.

Supportive Input from Parents	Non-Supportive Input from Parents
Two Week Spring Break	
<ul style="list-style-type: none">• Provides catch-up and exam prep time for secondary students• Students more likely to return to final term rested and energized• Provides families with more vacation options• Allows time for attendance at athletic tournaments and other events• Consistency with other districts• Less likelihood of student absenteeism before or after break	<ul style="list-style-type: none">• May create a financial burden for some parents (childcare)• May be harder for some students to get back into a routine• Requires adding minutes to school day
No November Non-Instructional Day	
<ul style="list-style-type: none">• Retains purpose of Remembrance Day• No addition of minutes to school day	<ul style="list-style-type: none">• Does not provide a break• More likelihood of student absenteeism this time of year
Common Start/Stop Times	
<ul style="list-style-type: none">• Easier for parents making arrangements for child care and transportation.• Balanced week better for some vulnerable students• Less likelihood of student absenteeism on half-day Fridays• Less minutes added to day compared to current extended day model; especially in consideration of full day Kindergarten and early primary schools	<ul style="list-style-type: none">• Some parents would rather have early dismissal Fridays for homework, errands, appointments, family time.• Some students benefit from an earlier end to their week.• All schools getting out at the same time may make it harder for some parents to co-ordinate day care pick up and drop off
Common Pro-D Days	
<ul style="list-style-type: none">• Easier for parents with kids in more than one school (daycare, transportation)	<ul style="list-style-type: none">• More competition for day camps and recreational services

Option B

The proposed District Local School Calendar without the additional November Non-Instructional Day



2011 - 2012

PROPOSED DISTRICT LOCAL SCHOOL CALENDAR

School Opening Day for Students	Tuesday, September 6, 2011
School Growth Planning Day	Friday, September 23, 2011
Thanksgiving Day	Monday, October 10, 2011
Pro D day (Province wide)	Friday, October 21, 2011
Remembrance Day	Friday, November 11, 2011
Altered Calendar Holiday	Monday, November 14, 2011
Schools Close for Winter Vacation	Friday, December 16, 2011
Winter Vacation	Monday, Dec. 19 to Monday, Jan. 2, 2012
Schools Reopen after Winter Vacation	Tuesday, January 3, 2012
Pro D day (District wide)	Friday, January 20, 2012
Pro D day (District wide)	Wednesday, February 15, 2012 (proposed for Convention)
Schools Close for Spring Break	Friday, March 9, 2012
Spring Break for two weeks	Monday, March 12 to Friday, March 23, 2012
Schools Re-open after Spring Break	Monday, March 26, 2012
Good Friday	Friday, April 6, 2012
Easter Monday	Monday, April 9, 2012
Pro D day (District Wide)	Thursday, April 26, 2012
Pro D day (District Wide)	Tuesday, May 22, 2012
Victoria Day	Monday, May 21, 2012
Last Day for Students	Thursday, June 28, 2012
Year-end Administrative Day	Friday, June 29, 2012
Schools Close	Friday, June 29, 2012

Days in Session - 186

Days of Instruction - 180

Anticipated Elementary (K-7) daily schedule:

- 8:30 a.m. to **2:18 p.m. (-2 minutes of instructional time)**
- **295 (293)** instructional minutes per day

Anticipated Secondary (8-12) daily schedule:

- 8:30 a.m. to **2:38 p.m. (-2 minutes of instructional time)**
- **320 (318)** instructional minutes per day

NB: Kanaka Creek will run their year round calendar separate from this calendar proposal

Option C (as per the Ministry of Education Standard School Calendar attached)

The Ministry of Education Standard School Calendar with only common start and stop times (no extra minutes, no additional one week spring break, no additional day in November, only 4 common pro-d days).

Savings with this proposal is primarily in the form of maximizing resources by way of common school schedules that create efficiencies. There would be some true additional savings with this option as we are presently paying Teachers on Call (TOC's) at many extended day schools more than what the day mathematically equates to in order to meet the Collective Agreement provisions.

Examples:

1. Yennadon Elementary – TOC additional costs = \$8,635 per year
2. Late start Friday schools - TOC's are paid \$22,000 when students are not in session

This option is presented to coincide with the goal of moving to efficiencies and fiscally responsible operating principles. Due to the fact that we have many different schedules in our district, it is extremely difficult and not cost effective to try to service each school in an efficient way. Human Resources and Payroll spend countless hours inputting specific data to try to match all variables from each school schedule including:

- The addition of 20, 23 or 25 minutes per day for Early Dismissal Friday schools (8/20 elementary schools)
- The addition of 15 minutes to Yennadon so that they can capture 9 additional days for a two week spring break and an additional 4 days of holidays
- The addition of 5 minutes per day for all secondary schools for a late start Friday once monthly
- The addition of 5 minutes per day to Kanaka Creek Elementary for an additional 3 days of holidays

This means that this system will need to be revisited if the Board does not adopt an option that includes a common start and stop time.

Option C

The Ministry of Education Standard School Calendar with only common start and stop times (no extra minutes, no additional one week spring break, no additional day in November, only 4 common pro-d days).

Supportive Input from Parents	Non-Supportive Input from Parents
No Two Week Spring Break	
<ul style="list-style-type: none"> Does not create a financial burden for some parents Easier for some students to get back into a routine No additional minutes added to typical school day 	<ul style="list-style-type: none"> No additional catch-up or exam prep benefit for secondary students Students less likely to return to final term rested and energized Less vacation options for families More difficult to attend athletic tournaments and other events Not consistent with other districts More likelihood of student absenteeism before or after break
No November Non-Instructional Day	
<ul style="list-style-type: none"> Retains the purpose of Remembrance Day Less minutes added to school day 	<ul style="list-style-type: none"> Loss of additional break in fall Likelihood of increased student absenteeism this time of year
Common Start/Stop Times	
<ul style="list-style-type: none"> Easier for parents making arrangements for child care and transportation. Balanced week better for some vulnerable students Less likelihood of student absenteeism on half-day Fridays Less minutes added to day compared to current extended day model; especially in consideration of full day Kindergarten and early primary schools 	<ul style="list-style-type: none"> Some parents would rather have early dismissal Fridays for homework, errands, appointments, family time. Some students benefit from an earlier end to their week. All schools getting out at the same time may make it harder for some parents to co-ordinate day care pick up and drop off
No Common Pro-D Days	
<ul style="list-style-type: none"> Retains school flexibility Less competition for day camps and recreational services 	<ul style="list-style-type: none"> More difficult for parents with kids in more than one school (daycare, transportation) Less options for coordinating Pro-D with other schools or districts

Option C

Ministry of Education Standard School Calendar with only common start and stop times (no extra minutes, no additional one week spring break, no additional day in November, only 4 common Pro-D days).



2011 - 2012

MINISTRY OF EDUCATION STANDARD SCHOOL CALENDAR

2 school NIDs – To be decided and conveyed to parents prior to May 31, 2012
(one of these NIDs to be a school growth planning day).

School Opening Day for Students	Tuesday, September 6, 2011
School Growth Planning Day	Friday, September 23, 2011
Thanksgiving Day	Monday, October 10, 2011
Pro D day (Province wide)	Friday, October 21, 2011
Remembrance Day	Friday, November 11, 2011
Altered Calendar Holiday	Monday, November 14, 2011
Schools Close for Winter Vacation	Friday, December 16, 2011
Winter Vacation	Monday, Dec. 19 to Monday, Jan. 2, 2012
Schools Reopen after Winter Vacation	Tuesday, January 3, 2012
Pro D day (District wide)	Friday, January 20, 2012
Pro D day (District wide)	Wednesday, February 15, 2012 (proposed for Convention)
Schools Close for Spring Break	Friday, March 16, 2012
Spring Break for (one) week	Monday, March 19 to Friday, March 23, 2012
Schools Re-open after Spring Break	Monday, March 26, 2012
Good Friday	Friday, April 6, 2012
Easter Monday	Monday, April 9, 2012
Pro D day (District Wide)	Thursday, April 26, 2012
Pro D day (District Wide)	Tuesday, May 22, 2012
Victoria Day	Monday, May 21, 2012
Last Day for Students	Thursday, June 28, 2012
Year-end Administrative Day	Friday, June 29, 2012
Schools Close	Friday, June 29, 2012

All Elementary (K-7) daily schedule:

- 8:30 a.m. to 2:10 p.m.
- 285 instructional minutes per day

All Secondary (8-12) daily schedule:

- 8:30 a.m. to 2:30 p.m.
- 310 instructional minutes per day

NB: Kanaka Creek will run their year round calendar separate from this calendar proposal

Option D (as per the proposed District Local School Calendar attached)

The proposed District Local School Calendar with only 4 common Pro-D days

Savings with this proposal = \$187,969.00

This option is provided to honor the agreement that was made with the MRTA prior to embarking upon this Local School Calendar review. This agreement was a first step to get to common Pro-D days in order to save money, work more efficiently, and to provide opportunities for staff to work together across the district. Some MRTA members expressed concern for teacher autonomy and school based decision making. To address this concern we agreed to 4 common and 2 school based Pro-D days for two years to honour school-based decision making. (Appendix 3) 2011/2012 is the second year of this agreement. The plan was to review this agreement after the second year. This proposal would mean that the schools would choose 2 of their own Pro-D days (one of which would have to be the School Growth Planning day).

Option D

The proposed District Local School Calendar with only 4 common Pro-D days

Supportive Input from Parents	Non-Supportive Input from Parents
Two Week Spring Break <ul style="list-style-type: none"> Provides catch-up and exam prep time for secondary students Students more likely to return to final term rested and energized Provides families with more vacation options Allows time for attendance at athletic tournaments and other events Consistency with other districts Less likelihood of student absenteeism before or after break 	
November Non-Instructional Day <ul style="list-style-type: none"> Creates more balance in school year Less likelihood of student absenteeism this time of year 	
Common Start/Stop Times <ul style="list-style-type: none"> Easier for parents making arrangements for child care and transportation. Balanced week better for some vulnerable students Less likelihood of student absenteeism on half-day Fridays Less minutes added to day compared to current extended day model; especially in consideration of full day Kindergarten and early primary students 	
Only 4 Common Pro-D Days <ul style="list-style-type: none"> Retains school flexibility Less competition for day camps and recreational services 	
	<ul style="list-style-type: none"> May create a financial burden for some parents (childcare) May be harder for some students to get back into a routine Requires adding minutes to school day Detracts from purpose of Remembrance Day Some parents would rather have early dismissal Fridays for homework, errands, appointments, family time. Some students benefit from an earlier end to their week. All schools getting out at the same time may make it harder for some parents to co-ordinate day care pick up and drop off More difficult for parents with kids in more than one school (daycare, transportation) Less options for coordinating Pro-D with other schools or districts

Option D

The proposed District Local School Calendar
with only 4 common Pro-D days



2011 – 2012

PROPOSED DISTRICT LOCAL SCHOOL CALENDAR

2 school NIDs – To be decided and conveyed to parents prior to May 31, 2012
(one of these NIDs to be a school growth planning day).

School Opening Day for Students	Tuesday, September 6, 2011
School Growth Planning Day	Friday, September 23, 2011
Thanksgiving Day	Monday, October 10, 2011
Pro D day (Province wide)	Friday, October 21, 2011
Remembrance Day	Friday, November 11, 2011
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Schools Reopen after Winter Vacation	Tuesday, January 3, 2012
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Pro D day (District wide)	Wednesday, February 15, 2012 (proposed for Convention)
Schools Close for Spring Break	Friday, March 9, 2012
Spring Break for two weeks	Monday, March 12 to Friday, March 23, 2012
Schools Re-open after Spring Break	Monday, March 26, 2012
Good Friday	Friday, April 6, 2012
Easter Monday	Monday, April 9, 2012
Pro D day (District Wide)	Thursday, April 26, 2012
Pro D day (District Wide)	Tuesday, May 22, 2012
Victoria Day	Monday, May 21, 2012
Last Day for Students	Thursday, June 28, 2012
Year-end Administrative Day	Friday, June 29, 2012
Schools Close	Friday, June 29, 2012

Days in Session - 186

Anticipated Elementary (K-7) daily schedule:

- 8:30 a.m. to 2:20 p.m.
- 295 instructional minutes per day

Anticipated Secondary (8-12) daily schedule:

- 8:30 a.m. to 2:40 p.m.
- 320 instructional minutes per day

Days of Instruction - 180

NB: Kanaka Creek will run their year round calendar separate from this calendar proposal

Option E (as per the Local School Calendar attached)

Existing District Local School Calendar (status quo)

Savings with this proposal = none

There are additional costs to the District in continuing this calendar (see Option C for details).

This option would include:

- Leaving all schools on their current calendar (subject to fulfillment of the School Act and District Policy process requirements):
 - eight short day Friday schools adding a variety of minutes to extend their day
 - one school adding 15 minutes to get a two week spring break and four additional holidays
 - all secondary schools adding 5 minutes to their day in order to get one late start day per month
 - one elementary school adding 5 minutes per day to reduce the school year by 3 days);
- Leaving the four MRTA agreed upon Pro-D days and allowing schools to continue to run the calendar of their choice (subject to fulfillment of the School Act and District Policy process requirements).

NB: It is important to note that the Collective Agreement for teachers includes an article which essentially defines the length of an “extended” day (with half-day Friday) and further defines the compensation (pay) for TOC’s working a full day at an extended day school. Should the Board decide to approve continuance of currently existing traditional extended day models at elementary schools, it is highly recommended that all such schedules have common start and finish times that are aligned with Collective Agreement provisions.

In light of the results and feedback from the District Local Calendar consultation process and the findings of Dr. Sharon Jeroski, Horizon Research & Evaluation Inc. (regarding extended day with half-day Friday schedules), the Board may well wish to reinstate the Local School Calendar procedure which includes the requirement of parent support by way of a vote of between 65% and 85%.

Also in light of the feedback we have received from the District Local School Calendar process, the Board may wish to serve notice to Yennadon that this may be the last year of adding minutes in order receive a two week spring break and an additional 4 days of holidays.

Finally, the Board is advised to carefully consider approving continuance of the late start day once monthly at secondary schools. TOC’s dispatched to secondary schools on a late-start Friday are required contractually to be paid for the first 90 minutes of the day, even though students are not in attendance as the school day begins at 10:00 a.m.

Option E

Existing District Local School Calendar (status quo)

Supportive Input from Parents	Non-Supportive Input from Parents
No Two Week Spring Break	
<ul style="list-style-type: none"> Does not create a financial burden for some parents Easier for some students to get back into a routine 	<ul style="list-style-type: none"> No additional catch-up or exam prep benefit for secondary students Students less likely to enter final term rested and energized Less vacation options for families More difficult to attend athletic tournaments and other events Not Consistent with other districts More likelihood of student absenteeism before or after break
No November Non-Instructional Day	
<ul style="list-style-type: none"> Retains the purpose of Remembrance Day Less minutes added to a school day 	<ul style="list-style-type: none"> Loss of additional break in fall Likelihood of increased student absenteeism this time of year
No Common Start/Stop Times	
<ul style="list-style-type: none"> No need for parents to make additional daycare arrangements Families can use Friday afternoons for homework, errands, appointments, family time. 	<ul style="list-style-type: none"> More difficult for some parents making arrangements for child care and transportation.
Only 4 Common Pro-D Days	
<ul style="list-style-type: none"> Less competition for day camps and recreational services 	<ul style="list-style-type: none"> More difficult for parents with kids in more than one school (daycare, transportation)

Option E

Existing Local School Calendar (status quo)



2011 - 2012 SCHOOL CALENDAR



6 Non-Instructional Days:

- *October 21, 2011 (Provincial Day) *April 26, 2012 (District Wide)
* February 15, 2012 (District Wide – proposed convention) * May 22, 2012 (District Wide)

*2 school NIDs - To be decided and conveyed to parents prior to May 31, 2012
(one of these NIDs to be a school growth planning day).

School Opening Day for Students	Tuesday, September 6, 2011
Thanksgiving Day	Monday, October 10, 2011
Remembrance Day	Friday, November 11, 2011
Schools Close for Winter Vacation	Friday, December 16, 2011
Winter Vacation	Monday, Dec. 19 to Monday, Jan. 2, 2012
Schools Reopen after Winter Vacation	Tuesday, January 3, 2012
Schools Close for Spring Break	Friday, March 16, 2012
Spring Break	Mon., March 19 to Fri. March 23, 2012
Schools Re-open after Spring Break	Monday, March 26, 2012
Good Friday	Friday, April 6, 2012
Easter Monday	Monday, April 9, 2012
Victoria Day	Monday, May 21, 2012
Last Day for Students	Thursday, June 28, 2012
Year-end Administrative Day	Friday, June 29, 2012
Schools Close	Friday, June 29, 2012

Days in Session - 193

Days of Instruction - 186

The School Act Section 78 (3.1) states that:

*In the event a board wishes to adopt a school calendar that differs from the Standard School Calendar it must, in accordance with the regulations, consult with parents of the students enrolled in the schools affected by the proposed school calendar. **Similarly, consultation must occur with representatives of the employees assigned to the affected schools prior to adopting the local calendar.***

CONSULTATION ON THE LOCAL SCHOOL CALENDAR WITH REPRESENTATIVES OF EMPLOYEE GROUPS

THE MAPLE RIDGE TEACHERS' ASSOCIATION

Consultation with the MRTA has also been extensive and ongoing during the proposed District Local Calendar one month consultation period. Following the final meeting with the MRTA President and Vice-President, District Staff has summed up what we believe are the outstanding concerns that they have with the proposed District Local Calendar.

- Concern over the number of fewer days in the year where TOC's will have the opportunity to receive work
- Concern that 6 common pro d days does not honor teacher autonomy and school based decision making
- Concern about schools with an extended day calendar (shortened Fridays) having to give up the Friday afternoons. The issue here is mostly around teachers losing the Friday afternoon to prep and enjoy teacher collaboration time.
- Concern about the TOC's potentially working additional minutes and not being paid for the additional minutes

We did have some conversations where the MRTA put forward some ideas around how some of these issues could be addressed but since they were "cost" items we were unable to continue with the discussions. The reasons were twofold:

- Cannot negotiate in this format and venue
- Cannot promise anything that will have a cost item attached

The MRTA has submitted a more detailed report (attached) that provides more clarity and detail for the above issues.

Maple Ridge Teachers' Association

Report to the Board

Re: Alternate Calendar

The proposed alternate calendar put forward for consideration by senior staff has elicited many discussions amongst teachers. At first glance, the Maple Ridge Teachers' Association (MRTA) thought that a two-week spring break would be embraced unanimously by teachers. After a closer look at all of the implications the alternate calendar creates for many teachers, it becomes extremely difficult for the MRTA to take a position either for, or against, the proposal.

To formulate a collective response from District 42 teachers, the MRTA considered information from a variety of sources. First of all, since many school districts have already implemented an alternate calendar that includes a two-week spring break, the MRTA had the opportunity to gather feedback from those local associations. The MRTA has also analyzed the teacher responses from the district online survey. In addition, we had a lengthy discussion with staff reps at our March 16th staff rep assembly. Staff reps facilitated discussions at their schools and encouraged teachers to fill out the district survey, or email Susan Croll (MRTA Vice-President) or George Serra (MRTA President) at the MRTA office with their comments. Finally, the MRTA organized a meeting at our office with a large number of Teachers Teaching-on-Call (TTOC's) to discuss the calendar proposal. Later in this report an analysis of the three main concerns that teachers have with the proposed calendar will be outlined. These concerns include TTOC compensation for lost work, the loss of an alternate calendar in many of our elementary schools, and the setting of all professional development days on common days.

The Provincial Collective Agreement outlines that,

"When a school district intends to implement an alternate school calendar, written notification shall be provided to the local no later than forty (40) working days prior to its implementation. The employer and the local shall meet within five (5) working days following receipt of such notice to negotiate modifications to the provisions of the agreement that are directly or indirectly affected by the proposed change(s). The aforesaid modifications shall preserve, to the full legal extent possible, the original intent of the agreement."

The MRTA has had ongoing discussions with Harry Dhillon and Jan Unwin to try and negotiate agreement on specific aspects to the proposed alternate calendar that impacts the collective agreement. The one major area that remains unresolved is TTOC compensation. The majority of savings that the district will potentially achieve with the alternate calendar falls on TTOC's, the most vulnerable group of teachers in our district. Unfortunately, we could not come to an agreement leaving us in a tenuous position of trying to resolve issues after the Board makes their decision on whether to adopt an alternate calendar or not. Following is a detailed summary of the three main concerns from teachers regarding the proposed calendar.

Teachers Teaching-on-Call (TTOC) Compensation

The proposed alternate calendar would reduce a TTOC's availability for work by six days. This might not seem like much until one looks at a typical TTOC's average annual workload. There is something morally wrong with the fact that the majority of the cost

savings associated with the proposed calendar comes from the most vulnerable group of teachers. This group constitutes about 20% of MRTA members. TTOC's already feel marginalized as they are the one group that does not get to formulate the relationships most teachers achieve by working at a school as part of a staff.

The following is some important information to keep in mind regarding TTOC working conditions:

- TTOC's earn less than \$30,000 per year
- the average TTOC earned \$14,000 in 2007
- on average, BC TTOC's work 70 days
- 45% worked less than 70 days
- only 8% worked 111-130 days
- many TTOC's start working carrying student loans in excess of \$20,000
- TTOC's do not receive medical, dental, or extended health benefits

(Source: 2008 BCTF Teachers Teaching on Call Working Conditions Survey)

While classroom teachers initially reacted with excitement at the idea of a calendar that included a two-week spring break, upon discussing the fact that the district was not going to continue the practice of paying TTOC's a daily rate of 1.08 for working in an extended day, many of those same classroom teachers did not feel that was fair. It has also been argued that the loss of six days of available work is offset with the abolition of half day Friday elementary schools, which also prevented TTOC's from working in the afternoon in those schools. Where this argument falls short is the fact that in our current system, TTOC's are compensated for working Monday to Thursday in those same schools. The district has made it clear in our negotiations on this issue that there is no desire to look at compensating TTOC's for the additional minutes they will be working each day in the proposed alternate calendar. The MRTA was open to negotiating a reduced daily rate as we fully acknowledged that the current rate of 1.08 would be more than the actual time worked. In our last meeting, Harry Dhillon estimated that the correct amount would be around 1.02.

Since the district was not open to negotiating a daily rate of pay reflective of the amount of time worked, the MRTA was willing to look at other forms of TTOC compensation. At our meeting with TTOC's, discussion included other scenarios that might make the altered calendar more acceptable. One of the areas that seemed to be well received by TTOC's was looking at how TTOC's might be able to be compensated for attending workshops on a professional development day. Currently, TTOC's are not paid if they attend sessions on a district wide pro-d day. Despite the fact that the district was open to the idea, we were not able to agree to an amount of money for TTOC's to be able to access that was acceptable to both parties. This inability to come to an agreement on this issue is extremely disappointing and a major reason why the MRTA remains neutral on whether the district should adopt the proposed alternate calendar.

Loss of locally developed alternate calendar in eight (8) elementary schools.

Another aspect of the proposed alternate calendar that the MRTA feels needs to be addressed in some manner is the fact that there does not seem to be any flexibility in looking at how elementary schools with an early dismissal Friday, could keep their calendar, even if the district moves to a calendar that includes a two-week spring break. It is understandable that one of the controversial aspects of the proposed alternate calendar is the feeling that adding a few minutes a day does not replace a full weeks worth of

instruction. From our perspective, this is one of those debates that will remain divided. Having said that, the MRTA would like to look at this in another way. Many teachers who currently work at our early dismissal Friday schools have stated that adding more than just the ten (10) minutes the district proposes to add, makes it easier to use that time in an effective manner. In fact, teachers at Yennadon have said that adding twenty (20) minutes has allowed for an additional teaching block. In addition, by adding these minutes, Yennadon was able to more effectively use this time by an additional gym period, library access, and computer lab time. For a big school, this additional time has been extremely educationally viable from the teachers perspective. Finally, the addition of a substantial amount of minutes has also created an opportunity for Yennadon to use support staff to run a daily homework centre for at risk students.

Another rationale used by the district to move to the proposed alternate calendar is wellness. On this issue, the MRTA agrees wholeheartedly that a two-week spring break would benefit teachers at a time when teacher absenteeism is higher than average. Using this same argument, we feel that the elementary schools with an early dismissal Friday should be able to keep their calendar as wellness is commonly identified as a huge benefit of their calendar.

The following are a snippet of the numerous comments that teachers from these schools made:

Having an early dismissal day on Friday, provides opportunities for; collaborative discussions with colleagues, parent connections with the teacher, developing curriculum and many other numerous activities that help me create quality learning in my classroom. I have young kids of my own and it is difficult to do school work at home. Having additional time to plan on the early dismissal Fridays, reduces the pressure and provides time for planning.

I enjoy the 1/2 day Friday option that Golden Ears practices, it allows for extra time to prep/plan for the following week as well as the opportunity to give students extra help, without cutting late into Friday evening.

I like the idea of the two week spring break and additional day in November both as a parent and as a teacher. I don't think all 6 non-instructional days need to be common. 4 common days with 2 decided by the school seems to work and I don't think that should be changed. Further, I don't agree with extended day schools losing their half day Friday. This time is so important to us for collaboration, it would be greatly missed. I think if schools are adding 10 minutes to the day to make up for the spring break (which I can understand should be common across the district), then extended day schools should do the same (finish at 2:40 instead of 2:30). This would allow the district to save the money they are projecting from the two week spring break and it would preserve valuable collaboration time for teachers at extended day schools. [Early Dismissal]

The half-day Friday is something that I do not want to loose. It is a key time for my planning and collaborating. It also helps maintain my health and wellness. Please reconsider the importance of this schedule. Thanks

Friday afternoons are extremely valuable for me to plan for the next week, new themes, changing literacy centers and performing other classroom tasks that cannot be done during the busy week. I also touch base with the teachers at my

grade level at that time. I often work until 4:30 on Fridays. Discontinuing half day Fridays would severely impact on my classroom preparation. The students in my class will be directly affected.

Half-day Fridays have allowed for valuable collaboration and reflecting with co-workers who otherwise do their marking, prep, and then rush off to pick up children at Daycare, get children to after-school programs, etc. The extended afternoons Monday-Thursday are more beneficial from a teaching perspective (a 2:20pm dismissal would be noticeable). More time in the afternoon gives sufficient time for planners, silent reading, one long lesson/work period and an afternoon action break (30 minutes DPA) whereas losing 15 minutes forces children to rush through things a little more. Parents and teachers alike find it beneficial to plan dentist, eye doctors, etc. appointments on Friday afternoons so students don't have to miss school. For these reasons, I disagree with the new proposed school calendar.

I do not feel that the extra 10 minutes per day will translate into an extra week's worth of instruction. At Blue Mountain, we have an extra half hour Monday to Thursday and so I can plan an additional lesson each day. Not so much with 10 minutes! Also, our parent group and our teachers voted for the extended day option. It works for us. We do not have "down" time Friday afternoons - I work right to the end of every day on academics. I do lots of extra schoolwork on Friday afternoons, when I am still fresh! I would be willing to add 10 minutes onto our current school calendar and keep our extended day option. Maple Ridge has always been about choice for parents and teachers. I feel that you are taking away that choice. Other school districts have tried the 2 week option, and have found it more trouble than it is worth. It costs many parents more in day care, and it also is to the detriment of CUPE wages.

I am actually writing a letter to express my deepest objections to the proposed calendar. Hammond is a half-day school on Fridays and we have many issues that would be affected by the loss of our current schedule. Our week lends itself nicely to collaboration between parents, staff and students and it would be disheartening to lose what we have in order to create a common calendar across the district. I am hoping that other avenues can be explored before this decision is made that would affect what we currently have at Hammond.

Thanks for listening and I will send my letter in! I certainly appreciate the opportunity to voice my thoughts. [Early Dismissal]

It is evident from the comments that teachers from early dismissal Friday schools are not against a calendar that includes a two-week spring break. What they are against is the fact that the district proposed alternate calendar does not allow for the schools to maintain the numerous benefits of their calendar, as well as a two-week spring break. From the MRTA's perspective, it is ironic that the schools that have managed to create a calendar that affords teachers increased opportunities for collaboration time are now at risk of losing it.

At the last meeting the MRTA had with the district to discuss the calendar, we proposed the option that would allow for two elementary calendars. We agree that there are inefficiencies in the fact that there are a variety of different variations of early dismissal Friday school calendars. In working closely with HR, the MRTA acknowledges that there is a need to go back to an alternate calendar that follows the intent of the Collective Agreement language. What we do not understand is the unwillingness to address many of the HR concerns without having to get rid of the calendar altogether. I believe another reason that the district would like to do away with the early dismissal Friday schools is the

belief that while teachers obviously like the calendar, parents do not. The MRTA is not convinced of this. As a result, the proposal that we put forward included a one year trial period where the district ran a standardized early dismissal Friday calendar that could culminate in a community vote in a year's time. Only by conducting school-based votes will we truly know how the parent community feels about the early dismissal Friday calendar. It is our hope that the Board of Trustees will give this some consideration.

Common Professional Days (Five including the school growth planning day)

The final aspect of the proposed alternate calendar that the MRTA remains concerned about is the fact that all six (6) non-instructional days have been set on common days. By doing this, the district is breaking an agreement that was made a year ago. The agreement included setting four (4) common professional development days and allowing individual schools to set two (2) of those days. The agreement was for two years and following that time we would re-assess how teachers felt. If the feedback was favourable, the MRTA would entertain increasing the number of common days. Alternatively, if the feedback was that teachers did not feel that common professional days met their needs, we would go back to schools deciding when they would like their non-instructional days.

The past practice on this issue has been that staffs at each school have decided when to have their non-instructional days. Whenever we have experimented with common days in the past, the MRTA brings forward the idea to a staff rep assembly where the issue is debated and voted upon.

Without getting into the reasons why common professional development days remains a controversial issue for teachers, it is imperative that the district understand that this is an issue of trust. The agreement that was developed was a result of numerous conversations between the MRTA and the district. District Superintendent, Jan Unwin was the catalyst in convincing the MRTA to give the proposal a two year trial period. If the current proposed alternate calendar gets approved with six (6) common non-instructional days, then we are left in the unfortunate position of not being able to trust the district. The breaking of this trust would make it difficult to continue the excellent working relationship we have enjoyed over the last two and a half years.

Conclusion

While the focus of this report has been to outline concerns that teachers in School District 42 have regarding the proposed alternate school calendar, we acknowledge that the majority of teachers would welcome a calendar that would allow for a two-week spring break. If the three areas of concern that have been outlined in this report could be addressed, we could confidently say that the MRTA would fully support an alternate calendar that included a two-week spring break. If the district is unwilling to deviate from the proposed calendar in its current form, we are left in the position of having to remain neutral as many teachers would find themselves both in favour, as well as against, the proposed calendar.

Respectfully submitted,

George Serra
President
Maple Ridge Teachers' Association

The School Act Section 78 (3.1) states that:

*In the event a board wishes to adopt a school calendar that differs from the Standard School Calendar it must, in accordance with the regulations, consult with parents of the students enrolled in the schools affected by the proposed school calendar. **Similarly, consultation must occur with representatives of the employees assigned to the affected schools prior to adopting the local calendar.***

CONSULTATION ON THE LOCAL SCHOOL CALENDAR WITH REPRESENTATIVES OF EMPLOYEE GROUPS

CANADIAN UNION OF PUBLIC EMPLOYEES, LOCAL 703

Consultation with CUPE has also been extensive and ongoing during the proposed District Local Calendar one month consultation period. Following a final meeting with the CUPE President and Vice-President, District Staff have summed up what we believe are the main points that were made in regard to the proposed District Local Calendar.

- CUPE members had reported that they were extremely worried about loss of pay. The District's commitment that there would not be a loss of wages relieved their biggest concern.
- CUPE had sent a survey to Custodians and Clerical to determine how they would like to address the extra week at spring break and possibly an additional day in November (totaling 6 days) if this calendar were to be adopted. These two groups were surveyed separately because the additional minutes do not apply for two reasons:
 1. All custodians are full time and a large number of clerical are full time meaning that adding minutes would result in overtime.
 2. The reason for adding additional minutes onto instructional staff (e.g. teachers) and instructional support staff (e.g. SEA's, CCW's, etc) is directly related to the additional minutes being added to a student's instructional time during the day.
- The discussion with CUPE regarding Noon Hour Supervisors (NHS) and the fact that they too would lose 6 hours of wages produced the idea that school staff could work with their individual NHS' to come up with creative ways of working the owed 6 hours in a productive and beneficial capacity.

CUPE has also submitted a separate report that was developed with their Executive group (attached)

April 7, 2011

Report from the CUPE Executive:

A common start and end time for all schools in the district, including Yennadon, would provide some efficiencies over the long term in the following ways:

- Scheduling and dispatching of instructional support staff - casuals should only be dispatched to cover student time. Currently they are dispatched to cover entire day of incumbent including the time for prep and/or SEA meetings. This time is wasted as there usually isn't any work assigned to that casual or they are simply sent home early with pay.
- Difficult for itinerant staff (e.g. District Behaviour Team) to fit in their hours of work when assigned to schools with different start and finish times
- Lack of communication with itinerant staff regarding pro d days, etc. causes increased costs in travel time and mileage. Loss of productivity because students are not in attendance.
- Would allow more efficient use of time when scheduling grounds projects and grass cutting with common recess and lunch breaks.

We want to thank the Board for all the time and effort put into surveying CUPE staff regarding the calendar proposal. We also want to thank you for your commitment that any change in calendar will not impact CUPE wages.

After much discussion as an Executive we find that a common start and end time with common recess and lunch breaks and common Pro-D days for all schools in the district would be of more value than a two week spring break. We cannot support an additional 6 days off at this time as we do not see any educational value in the addition of 10 minutes to the school day.

ADDITIONAL BENEFITS OF PROPOSED DISTRICT LOCAL CALENDAR SUGGESTED BY DISTRICT AND SCHOOL STAFF

Two-week Spring Break
<ul style="list-style-type: none"> • Reduced transportation costs • Reduced maintenance costs • Reduced costs for casual employees • Staff more likely to return rested and energized • Less likelihood of staff absenteeism at this time of year

Additional non-instructional day in November
<ul style="list-style-type: none"> • Less likelihood of staff absenteeism at this time of year

Common start/stop times for all schools
<ul style="list-style-type: none"> • Increases student opportunities and supports focus on personalized learning. • Enables teachers to collaborate across schools • Increased opportunities for job-sharing and cross-school appointments. • Provides consistency for casuals and floats • Allows district-wide planning and scheduling of maintenance services • NHS at early dismissal schools would receive an extra day's work • TOCs would have more opportunities for employment if all schools on regular schedule • Itinerant staff time used more efficiently • More opportunity to fit in prep blocks • More opportunity to schedule gym time • More opportunity for library time • More efficient scheduling across the district • Facilitates scheduling of cross-district extra-curricular sports events • May help retain employment for teachers with specialties who are not able to secure full time work in specialty area at one single school site • Eliminates inefficiency with respect to TOC's dispatched to secondary schools on a late start Friday (as the TOC's are to be paid a full day even though students are not in session for the full day).

Common Pro-D days for all schools
<ul style="list-style-type: none"> • Helps minimize cost when booking speakers • More options for coordinating with other schools or districts

Appendix:

1. Minutes Public Information Meeting, March 29, 2011
2. Student response to the Survey
3. Letter from the MRTA
4. Senior Team report from Board meeting on March 9
5. Standard School Calendar (BC Ministry of Education)

Appendix 1

Minutes with Supporting Information 2011/2012 School Calendar Proposal Public Information Meeting March 29, 2011, 7:00 pm

Attending on behalf of SD#42

Ken, Clarkson, Board Chair

Susan Carr, Trustee

Kathie Ward, Trustee

Jan Unwin, Superintendent of Schools

Laurie Meston, Deputy Superintendent of Schools

Harry Dhillon, Acting Director of Human Resources

Susanne Instance, Manager Budgets & Financial Reporting

Seamus Nesling, Communications Officer

Janice Allen, Executive Assistant, Recorder

Attendance: approximately 37 members of the public (including SD42 employees)

Superintendent Unwin welcomed the audience and introductions were made. She outlined that the role of Sr. Team for the evening was to answer questions raised during the meeting and if any questions could not be answered, they would be researched and the answer would be posted on the district website. The role of the Board in this venue was only to listen. We are gathering as much information as we can over the month from the online survey and from this meeting. We will compile the comments/questions from this evening and post the information to the website. She advised that this evening's power point presentation, along with the report from Sr. Staff and research to support this report, can all be viewed on the SD42 website.

Superintendent Unwin stated that nothing has been decided and that the survey and tonight's forum are opportunities to gather more information. She noted that this will not be a public vote but a vote by the Board of Education which will take place on April 13th at the Public Board meeting. Whatever the decision, unless it is identical to the Ministry School Calendar, requires yearly consultation.

A Power Point presentation was given with the following comments and questions:

- Superintendent Unwin noted that part of the role of Sr. Team was to bring information forward to the Board of Education in order to operate more efficiently and save money where possible.

Question: Please explain teacher autonomy.

Answer: Teachers have a 100% choice as to what they choose to do for professional development and Superintendent Unwin is aware that some teachers were concerned that if all the days were the same, there was a worry that the district would take over Pro-D.

- Superintendent Unwin stated that the district will also work with Kanaka Creek Elementary, noting that although they have a different calendar, they should not be left out. Once the decision is made, and if there is a change, they will be consulted on how they would like to keep in step.

- Superintendent Unwin reiterated that this is a pilot and if the Board approves the change, it only lasts for one year and will be re-examined.
- Superintendent Unwin stated that a lot was learned from the calendar research and she felt it was necessary to review the minutes on the extended day. We have drifted from what the extended day calendar looked like when it originally began and now the extended day calendar is not matching the collective agreement. There may also have to be a review of the Yennadon calendar and Superintendent Unwin noted that their calendar is virtually doing even more than the current proposal. They have added minutes to receive 4 additional days plus the extra week at Spring Break. These decisions took place long ago and depending on the Board's decision on April 13th, a review may be necessary to look at all the anomalies.
- Harry Dhillon, Acting Director of Human Resources, advised that there are 22 Elementary Schools and 6 Secondary Schools and that 16 of these schools presently extend their school day by a varying number of minutes. The original extended day school models started in 1990. He provided a snapshot of the following Elementary/Secondary Schools:

School	Extended Day	
	Monday - Thursday	
	minutes added	
Albion	20	
Blue Mountain	25	
Edith McDermott	23	
Fairview	25	
Golden Ears	25	
Hammond	25	
Harry Hooze	25	
Laity View	20	
School	Monday - Friday	
	minutes added	
Kanaka Creek	5	to capture 3 days
Yennadon	15	to capture 9 days
Secondary Schools	5	late start 1 day per month

Director Dhillon also explained that TOC's who work at an extended day school are paid for a 1.08 work day. We are paying TOC's more than what the time amounts to.

Question: Is there a cost savings from extended day calendars?

Answer: There is not a cost saving because not all schools are participating, in fact it is costing the district. The only way to save money is if the whole district participates.

Question: Excluding Kanaka Creek, who dictates how each individual school operates?

Answer: There is a process; every school who would like to pursue a different school calendar must follow guidelines in the School Act and SD42 Policy & Procedure. The proposal must be brought before the Board for approval. Extended day schedules were approved long ago and upon review we are now finding inefficiencies.

Superintendent Unwin noted the following excerpt from the Sr. Team Report to the Board:

The estimated cost savings are illustrated in the following chart:

Category	Daily Savings	Six Day Savings
Teachers on Call	\$19,357	\$116,142
Support Staff Replacements	6,725	40,347
Utilities	3,780	22,680
Buses	2,200	13,200
Total Savings:	\$32,062	\$192,369

Superintendent Unwin stated that Sr. Staff are working through the budget shortfall and need to have this decision first or they will need to find the shortfall somewhere else. She also noted that Sr. Staff is in contact with other districts and have tried to do things differently, i.e. research at the front end to make sure people do not get hurt; there is a report available for review; survey asking for input and a public consultation. The district has provided opportunities for consultation to allow people to be heard, but in doing this; no matter what the outcome of the vote, there will be some people who are unhappy.

Question: Why is the Chilliwack School District going back to a one week spring break?

Answer: One of the things that happened in Chilliwack was they took money away from CUPE staff and damaged the culture in the district.

Question: Is Vancouver School Board reconsidering?

Answer: Vancouver is currently in the second week and as per the School Act, Vancouver will be required to review their calendar for next year.

Question: What portion of the total budget is the savings?

Answer: The total budget is approximately \$120M. We have a shortfall of approximately \$2.2M which is about 10% of the total budget.

- Trustee Clarkson noted that the savings being considered are one of the few areas the Board has control over.

Question: Are we losing 9 days of instruction?

Answer: 10 minutes of additional instructional time would equal 6 extra days

Comment: Adding 10 minutes versus a full day of work would decrease productivity, and will lose time for learning.

Question: How did Yennadon deal with vulnerable families and who will pay for activities for these vulnerable children?

Answer: Activities were not put in place at Yennadon and this is a concern. The district is in conversation with Ridge Meadows Parks & Recreation Department to look into low cost and/or free activities. These programs may be paid in part from families and also from reciprocal agreements and/or Ministry of Education targeted funds. The district would have to re-look at priorities and how to balance funds to service vulnerable children. Deputy Superintendent Meston noted that at present the short Fridays equated to about 40 days per year and there may already be vulnerable students out for half a day per week.

Question: If there is a budget shortfall in the “regular” world, people get laid off. Most of the expense of running a school is in wages. Is it possible to get some of that money back? It seems that it’s constantly the students and parents that are backing up the losses. At what point do the teacher realize we are losing money.

Answer: We are governed by rules that we have no control over, and one of the rules is class size and Bill 33 Legislation. Salaries are bargained at the provincial level and we live with what is decided.

Comment: Consider what happens to the special needs students. They will be losing 6 days of instructional time and access to a teacher. Will this add more homework? This is inadequate for kids with learning problems.

Comment: Teachers and SEA’s can add 10 minutes onto the day, but 35 hour per week clerical and custodians cannot add minutes onto their day. This will affect these two groups.

Answer: District is working with CUPE Union to gather ideas around - if you cannot add minutes, what can you do? A survey has been sent to clerical and custodians asking for input on options. There has not been a decision whether part-time clerical and custodians could add minutes, or would they be treated in a similar way to those whose jobs are not directly attached to instruction for kids. Superintendent Unwin encouraged clerical/custodial to give feedback to their union.

Comment: An observation was noted that some students felt it was not necessary to attend school on Friday, because it was “only a half day”. What is the attendance at schools with half-day Fridays? Also commented that parents will have to spend extra on childcare and arrange vacations around “school” schedule.

Question: Are there statistics on the number of absences of families who want to have the extra week at spring break or during the school year and take their children out of school?

Answer: We did not specifically research this scenario, but we did find that this year there was an increase in absenteeism and discretionary day requests before/after spring break and also the Friday after Remembrance Day. It was also noted that teachers are entitled to two discretionary days as set out in their collective agreement.

Question: In order to balance the school calendar, could the additional week be put into the beginning of November or another consideration would be for additional days in May. In other countries the calendar is balanced with a shortened summer and a break every 6 weeks.

Answer: Comments parallel some of the research that was done. The highest teacher and support staff absences are reported in November, February and March. The School Act consultation is based on the proposed calendar and if we were to change it now, we would have to do another consultation. Research does support a balanced calendar as a better way to support teaching and learning.

Question: Is there a difference in terms of feedback on the merit of adding 10 minutes a day at elementary and the secondary level? At the secondary level the time will be lost.

Answer: We will not drill down into the information until the survey has closed. Do not want to start to sway opinions. From an educational leader's perspective, if the vote is to add minutes, it would be optimal to use the minutes in a creative way. Nowhere does it say that the minutes have to be added onto each block at the secondary school.

Comment: It is upsetting that kids will lose a week of instructional time, particularly in the academic subjects. Many teachers already have difficulty delivering the curriculum in the present timeframe and some teachers stop the lessons and begin teaching to the provincial exams in May.

Answer: We need to stop thinking about "covering" the curriculum and start thing about "engaging the learner", bundling the curriculum, integrating and doing projects that kids are passionate about. Find a way to start measuring learning instead of counting minutes.

Question: Have we learned anything about learning and curriculum from the 16 schools who changed their calendar? Interesting that we are having a discussion about 10 minutes when this is already going on. As a parent of learning disabled children and struggling to have them supported, I have to personally purchase material. The Government is consistently underfunding education. If we are being forced to cut funding, and if it isn't going to be the 10 minutes to save \$200,000, where else will it come from? What is my child going to give up?

Answer: We are looking at all kinds of things. We will have to go back and look for the savings in other areas. We are presently in budget discussions and there is not a direct correlation that could be given at this time.

Comment: Understand concerns about the term "wasted" minutes. As a teacher we strive to use every minute as connected time for engaging students. Minutes will not be wasted time.

- Superintendent Unwin commented that it is not about the amount of time teachers are in front of students, but what is going on during that time to engage and connect with students, regardless of the number of minutes.

Comment: A parent had researched the cost of daycare and stated that if your child was in full time daycare the additional cost for the one week would be \$100 and noted that if the child was already in daycare and at an early Friday school, the parent would benefit by \$150. This Parent liked the Friday afternoon to complete homework as it would free up the weekend for time with children.

Comment: As a teacher, ultimately, the largest cost savings are with the Teachers On Call (TOC). These are new teachers with a high debt load. TOC's make up approximately 20% of the Association. This needs to be noted as a limitation. For teachers in schools, adding minutes for the most part would be positively received. As a parent, in terms of working with the community to fund programs for vulnerable students, it is important to pin down what this would look like, before a decision is made. The experience with the common timetable process whereby the rational was to allow students to move from school to school did not materialize as the talks with Translink did not equate to extra service.

Comment (1): In principle, Remembrance Day should not be turned into a long weekend and treated as a holiday. It is a day that was meant as remembrance for a very solemn purpose.

Question (2): Do we have a cost on what we could save if all the calendars are aligned?

Answer: We have not done the costing if all calendars were aligned. If this calendar proposal is not approved, Sr. Staff would then look into the next step. There are many inefficiencies across the district due to all sorts of different starts and stops times.

Comment (3): Don't see CUPE clerical and custodial as an endless sum of money. Why would you pay a receptionist in a high school when the students are not in session? Have to be very careful with the divisions within the union and also between CUPE and MRTA. There are quite a few inequities.

Comment (4): There seems to be more of a concern with parents pulling kids from school for a holiday as opposed to the fear of your employer not understanding your need for more time off because of the additional days that schools are out of session.

Comment (1): A parent wanted to say that her children's teachers have been fabulous and she values what they do, and also values the people who work in the school office. She is concerned that the change will affect the office staff.

Answer: The week will not be taken away from the two CUPE groups who do not directly work with student during instructional time. This Board is very committed to finding a solution which does not negatively impact employees financially.

Comment (2): The schools are not ready to begin instruction during the first week of September and her children are already losing 4 days, she has concerns about adding another week off.

- Deputy Superintendent Meston explained that the district must establish averages at the beginning of each year. Example was given that the maximum class size for primary is 24, to calculate the average we must take every primary class in the whole district and the average of all those classes cannot go over 21 students. If the average is higher than 21, classes would then need to be rebalanced and it creates undue stress for students and parents to change classes later in the month of September or October. Moving kids, once they have been in a class is very upsetting.
- Superintendent Unwin advised that if the proposal is turned down and the reason is around adding instructional minutes in order to get days off, then we will have to look at every school in the district. If the vote is no, it does not mean the short Fridays and the Yennadon calendar, etc. will not be revisited. It depends on the rationale and reasons for the denial.

Question (3): Is there accountability and what are the expectations for teachers around Pro-D Days?

Answer: The School Act dictates 6 Pro-D days for every teacher in the province. There are many ways a teacher can choose teacher professional development which is also listed in the School Act. The issue of autonomy is up to the teacher to determine what they want to do or focus on and what they want to learn. The days are to engage in professional development and professional growth. The district offers a wide variety of sessions and there is an opportunity for self-directed professional development as well. There are many options open to teachers and CUPE staff. Important to add that prior to the existence of Pro-D days the school year was shorter by 6 days. Professional development works best spread out throughout the year.

Comment: In the primary grades kids are tired at the end of the day, so they will not get as much out of 10 minutes.

Answer: We are hearing that kids are tired at the end of the day and yet half of our elementary schools are adding 20 – 25 minutes per day. There is disconnect that may need to be reviewed.

Comment (1): The problem is the lack of funding from the provincial government. We need computers for our schools and it is falling on the parents to do this. There are also days when children should be getting instructional time, but are watching movies in the gym.

Question (2): Can we not take the 6 extra days from teacher salaries instead of adding the 10 minutes to the day?

Answer: We cannot touch salaries. This is not an option. There is no desire to lay people off unnecessarily. If enrollment declines then layoffs occur.

Comment (3): We need to be putting kids first in everything we do and have to fight for the funding so kids get the education they deserve.

Question (1): Keep talking about professional autonomy and engaged learner. Is it up to the teachers to determine that students are engaged?

Answer: You cannot mandate engagement, but as a leadership team we can provide opportunities to see and feel what that looks like.

Comment (2): The researcher should have done a larger overview and interviewed more parents and the comment was made that she felt the parent research was skewed.

Answer: Clarification given that the Researcher (for example) asked the PAC Presidents to get the information out to their parents. All the administrators were to get the information out to their teachers. Student volunteers were consulted. The research was designed to be voluntary and random and open to anyone who wanted to have a say. Communication Officer Nesling noted that to date there has been approximately 1300 respondents to the current on-line survey, and a lot of those people are leaving very useful comments.

Comment (1): If this calendar goes ahead and is tried for one year, it would be revisited again next year. You have been clear that you are working with the CUPE union about wage loss, but there is a fear that for the first year there would be no wage loss, but then in the second year the employee group would lose wages. Does a review take place every year?

Answer: Yes, a review would take place to find out what worked, what didn't work, what was bad and what was good, and from that information ask, "What do we want to do in the following year?" This Board has shown no indication and, from what we have learned from other districts, there is no will to gain savings on the backs of one employee group, as you would be kissing your culture goodbye.

Comment (1): Teacher in the district stated that there has been talk about giving choices, but felt that taking away half day Friday was taking away choice.

- Superintendent Unwin clarified that when talking about choice it was choice for students in their learning.

Comment (2): As a teacher she also felt that early Friday was essential to her wellbeing and that high anxiety students looked forward to half day Fridays as a respite.

Question: What happens to the 12 month employees at Riverside / Maintenance / School Board

Answer: For any employees who are not directly connect to kid's instructional minutes, we need to work out special situations where it does not cost the district money and employees will not lose their pay.

Question: Aren't half-day Fridays a cost savings measure?

Answer: They are not cost savings, but actually cost the district money. For information; the last two schools that wanted to go half-day Friday did not get passed by the parents of the schools.

Question (1): Was the research done by school district staff or an independent company?

Answer: The district hired a consultant.

Questions (2): How much was that?

Answer: We wanted a high level researcher because the district was going to use the research to drive practice. When we hire consultants they have a right to privacy. Getting to excellence is something we are very passionate about, and sometimes you have to spend money to get there.

Question: Was starting in 3rd week of August and not extending the day by 10 minutes considered?

Answer: We have contract language issues that would not allow us to do this. It was tried a number of years ago and was not successful. This may be something we need to start talking about as we change our system to meet the educational needs of students in this new kind of world.

Question: Request for clarification on how SEA's would be paid

Answer: SEA will add the minutes like the teachers do and will be paid for the second week of spring break, the first week will remain unpaid as it is now.

Comment: Proposal that the additional week be move to the early fall, would be less of a burden on parents. Question: Academically how does this affect kids being out of school for that length of time?

Answer: Based on the research that was done at Yennadon there was not a difference.

Comment: As a parent I value my time with my kids and feel that in the second week we start to really make a connection and do not make the same connection with only one week. My kids learn a lot from me.

- Superintendent Unwin noted that 2011/12 will be the first year, district wide, that all children will attend full day kindergarten, and we do not have data on the impact that the extended day (added 20 - 25 minutes onto the day) will have. She questioned how this will work for 5 year old children? This is something the district will have to look at and make decisions around.

Question: Why are we not leaning towards the Kanaka schedule district wide?

Answer: It was tried at other schools in our district and people did not want it. It was tried district wide in a surrounding district (Mission) and the community and parents were very unhappy with the change. It does not work when done pervasively throughout the district and if you try to change an existing school into year round, it does not work. If we ever get a new school, we may consider it.

- Trustee Clarkson noted that Kanaka started out with the alternate schedule and had a "champion" principal who spent his life selling the idea to the district.

Question: What is the difference from the Ministry school calendar.

Answer: The Ministry calendar sets a one week spring break, no extended days or half day Fridays.

Question: How is the School Board going to vote on what is best for children?

Answer: They will have all the information before them and will then have to wrestle with making the best informed decision with all this information.

Comment: The issue is not about the school being a daycare. It is about when you have a fixed amount of time off and then another week is added, this affects people's livelihood and jobs.

Statement: One of the things that I value both as an employee and a parent is this opportunity for input and hearing about all the research that was done, rather than making a blanket decision. It has been very good to have these opportunities, whether it's been the on-line survey or this evening to have the opportunity to share our thoughts in a "safe" environment. This has been fantastic.

Statement: We talked about Pro-D days and the day has evolved into something wonderful. I believe, with this Board and Sr. Team, we are in good hands because they see all employee groups, students and parents as being equal. So we will be well looked after and I thank you for that.

Superintendent Unwin thanked everyone for taking the time to provide their input.

Meeting Adjourned: 9:30 p.m.

Appendix 2

Student Response

The School Act does not mention students in the Local School Calendar directive. The following chart shows an overview of the 'In Favor' and 'Not in Favor' responses from students and is for information only:

Yes = support for proposed District Local School Calendar	April 8, 2011	
		%
All Students	319	
...who responded YES	253	80.1%
...who responded NO	56	17.7%
Students at early dismissal schools (elementary)	68	
...who responded YES	34	50.7%
...who responded NO	31	46.3%
Students at regular dismissal schools (elementary)	46	
...who responded YES	36	80.0%
...who responded NO	8	17.8%
Students at secondary schools	243	
...who responded YES	207	85.5%
...who responded NO	30	12.4%

Appendix 3

Maple Ridge Teachers' Association

TELEPHONE: (604) 467-2111

11771 Fraser Street, Maple Ridge, B.C. V2X 6C6

May 3, 2010

Jan Unwin
Superintendent
School District #42 (Maple Ridge-Pitt Meadows)
22225 Brown Avenue
Maple Ridge, BC V2X 8N6

Dear Jan,

Re: Proposed Dates for Professional Development Days for 2010/11 and 2011/12

At the MRTA Representative Assembly of March 24, 2010, members recommended common district wide non-instructional days for both the 2010/11 & 2011/12 school years as follows:

The recommended dates for the 2011/12 school year are:

Friday, October 22, 2010

Tuesday, November 30, 2010

Wednesday, February 16, 2011

Thursday, April 21, 2011

The recommended dates for the 2011/12 school year are:

Friday, October 21, 2011

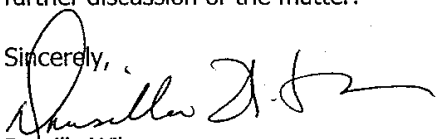
Wednesday, February 15, 2012 (proposed for Convention??)

Thursday, April 26, 2012

Tuesday, May 22, 2012

Please call me at the MRTA office to advise as to agreement regarding these dates, or if you wish further discussion of the matter.

Sincerely,


Drusilla Wilson,
President,
Maple Ridge Teachers' Association

DW/em

c.c. - S. Hall, Facilitator

Appendix 4



To: Board of Education

From: Senior Team

Date: March 9, 2011

Subject: Report to the Board on Proposed District-Wide Local School Calendar and Bell Schedules

Background:

The decision to embark upon this review came as a result of feedback from students from 2009/2010, a synopsis of all that we learned from our large community review of education called Learning for Tomorrow (which included over 200 parents, students, teachers, school administrators, other employees and community members) and our total commitment to addressing our continued financial pressure in a strategic way.

Our findings have indicated that there will not be a detrimental effect on student learning. Our findings also align with other districts' findings and implementation plans.

From all sources of feedback gathered over the last two years it became clear that we needed to review all of our systems and structures for efficiencies, alignment, fairness, and fiscal responsibility.

We are continuing to decline in enrollment and our continued financial pressures will mean that we will need to be even more prudent in our decisions to allow us to move forward on the educational front for the benefit of student learning and development in SD42.

In November 2010 with all this in mind, Sharon Jeroski from Horizons Research (well known and respected BC researcher), was asked to embark upon a review of school calendar and bell schedules as they currently exist in SD42 with a focus on learning, efficiencies, fairness, wellness, and finance. All research findings including a summary with recommendations will be posted on our district website.

Planning and Implementation:

As a result of all the information we currently have before us, Senior Team is now recommending the implementation of a local school calendar which would see six fewer days of instruction than what would be included in the Ministry's Standard School Calendar (Appendix F). The Proposed Local School Calendar (Appendix E) includes a two week Spring Break extending from March 11, 2012 to March 23, 2012 and an additional day placed on Monday, November 14, 2011.

We are primarily making this recommendation as a cost saving measure and an attempt to build efficiencies and fairness across the district. We believe the district will save approximately \$200,000.00 in various ways described in this report. We also believe that if we can put systems and structures in place that allow all staff easier access to their colleagues and places of work etc. that this will in turn make a difference in learning over time.

There is no evidence in the research that suggests that adding small numbers of minutes of instruction or taking small numbers of minutes of instruction away impacts learning. Overwhelming support from the research, however, does show that engagement during the class has the most positive impact regardless of the length of the time.

The cost savings of the proposed calendar would come in several ways. Firstly, the fact that we will have six days where replacement costs will not be necessary, and secondly we believe that a more balanced calendar will provide a wellness benefit for everyone which in turn may result in further savings due to fewer illness absences. There will also be a reduction in utility costs and a reduction in bus costs due to fewer days. Bus costs will also be saved due to common Pro D days.

We are committed to working closely with our partner groups to work out details of this calendar change and have been in constant conversations with them leading up to this proposal. We all understand that we have budget pressures and that this calendar must address that.

The estimated cost savings are illustrated in the following chart:

Category	Daily Savings	Six Day Savings
Teachers on Call	\$19,357	\$116,142
Support Staff Replacements	6,725	40,347
Utilities	3,780	22,680
Buses	2,200	13,200
Total Savings:	\$32,062	\$192,369

Legislative Requirements:

The School Act (Section 77) requires a board, on or before May 31st of each school year, to adopt a school calendar for every school in its district for the following school year. The calendar must be made available to every parent of a student in each school. In accordance with the School Calendar Regulations, the Board must adopt either a ***standard school calendar*** or a ***local school calendar***.

The School Act (Section 78(3.1)) states that, in the event a board wishes to adopt a school calendar that differs from the standard school calendar it must, in accordance with the regulations, consult with parents of the students enrolled in the schools affected by the proposed school calendar. Similarly, consultation must occur with representatives of the employees assigned to the affected schools prior to adopting the local calendar.

To approve a ***local school calendar***, a board must adopt the school calendar at a meeting that is open to the public. At least a month before the meeting, the Board must give notice of the meeting, together with a copy of the proposed school calendar to the parents of students in the schools affected and representatives of employees assigned to the affected schools.

The School Calendar Regulation outlines the details that need to be included in a ***local school calendar*** in Article 5(1). The details are:

- The number of days in session;
- The dates for the administrative days, if any, the school opening day, the school closing day, the vacation periods and holidays;
- The number of days of instruction;
- The specific hours of instruction, which cannot be less than the total minimum number of hours of instruction specified in the regulation.

Hours of Instruction

The minimum hours of instruction in a school year that must be included in a ***local school calendar*** is defined in Article 8 of the School Calendar Regulation and relate to the number of days of instruction set out in the standard school calendar for the school year. They are as follows:

- For FD Kindergarten and grades 1-7 – 4.75 hours per instructional day;
- For grades 8-12 – 5.15 hours per instructional day.

The proposed ***local school calendar*** attached recognizes there is a minimum of 186 instructional days in the standard school calendar for the 2011-2012 school year and in order to make up the instructional time by having a long weekend in November 2011 and adding five additional days to Spring Break in 2012, the district will have to add 9.50 minutes daily to Kindergarten and Grade 1-7 classes and 10.3 minutes daily to Grade 8-12 classes. These additional minutes are placed within each of the remaining 180 instructional days as follows:

Analysis of School Calendar Changes for Six Additional Break Days

	<u>2011-2012</u>
Minimum Number of Instructional Days (per Standard School Calendar)	186
Hours of Instruction (per School Calendar Regulation)	
Grades 1-7 & FDK	4.75 per day
Grades 8-12	5.15 per day
Minimum Minutes of Instruction (per year)	
Grades 1-7 & FDK	53,010
Grades 8-12	57,474
Minutes Added to each Instructional Day For Six Additional Break Days	
Grades 1-7 & FDK	9.50
Grades 8-12	10.30

How the Proposed Local School Calendar will Work:

Staff will investigate the ways in which the additional time required to compensate for the lost instructional time can be allocated. Factors to be considered include bus schedules, timetables at Secondary schools, collective agreement articles and specific school schedules. The most likely way the proposed local calendar would be implemented will be by adding the additional minutes required for each of the remaining instructional days to the end of each of those days.

The Ministry's standard calendar has scheduled Spring Break from March 19 – March 23, 2012. Easter weekend next year is from April 6th to April 9th. Because of the proximity of Easter to the standard calendar Spring Break, Senior Team is recommending, as previously stated, the additional week of Spring Break would be the previous week (March 12th to March 16th).

With respect to an approved long weekend around November 11th, Senior Team, again as previously stated, is recommending the additional day be taken on Monday, November 14th which would mean there would be two four-day weeks in the middle of November with Remembrance Day falling on Friday.

Required Consultation:

The School Act states that in the event that a board wishes to adopt a school calendar that differs from the standard school calendar (a local school calendar) it must, in accordance with the regulations, consult with parents of the students enrolled in the schools affected by the proposed school calendar and representatives of the employees assigned to the affected schools prior to adopting the local calendar. The consultation that is being proposed by senior staff to comply with this requirement is as follows:

- Beginning on March 10th, an online survey (Appendix A) will be posted on the district website to receive input from parents, employees and interested community members.
- A letter will be sent to parents/guardians and students (Appendix B) and to representatives of all SD42 employee groups (Appendix C), along with the proposed local calendar, which will outline the impacts of the calendar change, how to access the online survey, other means of providing input, and the timeline being followed.
- A public meeting will be held on March 29th (Room 2032, Thomas Haney Secondary School) so that parents, employees and interested community members may receive further information about the proposed changes and provide their input.
- The proposal will be considered at a public board meeting on April 13th thereby providing another opportunity for input before a final decision is made.

Timeline:

The Timeline for the Proposed District-Wide Local School Calendar (Appendix D) indicates the board will consider the local calendar question at a public meeting on April 13, 2011 which complies with the School Calendar Regulation requirement that a board must adopt the school calendar at a meeting that is open to the public. By supplying the parents of students in the schools affected and representatives of employees assigned to the affected schools with the proposed local calendar by March 9, 2011 the Board will be in compliance with the School Calendar Regulation requirements by giving notice of the meeting at least a month before the deciding meeting.

Considerations:

The Board of Education has the authority to implement a local school calendar, which varies from the Ministry's standard calendar. Establishing a calendar that meets the needs of students, provides organizations that support learning and collaboration, and uses district resources wisely is a foregone conclusion in these challenging economic times. With this in mind, the district needs to consider the potential advantages and challenges that a common calendar with common start and end times would have on all educational stakeholders.

Students:***"What matters is the amount of engaged time"***

There is little relationship between achievement and total days/hours.

(WestEd Report 1998)

Research has shown that a focus on personalized learning will increase student opportunities. Activities such as inquiry, project or problem-based learning, choice, and additional support all depend, in part, on having structures and schedules that promote this. A common calendar and day schedule will allow for these types of activities to be more efficiently and effectively offered.

A common calendar would also support a two-week Spring Break and an additional long weekend in November. Students, teachers, administrators and parents frequently reported in the Horizon document that students would be "refreshed" by more breaks throughout the school year.

Many secondary students also believe that a longer Spring Break would benefit them, and allow them to enter the final term feeling more rested and refreshed. Many believe that they are already in school too many days/hours, and that their learning would not suffer if school times were reduced.

Families:

Many parents commented favourably about the benefits of extending Spring Break and creating some long weekends. They often explained that these changes would help them extend family time, and create flexibility for family holidays. Students also noted that an extended Spring Break would allow for family holidays.

Many parents emphasized the importance of consistency and predictability of school hours and calendars, particularly in making arrangements for childcare and transportation. Parks and Recreation has expressed interest in providing extended programs to match the school calendar, which may ease the childcare problems for some families, but is still likely to increase costs for parents. The district is committed to exploring family access to low-cost options for their children during school breaks that provide high quality programming. Changing the calendar should not result in making vulnerable learners more vulnerable.

Employees:

Common school calendars and start times would provide increased opportunities for some employees, particularly in terms of job-sharing and cross-school appointments. TTOCs, for example, would be able to work a “full” day if mornings and afternoons everywhere were the same length. Teachers could split appointments across schools, and itinerants would have an easier time managing timetables.

Common timetables at secondary may help to retain employment for teachers with specialties that do not have large enrollments (e.g., creating itinerant positions, or using technology to deliver a course to two or more sites, each with low enrollment.) Common timetables could also enable teachers to collaborate across schools on mentoring and other projects, both teacher-teacher, and teacher-students.

Improved well-being is by far the most frequent reason given for extending Spring Break and adding a four-day weekend from all staff groups. Staff members who responded to interview and survey questions were almost unanimous about the need for and benefits of additional breaks during the year. They believe strongly that a two-week Spring Break will “refresh and revitalize”, that it will lead to fewer absences, and greater energy. For those who have children in other districts that already have extended Spring Breaks, this change would improve family life and options. At present 43/60 school districts in British Columbia include a two week Spring Break.

Some staff at some elementary schools with .5 day Fridays indicated they did not want to go to two week Spring Breaks if it meant changing their schedule.

The common calendar would also allow the district to have six common professional development days. These common days would still allow for teacher autonomy regarding professional development but would also allow the district to benefit from the economics of scale. One or two days per year could be “mini conventions” where a high school becomes a professional development centre with teachers presenting to their colleagues in a central location that can easily be organized and catered.

Other Benefits:

The Learning for Tomorrow discussions in November 2010, offered clear direction for looking at how time is used in schools. Participants talked specifically about a rethinking of the school day and school year to determine how to best serve our learners. Schedules and structures should be designed in ways to continue to provide and expand choice programs throughout the district.

Appendix 5

Ministry of Education

Standard School Calendar

from the *School Act*, sections 78 and 175

2006/07 to 2012/13

DESIGNATION	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13
Days in session	194	194	194	192	192	193	194
Minimum number of days of instruction	187	187	187	185	185	186	187
Maximum number of non-instructional days	6	6	6	6	6	6	6
Schools open	Sept 5	Sept 4	Sept 2	Sept 8	Sept 7	Sept 6	Sept 4
Thanksgiving Day	Oct 9	Oct 8	Oct 13	Oct 12	Oct 11	Oct 10	Oct 8
Remembrance Day	Nov 13	Nov 12	Nov 11	Nov 11	Nov 11	Nov 11	Nov 12
Schools close for Winter vacation	Friday Dec 22	Friday Dec 21	Friday Dec 19	Friday Dec 18	Friday Dec 17	Friday Dec 16	Friday Dec 21
Winter vacation period	Dec 25-Jan 5	Dec 24-Jan 4	Dec 22-Jan 2	Dec 21-Jan 1	Dec 20-Jan 3	Dec 19-Jan 2	Dec 24-Jan 4
Schools reopen after Winter vacation	Monday Jan 8	Monday Jan 7	Monday Jan 5	Monday Jan 4	Tuesday Jan 4	Tuesday Jan 3	Monday Jan 7
Schools close for Spring vacation	Friday March 16	Friday March 14	Friday March 13	Friday March 5	Friday March 18	Friday March 16	Friday March 15
Spring vacation period	March 19-23	March 17-21	March 16-20	March 8-12	March 21-25	March 19-23	March 18-22
Schools reopen after Spring vacation	Monday March 26	Wed March 26	Monday March 23	Monday March 15	Monday March 28	Monday March 26	Monday March 25
Good Friday	April 6	March 21	April 10	April 2	April 22	April 6	March 29
Easter Monday	April 9	March 24	April 13	April 5	April 25	April 9	April 1
Victoria Day	May 21	May 19	May 18	May 24	May 23	May 21	May 20
Administrative day	Friday June 29	Friday June 27	Friday June 26	Wed June 30	Thurs June 30	Fri June 29	Fri June 28
Schools close	Friday June 29	Friday June 27	Friday June 26	Wed June 30	Thursday June 30	Friday June 29	Friday June 28