



WHAT WE HEARD

SECONDARY SCHEDULE PUBLIC ENGAGEMENT SUMMARY

November 2025

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OVERVIEW

During the 2024/25 school year, the Maple Ridge – Pitt Meadows School District (SD42) engaged students, staff, and families in a district-wide consultation to help determine whether individual secondary schools should remain on a linear schedule or transition to a semester schedule.

KEY PHASES AND MILESTONES IN OUR CONSULTATION

The timeline below outlines the public engagement process from consultation design through to possible implementation, making note of key phases and milestones. The yellow highlight shows where we are now in the process.



Consultation Design

March 2025 Under the guidance of an outside consultant, working group finalized the design of the engagement framework, including key principles, objectives, decision-making criteria, goals, and assessment measures.



Surveys Live

April 14 – May 2, 2025 Surveys opened to students, families, and staff.



Student Pop-up Booths

April 15 – May 1, 2025 Student lunch-hour pop-up voting booths at all secondary schools.

April 15: Pitt Meadows Secondary

April 17: Maple Ridge Secondary

April 22: Samuel Robertson Technical Secondary

April 24: Westview Secondary

April 29: Thomas Haney Secondary

May 1: Garibaldi Secondary



Working Group Review

Spring – Fall 2025 Working group reviewed input and developed school-specific recommendations.



What We Heard Report

Fall 2025 *What We Heard* report published and shared with school communities.



Superintendent Decision

Fall 2025 Superintendent reviews working group recommendations and makes school-specific decisions. Report recommendations and decisions are shared with school communities.



Implementation

September 2027 Approved changes (if any) to secondary school schedules implemented at individual schools, based on the superintendent's decision informed by consultation results and working group recommendations.



SECONDARY SCHOOL SCHEDULE PUBLIC ENGAGEMENT FRAMEWORK

About the Engagement Framework

This framework outlines the values, principles, goals, objectives, and decision-making approach that guide the public engagement process on potential secondary school schedule changes. It reflects our commitment to a process that is inclusive, transparent, and centered on student success.



ENGAGEMENT FRAMEWORK	
 SD42 VALUES	<p>RESPONSIBILITY TO ALL LEARNERS We believe that all individuals in our school district community have the capacity to learn and that we are responsible for supporting their learning.</p> <p>UNIQUENESS OF EACH INDIVIDUAL We value the uniqueness of each learner and embrace diverse ways of learning. We foster a variety of instructional methods and provide support to all learners so that they can realize their potential.</p> <p>DIVERSE LEARNING OPPORTUNITIES We value choices for all learners, equity of access to all programs, and a holistic approach to learning. We encourage learning opportunities beyond the classroom. We support life-long learning.</p> <p>CULTURE AND COMMUNITY We celebrate our many cultures and seek was to appreciate and embrace diversity. We encourage interdependence and collaboration within the school district community. We value community partnerships.</p> <p>PERSONAL AND SOCIAL RESPONSIBILITY We believe that a sense of belonging is at the heart of our school district community and is fundamental to the success of all learners. We are committed to acting as responsible stewards within our community. We cultivate a culture of care within our school district community, and seek to develop the leadership and citizenship capacity of all learners.</p> <p>HIGH EXPECTATIONS FOR SUCCESS We value the ability of all learners to set high expectations for themselves and to describe personal success. We believe success is measured through credible evidence of learning and rigorous self-assessment. We are committed to supporting all learners in achieving personal success.</p>
 KEY ENGAGEMENT PRINCIPLES	<p><i>The following principles will guide the working group’s recommendations and the superintendent’s decision-making regarding potential schedule changes at each secondary school.</i></p> <ul style="list-style-type: none"> • Ensure transparent and accountable communication and engagement with students, families, and staff to support the integration of input into decision-making processes—or, if integration is not possible, to clearly communicate why. • Communicate clear, concise, balanced, and objective information about the two proposed schedule models for secondary schools. • Facilitate an inclusive and accessible engagement process that is easy, accessible and limits barriers to participation, in order to support learners now and into the future.
 ENGAGEMENT GOAL	<p>The goal of the engagement process is to share objective information on the two secondary schedule options and obtain input from staff, students, and families on the school schedule option that best supports well-being, student learning and achievement.</p>

 <p>ENGAGEMENT OBJECTIVES</p>	<ul style="list-style-type: none"> • Provide relevant information to staff, students, and families to build awareness and ensure a minimum level of understanding about the features of the two school schedule models. • Communicate the process for evaluating the input data and how that informed the recommendations developed by the working group to support confidence in the engagement process. • Encourage a high degree of participation from staff, students, and families to generate meaningful data and understand the schedule model that best supports 21st century learners • Minimize jargon and technical language in communication messages, making information easy to understand and act upon. • Support accessibility by providing translation capabilities in a variety of languages with the survey posted to the district website to support accessibility and inclusion. And provide materials to settlement workers in schools to support students and families whose first language is not English. • Report what we heard and how the data gathered informed the recommendations developed by the working group.
 <p>DECISION MAKING</p>	<ul style="list-style-type: none"> • A district working group — made up of representatives from secondary school administration, human resources, Indigenous education, learning services, safe and caring schools, and communications — will review the survey results and other relevant input to develop school-by-school recommendations. These recommendations will be based on both the data and the following criteria: <ul style="list-style-type: none"> • Manageable student workload • Manageable staff workload • Support for student success • Support for positive connections • Responsiveness to diverse learning needs <p>The superintendent will consider the working group recommendations before making a final decision for each school.</p>



BACKGROUND

WHY DID THE DISTRICT EXPLORE THE CHANGES?

During the COVID-19 pandemic, secondary schools in the Maple Ridge - Pitt Meadows School District temporarily shifted away from the traditional linear model. In 2020/21, schools adopted a quarter system, and in 2021/22 and 2022/23, they moved to a semester schedule to provide greater flexibility and support health and safety measures. In 2023/24, schools returned to the linear schedule, with a commitment from the district to gather input from students, staff, and families about which model best supports student learning and well-being moving forward.

This consultation fulfills that commitment by seeking input on whether each school should continue with a linear model or transition to a semester model.

WHO WAS CONSULTED?

Separate surveys were developed for secondary students, secondary staff, families of secondary students, and Garibaldi Secondary students, staff, and families.

HOW WERE THE DECISIONS BE MADE?

A working group with representation from secondary administration, Indigenous education, learning services, human resources, safe and caring schools, and communications reviewed all input and developed school-specific recommendations. Recommendations were based on the following five criteria: manageable student workload, manageable staff workload, support for student success, support for positive connections, and responsiveness to diverse learning needs. The superintendent considered these recommendations alongside other educational and operational factors before making final decisions for each school.

LINEAR VS. SEMESTER SCHEDULE

Understanding the Difference Between the Two Models

The potential benefits and challenges listed below were shared with families, students, and staff to help them better understand how each schedule model may impact different aspects of school life. This is not a definitive or one-size-fits-all list—every student and staff member is unique, and what works well for one person may not work as well for another.

LEARNING AND TEACHING OPPORTUNITIES

LINEAR		SEMESTER	
POTENTIAL BENEFITS	POTENTIAL CHALLENGES	POTENTIAL BENEFITS	POTENTIAL CHALLENGES
<ul style="list-style-type: none"> • Provides long-term continuity and routines for learning concepts and skills. • More time to digest material. • Makes it easier to catch up on missed material. • Supports deeper learning in courses that benefit from time (e.g., music, languages). • Offers more time for assessment and feedback. • Ensures students with learning services support have a primary block for the full year. • Creates more opportunities for cross-curricular connections. • Enables year-round learning that can be tailored to the season, weather, or events. 	<ul style="list-style-type: none"> • Students remain in the same courses for the full year. • Provides less frequent, non-daily practice. • Managing eight courses at the same time can be more challenging for some students. • Limited advancement within the school year for students interested in accelerated courses. • Requires summer school or online learning to repeat graduation-required courses. • Makes school or program transfers during the year more difficult. 	<ul style="list-style-type: none"> • Fewer number of courses at a time to manage (four per semester). • Supports daily practice and reinforcement of course concepts. • Fewer students make it easier to track progress and attendance. • Allows students to advance in specific discipline areas. • Offers more opportunities for semester-based programs. • Creates greater flexibility in designing alternative student schedules. • Provides the option for flexible graduation timelines. 	<ul style="list-style-type: none"> • More fast-paced than linear. • Possible year-long gap in learning (e.g. math, science). • Less time for feedback and course correction. • May impact learning in courses that benefit from year-round instruction (e.g., languages, music, reading). • Less time to review previous material in class as students have the course daily. • Harder to catch up after absences. • Some programs or students don't have year-long support. • Scheduling consistent prep time for teachers a challenge.

MENTAL AND PHYSICAL WELL-BEING

LINEAR		SEMESTER	
POTENTIAL BENEFITS	POTENTIAL CHALLENGES	POTENTIAL BENEFITS	POTENTIAL CHALLENGES
<ul style="list-style-type: none"> • May provide sustained classroom connections with teachers and peers. • Consistent course load throughout the year. • A day in between classes to digest info and complete assignments. • Guaranteed year-long prep for teachers. • Greater predictability of a year-long support block for students with learning needs. 	<ul style="list-style-type: none"> • More courses to juggle at a time which can be overwhelming. • “Stuck” in a course for a full year instead of end in sight after five months. • Connection building can take longer with more students and classes. • Course pacing may feel slow, which can reduce engagement for some learners. 	<ul style="list-style-type: none"> • More focused study due to four courses at a time can be less overwhelming, especially for students who benefit from added structure or support. • Opportunity to start fresh and reset in February. • Daily connection between students and teachers. • Easier to build short-term goals and feel a sense of progress with term completion every five months. 	<ul style="list-style-type: none"> • Possibility of unbalanced course load per semester. • Quicker coverage of curricula in a shorter time span can lead to students feeling overwhelmed. • It may be difficult to keep up the missed work due to absences. • Class connection limited to half a year.

SUPERINTENDENT'S DECISION

During the 2024/25 school year, district leaders fulfilled the district's commitment to engage in a comprehensive and transparent process to explore secondary schedules across our district. I want to thank the working group and the school-based teams for designing and implementing a thorough engagement process that centred the voices of students, staff, and families. The consultation framework, criteria, and engagement activities were shared publicly from the outset, ensuring an open and informed process for our community.

The *What We Heard* report provides rich school-level data. While the working group brought forward two formal recommendations for schedule changes, the findings make clear that every secondary school and alternate program has important work ahead. The data reflect the strengths within each learning community, as well as areas for improvement related to student learning, well-being, workload, program structures, and connection.

DISTRICT DIRECTION

Each secondary school and alternate program will now:

- Review its school/program-specific consultation data;
- Examine existing instructional and structural practices; and
- Identify how it will respond to the needs expressed by students, families, and staff.

By the end of the school year, each school/program will share with its community (staff, students, and families):

1. What it heard and learned from the engagement;
2. How the school will respond to the findings for the 2026/27 school year; and
3. How progress will be monitored and assessed to ensure improvements in student learning and student experience.

This next phase of work is essential. Regardless of schedule model, each school has a responsibility to respond thoughtfully to the voices of its community and the needs identified in the data.

SCHOOL-SPECIFIC DECISIONS

Maple Ridge Secondary, Pitt Meadows Secondary, Samuel Robertson Technical

After careful review of the working group recommendations and consultation data from students, staff, and families at Maple Ridge Secondary, Pitt Meadows Secondary, and Samuel Robertson Technical, **I am supporting the working group recommendations that these schools retain the linear schedule.**

The survey results showed that, at each of these schools, the linear model was preferred for the majority of the five key criteria: manageable student workload, manageable staff workload, support for student success, support for positive connections, and responsiveness to diverse learning needs. While feedback differed somewhat across schools, the consistent pattern supported the linear approach.

Thomas Haney Secondary School

At this time, I am not supporting the recommendation to transition Thomas Haney Secondary School to a semester model.

The school's self-directed learning community is built on the flexibility of the linear model as a way to foster student independence. I recognize that a shift to a semester model could negatively impact programs and opportunities that are central to the school's culture.

However, the engagement findings demonstrate that there is a student preference for a semester model; as a result, Thomas Haney Secondary School staff are expected to engage in rigorous reflection and planning to respond directly to the voices of students, families, and staff. This includes exploring refinements or revisions to the existing model that maintain flexibility and independence while strengthening support for learners.

Westview Secondary School

I am supporting the working group's recommendation that Westview Secondary School transition to a semester model, with implementation beginning in the 2027/28 school year.

A shift of this magnitude requires careful and thoughtful planning. To support a smooth transition and implementation, Westview Secondary School will establish an implementation working group responsible for:

- Developing a clear timeline for planning and communication;
- Supporting staff, students, and families in understanding the shift; and
- Designing a semester schedule that includes consideration of courses or programs that may require a year-long or linear-like structure.

This work will ensure the school is prepared to successfully launch a semester schedule in September 2027. Moving implementation to the 2027/28 school year will ensure readiness for a thoughtful transition.

CONCLUSION

I want to again thank the working group for their comprehensive and thoughtful work in guiding this process from beginning to end. I also want to extend my appreciation to the many students, families, and staff who participated in the engagement. Your voices matter, and your insights have shaped the decisions outlined.

As a district, we are committed to responding to the areas for growth identified through this consultation. Thank you to each school community for the work that now begins, to reflect on what was heard, to consider what must change, and to act in ways that strengthen student learning and well-being.



Teresa Downs
Superintendent of Schools



CONNEX

— Survey Results Overview —

This section summarizes survey responses from students, staff, and families at Connex. It includes both overall trends and school-specific insights on learning, well-being, connection, and schedule preferences. Included in this section:

- ▶ Preferred schedule model
- ▶ Learning and well-being indicators
- ▶ Peer and staff connection
- ▶ Feedback on supports needed under each model

Note: All percentages shown are rounded to one decimal place.
Because of this rounding, totals may not always add up to exactly 100%.

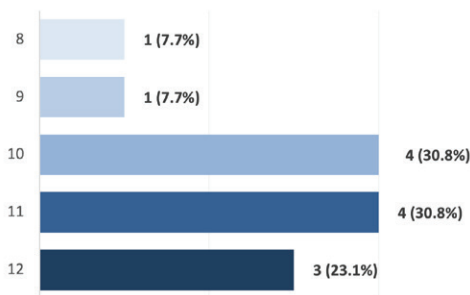
STUDENT SURVEY RESPONSES

* Note: The following results reflect feedback from a smaller student population in an alternate program setting. While the number of responses is lower than in other sections, the data has been included in full to ensure all voices are represented in the overall engagement summary.

What grade are you in?

Responses received: 13

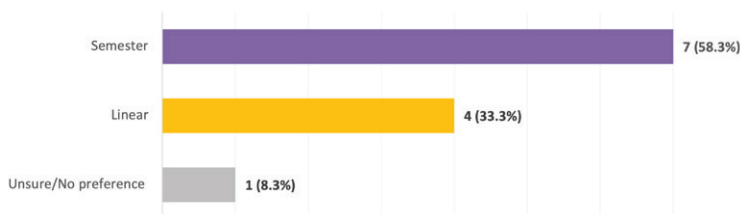
A total of 13 Connex students responded to the survey. Responses were spread across grades 8 through 12, with the largest groups coming from grades 10 and 11, each with four students (30.8%). Three students were in Grade 12 (23.1%), while grades 8 and 9 each had one student respond (7.7% respectively).



Which class schedule format do you prefer (If you have only experienced one model, please answer based on your experience or what you think might work best for you?)

Responses received: 12

Twelve Connex students responded to the question about preferred schedule format. The majority, seven students (58.3%), indicated a preference for the semester model. Four students (33.3%) preferred the linear model, and one student (8.3%) indicated they were unsure or had no preference.

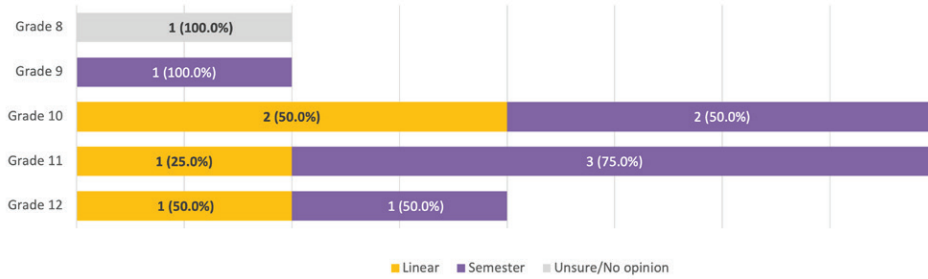


Drill-down: Understanding the 'unsure' student group

The student who indicated they were unsure had only experienced the linear model.

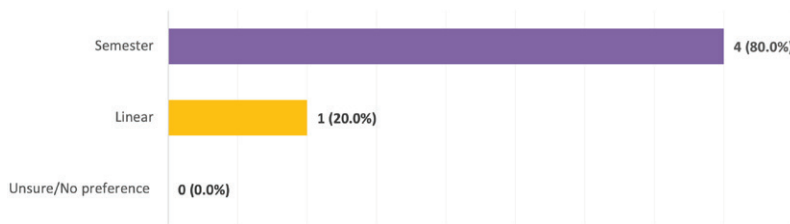
Drill-down: Responses by grade

When broken down by grade level, preferences showed some variation. The single Grade 8 respondent indicated no preference, while the single Grade 9 respondent preferred the semester model. In Grade 10, responses were evenly split, with two students preferring linear and two preferring semester. In Grade 11, three students (75%) preferred semester while one student (25%) preferred linear. In Grade 12, one student preferred semester and one student preferred linear.



© **Drill-down: Preferences among students with experience of both models or semester only**

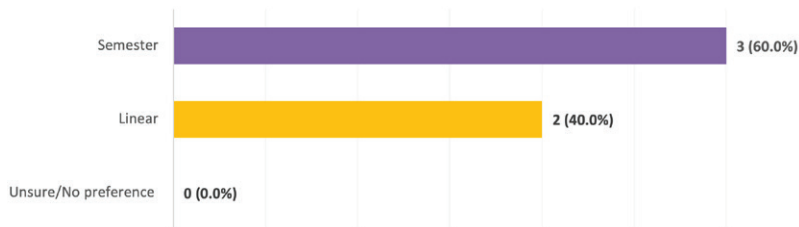
Among the five students who had experience with both models or with the semester model only, the majority expressed a preference for semester. Four students (80%) selected semester, while one student (20%) preferred linear. No students in this group indicated that they were unsure or had no preference.



© **Drill-down: Preferences among students belonging to an equity-deserving group**

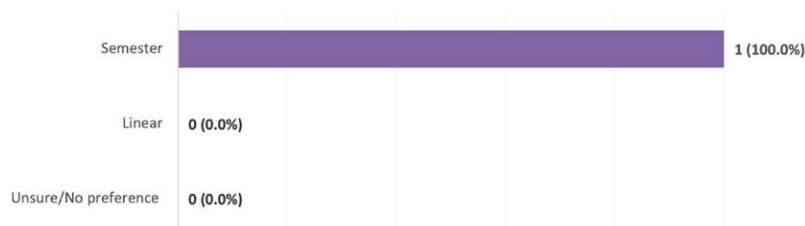
- ▶ Equity-deserving groups are students who may face additional barriers to learning or inclusion. This can include students with disabilities or diverse abilities; English Language Learners; Indigenous students; Black students or other students of colour; 2SLGBTQIA+ students; and students from newcomer or immigrant communities.

Among students who identified as belonging to an equity-deserving group, three students (60%) indicated a preference for the semester model, while two students (40%) preferred the linear model. No students in this group reported being unsure or having no preference.



© **Drill-down: Preferences of equity-deserving students with experience in both linear and semester systems**

Only one Connex student belonging to an equity-deserving group had experienced both linear and semester schedule systems, and reported preferring the semester system to linear.



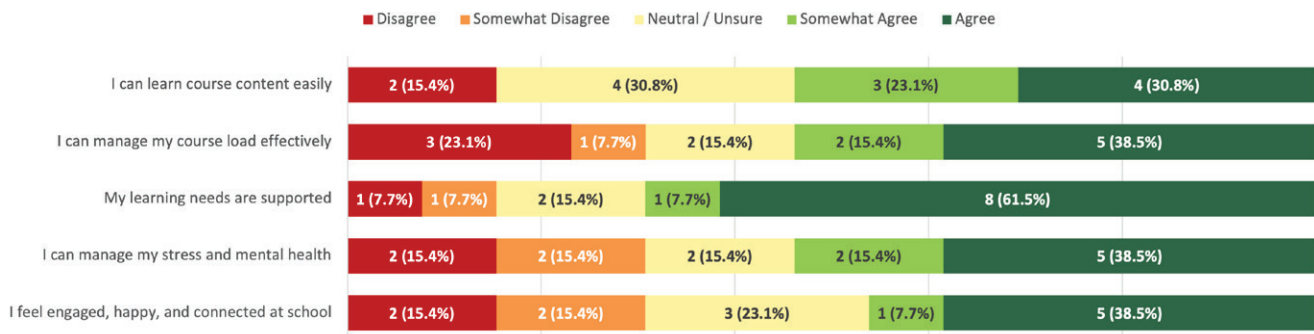
? In your experience or opinion, to what extent do you agree that a **linear schedule** supports your well-being in the following areas?

Responses received: 13

Thirteen Connex students responded to the questions about whether a linear schedule supports their well-being. For learning course content, four students (30.8%) agreed and three (23.1%) somewhat agreed, while four (30.8%) were neutral and two (15.4%) disagreed. In terms of managing course load, five (38.5%) agreed and two (15.4%) somewhat agreed, while two (15.4%) were neutral, one (7.7%) somewhat disagreed, and three (23.1%) disagreed. For whether their learning needs are supported, eight (61.5%) agreed and one (7.7%) somewhat agreed, while two (15.4%) were neutral, one (7.7%) somewhat disagreed, and one (7.7%) disagreed.

When asked about managing stress and mental health, five (38.5%) agreed and two (15.4%) somewhat agreed, while two (15.4%) were neutral, two (15.4%) somewhat disagreed, and two (15.4%) disagreed. Finally, regarding feeling engaged, happy, and connected at school, five (38.5%) agreed and one (7.7%) somewhat agreed, while three (23.1%) were neutral, two (15.4%) somewhat disagreed, and two (15.4%) disagreed.

Student views on the linear schedule were mixed, with most agreeing their learning needs were supported, but responses were more divided on stress management, engagement, and course load.



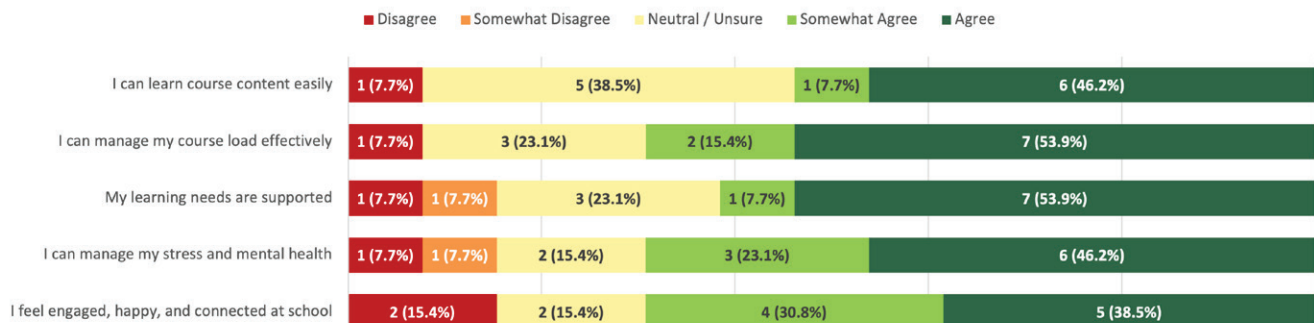
? In your experience or opinion, to what extent do you agree that a **semester schedule** supports your well-being in the following areas?

Responses received: 13

Thirteen Connex students responded to the questions about whether a semester schedule supports their well-being. For learning course content, six (46.2%) students agreed and one (7.7%) somewhat agreed, while five (38.5%) were neutral and one (7.7%) disagreed. In terms of managing course load, seven (53.9%) students agreed and two (15.4%) somewhat agreed, while three (23.1%) were neutral and one (7.7%) disagreed. For whether their learning needs are supported, seven (53.9%) students agreed and one (7.7%) somewhat agreed, while three (23.1%) were neutral, one (7.7%) somewhat disagreed, and one (7.7%) disagreed.

When asked about managing stress and mental health, six (46.2%) students agreed and three (23.1%) somewhat agreed, while two (15.4%) were neutral, one (7.7%) somewhat disagreed, and one (7.7%) disagreed. Finally, regarding feeling engaged, happy, and connected at school, five (38.5%) students agreed and four (30.8%) somewhat agreed, while two (15.4%) were neutral and two (15.4%) disagreed.

Overall, most students reported that a semester schedule supports their learning, course management, and well-being, with agreement strongest around course load and learning needs.

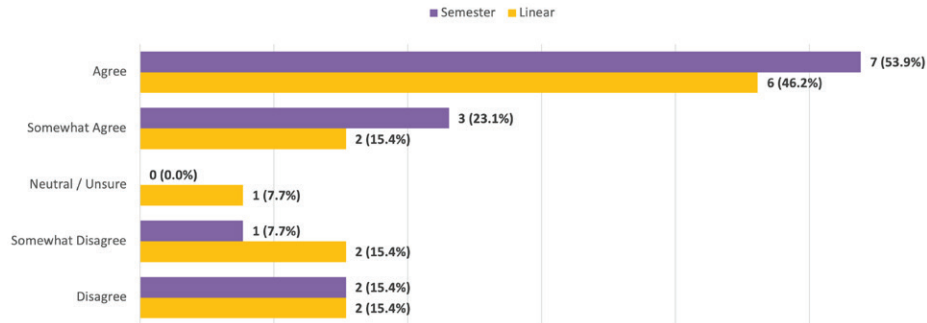


? To what extent do you agree that each of the two schedule models support (or would support) your success in *literacy*?

👤 Responses received: 13

Thirteen Connex students responded to the question about whether each schedule model supports their success in literacy. For the semester model, seven (53.9%) students agreed and three (23.1%) somewhat agreed, while one (7.7%) somewhat disagreed and two (15.4%) disagreed. For the linear model, six (46.2%) students agreed and two (15.4%) somewhat agreed, while one (7.7%) was neutral, two (15.4%) somewhat disagreed, and two (15.4%) disagreed.

Most students felt that both models supported their success in literacy, with somewhat stronger agreement expressed for the semester model.

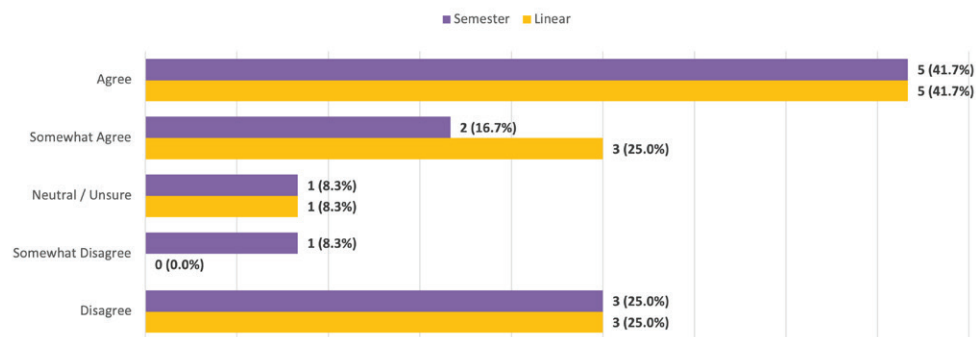


? To what extent do you agree that each of the two schedule models support (or would support) your success in *numeracy*?

👤 Responses received: 12

Twelve Connex students responded to the question about whether each schedule model supports their success in numeracy. For both semester and linear, five (41.7%) students agreed. An additional two (16.7%) students somewhat agreed with semester and three (25.0%) somewhat agreed with linear. One (8.3%) student was neutral for each model. One (8.3%) student somewhat disagreed with semester, and three (25.0%) students disagreed with each model.

Students expressed similar views of both models for numeracy, with most agreeing that each provided support, though a quarter of respondents disagreed with both.

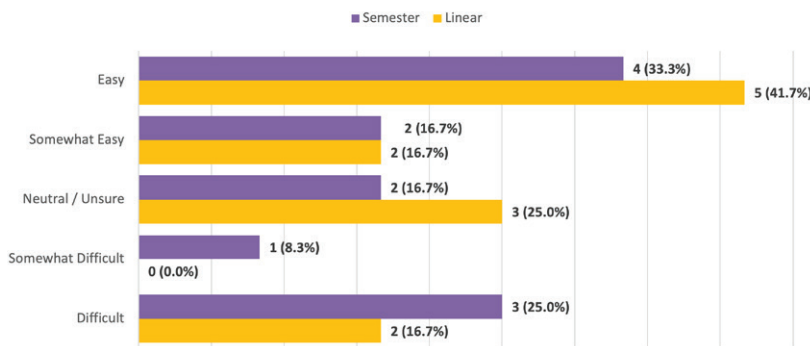


? In your experience or opinion, how easy or difficult is it for you to build positive connections with your **peers** in each of the two schedule models?

Responses received: 12

Twelve Connex students responded to the question about how easy or difficult it is to build positive peer connections under each schedule model. For the semester model, four (33.3%) students said it was easy and two (16.7%) said it was somewhat easy, while two (16.7%) were neutral, one (8.3%) found it somewhat difficult, and three (25.0%) found it difficult. For the linear model, five (41.7%) students said it was easy and two (16.7%) said it was somewhat easy, while three (25.0%) were neutral and two (16.7%) found it difficult.

Students reported both schedules helped some build peer connections, though linear was rated slightly easier overall, while semester had more students indicating difficulty.

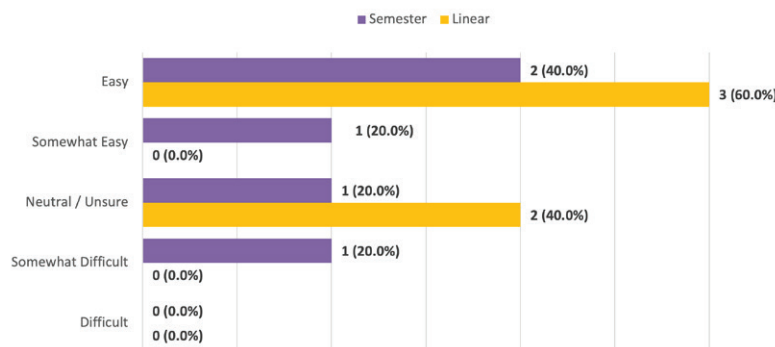


© Drill-down: Preferences among students with experience of both models or semester only

Responses received: 5

Five Connex students who have experienced the semester model or both models responded to the question about building positive peer connections. For the semester model, two (40.0%) students said it was easy, one (20.0%) said it was somewhat easy, one (20.0%) was neutral, and one (20.0%) said it was somewhat difficult. For the linear model, three (60.0%) students said it was easy, two (40.0%) were neutral, and none reported it as somewhat difficult or difficult.

In this smaller group, students tended to find peer connection easier under the linear model, while views of the semester model were more mixed.

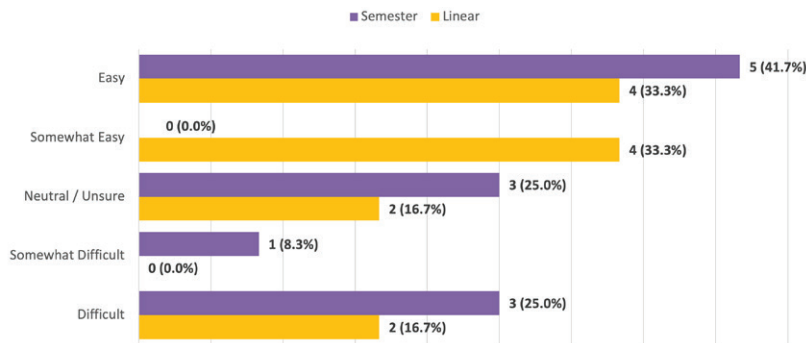


? In your experience or opinion, how easy or difficult is it for you to build positive connections with **staff** in each of the two schedule models?

Responses received: 12

Twelve Connex students responded to the question about how easy or difficult it is to build positive connections with staff under each schedule model. For the semester model, five (41.7%) students said it was easy and three (25.0%) were neutral, while one (8.3%) found it somewhat difficult and three (25.0%) found it difficult. For the linear model, four (33.3%) students said it was easy and four (33.3%) said it was somewhat easy, while two (16.7%) were neutral and two (16.7%) found it difficult.

Students were somewhat divided, with semester showing more students reporting it as easy, while linear had more students indicating it was somewhat easy; however, these results reflect a small sample group and should be interpreted with caution.

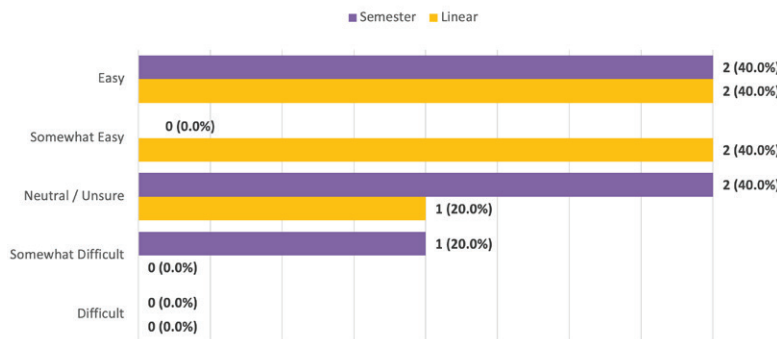


Drill-down: Preferences among students with experience of both models or semester only

Responses received: 5

Five Connex students who have experienced the semester model or both models responded to the question about building positive staff connections. For the semester model, two (40.0%) students said it was easy, while two (40.0%) were neutral and one (20.0%) said it was somewhat difficult. For the linear model, two (40.0%) students said it was easy and two (40.0%) said it was somewhat easy, while one (20.0%) was neutral.

Students in this small group reported generally positive experiences with both models when it came to staff connections, though the linear model had slightly more students describe the process as somewhat easy; results should be interpreted with caution due to the limited sample size.



? *If the school remains on a **linear model**, what supports (if any) will you need to be successful?*

Responses received: 1

One student noted that semester allows for more variety in electives, whereas the linear model limits choice and therefore also fails to support students in understanding what they might want to take if they continue to post secondary.

? *If the school transitions to a **semester model**, what supports (if any) will you need to be successful?*

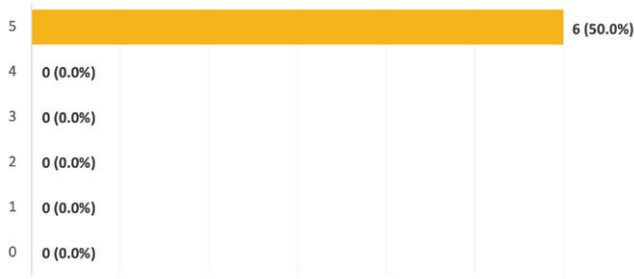
Responses received: 0

No feedback was offered to this question.

? *In a **linear** timetable, what do you believe is the ideal number of Flex blocks per week?*

Responses received: 12

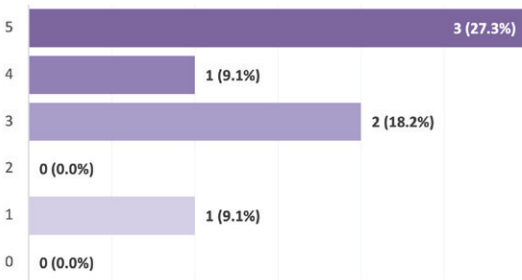
Of the 12 students who responded to this question, six students (or half) indicated five Flex blocks per week was preferred while six indicated they were unsure.



? *In a **semester** timetable, what do you believe is the ideal number of Flex blocks per week?*

Responses received: 11

Of the 11 students who responded to this question, three (27.3%) preferred five Flex blocks, two (18.2%) preferred three, one (9.1%) each preferred four and one, and four students stated they were unsure. When comparing these results to those for the linear model, Connex students clearly feel that the linear system requires more Flex blocks overall to support student work and success.



? Is there anything else you would like to share?

👤 Responses received: 1

One student stressed the importance of keeping Flex time.

KEY TAKEAWAYS - CONNEX STUDENTS

1. Very small sample size: 13 students responded, so results should be interpreted with caution.
2. Semester preference: A majority of students preferred semester (7 of 12), while 4 preferred linear and 1 was unsure.
3. By grade, support for semester was strongest in Grade 11, while Grade 10 and 12 responses were evenly split.
4. Among students who had experienced both systems, most (4 of 5) preferred semester.
5. Equity-deserving students were somewhat divided (3 semester, 2 linear), but the one with experience in both models preferred semester.
6. Well-being under linear: Most agreed learning needs were supported, but responses were more mixed on stress, engagement, and workload.
7. Well-being under semester: More consistently positive, especially for course load, learning needs, and mental health, though some remained neutral or disagreed.
8. Literacy: Both models seen as supportive, with semester rated slightly higher overall.
9. Numeracy: Students viewed both models similarly, with most agreeing they provided support but a quarter disagreeing with each.
10. Peer connections: Mixed results, though slightly more students rated linear as easier; semester had more students indicating difficulty.
11. Staff connections: Mixed across both systems; semester drew more “easy” responses, while linear had more “somewhat easy.”
12. Flex blocks: Students leaned toward frequent Flex in both models. In linear, half selected five blocks; in semester, responses were more spread, with many unsure.

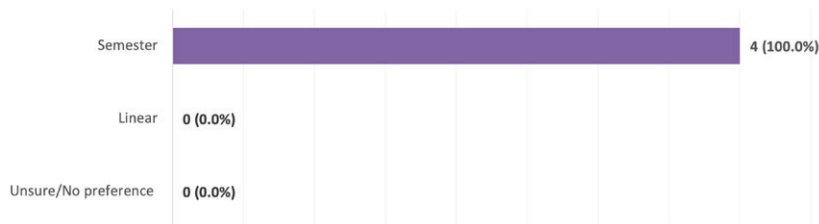
FAMILY SURVEY RESPONSES

* Note: The following results reflect feedback from a smaller parent/guardian population in an alternate program setting. While the number of responses is lower than in other sections, the data has been included in full to ensure all voices are represented in the overall engagement summary.

? Which class schedule format do you prefer for your child or children? (If your children only experienced one model, please answer based on that experience or what you believe might work best for them.)

👤 Responses received: 4

Four family members responded to the question about which class schedule format they prefer for their child or children. All four (100%) indicated a preference for the semester model, while no respondents selected linear or unsure.



🔍 Drill-down: Preferences among parents/guardians of students with experience of both models or semester only

👤 Responses received: 3

Of the three parents/guardians who had experienced both models or semester only, three (100%) preferred the semester system.



🔍 Drill-down: Preferences among parents/guardians of students belonging to an equity-deserving group

👤 Responses received: 3

▶ Equity-deserving groups are students who may face additional barriers to learning or inclusion. This can include students with disabilities or diverse abilities; English Language Learners; Indigenous students; Black students or other students of colour; 2SLGBTQIA+ students; and students from newcomer or immigrant communities.

Three parents or guardians of students belonging to an equity-deserving group responded to the question about schedule preference. All three (100%) indicated a preference for the semester model, with no respondents selecting linear or unsure.

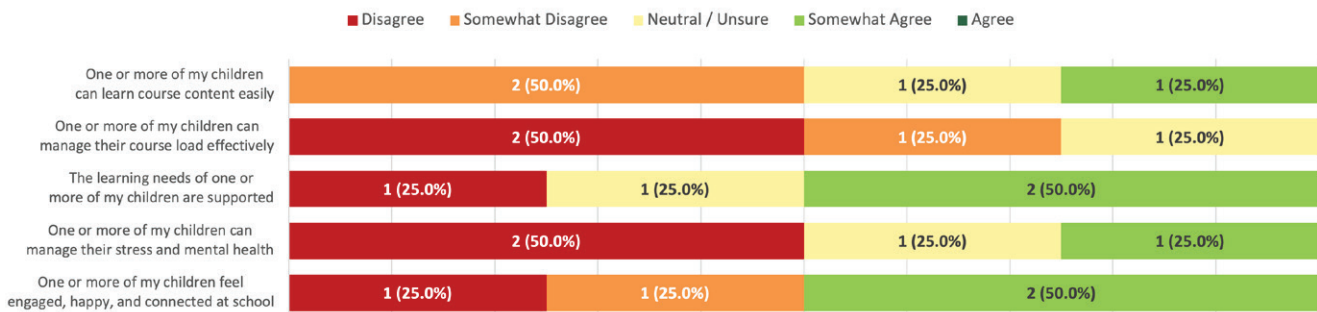


? In your experience or opinion, to what extent do you agree that a **linear schedule** supports the well-being of your child or children in the following areas?

Responses received: 4

Four family members responded to the questions about whether a linear schedule supports their children’s well-being. For learning course content, one (25.0%) somewhat agreed, one (25.0%) was neutral, and two (50.0%) somewhat disagreed. For managing course load, one (25.0%) was neutral, one (25.0%) somewhat disagreed, and two (50.0%) disagreed. For whether learning needs are supported, two (50.0%) somewhat agreed, one (25.0%) was neutral, and one (25.0%) disagreed. For managing stress and mental health, one (25.0%) somewhat agreed, one (25.0%) was neutral, and two (50.0%) disagreed. Finally, for feeling engaged, happy, and connected at school, two (50.0%) somewhat agreed, one (25.0%) somewhat disagreed, and one (25.0%) disagreed.

With only four responses, results are limited, but they suggest mixed views on whether a linear schedule supports student well-being, with the most positive ratings given for learning needs and engagement, and more negative responses for course load and stress management.

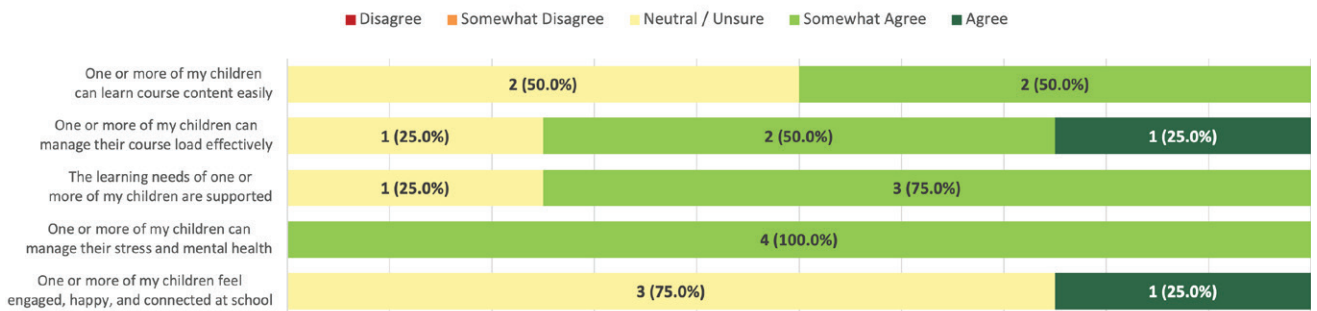


? In your experience or opinion, to what extent do you agree that a **semester schedule** supports the well-being of your child or children in the following areas? (If your family has not experienced a semester system, please answer based on what you think might work best for your child or children.)

Responses received: 4

Four family members responded to the questions about whether a semester schedule supports their children’s well-being. For learning course content, two (50.0%) somewhat agreed and two (50.0%) were neutral. For managing course load, one (25.0%) agreed and two (50.0%) somewhat agreed, while one (25.0%) was neutral. For whether learning needs are supported, three (75.0%) somewhat agreed and one (25.0%) was neutral. For managing stress and mental health, all four (100.0%) somewhat agreed. Finally, for feeling engaged, happy, and connected at school, one (25.0%) agreed and three (75.0%) were neutral.

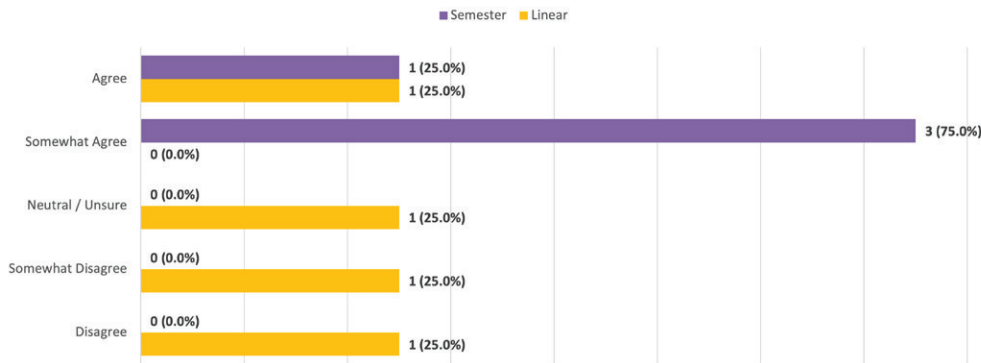
Compared with the linear responses, which included several disagreements, the semester model was viewed more favorably overall.



? To what extent do you agree that each of the two schedule models support (or would support) your child’s or children’s success in **literacy**?

Responses received: 4

Four family members responded to the question about whether each schedule model supports their children’s success in literacy. For the semester model, one (25.0%) agreed and three (75.0%) somewhat agreed. For the linear model, one (25.0%) agreed, one (25.0%) was neutral, one (25.0%) somewhat disagreed, and one (25.0%) disagreed. Families in this small group leaned toward seeing the semester model as supportive of literacy, while views of the linear model were split.

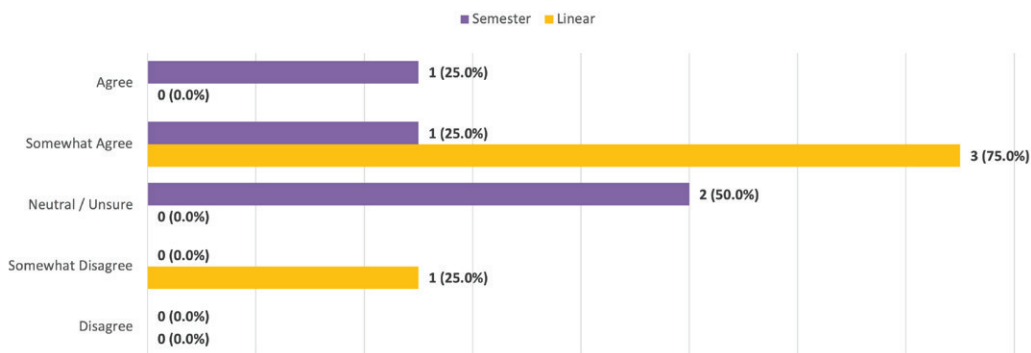


? To what extent do you agree that each of the two schedule models support (or would support) your child’s or children’s success in **numeracy**?

Responses received: 4

Four family members responded to the question about whether each schedule model supports their children’s success in numeracy. For the semester model, one (25.0%) agreed, one (25.0%) somewhat agreed, and two (50.0%) were neutral. For the linear model, three (75.0%) somewhat agreed, and one (25.0%) somewhat disagreed.

Families in this very small group leaned more positively toward the linear model for numeracy, while responses for the semester model were more neutral overall.

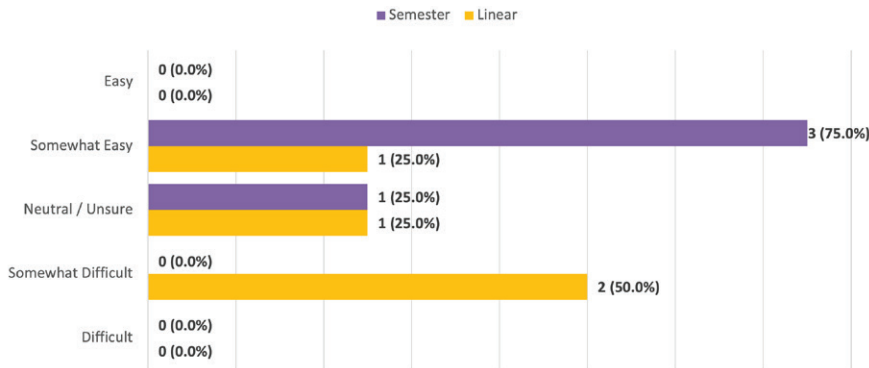


? In your experience or opinion, how easy or difficult is it for your child or children to build positive connections with their **peers** in each of the two schedule models?

Responses received: 4

Four family members responded to the question about how easy or difficult it is for their children to build positive peer connections under each schedule model. For the semester model, three (75.0%) said it was somewhat easy and one (25.0%) was neutral. For the linear model, one (25.0%) said it was somewhat easy, one (25.0%) was neutral, and two (50.0%) found it somewhat difficult.

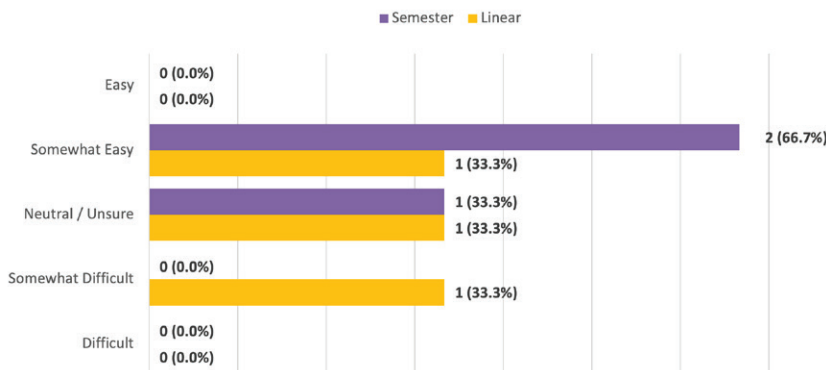
Families in this small group tended to view the semester model as more supportive of building peer connections, while responses to the linear model were mixed, with half noting some difficulty.



🔍 Drill-down: Preferences among parents/guardians whose child(ren) experienced both models or semester only

Responses received: 3

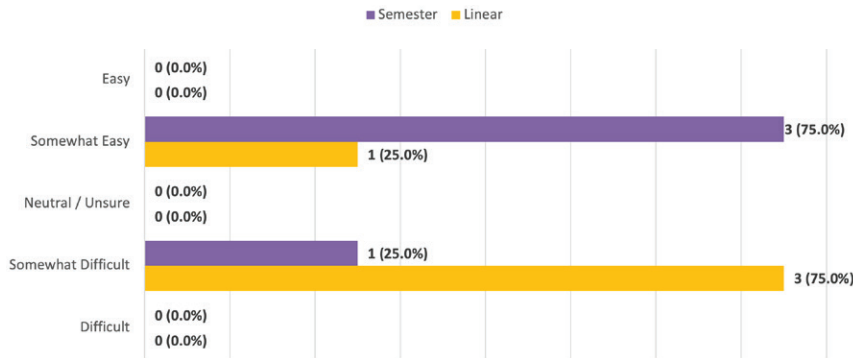
This drill-down looked specifically at parents/guardians whose children had experienced both models or semester only. The pattern was consistent with the broader family responses, showing stronger support for the semester model. Given the overlap in respondents and the small number of participants, these results don't add new insights but reinforce the overall trend.



? In your experience or opinion, how easy or difficult is it for your child or children to build positive connections with **staff** in each of the two schedule models?

Responses received: 4

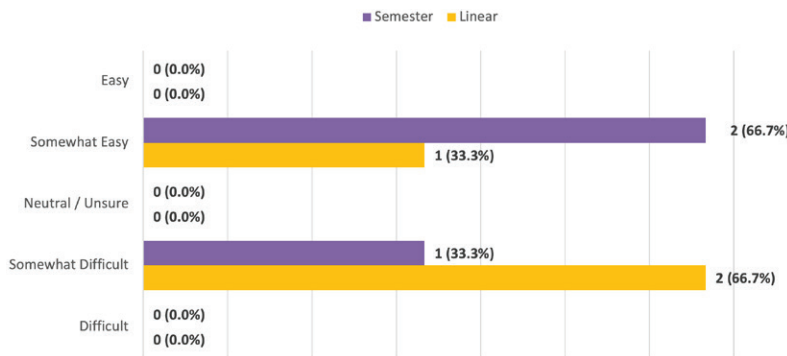
Four family members responded to the question about building positive staff connections under each schedule model. Three (75.0%) felt it was somewhat easy to do so under a semester model, while three (75.0%) found it somewhat difficult under a linear model. With such a small sample, the responses should be interpreted with caution, but the contrast suggests that families in this group saw semester scheduling as more supportive of building staff connections.



👤 **Drill-down: Preferences among parents/guardians whose child(ren) experienced both models or semester only**

👤 **Responses received: 3**

Since three of the four respondents who answered this question had experience either with both models or semester only, the drill-down again merely reinforces the trend that emerged when we look at all four responses. Families perceive the semester system as generally more supportive of forming positive connections with staff.



👤 **If the school remains on a *linear model*, what supports (if any) do you believe your child or children would need to be successful?**

👤 **Responses received: 3**

Respondents highlighted the need to ensure students are getting their work done, help for students with organization and managing course load, and help contacting teachers.

👤 **If the school transitions to a *semester model*, what supports (if any) do you believe your child or children would need to be successful?**

👤 **Responses received: 4**

Respondents again suggested that help with organization would be beneficial, flexibility for assignments given the compressed learning timeframe, and separating desirable classes between the two semesters to increase student engagement.

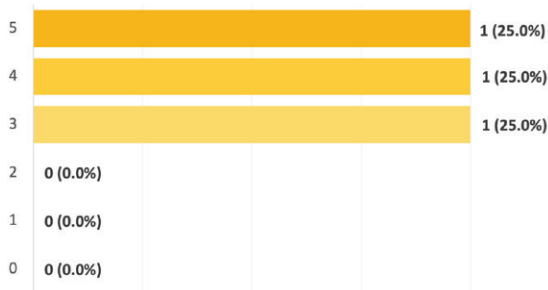
? In a *linear* timetable, how many Flex blocks per week do you believe would be ideal? (A definition of Flex is provided below.)

▶ A Flex block is a scheduled period during the school day that provides students with flexible time to engage in activities that support their academic success and personal growth. Students may use this time to: receive extra help or tutoring from teachers; work on assignments or group projects; participate in enrichment activities or clubs; explore areas of interest beyond the standard curriculum; engage in self-directed learning or independent study. The goal of the Flex block is to provide students with autonomy in their learning while ensuring they have the support and resources they need to succeed.

Responses received: 4

Four family members responded to the question about how many Flex blocks per week would be ideal in a linear timetable. Responses were spread evenly, with one (25.0%) selecting three Flex blocks, one (25.0%) selecting four, and one (25.0%) selecting five, while the remaining respondent did not provide a preference.

With only four responses, there was no clear consensus on the ideal number of Flex blocks, though all respondents who answered favoured between three and five per week.

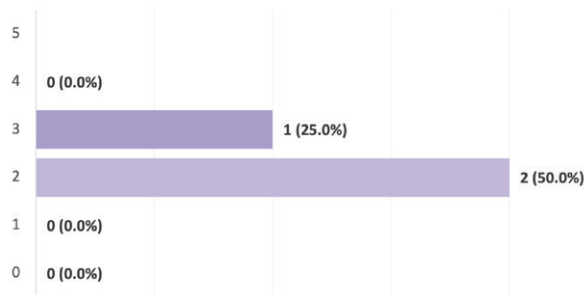



? In a *semester* timetable, how many Flex blocks per week do you believe would be ideal?

Responses received: 4

Four family members responded to the question about the ideal number of Flex blocks in a semester timetable. Two (50.0%) selected two Flex blocks per week, one (25.0%) selected three, and one (25.0%) was unsure.

While the sample size is small, responses clustered around two to three Flex blocks per week. Compared to the linear model, where responses were more spread out from three to five Flex blocks, the semester model shows a stronger preference for fewer blocks.



 *Is there any other feedback you would like to share?*

 **Responses received: 2**

In this open feedback section, one parent reiterated support for the semester system, which they felt had worked well during the pandemic, and another questioned the value of Flex blocks, as they felt many students don't use them as intended (i.e., for learning).

KEY TAKEAWAYS - CONNEX FAMILIES

1. Very small sample size: With responses from only four families, conclusions should be interpreted with caution.
2. Strong semester preference: All four families chose semester, with no support for linear or unsure.
3. Families with experience of both models unanimously preferred semester.
4. Equity-deserving families (3 respondents) also unanimously preferred semester.
5. Well-being under linear: Mixed, with some positive feedback on learning needs and engagement, but disagreement on stress and workload.
6. Well-being under semester: Viewed more favorably, especially for stress management (all "somewhat agree"), though many were neutral on engagement.
7. Literacy: Families leaned toward semester (all agreed or somewhat agreed), while linear views were divided, including disagreement.
8. Numeracy: Families leaned more positively toward linear, with most "somewhat agreeing," while semester responses were more neutral.
9. Peer connections: Families felt semester was more supportive, while half saw linear as somewhat difficult.
10. Staff connections: Semester viewed more positively, with most finding it somewhat easy; linear drew more difficulty ratings.
11. Supports under linear: Families asked for help with organization, managing workload, and contacting teachers.
12. Supports under semester: Families again noted organizational support, plus flexibility for assignments and careful course distribution.

STAFF SURVEY RESPONSES

* Note: The following results reflect feedback from a smaller staff population in an alternate program setting. While the number of responses is lower than in other sections, the data has been included in full to ensure all voices are represented in the overall engagement summary.

? Which class schedule format do you prefer? (If you have only experienced one model, please answer based on your experience or what you think might work best for you.)

Responses received: 14

Among the 14 Connex staff who responded, 13 (92.9%) indicated a preference for the semester schedule, while one (7.1%) preferred linear, and no respondents selected “unsure/no preference.” While the sample size is small, the responses show a very strong preference among staff for the semester model.

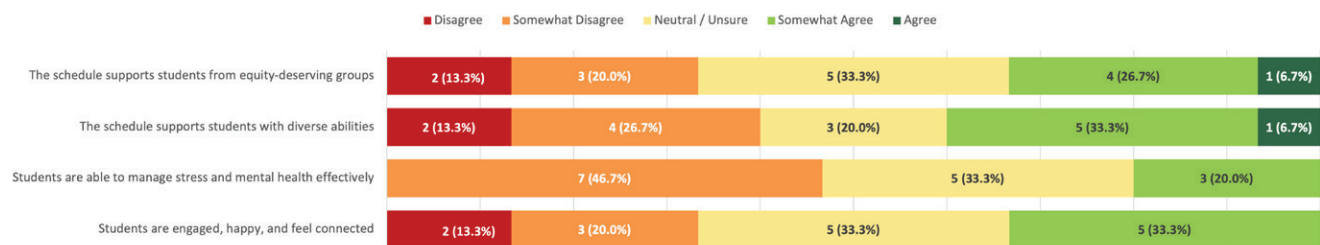


? In a linear schedule, to what extent do you agree with the following statements about student well-being?

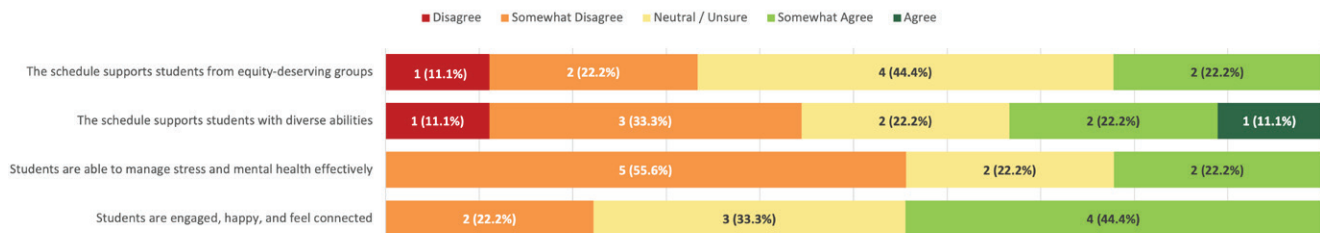
All staff responses received: 15

Among all staff respondents (15), views of the linear schedule were mixed, with concerns most evident around student stress and mental health: nearly half (46.7%) somewhat disagreed that students can manage stress effectively under this model. On other measures, responses leaned more balanced, with some agreement that the linear schedule supports equity-deserving groups, diverse abilities, and engagement, but with notable portions of staff also expressing disagreement or uncertainty.

Teacher-only responses (9) reflected a similar trend but were slightly more positive about student engagement than all staff. 44% of teachers somewhat agreed that students are engaged, happy, and feel connected, compared to only 33.3% of staff.



Teacher responses received: 9

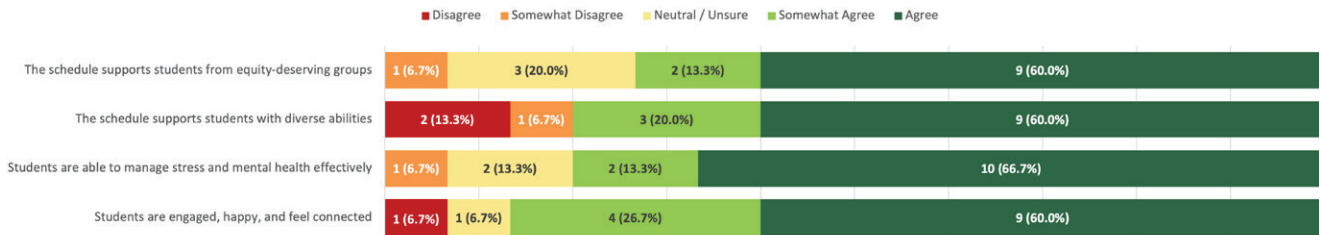


? In a semester schedule, to what extent do you agree with the following statements about student well-being?

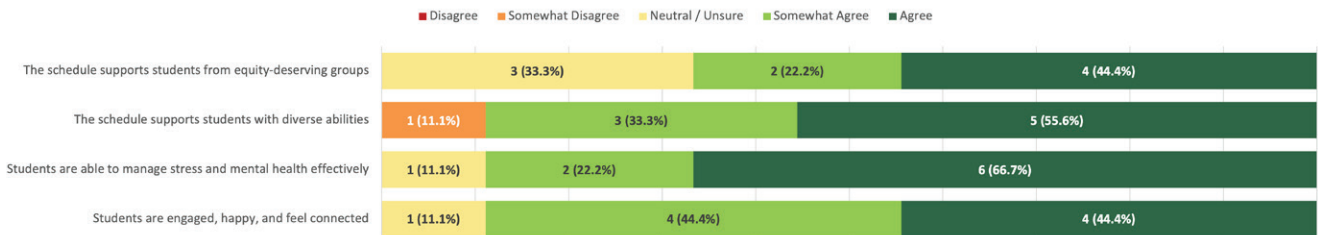
👤 All staff responses received: 15

Among all staff respondents (15), the semester model was viewed more positively than the linear model on measures of student well-being. Majority agreed that the semester schedule supports equity-deserving groups (60%), students with diverse abilities (60%), stress and mental health management (66.7%), and overall engagement and connection (60%). This is a clear contrast to the linear schedule, where responses were more mixed, and nearly half (46.7%) felt that students somewhat struggled with stress and mental health.

Teacher-only responses (9) also showed stronger confidence in the semester model compared to linear. Most teachers agreed or somewhat agreed that the semester schedule supports student engagement (88.8%), stress and mental health (88.9%), diverse abilities (88.9%), and equity-deserving groups (66.6%), with very few neutral or negative responses. This reinforces a pattern: both staff and teachers see semester scheduling as more effective than linear in promoting student well-being.



👤 Teacher responses received: 9

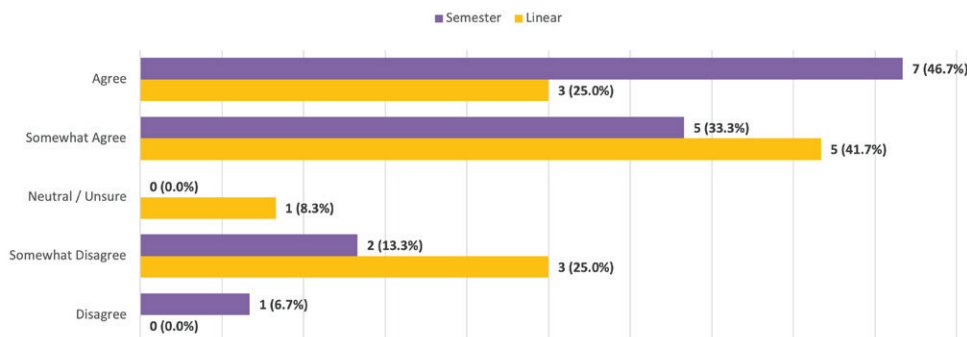


? To what extent do you agree that each of the two schedule models support (or would support) student success in literacy?

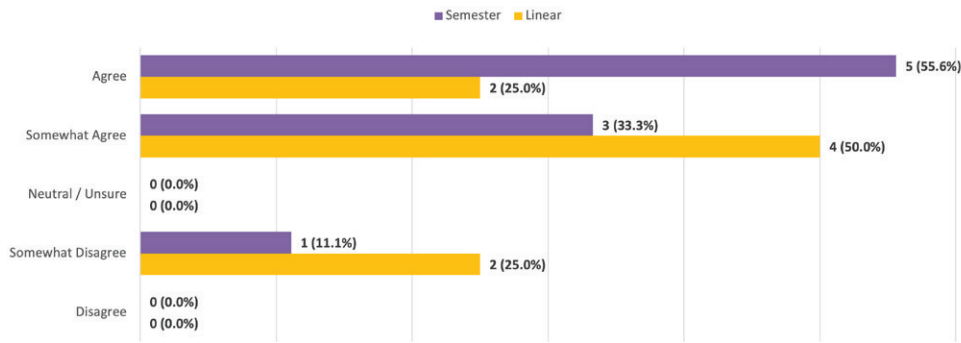
👤 All staff responses received: 15

Staff responses (15) indicated that the semester model was seen as somewhat stronger for supporting student success in literacy, with nearly half (46.7%) agreeing and a further 33.3% somewhat agreeing, compared to 25% agreeing and 41.7% somewhat agreeing under the linear model.

Teacher-only responses (9) reflected a similar pattern, with 55.6% agreeing that semester supports literacy success compared to 25% for linear. While 50% of teachers somewhat agreed that linear supports literacy, some concerns persisted, with 25% somewhat disagreeing. Overall, both staff and teacher responses suggest stronger confidence in the semester model as the more effective structure for supporting literacy. However, it is important to note that these results reflect a small sample size, so findings should be interpreted with caution.



Teacher responses received: 9

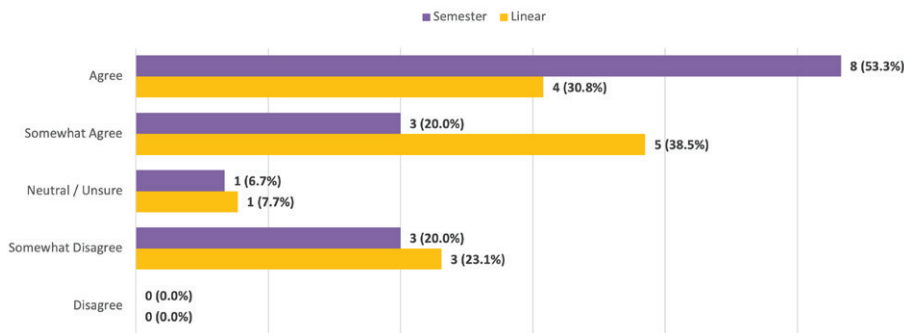


? To what extent do you agree that each of the two schedule models support (or would support) student success in numeracy?

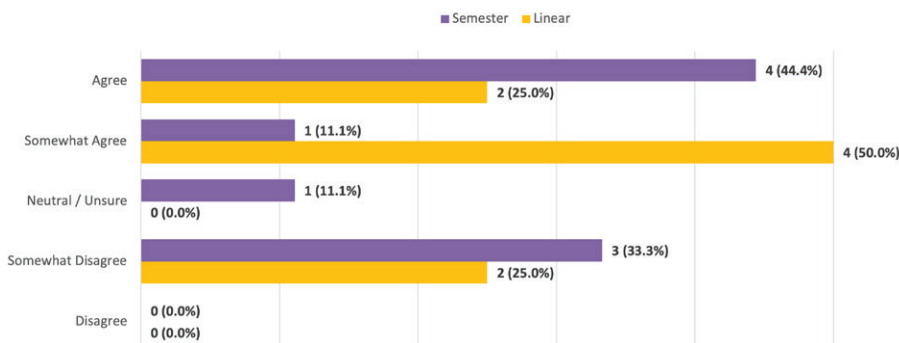
All staff responses received: 15

Eleven staff (73.3%) either agreed or somewhat agreed that the semester model supports student success in numeracy, while nine either agreed or somewhat agreed (69.3%) that the linear model offers the same support.

Six teachers (75%) agreed or somewhat agreed the linear model supports student success in numeracy, compared to five for semester (55.1%).



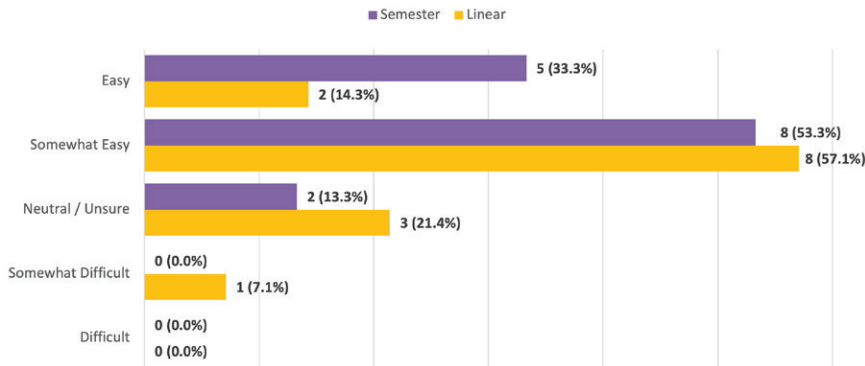
Teacher responses received: 9



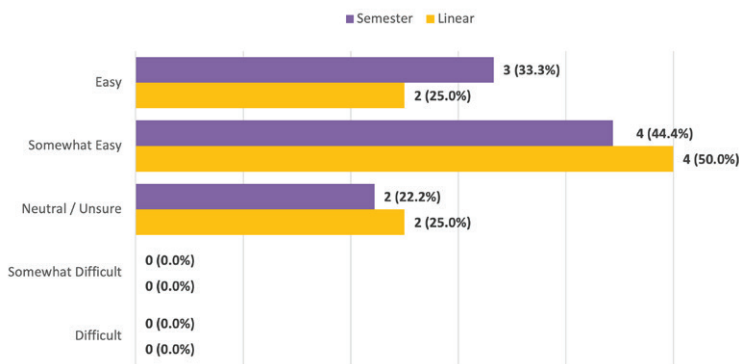
? Based on your observations, how easy or difficult is it for students to build positive connections with their **peers** in each schedule model?

All staff responses received: 15

When asked about students’ ability to build positive peer connections, staff responses were generally favourable toward both models, with majority indicating it was either easy or somewhat easy under both semester (86.6% or 13) and linear (71.4% or 10). Teachers reflected a similar trend, with most also seeing peer connection as relatively easy under both models (77.7% or 7 for semester vs. 75% or 6 for linear). As with other areas, these findings come from a small sample size and should be interpreted cautiously.



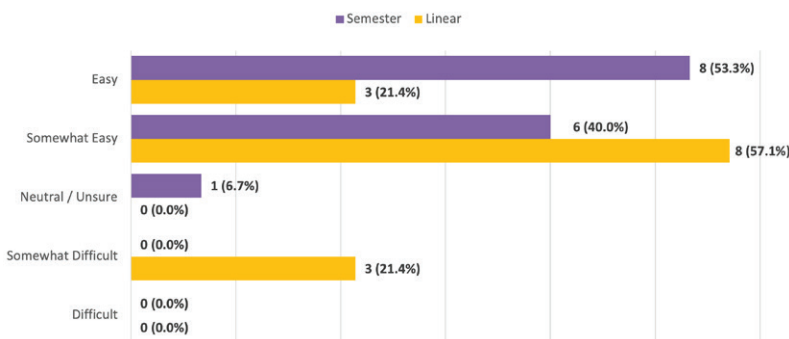
Teacher responses received: 9



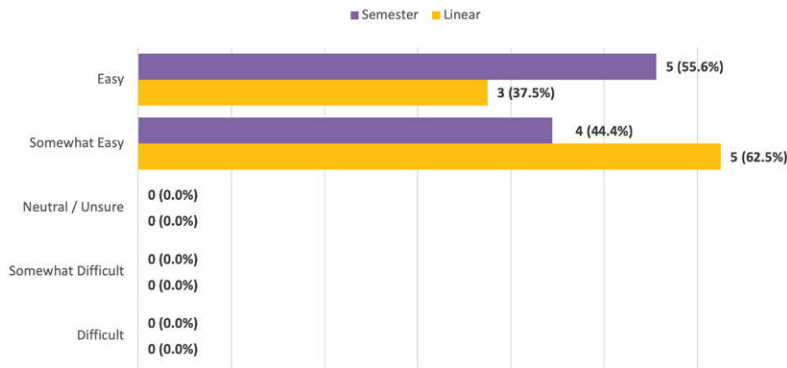
? Based on your observations, how easy or difficult is it for students to build positive connections with **staff** in each schedule model?

All staff responses received: 15

Staff and teacher responses suggested that most saw building student-staff connections as either easy or somewhat easy under both schedule models, though semester drew a stronger balance of easy ratings (53.3% for staff and 55.6% for teachers).



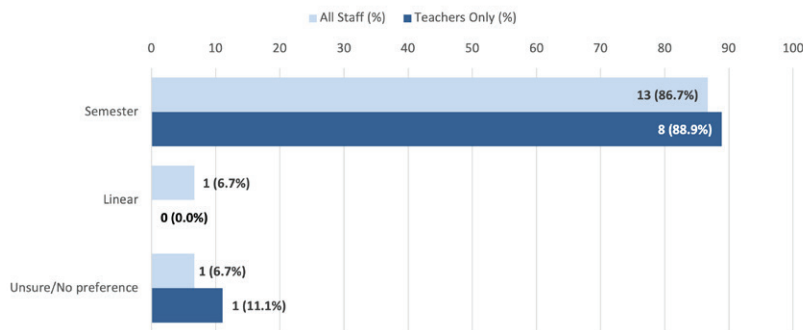
Teacher responses received: 9



Which model do you feel best supports student learning?

Responses received: 15

The staff and teacher responses show a very strong consensus that the semester model best supports student learning. Thirteen of the 15 staff respondents (86.7%) identified semester as their preferred model, and eight of the nine teacher respondents (88.9%) did the same.



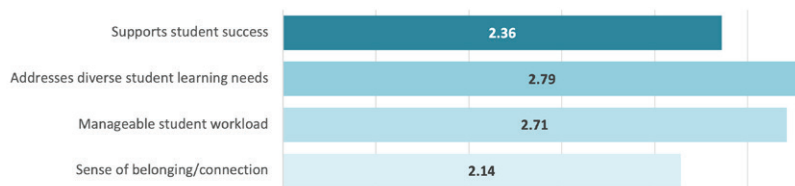
Based on your observations, rank the following factors from most important to least important when considering a school schedule (1 being the most important and 4 being the least important).

► This chart converts these rankings into weighted scores. Higher average scores indicate greater overall priority, based on how consistently a factor was ranked highly.

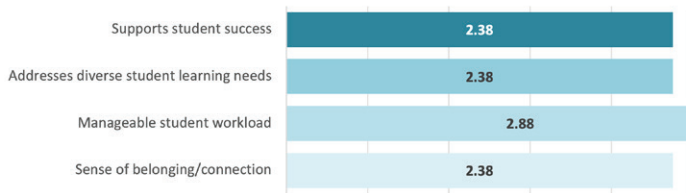
All staff responses received: 14

The ranking data shows that staff prioritized addressing diverse learning needs and ensuring a manageable workload as the most important factors when considering a school schedule. Supporting student success and fostering a sense of belonging/connection also ranked highly, though slightly lower in relative priority.

Teacher-only responses were more evenly distributed across all four factors, with supporting student success, addressing diverse needs, and fostering sense of belonging rated equally. Teachers ranked manageable student workload as the most important factor when considering a school schedule.



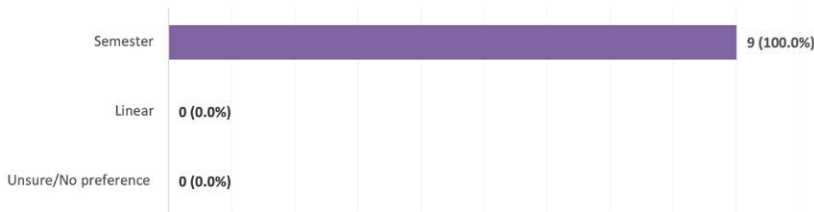
Teacher responses received: 8



When considering your classroom lesson planning responsibilities, which schedule model best supports your workload?

Responses received: 9

All nine teachers responding to this question unanimously indicated that the semester model best supports their classroom lesson planning workload. No respondents selected linear or expressed no preference. While the sample is small, this unanimity suggests a strong shared view among teachers that the semester structure is more manageable for lesson planning responsibilities.

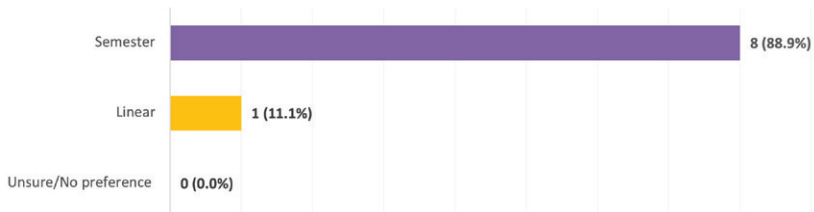


Which schedule model gives you more confidence in managing the pace and frequency of formative assessment in your classroom?

- ▶ Formative assessment refers to regular, informal checks for understanding during learning—such as quizzes, practice tasks, or classroom questioning—which help teachers adjust instruction to support student success.

Responses received: 9

Eight of the nine teachers (88.9%) reported that the semester model gives them more confidence in managing the pace and frequency of formative assessment, while only one teacher (11.1%) selected the linear model. This result highlights a strong preference for the semester structure when it comes to conducting regular, informal checks for understanding.

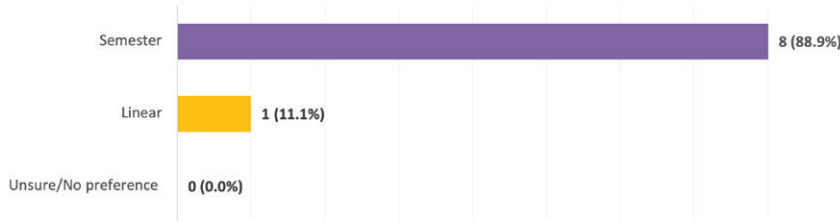


Which schedule model gives you more confidence in managing the pace and frequency of summative assessment in your classroom?

- ▶ Summative assessment refers to formal evaluations, such as end-of-unit tests, major projects, or final exams, that measure student learning at the end of a period of instruction.

Responses received: 9

Eight of the nine teachers (88.9%) reported that the semester model gives them more confidence in managing the pace and frequency of summative assessment, while one teacher (11.1%) selected the linear model. Similar to formative assessment, this reflects a strong overall preference for the semester schedule.

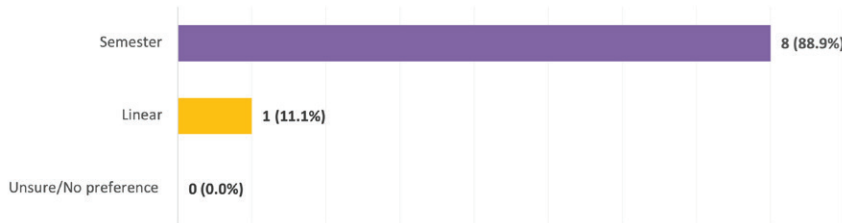


Which schedule model gives you more confidence in managing the pace and frequency of formal and informal reporting?

- ▶ Formal reporting refers to structured updates on student progress, such as report cards or official written communication to families. Informal reporting includes less formal interactions like emails, phone calls, or parent-teacher conferences that provide ongoing insights into student learning and engagement.

Responses received: 9

Eight of the nine teachers (88.9%) indicated that the semester model gives them more confidence in managing the pace and frequency of both formal and informal reporting, while just one teacher (11.1%) selected the linear model. This strong preference for semester reflects a consistent theme across assessment and reporting questions



If the school remains on a linear model, what supports (if any) do you think students would need to be successful?

Responses received: 7

Below is the feedback received in response to this question.

- “ Flexibility to take 7 courses instead of 8. Support block or free block for extra study, but needs to be enforced as a time for work and not “flex” time.
- “ More counselling time. Optional tutorial time before and at the end of the day. Attendance monitoring and check-ins. More education assistant time in class.
- “ Literacy/numeracy intervention supports, extended school counselling supports/resources, more support blocks, smaller workload.
- “ Fewer courses and more support targeting fewer courses (so more support).
- “ New opportunities for students to “catch up” in order to stay in their community (catchment) without having to sacrifice the courses that fulfill them.
- “ More options/class choice for math courses (Apprenticeship 11/12 instead of Workplace).
- “ Increased education assistant support

? If the school transitions to a **semester model**, what supports (if any) do you think students would need to be successful?

👤 Responses received: 8

The samples below capture the feedback received in response to this question.

- “ Extra support blocks cycled through to help with fast-paced workload.
- “ Tutorial times for those who want it. Co-teaching models.
- “ Teacher/support collaboration, balanced workload, child and youth care worker/education assistant supports.
- “ Model it like School District 43, with physical education and math remaining linear.
- “ Having one support block and two other academic courses to focus on makes student success much more likely for those who struggle. Semester allows students to take advantage of dual credit programs, whereas in a linear system it is more difficult to implement dual credit programs and provide options for post secondary transition and other unique programs that engage students.

? If the school remains on a **linear model**, what supports (if any) do you think you would need to be successful?

👤 Responses received: 5

Below is the feedback received in response to this question.

- “ Flex in the morning for those students wanting to use their time.
- “ Further staff collaboration/more staff. Increased follow-up/intervention supports.
- “ Less administration, more in-class support.
- “ Space and time - it is very hard to prep and make calls when there is no space that is student-free.
- “ The way the linear system is set up with 8 courses makes it difficult for students to focus. Locks in students September - June so they can't take advantage of unique programs offered in a semester (e.g. dual credit).

? If the school transitions to a **semester model**, what supports (if any) do you think you would need to be successful?

👤 Responses received: 5

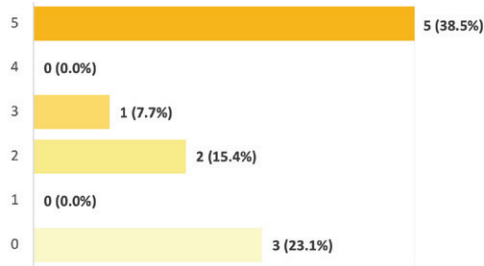
Below is the feedback received in response to this question.

- “ Planning time/prep time.
- “ Teacher/support staff collaboration.
- “ Less administration and more in-class support.
- “ Clear communication as the changes happen.
- “ Having one support block with fewer academics would enable students that struggle to focus on fewer courses at a time and allow them to do better because support would be more targeted.

? In a *linear timetable*, what do you believe is the ideal number of Flex blocks per week?

Responses received: 13

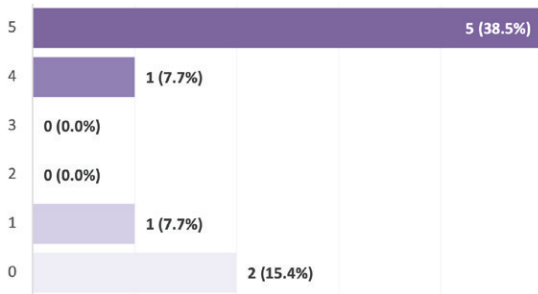
Among the 13 staff who responded to the question on Flex blocks in a linear timetable, preferences varied but leaned toward more frequent use. Five staff (38.5%) suggested five Flex blocks per week as ideal, while smaller numbers recommended three (7.7%) or two (15.4%). Three staff felt no Flex blocks would be best, and two expressed no opinion. This spread shows that while many staff see frequent Flex time as valuable, there is no single consensus, with some staff questioning its need altogether.



? In a *semester timetable*, what do you believe is the ideal number of Flex blocks per week?

Responses received: 13

For the semester timetable, 13 staff responded, with four indicating they were unsure or had no opinion. Among those who provided a preference, the most common response was five Flex blocks per week (38.5%). Smaller groups suggested four blocks (7.7%), one block (7.7%), or none at all (15.4%). This reflects a similar pattern to the linear timetable results, with staff generally favouring frequent Flex time but without a clear consensus, and some indicating that fewer—or even no—Flex blocks may be preferable.



? Is there any other feedback you would like to share?

Responses received: 1

One respondent noted that semester provides students with better options and support, as they are able to focus on fewer courses.

KEY TAKEAWAYS - CONNEX STAFF

1. Small staff sample: 15 respondents overall, with 9 teachers.
2. Almost all staff (13 of 14) preferred the semester model; only one chose linear.
3. Well-being under linear: Staff and teachers had mixed views of the linear schedule, with concerns most evident around student stress and mental health (46.7% of staff somewhat disagreed and 55.6% of teachers). Teachers, however, were slightly more positive about student engagement and connection in the linear model (44.4% somewhat agree vs. 33.3% for staff).
4. Well-being under semester: Viewed far more positively, with consistent majorities saying it supported students across all well-being indicators (73.3% - 86.7% agree/somewhat agree). Teachers also viewed semester positively across all areas (66.6% - 88.8% agree/somewhat agree).
5. Literacy: Staff leaned toward semester as more supportive (80% agree/somewhat agree vs. 66.7% for linear) and teachers reflected the same pattern (88.9% agree/somewhat agree vs. 75% for linear).
6. Numeracy: Staff saw both models as supportive but semester had more strong agreement. Teachers leaned slightly more in favour of the linear model overall.
7. Staff and teachers generally felt both models support peer connections, with slightly stronger ratings for semester.
8. Both models were seen as supportive of student-staff connections, though semester received a stronger balance of easy ratings. Some staff also rated linear as somewhat difficult for building student-staff connections, whereas no teachers did.
9. Strong staff (86.7%) and teacher (88.9%) consensus that semester best supports learning, with very little support for linear.
10. Staff ranked diverse student learning needs and manageable student workload as the most important factors when considering a school schedule, while teachers gave more even weight across all four priority areas.
11. All 9 teacher respondents unanimously reported semester best supports their classroom lesson planning responsibilities.
12. Teachers strongly favoured semester for managing formative, summative, and formal/informal reporting (8 of 9 each time).
13. Flex block preferences were mixed, with many favouring frequent blocks but some questioning the need.



GARIBALDI SECONDARY

— Survey Results Overview —

This section summarizes survey responses from students, staff, and families at Garibaldi Secondary. Included in this section:

- ▶ Feedback on supports needed
- ▶ Feedback on tutorial block number preference and use

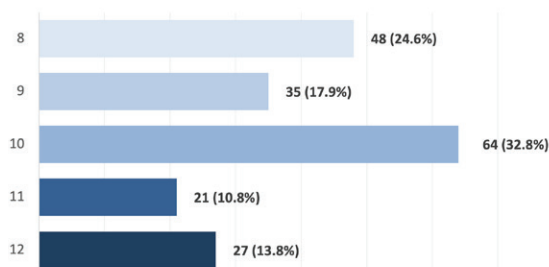
**Note: All percentages shown are rounded to one decimal place.
Because of this rounding, totals may not always add up to exactly 100%.**

STUDENT SURVEY RESPONSES

What grade are you in?

Responses received: 195

The data reveals an imbalance in participation across grades, with younger students contributing disproportionately more responses than senior students. Grade 10 alone accounts for nearly one-third of the total (32.8%), and when combined with Grade 8 (24.6%), these two groups represent over half of all responses. In contrast, the senior grades (11 and 12) together make up just 24.6% of the dataset, indicating that older students are underrepresented relative to their younger peers.



Do you belong to an equity-deserving group? (For example, are you a learner with disabilities or diverse abilities, English Language Learner, member of the Indigenous, Black, persons of colour, 2SLGBTQIA+ community, or new immigrant community?)

Responses received: 188

Of the 188 students who responded to this question, 113 (60.1%) self-identified as belonging to an equity-deserving group, while 75 (39.9%) indicated they were not part of an equity-deserving group.



The Garibaldi Secondary Middle Years and International Baccalaureate programs require a linear model (up to eight classes throughout the full school year). What supports (if any) do you feel you need to be successful in this model?

Responses received: 147

Of the 147 students who responded to this question, 24 indicated they did not need additional supports to be successful in the linear model. The students who did identify specific supports, highlighted the benefits of access to teachers, support blocks, and a thoughtful coordination on the part of teachers of the timing of assignments and exams. Below is a sampling of the responses received. A full list of student comments will be provided to the school for further review and consideration.

- “ A support block to complete work given during that day and a support teacher that can learn what my learning style is.
- “ I need more opportunities to receive help with difficult subjects.
- “ The linear system adds a lot of strain just before breaks since most exams, projects and tests happen just before breaks.
- “ Teachers communicating with each other so that they don't schedule their tests and projects all at the same time so we don't have stressful due dates.
- “ Flex because there is time for study on other subjects and I don't have the time to do it at home.

? In the school's linear timetable, what do you believe is the ideal number of tutorial blocks per week?

Responses received: 146

Out of 146 responses, the majority of students (76.7% or 112 respondents) believe that five tutorial blocks per week is the ideal number, making it the clear preference. The next most common response was two blocks per week (6.2%), followed by three blocks (4.1%). Smaller groups preferred four blocks (2.7%), no blocks at all (2.1%), and one block (1.4%). Overall, the data indicates strong support for a daily tutorial block structure, with 83.5% favoring three or more tutorials per week, confirming that students see high value in having consistent, structured tutorial time built into the linear timetable.

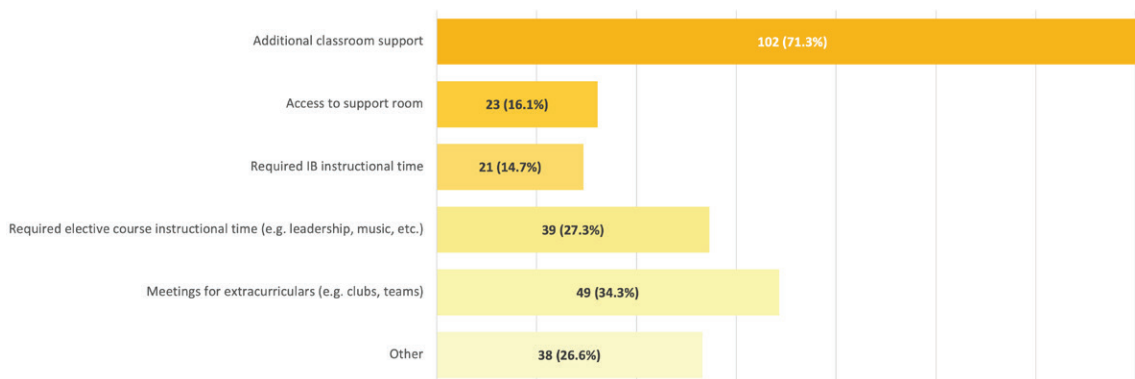


? Do you use tutorial blocks for any of the following? (Select all that apply.)

Responses received: 143

Out of 143 responses, the most common use of tutorial blocks is for additional classroom support, reported by over two-thirds of students (71.3% or 102 students). A smaller but significant portion use the time for meetings related to extracurricular activities such as clubs or teams (34.3%) and for required elective course instructional time (27.3%). About one-quarter selected “Other” (26.6%), with comments highlighting uses such as catching up on homework, group projects, independent study, social time with friends, and school events like theatre or academies. Less common uses included access to the support room (16.1%) and required IB instructional time (14.7%).

A full list of student comments will be provided to the school for further review and consideration.



? Is there any other feedback you would like to share?

Responses received: 98

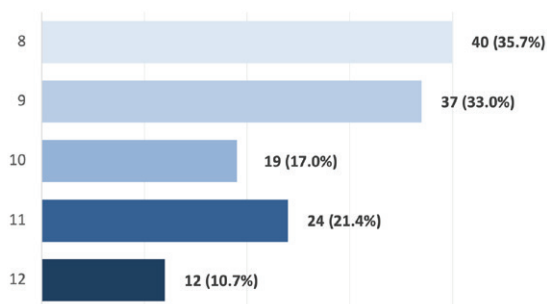
Out of the 98 students who answered this question, 47 provided additional feedback. Overall, student comments showed support for tutorial blocks. Some students noted appreciation for the linear schedule, while others indicated a preference for the semester model. A full list of student comments will be provided to the school for further review and consideration.

FAMILY SURVEY RESPONSES

Which grade is your child in? (If you have more than one child at Garibaldi Secondary school, please select all that apply.)

Responses received: 112

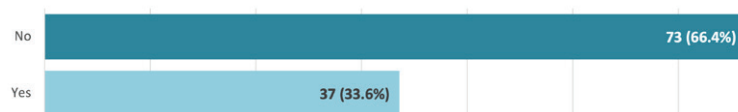
Among the 112 responses received, the majority of families who completed the survey had children in Grade 8 (35.7%) or Grade 9 (33.0%). A smaller proportion had children in Grade 11 (21.4%) and Grade 10 (17.0%), while Grade 12 was the least represented, with only 10.7% of responses. This distribution suggests the feedback is weighted more heavily toward the experiences and perspectives of families with students in the earlier high school grades.



Does your child or do any of your children at Garibaldi belong to an equity-deserving group? (For example, are they a learner with disabilities or diverse abilities, English Language Learner, member of the Indigenous, Black, persons of colour, 2SLGBTQIA+ community, or new immigrant community?)

Responses received: 110

Out of 110 responses, about one-third of families (37, or 33.6%) reported that their child belongs to an equity-deserving group, while two-thirds (73, or 66.4%) said their child does not.



The Garibaldi Secondary Middle Years and International Baccalaureate programs require a linear model (up to eight classes throughout the full school year). What supports (if any) do you feel your child or children need to be successful in this model?

Responses received: 96

The main themes focus on the need for stronger academic support structures, especially through flex or support blocks that allow students to catch up on work, access one-on-one help, or receive targeted assistance in core subjects like math and English. Many emphasize the importance of education assistant (EA) and teacher availability, clear reminders and communication about deadlines, and consistent follow-through on individual education plans (IEPs) or learning needs. Families are divided on the linear versus semester format, with some noting linear offers continuity and support, while others feel semesters reduce overload and better prepare students for post-secondary. A recurring concern is the heavy workload of juggling eight classes at once, highlighting the need for time management strategies, better coordination of project deadlines, and more flexibility in timetabling. Below is a sampling of responses received. The full list of responses will be shared with the school for review.

- “ Interaction with teachers and clear reminders for student milestones so parents can assist students reach them on time and to the students best ability (you may consider them young adults and they may feel as such but they are not yet and need assistance and reminders).
- “ Consistency in subject levels throughout the year so learning is not forgotten. Flex options to engage with classroom teachers for assistance or questions. Clear and direct instruction.

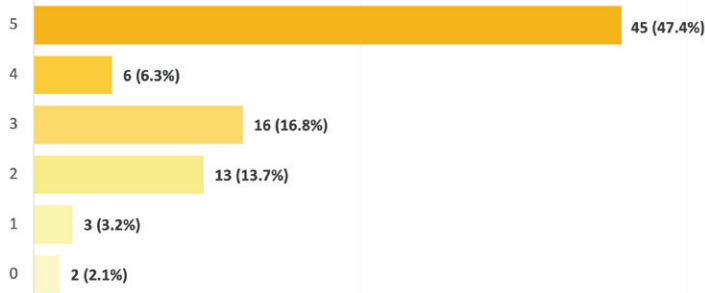
- “ I think the tutorial blocks should continue as well for children that have IEP and require extra help an option to have a support block on day one and day 2.
- “ Teachers that are supportive and available for extra support for students outside the regular teaching time: for example, after school. As well, different teaching/ explanation techniques, so that students that did not understand regular explanations during class time, could get it explained differently when they come for extra study, instead of listening to the same thing they've heard but failed to understand in class.
- “ Extra support from teachers and support teacher, easier approach to teachers to ask for help. More direction on projects as time can be limited.

❓ In the school's linear timetable, what do you believe is the ideal number of tutorial blocks per week? (A definition of tutorial blocks is provided below.)

▶ A tutorial block is a scheduled period during the school day that provides students with flexible time to engage in activities that support their academic success and personal growth. Students may use this time to: receive extra help or tutoring from teachers, work on assignments or group projects, participate in enrichment activities or clubs, explore areas of interest beyond the standard curriculum, and/or engage in self-directed learning or independent study. The goal of the tutorial block is to provide students with autonomy in their learning while ensuring they have the support and resources they need to succeed.

👤 Responses received: 95

Out of 95 responses, nearly half of respondents (47.4%) felt that five tutorial blocks per week is ideal. Smaller groups preferred three blocks (16.8%) or two blocks (13.7%), while only a few supported one block (3.2%) or none at all (2.1%). Six respondents (6.3%) suggested four blocks, and 10 respondents (10.5%) were unsure or had no opinion. Overall, the strongest preference was for a tutorial block every day of the week.



❓ Is there any other feedback you would like to share?

👤 Responses received: 59

The feedback highlights a divide between families who prefer the continuity of the linear model and those who find semesters less overwhelming and better for focus, especially in core subjects like math. Tutorials are seen as either underused and wasted or valuable if more structured. Some call for clearer grading, stronger discipline, and better communication with families. Other themes include the need for more electives and enrichment opportunities, and quiet or flexible spaces. The full list of responses will be shared with the school for review.

STAFF SURVEY RESULTS

? *The Garibaldi Secondary Middle Years and International Baccalaureate programs require a linear model (up to eight classes throughout the full school year). What supports do you think students need to be successful in this model?*

👤 Responses received: 33

The staff responses emphasize that students need stronger academic and organizational supports to succeed in a linear model. Key themes include the need for more structured and purposeful use of tutorial time, with regular check-ins and accountability to prevent students from falling behind, especially in the junior grades. Many highlight the importance of teaching time management, planning, and organizational skills—through tools like paper planners, digital apps, or explicit lessons.

Below is a sampling of responses received. The full list will be shared with the school for review.

- “ Both the Middle Years program and the Diploma Program are rigorous and require teaching of skills as well as content. Time could be taken in flex to teach valuable time management skills and other ATLs (Approaches to Learning).
- “ More tutorial holds to ensure students are on track. I find they don't use them to their advantage so the benefits of a linear model do not have as much of an impact. I find students have a near to impossible time staying on top of their work and although many are able to use their class time wisely, most do not and the result is higher stress, anxiety or apathy regarding grades. Particularly in grade 8 and 9 where students are meant to be developing work habits, I think something a bit more structured and “mandatory” might help more. I don't know how this would look since it may not be balanced with staff that teach mostly junior grades or mostly senior grades, however, I think there needs to be some kind of accountability. Semester systems allow so much more focus on topics, I would like to see some elements of that brought into the linear schedule if possible.
- “ I think actually a paper planner would be helpful as for many digital planners don't work as well. As well, a lesson in how to manage their time best would be helpful. And not just for the grade 8s. All students.
- “ First, utilize tutorial effectively. Constant check-ins during classes, as we see students not doing their work because they don't know what to do or how to do the task, and start following behind. More communication and feed back to the families, as only two conferences with the families may not be enough or too late to work on catching up. Find a effective way to keep them from skipping classes.
- “ Balanced course load each day, rotating blocks within half days only (to allow for more consistency for students requiring hybrid programming, inclusion students participating in work experience, etc...) tutorial attendance or advisory model for connection.

? *What supports do you need to be successful in the linear model?*

👤 Responses received: 32

Key themes in staff responses include the need for more manageable workloads through additional prep time, reduced course loads, and relief from excessive reporting. Reliable technology and classroom resources are also emphasized, particularly laptops and IT support for both teachers and EAs. Adequate support staffing, especially EAs present in classrooms, and more collaboration and IB training opportunities are also identified as important supports for success in the linear model.

Below is a sampling of responses received. The full list will be shared with the school for review.

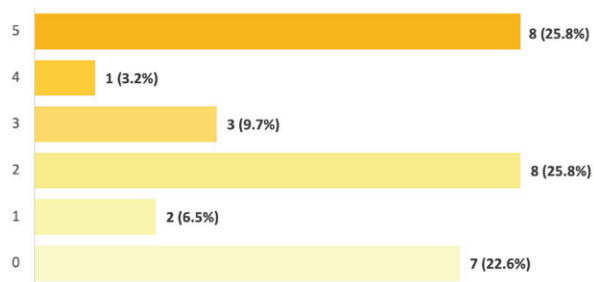
- “ Extra hours to help prep and gather resources to help students.
- “ More collaboration time, more IB training opportunities; we are now limited to training in Canada (with remedy), but there are few options for training if only in Canada.
- “ Laptops for all EAs would be helpful to assist in learning for our students.

- “ Limited courses to prep for. 6 is nearly unmanageable. Better time tabling to ensure more duplicate classes and less singletons in our schedules.
- “ More EA support and being able to use my remedy to purchase classroom resources. Or more funding

What do you believe is the ideal number of tutorial blocks per week?

Responses received: 31

Among the 31 staff responses, views on the ideal number of tutorial blocks per week were more divided. Equal proportions of respondents (25.8% each) felt that either five tutorial blocks per week or two blocks per week would be ideal. Another 22.6% preferred no tutorial blocks, while smaller groups suggested three blocks (9.7%), one block (6.5%), or four blocks (3.2%). Two staff members (6.5%) were unsure or had no opinion. Overall, staff opinions showed no clear consensus, with preferences spread across a range of options.



Is there any other feedback you would like to share?

Responses received: 22

Key themes in the feedback focus on the need to restructure or better monitor tutorial blocks, as many see them as wasted time while others stress their value if used effectively. Staff also highlight ongoing issues with education assistant (EA) deployment and coverage, and the need for reliable technology access, particularly laptops for EAs. The full list of comments will be shared with the school for review.



MAPLE RIDGE SECONDARY

— Survey Results Overview —

This section summarizes survey responses from students, staff, and families at Maple Ridge Secondary. It includes both overall trends and school-specific insights on learning, well-being, connection, and schedule preferences. Included in this section:

- ▶ Preferred schedule model
- ▶ Learning and well-being indicators
- ▶ Peer and staff connection
- ▶ Feedback on supports needed under each model

Note: All percentages shown are rounded to one decimal place.
Because of this rounding, totals may not always add up to exactly 100%.

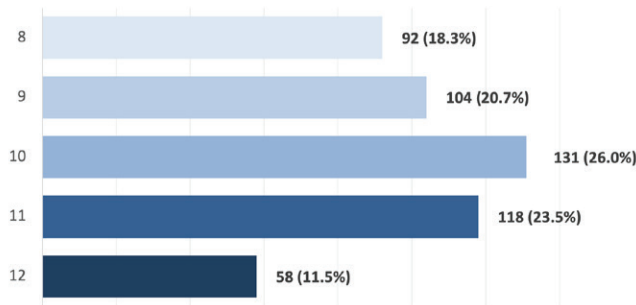
STUDENT SURVEY RESPONSES

What grade are you in?

Responses received: 503

To ensure a representative sample of student voices, we asked respondents to identify their current grade level. At Maple Ridge Secondary, we received 503 responses across grades 8 through 12. Grade 10 students made up the largest share of respondents (26.0%), followed closely by Grade 11 (23.5%) and Grade 9 (20.7%). Grade 8 students comprised 18.3% of responses, and Grade 12 students made up the smallest group at 11.5%.

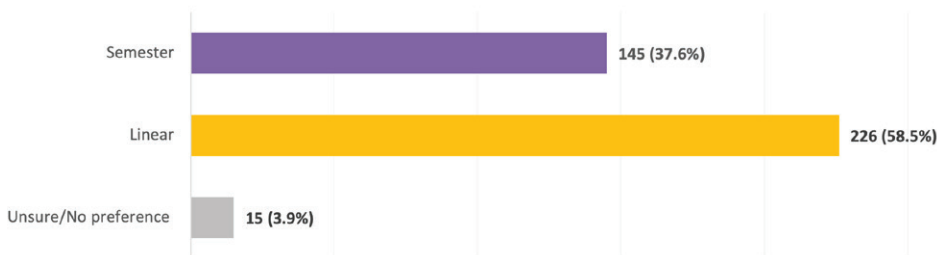
This distribution provides a helpful snapshot of grade-level engagement at the school and supports a deeper understanding of how perspectives may differ across student age groups.



Which class schedule format do you prefer (If you have only experienced one model, please answer based on your experience or what you think might work best for you)?

Responses received: 386

When asked which schedule format they prefer, a majority of students at Maple Ridge Secondary (226 students or 58.5%) selected the linear model, while 37.6% (145 students) preferred the semester model, and 3.9% (15 students) indicated they were unsure. This topline result provides a clear snapshot of overall sentiment, but student preferences are shaped by a range of experiences. The sections that follow explore those experiences in greater detail, including how each model supports learning, mental health, peer and staff connections, and overall well-being.

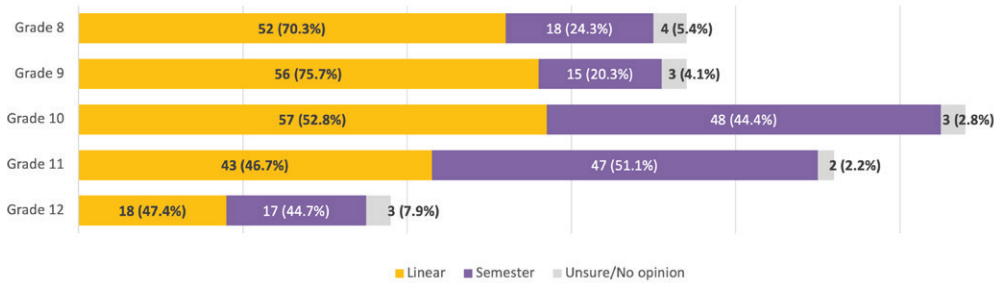


Drill-down: Understanding the 'unsure' student group

Among students who selected unsure when asked about schedule model preference, most had limited or no experience with both systems. Their feedback reflects a mix of curiosity, caution, and a strong desire for support, regardless of model. Common themes included needing more time for assignments, stronger staff support, and clarity around what change would look like.

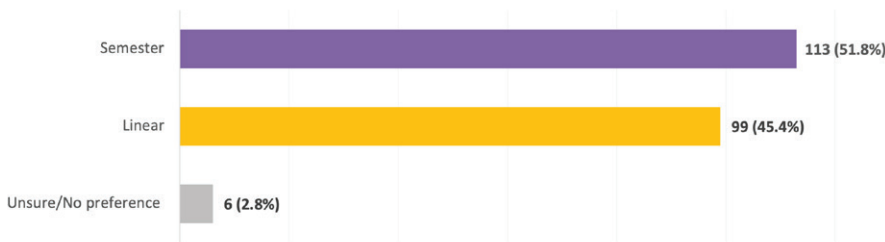
© **Drill-down: Responses by grade**

The drill-down by grade shows a clear trend: younger students are more likely to prefer the linear model, while older students are more divided in their preferences. A strong majority of Grade 8 and 9 students preferred linear (52 students or 70.3% and 56 students or 75.7%, respectively). In contrast, students in Grades 10, 11, and 12 were more evenly split, with support for semester growing significantly, especially in Grades 11 and 12, where semester preference was nearly equal to linear. This shift may be influenced by exposure: older students are more likely to have experienced both models and may base their preferences on that comparison.



© **Drill-down: Preferences among students with experience of both models or semester only**

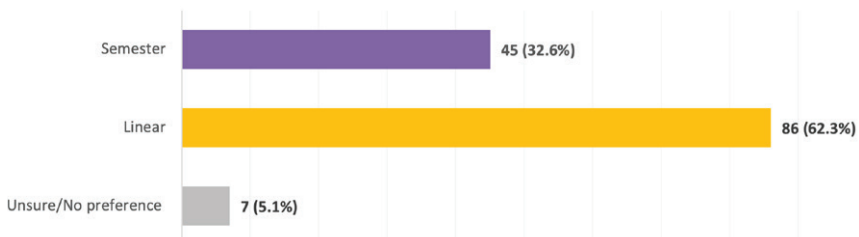
Among students at MRSS who had experience with both the linear and semester systems (218 students total), a small majority (113 students or 51.8%) expressed a preference for the semester format, while 45.4% (99 students) preferred linear and 2.8% (6 students) were unsure. This finding suggests that when students have first-hand exposure to both models, the semester schedule is slightly more popular at this school. However, the relatively close split indicates that many students found benefits in each system, reinforcing the importance of looking beyond preference to the specific support needs and learning outcomes associated with each model.



© **Drill-down: Preferences among students belonging to an equity-deserving group**

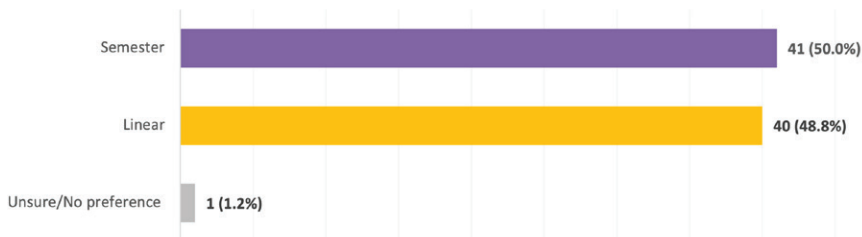
- Equity-deserving groups are students who may face additional barriers to learning or inclusion. This can include students with disabilities or diverse abilities; English Language Learners; Indigenous students; Black students or other students of colour; 2SLGBTQIA+ students; and students from newcomer or immigrant communities.

Among students at MRSS who identified as belonging to an equity-deserving group, a majority (86 students or 62.3%) expressed a preference for the linear model, while 32.6% (45 students) preferred the semester system and 5.1% (7 students) were unsure. This preference for linear is stronger than the overall school trend, suggesting that for many students facing systemic barriers, the familiarity or structure of the linear model may offer a greater sense of predictability or support. Further analysis of this group’s comments and support needs may provide helpful insight for inclusive planning.



☉ **Drill-down: Preferences of equity-deserving students with experience in both linear and semester systems**

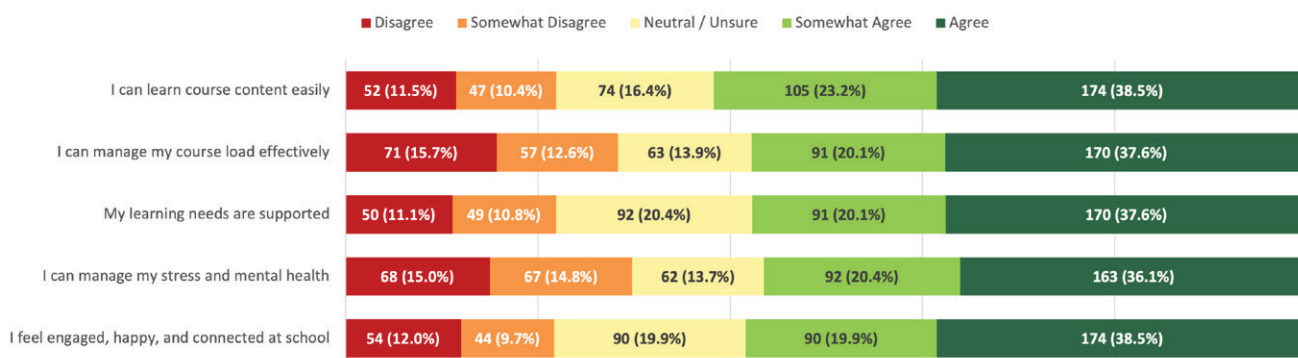
Among equity-deserving students who had experience with both the linear and semester models (a total of 82 students), 48.8% (40 students) preferred the linear schedule, while 50% (41 students) preferred semester, and just one student (1.2%) was unsure. This shows that, even with experience in a semester schedule, equity-deserving students at MRSS are still as comfortable working in a linear system as they are in a semester model.



🔍 *In your experience or opinion, to what extent do you agree that a **linear schedule** supports your well-being in the following areas?*

👤 **Responses received: 452**

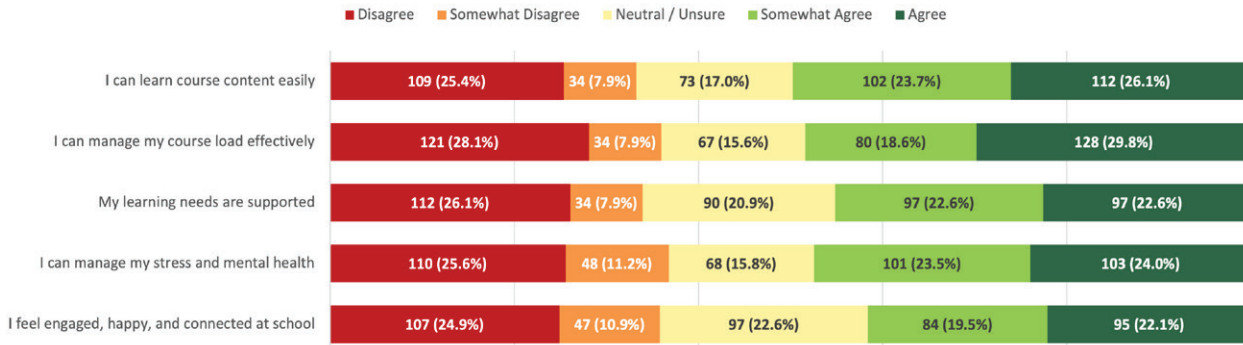
Students at MRSS responded positively overall when asked how well a linear schedule supports their well-being, with the majority selecting agree or somewhat agree across all areas. The highest levels of agreement were seen for learning course content (61.7% or 279 students), feeling engaged, happy, and connected at school (58.4% or 264 students), managing course load (57.7% or 261 students), and having learning needs supported (57.7% or 261 students). Mental health and stress management (56.5% or 255 students) followed closely behind. Neutral or unsure responses ranged from 13.7% to 20.4%, while disagreement was relatively low in all areas, ranging from 21.7% to 29.8% combined across disagree and somewhat disagree. These results suggest that most students feel the linear model provides a supportive foundation for their well-being, particularly in academic areas.



🔍 *In your experience or opinion, to what extent do you agree that a **semester schedule** supports your well-being in the following areas?*

👤 **Responses received: 430**

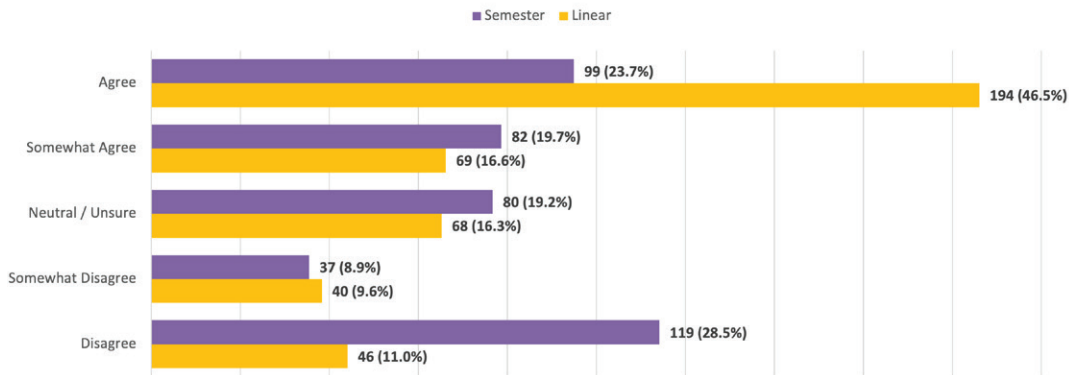
Students shared more mixed views on how well a semester schedule supports their well-being. Although a majority still expressed agreement across all areas, levels of disagreement were notably higher than for the linear model, ranging from 24.9% to 28.1% selecting disagree, especially for managing course load and stress. The highest support was for learning course content easily (49.8% or 214 students agree or somewhat agree), followed closely by managing course load effectively (48.4% or 208 students), managing stress and mental health (47.5% or 204 students), and having learning needs supported (45.2% or 194 students). Engagement and connection saw similar overall agreement (41.6% or 179 students), but with the highest level of neutral or unsure responses. These results suggest that while many students at MRSS feel the semester model can support their well-being, it may pose more challenges around workload management and emotional regulation compared to the linear schedule.



? To what extent do you agree that each of the two schedule models support (or would support) your success in literacy?

👤 Responses received: 417

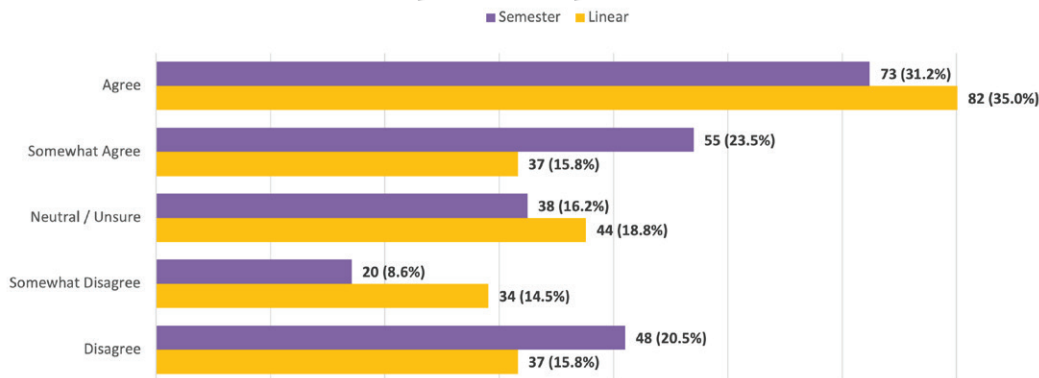
Student feedback indicates a clear preference for the linear model in supporting success in literacy. Nearly half of respondents (46.5% or 194 students) agreed that the linear model supports their literacy success, with another 16.6% (69 students) somewhat agreeing. In contrast, only 23.7% (99 students) agreed and 19.7% (39 students) somewhat agreed regarding the semester model. Negative responses were significantly higher for the semester system, with 28.5% (119 students) selecting disagree compared to just 11.0% (46 students) for linear. These findings suggest that students perceive the longer pacing of the linear model as more conducive to developing literacy skills, with fewer concerns expressed overall.



👤 Drill-down: Those with experience in both models or semester only

👤 Responses received: 234

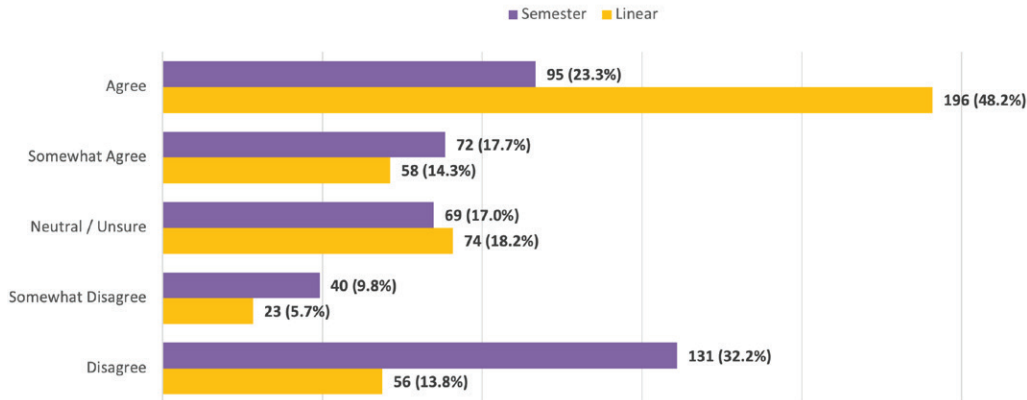
Among students who had experience with both models or with the semester model only, literacy results were more evenly distributed than in the overall student sample. Agreement levels were close, with 54.7% (128 students) agreeing or somewhat agreeing that the semester schedule supports their literacy success (73 students or 31.2% agree, 55 students or 23.5% somewhat agree) compared to 50.8% (119 students) for linear (35.0% or 82 students agree, 15.8% or 37 students somewhat agree). Disagreement was somewhat higher for linear at 30.3% compared to 29.1% for semester. Neutral/unsure responses were reported at 18.8% for linear and 16.2% for semester.



? To what extent do you agree that each of the two schedule models support (or would support) your success in numeracy?

Responses received: 407

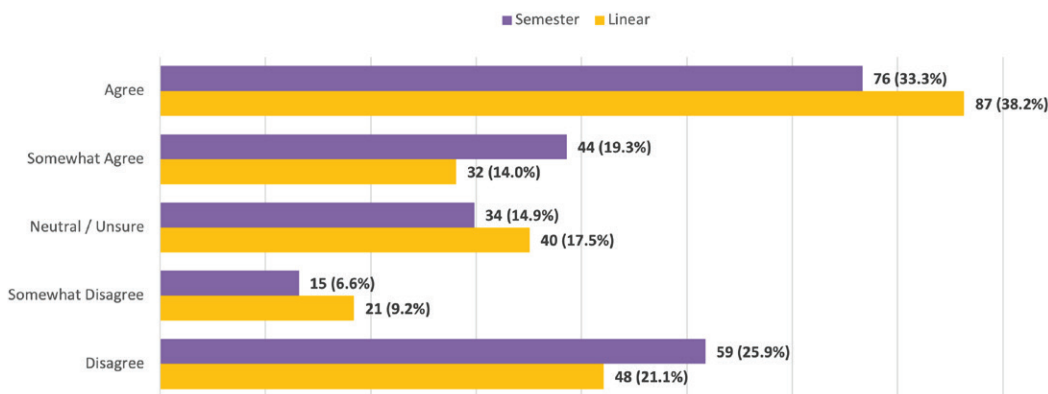
Student responses clearly indicate a stronger preference for the linear model in supporting numeracy success. Nearly half (48.2% or 196 students) agreed that the linear model supports their success in numeracy, compared to only 23.3% (95 students) for the semester model. While neutral or unsure responses were similar across both models (around 17–18%), negative sentiment was substantially higher for the semester system, with 32.2% (131 students) selecting disagree compared to just 13.8% (56 students) for linear. These results suggest that students see the steady pacing of linear as more effective for numeracy learning, with the semester model viewed as more challenging in this area.



🔍 Drill-down: Those with experience in both models or semester only

Responses received: 234

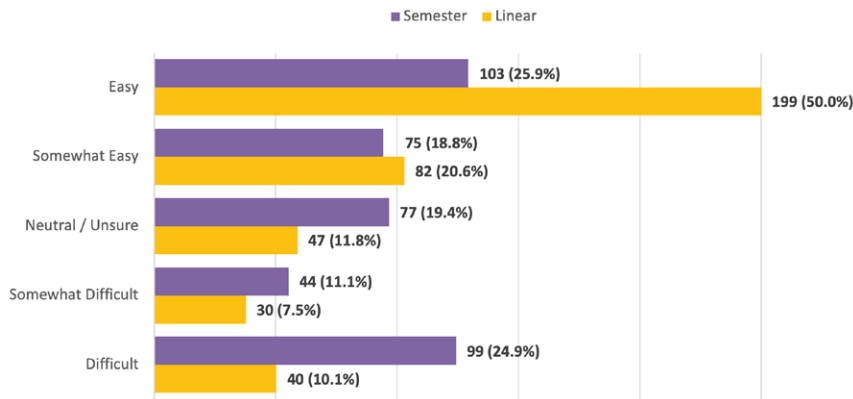
Among students who had experience with both models or with the semester model only, the results are far more balanced. 52% (120 students) agreed or somewhat agreed (76 students or 33.3% agree and 44 students or 19.3% somewhat agree) that the semester system supported their success in numeracy, while 52.2% or 119 students (38.2% or 87 students agree and 14.0% or 32 students somewhat agree) said the same of linear. Disagreement levels were similarly balanced, with 32.5% (74 students) disagreeing or somewhat disagreeing (25.9% or 59 students disagree and 6.6% or 15 students somewhat disagree) that semester supported success in numeracy and 69 students or 30.3% saying the same of linear (21.1% or 48 students disagree and 9.2% or 21 students somewhat disagree).



? In your experience or opinion, how easy or difficult is it for you to build positive connections with your **peers** in each of the two schedule models?

Responses received: 398

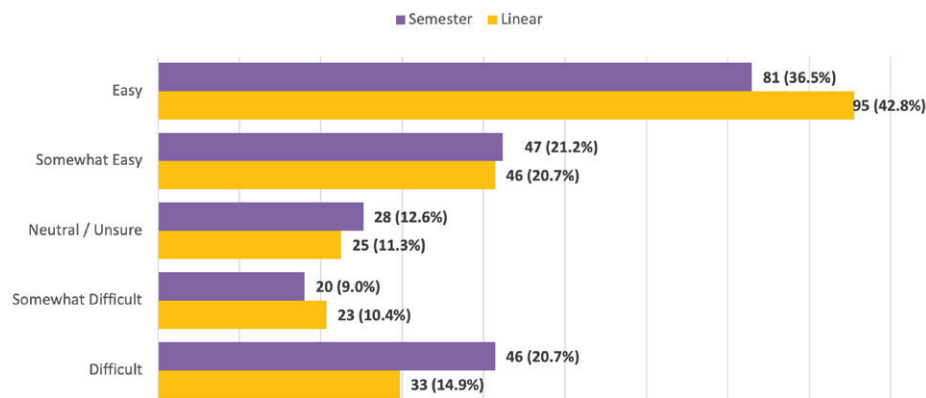
Students at MRSS reported significantly greater ease in building positive peer relationships under the linear model. Half of respondents (50.0% or 199 students) agreed that it was easy to form peer connections in the linear system, compared to just 25.9% (103 students) for the semester model. The semester model also drew more disagreement, with 24.9% of students (99) indicating difficulty compared to only 10.1% (40) under linear. These results suggest that students find the longer, more consistent timelines of the linear model more conducive to forming friendships and sustaining peer interactions.



🔍 Drill-down: Preferences among students with experience of both models or semester only

Responses received: 222

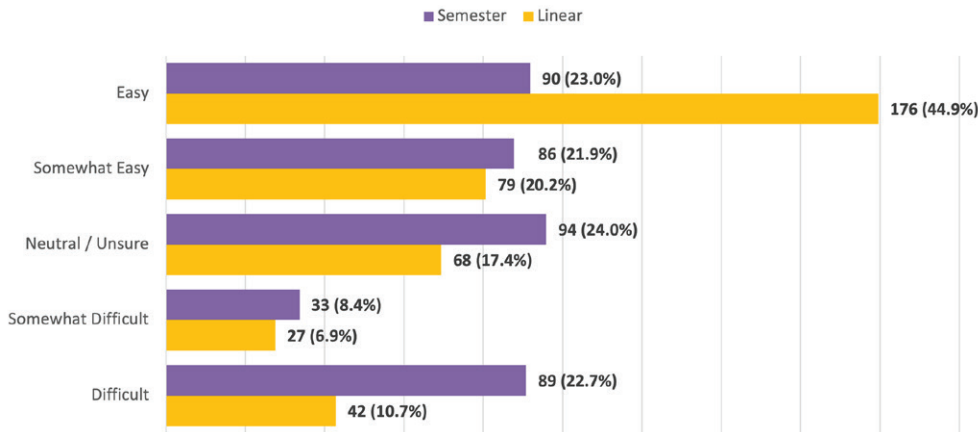
Among students with direct experience in a semester system, responses leaned in favour of the linear model for building positive peer relationships. While both models received comparable levels of somewhat easy responses (approximately 21%), the linear model drew a higher percentage of easy responses (42.8% or 95 students) compared to semester (36.5% or 81 students). The semester model also saw a greater share of difficulty, with 20.7% of students (46) selecting difficult compared to 14.9% (33) for linear. These results suggest that even among students familiar with the semester format, more see linear as slightly better for sustaining peer connections.



? In your experience or opinion, how easy or difficult is it for you to build positive connections with **staff** in each of the two schedule models?

Responses received: 392

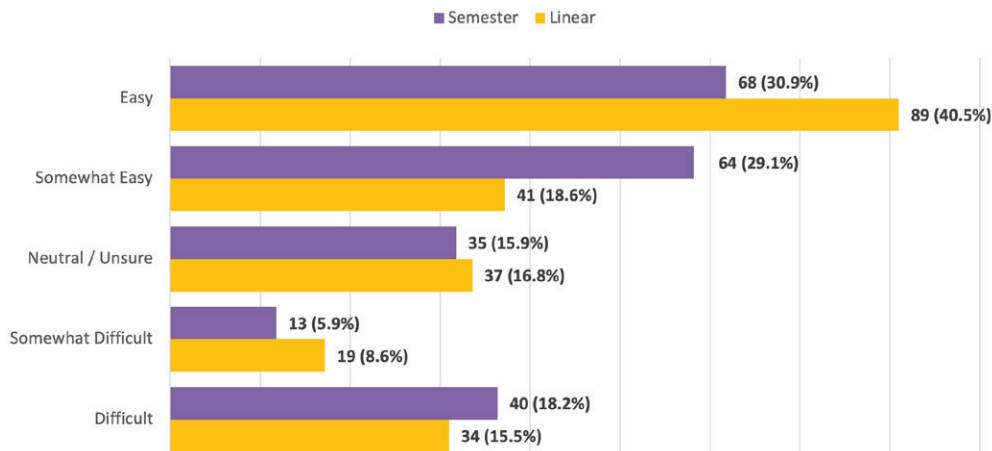
Students reported finding it easier to build positive relationships with staff under a linear schedule. Nearly two-thirds (65.1% or 255 students) felt it was easy or somewhat easy to connect with staff in the linear model, compared to 44.9% (176 students) for the semester model. Semester responses also reflected a higher rate of neutral or unsure answers (24.0% or 94 students vs. 17.4% or 68 students) and greater difficulty overall—31.1% of students (122) selected somewhat difficult or difficult for semester, compared to just 17.6% (69) for linear. These results suggest students perceive the linear model as more supportive of staff-student connection, possibly due to more sustained interactions over the school year.



© Drill-down: Preferences among students with experience of both models or semester only

Responses received: 220

Among students with experience in both scheduling models, the combined vote for easy or somewhat easy was nearly evenly split with 60% favouring semester (132 students) and 59.1% (130 students) voting for linear. A similar division is seen on the opposite end, with 24.1% of students (53) reporting that building connections with staff in the semester model was difficult or somewhat difficult, and the same percentage of students (24.1% or 53 students) making the same claim for linear. This trend was also reflected in the neutral/unsure responses, with 15.9% or 35 votes for semester vs. 16.8% or 37 votes for linear.



? *If the school remains on a **linear model**, what supports (if any) will you need to be successful?*

👤 Responses received: 220

Students emphasized the importance of maintaining daily tutorial support and Flex time if the school remains on a linear schedule. Many responses underscored the value of regular access to teachers for help with coursework, with some expressing that Flex is essential to their success and overall satisfaction with the model. There were also mentions of increased teacher availability and targeted programming, such as enrichment activities for gifted students, as key supports to help them thrive in a linear structure.

A full list of student comments will be provided to the school for further review and consideration.

- “ *The times of the schedule definitely need to be improved. I really wouldn't mind a longer lunch break even if school ends later and the tutorial's timing is also either too long or too short and it should really be shortened or lengthened by, give or take, ten minutes.*
- “ *Support during flex blocks.*
- “ *The most difficult part of linear is having all of your final exams/projects due during the same week. I don't know how you fix that but if the finals were more spread out that would help. Also I get homework for 8 classes at the same time which is manageable but I think teachers should not give homework intentionally because I don't have enough time to finish all of that for every class.*
- “ *More time. Better support from teachers. Teachers all use the same platforms. Mandatory teachers update grades and notify when students are falling behind.*
- “ *I'll need to be organized and make sure to keep contact with teachers.*

? *If the school transitions to a **semester model**, what supports (if any) will you need to be successful?*

👤 Responses received: 221

While a few students expressed enthusiasm or indifference toward the semester model, most offered vague or minimal responses when asked what supports they would need. A common thread was the desire for more in-class time to complete work or access to a free block to manage stress and workload. The overall tone of responses was light, with little urgency around required supports, suggesting either a lack of direct experience with the semester system or lower awareness of its potential challenges.

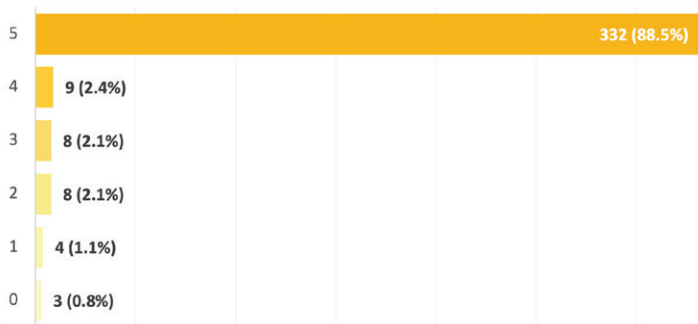
A complete list of student responses will be shared with the school for further review.

- “ *Balanced classes for each semester.*
- “ *More time for homework completion and help with studying.*
- “ *Getting extra help and managing my work time more wisely.*
- “ *There should be a break, tutorial or flex should be mandatory so we can follow up with teachers if needed. [...] All teachers should have visiting hours at lunch, after school, or before school, because it is an intense schedule. [...] Grade eights and nines should remain linear if possible.*
- “ *A really good review and explanation when we start the semester cause after half a year/full year we need to be fully reminded and immersed back into the subjects.*

? In a *linear* timetable, what do you believe is the ideal number of Flex blocks per week?

Responses received: 375

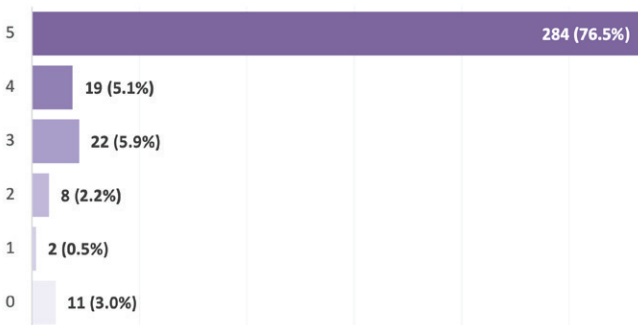
The vast majority of students (88.5%) indicated that five Flex blocks per week is ideal in a linear schedule, showing strong support for maintaining daily Flex time. Only a small portion selected fewer blocks, with just 2.4% selecting four, and even fewer selecting three or fewer blocks. This suggests that students see daily Flex as a valuable and expected part of their weekly routine under a linear model.




? In a *semester* timetable, what do you believe is the ideal number of Flex blocks per week?

Responses received: 371

Students also expressed a strong preference for five Flex blocks per week under a semester model, though at a slightly lower rate (76.5%) compared to linear. A small group opted for four (5.1%) or three (5.9%) Flex blocks, and 3% indicated zero blocks. While daily Flex remains the dominant preference in both models, these results suggest slightly more openness to reduced Flex time under a semester structure.



 Is there anything else you would like to share?

 Responses received: 175

Many students who responded to this question expressed strong, emotionally charged preferences for the semester model, describing the linear format as overwhelming, especially for those managing demanding course loads in senior grades. They emphasized that focusing on four classes at a time feels more manageable and less stressful, with several students stating that a return to the semester model would improve their ability to succeed and graduate. Others expressed concerns about the pace of the semester model and requested that the school remain on a linear schedule.

KEY TAKEAWAYS - MAPLE RIDGE SECONDARY STUDENTS

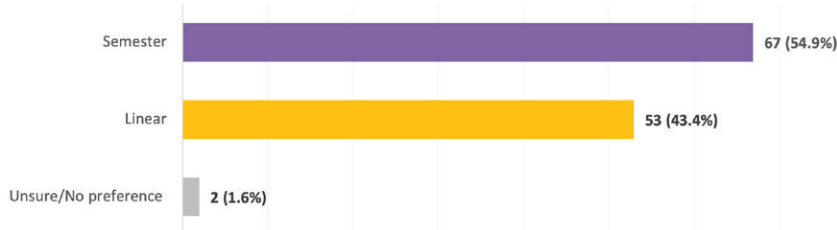
1. 58.5% of MRSS students (226) preferred the linear model, with 37.6% (145 students) preferring semester and 3.9% (15 students) unsure, indicating a moderate overall preference for linear. Those who were unsure often had limited experience with both formats and voiced a desire for strong supports regardless of model.
2. Grade level influenced preference, with Grade 8 and 9 students showing strong support for linear (70.3% and 75.7%), while students in grades 10–12 were more evenly split. Preference for semester increased in grades 11 and 12, likely due to greater exposure to both systems.
3. Among students with experience in both models, a narrow majority (51.8% or 113 students) preferred semester, but the closeness of the split (45.4% or 99 votes for linear) highlights that students see strengths in both systems depending on context and individual needs.
4. Equity-deserving students showed a strong preference for linear, with 62.3% (86 students) in favor, compared to 32.6% (45 students) for semester. This suggests that the familiarity and structure of linear may offer a sense of predictability that better supports students facing systemic barriers. Those with experience in both schedules preferred semester by only a slim margin (50% or 41 votes for semester and 48.8% or 40 votes for linear).
5. Linear was rated more supportive of student well-being across all five areas, including learning needs (57.7% or 261 students), mental health and stress (56.5% or 255 students), and emotional connection to school (58.4% or 264 students). Semester was viewed more neutrally, with higher disagreement around course load and stress management.
6. Students perceived linear as significantly stronger in supporting literacy and numeracy, with agreement levels of 63.1% and 62.5% respectively, compared to 43.4% and 41.0% for semester. Disagreement with semester was also markedly higher. However, among students with experience in the semester model only or both schedules, the result was more balanced: 54.7% (128 students) agreed or somewhat agreed that semester schedule supported success in literacy compared to 50.8% (119 students) for linear, and 52.2% (119 students) agreed or somewhat agreed that linear supported success in numeracy compared to 52.0% (120 students) for semester. Disagreement levels were similarly balanced.
7. Peer relationships were seen as easier to build in a linear model, with 50.0% (199 students) rating linear as easy versus 25.9% (103 students) for semester. Students reported that the consistent timelines and longer-term class groupings helped sustain friendships.
8. Staff connection was also stronger under linear, with 65.1% (255 students) saying it was easy or somewhat easy to connect with teachers, compared to 44.9% (176 students) for semester. The sustained relationships throughout the year may contribute to this result.
9. Flex time was seen as essential, with 88.5% of students preferring five Flex blocks per week under a linear model, and 76.5% preferring the same under a semester model. Students emphasized that daily Flex supports both academic success and mental health.
10. Students requested different supports depending on the model: under linear, they emphasized Flex, access to teachers, and managing the timing of final assessments. Under semester, they asked for more in-class time, review support at the beginning of terms, and designated time to access teachers during the day.
11. Open-ended feedback was divided: some students described semester as less stressful and better aligned with their learning preferences, while others viewed linear as more supportive due to its pacing and structure. Several students advocated for keeping Grade 8s and 9s on linear even if senior grades switched.

FAMILY SURVEY RESPONSES

? Which class schedule format do you prefer for your child or children? (If your children only experienced one model, please answer based on that experience or what you believe might work best for them.)

👤 Responses received: 122

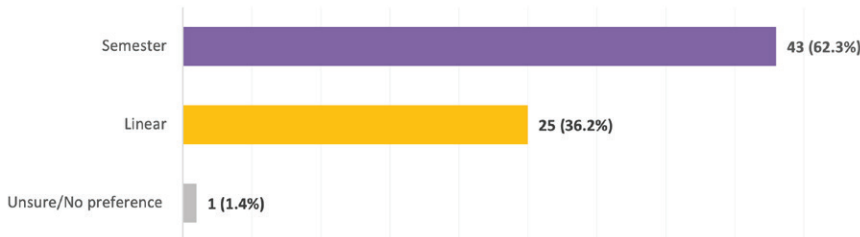
Among the full group of MRSS family respondents, preferences leaned toward the semester model, with 54.9% (67) selecting semester and 43.4% (53) selecting linear. Only a small percentage (1.6% or 2 respondents) indicated no preference. While not an overwhelming majority, this result suggests that many families view semester as the more beneficial model for their child’s learning, though a significant portion still preferred linear.



👤 Drill-down: Preferences among parents/guardians of students with experience of both models or semester only

👤 Responses received: 69

When the sample was narrowed to include only families whose children had experience with both models or semester only, the preference for semester increased to 62.3% (43 respondents), while linear dropped to 36.2% (25 respondents). This shift suggests that direct exposure to both models may have clarified or reinforced a preference for semester among some families. Notably, the percentage of undecided respondents remained low (1.4% or one respondent), indicating that most families felt confident in their preference.

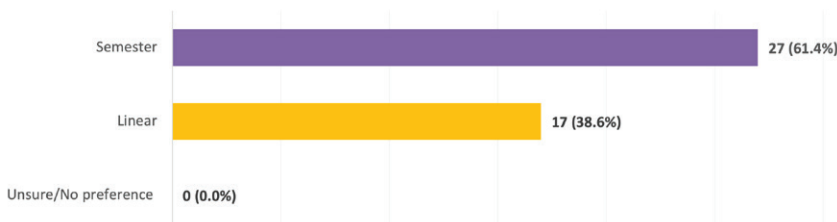


👤 Drill-down: Preferences among parents/guardians of students belonging to an equity-deserving group

👤 Responses received: 44

▶ Equity-deserving groups are students who may face additional barriers to learning or inclusion. This can include students with disabilities or diverse abilities; English Language Learners; Indigenous students; Black students or other students of colour; 2SLGBTQIA+ students; and students from newcomer or immigrant communities.

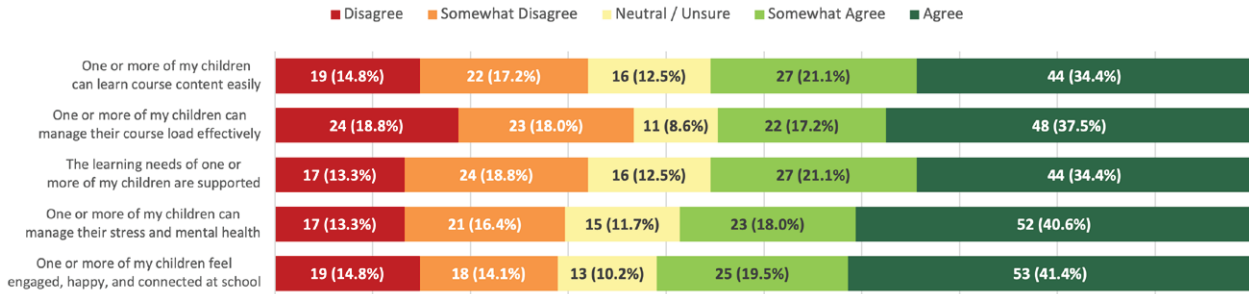
Among families of equity-deserving students, support for semester remained strong at 61.4% (27 votes), compared to 38.6% (17 votes) for linear. This result is similar to the second group, with no families indicating uncertainty.



? In your experience or opinion, to what extent do you agree that a **linear schedule** supports the well-being of your child or children in the following areas?

Responses received: 128

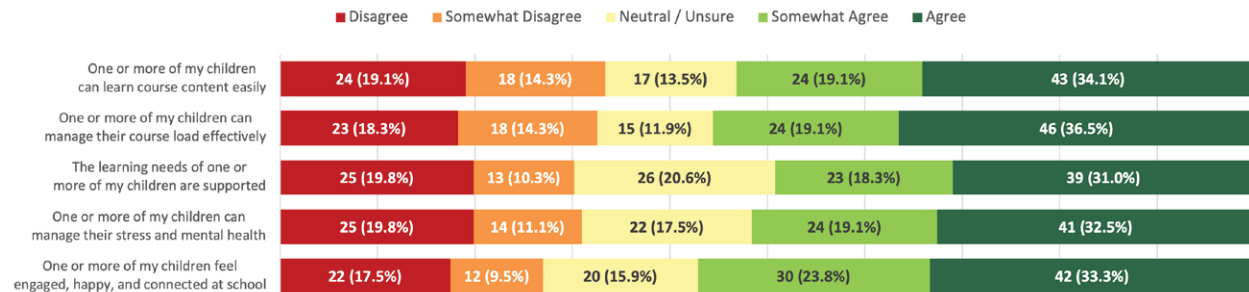
Families responded favorably to the linear schedule, with over half agreeing it supports student well-being across all five areas. Agreement was strongest around student engagement (60.9% or 78 respondents) and mental health support (58.6% or 75 respondents), with content learning, course load management, and learning needs all receiving agreement (agree/somewhat agree) rates between 54.7% and 55.5%. Disagreement rates remained below 37% across all areas, and agree alone was selected by roughly one-third to two-fifths of respondents. Overall, the data suggests strong family confidence in the linear model's ability to support students both academically and emotionally.



? In your experience or opinion, to what extent do you agree that a **semester schedule** supports the well-being of your child or children in the following areas? (If your family has not experienced a semester system, please answer based on what you think might work best for your child or children.)

Responses received: 126

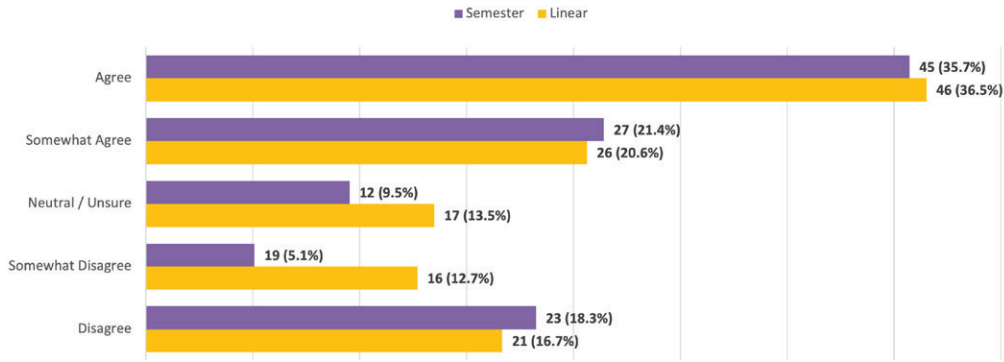
Responses to the semester schedule were more mixed. 57.1% or 72 respondents agreed or somewhat agreed that it supported student engagement and connectedness (only slightly lower than 60.9% for linear), while support dropped slightly in areas like learning needs (49.3% or 62 votes) and mental health (51.6% or 65 votes). Disagreement remained around 30% for most measures, and neutral responses were higher than in the linear set, especially on learning needs (20.6%). Overall, families expressed slightly more uncertainty and less confidence in the semester model compared to linear.



? To what extent do you agree that each of the two schedule models support (or would support) your child's or children's success in literacy?

Responses received: 126

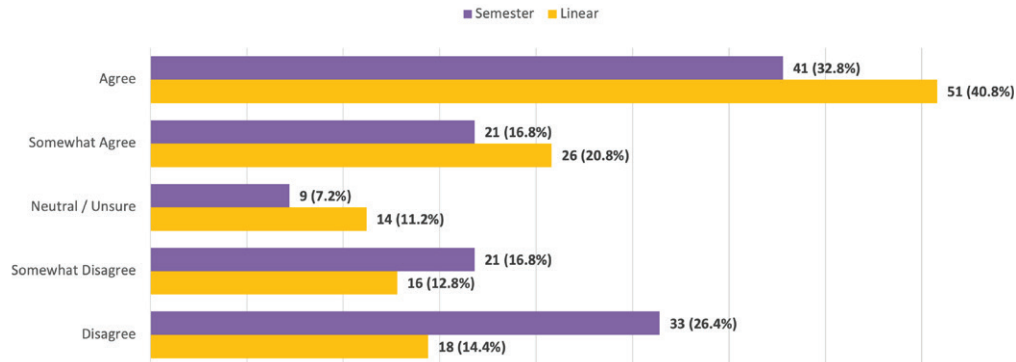
Family perceptions of how well each schedule model supports student success in literacy were relatively balanced. Just over half of respondents agreed that both the semester (57.1% or 72 votes) and linear (57.1% or 72 votes) models support literacy, with slightly more selecting agree for linear (36.5%) than semester (35.7%). Neutral responses were higher for the linear model (13.5% vs. 9.5%), while disagreement was slightly more common for semester, with 23 respondents (18.3%) selecting disagree compared to 21 (16.7%) for linear. Overall, the results suggest that families see both models as generally supportive of literacy, with only minor differences in levels of confidence.



? To what extent do you agree that each of the two schedule models support (or would support) your child’s or children’s success in numeracy?

Responses received: 125

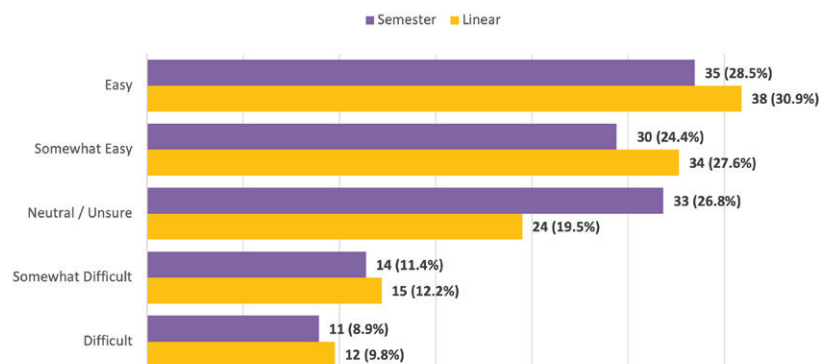
In terms of numeracy, families showed a stronger preference for the linear model. Over 60% of respondents (77) agreed or somewhat agreed that a linear schedule supports numeracy (40.8% or 51 respondents agree and 20.8% or 26 respondents somewhat agree), compared to a combined 49.6% (62) for semester. Semester also saw higher rates of disagreement, with 26.4% of respondents (33) selecting disagree versus 14.4% (18) for linear. These results suggest that families feel more confident in the linear model’s ability to support student success in numeracy.



? In your experience or opinion, how easy or difficult is it for your child or children to build positive connections with their peers in each of the two schedule models?

Responses received: 123

Families were more likely to say it was easy or somewhat easy for their children to build positive peer connections in a linear schedule (30.9% easy and 27.6% somewhat easy) than in a semester schedule (28.5% and 24.4%, respectively). Neutral responses were higher for semester (26.8% vs. 19.5%), and disagreement levels were nearly identical across models. These results suggest a slight family preference for linear when it comes to fostering peer relationships, though the margin is narrow.

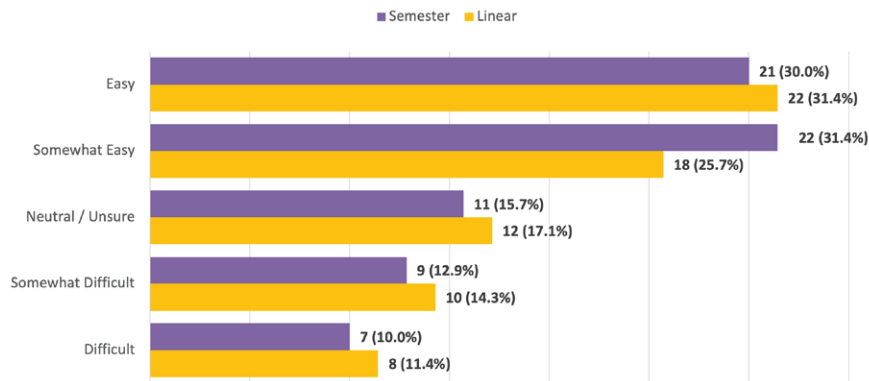


📍 **Drill-down: Preferences among parents/guardians whose child(ren) experienced both models or semester only**

👤 **Responses received: 70**

Among families whose children experienced both models or only semester, perceptions of peer connection were nearly indistinguishable across schedules. Easy and somewhat easy responses were reported at virtually the same levels for both models, with linear slightly ahead for easy (31.4% or 22 votes vs. 30% or 21 votes) and semester slightly ahead for somewhat easy (31.4% or 22 votes vs. 25.7% or 18 votes). In general, the semester system received a slightly higher ranking overall with 61.4% finding it easy or somewhat easy to form peer connections, compared to linear at 57.1%.

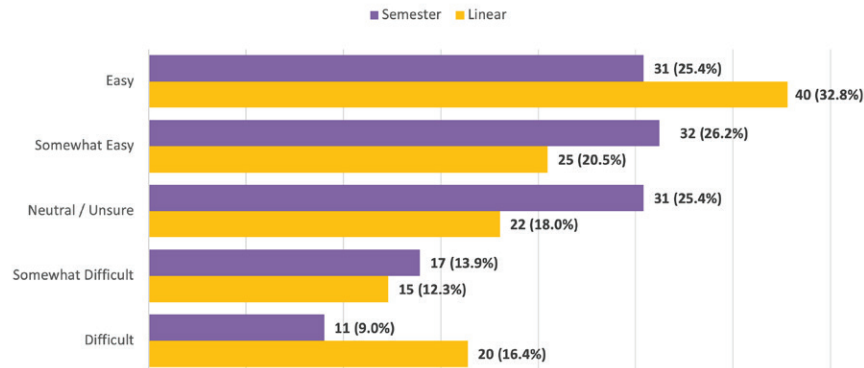
Neutral and disagreement responses were also closely aligned. These findings suggest that when families have direct experience with both models, they are just as likely to associate positive peer connections with either schedule.



📍 *In your experience or opinion, how easy or difficult is it for your child or children to build positive connections with **staff** in each of the two schedule models?*

👤 **Responses received: 122**

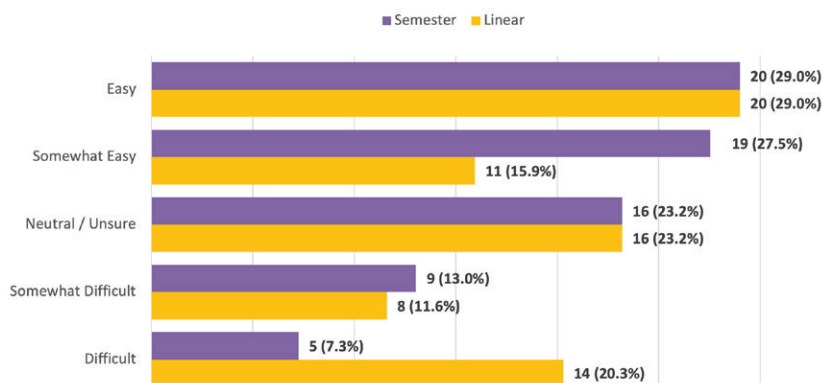
Families were more likely to say it was easy for their children to build positive staff connections in a linear schedule (32.8% or 40 votes) compared to a semester schedule (25.4% or 31 votes), although somewhat easy responses leaned slightly toward semester (26.2% or 32 votes) over linear (20.5% or 25 votes). Semester responses were more likely to be neutral or uncertain (25.4% or 31 votes vs. 18.0% or 22 votes), while linear responses showed slightly higher difficulty levels, especially for difficult (16.4% or 20 votes vs. 9% or 11 votes). Overall, the responses suggest a statistically negligible family preference for linear when it comes to fostering positive connections with staff.



☉ **Drill-down: Preferences among parents/guardians whose child(ren) experienced both models or semester only**

👤 **Responses received: 69**

Among families whose children experienced both models or semester only, views on building staff relationships were evenly split. Easy responses were identical for both linear and semester (29.0% or 20 votes each), and neutral responses were also matched at 23.2% (16 votes each). Semester had a stronger showing in the somewhat easy category (27.5% or 19 votes vs. 15.9% or 11 votes), however, while linear had higher difficult responses (20.3% or 14 votes vs. 7.3% or 5 votes). These results suggest a balanced overall perception, though semester held an edge in ease of staff connection within this subgroup (56.5% vs. 44.9%).



🔍 **If the school remains on a *linear model*, what supports (if any) do you believe your child or children would need to be successful?**

👤 **Responses received: 84**

Several families indicated that no additional supports would be needed if the school remained on a linear schedule, noting their children are already successful in this model. Among those who did identify needs, the most frequently mentioned support was continued access to a dedicated support block, ideally with a support teacher. A few families highlighted the importance of fostering stronger connections with teachers and peers, as well as access to counselling services to help manage anxiety. Overall, the most common theme was the value of consistent, structured support time built into the school day. Below is a sampling of responses received to this question. A full list will be shared with the school community for review.

- “ More accountability and a daily workload to keep the pace.
- “ More time to connect to teachers. Daily planner for assignments.
- “ Continued Support class. Should teach them how to schedule and prioritize first so not so overwhelming to do 8 classes at once. A full university load is 3 to 4 classes per semester for a reason.
- “ More in class studying and a chance to work on homework so that if the child needs help or support it can be then worked on and resolved in class.
- “ SD42 would need to offer better options for online and summer courses. My daughter wants to work ahead, taking Grade 10 and 11 math in one year, to open up Grade 12 for more science classes. The linear schedule will limit the number these classes that she will get in grade 12.

🔍 **If the school transitions to a *semester model*, what supports (if any) do you believe your child or children would need to be successful?**

👤 **Responses received: 78**

The most commonly mentioned support was access to a dedicated support block (particularly during tutorial times) and ongoing access to a support teacher throughout the year. One respondent noted that summer school might be needed to help their child keep up. Another response implied that attending disliked classes daily in a semester model could be emotionally challenging for their child, suggesting a need for strategies to support engagement and resilience. Overall, families emphasized the importance of sustained, individualized support. The following is a sampling of responses received. A full list will be shared with the school community for review.

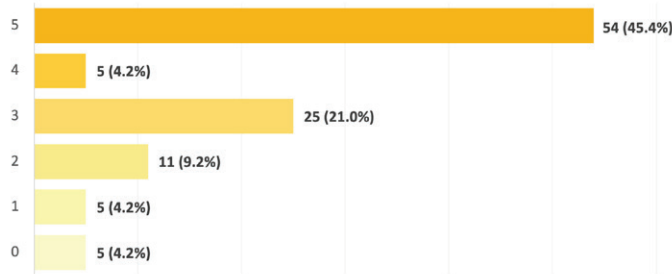
- “ Balanced schedule to support learning - 2 academics, 2 electives per semester.
- “ Extra work blocks to enable assistance when moving through material quickly. Catch up - review - course materials that was taught the year prior (i.e math, sciences, etc.).
- “ More Flex/tutorial time and quicker connections to parents if children fall behind.
- “ Math tutors, extra help sessions with different teacher.
- “ She should have an instant access to the material and all information if she is not able to attend school for a few days or a week in case of sickness.

? In a linear timetable, how many Flex blocks per week do you believe would be ideal? (A definition of Flex is provided below.)

▶ A Flex block is a scheduled period during the school day that provides students with flexible time to engage in activities that support their academic success and personal growth. Students may use this time to: receive extra help or tutoring from teachers; work on assignments or group projects; participate in enrichment activities or clubs; explore areas of interest beyond the standard curriculum; engage in self-directed learning or independent study. The goal of the Flex block is to provide students with autonomy in their learning while ensuring they have the support and resources they need to succeed.

👤 Responses received: 119

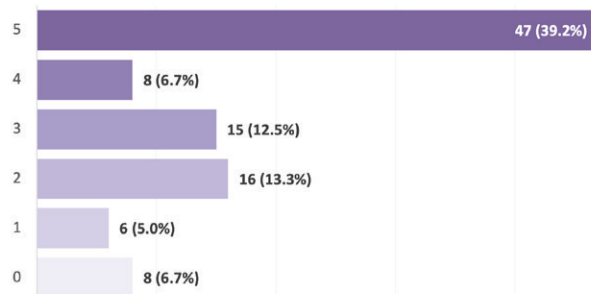
In response to the question of how many Flex blocks per week would be ideal in a linear timetable, nearly half of all respondents (45.4%) indicated a preference for five Flex blocks per week. This was followed by 21.0% selecting three Flex blocks. Other options received significantly less support, with just 4.2% choosing four, one, or zero blocks, and 9.2% selecting two blocks. An additional 14 respondents (11.8%) indicated they were unsure. These results suggest a strong family preference for frequent and consistent access to Flex time under the linear model.



? In a semester timetable, how many Flex blocks per week do you believe would be ideal?

👤 Responses received: 120

When asked how many Flex blocks per week would be ideal in a semester timetable, 39.2% of respondents selected five blocks, indicating the strongest preference. The next most selected options were two blocks (13.3%) and three blocks (12.5%). Fewer respondents preferred four, one, or zero blocks (each ranging from 5.0% to 6.7%). An additional 20 respondents indicated they were unsure. Although the preference for five Flex blocks was still the most common, support was slightly lower than under the linear model, suggesting somewhat more varied opinions in the context of a semester schedule.



 *Is there any other feedback you would like to share?*

 **Responses received: 54**

Family feedback reflected a range of perspectives, with some parents expressing appreciation for the current linear model and others highlighting the benefits of the semester system. A number of responses noted the value of Flex blocks, while others questioned their usefulness or suggested restricting them to older students or those with individual education plans. Concerns about potential learning gaps under a semester model emerged, along with comments about the challenges associated with switching schedule structures. Some families noted that the semester format aligns more closely with post-secondary schedules.

KEY TAKEAWAYS - MAPLE RIDGE SECONDARY FAMILIES

1. Slight preference for semester overall – 54.9% (67) of MRSS families preferred the semester model, while 43.4% (53) preferred linear. Among families with experience of both systems, semester preference rose to 62.3%.
2. Equity-deserving families leaned more strongly toward semester – 61.4% (27) preferred semester, compared to 38.6% (17) for linear. None selected unsure, suggesting clear opinions when facing systemic barriers.
3. Linear seen as slightly stronger for well-being. Families felt the linear model supported student engagement (60.9% or 78 respondents) and mental health (58.6% or 75 respondents) slightly more than semester (57.1% or 72 respondents and 51.6% or 65 respondents respectively).
4. Confidence in literacy outcomes was balanced. Both models received 57.1% agreement (72 votes each) for supporting literacy success, with linear drawing slightly more agree responses (36.5% vs. 35.7%).
5. Numeracy support favoured linear. 61.6% (77) agreed or somewhat agreed that linear supports numeracy, versus 49.6% (62) for semester. Semester drew more disagreement (26.4% or 33 respondents vs. 14.4% or 18 respondents).
6. Linear marginally better for peer connection. 58.5% (72) of families said it was easy or somewhat easy for their children to form peer relationships under linear, compared to 52.9% (65) for semester.
7. Staff connection perceptions were mixed. Linear was rated higher for easy connection (32.8% or 40 respondents vs. 25.4% or 31 respondents), but semester had more somewhat easy responses (26.2% or 32 respondents vs. 20.5% or 25 respondents). In the drill-down, semester slightly outperformed linear overall (56.5% vs. 44.9%).
8. Regardless of the schedule, families emphasized the need for ongoing access to support teachers, structured support blocks, and consistent help with workload.
9. Flex blocks are highly valued: 45.4% of families preferred five Flex blocks per week under linear, and 39.2% selected five under semester. These blocks are seen as important for academic success and stress management.
10. Several comments noted that semester is more consistent with college/university scheduling, which some families viewed as beneficial for long-term planning.
11. Some families expressed frustration with frequent model changes, highlighting the disruption it can cause for students and families alike.
12. In their open feedback, some families praised the semester system for manageability, while others felt the linear system better supported their child's needs. There were also calls for improved access to support staff and clearer communication around expectations.

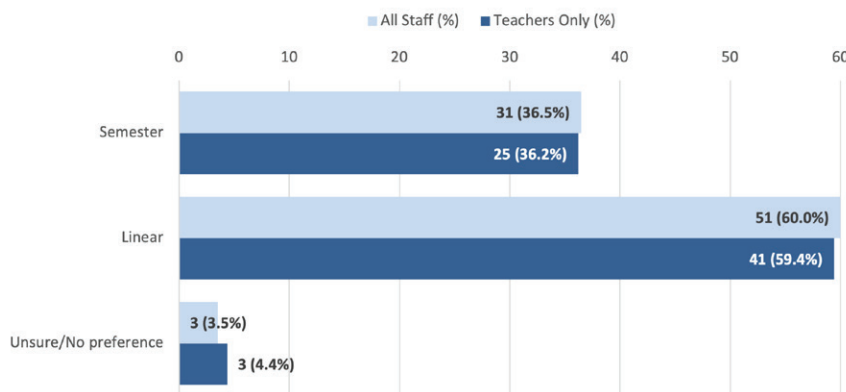
STAFF SURVEY RESPONSES

? Which class schedule format do you prefer? (If you have only experienced one model, please answer based on your experience or what you think might work best for you.)

Responses received: 85

A total of 85 staff members responded to the question regarding preferred class schedule format. The majority of respondents expressed a preference for the linear model, with 60.0% of all staff (51) and 59.4% of teachers (41) selecting this option. In contrast, 36.5% of all staff (31) and 36.2% of teachers (25) indicated a preference for the semester model. A small minority (3.5% of all staff and 4.4% of teachers) reported being unsure or having no preference.

These results suggest a clear majority support for retaining the linear schedule format among both teaching staff and the broader school team.



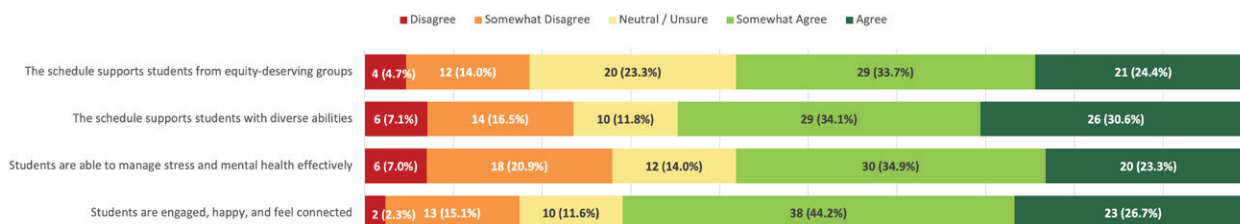
? In a linear schedule, to what extent do you agree with the following statements about student well-being?

All staff responses received: 86

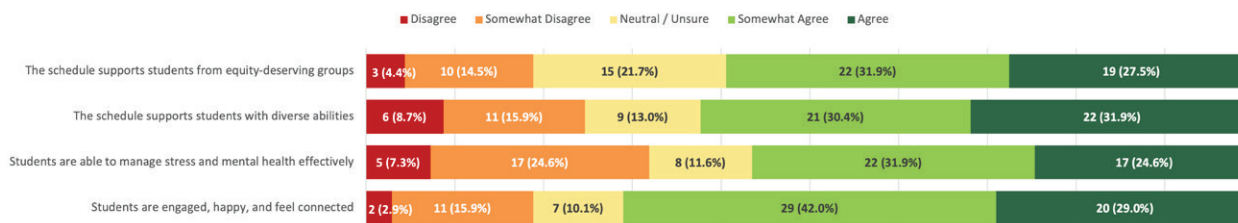
Staff responses to questions about student well-being under a linear schedule suggest generally positive perceptions, though some areas reveal more caution. Among all staff respondents, a majority agreed or somewhat agreed that the linear schedule supports students from equity-deserving groups (58.1% or 50 respondents) and those with diverse abilities (64.7% or 55 respondents). Similarly, 58.2% (50 respondents) believed students are able to manage stress and mental health effectively under this model. Notably, the highest level of agreement was observed in relation to student engagement, with 70.9% of staff (61) indicating that students appear engaged, happy, and connected in a linear schedule.

Teacher responses (69) followed a similar pattern, though they tended to be slightly more reserved. Just under 60% felt the linear schedule supports equity-deserving students (59.4% or 41 respondents), while 62.3% (43 respondents) believed it supports students with diverse abilities. 56.5% of teachers (39) felt students are able to manage their mental health and stress effectively. As with the broader staff group, the highest level of agreement was again related to student engagement and connection, with 71% of teachers (49) expressing a positive view.

Taken together, these results suggest that while there is strong support for the linear model's ability to foster student engagement, staff (particularly teachers) are more cautious in their assessments of how well it supports mental health and inclusion.



Teacher responses received: 69

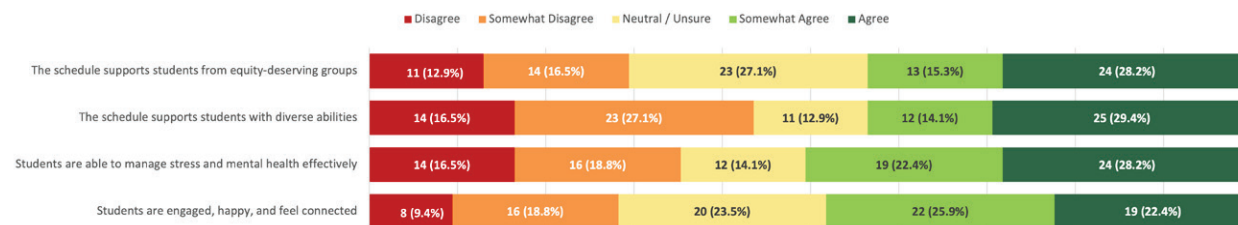


? In a semester schedule, to what extent do you agree with the following statements about student well-being?

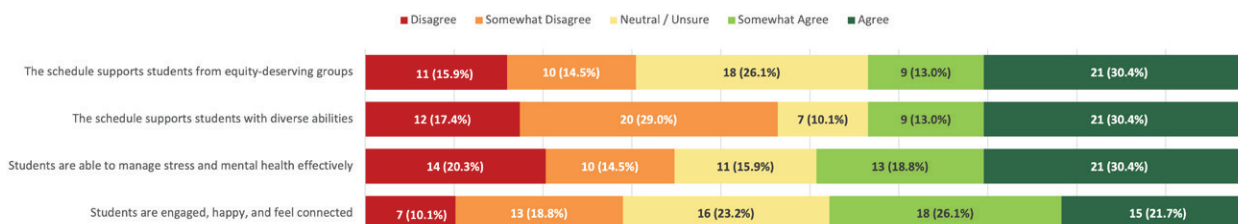
All staff responses received: 85

Staff responses regarding student well-being in a semester schedule reflect a more divided perspective compared to the linear model. Among all staff respondents (85), less than half (37 respondents) agreed or somewhat agreed that the semester schedule supports students from equity-deserving groups (43.5%) and students with diverse abilities (43.5%). Half (50.6% or 43 respondents) felt students are able to manage stress and mental health effectively under this model, and 48.3% (41 respondents) of staff agreed or somewhat agreed that students appear engaged, happy, and connected. However, the proportion of respondents who either disagreed or somewhat disagreed was noticeably higher than in the linear model, reaching up to 43.6% (37) for diverse abilities support and 35.3% (30) for stress and mental health management.

Teacher responses (69) showed a similarly cautious outlook. Only 43.4% of teachers (30) felt that the semester schedule supports equity-deserving students, while a comparable 43.4% (30) felt it supports students with diverse abilities. 49.2% (34) believed students are able to manage stress and mental health effectively. On the question of engagement, 47.8% of teachers (33) agreed or somewhat agreed that students seem happy, connected, and engaged, though over a quarter disagreed to some extent.



Teacher responses received: 69



© Drill-down: Student well-being as perceived by staff under the two schedule models

A comparison of staff responses across the two schedule models shows that the linear schedule is perceived more positively when it comes to student well-being. Among all staff, agreement that the schedule supports equity-deserving students and those with diverse abilities was notably higher under the linear model (58.1% and 64.7%) than under the semester model (43.5% for both). Perceived support for student mental health was also stronger in the linear model (58.2% vs. 50.6%), as was student engagement (70.9% vs. 48.3%).

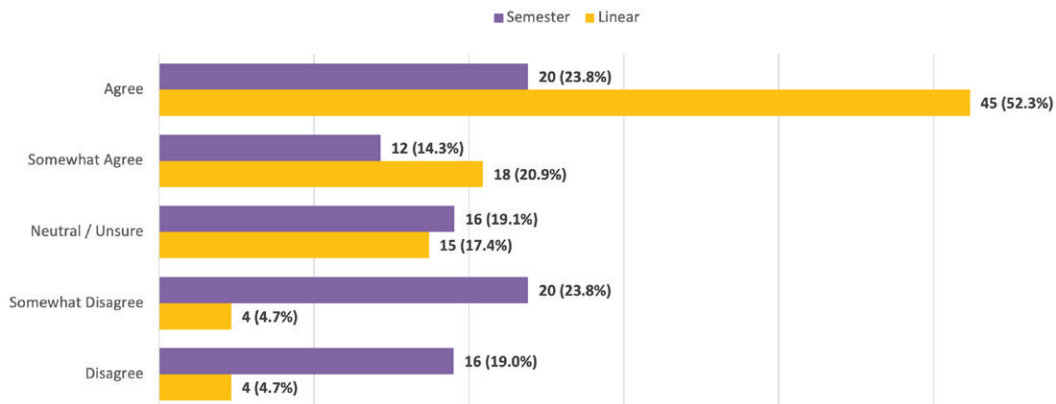
Teacher responses mirrored this trend. While fewer than half of teachers felt the semester schedule supports equity-deserving learners or learners with diverse abilities (43.4% for both), more than half expressed confidence in those areas under the linear model (59.4% and 62.3%). The linear model also saw higher teacher agreement on student stress management (56.5% vs. 49.2%) and engagement (71.0% vs. 47.8%). Across all indicators, disagreement was more common under the semester model, suggesting greater staff concern about its impact on student well-being.

? To what extent do you agree that each of the two schedule models support (or would support) student success in *literacy*?

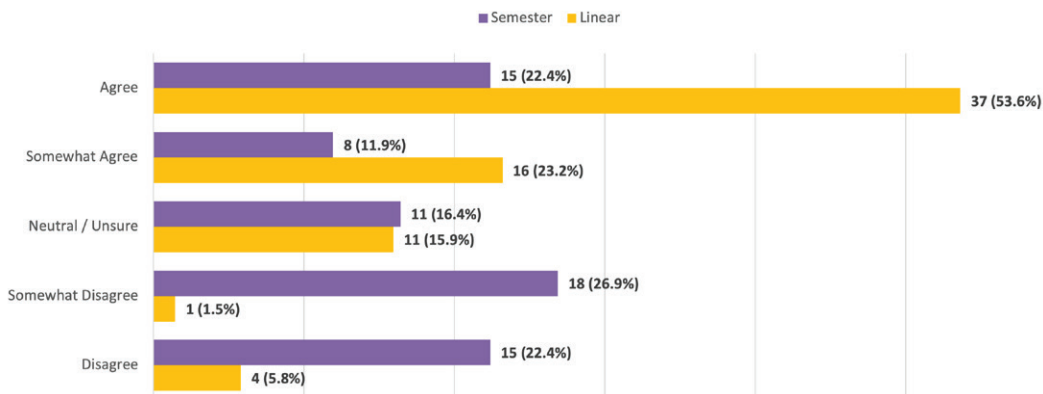
👤 All staff responses received: 86

When asked which schedule model better supports student success in literacy, staff responses showed a strong preference for the linear model. Among all staff (86), over half (45 respondents or 52.3%) agreed that the linear schedule supports literacy development, compared to just 23.8% (20 respondents) for the semester model. Only 9.4% (8 respondents) expressed disagreement with the linear model’s effectiveness, while 42.8% (36 respondents) disagreed or somewhat disagreed that the semester model supports literacy.

Teacher responses (69) reflected this same pattern. A clear majority (37 respondents or 53.6%) agreed that the linear model supports literacy, while just 22.4% (15 respondents) said the same of the semester model. In contrast, nearly half of teachers (33 respondents or 49.3%) expressed some level of disagreement or uncertainty about the semester model’s impact. These results show that staff see the linear model as significantly more supportive of student literacy outcomes.



👤 Teacher responses received: 69

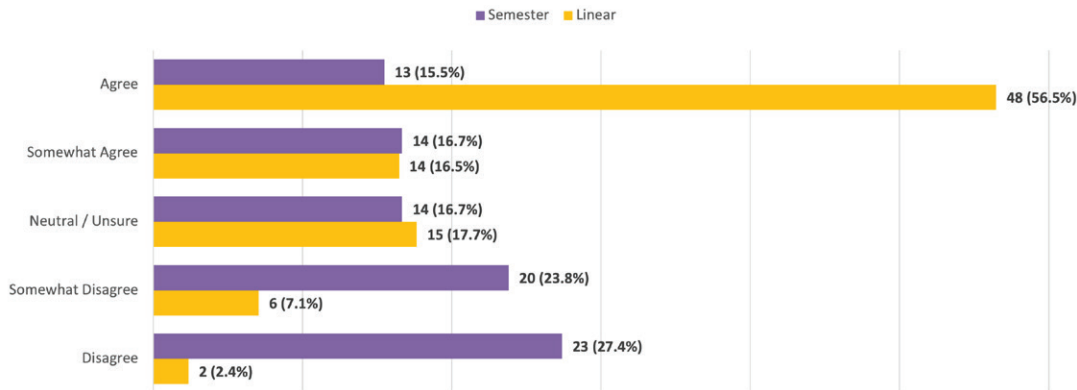


? To what extent do you agree that each of the two schedule models support (or would support) student success in *numeracy*?

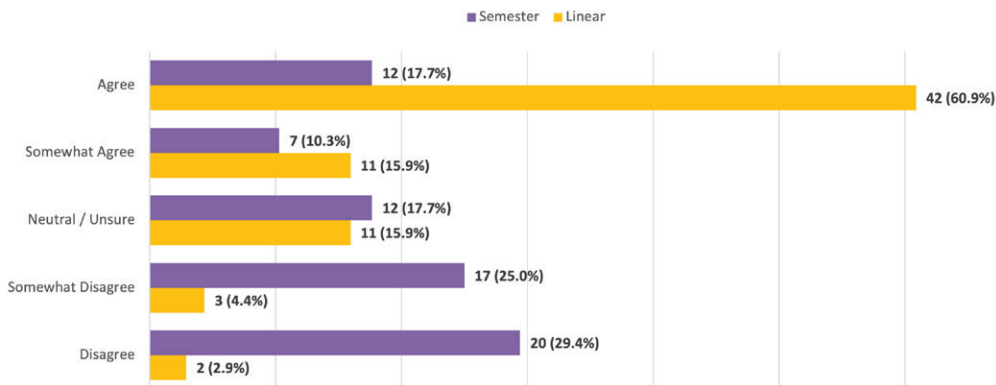
👤 All staff responses received: 85

Staff responses indicate a clear preference for the linear schedule in supporting student success in numeracy. Among all staff (85), 56.5% (48 respondents) agreed that the linear model supports numeracy outcomes, compared to just 15.5% (13 respondents) for the semester model. Only 9.5% (8 respondents) disagreed or somewhat disagreed with the linear model’s effectiveness, whereas 51.2% (43 respondents) expressed disagreement or uncertainty regarding the semester model’s support for numeracy.

Teacher responses (69) were similarly decisive. A full 60.9% of teachers (42 respondents) agreed that the linear schedule supports numeracy, while only 17.7% (12 respondents) felt the same about the semester model. Meanwhile, 54.4% of teachers (37 respondents) either disagreed or somewhat disagreed about the semester model’s ability to support numeracy success. These findings suggest strong confidence in the linear model’s alignment with effective numeracy instruction among all staff.



Teacher responses received: 69

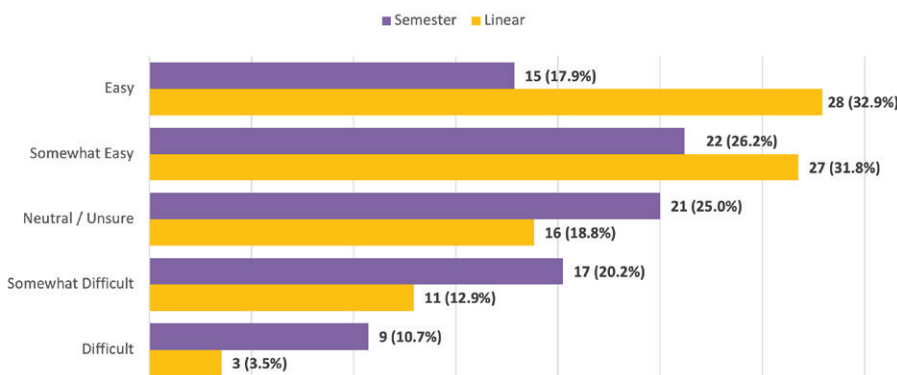


? Based on your observations, how easy or difficult is it for students to build positive connections with their peers in each schedule model?

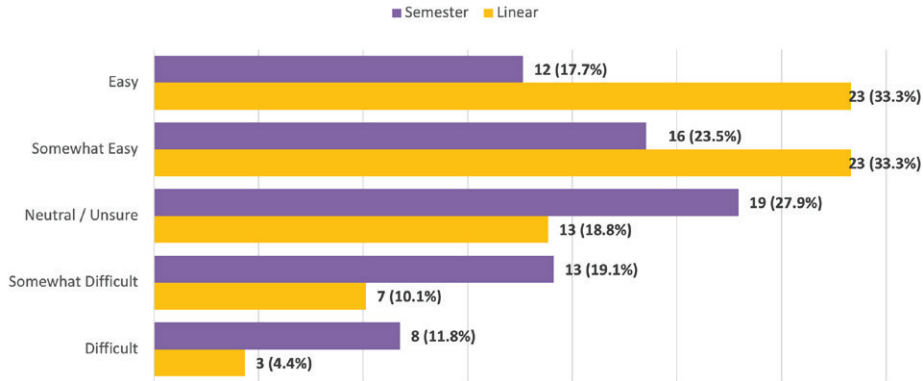
All staff responses received: 85

When asked how easy it is for students to build positive peer connections in each schedule model, staff consistently rated the linear schedule more favourably. Among all staff (85), 64.7% (55 respondents) said it is easy or somewhat easy for students to form peer relationships in the linear model, compared to 44.1% (37 respondents) for the semester model. Only 16.4% of staff (14 respondents) found peer connection difficult or somewhat difficult under linear, while 30.9% (26 respondents) expressed the same concern under the semester model.

Teacher responses (69) followed a similar pattern. Two-thirds of teachers (66.6% or 46 respondents) rated peer connection as easy or somewhat easy under the linear model, compared to just 41.2% (28 respondents) for the semester model. Perceptions of difficulty were also higher for the semester model, with 30.9% of teachers (21 respondents) identifying peer connection as difficult or somewhat difficult, versus 14.5% (10 respondents) for linear. These results show that staff perceive the linear model as more conducive to fostering peer relationships and a sense of student belonging.



Teacher responses received: 69

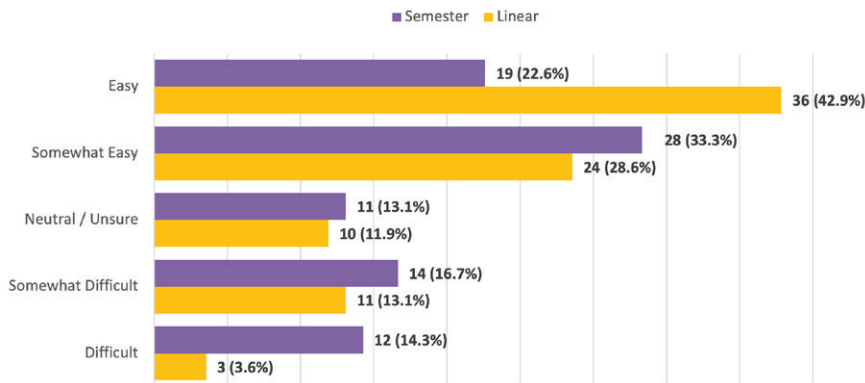


Based on your observations, how easy or difficult is it for students to build positive connections with **staff** in each schedule model?

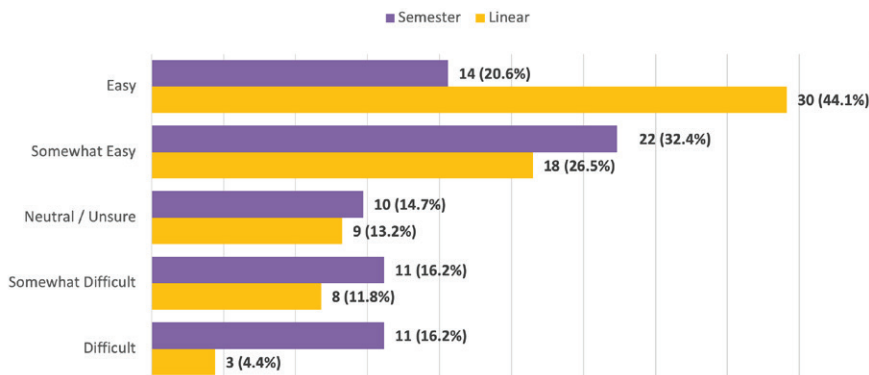
All staff responses received: 84

Staff responses suggest that the linear schedule is perceived as more conducive to fostering positive relationships between students and staff. Among all staff (84), 71.5% (60 respondents) said it is easy or somewhat easy for students to build connections with staff under the linear model, compared to 55.9% (47 respondents) under the semester model. Reports of difficulty were also more common for the semester model, with 31.0% (26 respondents) indicating that student–staff connections are somewhat difficult or difficult, compared to just 16.7% (14 respondents) under the linear model.

Teacher responses (68) reinforced this pattern. A combined 70.6% of teachers (48 respondents) felt it is easy or somewhat easy for students to connect with staff under a linear schedule, while just 53% (36 respondents) said the same for the semester model. The percentage of teachers who felt these connections were difficult doubled in the semester context (32.4% or 22 respondents vs. 16.2% or 11 respondents). Overall, the linear model was more strongly associated with building supportive student–staff relationships.



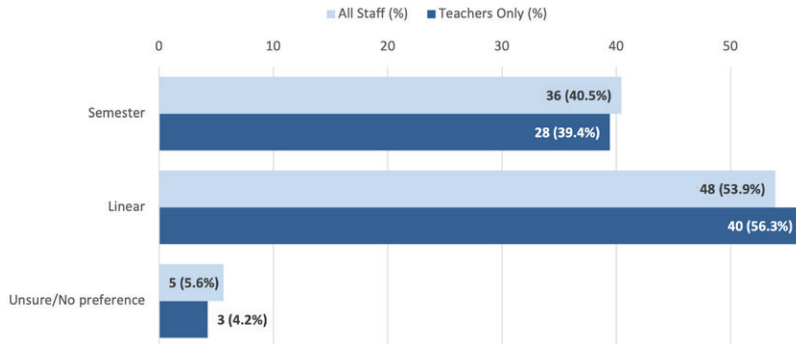
Teacher responses received: 68



Which model do you feel best supports student learning?

Responses received: 89

When asked which schedule model best supports student learning, staff showed a clear preference for the linear model. Among all respondents (89), 53.9% (48 respondents) selected the linear model, compared to 40.5% (36 respondents) who preferred the semester model. Only 5.6% (5 respondents) indicated no preference or uncertainty. Teacher responses closely mirrored this trend. A majority (56.3% or 40 respondents) identified the linear model as better supporting student learning, while 39.4% (28 respondents) preferred the semester approach. Just 4.2% of teachers (3 respondents) selected unsure or no preference. These results suggest that, from both a teaching and broader staff perspective, the linear model is viewed as more effective in promoting student learning overall.



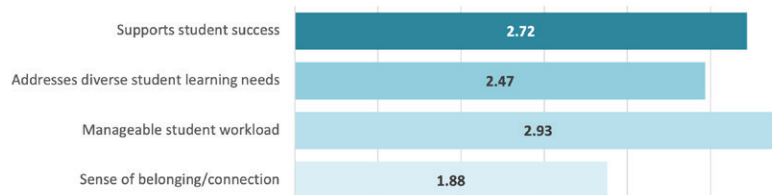
Based on your observations, rank the following factors from most important to least important when considering a school schedule (1 being the most important and 4 being the least important).

► This chart converts these rankings into weighted scores. Higher average scores indicate greater overall priority, based on how consistently a factor was ranked highly.

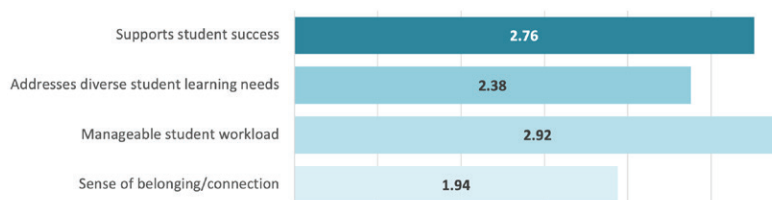
All staff responses received: 83

When asked to rank the most important factors in evaluating a school schedule, staff and teachers both identified manageable workload as the top priority, followed closely by the need to support student success. Among all staff respondents (83), “addresses diverse student learning needs” received an average ranking of 2.47, and “sense of belonging/connection” was prioritized least, with an average rank of 1.88.

Teacher responses (66) closely mirrored this pattern. “Manageable student workload” led with an average rank of 2.92, followed by “supports student success” at 2.76. “Addresses diverse student learning needs” scored 2.38, and “sense of belonging/connection” again ranked lowest at 1.94. These results suggest that while all four factors are considered important, staff and teachers are most focused on academic outcomes and inclusive learning design when evaluating the merits of a schedule model.



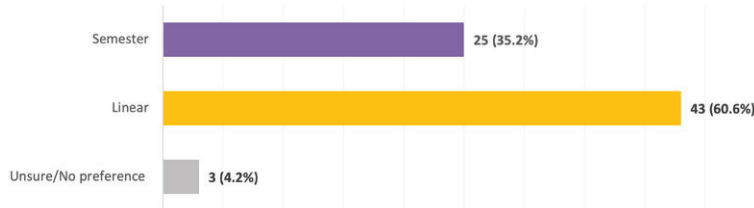
Teacher responses received: 66



? When considering your classroom lesson planning responsibilities, which schedule model best supports your workload?

Responses received: 71

When asked which schedule model best supports their classroom lesson planning responsibilities, the majority of teachers identified the linear model as more manageable. Of the 71 respondents, 60.6% (43 respondents) selected the linear schedule, compared to 35.2% (25 respondents) who preferred the semester model. Only 4.2% of respondents (3) indicated no preference. These results suggest that from a workload perspective, most teachers find the linear model better aligned with the demands of planning, pacing, and instructional delivery.

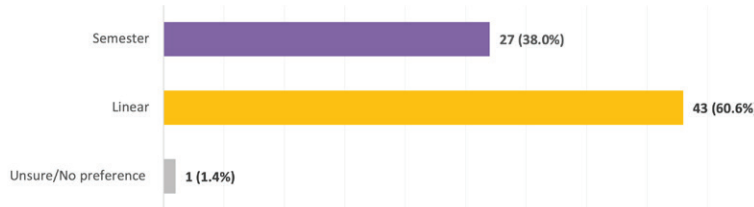


? Which schedule model gives you more confidence in managing the pace and frequency of formative assessment in your classroom?

► Formative assessment refers to regular, informal checks for understanding during learning—such as quizzes, practice tasks, or classroom questioning—which help teachers adjust instruction to support student success.

Responses received: 71

When asked which schedule model gives them more confidence in managing the pace and frequency of formative assessment, a majority of teachers favoured the linear model. Of the 71 respondents, 60.6% (43 respondents) again selected the linear schedule, compared to 38.0% (27 respondents) who preferred the semester model. Just one respondent (1.4%) indicated no preference. These results suggest that teachers feel the linear model provides more consistent opportunities to check for understanding and adjust instruction to support student success.

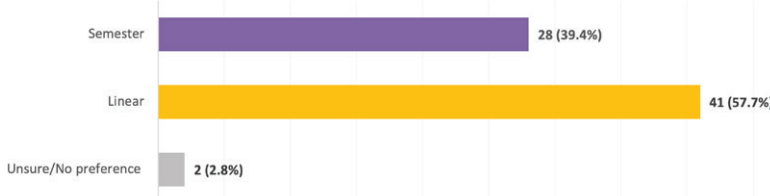


? Which schedule model gives you more confidence in managing the pace and frequency of summative assessment in your classroom?

► Summative assessment refers to formal evaluations, such as end-of-unit tests, major projects, or final exams, that measure student learning at the end of a period of instruction.

Responses received: 71

When asked which schedule model gives them more confidence in managing the pace and frequency of summative assessments, most teachers indicated a preference for the linear model. Of the 71 respondents, 57.7% (41 respondents) selected the linear schedule, while 39.4% (28 respondents) preferred the semester model. Just two respondents (2.8%) were unsure or had no preference. These findings suggest that educators see the linear model as more supportive for planning and delivering end-of-unit tests, projects, and final evaluations.

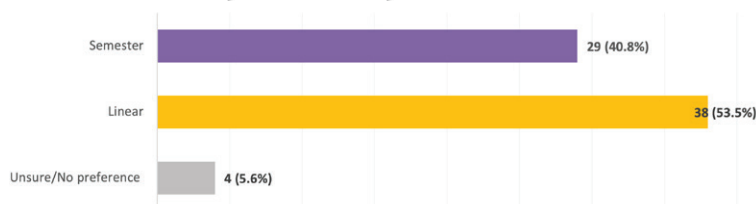


? Which schedule model gives you more confidence in managing the pace and frequency of formal and informal reporting?

- ▶ Formal reporting refers to structured updates on student progress, such as report cards or official written communication to families. Informal reporting includes less formal interactions like emails, phone calls, or parent-teacher conferences that provide ongoing insights into student learning and engagement.

👤 Responses received: 71

Finally, when asked which schedule model gives them more confidence in managing the pace and frequency of formal and informal reporting, most teachers again preferred the linear model. Of the 71 respondents, 53.5% (38 respondents) selected the linear schedule, while 40.9% (29 respondents) chose the semester model. 5.6% (4 respondents) indicated no preference. These results suggest that teachers feel the linear model better supports consistent communication with families, both through structured updates like report cards and informal interactions such as phone calls or parent conferences.



? If the school remains on a **linear model**, what supports (if any) do you think students would need to be successful?

👤 Responses received: 60

Staff emphasized that student success in a linear model would be best supported through the continued use of Flex or tutorial time, along with access to targeted support services and counselling, particularly for those struggling academically or emotionally. Respondents highlighted the importance of explicit time management instruction, including structured daily schedules and the use of planners or agendas, especially for younger students in grades 8 and 9. Additional suggestions included shorter classes that meet daily, mechanisms for course recovery or restarts, and clear systems to promote student accountability throughout the year.

A sample of staff comments is included below. The full list will be shared with the school for further review.

- “ Tutorial/Flex blocks. Autodialer home for lates/absences. Some form of attendance for tutorial/flex blocks.
- “ Continue to revise the tutorial/flex block format so that it is instructional time. An example would be to have a day once a week that is social/connection based. For example Connection Fridays. It could be when clubs connect without penalty. I believe this should be school-wide but structured. Hopefully this will be the connection and building community in the school, reduce students leaving.
- “ More counselling time. Optional tutorial time before and at end of the day like last year. Attendance monitoring and check ins. More EA time in class.
- “ Tutorial time helps students get extra help within the school day. Having the Friday schedule balanced properly (e.g. so not always Day 1 for 2 months in a row).
- “ Set daily schedules, flipping daily becomes confusing and students fall out of routine.

? If the school transitions to a **semester model**, what supports (if any) do you think students would need to be successful?

👤 Responses received: 63

Staff noted that student success in a semester system would require intentional structures to offset the faster pace and longer course gaps, particularly in core subjects. Key proposed supports included daily tutorial time, extra help in numeracy, and linear-style intervention blocks for students who struggle with literacy or math. Respondents emphasized the importance of ensuring students don't go a full year without key subjects, and

suggested scheduling support blocks each semester and being mindful of how heavy academic loads are balanced. Regular subject refreshers between semesters were also mentioned, along with a consistent message discouraging vacations during instructional time, given the volume of content students could miss.

A sample of staff comments is included below. The full list will be shared with the school for further review.

- “ A schedule where each student has two academic and two electives at grade 8-10. So many students have their support block in the semester with electives and support teacher let them sign out and go home. This is not fair for teaching work loads. Also, not fair to students.
- “ The same support as in the linear model. In the semester model, however, course requirements might not enable support resources to be available each semester (i.e a student’s timetable may provide for support in ONLY ONE semester. The student might have more courses requiring support in the second semester, but can only be accommodated in the first semester).
- “ Assignments never due the following day never a whole year between classes (ex math 9 in semester 1 of grade 9 and math 10 in semester 2 of grade 10).
- “ Students that struggle in literacy and/or numeracy need a linear intervention because it could be up to a year or more before they take the next Math class for example. For literacy if they take English in Semester 1, they should take Socials in semester 2 as it is still literacy based and those that need additional interventions will get it in either model.
- “ Grade 8 could have an introduction to high school week in our freeze tutorial, EA support, technology, literacy and numeracy supports.

🔍 If the school remains on a **linear model**, what supports (if any) do you think you would need to be successful?

👤 Responses received: 52

When asked what supports they would need to be successful if the school were to remain on a linear model, staff emphasized the need for clearer structures and expectations, particularly around student attendance and course placement. Several noted the importance of having firm consequences for students who repeatedly miss class, whether for extracurricular activities or vacations, as well as clearer messaging to families about the impact of absences. There was also a call for earlier intervention and course-switching deadlines, to prevent students from remaining in courses they are unlikely to pass. A sample of staff comments is included below. The full list will be shared with the school for further review.

- “ As a support teacher I would need more regular communication with classroom teachers, more time to complete administrative pieces of my job, smaller caseloads, more support staff to support students in the classroom and with their mental health.
- “ Reporting is the biggest issue with linear, but not sure what could be done to alleviate that.
- “ Flex in the morning for those students wanting to use the time.
- “ Technology that actually works. More support from admin with students who skip and do not use tutorial.
- “ A streamlined schedule where students meet every day with the same teacher. Less breaks in the year. Definitely less tutorial holds.

🔍 If the school transitions to a **semester model**, what supports (if any) do you think you would need to be successful?

👤 Responses received: 55

When asked what supports they would need to be successful if the school were to transition to a semester model, staff highlighted the need for structural and administrative supports to manage the faster pace and increased demands of the semester system. A dominant theme was the critical importance of having a prep block each semester, with multiple respondents noting that having no prep during one term is unsustainable given the time-sensitive nature of their workload. There were also calls for stronger attendance monitoring and accountability, particularly because missing even a short stretch of classes can result in significant learning gaps under the

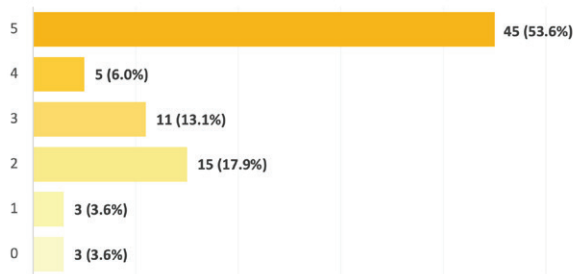
compressed semester timeline. Many indicated that timely preparation time and clear expectations for students and families would be essential for success. A sample of staff comments is included below. The full list will be shared with the school for further review.

- “ Teachers should be provided with a PREP block each semester. Not having a prep is unrealistic.
- “ Someone to monitor student attendance and hold them accountable. The semester goes so very quickly. Hard for a teacher to keep up.
- “ I would need transition time between the semesters to complete report cards. I would likely have to go down to .875 and ensure that I have a “prep” each semester as I teach an academic course.
- “ We need a schedule that doesn’t rotate as much for divergent students. We also need a proper 1 hour lunch time for socializing and proper eating times. Also keeping the tutorial is helpful.
- “ Sufficient classroom supports and appropriately organized course loads. For instance, 4 blocks of Grade 9 English in one semester is too much.

? In a **linear timetable**, what do you believe is the ideal number of Flex blocks per week?

Responses received: 84

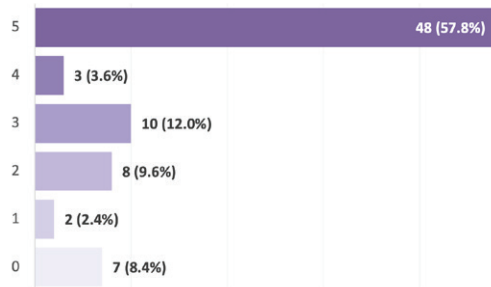
When asked about the ideal number of Flex blocks per week within a linear timetable, a clear majority (53.6%) of respondents selected five Flex blocks per week. Smaller groups preferred fewer blocks, with 17.9% choosing two, 13.1% selecting three, and 6.0% choosing four. Only 3.6% of respondents selected one or zero blocks, respectively. Two participants indicated they were unsure. Overall, the responses suggest broad support for maintaining a daily Flex block within a linear schedule.



? In a **semester timetable**, what do you believe is the ideal number of Flex blocks per week?

Responses received: 83

When asked about the ideal number of Flex blocks per week in a semester timetable, the majority of respondents (57.8%) preferred five Flex blocks per week. Other preferences were more distributed: 12.0% selected three blocks, 9.6% chose two, and smaller proportions selected four (3.6%), one (2.4%), or zero blocks (8.4%). An additional five respondents indicated they were unsure. As with the linear model, the results reflect strong overall support for daily Flex blocks, even within a semester schedule.



 Is there any other feedback you would like to share?

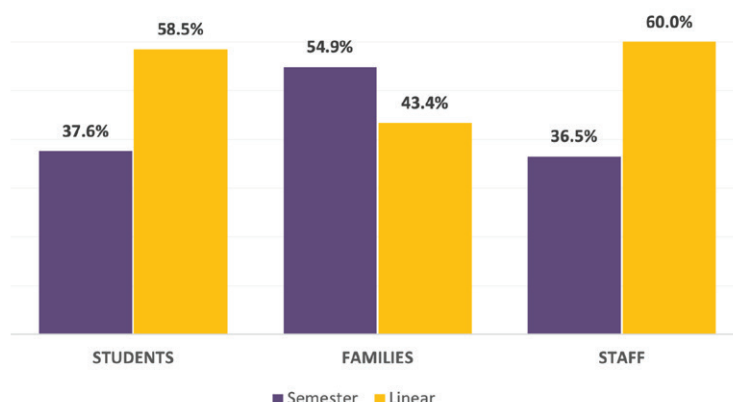
 Responses received: 45

In their open-ended comments, staff emphasized that the linear system allows students more time to build skills, relationships, and routines, while also offering teachers more time between classes to prepare. Several respondents raised concerns about the compressed nature of the semester system, noting that missing even a few classes can have a greater academic impact and that some courses are better suited to linear delivery. Others highlighted that a reduction to four courses per semester could help lower student anxiety and improve mental health, provided there is adequate prep time and careful scheduling. There was also consistent mention of the need for mindful use of tutorial or Flex blocks, particularly in a semester model where they were seen as crucial for supporting learning and pacing.

KEY TAKEAWAYS - MAPLE RIDGE SECONDARY STAFF

1. Staff showed a clear preference for the linear model, with 60.0% of all staff (51 respondents) and 59.4% of teachers (41 respondents) selecting it as their preferred schedule format, compared to 36.5% (31) and 36.2% (25) respectively for the semester model.
2. The linear model was rated more positively on student well-being, especially in terms of supporting students with diverse abilities (64.7% or 55 respondents) and fostering engagement (70.9% or 61 respondents). The semester model drew more mixed responses, with higher disagreement across all well-being indicators.
3. Staff viewed the linear model as more effective for both literacy and numeracy. 73.2% of staff (63 respondents) agreed or somewhat agreed it supports literacy (vs. 38.1% or 32 respondents for semester), and 73.0% (62 respondents) agreed or somewhat agreed it supports numeracy (vs. just 32.2% or 27 respondents for semester).
4. Peer and staff relationships were seen as easier to build in the linear model: 64.7% of staff (55 respondents) said it is easy or somewhat easy for students to connect with peers in linear (vs. 44.1% or 37 respondents in semester), and 71.5% (60 respondents) said the same for student–staff relationships (vs. 55.9% or 47 respondents in semester).
5. A majority of staff (53.9% or 48 respondents) felt that the linear schedule best supports student learning, compared to 40.5% (36 respondents) who preferred the semester model. Teachers were slightly more likely than other staff to favour linear for learning support.
6. Staff ranked “manageable student workload” and “student success” as the most important priorities in scheduling decisions. Addressing diverse learning needs ranked third, with belonging and connection valued but ranked lowest overall.
7. Staff also felt linear better supported their workload (60.6% or 43 respondents vs. 35.2% or 25 respondents for semester), as well as the management of pace and frequency of formative assessment (60.6% or 43 respondents vs. 38.0% or 27 respondents), summative assessment (57.7% or 41 respondents vs. 39.4% or 28 respondents), and formal and informal reporting (53.5% or 38 respondents vs. 40.8% or 29 respondents).
8. Staff identified key supports for students under a linear model, including continued Flex/tutorial time, mental health supports, time management instruction, access to planners (especially for younger students), and mechanisms for course recovery and accountability.
9. If transitioning to a semester model, staff said students would need structured interventions, such as daily tutorial time, support blocks each semester, and subject refreshers, to mitigate the impact of missed classes and long gaps between core subjects.
10. Staff noted that their own success under a semester model would require a prep block each term, more robust attendance accountability systems, and mindful scheduling to avoid burnout and overload.
11. Daily Flex blocks were widely supported under both models. In a linear timetable, 53.6% of staff (45 respondents) preferred five Flex blocks per week; in a semester timetable, 57.8% (48 respondents) said the same.
12. Open-ended feedback reinforced that the linear model is seen as better for sustaining routines, skill development, and teacher preparation time, while semester success would depend heavily on structural supports, equitable scheduling, and consistent student monitoring.

SCHEDULE PREFERENCES: STUDENTS, FAMILIES, AND STAFF



RECOMMENDATION

Based on the survey data and review of the evaluation criteria, the working group recommends that Maple Ridge Secondary remain on a linear schedule.

Survey results showed that a majority of staff (60.0%) and students (58.5%) preferred the linear model, while families leaned slightly toward semester (54.9%). When assessed against the working group’s evaluation criteria, feedback indicated that the linear model is viewed at the school as more supportive of student success, literacy and numeracy outcomes, manageable workload, and sustained connections between peers and staff. Equity-deserving students and staff emphasized that the predictability of the linear model provided greater support for diverse learning needs. Even among equity-deserving students with experience in both linear and semester models, preferences were nearly even (50% for semester, 48.8% for linear).

Families and staff highlighted the importance of Flex time in either model, with broad support for maintaining daily access. While a significant portion of families favoured semester, the balance of evidence across all groups points to linear as the format most closely aligned with the school community’s priorities and with the working group’s evaluation criteria.

DECISION

After careful review of the working group recommendations and consultation data from students, staff, and families at Maple Ridge Secondary, the decision is to support the working group recommendations that the school retain the linear schedule.

While MRSS families indicated a slight preference for the semester model, students and staff preferred the linear schedule for the majority of the five key criteria: manageable student workload, manageable staff workload, support for student success, support for positive connections, and responsiveness to diverse learning needs.



OUTREACH

— Survey Results Overview —

This section summarizes survey responses from students, staff, and families at Outreach. It includes both overall trends and school-specific insights on learning, well-being, connection, and schedule preferences. Included in this section:

- ▶ Preferred schedule model
- ▶ Learning and well-being indicators
- ▶ Peer and staff connection
- ▶ Feedback on supports needed under each model

Note: All percentages shown are rounded to one decimal place.
Because of this rounding, totals may not always add up to exactly 100%.

STUDENT SURVEY RESPONSES

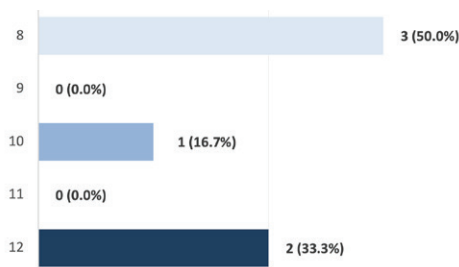
** Note: The following results reflect feedback from a smaller student population in an alternate program setting. While the number of responses is lower than in other sections, the data has been included in full to ensure all voices are represented in the overall engagement summary.*

What grade are you in?

Responses received: 6

Six students participating in the Outreach program provided feedback during this public engagement process, making this an extremely small sample size that should be interpreted cautiously.

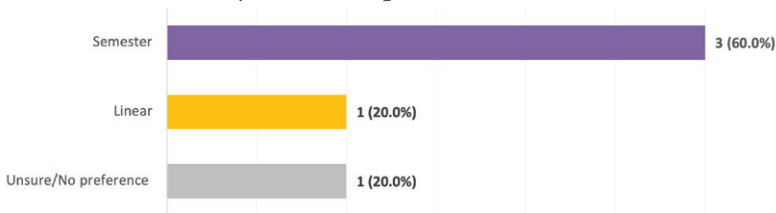
Half of respondents were in Grade 8 (3 students), while the remaining responses came from Grade 10 (1 student) and Grade 12 (2 students).



Which class schedule format do you prefer (If you have only experienced one model, please answer based on your experience or what you think might work best for you?)

Responses received: 5

Among the five students who responded, three (60%) preferred the semester model, while one (20%) preferred the linear model and one (20%) expressed no preference. This suggests a majority preference for the semester format within this very limited sample.

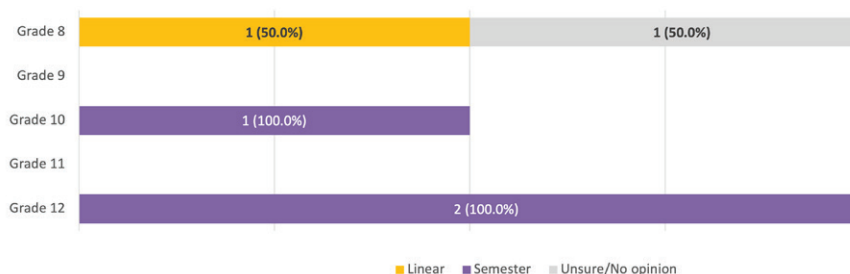


Drill-down: Understanding the 'unsure' student group

The student indicating they were unsure which schedule format they preferred had only experienced the semester model in the past.

Drill-down: Responses by grade

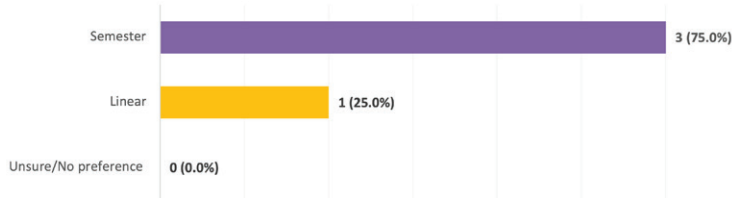
Looking at the grade distribution of the respondents, the three students in higher grades (grades 10 and 12) preferred semester, while the two students in the first year of high school (Grade 8) either were not sure or preferred the linear option with which they would have been familiar in elementary school.



© **Drill-down: Preferences among students belonging to an equity-deserving group**

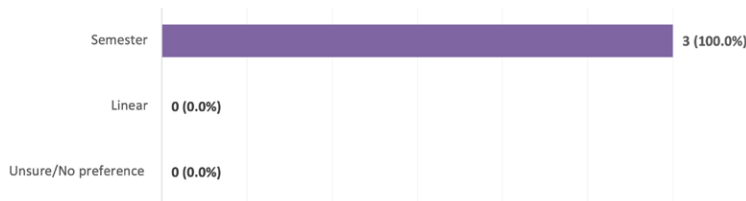
► Equity-deserving groups are students who may face additional barriers to learning or inclusion. This can include students with disabilities or diverse abilities; English Language Learners; Indigenous students; Black students or other students of colour; 2SLGBTQIA+ students; and students from newcomer or immigrant communities.

Among equity-deserving Outreach students, three preferred the semester model, while one preferred the linear model.



© **Drill-down: Preferences of equity-deserving students with experience in both linear and semester systems**

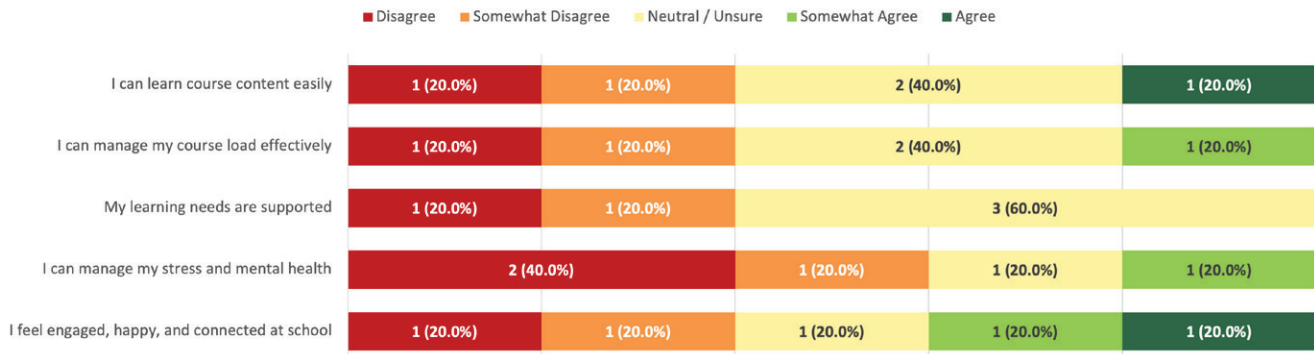
Looking only at those equity-deserving students who had experience with both systems, all three expressed a preference for the semester model.



? *In your experience or opinion, to what extent do you agree that a **linear schedule** supports your well-being in the following areas?*

👤 **Responses received: 5**

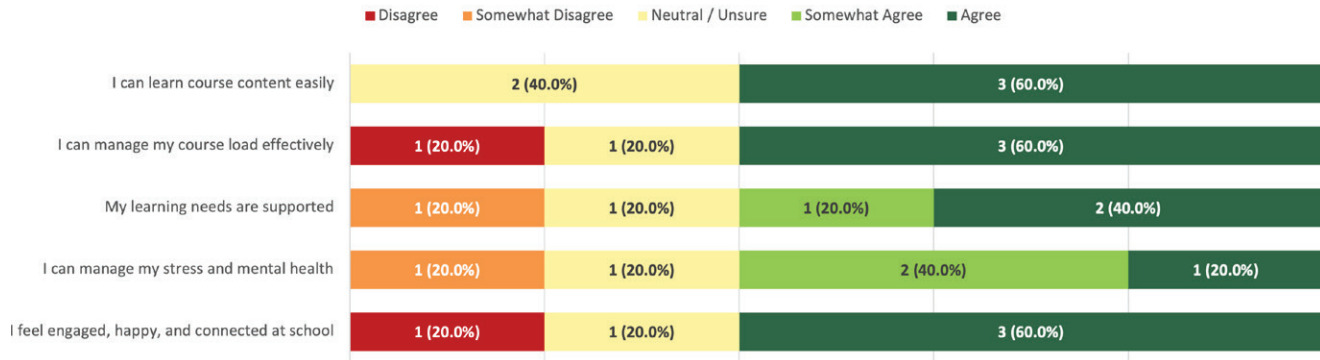
Among the five Outreach students who responded, views on the linear schedule’s impact on well-being were mixed, with more votes in the disagree and somewhat disagree categories, and a smaller number on the agree or somewhat agree end of the spectrum. Overall, the data suggests that while some students experienced aspects of support under the linear model, others found it challenging, particularly in terms of managing stress.



? In your experience or opinion, to what extent do you agree that a **semester schedule** supports your well-being in the following areas?

Responses received: 5

In contrast to the responses provided on the linear schedule, most Outreach students either agreed or somewhat agreed that the semester model supported their well-being in the areas outlined. Although this is a small sample size, students in the Outreach programs who responded to the survey clearly signalled a preference for the semester schedule when it came to their well-being.

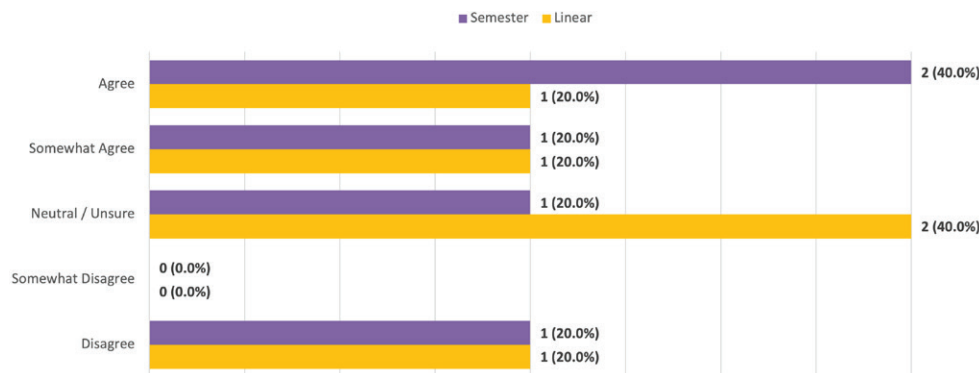


? To what extent do you agree that each of the two schedule models support (or would support) your success in literacy?

Responses received: 5

The five Outreach student responses showed no clear consensus on whether semester or linear schedules better support literacy success. Semester received slightly more agreement overall, with two students (40%) saying they agreed it supported literacy success compared to one (20%) for linear. However, responses were otherwise nearly evenly distributed across somewhat agree, neutral, and disagree, with at least one student marking each option across both models.

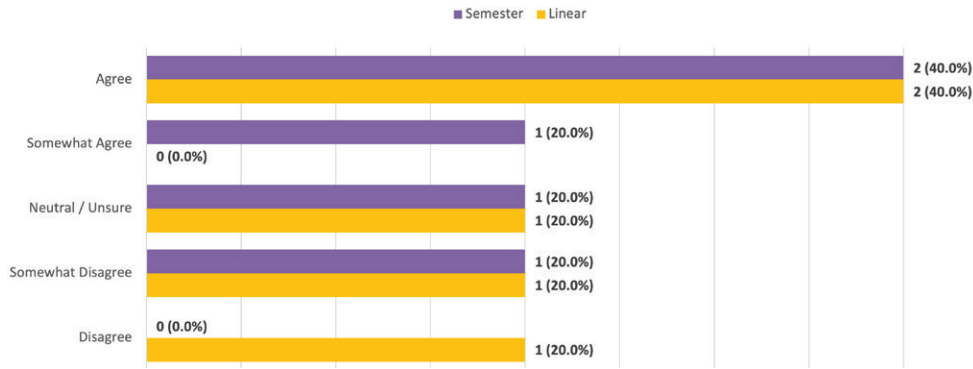
This pattern suggests that experiences were highly individual, with neither schedule standing out as clearly better for literacy support among this very small group.



? To what extent do you agree that each of the two schedule models support (or would support) your success in numeracy?

Responses received: 5

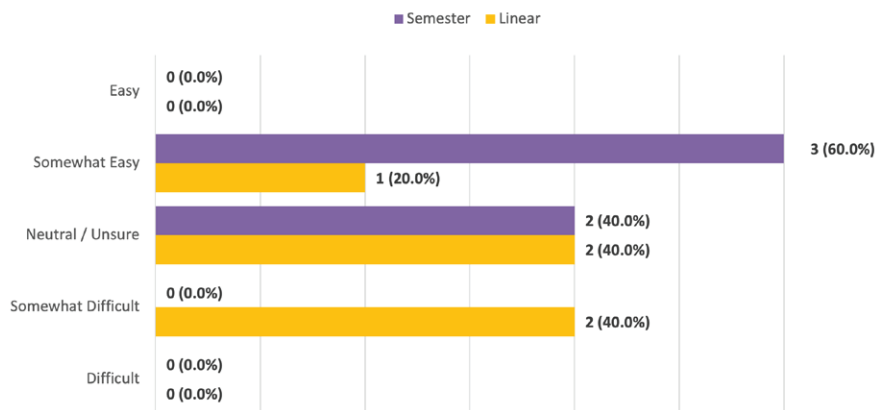
Similarly mixed views emerged in response to the question of whether semester or linear schedules support numeracy success. Two students (40%) agreed that each model supported their success, suggesting no clear preference between the two formats. The remaining responses were spread across somewhat agree, neutral, and somewhat disagree, with one student (20%) disagreeing that the linear model supported numeracy.



? In your experience or opinion, how easy or difficult is it for you to build positive connections with your peers in each of the two schedule models?

Responses received: 5

Responses from Outreach students – the majority of whom (4 of 5) had experience with the semester model – suggest that peer connections are easier to build under the semester model. Three of them described it as somewhat easy. Feedback on the linear model was more divided, ranging from somewhat easy to somewhat difficult, with a couple students indicating neutrality. Overall, semester scheduling appeared to offer a smoother experience for peer connections in this very small sample, while the linear model drew more mixed and less consistent views.

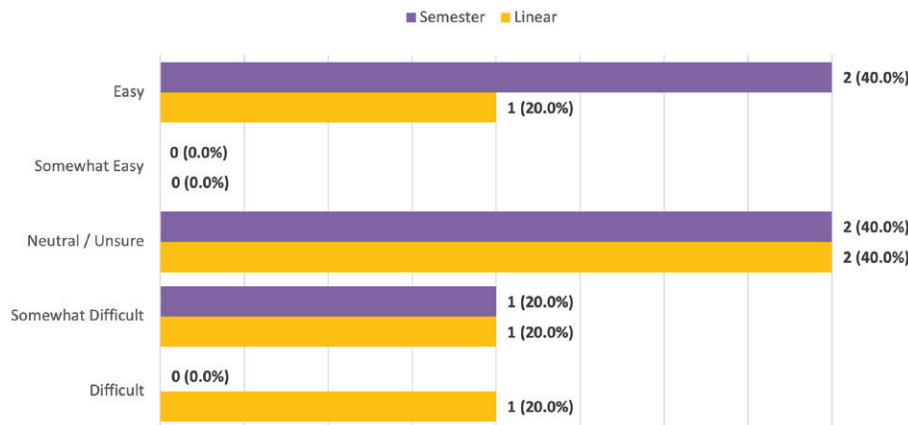


? In your experience or opinion, how easy or difficult is it for you to build positive connections with **staff** in each of the two schedule models?

Responses received: 5

When it comes to building positive connections with staff, feedback was mixed across both schedule types. Under the semester model, a couple students described staff connections as easy, while another couple were neutral and one found it somewhat difficult. Responses for the linear model were similarly varied, with students split between easy, neutral, somewhat difficult and difficult.

Overall, neither schedule model showed a clear advantage in this very small sample, as experiences with staff connections appeared to differ significantly by individual.



? If the school remains on a **linear model**, what supports (if any) will you need to be successful?

Responses received: 1

One student indicated that to be successful on a linear model, they would need to be given more time, stronger support from teachers, consistent use of the same platform by teachers, and mandatory, regular communication about student performance (grades), including notification when the student is falling behind.

? If the school transitions to a **semester model**, what supports (if any) will you need to be successful?

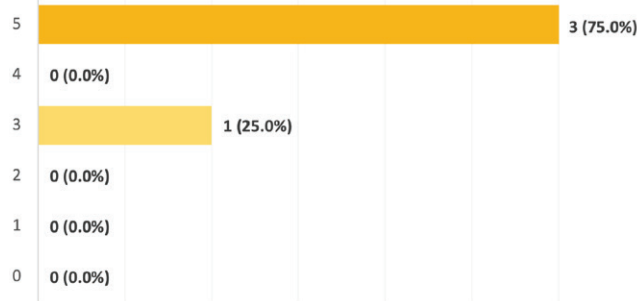
Responses received: 1

One student noted that they would need “review of prior learning in case of a gap between classes” to be successful on a semester model.

? In a *linear* timetable, what do you believe is the ideal number of Flex blocks per week?

Responses received: 4

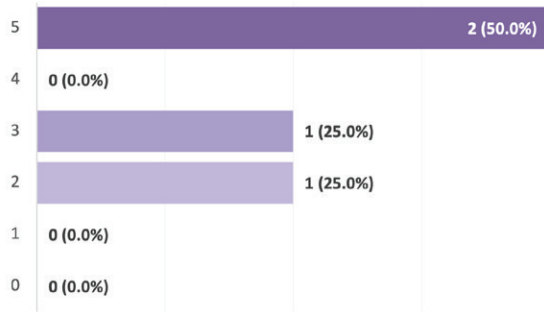
Most students in this very small Outreach sample felt that five Flex blocks per week in a linear timetable would be ideal, while one preferred three.



? In a *semester* timetable, what do you believe is the ideal number of Flex blocks per week?

Responses received: 4

In a semester timetable, half of the Outreach student respondents felt that five Flex blocks per week would be ideal, while the remaining students suggested either three or two.



? Is there anything else you would like to share?

Responses received: 2

Of the two responses received to this question, one person noted the importance of keeping flex time and the other spoke about the value of having to manage work and teacher expectations for only four courses, as is the case in a semester model.

KEY TAKEAWAYS - OUTREACH STUDENTS

1. Very small sample size: 6 students responded, so results should be interpreted cautiously.
2. Majority preference for semester: 3 of 5 students preferred semester; 1 preferred linear; 1 unsure.
3. Higher grade students (10 & 12) leaned toward semester, while Grade 8 students showed more uncertainty or linear preference.
4. Equity-deserving students leaned towards semester: 3 preferred semester, while 1 preferred linear.
5. Among equity-deserving students with experience in both systems, all preferred semester.
6. Semester generally rated more positively across all well-being indicators, including engagement, stress, and overall support; linear responses were mixed, with at least two of five students reporting challenges (somewhat disagree/ disagree) across all areas.
7. Literacy outcomes: No clear consensus; semester drew slightly more agreement, but responses were highly individualized.
8. Numeracy outcomes: Mixed again; both models saw even numbers of agreement, with no clear overall preference.
9. Peer connections: Easier under semester for most respondents; linear responses were more divided, ranging from somewhat easy to somewhat difficult.
10. Staff connections: Mixed across both models; neither semester nor linear showed a clear advantage.
11. Flex blocks: Majority preferred five Flex blocks per week under linear; in semester, preferences were split across five, three, or two.
12. Additional feedback: Students emphasized the value of Flex time and noted the semester model's benefit of focusing on four courses at a time.

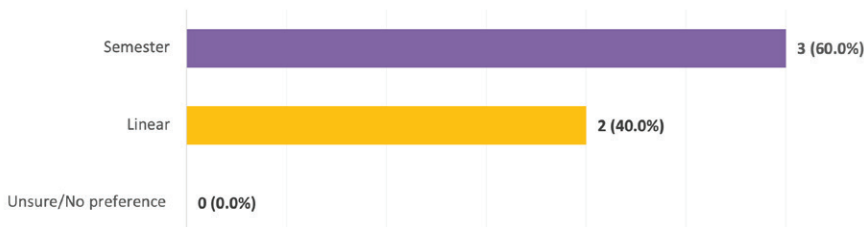
FAMILY SURVEY RESPONSES

** Note: The following results reflect feedback from a smaller parent/guardian population in an alternate program setting. While the number of responses is lower than in other sections, the data has been included in full to ensure all voices are represented in the overall engagement summary.*

? Which class schedule format do you prefer for your child or children? (If your children only experienced one model, please answer based on that experience or what you believe might work best for them.)

👤 Responses received: 5

Among the five family respondents with children in the Outreach program, a majority (three) indicated a preference for the semester model, while two preferred linear. All five respondents indicated they had experience with the semester model.

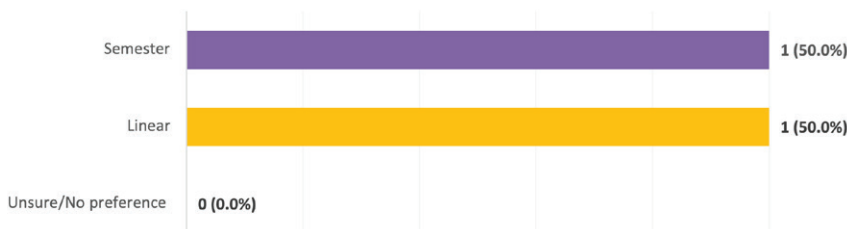


👤 Drill-down: Preferences among parents/guardians of students belonging to an equity-deserving group

👤 Responses received: 2

▶ Equity-deserving groups are students who may face additional barriers to learning or inclusion. This can include students with disabilities or diverse abilities; English Language Learners; Indigenous students; Black students or other students of colour; 2SLGBTQIA+ students; and students from newcomer or immigrant communities.

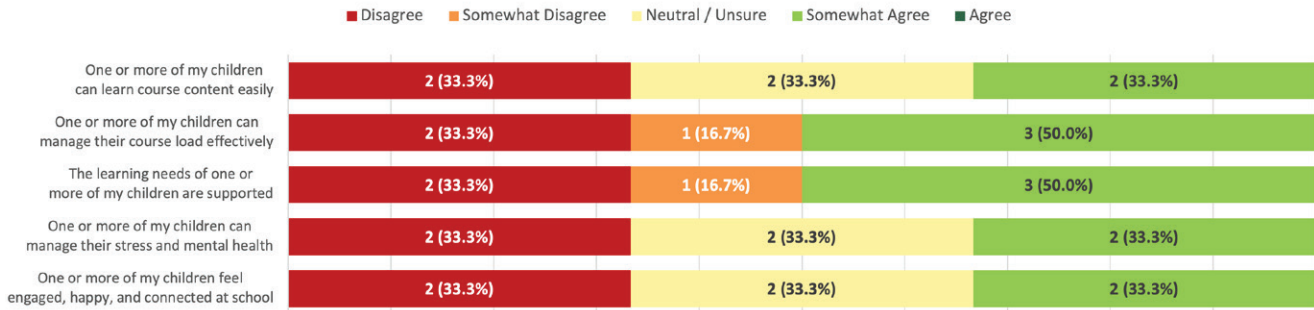
Two family respondents indicated they were parents or guardians of students belonging to an equity-deserving group. Here the vote was evenly split, with one parent preferring the semester system for their child and the other voting for the linear model.



? In your experience or opinion, to what extent do you agree that a **linear schedule** supports the well-being of your child or children in the following areas?

👤 Responses received: 6

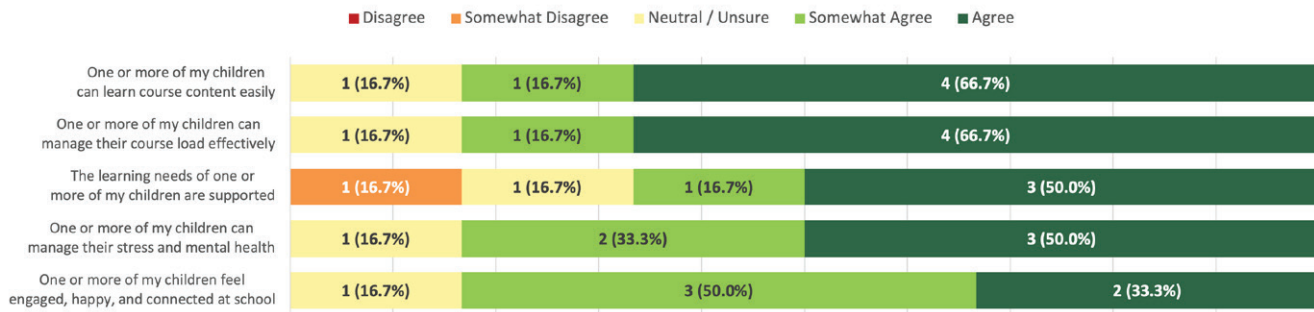
Family responses to the linear schedule were mixed, with no strong consensus. While some families somewhat agreed that linear scheduling supported their child’s learning needs (3 or 50%) and ability to manage workload (3 or 50%), others disagreed. For each measure, at least two respondents (33.3%) disagreed that linear scheduling supported well-being, while others were neutral or somewhat supportive. Overall, the responses show division and a lack of clear confidence in linear as a supportive model.



? In your experience or opinion, to what extent do you agree that a **semester schedule** supports the well-being of your child or children in the following areas? (If your family has not experienced a semester system, please answer based on what you think might work best for your child or children.)

Responses received: 6

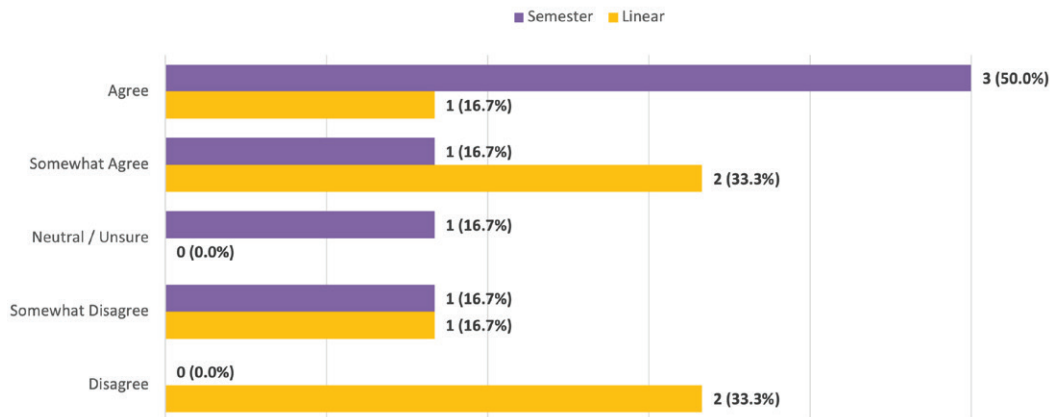
In contrast, the semester schedule received more consistently positive responses. A majority of families agreed that semester scheduling helps their children learn course content, manage workload, and half agreed it helps manage stress, and supports their children’s learning needs. Families also more strongly associated semester scheduling with student engagement and connection.



? To what extent do you agree that each of the two schedule models support (or would support) your child’s or children’s success in literacy?

Responses received: 6

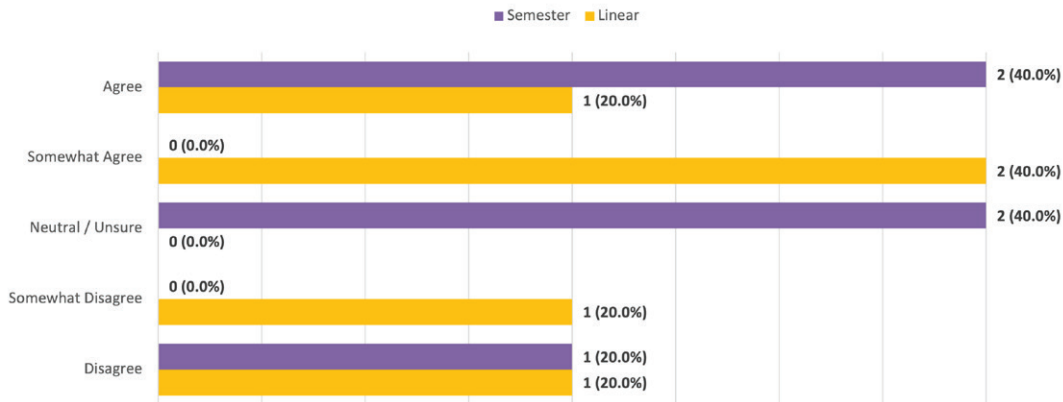
Families expressed more confidence in the semester system when it comes to supporting their children’s success in literacy. Three respondents agreed that semester scheduling supports literacy, compared with only one who said the same about linear. By contrast, two families disagreed that linear scheduling supports literacy, with others only somewhat agreeing or remaining neutral.



❓ *To what extent do you agree that each of the two schedule models support (or would support) your child’s or children’s success in numeracy?*

👤 **Responses received: 5**

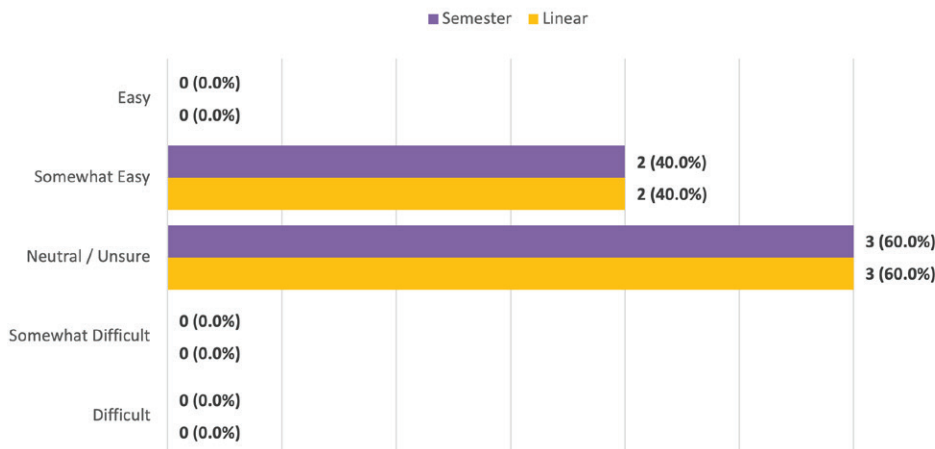
Families were somewhat divided on whether semester or linear schedules better support their children’s success in numeracy. Two families agreed that the semester model supports numeracy, while another two somewhat agreed that the linear model does. At the same time, a small number of families expressed disagreement with both models (one family each).



❓ *In your experience or opinion, how easy or difficult is it for your child or children to build positive connections with their peers in each of the two schedule models?*

👤 **Responses received: 5**

Families were generally neutral or cautious when asked how easily their children could build positive connections with peers under each schedule model. Most responses (3 respondents or 60% for both models) fell into the neutral/unsure category. Among the rest, some families saw peer connections as somewhat easy in both systems (2 respondents or 40% for each). No families described peer connections as difficult under either model.

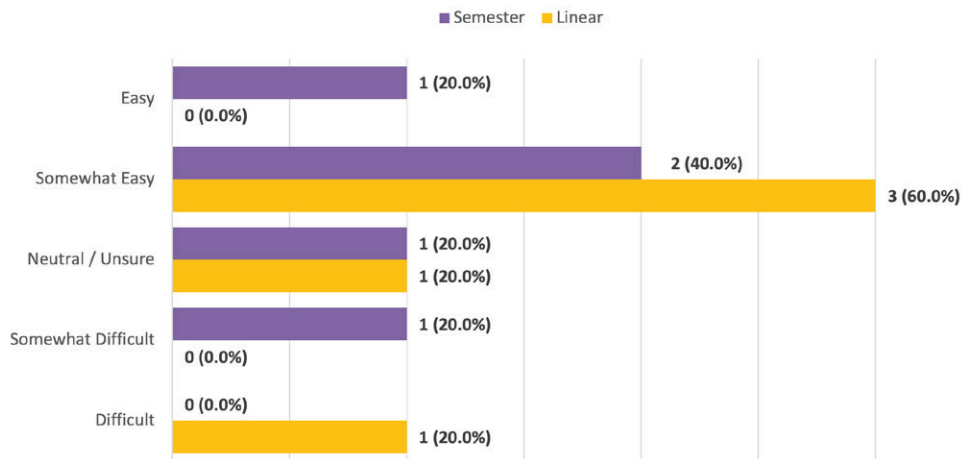


? In your experience or opinion, how easy or difficult is it for your child or children to build positive connections with **staff** in each of the two schedule models?

Responses received: 5

Families were somewhat divided on how easily their children could build positive connections with staff in each schedule model. For semester, one respondent indicated it was easy and two indicated it was somewhat easy. In the linear model, three reported staff connections were somewhat easy to build, but one respondent described the experience as difficult. Neutral or mixed views were present in both models.

While it is important to consider the sample size when interpreting the data, both models were seen as enabling at least some degree of staff connection, with semester responses leaning slightly more consistently positive.



? If the school remains on a **linear model**, what supports (if any) do you believe your child or children would need to be successful?

Responses received: 3

Three respondents provided feedback to this question. Highlighting the need for daily flex and active time, support workers and education assistants, the need for consistent platforms for teacher-student communications, need to keep the system updated regularly so families have an accurate sense of how their children are doing in their classes, and teacher accountability.

? If the school transitions to a **semester model**, what supports (if any) do you believe your child or children would need to be successful?

Responses received: 3

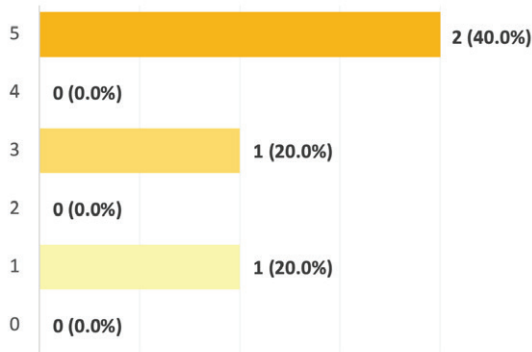
The three responses received again highlighted the need for flex and active time (i.e., more opportunity for movement than physical education in one semester only), and math support.

? In a *linear* timetable, how many Flex blocks per week do you believe would be ideal? (A definition of Flex is provided below.)

▶ A Flex block is a scheduled period during the school day that provides students with flexible time to engage in activities that support their academic success and personal growth. Students may use this time to: receive extra help or tutoring from teachers; work on assignments or group projects; participate in enrichment activities or clubs; explore areas of interest beyond the standard curriculum; engage in self-directed learning or independent study. The goal of the Flex block is to provide students with autonomy in their learning while ensuring they have the support and resources they need to succeed.

Responses received: 5

Among the five family respondents, views varied on the ideal number of Flex blocks per week in a linear schedule. The most common response was five blocks (2 or 40%), while one respondent suggested three (20%) and another suggested just one block (20%). No one selected two, four or no blocks, and one respondent did not indicate a preference.

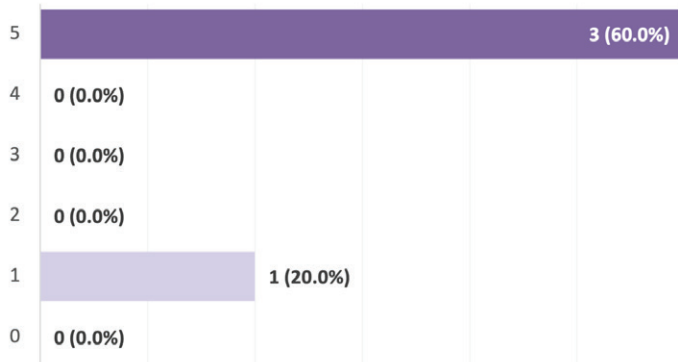


? In a *semester* timetable, how many Flex blocks per week do you believe would be ideal?

Responses received: 5

In a semester timetable, three of the five family respondents (60%) preferred five Flex blocks per week, while one suggested just one block (20%). No one selected two, three, four or no blocks. One respondent did not indicate a preference.

Compared with the linear timetable results, families again leaned toward maximizing Flex time, though the preference for five blocks was slightly more pronounced in the semester model.



? Is there any other feedback you would like to share?

Responses received: 3

Three respondents provided additional feedback. Two highlighted their strong preference for a semester system, while one highlighted their linear schedule preference.

KEY TAKEAWAYS - OUTREACH FAMILIES

1. Very small sample size: 6 family respondents, 5 of whom have experience in the semester model.
2. Majority preference for semester: 3 of 5 families preferred semester, 2 preferred linear.
3. Equity-deserving families were evenly split: 1 semester, 1 linear.
4. Semester responses were consistently positive across all well-being indicators, supporting learning, workload, stress, and engagement. Linear responses were divided, with at least two respondents disagreeing on each measure.
5. Literacy: Semester drew more confidence (3 families agreed vs. 1 for linear). Some families explicitly disagreed with linear's literacy support (2 respondents).
6. Numeracy: Results split, with families seeing some benefit in both systems; no clear model preference.
7. Peer connections: Families were largely neutral for both models, with most responses in unsure/neutral (3 respondents each). Some described connections as somewhat easy in either system (2 respondents each).
8. Staff connections: Families saw connection possible in both models but leaned slightly more positive toward semester. One family rated staff connection under linear as difficult.
9. Supports under linear: Families emphasized daily flex/active time, support staff, consistent communication platforms, updated reporting, and teacher accountability.
10. Supports under semester: Families emphasized math help and continued access to flex and active time, noting physical education in one semester only was insufficient.
11. Families leaned toward maximizing Flex time, with five blocks per week seen as ideal, especially in the semester model.

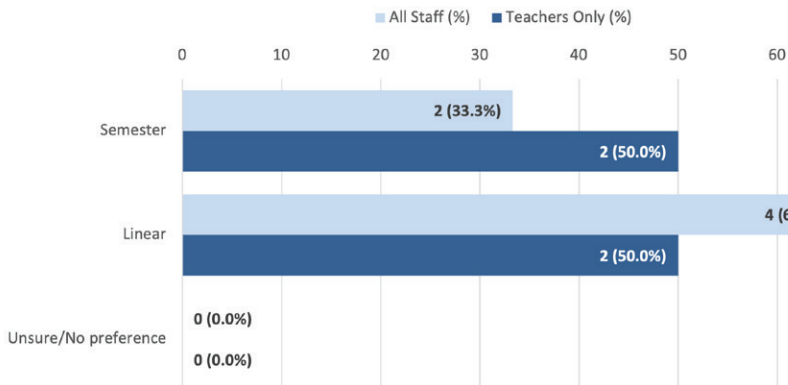
STAFF SURVEY RESPONSES

* Note: The following results reflect feedback from a smaller staff population in an alternate program setting. While the number of responses is lower than in other sections, the data has been included in full to ensure all voices are represented in the overall engagement summary.

? Which class schedule format do you prefer? (If you have only experienced one model, please answer based on your experience or what you think might work best for you.)

Responses received: 6

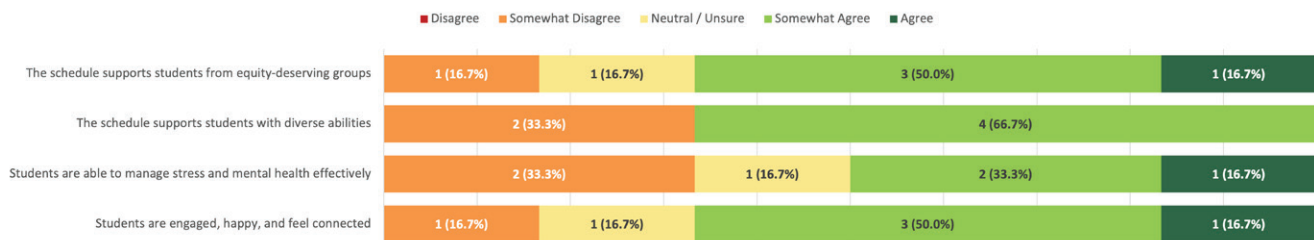
Among the six staff who responded, more leaned toward the linear model, while a smaller number preferred semester. Teachers, however, were evenly split between the two models.



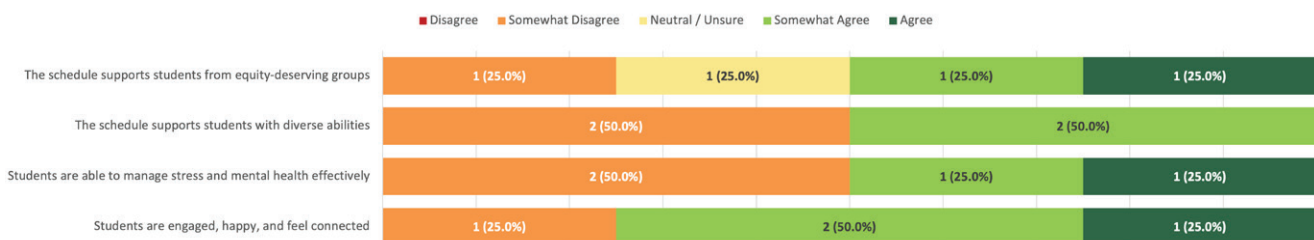
? In a linear schedule, to what extent do you agree with the following statements about student well-being?

All staff responses received: 6

In the staff feedback on student well-being under a linear schedule, most agreed it supports equity-deserving groups, diverse abilities, and student connection, though there was slightly more mixed feedback on stress and mental health. Teachers echoed these themes but showed slightly higher skepticism about support for diverse abilities and managing stress compared to the broader staff group.



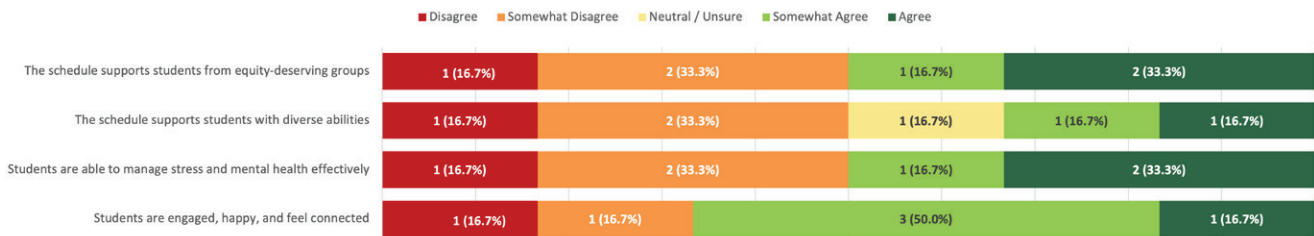
Teacher responses received: 4



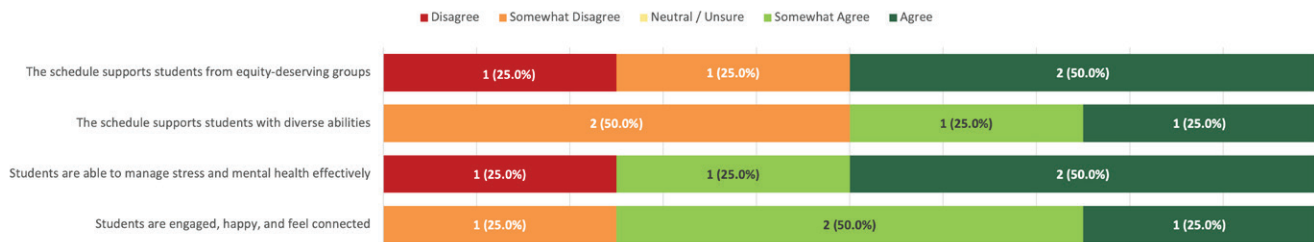
? In a semester schedule, to what extent do you agree with the following statements about student well-being?

👤 All staff responses received: 6

In the staff feedback on student well-being under a semester schedule, responses leaned more mixed than under linear. Some staff saw clear benefits (agreed/somewhat agreed) for equity-deserving groups, diverse abilities, and mental health, but a notable share were neutral, somewhat disagreed, or disagreed, suggesting less consensus. Teachers generally echoed these patterns, but with slightly stronger support around student connection and mental health. Overall, while there was support for the semester model, it was less uniformly positive compared to perceptions of the linear model.



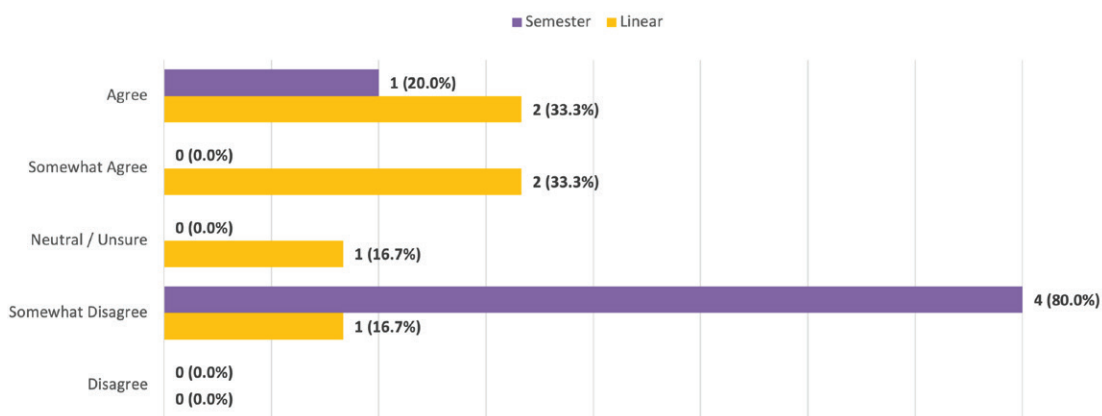
👤 Teacher responses received: 4



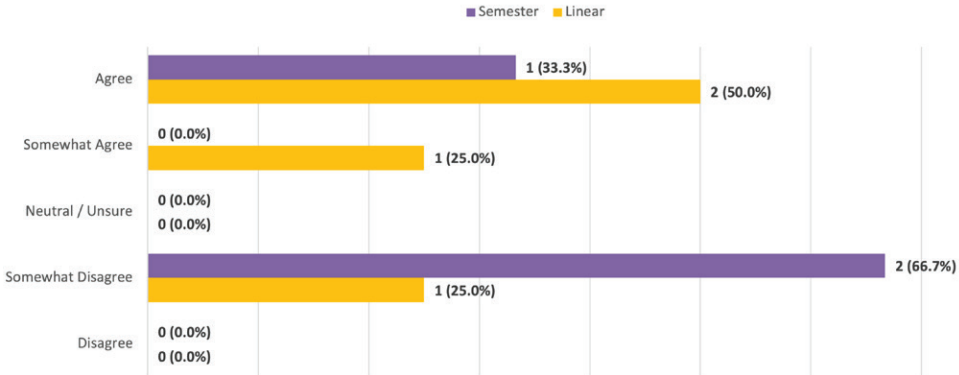
? To what extent do you agree that each of the two schedule models support (or would support) student success in literacy?

👤 All staff responses received: 6

Staff responses on literacy were divided, with notable disagreement regarding the semester model. A few staff agreed (2 for linear, 1 for semester) or somewhat agreed (2 for linear) that either schedule could be effective, but 4 staff members somewhat disagreed for the semester model, compared to 1 for linear. Teachers reflected a similar split.



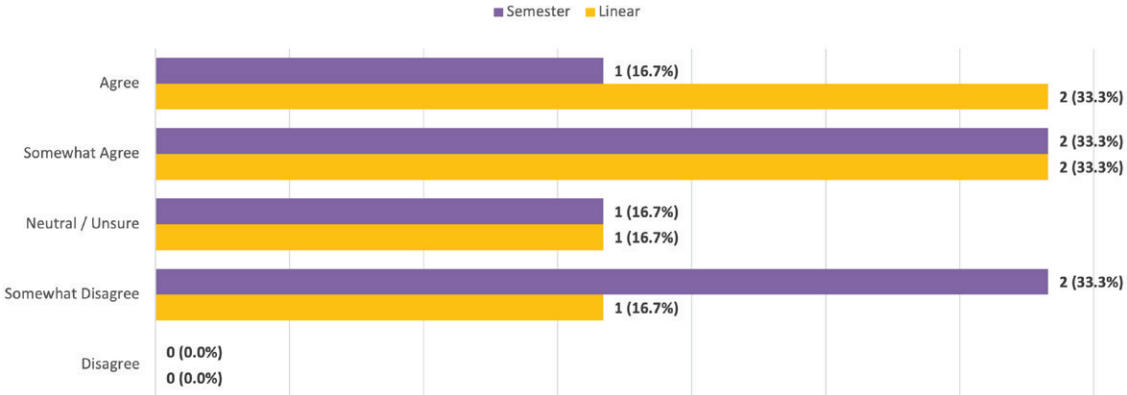
Teacher responses received: 4



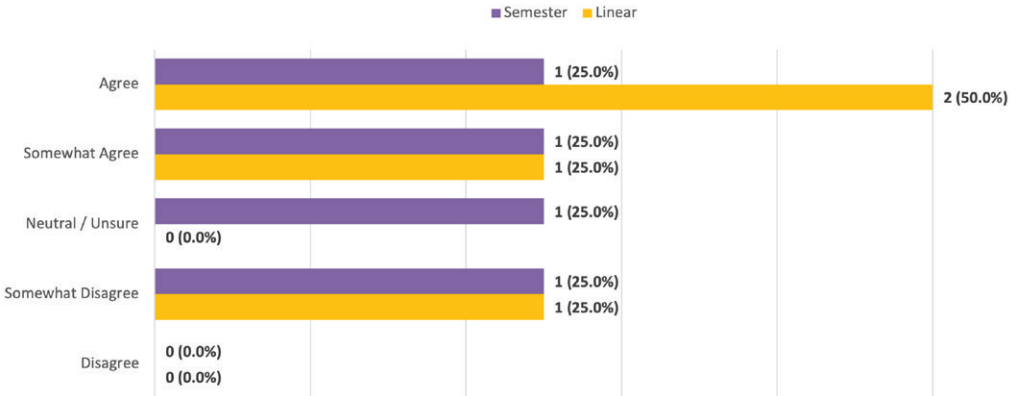
? *To what extent do you agree that each of the two schedule models support (or would support) student success in numeracy?*

All staff responses received: 6

Staff views on numeracy were split, with responses spread across both semester and linear models. Some staff felt either schedule could support success, while others were less confident, leaving no clear consensus. Teacher-only responses reflected a similar lack of agreement, with nearly equal representation across response categories. Overall, the feedback here was mixed, showing no strong preference for one model over the other.



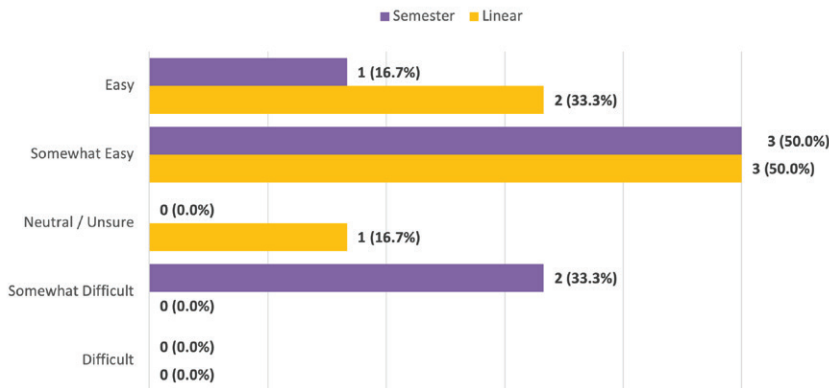
Teacher responses received: 4



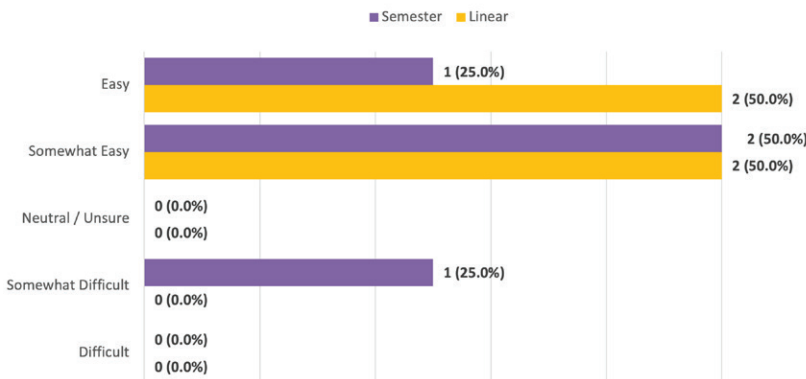
Based on your observations, how easy or difficult is it for students to build positive connections with their **peers** in each schedule model?

All staff responses received: 6

Staff generally felt that students were able to build positive peer connections under both models, though responses were somewhat more positive for the linear system. In both the all-staff and teacher groups, a few noted some difficulty with peer connections in a semester model, while no such concerns were raised about linear. Overall, the feedback indicates that staff see peer connection as possible in either schedule, with a modest tilt toward linear.



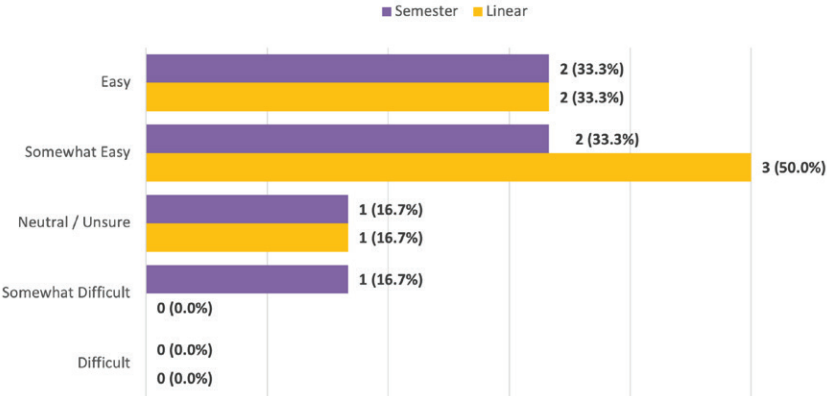
Teacher responses received: 4



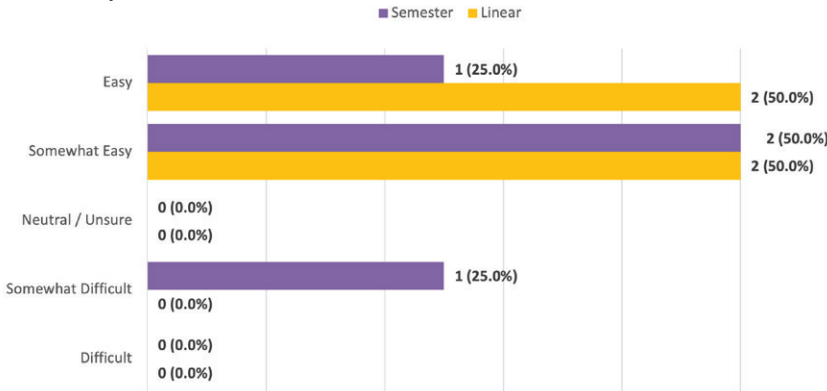
Based on your observations, how easy or difficult is it for students to build positive connections with **staff** in each schedule model?

All staff responses received: 6

Staff feedback suggests that students are generally able to build positive connections with staff under both models, although one respondent said it was somewhat difficult under the semester model. In both the all-staff and teacher groups, responses leaned slightly more positive for the linear model.



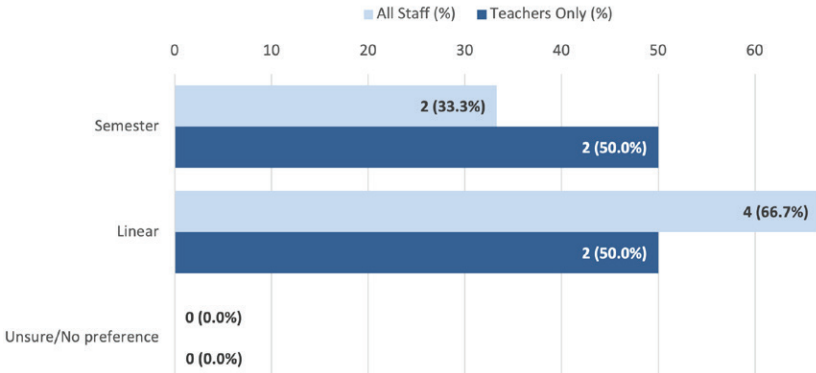
Teacher responses received: 4



Which model do you feel best supports student learning?

Responses received: 6

When asked which model best supports student learning, most staff leaned toward the semester model, though views were not unanimous. Four staff members (including two teachers) identified semester as more supportive, while two staff members (both teachers) identified linear. This shows that while semester was the overall preference, teacher perspectives were evenly divided between the two models.

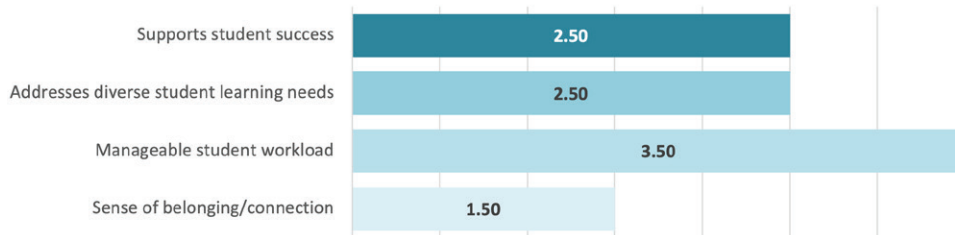


? Based on your observations, rank the following factors from most important to least important when considering a school schedule (1 being the most important and 4 being the least important).

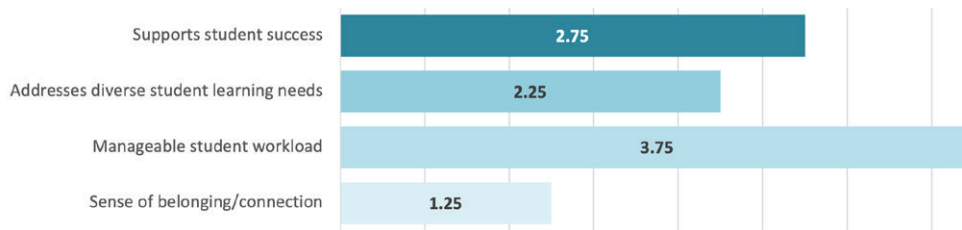
► This chart converts these rankings into weighted scores. Higher average scores indicate greater overall priority, based on how consistently a factor was ranked highly.

👤 All staff responses received:

When ranking priorities for a school schedule, both staff and teachers placed the greatest importance on manageable student workload, although teachers rated it slightly higher. All staff ranked student success and addressing diverse learning needs equally, while teachers placed more importance on student success. A sense of belonging and connection was consistently ranked lowest.



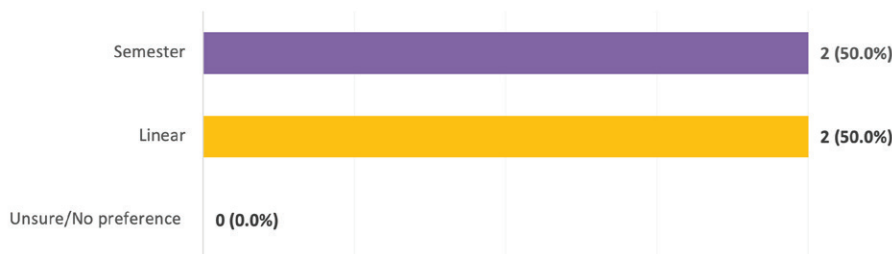
👤 Teacher responses received: 4



? When considering your classroom lesson planning responsibilities, which schedule model best supports your workload?

👤 Responses received: 4

On the question of classroom lesson planning responsibilities, the four teachers who responded were evenly split: two felt the semester model best supported their workload, while two favored the linear model. This suggests no clear preference among the small group, with both structures presenting perceived benefits and challenges.

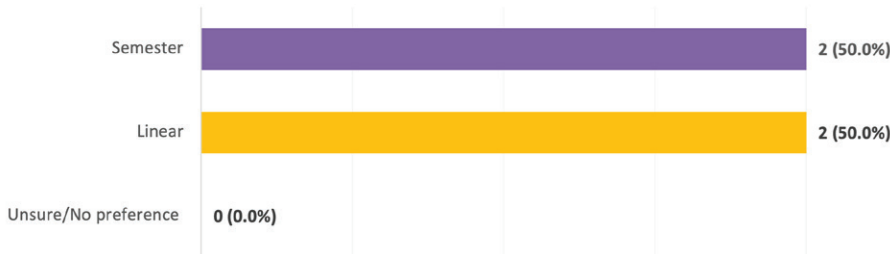


Which schedule model gives you more confidence in managing the pace and frequency of formative assessment in your classroom?

▶ Formative assessment refers to regular, informal checks for understanding during learning—such as quizzes, practice tasks, or classroom questioning—which help teachers adjust instruction to support student success.

Responses received: 4

When asked which schedule model gives them more confidence in managing formative assessment, the four teachers were again split evenly: two selected the semester model and two selected the linear model. This indicates no clear preference, with both models seen as equally workable for ongoing checks of student learning.

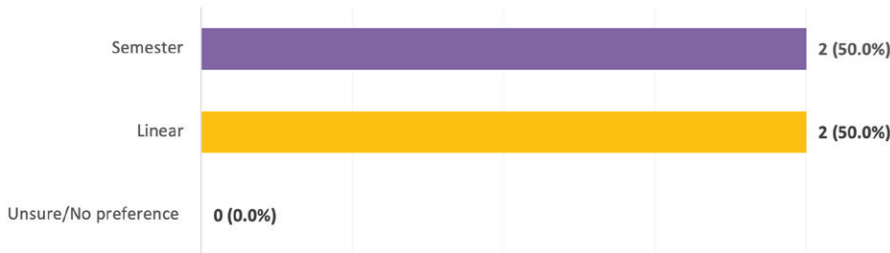


Which schedule model gives you more confidence in managing the pace and frequency of summative assessment in your classroom?

▶ Summative assessment refers to formal evaluations, such as end-of-unit tests, major projects, or final exams, that measure student learning at the end of a period of instruction.

Responses received: 4

When asked which schedule model gives them more confidence in managing the pace and frequency of summative assessment, staff were evenly divided: two selected semester and two selected linear. This 50/50 split mirrors the pattern seen in the preceding workload and formative assessment questions, suggesting that staff perceive comparable benefits and challenges in both models when it comes to planning and delivering assessments.

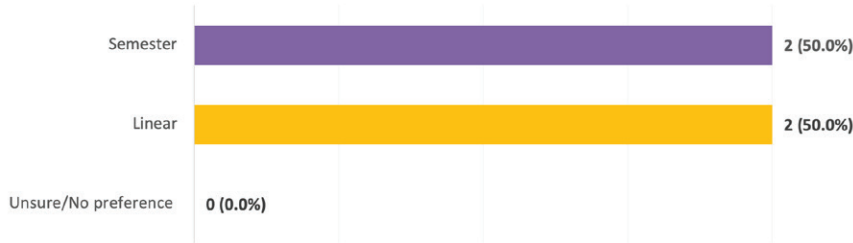


Which schedule model gives you more confidence in managing the pace and frequency of formal and informal reporting?

▶ Formal reporting refers to structured updates on student progress, such as report cards or official written communication to families. Informal reporting includes less formal interactions like emails, phone calls, or parent-teacher conferences that provide ongoing insights into student learning and engagement.

Responses received: 4

When asked which schedule model gives them more confidence in managing the pace and frequency of formal and informal reporting, staff were once again evenly divided: two selected semester and two selected linear. This equal split reinforces the pattern seen across other assessment and workload-related questions, where staff opinions remained consistently divided between the two models, with no clear preference emerging.



? *If the school remains on a **linear model**, what supports (if any) do you think students would need to be successful?*

Responses received: 3

The three responses received highlighted the need for support services/classes, counselling staff, library staff and resources, attendance monitoring and check-ins, creative lesson plans, and opportunities for food/nutrition breaks.

? *If the school transitions to a **semester model**, what supports (if any) do you think students would need to be successful?*

Responses received: 2

Of the two responses received, one highlighted the need for tutorial times and co-teaching models, and the other said the same supports as those identified with respect to the linear model, cautioning that the semester system may only allow for support to be available in one semester.

? *If the school remains on a **linear model**, what supports (if any) do you think you would need to be successful?*

Responses received: 2

In speaking to what supports they believe they would need to be successful if the school remains on a linear model, one respondent noted Flex in the morning for those students who need it, and another noted the importance of prep time all year.

? *If the school transitions to a **semester model**, what supports (if any) do you think you would need to be successful?*

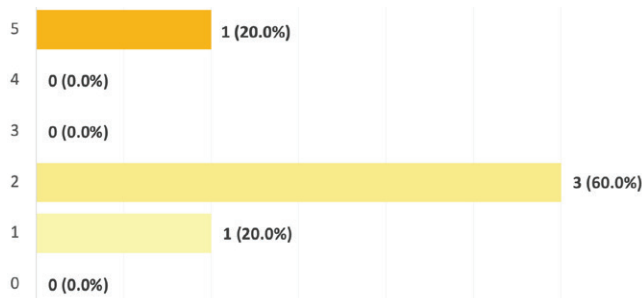
Responses received: 0

No responses were received.

? *In a **linear timetable**, what do you believe is the ideal number of Flex blocks per week?*

Responses received: 5

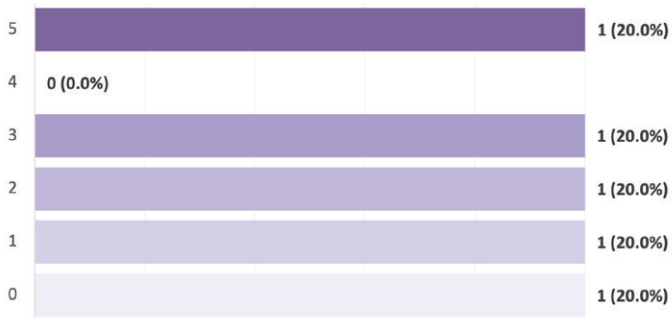
When asked about the ideal number of Flex blocks per week in a linear timetable, most respondents suggested two blocks. One respondent indicated one block, while another preferred as many as five. Overall, the feedback points to a general preference for having some dedicated Flex time built into the week, with two blocks emerging as the most common response.



? In a semester timetable, what do you believe is the ideal number of Flex blocks per week?

Responses received: 5

For the semester timetable question on the ideal number of Flex blocks per week (5 responses), there was no strong consensus. Responses were spread evenly across nearly all options, with one respondent each selecting 0, 1, 2, 3, and 5 Flex blocks. This distribution suggests that views on Flex in a semester schedule are highly individualized, without a clear majority preference.



? Is there any other feedback you would like to share?

Responses received: 0

No additional feedback was provided in response to this question.

KEY TAKEAWAYS - OUTREACH STAFF

1. Small staff sample: 6 respondents, with 4 teachers.
2. Schedule preference: Staff leaned toward linear overall; teachers were evenly split between semester and linear.
3. Student well-being under linear: Most staff agreed linear supports equity-deserving groups, diverse abilities, and connections; views on stress and mental health were more mixed.
4. Student well-being under semester: Responses were less consistently positive. While there was support for equity-deserving groups, diverse abilities, and mental health, a notable share were neutral or had negative perceptions (somewhat disagree/disagree).
5. Literacy: Responses were divided, with more disagreement around the semester model; no clear consensus across staff or teachers.
6. Numeracy: Mixed views again, with both models seen as workable by some but not strongly endorsed.
7. Staff and teachers felt student peer relationships were supported under both models, with linear slightly more positive overall.
8. When it comes to student-staff connections, both models were seen as workable by all staff and teachers, with a modest tilt toward linear.
9. Semester was viewed as more supportive of student learning by the all-staff group (4 of 6), but teachers were evenly split between semester and linear.
10. Both staff and teachers ranked manageable student workload as the top factor when considering a school schedule, while belonging/connection ranked lowest.
11. Teachers were evenly split between models for classroom lesson planning, managing the pace of formative and summative assessment, and formal and informal reporting—showing no clear consensus.
12. Under linear, most suggested two Flex blocks per week. Under semester, responses were highly individualized with no clear majority.



PITT MEADOWS SECONDARY

— Survey Results Overview —

This section summarizes survey responses from students, staff, and families at Pitt Meadows Secondary. It includes both overall trends and school-specific insights on learning, well-being, connection, and schedule preferences. Included in this section:

- ▶ Preferred schedule model
- ▶ Learning and well-being indicators
- ▶ Peer and staff connection
- ▶ Feedback on supports needed under each model

**Note: All percentages shown are rounded to one decimal place.
Because of this rounding, totals may not always add up to exactly 100%.**

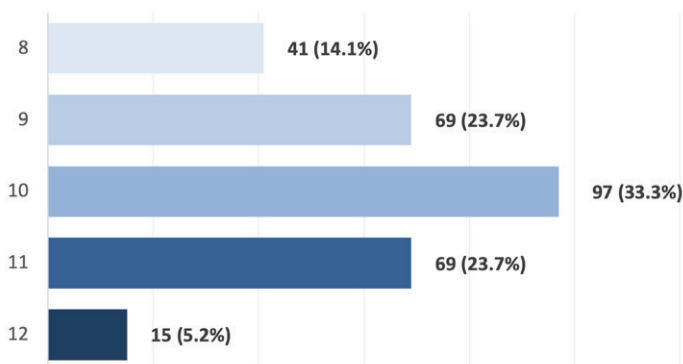
STUDENT SURVEY RESPONSES

What grade are you in?

Responses received: 291

Among the 291 Pitt Meadows Secondary School (PMSS) students who responded, the majority were in Grade 10 (33.3%), followed by equal representation from Grades 9 and 11 (each at 23.7%). Grade 8 students made up 14.1% of respondents, while only 5.2% were in Grade 12.

These results indicate that the survey findings are shaped primarily by students in Grades 9 through 11, with relatively limited input from graduating students.

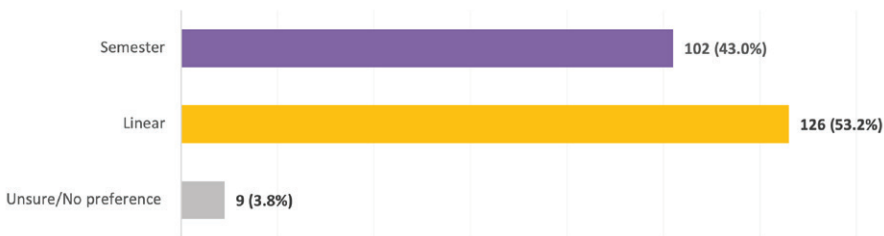


Which class schedule format do you prefer (If you have only experienced one model, please answer based on your experience or what you think might work best for you)?

Responses received: 237

Of the 237 PMSS students who responded to the question about preferred class schedule format, just over half (53.2% or 126 respondents) indicated a preference for the linear model. A smaller but still significant portion (43.0% or 102 respondents) preferred the semester model, while a small minority (3.8% or 9 respondents) were unsure or had no preference.

These results suggest that although the linear schedule holds a slight majority among students, there remains substantial support for both models.

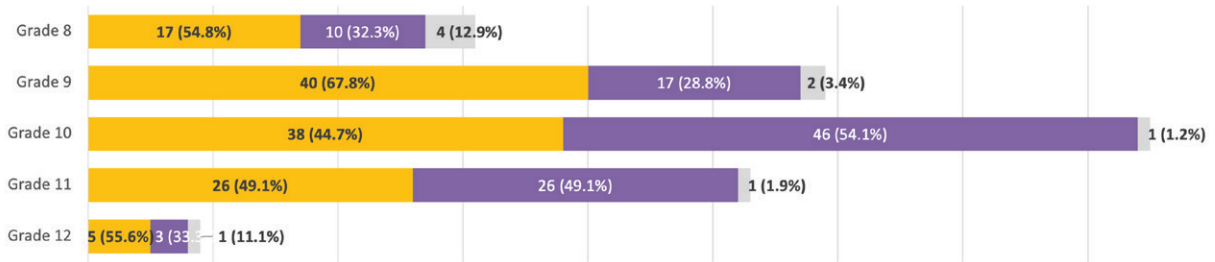


Drill-down: Understanding the 'unsure' student group

While the group was too small for statistically meaningful analysis, a few patterns emerged. Most of these students had only experienced the linear model, and the majority were in Grade 8 or 9, suggesting their uncertainty may reflect limited exposure to both formats. Among the handful who provided written comments, feedback was balanced—acknowledging that each schedule model comes with trade-offs and would require different types of support to be successful. All students in this group felt that five Flex blocks per week were needed in a linear system, and most said the same for the semester system, with one exception suggesting four. While this sample is too limited to generalize, their responses suggest that even those without a clear preference value consistent access to Flex as a key support mechanism.

© **Drill-down: Responses by grade**

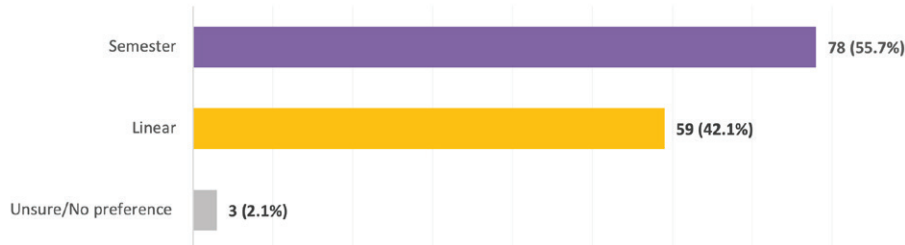
The drill-down by grade level reveals a clear pattern in scheduling preference tied to student experience. Students in lower grades, particularly Grade 8 and Grade 9, were more likely to prefer the linear model, likely reflecting the fact that they have only experienced this system. In contrast, preference for the semester model increased in the higher grades, with the exception of Grade 12, which had a small sampling of 9 students (5 voted for linear, 3 for semester, and 1 was unsure). Grade 10 leaned slightly toward semester (54.1% semester and 44.7% linear), while Grade 11 showed an even split. These trends suggest that direct exposure to both models, which would have been true of students in higher grades, does play a role in shaping student preference, with those who have experienced semester more likely to favour it.



© **Drill-down: Preferences among students with experience of both models or semester only**

This drill-down of students who had experienced both the semester and linear models (or semester only) further reinforces the connection between direct experience and model preference. Among these students, 55.7% (78 respondents) preferred the semester model, compared to 42.1% (59 respondents) who preferred linear. Just 3 students (2.1%) indicated no preference.

These results suggest that when students have had exposure to both systems, a majority lean toward semester, possibly reflecting an appreciation for its structure, pacing, or focus after having lived experience with both approaches.

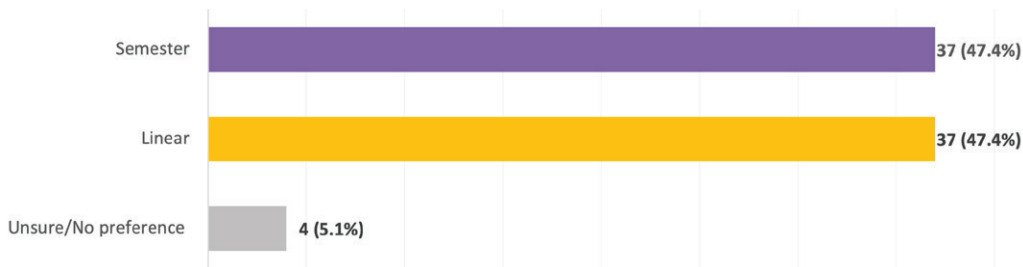


© **Drill-down: Preferences among students belonging to an equity-deserving group**

► Equity-deserving groups are students who may face additional barriers to learning or inclusion. This can include students with disabilities or diverse abilities; English Language Learners; Indigenous students; Black students or other students of colour; 2SLGBTQIA+ students; and students from newcomer or immigrant communities.

Among students who self-identified as belonging to an equity-deserving group, preferences were evenly split between semester and linear models, with 47.4% (37 respondents) selecting each. A small portion—5.1% (4 respondents)—reported no preference.

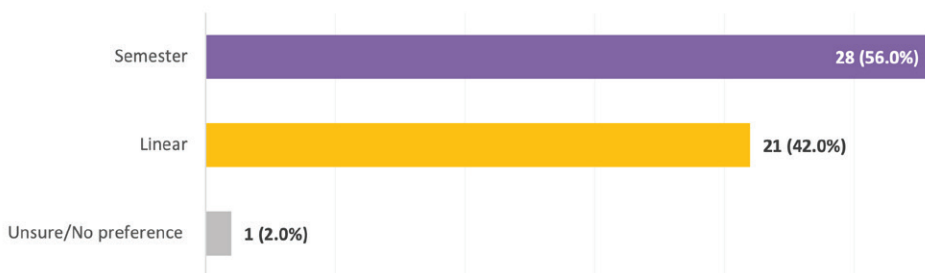
This balanced response highlights the diversity of needs within equity-deserving groups and suggests that both schedule formats offer potential benefits, depending on how well they are structured to provide inclusive support.



© **Drill-down: Preferences of equity-deserving students with experience in both linear and semester systems**

Among equity-deserving students who had experience with both linear and semester models, a clear preference emerged: 56.0% (28 respondents) favoured the semester schedule compared to 42.0% (21 respondents) who preferred linear. Only one student (2.0%) expressed no preference.

This drill-down provides important context to the previously split results across all equity-deserving students, suggesting that those with direct experience in both formats are more likely to favour the semester model.

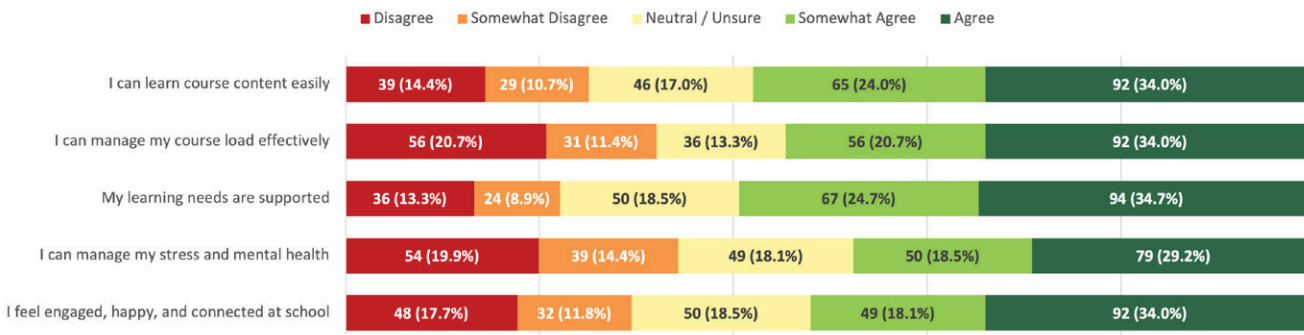


? *In your experience or opinion, to what extent do you agree that a **linear schedule** supports your well-being in the following areas?*

👤 **Responses received: 271**

When asked how well a linear schedule supports their well-being, student responses were mixed but leaned slightly positive across all five dimensions. The strongest agreement emerged around learning needs, with 59.4% of students (161) agreeing or somewhat agreeing that their learning needs are supported under a linear model. Similarly, 58% (157 students) agreed or somewhat agreed that they can learn course content easily, and 54.7% (148 respondents) said they can manage their course load effectively.

On the more personal side of well-being, 47.7% (129 students) said they are able to manage their stress and mental health, and 52.1% (141 students) agreed they feel engaged, happy, and connected at school. However, a notable number of students selected neutral or disagreed with these statements, particularly when it came to managing course load and stress, suggesting these areas may require additional supports regardless of timetable structure.

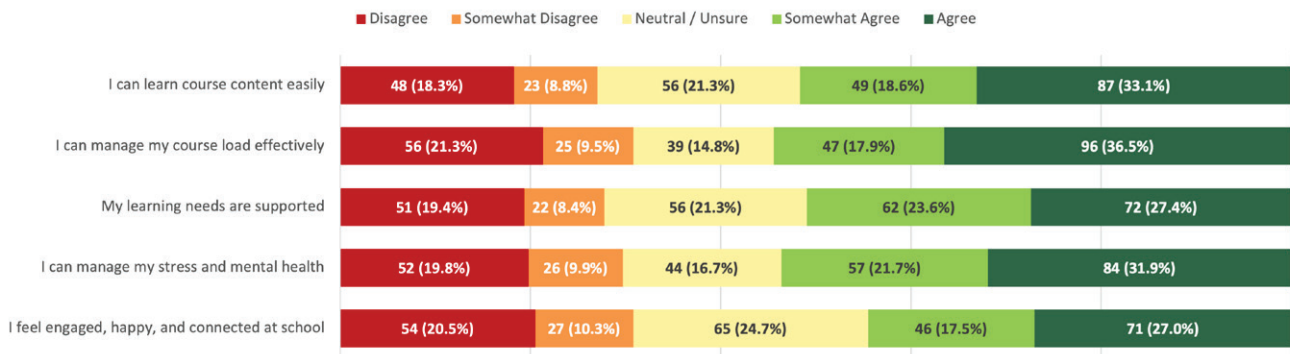


? In your experience or opinion, to what extent do you agree that a **semester schedule** supports your well-being in the following areas?

Responses received: 263

In response to how well a semester schedule supports student well-being, feedback from 263 students reveals generally positive perceptions across all five measured areas. The strongest agreement was around managing course load effectively, with 36.5% (96 students) agreeing and 17.9% (47 students) somewhat agreeing. Managing stress and mental health followed closely, with 53.6% of students (141) indicating agreement or some agreement. Academic indicators also showed favourable responses: 51.7% (136) agreed or somewhat agreed they could learn course content easily and 51% (134) agreed their learning needs are supported. A combined 44.5% (117) agreed or somewhat agreed they feel engaged, happy, and connected at school. While 18.3% to 21.3% of respondents disagreed across most categories, overall sentiment leaned supportive, particularly in mental health and course load management.

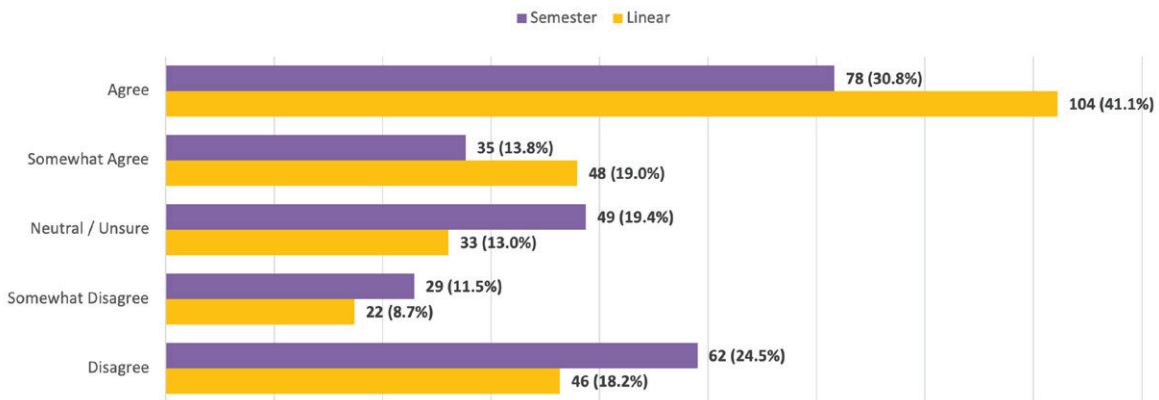
Compared to feedback on the linear schedule, the semester model performed slightly better in stress and mental health support, where agreement levels were nearly 6 percentage points higher. In all other well-being areas, the linear model received stronger agreement from students.



? To what extent do you agree that each of the two schedule models support (or would support) your success in literacy?

Responses received: 253

When asked which schedule model better supports their success in literacy, students expressed a stronger preference for the linear model. Just over 41% of respondents (104 total) agreed that linear supports their literacy success, compared to 30.8% (78) for semester. Similarly, 19% (48 students) somewhat agreed for linear, compared to 13.8% (35 students) for semester. Finally, 36% of students (91 respondents) disagreed or somewhat disagreed that semester supports their literacy success, compared to 26.9% (68 respondents) for linear. These results suggest that students may find the pacing or continuity of the linear model more conducive to developing literacy skills.

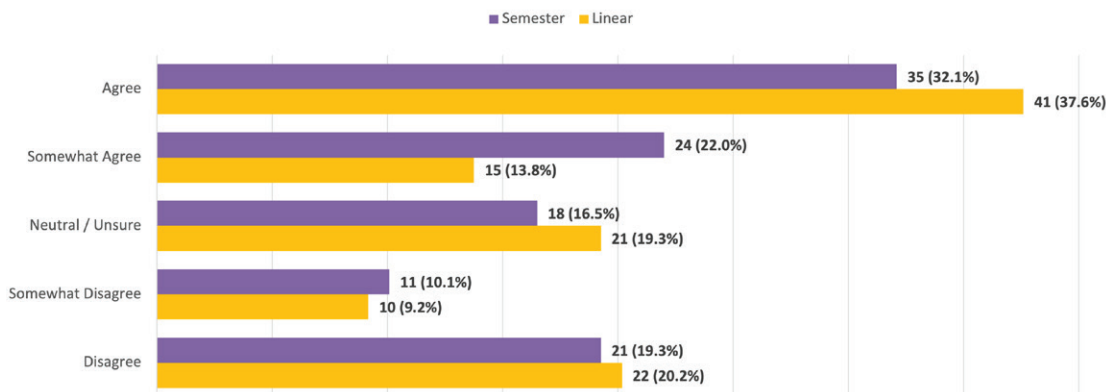


© Drill-down: Preferences among students with experience of both models or semester only

👤 Responses received: 149

Among students who had experience with both models or the semester model only, the results were more balanced than in the overall student sample. A combined 54.1% of students (59 respondents) agreed or somewhat agreed that semester supports their literacy success (32.1% or 35 respondents agree, 22% or 24 respondents somewhat agree), compared to 51.4% (56 respondents) for the linear model (37.6% or 41 respondents agree, 13.8% or 15 respondents somewhat agree). Disagreement levels were identical, with 29.4% of students (32 total) selecting disagree or somewhat disagree for semester and 29.4% (32) for linear. Neutral/unsure responses were also close, at 19.3% (21 responses) for linear and 16.5% (18 responses) for semester.

These results suggest that while overall students leaned toward linear for literacy, those with direct experience saw the two schedules as providing more comparable levels of support.



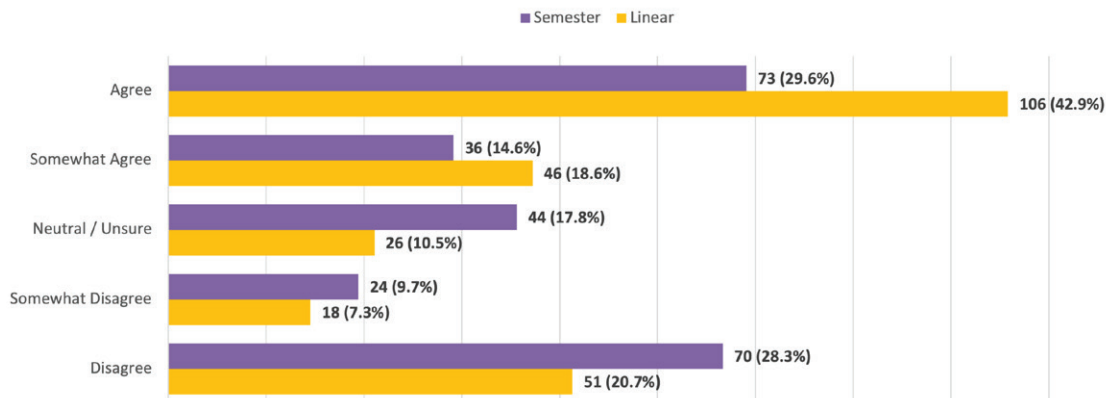
👤 To what extent do you agree that each of the two schedule models support (or would support) your success in numeracy?

👤 Responses received: 247

When asked which schedule model better supports their success in numeracy, students again showed a clear preference for the linear model. Just under 43% (106 students) agreed that linear supports their numeracy success, compared to 29.6% (73 students) for semester. Similarly, 18.6% (46 students) somewhat agreed for linear, while only 14.6% (36 students) selected this for semester.

The gap between the two models was similar in the disagreement categories. 28.3% of students (70 total) disagreed that the semester model supports numeracy success, compared to 20.7% (51 students) for linear.

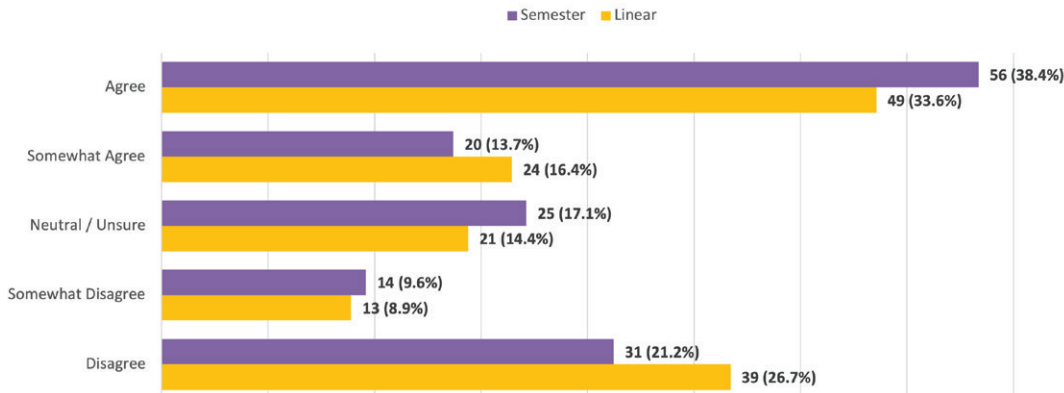
Overall results suggest that students feel the pacing and structure of the linear model provide more effective support for their learning in math-related subjects.



🗳️ **Drill-down: Preferences among students with experience of both models or semester only**

👤 **Responses received: 146**

Among students who had experience with both models or semester only, results were more balanced compared to the overall student sample. Agreement was similar across the two models, with 52.1% of students (76 total) agreeing or somewhat agreeing that the semester schedule supports their numeracy success (38.4% or 56 respondents agree, 13.7% or 20 respondents somewhat agree) compared to 50.0% (73 total) for linear (33.6% or 49 respondents agree, 16.4% or 24 respondents somewhat agree). Disagreement was also comparable, with 30.8% of students (45 votes) selecting disagree or somewhat disagree for semester and 35.6% (52 votes) for linear. Neutral/unsure responses were reported at 14.4% (21 respondents) for linear and 17.1% (25 respondents) for semester.

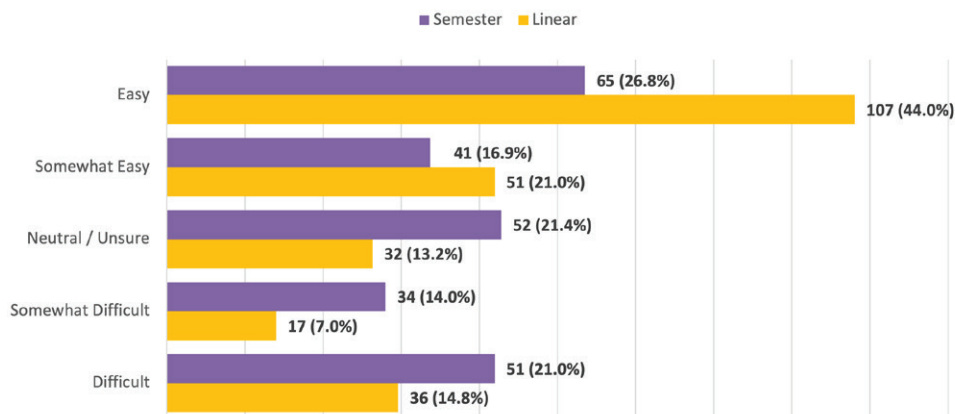


❓ *In your experience or opinion, how easy or difficult is it for you to build positive connections with your peers in each of the two schedule models?*

👤 **Responses received: 243**

When asked how easy it is to build positive peer connections under each schedule model, students expressed a clear preference for the linear model. 44% (107 respondents) said it was easy to form peer connections in a linear system, compared to 26.8% (65 respondents) for semester. An additional 21% (51 respondents) found it somewhat easy under linear, slightly higher than the 16.9% (41 respondents) who selected this under semester.

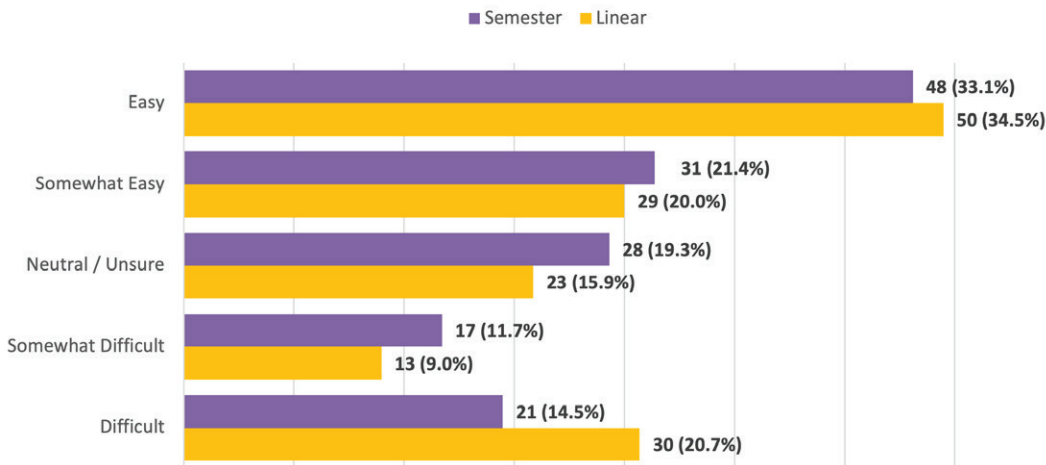
By contrast, 21% of students (51 total) said it was difficult to form peer connections under the semester model, compared to 14.8% (36 respondents) for linear. While a notable portion of students remained neutral or unsure about the impact of scheduling on peer relationships, the overall pattern indicates that students perceive linear scheduling as more conducive to building and sustaining peer connections.



© Drill-down: Those with experience in both models or semester only.

👤 Responses received: 145

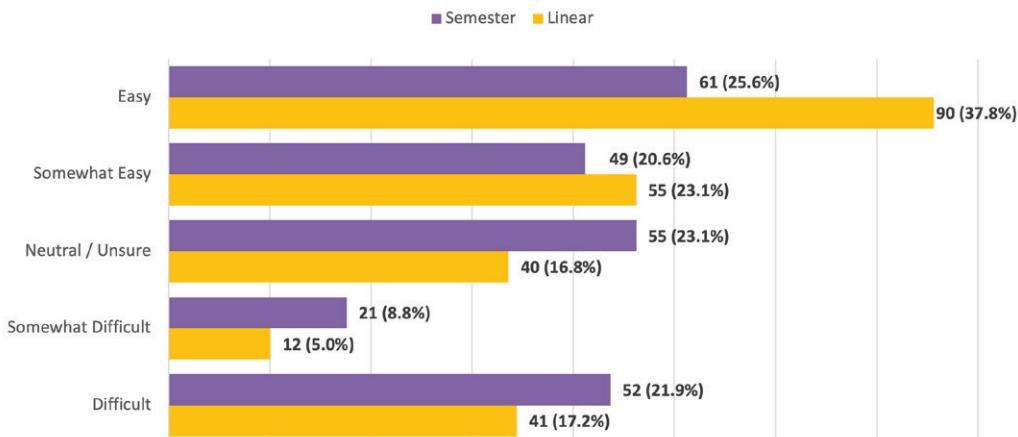
Among students with experience in both models or in semester only, peer connection responses were notably more balanced. Roughly one-third said it was easy to form positive peer relationships under each model (34.5% or 50 votes for linear and 33.1% or 48 votes for semester). While these numbers are nearly identical, slightly more students selected difficult under the linear model (20.7% or 30 students) compared to semester (14.5% or 21 students), suggesting that while the overall trend is close, semester may feel marginally more inclusive or manageable for some students. This contrasts with the broader student sample, where linear showed a clearer advantage in peer connection ease.



👤 In your experience or opinion, how easy or difficult is it for you to build positive connections with **staff** in each of the two schedule models?

👤 Responses received: 238

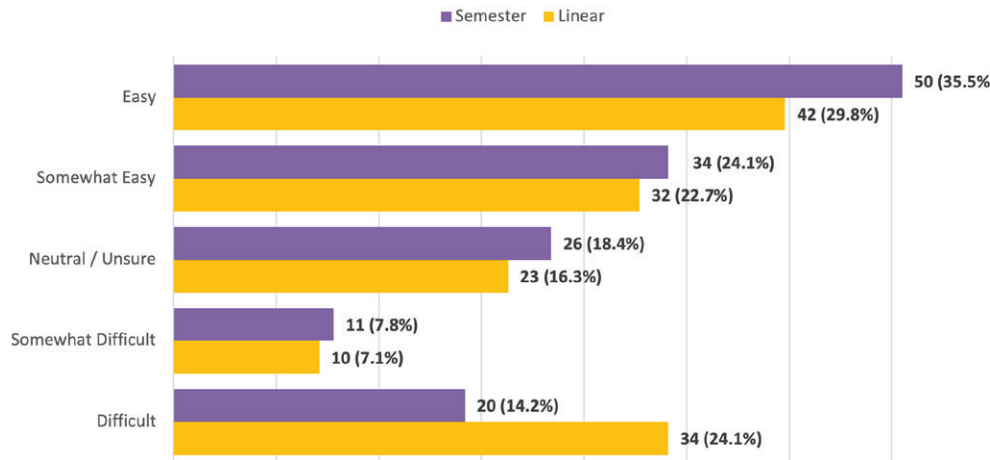
When it comes to forming positive connections with staff, students indicated a clear preference for the linear model. 37.8% (90 students) said it was easy to build staff connections under a linear schedule, compared to 25.6% (61 students) under semester. This trend continued in the somewhat easy category, with 23.1% (55 students) selecting linear versus 20.6% (49 students) for semester. At the other end of the spectrum, more students said it was difficult to form connections with staff in the semester model (21.9% or 52 students) compared to linear (17.2% or 41 students). While some responses remained neutral or unsure, the results suggest that students at PMSS see the longer course duration and more consistent daily interactions of a linear model as beneficial for student-staff relationships.



☉ **Drill-down: Preferences among students with experience of both models or semester only**

👤 **Responses received: 141**

Among students who had experience with both models or semester only, the preference for forming staff connections was more clearly in favour of the semester model. 35.5% of these students (50 total) said it was easy to build connections with staff in a semester system, compared to 29.8% (42 students) for linear. A similar trend was seen in the somewhat easy category (24.1% or 34 students for semester vs. 22.7% or 32 students for linear). Notably, fewer students rated staff connection as difficult in a semester model (14.2% or 20 students) than in a linear one (24.1% or 34 students), suggesting that students who have experienced the semester model tend to prefer it when it comes to forming positive relationships with staff.



👤 **If the school remains on a *linear* model, what supports (if any) will you need to be successful?**

👤 **Responses received: 128**

Key themes emerging from student feedback about supports needed to succeed under a linear schedule include: additional in-class time, reduced homework load or extended deadlines, continued access to Flex and support blocks, and clarity around the role of support block teachers.

A full list of student comments will be provided to the school for further review and consideration.

- “ A support room to catch up on my homework.
- “ Flex to complete the work of 8 classes, more given time for larger assignments so there is room to not fall behind in other classes.
- “ Not much, just need to improve my time management.
- “ A smaller work load.
- “ More help and more time to work between classes to finish all the work given at once.

👤 **If the school transitions to a *semester* model, what supports (if any) will you need to be successful?**

👤 **Responses received: 134**

While the overall survey data reflects a stronger preference for the linear model, students who responded to this question expressed confidence in their ability to succeed in a semester system. Several said no additional supports would be needed, though some mentioned the importance of Flex and having access to supportive, approachable teachers.

A complete list of student responses will be shared with the school for further review.

- “ Less work in each semester instead of a lot of assignments in a short amount of time.
- “ Probably just remembering the information for the next year
- “ I would definitely need more help at the beginning of the new year, as i would have forgotten the work flow, and the material.
- “ A balance between both days. Like a good ratio of electives to more academic classes on each day.
- “ I will need to get extra tutoring on the subjects I’m not currently taking

? In a linear timetable, what do you believe is the ideal number of Flex blocks per week?

Responses received: 232

Nearly 90% of student respondents (89.7%) indicated that five Flex blocks per week is ideal under a linear timetable, signaling a strong consensus in favour of maintaining daily Flex. A small number preferred three blocks (3.4%), and fewer than 2% selected any other option. These results underscore the value students place on having consistent daily Flex time within a linear structure.




? In a semester timetable, what do you believe is the ideal number of Flex blocks per week?

Responses received: 231

Under a semester timetable, the majority of students (84.8%) also indicated that five Flex blocks per week would be ideal, showing strong support for maintaining daily Flex regardless of the schedule format. Only a small number of students preferred fewer Flex blocks, with 4.8% selecting three, and the remaining responses distributed across two, one, four, or zero blocks. These results highlight a consistent student preference for daily Flex time across both scheduling models.



 Is there anything else you would like to share?

 Responses received: 92

The final comments from students reflected strong feelings about the current schedule model. A notable number of responses expressed a clear preference for returning to the semester system, with some students attributing higher academic achievement to that format. Flex time also emerged as a key support, with several students emphasizing its importance to their learning and well-being. While the overall student survey results showed broader support for the linear model, these open-ended responses suggest that students who are dissatisfied or hoping for change may have been more motivated to share additional feedback.

KEY TAKEAWAYS - PITT MEADOWS SECONDARY STUDENTS

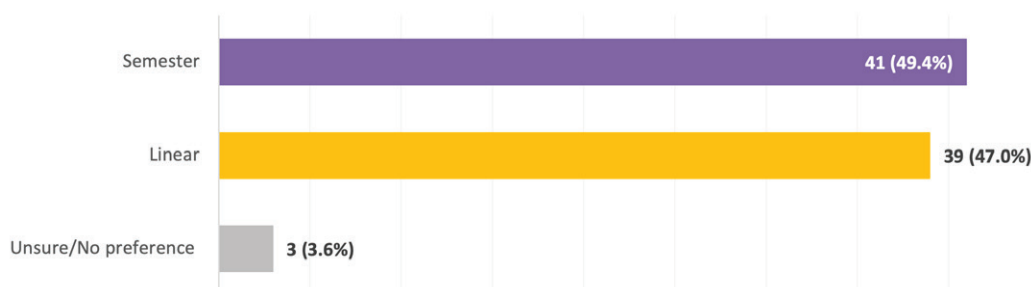
1. Just over half (53.2%) of students (126 total) preferred the linear model, while 43.0% (102) preferred the semester model. A small minority (3.8% or 9 students) were unsure or had no preference, suggesting moderate support for both formats.
2. Schedule preferences varied by grade: Grade 8 and 9 students—who are less likely to have experienced both models—favoured linear, while support for semester increased in the senior grades, particularly grades 10 and 11. Grade 12 had only a small sampling of students, with 5 voting for linear, 3 for semester, and 1 being unsure.
3. Students with experience in both models showed a clear preference for semester, with 55.7% (78 students) favouring it compared to 42.1% (59 students) for linear. This suggests that familiarity with both systems may increase support for semester.
4. Equity-deserving students showed an even split of 47.4% for semester and 47.4% for linear (37 students each). 5.1% students (4 total) were unsure. Among equity-deserving students with experience in both models, however, the balance shifted in favour of a semester schedule. 56% (28 students) preferred semester, compared to 42% (21 students) who preferred linear, indicating that lived experience may also shape preferences in this group.
5. Well-being scores were modestly higher under the linear model in all areas except stress and mental health management (53.6% semester vs. 47.7% linear).
6. Students felt the linear model better supported academic outcomes in literacy and numeracy, with 41.1% (104 students) agreeing it supported literacy success and 42.9% (106 students) agreeing it supported numeracy success, compared to 30.8% (78 students) and 29.6% (73 students) respectively for semester. However, among students with direct experience of both models or semester only, the gap narrowed considerably: literacy results were nearly even (54.1% or 59 votes for semester vs. 51.4% or 56 votes for linear), and numeracy results were also closely aligned (52.1% or 76 votes for semester vs. 50.0% or 73 votes for linear).
7. Students reported stronger peer connections under the linear model, with 44% (107 students) saying it was easy to form peer relationships compared to 26.8% (65 students) under semester. Neutral responses were also higher for semester, suggesting more variability in experience.
8. Staff connection scores were also higher under the linear model, with 37.8% (90 students) saying it was easy to build relationships with staff, compared to 25.6% (61 students) under semester. The difference in reported difficulty was smaller (21.9% or 52 students under semester vs. 17.2% or 41 students under linear).
9. Students with experience in both models reported more balanced results on connection indicators. Peer connection was nearly equal (34.5% or 50 votes for linear vs. 33.1% or 48 votes for semester), but staff connection slightly favoured semester, particularly in terms of reduced difficulty (35.5% or 50 votes for semester vs. 29.8% or 42 votes for linear).
10. Students strongly supported maintaining daily Flex, with 89.7% choosing five Flex blocks per week under linear and 84.8% under semester. This consistent preference highlights the perceived importance of Flex time regardless of model.
11. Students identified key supports needed for success under a linear model, including more time in class, manageable homework loads, continued Flex, and clearer roles for support block teachers. Under semester, some students noted a need for pacing support and review when returning to a course after a break.
12. Final open-ended comments expressed strong feelings, with many students who preferred semester using this space to advocate for change. While the overall survey leaned toward linear, this suggests that students who favour semester were more motivated to leave additional feedback.

FAMILY SURVEY RESPONSES

? Which class schedule format do you prefer for your child or children? (If your children only experienced one model, please answer based on that experience or what you believe might work best for them.)

👤 Responses received: 83

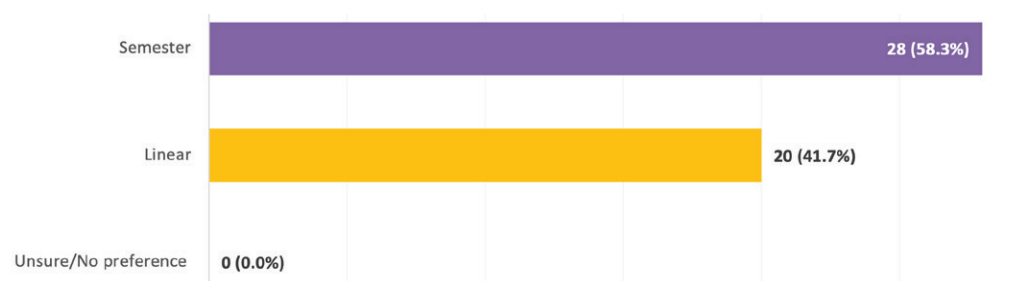
Among the 83 family respondents, preferences were closely split between the two schedule models. Just under half (49.4% or 41 respondents) indicated a preference for the semester model, while 47.0% (39 respondents) preferred the linear model. Only 3.6% (3 respondents) were unsure or had no preference. These results suggest that both models have meaningful support among families, with no clear consensus.



👤 Drill-down: Preferences among parents/guardians of students with experience of both models or semester only

👤 Responses received: 48

Among parents and guardians with experience of both models or the semester model only, a majority (58.3% or 28 respondents) preferred the semester model, while 41.7% (20 respondents) favoured linear. No respondents in this group were unsure, suggesting that those with direct experience tended to hold firmer opinions, with a lean toward semester.

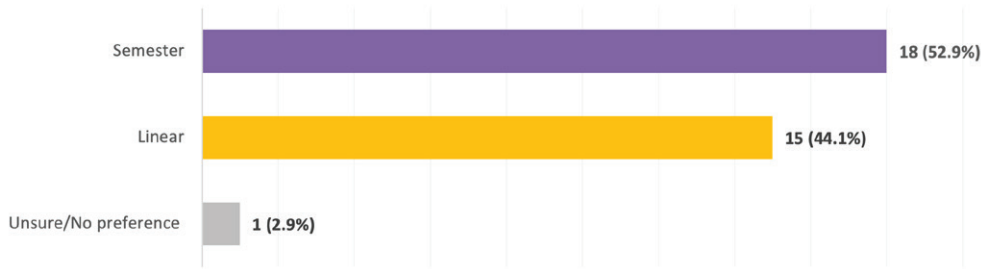


👤 Drill-down: Preferences among parents/guardians of students belonging to an equity-deserving group

👤 Responses received: 34

- ▶ Equity-deserving groups are students who may face additional barriers to learning or inclusion. This can include students with disabilities or diverse abilities; English Language Learners; Indigenous students; Black students or other students of colour; 2SLGBTQIA+ students; and students from newcomer or immigrant communities.

Among parents and guardians of students belonging to equity-deserving groups, 52.9% (18 respondents) preferred the semester model and 44.1% (15 respondents) preferred linear. Only one respondent (2.9%) indicated no preference. This suggests a slight preference toward semester among this group, though the difference (3 respondents) is relatively modest.

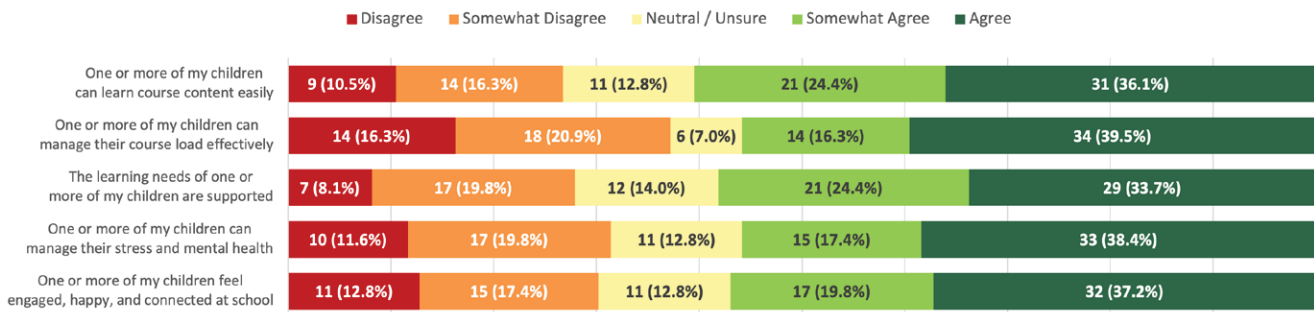


? In your experience or opinion, to what extent do you agree that a **linear schedule** supports the well-being of your child or children in the following areas?

Responses received: 86

Families generally viewed the linear schedule as supportive of student well-being, particularly in areas like managing course load (39.5% or 34 respondents agree), stress and mental health (38.4% or 33 respondents), and feeling engaged and connected at school (37.2% or 32 respondents). Similar levels of agreement were noted for learning content easily (36.1% or 31 respondents) and having learning needs supported (33.7% or 29 respondents).

While overall sentiment was positive, between 27% and 37% of families expressed some level of disagreement across all areas, especially regarding course load and learning support. This suggests that while many families find the linear model beneficial, there may be a need for stronger supports tailored to individual student needs.

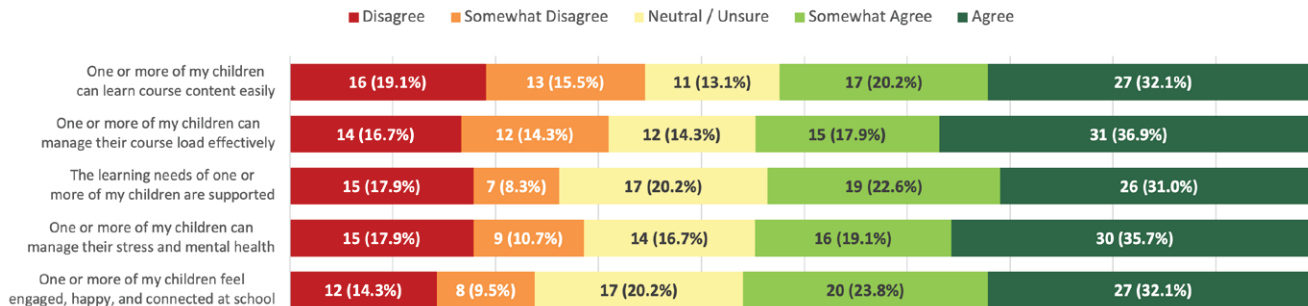


? In your experience or opinion, to what extent do you agree that a **semester schedule** supports the well-being of your child or children in the following areas? (If your family has not experienced a semester system, please answer based on what you think might work best for your child or children.)

Responses received: 84

Families responding to this question were generally optimistic about the semester model, with strong levels of agreement that it supports student well-being across all categories. Agreement was highest for course load management (36.9% or 31 respondents) and stress and mental health (35.7% or 30 respondents), followed closely by connection to school (32.1% or 27 respondents), learning course content easily (32.1% or 27 respondents), and support for learning needs (31.0% or 26 respondents). This suggests many families believe a semester model can foster both academic success and emotional well-being, although these results are modestly lower than those for linear.

Between 24% and 35% of families selected disagree or somewhat disagree, which again is only modestly lower (3% and 2% respectively) than for the linear model.

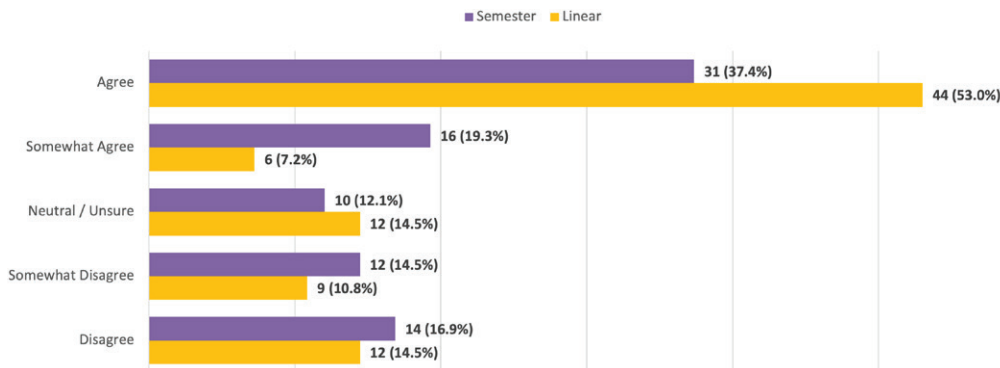


? To what extent do you agree that each of the two schedule models support (or would support) your child’s or children’s success in literacy?

Responses received: 83

In this question on literacy support, families expressed a preference for the linear schedule. Over half (53.0% or 44 respondents) agreed that the linear model supports their child’s or children’s success in literacy, compared to 37.4% (31 respondents) who said the same of the semester model. The semester model, however, saw slightly higher somewhat agree responses (19.3% or 16 respondents vs. 7.2% or 6 respondents). Overall, 60.2% of respondents (50 in all) agreed or somewhat agreed the linear system would support their child’s success in literacy, and 56.7% (47) felt the same way about the semester system.

At the other end of the spectrum, disagreement levels were fairly even, with 16.9% (14 respondents) disagreeing that the semester model supports literacy, and 14.5% (12 respondents) disagreeing for the linear model. This suggests that while strong support exists for both, families overall see the linear format as possibly offering more consistent support for literacy development.

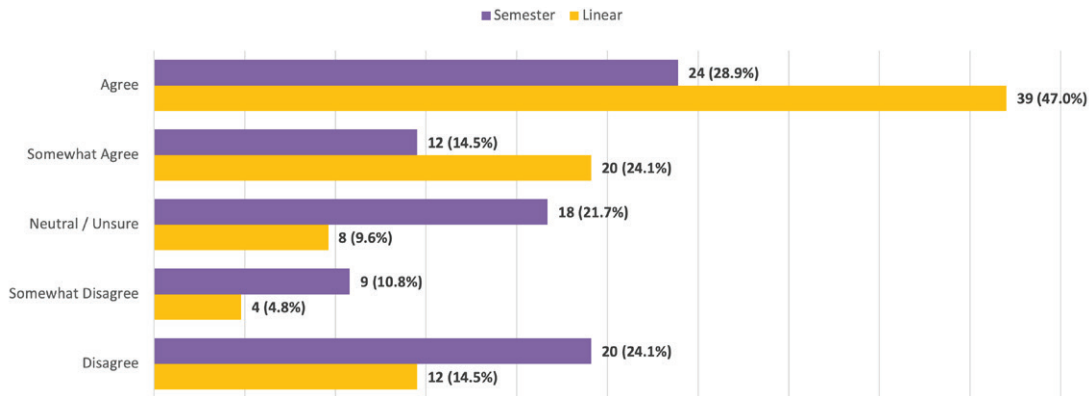


? To what extent do you agree that each of the two schedule models support (or would support) your child’s or children’s success in numeracy?

Responses received: 83

In this question on numeracy, the preference for the linear model was more pronounced than in the literacy question. Nearly half of families (47.0% or 39 respondents) agreed that the linear schedule supports their child’s or children’s success in numeracy, compared to 28.9% (24 respondents) who agreed for the semester model. Linear also received higher support at the somewhat agree level (24.1% or 20 respondents vs. 14.5% or 12 respondents).

By contrast, the semester model drew more disagreement (24.1% or 20 respondents vs. 14.5% or 12 respondents) and greater uncertainty, with 21.7% of respondents (18 total) selecting neutral or unsure compared to just 9.6% (8) for linear. These results suggest that family confidence in the linear model’s ability to support numeracy success is stronger and more definitive.

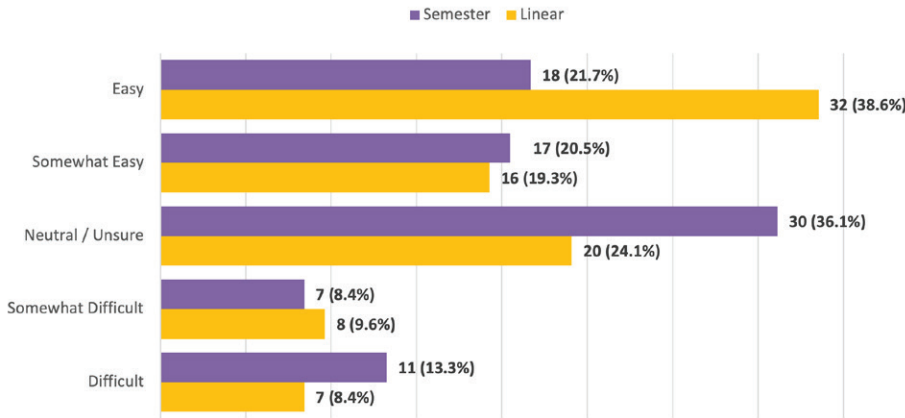


? In your experience or opinion, how easy or difficult is it for your child or children to build positive connections with their peers in each of the two schedule models?

Responses received: 83

When asked about peer connection, families expressed a clear preference for the linear model. A combined 57.9% of respondents (48 total) indicated it would be easy or somewhat easy for their child to build peer connections under the linear schedule, compared to 42.2% (35 total) for the semester model.

The semester model drew higher levels of uncertainty (36.1% or 30 respondents neutral/unsure vs. 24.1% or 20 respondents for linear), as well as slightly higher reports of difficulty. These results suggest that families perceive the linear model as more conducive to helping students develop positive peer relationships.

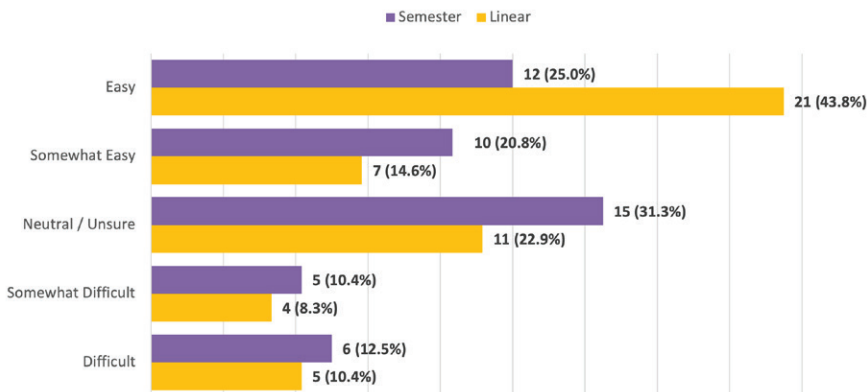


© Drill-down: Preferences among parents/guardians whose child(ren) experienced both models or semester only

Responses received: 48

Among parents or guardians whose children experienced both models (or semester only), the trend toward favoring the linear model for peer connection becomes more pronounced. A combined 58.4% (28 respondents) of this group said it was easy or somewhat easy for their child to build peer connections under a linear schedule, compared to 45.8% (22 respondents) under a semester model.

These families were also less likely to select neutral/unsure when rating the linear model (22.9% or 11 respondents vs. 31.3% or 15 respondents) and reported similar levels of difficulty between the two models. This suggests that familiarity with both formats does not shift overall sentiment—if anything, it slightly reinforces the view that a linear schedule supports stronger peer relationships.

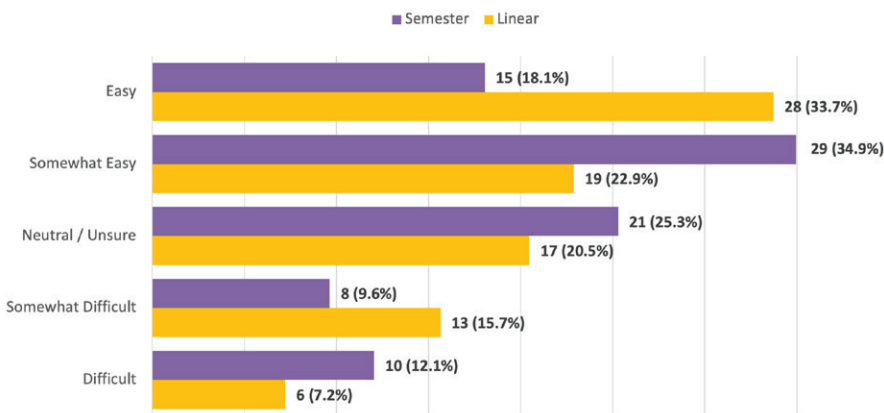


? In your experience or opinion, how easy or difficult is it for your child or children to build positive connections with staff in each of the two schedule models?

👤 Responses received: 83

Among parents/guardians, the linear model was perceived to support stronger connections between students and staff. A combined 56.6% (47 respondents) rated it as easy or somewhat easy for their child to build connections with staff under the linear model, compared to 53% (44 respondents) under the semester model. While the linear model saw a much higher percentage of families rate staff connection as easy (33.7% or 28 respondents vs. 18.1% or 15 respondents), this was offset somewhat by more families selecting somewhat easy under the semester model (34.9% or 29 respondents vs. 22.9% or 19 respondents).

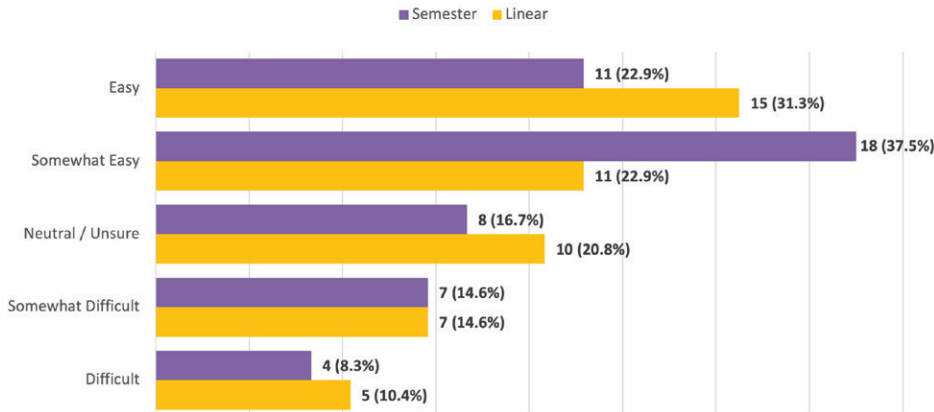
When considering the level of difficulty to build connections with staff under the two models, 21.7% of families (18 total) believed it was somewhat difficult or difficult under the semester system compared to 22.9% (19 total) under linear. Responses across all categories suggest only a modest difference between models in terms of perceived ease or difficulty, with the linear model slightly outperforming (by 3.6%) on the combined easy or somewhat easy, and the semester model reporting slightly fewer difficulties overall (by 1.2%).



👤 Drill-down: Preferences among parents/guardians whose child(ren) experienced both models or semester only

👤 Responses received: 48

Among parents/guardians whose children experienced both models or semester only, responses were more favorable toward the semester model when it came to building staff connections. A combined 60.4% of families (29 total) rated the semester model as easy or somewhat easy, compared to 54.2% (26 respondents) under the linear model. While more families rated easy under the linear model (31.3% or 15 respondents vs. 22.9% or 11 respondents), the semester model received significantly more somewhat easy ratings (37.5% or 18 respondents vs. 22.9% or 11 respondents). The proportion of respondents who rated either model as somewhat difficult or difficult was nearly identical (22.9% for semester and 25% for linear) suggesting no substantial difference in perceived difficulty. Overall, the results point to a slight preference for the semester model, driven by a higher volume of moderate support and similar difficulty ratings.



? If the school remains on a **linear model**, what supports (if any) do you believe your child or children would need to be successful?

Responses received: 56

Common themes in the responses focused on reducing student overwhelm and improving consistency. Families emphasized the need for time to complete work during class, coordination of assignment and exam loads across classes, and stronger organization strategies for students. Continued access to Flex blocks and consistent Individual Education Plan (IEP) support teachers in the final years were also highlighted. Communication between teachers, students, and families emerged as a key area of need, with many expressing that better coordination would help students succeed in the linear model. Below is a sampling of responses received to this question. A full list will be shared with the school community for review.

- “ I believe that teachers need to revisit their time for completion of work in class, versus, as homework. 8 classes throughout school year, plus nightly homework in majority of classes, along with jobs, volunteering, extra curricular activities and actual downtime, takes a toll on students. Both mentally and physically. Students wanting to prioritize/expedite certain aspects of their academics need support.
- “ My kids need to be more organized - with 8 classes on the go it's easy to forget about projects and assignments - however, there is more time to get caught up when needed.
- “ Agenda, Dayplanner, or similar planning (Physical or Phone App. I would be beneficial if all the teachers used the same platform to collect assignments, show outstanding work, and report grades. (Available to both students and parents).
- “ Continued flex blocks are vital as well as having access to the same IEP Support Teacher for the final 2 years. It is very difficult to make students switch support teachers and build trust with new staff. Close communication and team meetings with support staff between student, parents and support teacher at least once twice a year to check in on his literacy and work habits and academic confidence.
- “ Communication between teachers so students do not have multiple exams or large projects due at same time. Needs to be staggered.

? If the school transitions to a **semester model**, what supports (if any) do you believe your child or children would need to be successful?

Responses received: 58

Key themes from the responses emphasized the importance of structured support and balanced workloads in a semester model. Families highlighted a strong desire to retain Flex time or access to free blocks, along with the need for extra help and a dedicated support block each semester. Many asked for more time to complete assignments and a balanced distribution of academic and elective courses across semesters. As with the linear model, organization strategies were mentioned frequently as essential for student success. The following is a sampling of responses received. A full list will be shared with the school community for review.

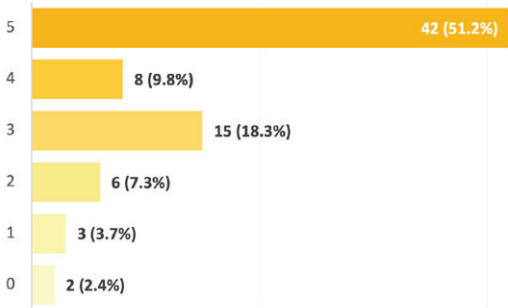
- “ Potential for extra supports in math - having a year between taking a math class could be a challenge.
- “ Assistance with time management, especially if they are absent due to illness for any length of time.
- “ More time to focus on a smaller amount of classes/lessons/assignments. More time in support to work through a handful of courses rather than doing better in one and less in another.
- “ Ensuring semesters are balanced with elective courses, flex time needed to have in class support from teachers.
- “ A support block each semester, not just for half the year. More time for assignments - everything seems compressed, especially deadlines, on the semester model. Both my children are in French Immersion, so having French and courses like math for only half a year make retaining learning difficult.

? In a linear timetable, how many Flex blocks per week do you believe would be ideal? (A definition of Flex is provided below.)

▶ A Flex block is a scheduled period during the school day that provides students with flexible time to engage in activities that support their academic success and personal growth. Students may use this time to: receive extra help or tutoring from teachers; work on assignments or group projects; participate in enrichment activities or clubs; explore areas of interest beyond the standard curriculum; engage in self-directed learning or independent study. The goal of the Flex block is to provide students with autonomy in their learning while ensuring they have the support and resources they need to succeed.

👤 Responses received: 82

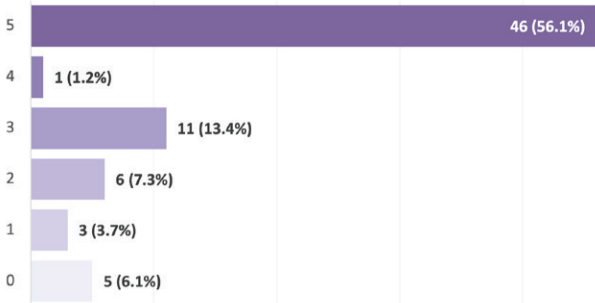
When asked how many Flex blocks per week would be ideal under a linear timetable, just over half of families (51.2%) selected five Flex blocks, indicating strong support for maintaining daily Flex time. 18.3% respondents voted for three blocks and 9.8% for four blocks. Only a small number of families felt fewer than three Flex blocks would be sufficient, underscoring the high value placed on this time for student support, enrichment, and independent learning.





? In a semester timetable, how many Flex blocks per week do you believe would be ideal?

👤 Responses received: 82

In a semester timetable, most families also preferred five Flex blocks per week, with 56.1% selecting this option. This mirrors the strong support seen in the linear model, highlighting the value families place on daily Flex time regardless of schedule structure. Three Flex blocks (13.4%) was the next most selected option, while interest in fewer than three blocks remained low.



 *Is there any other feedback you would like to share?*

 **Responses received: 34**

In the final open-ended question, themes were varied but several patterns emerged. Some respondents voiced a clear preference for either the linear or semester model, while others emphasized the need for consistency, expressing frustration with the disruptions caused by switching between models. Concerns were raised about learning loss in the semester system, particularly when students have long gaps between subjects. At the same time, others found the linear model's eight-class load overwhelming and difficult for students to manage. Across both models, the importance of Flex time was a recurring theme, with many families emphasizing its value in supporting student well-being, organization, and academic success.

KEY TAKEAWAYS - PITT MEADOWS SECONDARY FAMILIES

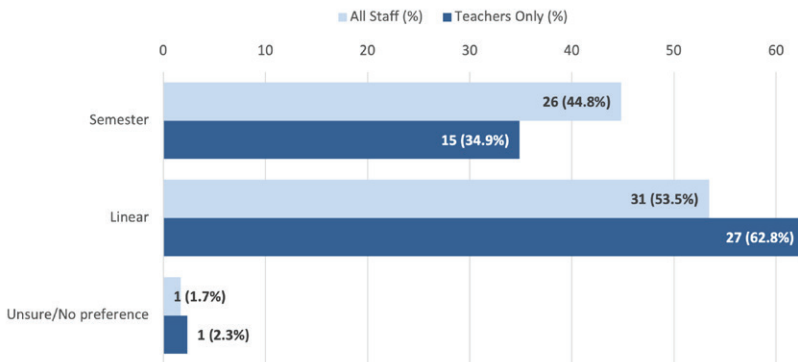
1. Families were closely split in their preferences, with 49.4% (41 total) favouring the semester model and 47.0% (39 respondents) favouring linear. Only 3 or 3.6% were unsure, indicating meaningful support for both structures.
2. Among families with experience in both models or semester only, 58.3% (28 respondents) preferred semester, compared to 41.7% (20 respondents) for linear. This suggests that direct exposure may tip opinion in favour of semester.
3. Families of equity-deserving students leaned toward the semester model (52.9% or 18 respondents vs. 44.1% or 15 respondents), though the difference was modest (three respondents), highlighting diverse needs across this group.
4. Well-being scores were generally positive for both models, but linear saw slightly higher agreement across all areas. Semester responses were also favourable, especially regarding balance and emotional well-being.
5. Literacy and numeracy support were both rated higher under the linear model. A combined 60.2% (50 respondents) felt linear supported literacy, and 71.1% (59 respondents) supported numeracy, compared to 56.7% (47 respondents) and 43.4% (36 respondents) respectively for semester. Linear support appeared more decisive.
6. Families rated peer connection ease higher under the linear model, with 57.9% (48 respondents) saying it would be easy or somewhat easy, compared to 42.2% (35 respondents) for semester. The gap remained even among those with experience in both systems.
7. Staff connection was also rated slightly higher for linear (56.6% or 47 respondents easy or somewhat easy) compared to 53% (44 respondents) under semester. However, among those with experience in both models, semester pulled ahead with 60.4% (29 respondents) rating it positively compared to 54.2% (26 respondents) for linear.
8. Families consistently supported daily Flex, with 51.2% selecting five blocks per week under linear and 56.1% under semester. Few supported fewer than three blocks, reflecting a strong preference for ongoing access to this resource.
9. Under a linear system, families identified key supports: more in-class time, coordinated assignment loads, strong organization strategies, consistent Individual Education Plan support, and improved communication among teachers and families.
10. Under a semester model, families emphasized the need for structured Flex time, access to extra help, balanced academic/elective scheduling, and support blocks each semester. Time management and pacing supports were also highlighted.
11. Open-ended feedback reflected diverse views: some preferred linear, others semester, and many emphasized the need for consistency. Concerns ranged from learning loss in semester to overwhelm in linear. The value of Flex was a recurring theme.

STAFF SURVEY RESPONSES

? Which class schedule format do you prefer? (If you have only experienced one model, please answer based on your experience or what you think might work best for you.)

Responses received: 58

Among PMSS staff respondents, preferences leaned slightly toward the linear model. Just over half of all staff (53.5% or 31 respondents) preferred a linear schedule, while 44.8% (26 respondents) favoured a semester approach. When isolating teacher responses, the preference for linear became more pronounced, with 62.8% (27 respondents) favouring linear and only 34.9% (15 respondents) preferring semester.

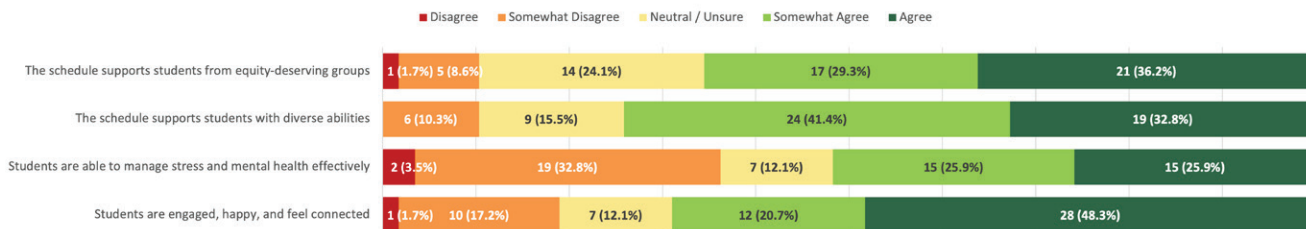


? In a linear schedule, to what extent do you agree with the following statements about student well-being?

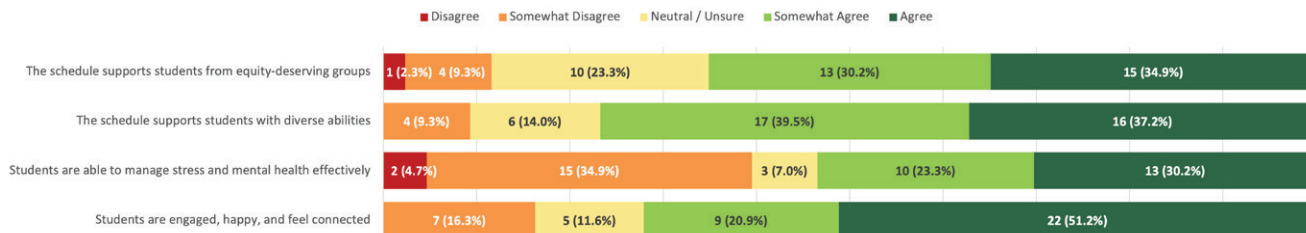
All staff responses received: 58

In a linear schedule, most staff felt that student well-being was generally supported. Across all staff responses, the highest levels of agreement were seen in support for students with diverse abilities, with 74.2% (43 respondents) either agreeing or somewhat agreeing that the schedule supports these students. A strong majority (69% or 40 respondents) also felt students are engaged, happy, and feel connected in this schedule, and 65.5% (38 respondents) believed it supports students from equity-deserving groups. Perceptions of students' ability to manage stress and mental health were more mixed, though a combined 51.8% (30 respondents) agreed or somewhat agreed this was being supported. Teacher-only responses showed a similar pattern.

Overall, staff affirmed the strengths of the linear model in supporting engagement, connection, and inclusion, though mental health and stress management emerged as areas of greater concern.



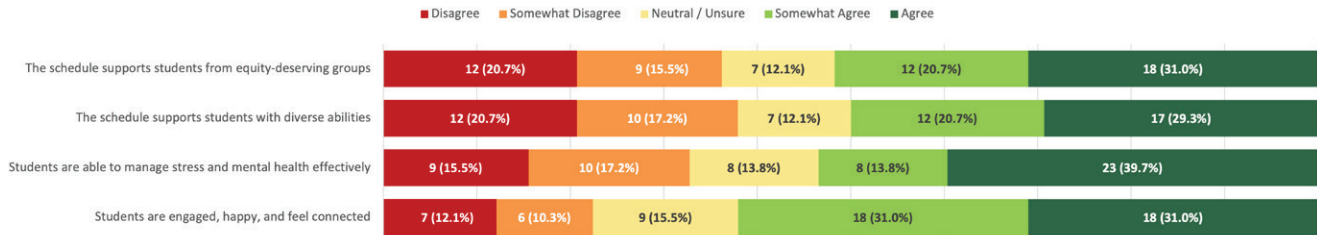
Teacher responses received: 43



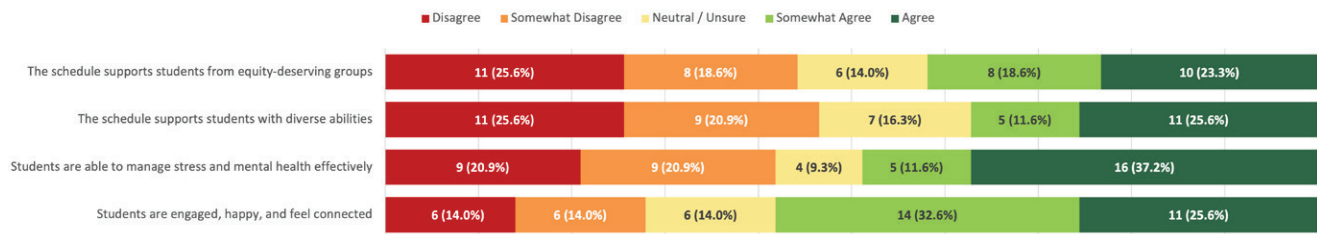
? In a semester schedule, to what extent do you agree with the following statements about student well-being?

👤 All staff responses received: 58

Pitt Meadows Secondary staff were less enthusiastic overall about the semester model. Among all staff, the most positively viewed area (62% or 36 respondents) was that of student engagement, happiness, and connection. This was also the top category in teacher only responses at 58.2% (25 respondents). By contrast, staff and teachers in particular felt the semester schedule was less ideal at supporting students with diverse abilities, with 50% staff (29 respondents) and only 37.2% teachers (16 respondents) agreeing or somewhat agreeing. At the same time, levels of disagreement rose significantly across all categories compared to the linear model.



👤 Teacher responses received: 43



🔍 Drill-down: Student well-being as perceived by staff under the two schedule models

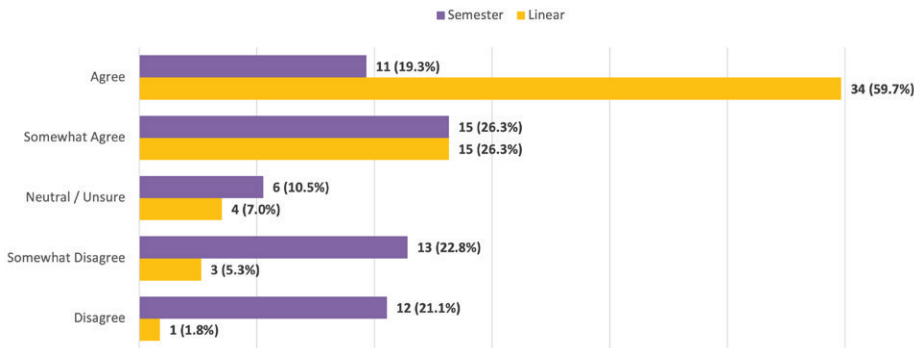
When comparing perceptions of student well-being under the two schedule models, Pitt Meadows Secondary staff indicated stronger agreement overall that the linear model provides the necessary supports across the four categories, and stronger disagreement overall that the semester model is able to provide satisfactory support across most categories, with the exception of mental health and stress management. In this category, 36.3% (21 respondents) of all staff disagreed or somewhat disagreed under the linear model, and 32.7% (19 respondents) disagreed or somewhat disagreed under the semester model. However, this is a relatively modest difference of 3.6%.

? To what extent do you agree that each of the two schedule models support (or would support) student success in literacy?

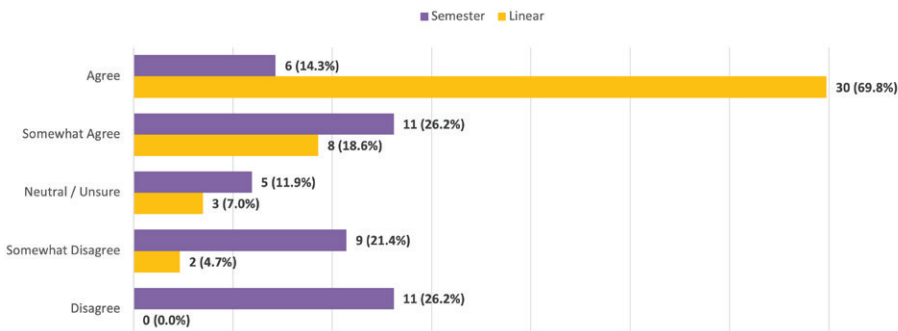
👤 All staff responses received: 58

Staff perspectives on schedule model support for student literacy were strongly in favour of the linear model. Among all staff, 86% (49 respondents) either agreed or somewhat agreed that the linear model supports student success in literacy, compared to just 45.6% (26 respondents) for semester. This trend was even more pronounced among teachers, 69.8% (30 respondents) of whom selected agree for linear versus only 14.3% (6 respondents) for semester.

The semester model received notably higher disagreement rates: 43.9% of all staff (25 respondents) selected disagree or somewhat disagree for semester, compared to only 7.1% (4 respondents) for linear. Looking at the teacher only data, 47.6% (20 respondents) disagreed or somewhat disagreed for semester and just 4.7% (2 respondents) for linear. These results highlight a strong perception that the linear model better supports the development of student literacy, particularly among Pitt Meadows Secondary instructional staff.



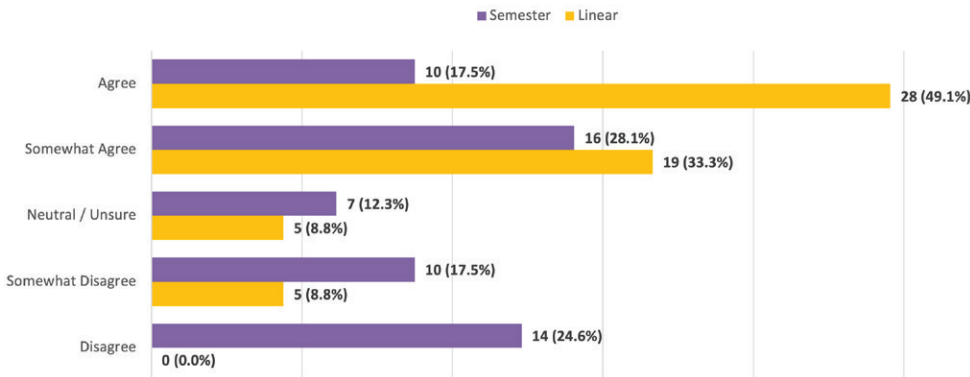
Teacher responses received: 43



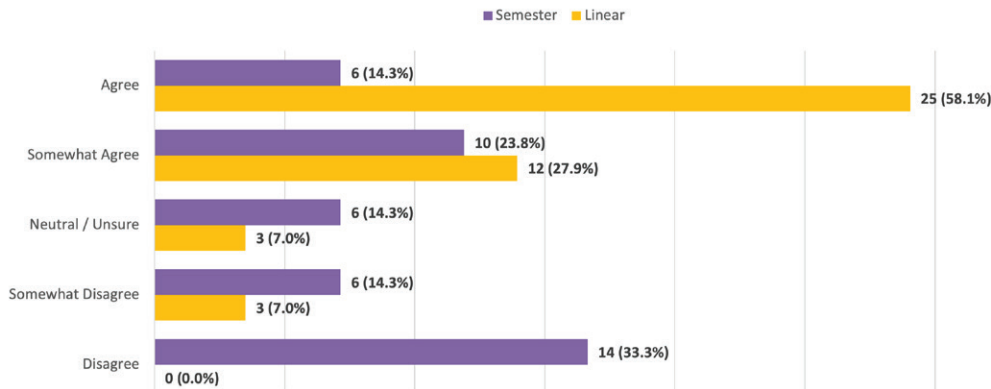
? To what extent do you agree that each of the two schedule models support (or would support) student success in numeracy?

All staff responses received: 58

Staff responses again showed a strong preference for the linear model when it comes to supporting student success in numeracy. Among all staff, 82.4% (47 respondents) either agreed or somewhat agreed that the linear model supports numeracy, compared to just 45.6% (26 respondents) for the semester model. This trend was even more distinct among teachers, where 86% (37 respondents) expressed agreement for linear and only 38.1% (16 respondents) for semester. Disagreement with the semester model was also more prevalent: 42.1% of all staff (24 respondents) and 47.6% of teachers (20 respondents) selected somewhat disagree or disagree for semester, compared to just 8.8% (5 respondents) and 7% (3 respondents) respectively for linear. The data shows that PMSS staff see the linear schedule as more conducive to student success in numeracy.



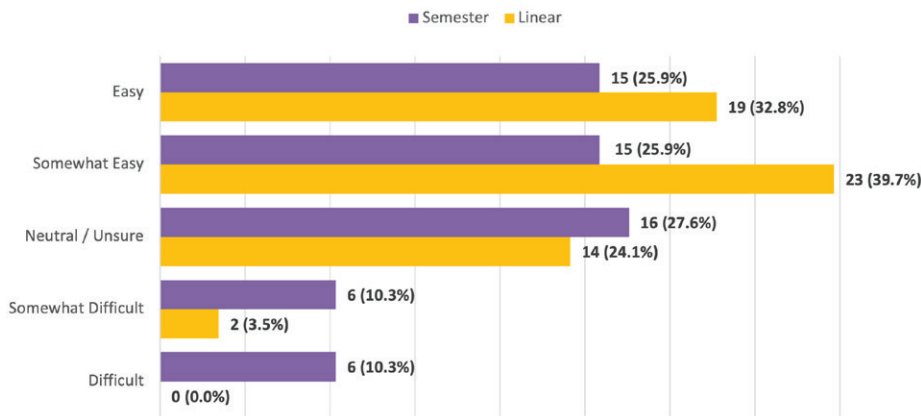
Teacher responses received: 43



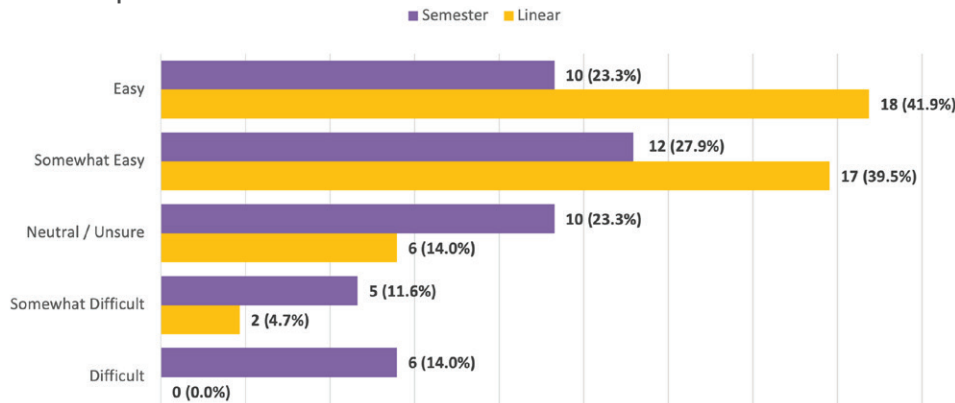
? Based on your observations, how easy or difficult is it for students to build positive connections with their peers in each schedule model?

All staff responses received: 58

Responses to this question indicate that PMSS staff perceive the linear model as more supportive of students forming positive peer connections. Among all staff, 72.5% (42 respondents) rated peer connection as easy or somewhat easy under linear, compared to 51.8% (30 respondents) under semester. This difference was more pronounced when looking only at teacher responses, where 81.4% (35 respondents) selected easy or somewhat easy for linear versus 51.2% (22 respondents) for semester. However, neutral and unsure responses remained relatively high under both models, especially among all staff (27.6% or 16 votes for semester, 24.1% or 14 votes for linear). While the difference is not dramatic, teacher feedback in particular suggests a stronger perception that linear scheduling supports student social connection.



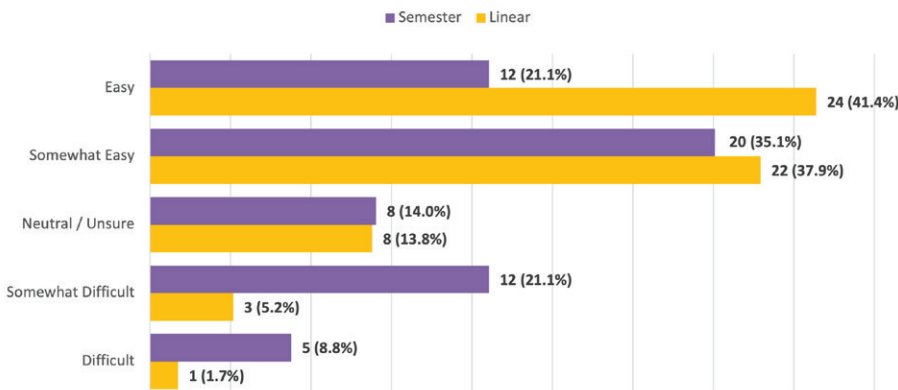
Teacher responses received: 43



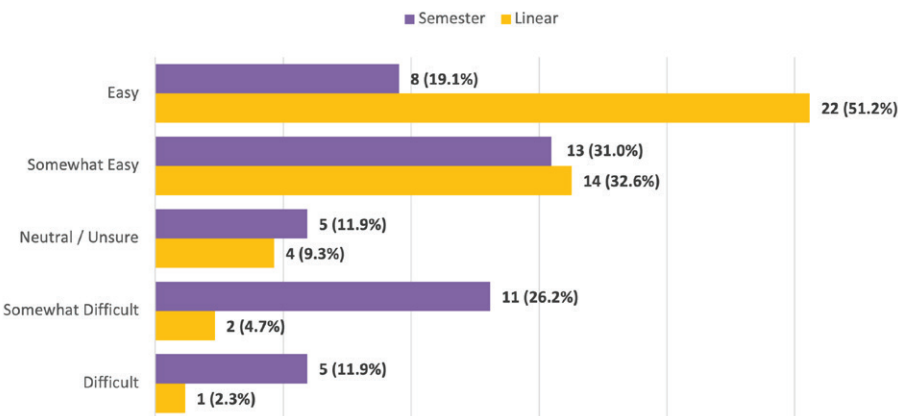
? Based on your observations, how easy or difficult is it for students to build positive connections with **staff** in each schedule model?

👤 All staff responses received: 58

As a part of a continuing trend, staff responses to this question indicate a clear preference for the linear model when it comes to fostering student-staff connections. Among all staff, 79.3% (46 respondent) rated linear as easy or somewhat easy compared to 56.2% (32 respondents) for semester. This trend was even more pronounced among teachers, with 83.8% (36 respondents) selecting easy or somewhat easy under linear, versus just 50.1% (21 respondents) under semester. In both groups, twice as many or more respondents selected easy for linear compared to semester. Perceptions of difficulty were also lower under the linear model, suggesting a broader belief that sustained relationships across the school year help support meaningful staff-student connection.



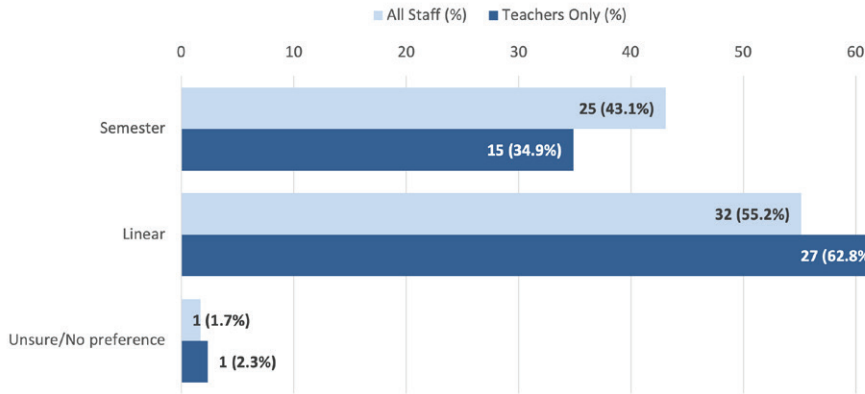
👤 Teacher responses received: 43



? Which model do you feel best supports student learning?

👤 Responses received: 58

Overall, staff at PMSS indicated stronger support for the linear model when asked which schedule they believe best supports student learning. Among all staff, 55.2% (32 respondents) selected linear compared to 43.1% (25 respondents) for semester. The margin was even wider among teachers, with 62.8% (27 respondents) preferring linear versus 34.9% (15 respondents) for semester. These results suggest that a majority of staff perceive the continuity and structure of a linear model as more conducive to supporting student learning outcomes.



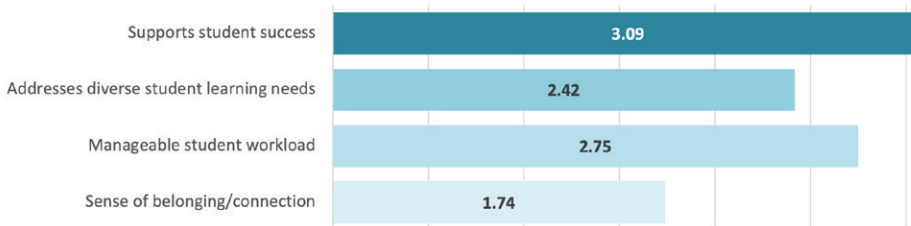
Based on your observations, rank the following factors from most important to least important when considering a school schedule (1 being the most important and 4 being the least important).

This chart converts these rankings into weighted scores. Higher average scores indicate greater overall priority, based on how consistently a factor was ranked highly.

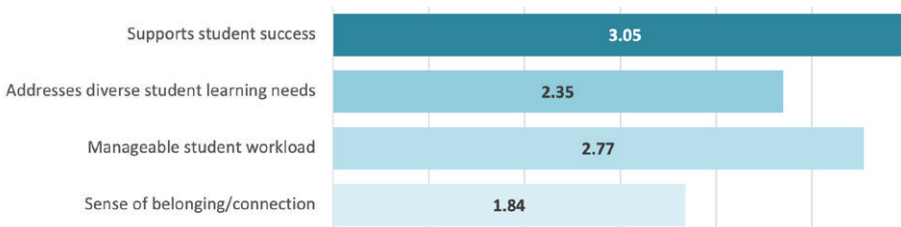
All staff responses received: 57

When asked to rank the most important considerations in selecting a school schedule, staff consistently prioritized student success above all. Among all staff, “supports student success” had the highest average score (3.09), followed by “manageable student workload” (2.75) and “addresses diverse student learning needs” (2.42). “Sense of belonging/connection” ranked lowest (1.74).

Teacher responses only followed a nearly identical pattern, with “supports student success” again rated most important (3.05). This alignment suggests a shared emphasis on academic outcomes and differentiated support across staff groups. However, it is possible that some staff viewed a sense of belonging and connection as a foundational component of student success—something embedded within, rather than separate from, the top-ranked priority.



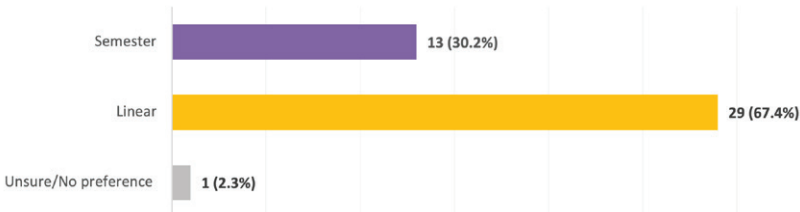
Teacher responses received: 43



? When considering your classroom lesson planning responsibilities, which schedule model best supports your workload?

Responses received: 43

When asked which schedule model best supports their classroom planning workload, a strong majority of teachers (67.4% or 29 respondents) selected the linear model. Just under one-third (30.2% or 13 respondents) preferred the semester model, while only one respondent (2.3%) indicated no preference. These results suggest that the linear format may offer more manageable pacing or familiarity for educators when planning and delivering lessons throughout the year.

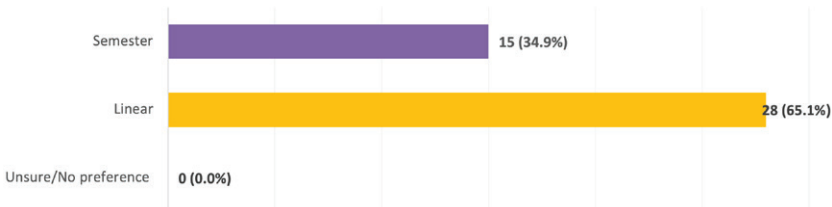


? Which schedule model gives you more confidence in managing the pace and frequency of formative assessment in your classroom?

► Formative assessment refers to regular, informal checks for understanding during learning—such as quizzes, practice tasks, or classroom questioning—which help teachers adjust instruction to support student success.

Responses received: 43

When asked which schedule model gives them more confidence in managing the pace and frequency of formative assessment, nearly two-thirds of teachers (65.1% or 28 respondents) selected the linear model. Only 34.9% (15 respondents) selected the semester model and no respondents indicated uncertainty. These results suggest that the linear model may be perceived as offering more time and flexibility to conduct regular check-ins and adjust instruction in response to student understanding.

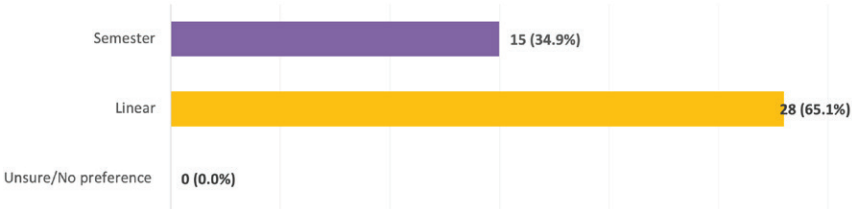


? Which schedule model gives you more confidence in managing the pace and frequency of summative assessment in your classroom?

► Summative assessment refers to formal evaluations, such as end-of-unit tests, major projects, or final exams, that measure student learning at the end of a period of instruction.

Responses received: 43

The results for confidence in managing the pace and frequency of summative assessment mirrored those for formative assessment, with nearly two-thirds of PMSS teachers (65.1% or 28 respondents) selecting the linear model. These results suggest that teachers may feel the extended instructional runway of a linear model offers more flexibility and better alignment with summative evaluation practices such as unit tests or final projects.

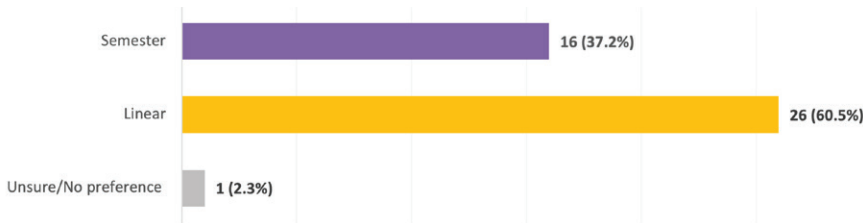


Which schedule model gives you more confidence in managing the pace and frequency of formal and informal reporting?

► Formal reporting refers to structured updates on student progress, such as report cards or official written communication to families. Informal reporting includes less formal interactions like emails, phone calls, or parent-teacher conferences that provide ongoing insights into student learning and engagement.

Responses received: 43

When asked which schedule model gave them more confidence in managing the pace and frequency of formal and informal reporting, 60.5% of teachers (26 respondents) identified the linear model. In comparison, 37.2% (16 respondents) preferred the semester model, while just one respondent (2.3%) was unsure. These results suggest that the longer timeframe and steadier pacing of a linear model may help teachers feel better able to meet ongoing communication expectations with families throughout the year.



If the school remains on a linear model, what supports (if any) do you think students would need to be successful?

Responses received: 43

Respondents emphasized the importance of accessible academic and mental health supports, including counselling, education assistant time, and optional tutorial blocks. Many pointed to the value of flexible scheduling and long-term course planning guidance. A few also noted that success would depend on self-advocacy and strong personal work habits. Below is a sampling of some responses. The full list will be shared with the school community for review.

- “ Support services/classes, if required. Readily available counselling staff. Available library staff and resources.
- “ Flex Time during the week, considerations/help with long term course planning for things like post secondary (for example if they need Calculus and pre-calculus 12 helping them plan to take that so that they can do it maybe one in the summer or online ahead of time or something like that).
- “ Better systems of organization. Better communications regarding attendance with parents.
- “ I think re-introducing physical planners for grade 8s and 9s would help students with organization and planning, and would make it easier for them to manage their courses. From the perspective of learning, it is better for students to be working on and building literacy and numeracy skills all year. For this reason I think linear is the better model for student learning.
- “ Semester system within a linear Spare block for seniors.

If the school transitions to a semester model, what supports (if any) do you think students would need to be successful?

Responses received: 41

Staff emphasized that students would need consistent access to support across both semesters, with concern that current models might leave gaps depending on course timing. Comments highlighted the need for more EA time, balanced timetables, and structures like daily Flex and time management instruction to help students adjust to the faster pace. There was also concern about large learning gaps when students go extended periods without core subjects like math or English. A sample of staff comments follows. The full list will be shared with the school for further review.

- “ The same support as in the linear model. In the semester model, however, course requirements might not enable support resources to be available each semester. i.e a student’s timetable may provide for support in ONLY ONE semester. The student might have more courses requiring support in the second semester, but can only be accommodated in the first semester.
- “ Flex 5 days a week. Direct instruction in time management. Much better scheduling considerations so kids aren’t taking 4 academic classes in one semester or going a whole year without taking math or English for example. It causes too much stress when schedules aren’t balanced and MASSIVE gaps in learning when kids have a course in semester one in Grade 8 and then semester 2 in Grade 9. You basically have to start again. Some way for supported students to get a block all year. Way more education assistant time. The pace is too fast for the kids without it.
- “ Tutorial times for those who want it. Co-teaching models.
- “ Better system of personal organization (eg. when assignments are due). Better communications about attendance with parents.
- “ Students who require ELL or support will need a way to access that all year long.

❓ If the school remains on a **linear model**, what supports (if any) do you think you would need to be successful?

👤 Responses received: 37

Staff identified several supports that would help sustain success in a linear model, including year-round prep time, balanced teaching loads, and consistent EA support. Many again emphasized the value of maintaining Flex time to assist students between instructional days. Reducing project load and ensuring manageable course assignments were also noted as important considerations. A sample of staff comments is included below. The full list will be shared with the school for further review.

- “ Prep time is available all year in a linear model. In a semester model, this is not the case. So the ‘support’ available in this way significantly reduces stress all year.
- “ More consideration for how many different courses we teach (having duplicate courses is helpful). Some Flex time remaining to help catch up with kids who need extra support between class days.
- “ A block schedule that does NOT rotate. It’s difficult for students and for staff to keep track of. In my experience, the “fairness” of rotating blocks is not worth the increase in cognitive load for teachers or students. It’s needlessly confusing. Fewer disruptions from in-school activities (school dance set up, assembly set up, spirit week set up, etc.) or early dismissals for sports. When you only have 2 classes per week, and a student misses half of a class, that’s a significant proportion of weekly instructional time. Very tough to gain and keep momentum with this schedule. Longer lunch period.
- “ Better access to technology and more collaboration options.
- “ Sufficient support staff to support the diverse learning needs.

❓ If the school transitions to a **semester model**, what supports (if any) do you think you would need to be successful?

👤 Responses received: 33

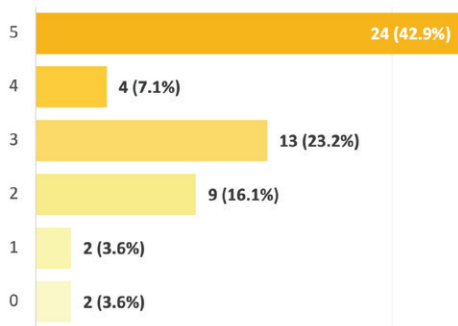
Staff emphasized that sustaining success in a semester model would require a more balanced distribution of prep time across the year, with several warning that a lack of ongoing prep contributes directly to burnout—particularly in marking-heavy subjects like English. Additional themes included the need for careful course scheduling to avoid overload and the importance of increased EA support to help manage behaviours and pace-related stress when classes meet daily. A sample of staff comments follows. The full list will be shared with the school for further review.

- “ *Balanced classroom compositions and more prep time.*
- “ *A way to translate preps so that instead of having them all in one semester, when you won't need them as much, to a way to have prep blocks all year round.*
- “ *Teachers will need adequate semester turn around time. Other districts have an entire I week/semester turn around and if we moved to semester we would require the same, in order to give students the best chance at showing their learning and to prepare adequately for the new semester. Moving forward, teachers should also have a prep block in both semesters.*
- “ *I would need to be assured that truancies, and other absences, such as illnesses would be more of a concern in a semester model. Policies? Enforcement? Consequences?*
- “ *As an EA it always been helpful when a teacher has the class list, designation details and student photos printed off for me to have. As I don't have online access to this info doing manually on my own is time consuming*

? *In a linear timetable, what do you believe is the ideal number of Flex blocks per week?*

Responses received: 56

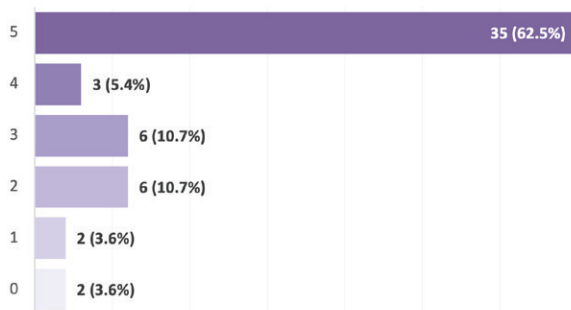
Staff responses indicate a strong preference for maintaining daily Flex time in a linear timetable, with 42.9% of respondents selecting five Flex blocks per week as ideal. Another 23.2% preferred three Flex blocks, and smaller numbers opted for two or fewer. This suggests widespread support for maintaining frequent and consistent Flex opportunities throughout the week.



? *In a semester timetable, what do you believe is the ideal number of Flex blocks per week?*

Responses received: 56

In a semester timetable, staff expressed even stronger support for daily Flex blocks, with 62.5% selecting five Flex periods per week, up from 42.9% under the linear model. Fewer staff selected moderate or lower numbers of Flex periods in the semester context, suggesting that Flex is seen as especially important in managing the faster pace and intensity of semestered learning.



 *Is there any other feedback you would like to share?*

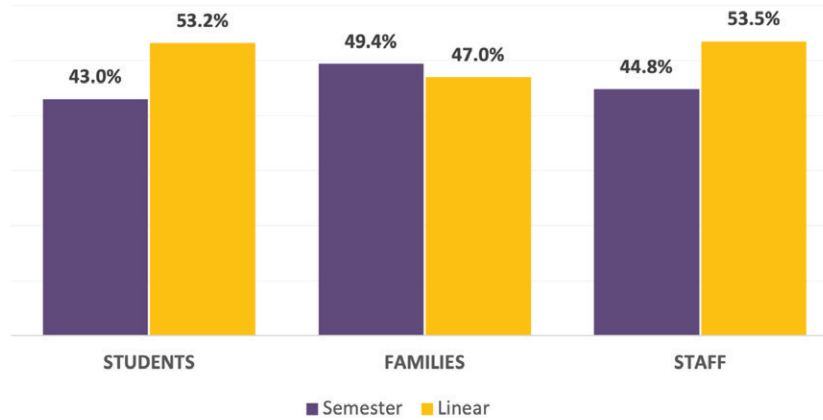
 **Responses received: 21**

Staff comments highlighted that both the linear and semester formats offer benefits and drawbacks depending on individual student needs, particularly around self-discipline, engagement, and personality. Several respondents noted that some learning areas, like physical and health education, require year-round continuity. Others stressed the importance of improved structural supports such as more structured Flex time with attendance tracking, and the potential value of a dedicated Flex day to reduce workload and better support both students and staff.

KEY TAKEAWAYS - PITT MEADOWS SECONDARY STAFF

1. Pitt Meadows Secondary staff slightly preferred the linear model overall, with 53.5% (31 respondents) in support; this rose to 62.8% (27 respondents) among teachers. Semester was still favoured by a sizable minority (44.8% or 26 respondents overall, 34.9% of teachers or 15 respondents).
2. Student well-being was rated more positively under the linear model, especially for students with diverse abilities (74.2% or 43 respondents), student engagement (69% or 40 respondents), and equity-deserving groups (65.5% or 38 respondents). The semester model was seen as less supportive across most indicators, except for a small edge in supporting mental health and stress.
3. Linear was viewed as more effective for academic success, with 86% of staff (49 respondents) saying it supports literacy (vs. 45.6% or 26 respondents for semester) and 82.4% (47 respondents) saying it supports numeracy (vs. 45.6% or 26 respondents).
4. Student peer and staff connections were seen as easier to build under the linear model, with 72.5% of staff (42 respondents) saying peer connection was easy or somewhat easy (vs. 51.8% for 30 respondents or semester), and 79.3% (46 respondents) saying the same for staff connections (vs. 56.2% or 32 respondents).
5. Staff also believed the linear schedule better supported student learning, with 55.2% of all staff (32 respondents) and 62.8% of teachers (27 respondents) favouring it over semester.
6. Staff consistently prioritized academic outcomes, ranking student success, manageable workload, and addressing diverse needs as the most important scheduling factors—while placing less emphasis on sense of belonging, possibly seeing it as embedded within broader success.
7. Teachers also felt the linear model better supported their workload (67.4% or 29 respondents vs. 30.2% or 13 respondents), their management of pace and frequency of formative assessment (65.1% or 28 respondents vs. 34.9% or 15 respondents), summative assessment (65.1% or 28 respondents vs. 34.9% or 15 respondents), and formal and informal reporting (60.5% or 26 respondents vs. 37.1% or 16 respondents).
8. Daily Flex blocks were valued in both models, but more so under semester: 62.5% preferred five Flex blocks in semester (vs. 42.9% in linear), likely reflecting a need for more flexibility in the faster-paced format.
9. If the school remains on linear, staff emphasized the need for prep time throughout the year, reduced project loads, consistent EA support, fewer schedule disruptions, and well-structured Flex time to support students between class days.
10. If transitioning to semester, staff highlighted the need for balanced timetables, year-round prep time, increased education assistant support, and improved pacing supports (especially for subjects like math and English that may otherwise have long instructional gaps).
11. Staff emphasized that semester success hinges on structural improvements, including better student organization tools, tutorial options, attendance tracking, and careful scheduling to prevent overload.
12. Final comments acknowledged that both systems have pros and cons, depending on student self-discipline, personality, and engagement. Some called for structured Flex time with attendance, better workload balance, or even a dedicated Flex day to support both students and staff.

SCHEDULE PREFERENCES: STUDENTS, FAMILIES, AND STAFF



RECOMMENDATION

Based on the survey data and review of the evaluation criteria, the working group recommends that Pitt Meadows Secondary remain on a linear schedule.

Survey results show that a majority of staff (53.5%, rising to 62.8% among teachers) and students (53.2%) preferred linear, with families closely divided but leaning slightly toward semester (49.4%). When assessed against the working group’s evaluation criteria, staff, student, and family feedback indicated that the linear model is viewed at the school as more supportive of academic success, literacy and numeracy outcomes, manageable workload, and strong connections between peers and staff. Families and staff also emphasized the importance of Flex time in either model.

While a significant minority expressed support for semester, the overall evidence points to linear as the format better aligned with the school community’s priorities and with the criteria of manageable workloads, support for diverse learners, and student success.

The working group recommends maintaining a linear timetable at Pitt Meadows Secondary, with ongoing attention to Flex block structure, balanced workload, and consistent support for students with diverse learning needs.

DECISION

After careful review of the working group recommendations and consultation data from students, staff, and families at Pitt Meadows Secondary, the decision is to support the working group recommendations that the school retain the linear schedule.

The survey results showed that the linear model was preferred by PMSS students, families, and staff for the majority of the five key criteria: manageable student workload, manageable staff workload, support for student success, support for positive connections, and responsiveness to diverse learning needs.



SAMUEL ROBERTSON TECHNICAL SECONDARY

— Survey Results Overview —

This section summarizes survey responses from students, staff, and families at Samuel Robertson Technical Secondary. It includes both overall trends and school-specific insights on learning, well-being, connection, and schedule preferences. Included in this section:

- ▶ Preferred schedule model
- ▶ Learning and well-being indicators
- ▶ Peer and staff connection
- ▶ Feedback on supports needed under each model

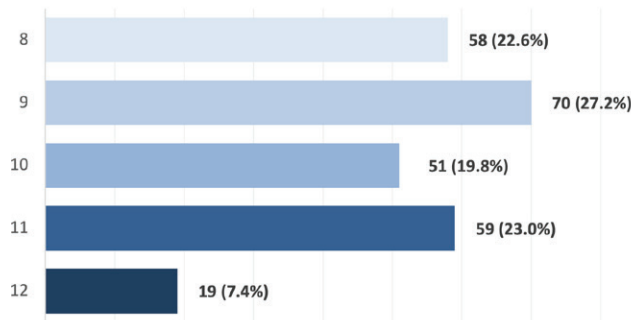
Note: All percentages shown are rounded to one decimal place.
Because of this rounding, totals may not always add up to exactly 100%.

STUDENT SURVEY RESPONSES

What grade are you in?

Responses received: 257

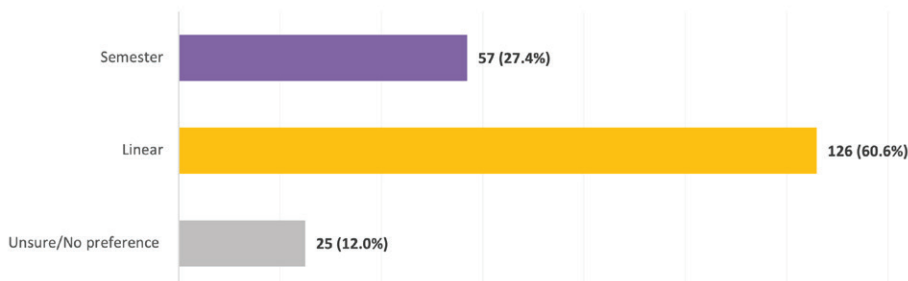
A total of 257 students from Samuel Robertson Technical (SRT) completed the survey. Representation was strong across grades, with the largest group of respondents in Grade 9 (27.2%), followed closely by Grade 11 (23.0%) and Grade 8 (22.6%). Students in Grade 10 made up 19.8% of responses, while Grade 12 students were less represented, comprising 7.4% of the total. This distribution suggests broad engagement from junior and middle-grade students, with relatively fewer senior students participating in the survey.



Which class schedule format do you prefer (if you have only experienced one model, please answer based on your experience or what you think might work best for you)?

Responses received: 208

Out of the 208 students who responded to this question, a strong majority (60.6% or 126 respondents) expressed a preference for the linear schedule format. In contrast, 27.4% (57 respondents) preferred the semester model, while 12.0% (25 respondents) indicated no preference or were unsure. These results suggest a clear leaning toward maintaining or adopting a linear structure among the SRT community.



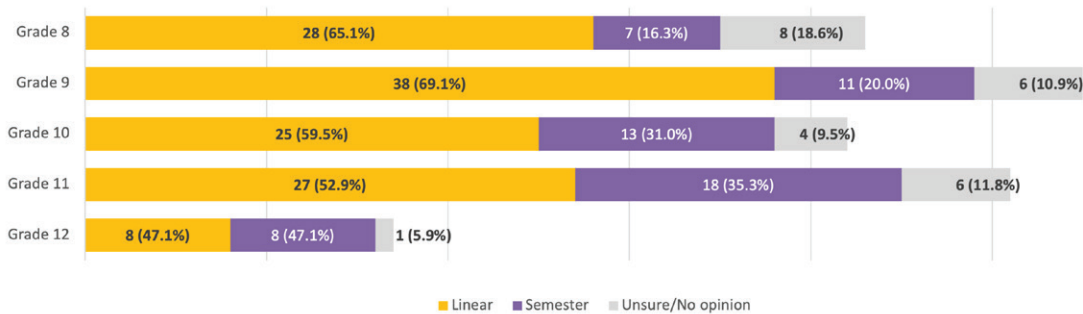
Drill-down: Understanding the 'unsure' student group

Drill-down data shows that most of the unsure students were in grades 8 to 11, with little representation from Grade 12. Their responses to the open-ended question on supports needed for a semester transition reflected limited exposure to the semester model. Two students mentioned time as an important support, suggesting that workload management or time for adjustment may be key considerations.

© **Drill-down: Responses by grade**

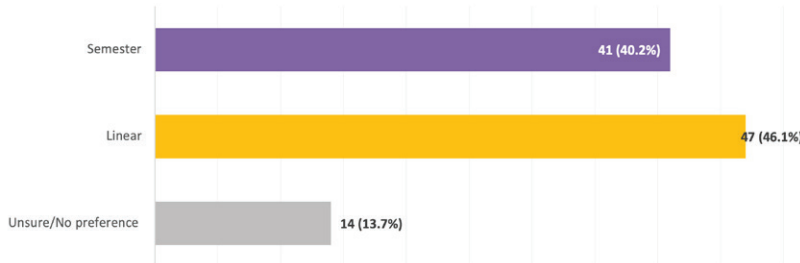
The drill-down data by grade level from SRT reveals a clear trend in scheduling preferences that shifts with student age and experience. Among younger students, particularly those in grades 8 and 9, there is a strong preference for the linear model, with approximately two-thirds of respondents in each group favouring it and relatively low support for the semester model. In contrast, students in grades 10 and 11 show a more balanced perspective, with support for the semester model increasing notably. Grade 12 students are evenly split between the two models, suggesting that increased exposure to both formats may lead to a more nuanced understanding or appreciation of each.

Across all grades, the percentage of students who were unsure or had no opinion was relatively small. This progression suggests that younger students may lean toward what is familiar, while older students, having experienced more varied structures, are more open to or supportive of a semestered approach.



© **Drill-down: Preferences among students with experience of both models or semester only**

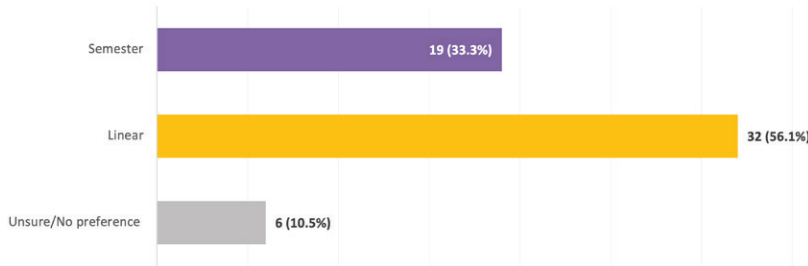
Among students who indicated they had experienced either both the linear and semester models or the semester model only, preferences were relatively balanced, with only a slight majority favouring the linear format (46.1% or 47 students linear vs. 40.2% or 41 students semester). This suggests that direct exposure to both systems does not produce a clear consensus for students at the school, and instead reveals that both models have perceived advantages depending on individual learning styles or experiences.



© **Drill-down: Preferences among students belonging to an equity-deserving group**

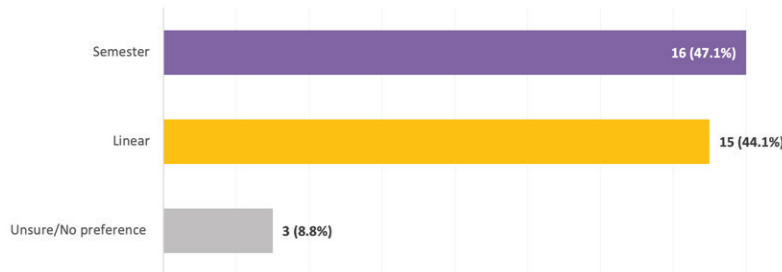
- Equity-deserving groups are students who may face additional barriers to learning or inclusion. This can include students with disabilities or diverse abilities; English Language Learners; Indigenous students; Black students or other students of colour; 2SLGBTQIA+ students; and students from newcomer or immigrant communities.

Among students who identified as equity-deserving, the majority preferred the linear schedule model, with 56.1% or 32 respondents indicating it as their preferred format. One third (33.3% or 19 respondents), favoured the semester model, while just over 10% (6 respondents) were unsure or had no preference. This trend suggests that for equity-deserving students at SRT, the structure of the linear model may offer greater familiarity, continuity, or support that aligns more closely with their needs. The data highlights a potentially important consideration for inclusive planning: that system changes may not impact all student populations equally, and preferences within equity-deserving groups may reflect distinct learning experiences or barriers encountered under different models.



© **Drill-down: Preferences of equity-deserving students with experience in both linear and semester systems**

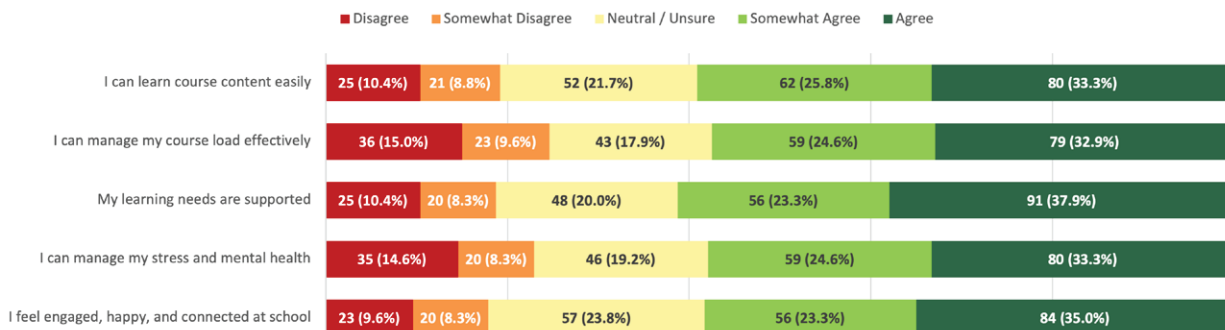
Among equity-deserving students who had experience with either the semester model only or both schedule models, preference was more closely divided. Just under half (47.1% or 16 respondents) indicated a preference for the semester model, while 44.1% (15 respondents) preferred linear, and 8.8% (3 respondents) were unsure or had no preference. This more balanced split suggests that among equity-deserving students with direct experience of both systems, there may be a broader recognition of the benefits and limitations of each format. The slight lean toward semester scheduling may reflect a perception of manageability, clarity, or pacing advantages within that model, but the nearly equal support for linear scheduling underscores that no single structure may be perceived universally as ideal.



? *In your experience or opinion, to what extent do you agree that a **linear schedule** supports your well-being in the following areas?*

👤 **Responses received: 240**

Overall, responses indicate that a linear schedule is generally perceived as supportive of student well-being, particularly in areas related to learning needs and emotional connection to school. Across all five well-being indicators, fewer than 15% of students selected disagree, while agreement levels (combining somewhat agree and agree) ranged from 57.5% to 61.2%. The highest level of agreement was seen in support for learning needs (61.2% or 147 votes), followed by ease of learning course content (59.1% or 142 votes) and students feeling engaged, happy, and connected at school (58.3% or 140 votes). Stress management and course load effectiveness both had nearly identical agreement rates (57.9% or 139 votes and 57.5% or 138 votes respectively). Notably, the neutral/unsure category accounted for a sizeable portion of responses across all items—ranging from 17.9% to 23.8%—indicating that many students may be uncertain or lack enough experience to confidently assess how different schedule models impact their well-being.

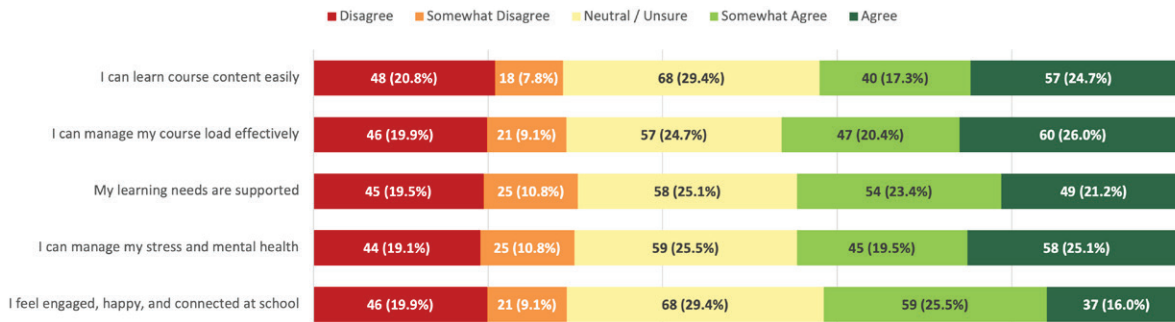


? In your experience or opinion, to what extent do you agree that a **semester schedule** supports your well-being in the following areas?

Responses received: 231

Student responses about the well-being impacts of a semester schedule reflect a mixed perspective, with modest agreement across all categories. Between 41.5% and 46.4% of students agreed or somewhat agreed that the semester model supports their well-being. The highest agreement was in the area of course load management (46.4% or 107 votes), followed closely by stress and mental health management (44.6% or 103 votes) and support for learning needs (44.6% or 103 votes). The lowest agreement was for feeling engaged, happy, and connected at school (41.5% or 96 votes).

Across all five areas, 24.7% to 29.4% of students selected neutral/unsure, suggesting many may lack experience with the semester model or are uncertain about its impacts. Disagreement ranged from 28.6% to 30.3%, with the highest level seen in support for learning needs. These results suggest that while many students see benefits in the semester model, others remain uncertain or concerned.

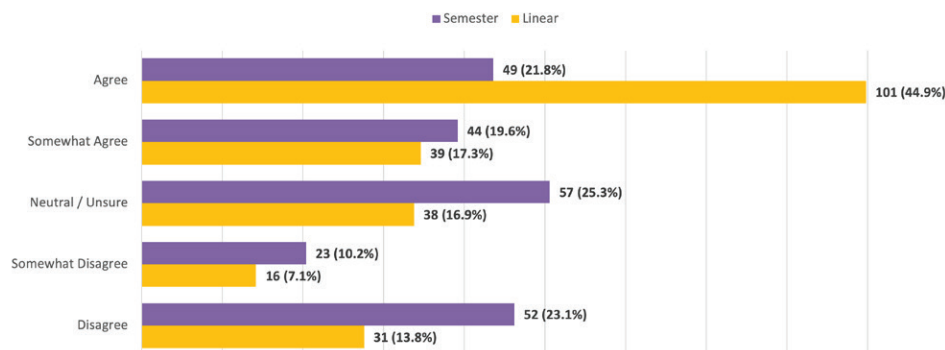


? To what extent do you agree that each of the two schedule models support (or would support) your success in literacy?

Responses received: 225

When asked to what extent each schedule model supports student success in literacy, students showed a strong preference for the linear schedule. Nearly half (101 students or 44.9%) agreed that a linear schedule supports their success in literacy, compared to only 21.8% (49 students) who said the same of a semester schedule. Responses for somewhat agree were similar across the two models (17.3% or 39 votes linear, 19.6% or 44 votes semester).

Negative responses were more common for semester: 23.1% of students (52) disagreed that the semester model supports their success in literacy, compared to only 13.8% (31) for linear. A greater proportion of students also selected neutral or unsure for semester (25.3% or 57 votes) than for linear (16.9% or 38 votes). These results indicate that students perceive the linear model as significantly more supportive of their literacy learning needs than the semester model.

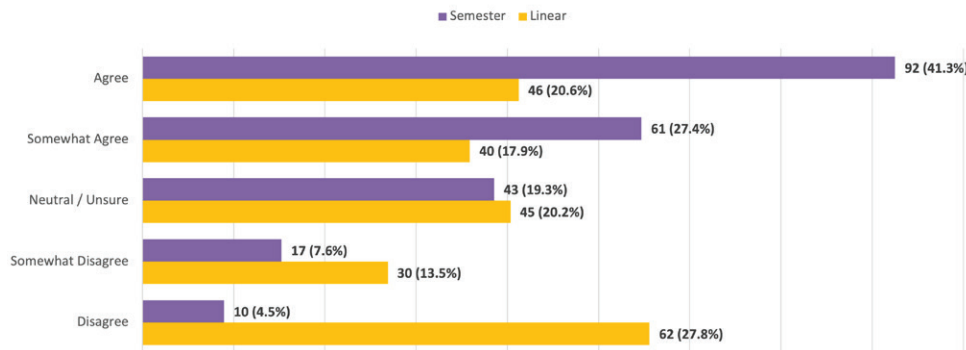


🕒 **Drill-down: Those with experience in both models or semester only**

👤 **Responses received: 109**

Among students who had experience with both models or with the semester model only, results diverged from the overall pattern and shifted toward the semester schedule. A combined 68.7% of these students agreed or somewhat agreed that semester supports their literacy success (41.3% or 92 students agree, 27.4% or 61 students somewhat agree), compared to 38.5% under the linear model (17.9% or 40 students somewhat agree, 20.6% or 46 students agree). Disagreement was considerably higher for linear, with 41.3% of students (92 votes) selecting disagree or somewhat disagree, compared to only 12.1% (27 votes) under semester. Neutral/unsure responses were similar across both models, at 19.3% (43 students) for semester and 20.2% (45 students) for linear.

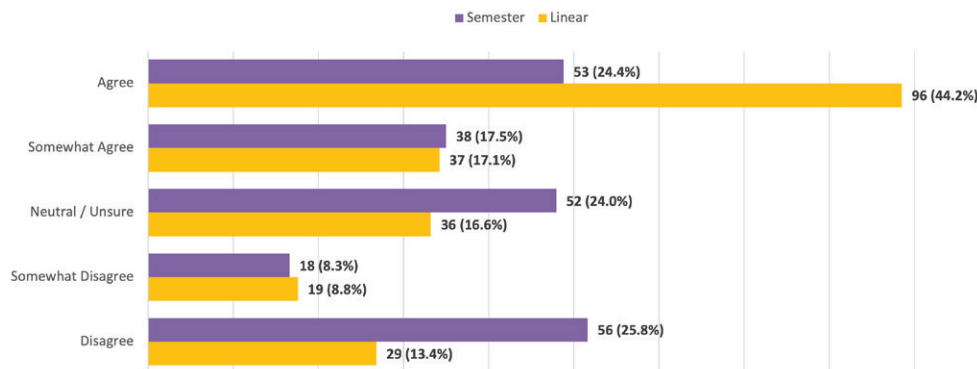
These results suggest that while the overall student population leaned toward linear for literacy, those with direct experience in semester reported stronger support for their learning needs and far lower levels of disagreement.



🕒 **To what extent do you agree that each of the two schedule models support (or would support) your success in numeracy?**

👤 **Responses received: 217**

When asked which schedule model better supports their success in numeracy, students once again expressed a clear preference for the linear model. A total of 44.2% (96 students) agreed that a linear schedule supports their numeracy success, while only 24.4% (53 students) said the same about the semester model. The proportions of students who somewhat agreed were nearly equal (17.1% or 37 votes for linear vs. 17.5% or 38 votes for semester), but semester had a higher neutral/unsure response (24.0% or 52 students) than linear (16.6% or 36 students). Notably, disagreement was significantly higher for the semester model, with 25.8% of students (56 votes) selecting disagree, compared to just 13.4% (29 votes) for linear. These results suggest that students feel more confident in their numeracy learning within the linear schedule structure.

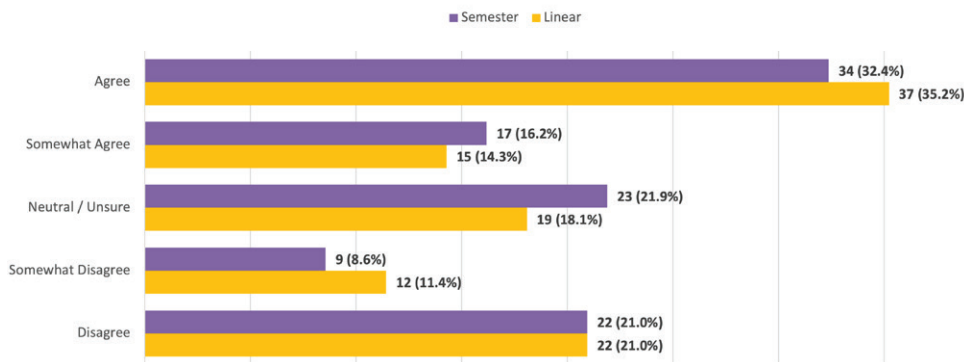


🕒 **Drill-down: Those with experience in both models or semester only**

👤 **Responses received: 105**

Among students who had experience with both models or with the semester model only, results were much more balanced than in the overall student sample. Agreement was nearly identical across both models, with 48.6% (51 students) agreeing or somewhat agreeing that semester supports their numeracy success (32.4% or 34 students agree, 16.2% or 17 students somewhat agree) compared to 49.5% (52 students) for linear (35.2% or 37 students agree, 14.3% or 15 students somewhat agree). Disagreement was also similar, with 29.6% of students (31 votes) selecting disagree or somewhat disagree for semester and 32.4% (34 votes) doing the same for linear. Neutral/unsure responses were reported at 18.1% for linear (19 students) and 21.9% for semester (23 students).

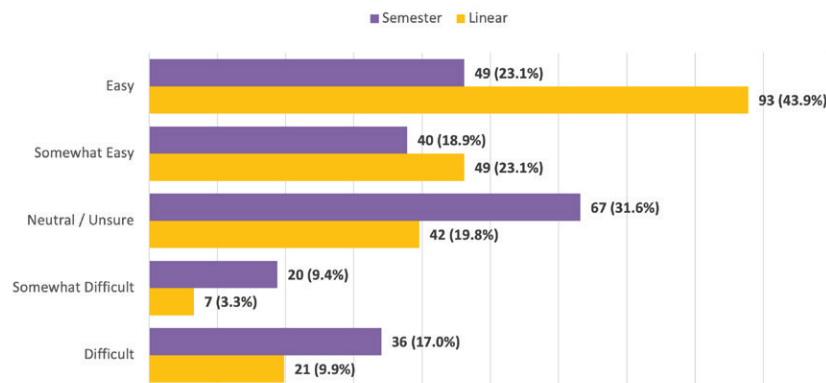
These results suggest that students with direct experience perceive the two schedules as providing comparable support for numeracy, in contrast to the stronger preference for linear seen in the overall results.



🗋️ *In your experience or opinion, how easy or difficult is it for you to build positive connections with your **peers** in each of the two schedule models?*

👤 **Responses received: 212**

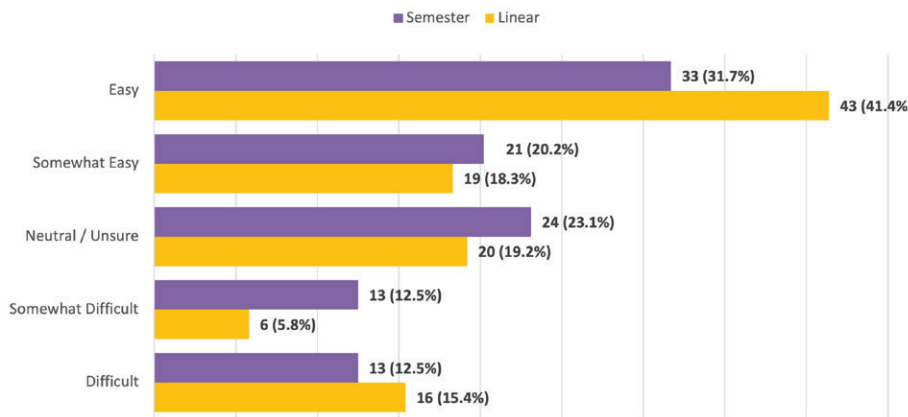
When asked how easy it is to build positive peer connections under each schedule model, students showed a clear preference for the linear model. A total of 43.9% of students (93) said it was easy to form peer connections in a linear schedule, compared to 23.1% (49) who said the same about semester. Similarly, more students rated peer connection as somewhat easy under linear (23.1% or 49 students) than semester (18.9% or 40 students). The semester model had a significantly higher proportion of students who were neutral or unsure (31.6% or 67 students vs. 19.8% or 42 students) and a noticeably higher percentage who found peer connection difficult (17.0% or 36 students vs. 9.9% or 21 students). This suggests that students perceive the linear model as more supportive of building and maintaining social relationships with peers.



🕒 **Drill-down: Those with experience in both models or semester only**

👤 **Responses received: 104**

Among students with experience in the semester model or both schedule types, responses show a slight preference for the linear model when it comes to building positive peer connections. 59.7% of students (62) said it was somewhat easy or easy to connect with peers under the linear model, compared to 51.9% (54) for the semester model. The linear model also received the highest percentage of easy responses (41.4% or 43 votes vs. 31.7% or 33 votes for semester). The semester model, in the meantime, saw a slightly higher percentage of students rating it as difficult or somewhat difficult at 25% (26 respondents) compared to 21.2% (22 respondents) for linear. Neutral or unsure responses were also slightly more common for semester (23.1% or 24 respondents vs. 19.2% or 20 respondents). While both models were viewed positively by most students, the linear model had a modest edge in perceived ease of peer connection.

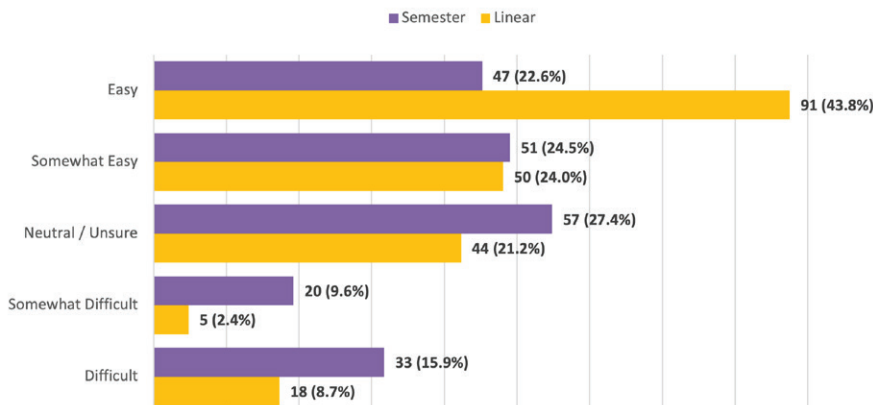


🔍 *In your experience or opinion, how easy or difficult is it for you to build positive connections with staff in each of the two schedule models?*

👤 **Responses received: 208**

When asked how easy it is to build positive connections with staff under each schedule model, students again leaned toward the linear model. Just under 44% of respondents (91 total) indicated that it was easy to form positive connections with staff in a linear schedule, compared to 22.6% (47) for semester. Responses for somewhat easy, in the meantime, were nearly identical across the two models (24.0% or 50 respondents for linear, 24.5% or 51 respondents for semester). However, students were more likely to be neutral or unsure under the semester model (27.4% or 57 respondents vs. 21.2% or 44 respondents) and reported higher levels of difficulty: 9.6% (20 respondents) said it was somewhat difficult under semester compared to 2.4% (5 respondents) under linear, and 15.9% (33 respondents) said it was difficult under semester compared to 8.7% (18 respondents) under linear.

These results suggest that students generally perceive the linear model as more supportive of forming and maintaining meaningful relationships with staff, while the semester model may present greater challenges.

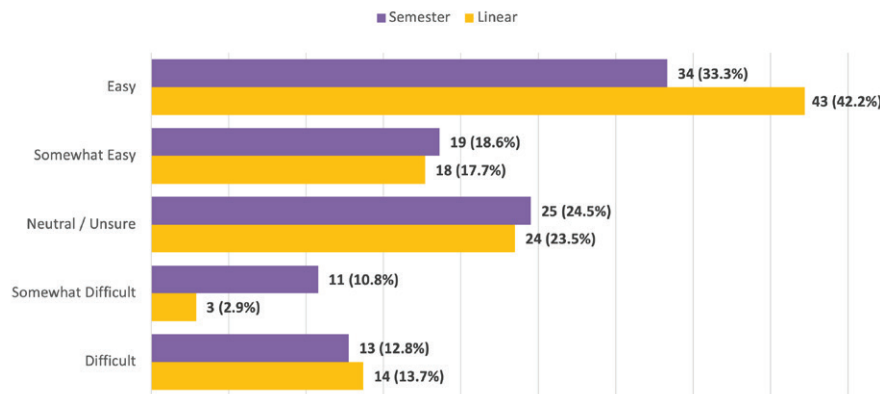


☉ **Drill-down: Preferences among students with experience of both models or semester only**

👤 **Responses received: 102**

Among students who had experience with both schedule models or semester only, responses were more evenly distributed than in the full student population. While a majority still found it easier to build staff connections under the linear model (42.2% or 43 respondents vs. 33.3% or 34 respondents), the difference was less pronounced than in the broader dataset. Responses for somewhat easy (17.7% or 18 respondents for linear vs. 18.6% or 19 respondents for semester) and neutral or unsure (23.5% or 24 respondents for linear vs. 24.5% or 25 respondents for semester) were nearly identical between models, suggesting comparable experiences. Interestingly, slightly more students in this subgroup found connection difficult under linear (13.7% or 14 respondents) than under semester (12.8% or 13 respondents), though semester had a much higher rate of somewhat difficult responses (10.8% or 11 respondents vs. 2.9% or 3 respondents).

This suggests that while the linear schedule is perceived to be slightly more favourable for building staff relationships, students with experience in both models tend to be more divided in their views.



🔍 **If the school remains on a *linear model*, what supports (if any) will you need to be successful?**

👤 **Responses received: 100**

To better understand what they might need if the school continues with a linear schedule, we asked students what supports would help them be successful. Students shared a mix of perspectives, but common themes included challenges with workload, pace, and mental health support needs. A full list of student comments will be provided to the school for further review and consideration.

- “ More teacher support.
- “ Flex time.
- “ Mental health support
- “ Having support all year around
- “ I need a slower paced course, it is hard to do 8 classes at a time especially going into grade 11/12 when courses get harder

? *If the school transitions to a semester model, what supports (if any) will you need to be successful?*

Responses received: 96

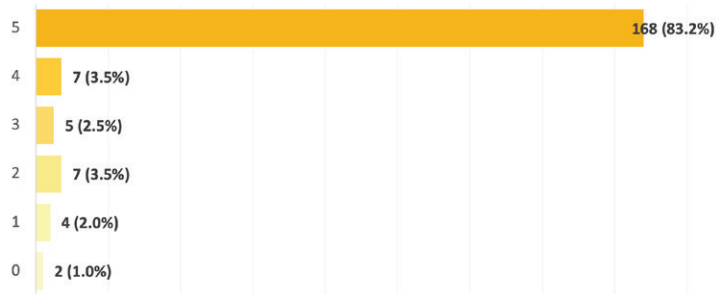
Students were also asked what supports they might need to be successful if the school transitions to a semester schedule. Semester model respondents commonly noted benefits like easier homework and assignment management, while a few highlighted needs for additional support, such as more flex time or review opportunities to bridge gaps between years. A complete list of student responses will be shared with the school for further review.

- “ Longer flex, support/ free block (for ADHD).
- “ Full recaps of previous years. having the time in between makes it really easy to forget subjects.
- “ A review period, perhaps tests at the end of the year for all subjects at the same time. This is because I find I forget the previous semesters contents.
- “ Flex Time, just more time to study.
- “ I have a positive and a negative opinion on this ... I learn everything in one semester, for example math in the first semester, and then next semester I don't have math. Then I'm off to university and I have forgotten everything. But I do find semester easier because we have only 4 classes to worry about.

? *In a linear timetable, what do you believe is the ideal number of Flex blocks per week?*

Responses received: 202

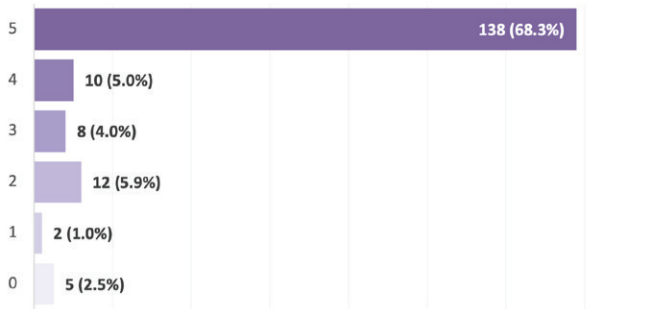
An overwhelming majority of students indicated a strong preference for five Flex blocks per week in a linear timetable. Over 83% of respondents selected this as the ideal number, with very few choosing fewer Flex blocks—only 3.5% each selected four or two blocks, and even fewer opted for three, one, or zero. This dominant preference underscores the perceived value and utility of daily Flex time among students in a linear schedule.



? In a semester timetable, what do you believe is the ideal number of Flex blocks per week?

👤 Responses received: 202

In a semester timetable, the majority of students (68.3%) also indicated a preference for five Flex blocks per week, reinforcing the overall value students place on daily Flex time regardless of schedule structure. However, this preference was slightly less pronounced than in the linear model, where 83.2% of students selected five blocks. The semester data showed a broader distribution across other options, particularly two, three, and four blocks, suggesting that while five is still the most popular choice, there may be slightly more openness to variation under a semester structure.



? Is there anything else you would like to share?

👤 Responses received: 63

The additional responses received were mixed, with some students expressing a strong preference for the linear model due to its support for routine and homework management, while others expressed a preference for the semester model, citing its perceived academic benefits and more manageable course load. Many emphasized the value of Flex time regardless of the schedule model. One student cautioned that if a transition were to occur, the shift to the new model should be gradual.

KEY TAKEAWAYS - SAMUEL ROBERTSON TECHNICAL STUDENTS

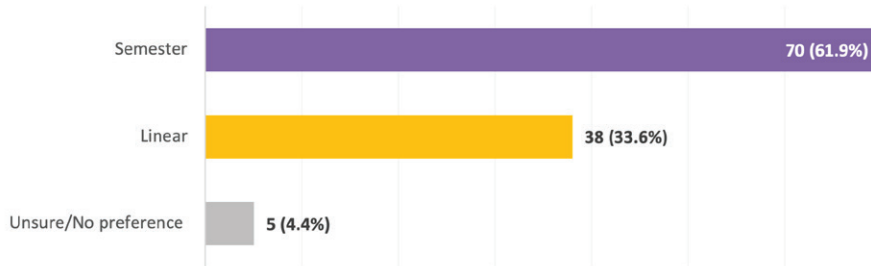
1. 60.6% of students (126) expressed a preference for the linear model, with only 27.4% (57) preferring semester. Just 12% (25) were unsure, indicating a strong majority leaning toward linear.
2. Grade level influenced preference: younger students (grades 8–9) strongly preferred linear, while older students (grades 10–12) showed more openness to semester. Grade 12 students were evenly split.
3. Students with experience of both models were nearly evenly divided, with a slight majority preferring linear (46.1% or 47 votes for linear vs. 40.2% or 41 votes for semester). This suggests both models offer distinct benefits depending on individual learning styles.
4. Equity-deserving students overall preferred the linear model (56.1%), but among those with experience in both formats, preference was split almost evenly (47.1% for semester vs. 44.1% for linear), highlighting that direct experience may alter perceptions.
5. Linear was rated more supportive of student well-being across all five measures, especially in learning needs support (61.2% or 147 votes) and ease of learning course content (59.1% or 142 votes). Semester had more mixed results, with agreement peaking at 46.4% (107 votes) for course load management.
6. Linear was strongly preferred for literacy (62.2% or 140 votes agree/somewhat agree) and numeracy (61.3% or 133 votes), with much lower agreement for semester (41.4% or 93 votes and 41.9% or 91 votes, respectively) and higher disagreement. However, among students with direct experience of both models, perceptions were more balanced: literacy shifted toward semester support, while numeracy results were nearly identical across the two models.
7. Students found it easier to form peer relationships in a linear model (43.9% or 93 students said easy vs. 23.1% or 49 students in semester). Semester saw higher levels of difficulty and uncertainty in this area (17% or 36 students said difficult vs. 9.9% or 21 students for linear).
8. Staff connection was also rated easier under linear (43.8% or 91 students) than semester (22.6% or 47 students), with semester rated more difficult by a wider margin (25.5% or 53 students difficult or somewhat difficult for semester vs. 11.1% or 23 students for linear).
9. Among those with experience of both models, peer connection and staff connection remained stronger under linear, but students were more divided in their views.
10. Students overwhelmingly preferred five Flex blocks per week in both models, though support was stronger under linear (83.2%) than semester (68.3%), with more students selecting fewer blocks under semester.
11. Supports requested for linear focused on workload and mental health, while semester feedback emphasized the need for review opportunities and additional Flex time to support learning retention.
12. Open-ended feedback was mixed, with some students preferring the routine and homework support of linear, while others appreciated the academic pacing and lighter course load of semester. Many emphasized that Flex is essential, and that any schedule transition should be gradual.

FAMILY SURVEY RESPONSES

? Which class schedule format do you prefer for your child or children? (If your children only experienced one model, please answer based on that experience or what you believe might work best for them.)

👤 Responses received: 113

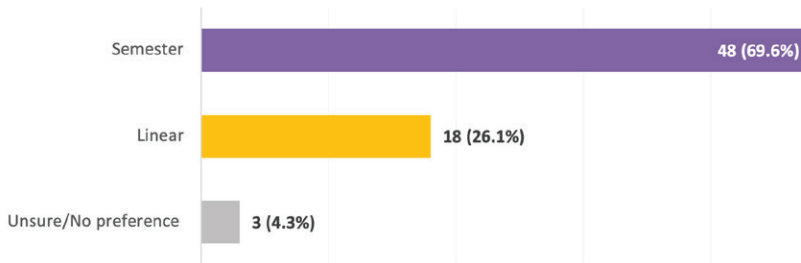
Of the 113 family respondents at Samuel Robertson Technical, the majority (61.9% or 70 respondents) indicated a preference for the semester schedule model. Just over a third (33.6% or 38 respondents) preferred the linear model, while a small portion (4.4% or 5 respondents) were unsure or had no preference.



👤 Drill-down: Preferences among parents/guardians of students with experience of both models or semester only

👤 Responses received: 69

Among the 113 family respondents, 69 had children with experience in both schedule models or in the semester model only, which is a significant portion of the total sample. Within this subgroup, nearly 70% (69.6% or 48 respondents) expressed a preference for the semester model, while just over a quarter (26.1% or 18 respondents) preferred linear. Only 4.3% (3 respondents) were unsure or had no preference. This suggests that even among those with firsthand experience of one or both models, support for the semester schedule remains strong.

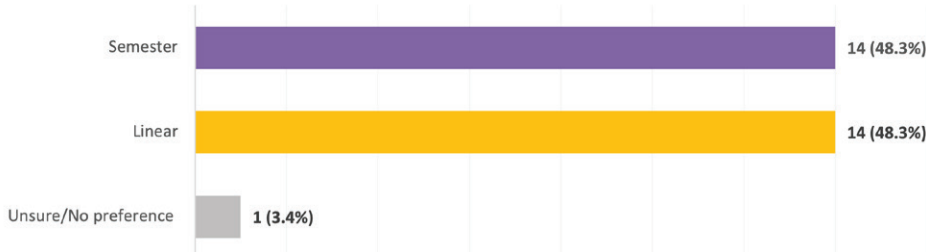


👤 Drill-down: Preferences among parents/guardians of students belonging to an equity-deserving group

👤 Responses received: 29

- ▶ Equity-deserving groups are students who may face additional barriers to learning or inclusion. This can include students with disabilities or diverse abilities; English Language Learners; Indigenous students; Black students or other students of colour; 2SLGBTQIA+ students; and students from newcomer or immigrant communities.

Among the 29 parents and guardians of students belonging to equity-deserving groups, preferences were evenly split between the two schedule models. An equal number (48.3% or 14 respondents) favoured semester and linear formats, with just one respondent (3.4%) indicating no preference. This balance in responses suggests that families of equity-deserving students may perceive both models as offering distinct benefits or challenges depending on individual circumstances.

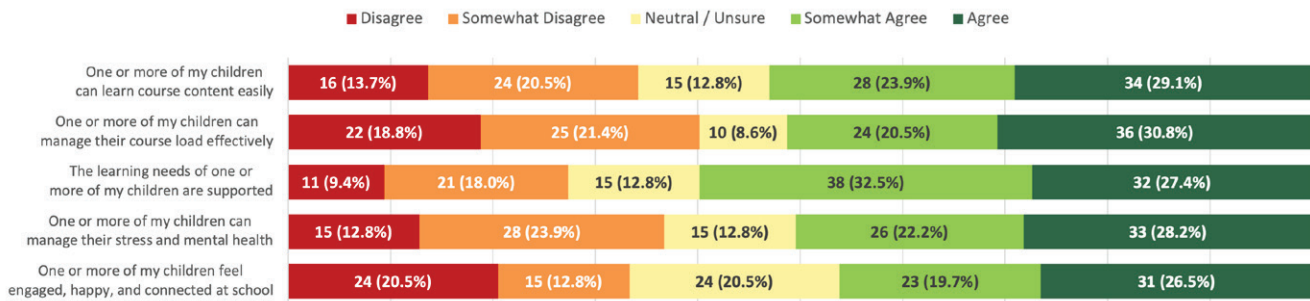


? In your experience or opinion, to what extent do you agree that a **linear schedule** supports the well-being of your child or children in the following areas?

Responses received: 117

Family feedback on the linear schedule was mixed. A majority of respondents agreed or somewhat agreed that their child could learn content easily (53.0% or 62 respondents), manage their course load (51.3% or 60 respondents), and have their learning needs supported (59.9% or 70 respondents). However, agreement was lower when it came to managing stress and mental health (50.4% or 59 respondents) and feeling engaged or connected at school (46.2% or 54 respondents).

These results suggest that while families see strengths in academic delivery under a linear schedule, well-being and connection may be less consistently supported.

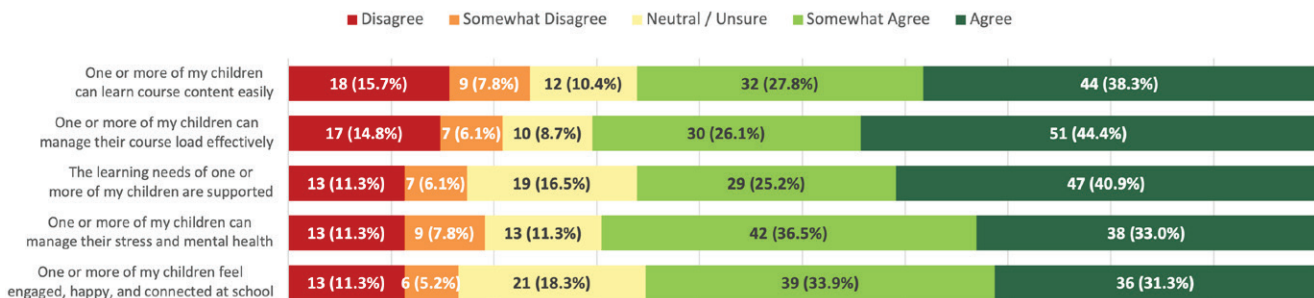


? In your experience or opinion, to what extent do you agree that a **semester schedule** supports the well-being of your child or children in the following areas? (If your family has not experienced a semester system, please answer based on what you think might work best for your child or children.)

Responses received: 115

Families responded more positively about the semester model's support for student well-being across all five areas. The majority agreed or somewhat agreed that their child could manage their course load (70.5% or 81 respondents), have their learning needs met (66.1% or 76 respondents), and learn content easily (66.1% or 76 respondents). Support for stress and mental health (69.5% or 80 respondents) and a sense of engagement and connection at school (65.2% or 75 respondents) were also more strongly endorsed compared to the linear model.

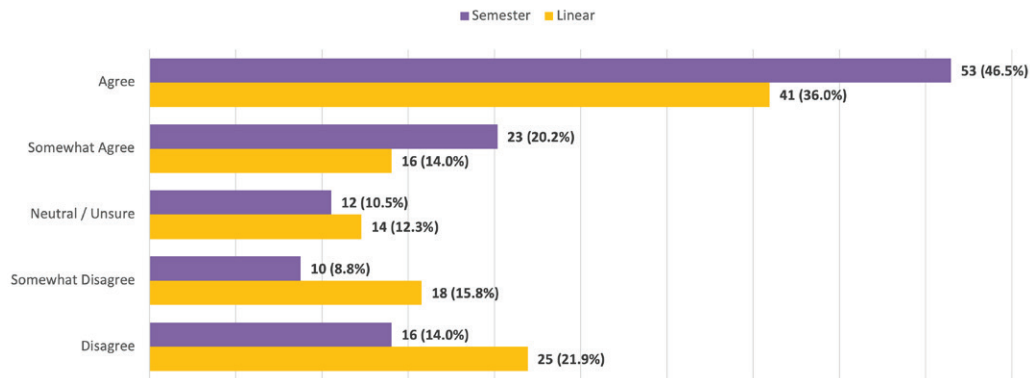
These findings suggest families perceive semester scheduling as more supportive overall, particularly in areas tied to academic manageability and emotional well-being.



? To what extent do you agree that each of the two schedule models support (or would support) your child's or children's success in **literacy**?

Responses received: 114

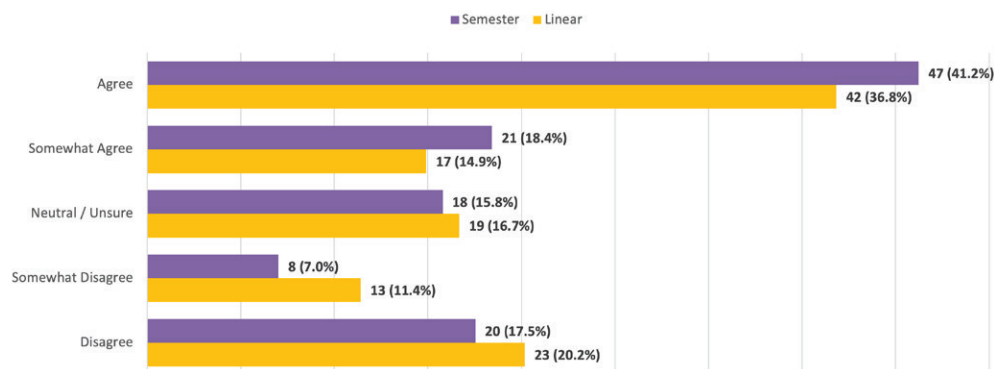
When asked which model better supports their child's literacy success, nearly half of respondents (46.5% or 53 votes) agreed that the semester model is supportive, compared to 36.0% (41 votes) for linear. While both models saw relatively similar somewhat agree responses (20.2% or 23 votes for semester, 14.0% or 16 votes for linear), the linear model drew higher levels of disagreement, with over one-third of respondents indicating they somewhat disagreed or disagreed (15.8% or 18 votes and 21.9% or 25 votes, respectively). These results suggest stronger confidence in the semester model's ability to support literacy.



? To what extent do you agree that each of the two schedule models support (or would support) your child's or children's success in **numeracy**?

Responses received: 114

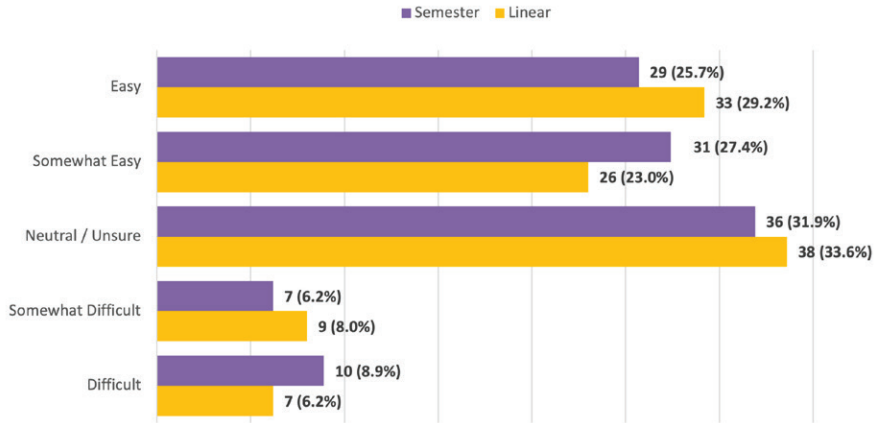
Families reported relatively similar levels of agreement that both models support numeracy success, with a slight preference toward the semester system. Agreement was highest for the semester model (41.2% or 47 votes) compared to linear (36.8% or 42 votes), and fewer respondents selected somewhat disagree for semester (7.0% or 8 votes) than linear (11.4% or 13 votes). However, levels of uncertainty and disagreement were comparable across models, suggesting mixed perceptions overall.



? In your experience or opinion, how easy or difficult is it for your child or children to build positive connections with their **peers** in each of the two schedule models?

Responses received: 113

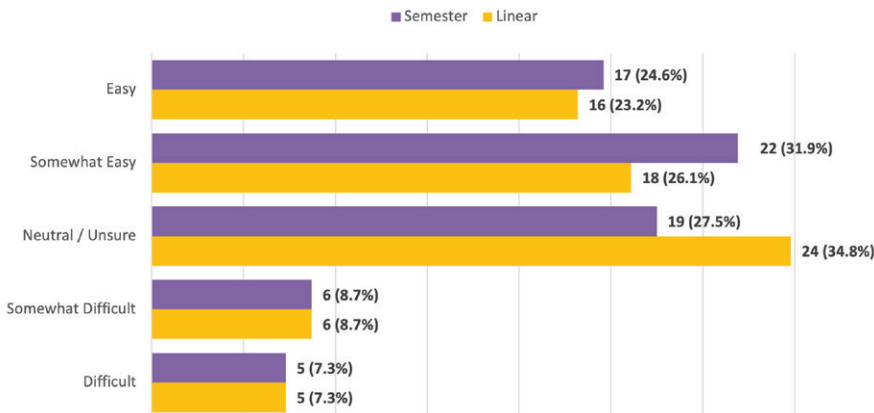
Families reported similar experiences with peer connection under both schedule models. Just over half of respondents said it was somewhat easy or easy for their child to build peer relationships in either model (52.2% or 59 votes for linear and 53.1% or 60 votes for semester). Neutral or unsure responses were common in both cases, making up about one-third of responses. Only a small proportion reported difficulty under either model, indicating that peer connection may not be strongly influenced by the schedule format.



📍 **Drill-down: Preferences among parents/guardians whose child(ren) experienced both models or semester only**

👤 **Responses received: 69**

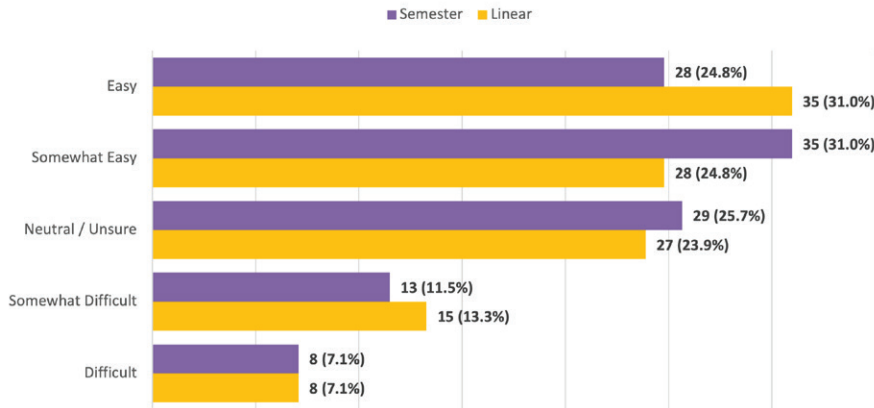
Among families whose children experienced both models or semester only, peer connection was seen as slightly easier under the semester model. A greater proportion selected easy or somewhat easy for semester (56.5% or 39 respondents) compared to linear (49.3% or 34 respondents). Meanwhile, neutral responses were higher for linear (34.8% or 24 respondents vs. 27.5% or 19 respondents for semester), suggesting more uncertainty about its impact on peer relationships. Difficulty ratings remained identical across both models.



👤 *In your experience or opinion, how easy or difficult is it for your child or children to build positive connections with **staff** in each of the two schedule models?*

👤 **Responses received: 113**

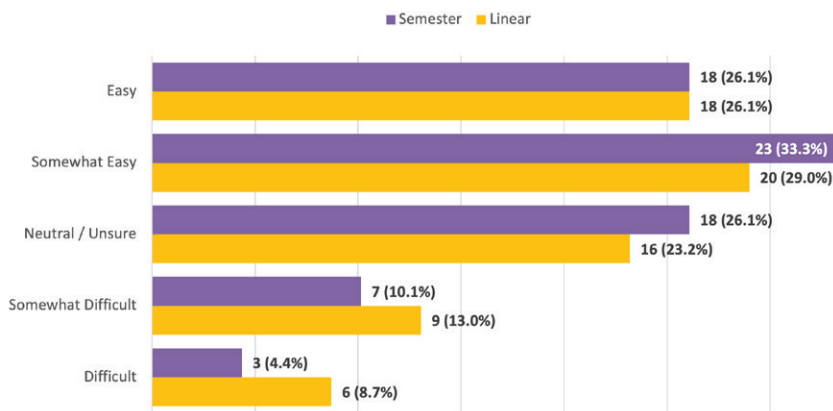
When asked about ease of staff connection, responses were evenly split. Equal numbers of families (55.8% or 63 votes each) found it easy or somewhat easy to build positive staff relationships under either model. Linear showed slightly fewer respondents indicating difficulty, while semester saw a marginally higher rate of neutral responses, suggesting mixed views with no clear preference.



☉ **Drill-down: Preferences among parents/guardians whose child(ren) experienced both models or semester only**

👤 **Responses received: 69**

Among families whose children experienced both models or semester only, responses regarding staff connection were evenly distributed across both systems. Equal numbers (26.1% or 18 respondents) found it easy to build staff relationships under either model, with slightly more respondents selecting somewhat easy for semester (33.3% or 23 respondents vs. 29.0% or 20 respondents). Semester also saw fewer difficult responses, suggesting a modest lean toward semester in terms of supporting staff relationships, though the overall pattern remains mixed.



❓ **If the school remains on a linear model, what supports (if any) do you believe your child or children would need to be successful?**

👤 **Responses received: 66**

Based on the feedback received, several common themes emerge. Respondents emphasized the importance of tutorial or flex blocks but expressed concern that these periods are not always used effectively or equitably. Some noted a lack of teacher availability or engagement during these times. There is also a call for better balance in daily schedules, especially between academic and elective courses. Support for maintaining consistent learning without large gaps was noted as beneficial. Finally, the need for accessible support staff to address diverse learning needs was highlighted. Below is a sampling of responses received to this question. A full list will be shared with the school community for review.

- “ Proper balance of classes each day. Academic and elective classes **MUST** be balanced. You can't have 3 academic classes on one day and only one on the alternate day.
- “ More free blocks to study get help etc... 8 classes in grades 11 and 12 is too difficult.
- “ Balanced classes, continued flex, connection with teachers.

- “ Higher level course issues should be offered and run parallel. My son who finished grade 12 last year took pre-Calc 12 at the same time as taking calculus 12 via correspondence and this was challenging and not a good way to learn calculus 12. He was unprepared for his start to University. Additionally, it was a big change to go from Linear system in high school to Semester in University.
- “ I feel that teachers should communicate with students in the same way for all classes. From my experience not all teachers provide updated information about what's due and by what date. If the course outline of grades per assignment or test was provided at the beginning of year/semester and when it's due by, kids would be able to foresee what's expected and when. I hear often from my kids there isn't communication about when things are due, nor is there a way to check.

❓ *If the school transitions to a **semester model**, what supports (if any) do you believe your child or children would need to be successful?*

👤 **Responses received: 59**

Respondents highlighted the need for regular refreshers or review opportunities to help students retain material, particularly in subjects like math where long gaps between courses may occur. There is also concern that additional academic supports may be needed at the start of each semester to help students re-engage with content after a break. Tutorial blocks were mentioned as a potentially valuable support mechanism. One respondent wondered about the semester model's effectiveness for students with learning challenges, suggesting that targeted interventions for these students would be important. Below is a sampling of responses received. A full list will be shared with the school community for review.

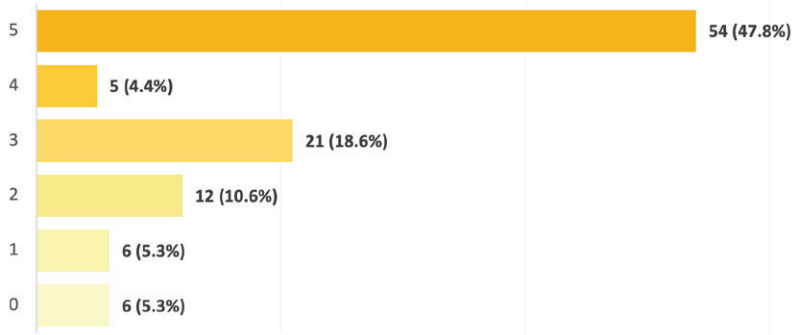
- “ *Balanced timetable, movement breaks, option for linear physical movement / fine arts.*
- “ *Opportunities to connect with teachers as parents to ensure we are supporting the faster pace at home and ensuring assignments are done. Communication from teachers with regular progress reports.*
- “ *More flex block time to study and make connections with others. Also to catch up quickly as 2 days of school missed due to illness would put them significantly further behind in class work.*
- “ *Clear communication about progress throughout semester and updates throughout semester to ensure students are aware of the shortened time to achieve success in a course.*
- “ *Some additional refresher courses for students that have a large gap between classes.*

❓ *In a **linear** timetable, how many Flex blocks per week do you believe would be ideal? (A definition of Flex is provided below.)*

- ▶ A Flex block is a scheduled period during the school day that provides students with flexible time to engage in activities that support their academic success and personal growth. Students may use this time to: receive extra help or tutoring from teachers; work on assignments or group projects; participate in enrichment activities or clubs; explore areas of interest beyond the standard curriculum; engage in self-directed learning or independent study. The goal of the Flex block is to provide students with autonomy in their learning while ensuring they have the support and resources they need to succeed.

👤 **Responses received: 113**

In response to how many Flex blocks per week would be ideal in a linear timetable, nearly half of respondents (47.8%) indicated a preference for five Flex blocks per week. The next most common response was three Flex blocks (18.6%), followed by two (10.6%). Very few respondents selected zero (5.3%) or one (5.3%), and 8% were unsure or had no opinion. Overall, the data suggests a strong preference for maintaining daily Flex time in a linear model.

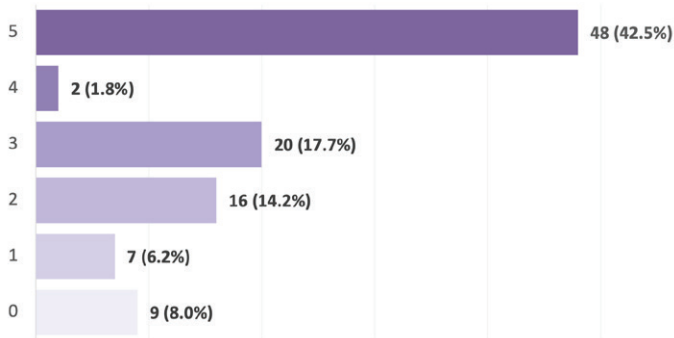


? In a semester timetable, how many Flex blocks per week do you believe would be ideal?

Person icon Responses received: 113

When asked how many Flex blocks per week would be ideal in a semester timetable, 42.5% of respondents selected five Flex blocks, mirroring preferences seen in the linear model. Three blocks (17.7%) and two blocks (14.2%) were the next most commonly selected options. Very few chose one block (6.2%), zero blocks (8.0%), or four blocks (1.8%).

Overall, the data suggests continued support for frequent Flex time, even within a semester structure.



? Is there any other feedback you would like to share?

Person icon Responses received: 43

Family feedback reflected a range of perspectives on the scheduling models. Some respondents shared that the return to a linear system negatively impacted their children’s academic performance and mental health, while others expressed concern that a semester model might not meet the needs of students with learning difficulties. Several families felt that the semester model would better prepare students for university, while others preferred the structure and pacing of linear. Across both models, there was a shared emphasis on the importance of daily check-ins and the value of flex time to support student well-being and learning. Overall, strong preferences were expressed on both sides, highlighting the diversity of family experiences and priorities.

KEY TAKEAWAYS - SAMUEL ROBERTSON TECHNICAL FAMILIES

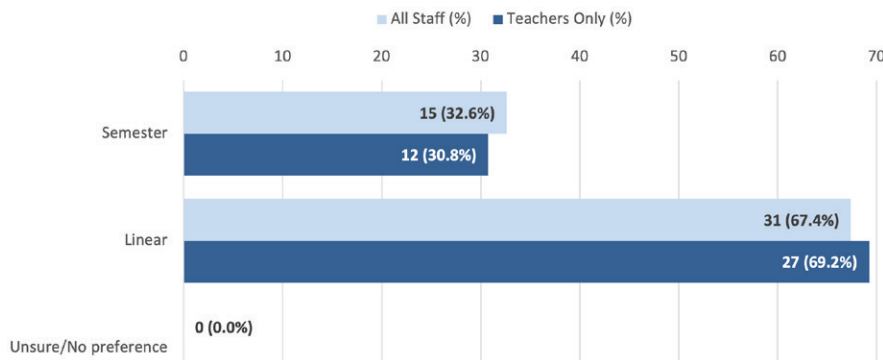
1. Families were divided in their schedule preferences, with 61.9% (70 respondents) preferring the semester model and 33.6% (38 respondents) preferring linear. This contrasts with the student responses at SRT, which leaned more toward linear.
2. Experience influenced preference strength: Among families whose children had experience with both models or semester only, 69.6% (48 respondents) preferred the semester system, suggesting that firsthand familiarity may lead to greater support.
3. Families of equity-deserving students were evenly split in their schedule preferences, with 48.3% (14 respondents each) preferring each model.
4. Support for student learning, engagement, mental health, and workload management was stronger under the semester model, with 65.2% to 70.5% agreeing or somewhat agreeing in each area, compared to agreement levels of 46.2% to 59.9% under linear.
5. Literacy support was viewed more favourably under the semester model overall (66.7% or 76 respondents agree or somewhat agree) compared to 50% or 57 respondents for linear.
6. Numeracy support appeared more closely divided, with slight preference for the semester model (59.6% or 68 respondents agreement vs. 51.7% or 59 respondents under linear).
7. Families said it was easy or somewhat easy for their child to build positive connections with their peers (52.2% or 59 votes for linear and 53.1% or 60 votes for semester) and staff (55.8% for linear and 55.8% for semester – 63 votes each) in either model.
8. Flex time was considered critical under both models. In a linear schedule, 47.8% preferred five Flex blocks per week, while in semester, 42.5% did.
9. Families emphasized the importance of using Flex time effectively, with several calling for better structure, support, or expectations to ensure students use this time productively.
10. Concerns were raised about long gaps between related subjects, such as math or music, in the semester model. Some families worried that these breaks could negatively affect retention or readiness for future learning.
11. Parents of students with learning challenges were split. Some felt linear offered needed stability and pacing, while others felt semester allowed for deeper focus with fewer concurrent courses.
12. Some families voiced strong preferences—with both pro-linear and pro-semester sentiments expressed—while others focused on the need for consistent models across the district to prevent disruption or inequity.

STAFF SURVEY RESPONSES

? Which class schedule format do you prefer? (If you have only experienced one model, please answer based on your experience or what you think might work best for you.)

Responses received: 46

Staff preferences for class schedule format leaned strongly toward the linear model. Among all staff respondents, 67.4% (31 respondents) preferred the linear format, while 32.6% (15 respondents) preferred the semester model. Teacher responses were nearly identical, with 69.2% (27 respondents) preferring the linear format and 30.8% (12 respondents) preferring semester. No staff members selected unsure or no preference. This clear majority suggests strong overall support for the linear format.

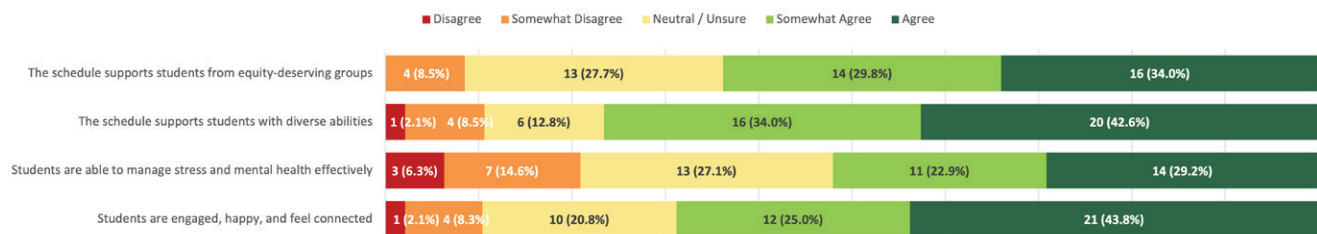


? In a linear schedule, to what extent do you agree with the following statements about student well-being?

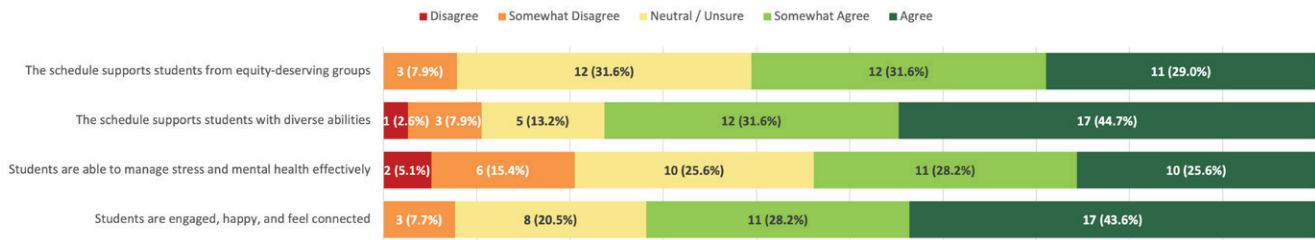
All staff responses received: 48

Overall, responses from both staff and teachers suggest moderately positive perceptions of the linear schedule’s impact on student well-being, with some variation across specific domains. Across both groups, the highest levels of agreement were observed in relation to supporting students with diverse abilities (76.6% or 36 staff, 76.3% or 29 teachers) and fostering student engagement and connection (68.8% or 33 staff, 71.8% or 28 teachers). Perceptions were slightly more divided on mental health, where about 52.1% of staff (25) and 53.8% (21) of teachers agreed that the schedule helps students manage stress effectively. Perceptions of equity-related support were positive, with 63.8% of staff (30) and 60.6% of teachers (23) agreeing or somewhat agreeing that the schedule supports students from equity-deserving groups.

These results suggest that while the linear model is generally seen as supportive, especially in areas of inclusion and engagement, there remains room for growth in how the schedule supports mental health.



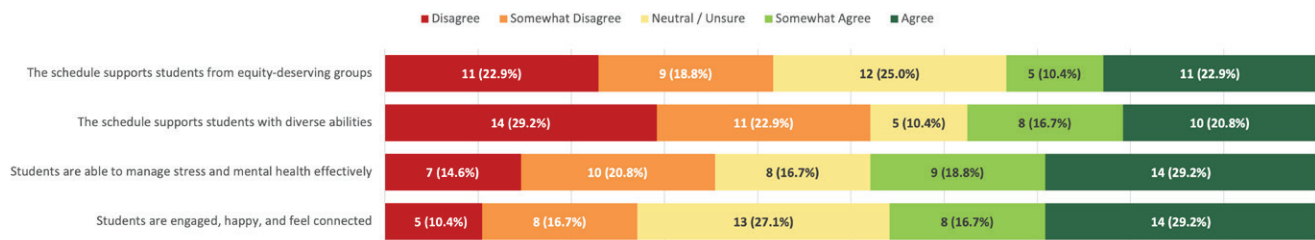
Teacher responses received: 39



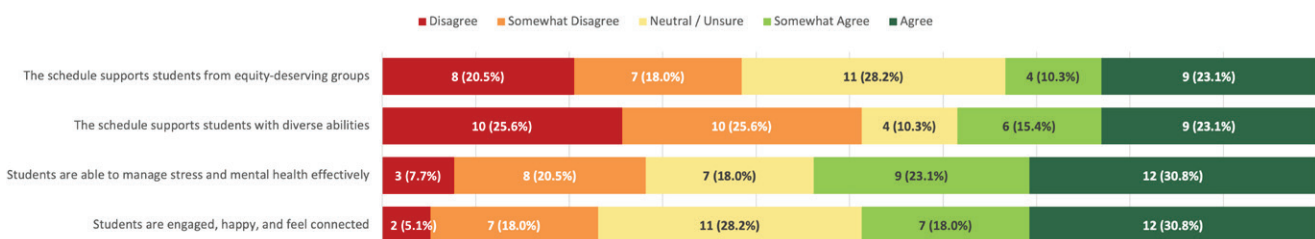
In a semester schedule, to what extent do you agree with the following statements about student well-being?

All staff responses received: 48

Responses from both staff and teachers indicate a more divided view of the semester model’s impact on student well-being compared to the linear model. Support was strongest in areas of engagement and mental health, with 48% of all staff (23) and 53.9% of teachers (21) agreeing or somewhat agreeing that the semester model helps students manage stress. However, when it came to supporting equity-deserving groups and students with diverse abilities, only between 33.3% and 38.5% expressed agreement—noticeably lower than under the linear model. Across all categories, a sizeable portion of staff remained neutral or disagreed, pointing to a more mixed sentiment about whether the semester model meets students’ holistic needs.



Teacher responses received: 39



Drill-down: Student well-being as perceived by staff under the two schedule models

The drill-down comparison shows that both all staff and teachers only at SRT are aligned in perceiving the linear schedule as being generally more supportive of student well-being. The only area where the semester system was perceived to have a slight advantage by teachers was in the effective management of stress and mental health (53.8% for linear and 53.9% for semester), although even in this category there were more disagrees and agrees articulated under the semester model.

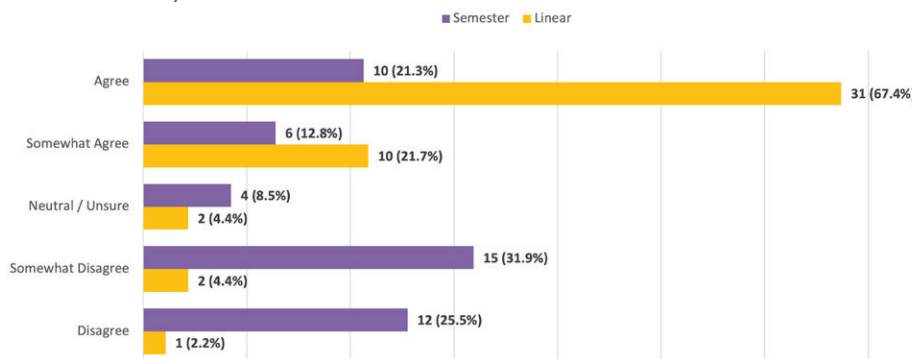
? To what extent do you agree that each of the two schedule models support (or would support) student success in *literacy*?

👤 All staff responses received: 47

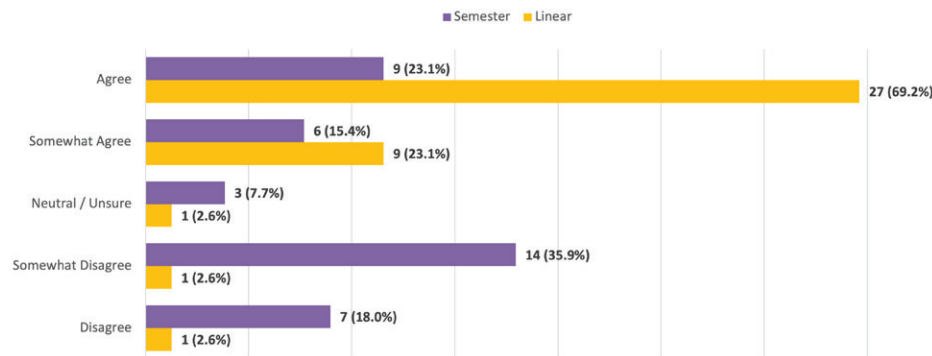
Staff and teacher responses show a clear preference for the linear model when it comes to supporting student success in literacy. Among all staff, 67.4% (31 respondents) agreed that the linear model supports literacy success, compared to just 21.3% (10 respondents) for the semester model. Staff were significantly more critical of the semester model’s support for literacy, with 57.4% (27 respondents) expressing disagreement or partial disagreement, compared to just 6.6% (3 respondents) for the linear model.

This trend is reflected among teachers, where 69.2% (27 respondents) agreed that the linear model supports literacy success, compared to 23.1% (9 respondents) for semester. More than half of teachers (53.9% or 21 respondents) disagreed or somewhat disagreed that the semester model supports literacy success, while only 5.2% (2 respondents) expressed disagreement with the linear model.

Overall, these results suggest that both teachers and staff see the linear model as significantly more effective for promoting literacy outcomes, with concerns raised about the semester format’s capacity to deliver consistent and effective literacy instruction.



👤 Teacher responses received: 39



? To what extent do you agree that each of the two schedule models support (or would support) student success in *numeracy*?

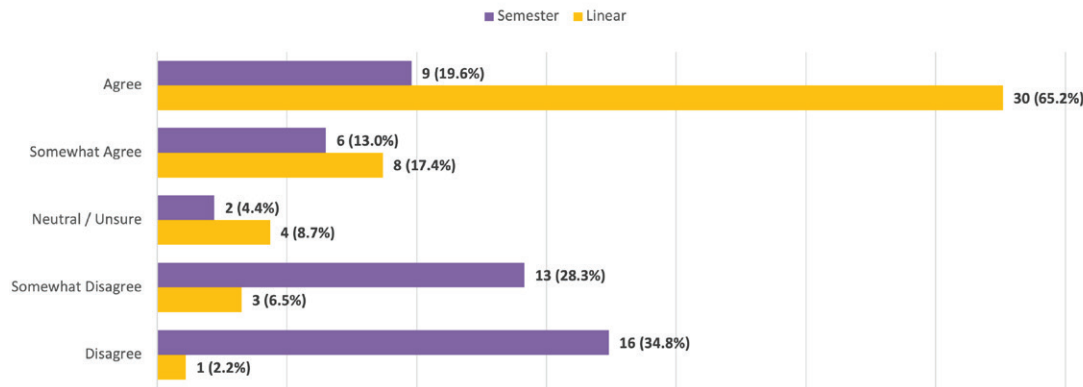
👤 All staff responses received: 46

Staff responses strongly favoured the linear model in supporting student success in numeracy. A combined 82.6% of staff (38 respondents) agreed or somewhat agreed that the linear schedule supports numeracy (65.2% or 30 respondents agree, 17.4% or 8 respondents somewhat agree), while only 32.6% (15 respondents) expressed agreement for the semester model (19.6% or 9 respondents agree, 13.0% or 6 respondents somewhat agree).

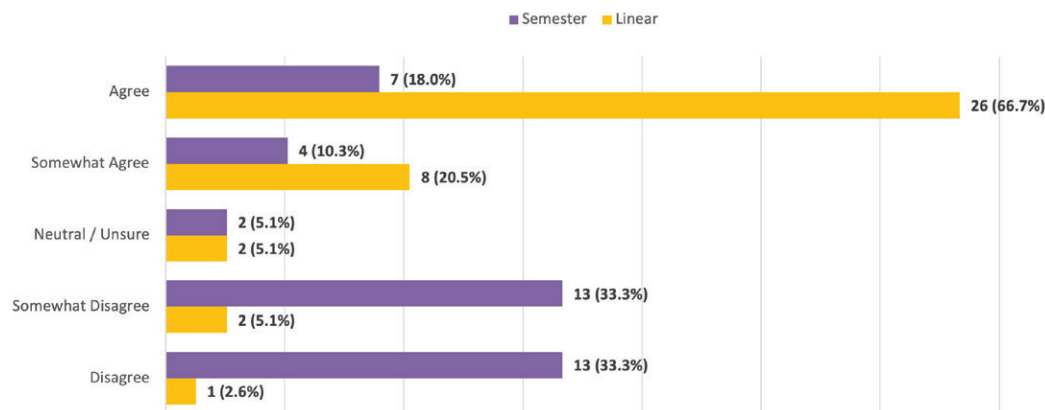
By contrast, 63.1% of staff (29 respondents) expressed disagreement with the semester model’s ability to support numeracy (34.8% or 16 respondents disagree, 28.3% or 13 respondents somewhat disagree), compared to just 8.7% (4 respondents) who expressed disagreement with the linear model.

When comparing all staff responses to those of teachers only, the trend remains consistent. 87.2% of teachers (34) agreed or somewhat agreed that the linear model supports numeracy success, versus 28.3% (11) for semester. This suggests that while both groups clearly favour the linear model for numeracy, teachers are slightly more decisive in their support.

Overall, the data shows a clear and strong preference for the linear model when it comes to numeracy instruction, with staff citing concerns about the effectiveness of the semester model in supporting mathematical learning outcomes.



Teacher responses received: 39

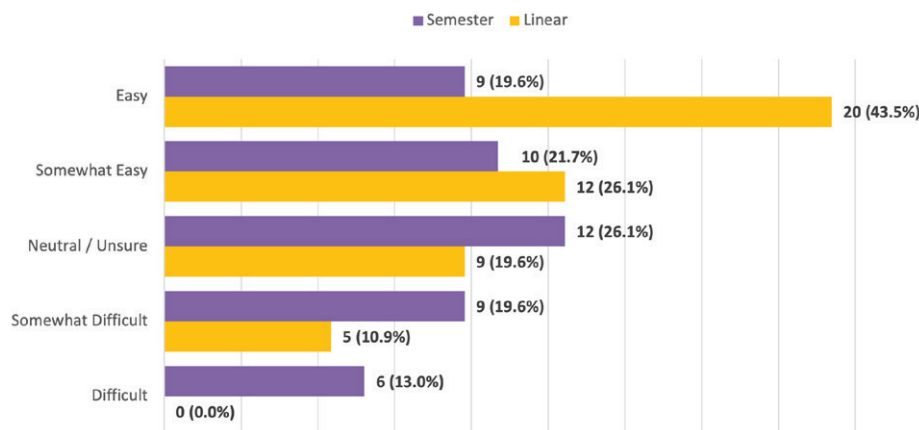


Based on your observations, how easy or difficult is it for students to build positive connections with their peers in each schedule model?

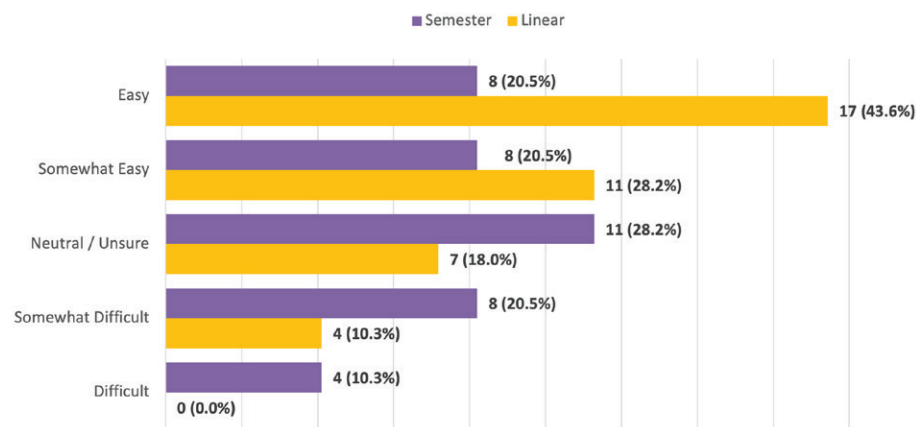
All staff responses received: 46

When asked about students’ ability to build positive connections with their peers, linear scheduling received stronger support across both staff and teacher groups. Among all staff respondents, 69.6% (32 respondents) said it was easy or somewhat easy for students to build peer connections in the linear model, compared to only 41.3% (19 respondents) who said the same about the semester model. Additionally, none of the staff rated peer connections as difficult under the linear model, while 13% (6 respondents) did so for the semester model.

Among teachers only, the gap between the two models was slightly more pronounced. 71.8% of teachers (28 respondents) rated peer connection as easy or somewhat easy in the linear model versus 41% (16 respondents) in semester. Teachers were also more likely to indicate somewhat difficult or difficult under the semester model, with 30.8% (12 respondents) selecting these categories versus 10.3% (4 respondents) for linear. These results suggest that linear scheduling may provide more consistent social opportunities for students to foster peer relationships.



Teacher responses received: 39



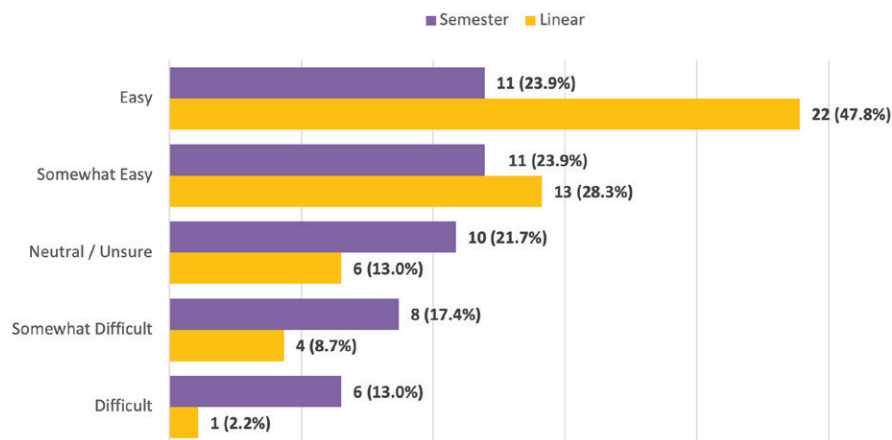
? Based on your observations, how easy or difficult is it for students to build positive connections with **staff** in each schedule model?

👤 All staff responses received: 46

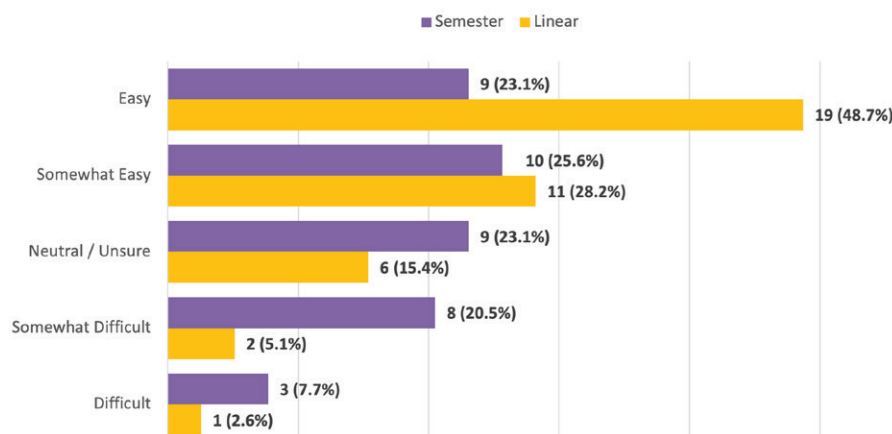
When asked about students’ ability to build positive relationships with staff, linear scheduling was viewed more favourably than semester by both all staff and teachers. Among all staff respondents, 76.1% (35 respondents) rated linear as easy or somewhat easy compared to 47.8% (22 respondents) for semester. Ratings of difficulty were also higher for the semester model: 30.4% (14 respondents) said it was somewhat difficult or difficult in semester, compared to 10.9% (5 respondents) for linear.

Among teachers only, the trend was consistent. 76.9% (30 respondents) rated linear as easy or somewhat easy for student-staff connection, while only 48.7% (19 respondents) did so for semester. Ratings of difficulty were also consistent with staff: 28.2% (11 respondents) of teachers said it was somewhat difficult or difficult to build student-staff connections in semester compared to 7.7% (3 respondents) for linear.

These results reinforce a clear preference among both staff groups for the linear model when it comes to fostering student-staff connections, likely reflecting the benefits of longer-term, ongoing contact throughout the school year.



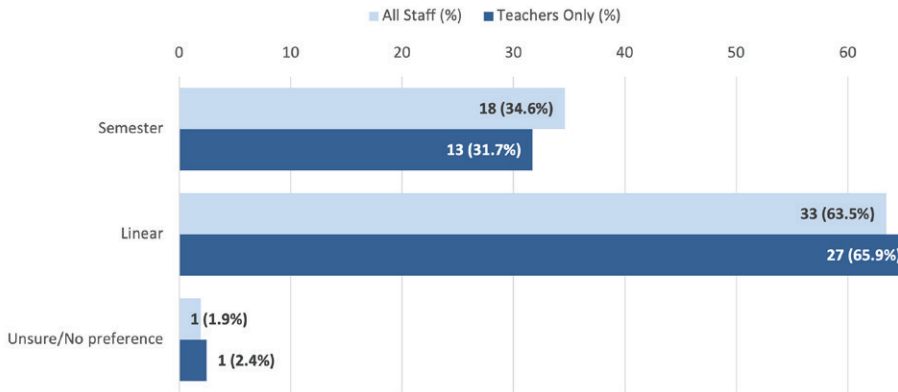
👤 Teacher responses received: 39



? Which model do you feel best supports student learning?

Responses received: 52

Staff responses indicate a clear preference for the linear model as the schedule format that best supports student learning. Among all staff respondents, 63.5% (33 respondents) selected linear compared to 34.6% (18 respondents) who chose semester, with only one respondent (1.9%) unsure. Teachers showed an even stronger preference, with 65.9% (27 respondents) favouring linear and 31.7% (13 respondents) selecting semester, while 2.4% (1 respondent) being unsure. Overall, the data suggests that both teachers and broader staff perceive the linear schedule as more effective for supporting student learning.



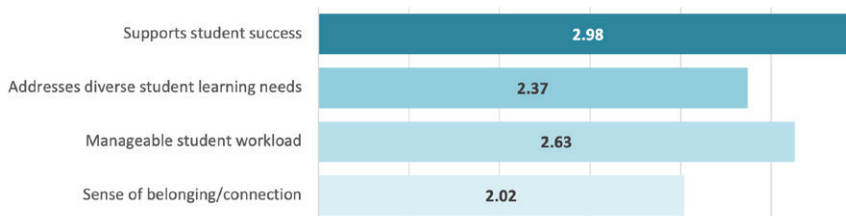
? Based on your observations, rank the following factors from most important to least important when considering a school schedule (1 being the most important and 4 being the least important).

► This chart converts these rankings into weighted scores. Higher average scores indicate greater overall priority, based on how consistently a factor was ranked highly.

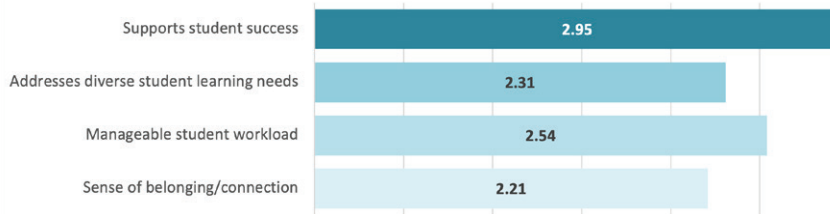
All staff responses received: 49

Staff were asked to rank key priorities when considering a school schedule. Across all 49 staff respondents, the highest priority was supporting student success, followed by manageable student workload and addressing diverse student learning needs. Sense of belonging/connection ranked lowest on average, though it was still considered important.

Teachers' responses (39) followed a nearly identical pattern, with the same priority order: student success (2.95), workload (2.54), diverse needs (2.31), and belonging (2.21). These results indicate strong alignment between teachers and the broader staff group on the relative importance of each factor.



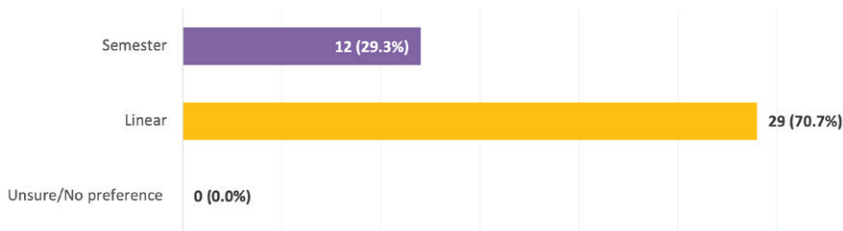
Teacher responses received: 39



When considering your classroom lesson planning responsibilities, which schedule model best supports your workload?

Responses received: 41

When asked which schedule model best supports their lesson planning workload, nearly three-quarters of respondents (70.7% or 29 respondents) selected the linear model, while just under a third (29.3% or 12 respondents) preferred the semester model. No respondents indicated uncertainty or a lack of preference. This strong lean toward linear scheduling suggests that many educators find the pacing and structure of the linear model more manageable for lesson preparation across the year.

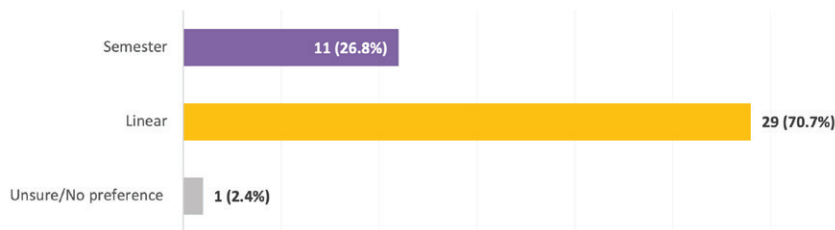


Which schedule model gives you more confidence in managing the pace and frequency of formative assessment in your classroom?

▶ Formative assessment refers to regular, informal checks for understanding during learning—such as quizzes, practice tasks, or classroom questioning—which help teachers adjust instruction to support student success.

Responses received: 41

When asked which schedule model gives them more confidence in managing the pace and frequency of formative assessment, a clear majority of respondents (70.7% or 29 respondents) selected the linear model, while just 26.8% (11 respondents) preferred the semester model. Only one respondent (2.4%) indicated they were unsure. This indicates that educators at SRT feel the linear model provides a more manageable structure for ongoing assessment practices throughout the school year.

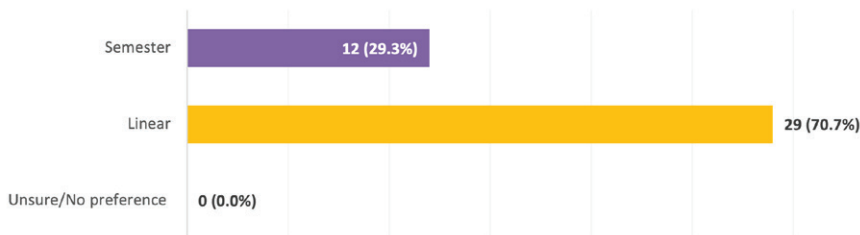


Which schedule model gives you more confidence in managing the pace and frequency of summative assessment in your classroom?

▶ Summative assessment refers to formal evaluations, such as end-of-unit tests, major projects, or final exams, that measure student learning at the end of a period of instruction.

Responses received: 41

When asked which schedule model gives them more confidence in managing the pace and frequency of summative assessment, 70.7% (29 respondents) of respondents again selected the linear model, while 29.3% (12 respondents) chose the semester model. No respondents selected unsure. This indicates that a significant majority of educators at SRT feel that the linear schedule provides a more supportive structure for pacing and planning summative assessments.

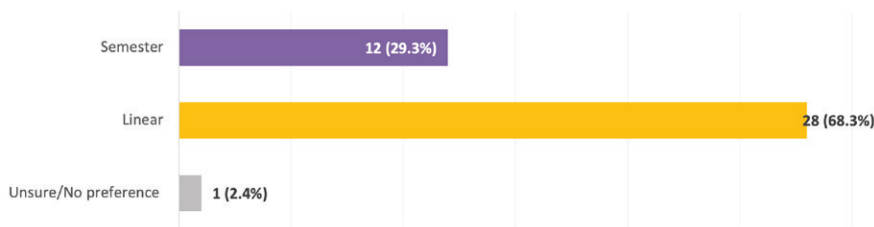


Which schedule model gives you more confidence in managing the pace and frequency of formal and informal reporting?

▶ Formal reporting refers to structured updates on student progress, such as report cards or official written communication to families. Informal reporting includes less formal interactions like emails, phone calls, or parent-teacher conferences that provide ongoing insights into student learning and engagement.

Responses received: 41

When asked which schedule model gives them more confidence in managing the pace and frequency of both formal and informal reporting, 68.3% of respondents (28) selected the linear model, while 29.3% (12 respondents) chose the semester model. One respondent (2.4%) indicated they were unsure. This suggests that most educators at SRT find the linear model better supports the rhythm and structure of ongoing communication with families, whether through formal reporting like report cards or informal updates such as phone calls and conferences.



If the school remains on a *linear model*, what supports (if any) do you think students would need to be successful?

Responses received: 29

Staff highlighted a range of supports to help students thrive under a linear schedule. These included enhanced academic supports, increased access to counselling and mental health services, and more Flex or tutorial time to reinforce learning. Additional staffing (e.g., education assistants and reduced caseloads for support workers) was also seen as important. Several responses emphasized the value of targeted support for planning and organization, as well as more structured opportunities for students to build meaningful connections with both staff and peers.

A sample of comments from staff follows. The full list will be shared with the school for further review.

- “ More counselling time. Optional tutorial time before and at end of the day like last year. Attendance monitoring and check ins. More Education Assistant time in class.
- “ More hands-on learning opportunities Less tests as assessments More opportunities to work creatively, and with peers
- “ Class advisory, or more frequent homeroom check-ins to address organization, planning and connectedness within the school.
- “ Linear model benefits deeper learning, student support, and long-term flexibility. Supports would be needed to maintain student focus or motivation over a longer duration, including student-identified supports, check-ins, goal-setting and time management planning.
- “ Continuing to support new high school students in the transition from K-7 to 8-12. Having 8 classes is initially difficult for many students, as it is new, but we have school-based programs aimed at helping students transition. These should continue and be supported by staff to ensure students have social-emotional supports during this time, as well as support with organization and time management.

🔍 *If the school transitions to a **semester model**, what supports (if any) do you think students would need to be successful?*

👤 **Responses received: 29**

Staff noted that a successful shift to a semester model would require intentional supports to help students manage the increased pace and intensity of learning. Key themes included regular access to tutorial time and structured check-ins with a supportive adult in the building, such as through a homeroom model. Counselling and mental health services were again emphasized as essential. Staff also pointed to the need for support blocks in both semesters, tutoring opportunities, and enhanced literacy and numeracy supports. Many stressed the importance of careful subject scheduling (particularly for math and English) to prevent gaps in learning, along with balanced placement of electives and academic courses across semesters.

A sample of staff comments is included below. The full list will be shared with the school for further review.

- “ *The same support as in the linear model. In the semester model, however, course requirements might not enable support resources to be available each semester (i.e a student's timetable may provide for support in ONLY ONE semester. The student might have more courses requiring support in the second semester, but can only be accommodated in the first semester).*
- “ *Some consideration needs to be given to prevent math/science in particular from being scheduled first semester one year and second semester the next year.*
- “ *For students who have Support Teachers, we will just need to remind the students and staff that these students are allowed to drop in to the Support Room for help year-long regardless of which semester their support block is in.*
- “ *If a student is not feeling like they have connected with one of their teachers, then there needs to be an adult in the building they can check in and get support. Perhaps a homeroom model.*
- “ *For diverse learners, split support blocks, strategic planning to limit lengthy gaps between numeracy and literacy, and close attention to balancing course loads of both students and teachers. Teachers without prep blocks and multiple prep courses will not be as effective when it comes to supporting their students as those who have an opportunity to prep once every 2 days.*

? *If the school remains on a **linear model**, what supports (if any) do you think you would need to be successful?*

👤 Responses received: 27

Staff highlighted various areas where supports would be beneficial, including in workload management, reporting, prep time, better access to technology, additional education assistant time and additional time for preparing report cards and assessments, more collaboration time, and more flexibility to support diverse learners

A sample of staff comments is included below. The full list will be shared with the school for further review.

- “ *Reporting is the biggest issue with linear, but not sure what could be done to alleviate that.*
- “ *I would like to have a text book for my students to follow a curriculum, to learn to read from a book and find information. This would allow them to practice prior to going to post secondary institutions.*
- “ *An education assistant in every class. More money for resources and supplies (textbooks). More time for writing report cards and assessment.*
- “ *More staffing in the classrooms, more support teachers, less students on support teacher caseloads. More understanding of teachers about “new” competency base curriculum, less test heavy.*
- “ *Same as students: Less block shifts from day to day and week to week. Have flex in the morning on day 1 and afternoon day 2, and that’s the only schedule order difference between day 1 and 2. Day 1 and 2, back and forth regardless of day of the week (example, Friday would have been day 2, but there was a holiday on the Friday, so day 2 is now the next in-session day - Monday).*

? *If the school transitions to a **semester model**, what supports (if any) do you think you would need to be successful?*

👤 Responses received: 29

Staff consistently emphasized the importance of adequate prep time, especially for teachers who may not have a prep block in one of the semesters. Many expressed concern about the demands of delivering content in a compressed timeframe and highlighted the need for supports that enable tight planning, efficient delivery, and timely feedback. Other feedback included systems to streamline grading, opportunities for frequent team meetings to align assessments and identify student needs, support with course pacing, and ensuring a balanced teaching load across semesters. Prep time emerged as the most consistently cited need.

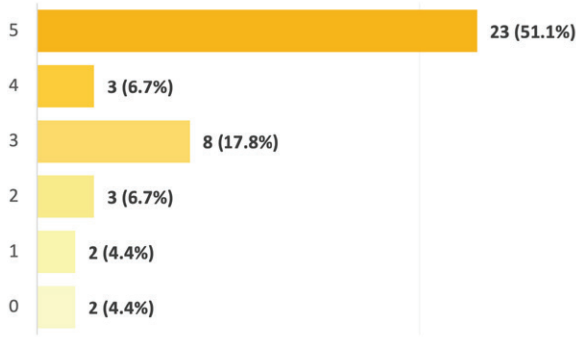
A sample of staff comments is included below. The full list will be shared with the school for further review.

- “ *I would need some guidance on pacing the curriculum for students to not feel overwhelmed or burnt out.*
- “ *Burnout during the semester where you teach 4 out of 4 blocks is a major concern. There is far less time to catch up with non-instructional tasks that help make your day to day teaching smoother. It’s go, go, go every day, all day for 5 months.*
- “ *A balanced course load between semesters and fewer courses to prep for in the semester without a prep.*
- “ *Just requests considered for which semester prep is in (the more difficult content load or the one with more varied courses being taught)*
- “ *A prep both semesters.*

? *In a **linear timetable**, what do you believe is the ideal number of Flex blocks per week?*

👤 Responses received: 45

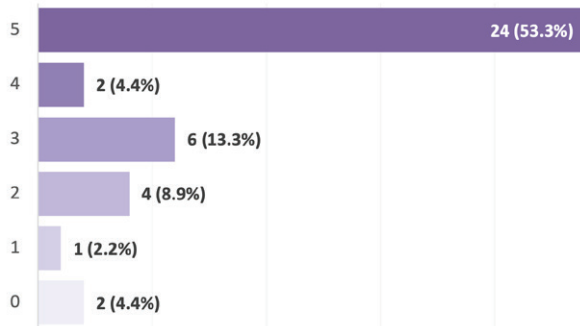
When asked about the ideal number of Flex blocks per week under a linear timetable, a majority of staff respondents (51.1%) indicated that five Flex blocks per week is ideal. This was followed by 17.8% who preferred three Flex blocks, and smaller groups selecting two or four blocks (6.7% each). Very few respondents supported just one block (4.4%) or none at all (4.4%). These responses suggest strong overall support for maintaining daily Flex time in a linear model, with over half of respondents favouring the current structure of one Flex block per day.



? In a semester timetable, what do you believe is the ideal number of Flex blocks per week?

Person icon Responses received: 45

In a semester timetable, most staff respondents (53.3%) felt that five Flex blocks per week would be ideal—virtually identical to the response under a linear timetable. This strong preference for maintaining daily Flex time shows that staff value its role in supporting students regardless of the schedule format. Smaller groups indicated a preference for three blocks (13.3%), two blocks (8.9%), or four blocks (4.4%). A small minority supported just one Flex block (2.2%) or none at all (4.4%). Overall, these responses reflect consistent support for preserving daily Flex as a structure that contributes to balance, academic support, and student well-being even under a condensed semester schedule.



? Is there any other feedback you would like to share?

Person icon Responses received: 16

Staff highlighted both benefits and challenges of each model. Several noted that the semester system can better support course management and student mental health, and also aligns more closely with post-secondary scheduling. Others pointed to advantages of the linear model, particularly for subjects such as math, English, and performing arts, where longer exposure supports skill development and retention. Across both perspectives, staff emphasized the importance of providing teachers with adequate prep time and ensuring that any changes to the schedule are communicated well in advance. Some also underscored the need to ground decisions in educational research rather than anecdotal experience.

KEY TAKEAWAYS - SAMUEL ROBERTSON TECHNICAL STAFF

1. Staff strongly preferred the linear model, with 67.4% (31 respondents) selecting it as their preferred schedule format, compared to 32.6% (15 respondents) for semester.
2. Student well-being was rated more positively under the linear model, particularly in supporting students with diverse abilities (76.6% or 36 respondents) and fostering engagement (68.8% or 33 respondents). The semester model received more mixed results, especially in supporting students with diverse abilities and those from equity-deserving groups.
3. Linear was seen as more effective for literacy and numeracy: 89.1% of staff (41 respondents) agreed or somewhat agreed it supports literacy, and 82.6% (38 respondents) agreed or somewhat agreed it supports numeracy, compared to only 34.1% (16 respondents) and 32.6% (15 respondents) respectively for semester.
4. Staff felt student peer and staff connections are easier to build under linear, with 69.6% (32 respondents) rating peer connections as easy or somewhat easy (vs. 41.3% or 19 respondents for semester) and 76.1% (35 respondents) saying the same for staff-student connections (vs. 47.8% or 19 respondents for semester).
5. 63.5% of staff (33 respondents) said linear best supports student learning. Top-ranked scheduling priorities were student success, manageable workload, and addressing diverse needs, with sense of belonging ranked lower, though still seen as important.
6. Staff preferred the linear model for supporting their workload (70.7% or 29 respondents), and helping manage the pace and frequency of formative assessment (70.7% or 29 respondents), summative assessment (70.7% or 29 respondents), and formal and informal reporting (68.3% or 28 respondents).
7. Daily Flex blocks were strongly supported under both models: 51.1% of staff preferred five Flex blocks/week in linear, and 53.3% did so in semester.
8. For linear, staff called for more academic and mental health supports, including tutorial time, education assistants, support with organization, and smaller caseloads for support workers.
9. For semester, staff emphasized the need for regular tutorials, homeroom-style check-ins, split support blocks, and careful scheduling, especially to prevent learning gaps in subjects like math and English.
10. The most frequently cited staff need under a semester model was prep time, especially for those without a block in one term. Concerns included burnout, fast pacing, and difficulty providing timely feedback.
11. In the additional feedback section, staff identified benefits in both systems, noting semester supports course management, mental health, and alignment with post-secondary, while linear helps with skill retention in subjects like math, English, and performing arts. They stressed the importance of adequate prep time, clear communication of changes, and grounding decisions in research.

SCHEDULE PREFERENCES: STUDENTS, FAMILIES, AND STAFF



RECOMMENDATION

Based on the survey data and review of the evaluation criteria, the working group recommends that Samuel Robertson Technical remain on a linear schedule.

Survey results showed that a strong majority of staff (67.4%) and students (60.6%) preferred the linear model, while families leaned toward semester (61.9%). When assessed against the working group’s evaluation criteria, staff and student feedback indicated that the linear model is viewed at the school as more supportive of academic success, literacy and numeracy outcomes, manageable workload, and sustained connections between peers and staff. Equity-deserving students also leaned toward linear overall, with direct experience in both models producing more mixed views.

While families expressed a preference for semester and identified benefits such as alignment with post-secondary models, staff and students consistently emphasized that linear better supports diverse learning needs, skill retention, and day-to-day workload management. Flex time was valued highly in both models, underscoring the importance of maintaining well-structured and accessible Flex opportunities.

DECISION

After careful review of the working group recommendations and consultation data from students, staff, and families at Samuel Robertson Technical Secondary, the decision is to support the working group recommendations that the school retain the linear schedule.

While families expressed strong support for a semester model, the perspectives of students and staff aligned more closely with the five evaluation criteria, with the linear schedule emerging as the more supportive option across manageable workload, student success, positive connections, and responsiveness to diverse learning needs.



THOMAS HANEY SECONDARY

— Survey Results Overview —

This section summarizes survey responses from students, staff, and families at Thomas Haney Secondary. It includes both overall trends and school-specific insights on learning, well-being, connection, and schedule preferences. Included in this section:

- ▶ Preferred schedule model
- ▶ Learning and well-being indicators
- ▶ Peer and staff connection
- ▶ Feedback on supports needed under each model

**Note: All percentages shown are rounded to one decimal place.
Because of this rounding, totals may not always add up to exactly 100%.**

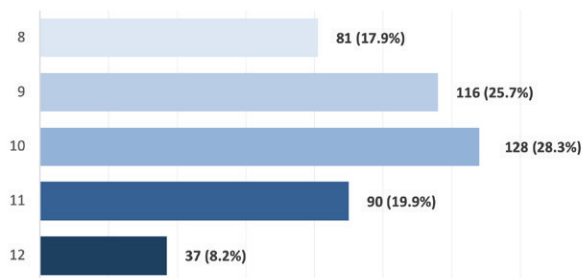
STUDENT SURVEY RESPONSES

What grade are you in?

Responses received: 452

To ensure a representative sample of student voices, we asked respondents to identify their current grade level. At Thomas Haney Secondary, we received 452 responses across grades 8 through 12. Grade 10 students made up the largest share of respondents (128 students or 28.3%), followed by Grade 9 (116 students or 25.7%) and Grade 11 (90 students or 19.9%). Grade 8 and Grade 12 students comprised 17.9% (81 students) and 8.2% (37 students) of responses, respectively.

This distribution provides a helpful snapshot of the grade-level engagement at this school and allows us to better understand how perspectives may vary across student age groups.

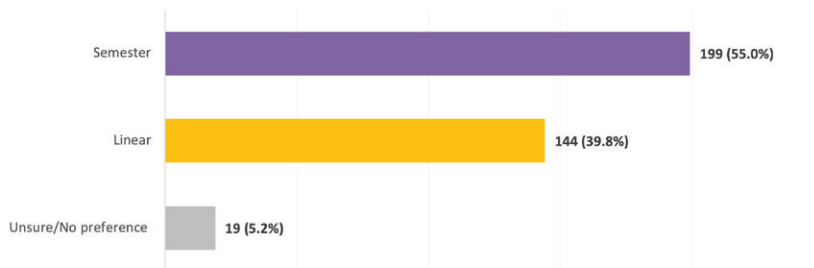


Which class schedule format do you prefer (If you have only experienced one model, please answer based on your experience or what you think might work best for you)?

Responses received: 362

When asked which schedule format they prefer, a majority of students (199 students or 55.0%) chose the semester model, while 39.8% (144 students) preferred linear, and 5.2% (19 students) were unsure.

This topline result provides a clear snapshot but student preferences are shaped by a range of experiences. The sections that follow explore those experiences in greater detail, including how each model supports learning, mental health, peer and staff connections, and overall well-being.

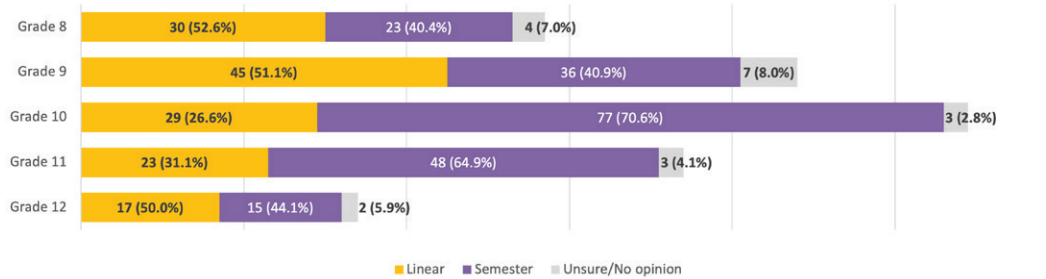


Drill-down: Understanding the 'unsure' student group

Among students who selected unsure when asked about schedule model preference, 14 (73.7%) were in grades 8-10. More than half (52.63%) had never experienced the semester schedule. Common themes in the feedback received from this cohort included needing more time for assignments, stronger staff support, and clarity around what change would look like.

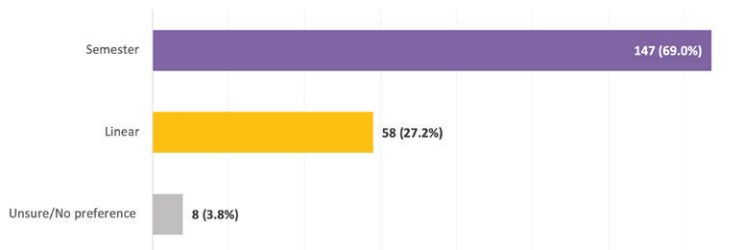
© Drill-down: Responses by grade

While overall student preference at this school leans strongly toward the semester format, a closer look at the response by grade reveals a more complex picture. Students in grades 10 and 11 expressed the strongest preference for the semester model - particularly in Grade 10, where over 70% (77 students) preferred semester. In contrast, Grade 8, 9 and 12 students showed a more balanced split, with a slight majority favouring linear.



© Drill-down: Preferences among students with experience of both models or semester only

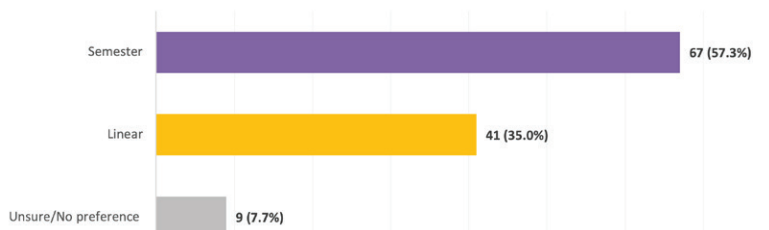
Among students with direct experience of both the linear and semester models (or semester only), preference leaned strongly toward the semester format. 69.0% (147 students) favoured the semester format, compared to 27.2% (58 students) who preferred linear. Among the 30 Grade 12 students with experience in both models, two were unsure or had no preference, while the remainder were evenly split (14 preferred semester and 14 linear).



© Drill-down: Preferences among students belonging to an equity-deserving group

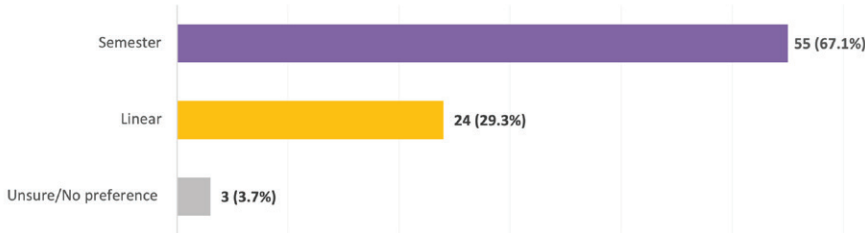
- Equity-deserving groups are students who may face additional barriers to learning or inclusion. This can include students with disabilities or diverse abilities; English Language Learners; Indigenous students; Black students or other students of colour; 2SLGBTQIA+ students; and students from newcomer or immigrant communities.

When we look specifically at students who said they belong to an equity-deserving group, a clear majority 67 students (57.3%) preferred the semester model, while 41 students (35.0%) preferred linear. This mirrors the overall trend in the school, but the stronger support for semester among these students may suggest that this schedule better meets the needs of those who face additional barriers in school.



⊙ **Drill-down: Preferences of equity-deserving students with experience in both linear and semester systems**

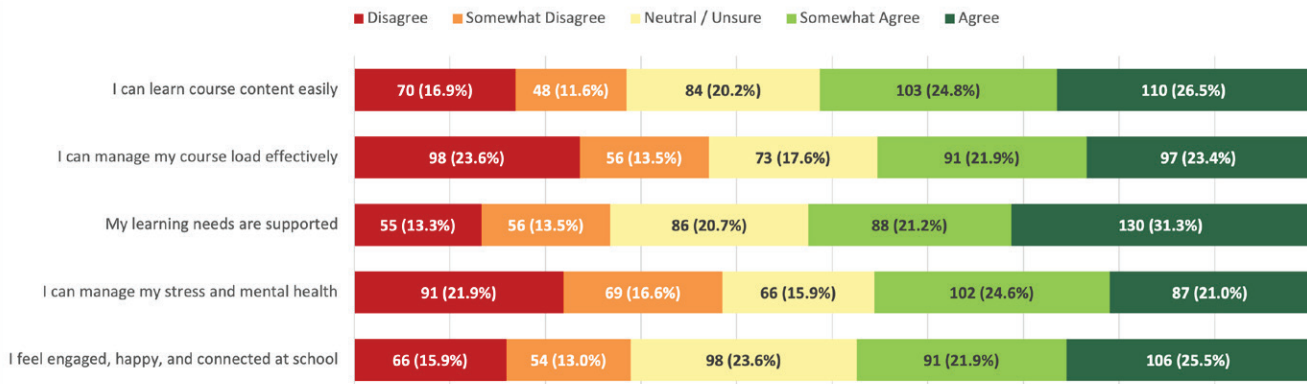
When we focus on equity-deserving students who reported experience with both models, 55 students (67.1%) preferred semester compared to 24 students (29.3%) who preferred linear. This suggests that among students with a direct basis for comparison, semester was more likely to be perceived as supportive, especially for those navigating systemic barriers.



🔍 *In your experience or opinion, to what extent do you agree that a **linear schedule** supports your well-being in the following areas?*

👤 **Responses received: 415**

Just over half of students (52.5% or 218 students) agreed or somewhat agreed that their learning needs are supported in the current linear model. 51.3% (or 213 students) indicated they can learn course content easily, 47.4% (197 students) felt engaged, happy, and connected at school, 45.6% (189 students) agreed or somewhat agreed they were able to manage stress and mental health, while 45.3% (188 students) felt they could manage their course load effectively. Thirteen students provided additional comments on this question, many of which expressed strong negative views about the linear model. Several described it as overwhelming, demotivating, or incompatible with their learning needs, with some suggesting it contributed to stress or a loss of academic engagement.



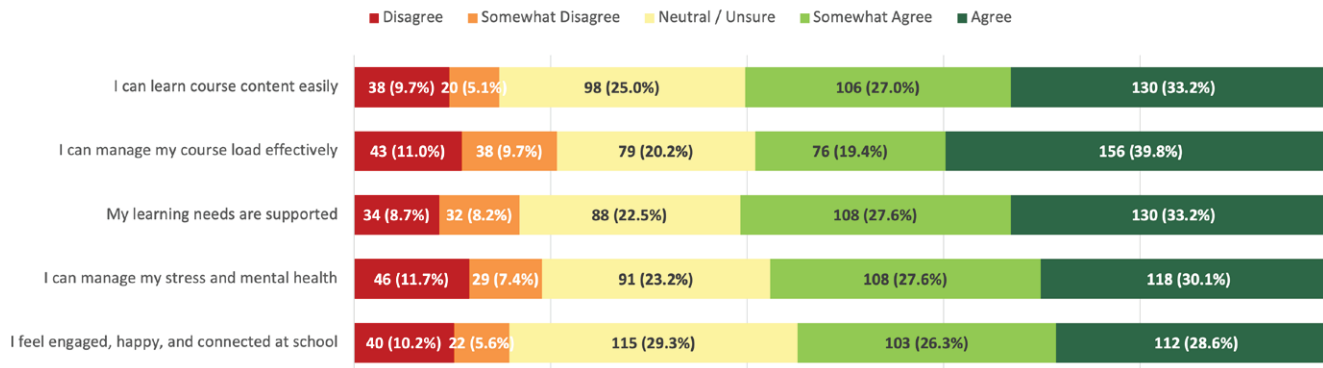
🔍 *In your experience or opinion, to what extent do you agree that a **semester schedule** supports your well-being in the following areas?*

👤 **Responses received: 392**

Under the semester model, students reported higher levels of agreement across all five indicators. The highest levels of agreement were seen in students' perceptions of support for their learning needs (60.8% or 238 students), followed by the ability to learn course content, with 60.2% (236 students) agreeing or somewhat agreeing. Students also reported stronger confidence in managing their course load (59.2% or 232 students).

While mental health continues to be an area of concern, 57.7% (226 students) agreed or somewhat agreed they could manage their stress and mental health, which is a notable improvement over the linear model. Similarly, 54.9% (215 students) felt engaged, happy, and connected at school, up from 47.4%.

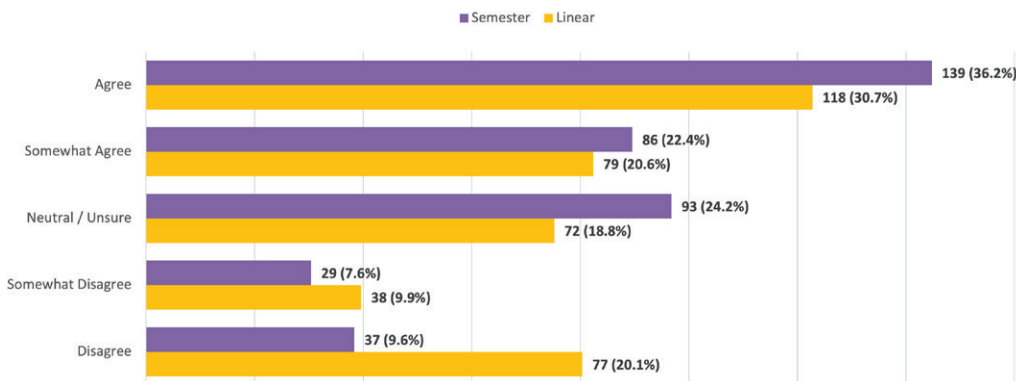
Eight students provided written comments on this question, the majority of which voiced strong support for the semester model.



? To what extent do you agree that each of the two schedule models support (or would support) your success in literacy?

Responses received: 384

Students reported stronger perceptions of literacy support under the semester model, with fewer students in disagreement and a modest increase in agreement. The percentage of students who agreed or somewhat agreed that the semester schedule supports their literacy success rose to 58.6% (225 students), up from 51.3% (197 students) under the linear model. Those who disagreed or somewhat disagreed dropped from 30.0% (115 students) to 17.2% (66 students). However, 24.2% (93 students) remained unsure or neutral under the semester model, compared to 18.8% (72 students) under the linear model.



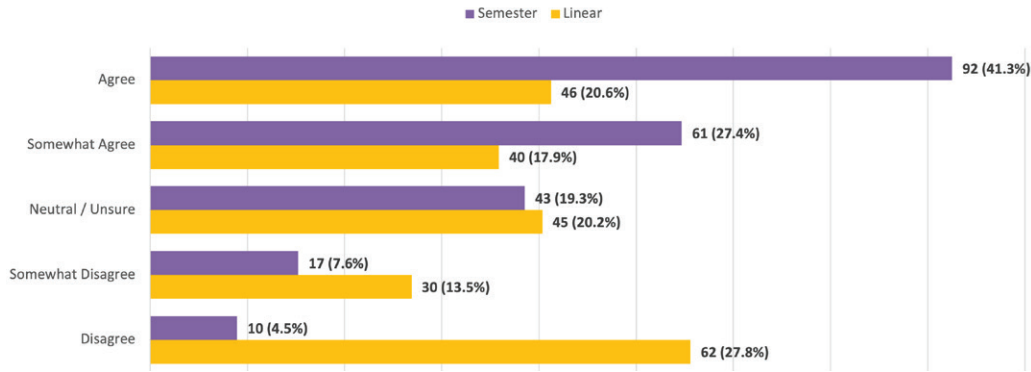
© Drill-down: Those with experience in both models or semester only

Responses received: 223

Given that a large portion of student responses came from lower grades, the drill-down highlights whether perspectives change when students have direct experience with the semester model.

Among students who had experience with both models or with the semester model only, perceptions of literacy support shifted strongly in favour of the semester schedule. A combined 68.7% (153) of these students agreed or somewhat agreed that semester supports their literacy success (41.3% or 92 students agree, 27.4% or 61 students somewhat agree), compared to 38.5% (86) under the linear model (20.6%, or 46 students, agree; 17.9%, or 40 students, somewhat agree). In contrast, disagreement was markedly higher for linear, with 41.3% (92 students) selecting disagree or somewhat disagree, compared to only 12.1% (27 students) under semester. Neutral/unsure responses were nearly identical across both models, at 19.3% (43 students) for semester and 20.2% (45 students) for linear.

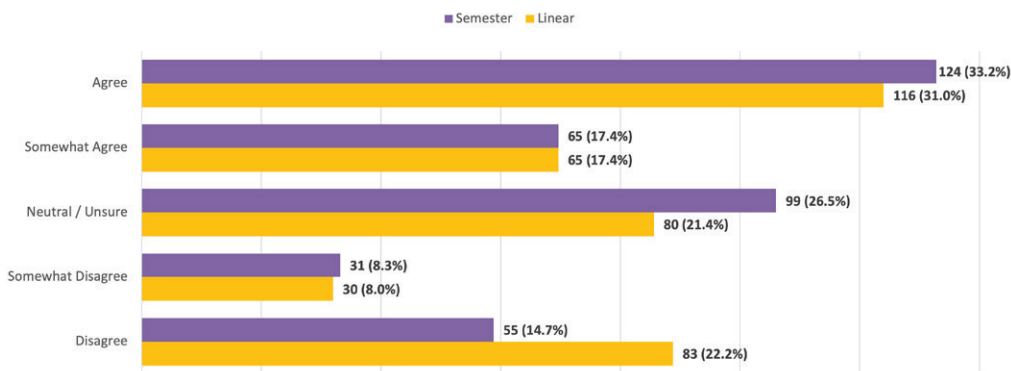
These findings suggest that students with direct experience in semester view it as considerably more supportive of literacy, reporting substantially higher agreement and far lower disagreement compared with the linear model.



? To what extent do you agree that each of the two schedule models support (or would support) your success in numeracy?

👤 Responses received: 374

Students again reported marginally stronger perceptions of numeracy support under the semester model, with fewer students in disagreement and a modest increase in agreement. The percentage of students who agreed that the semester schedule supports their numeracy success rose to 33.2% (124 students), up from 31.0% (116 students) under the linear model. Those who disagreed, in the meantime, dropped significantly, from 22.2% (83 students) under the linear model to 14.7% (55 students) under the semester model. However, 26.5% (99 students) remained unsure or neutral under the semester model, compared to 21.4% (80 students) under the linear model.

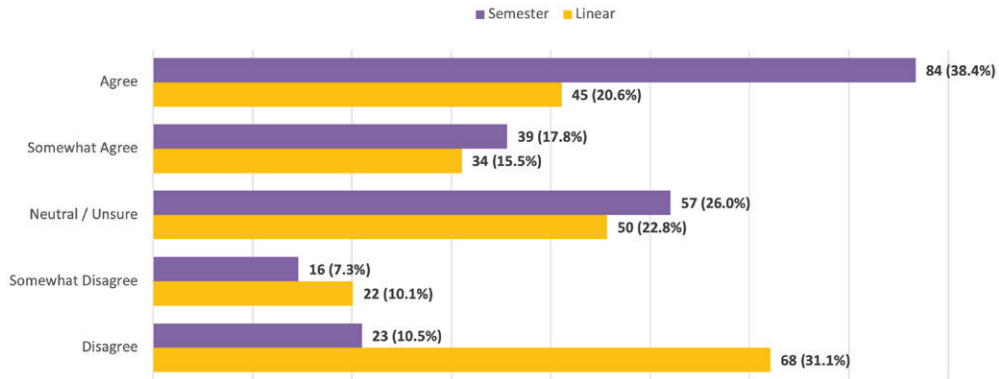


👤 Drill-down: Those with experience in both models or semester only

👤 Responses received: 219

Among students who had experience with both models or with the semester model only, perceptions of numeracy support shifted strongly toward the semester schedule. A combined 56.2% (123 students) agreed or somewhat agreed that semester supports their numeracy success (38.4%, or 84 students, agree; 17.8%, or 39 students, somewhat agree), compared to 36.1% (79 students) under the linear model (20.6%, or 45 students, agree; 15.5%, or 34 students, somewhat agree). By contrast, disagreement was much higher for linear, with 41.2% (90 students) selecting disagree or somewhat disagree, compared to only 17.8% (39 students) under semester. Neutral/unsure responses were relatively consistent across both models, at 26.0% (57 students) for semester and 22.8% (50 students) for linear.

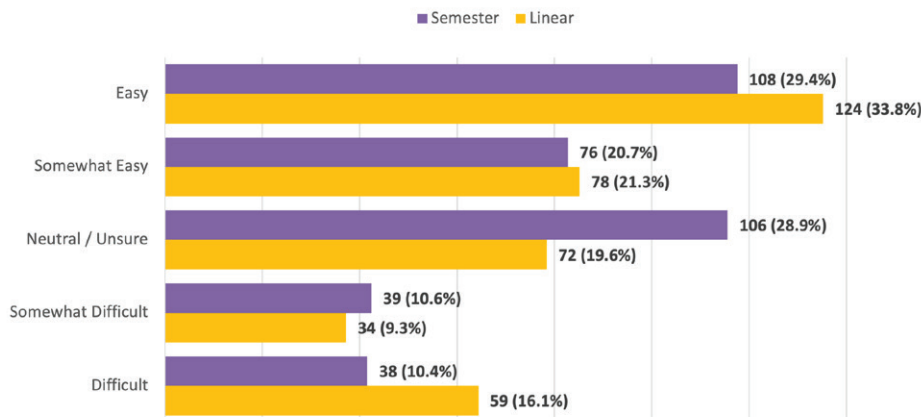
These results suggest that students with direct experience in semester see it as significantly more supportive of numeracy, reporting higher levels of agreement and much lower levels of disagreement compared with the linear model.



? In your experience or opinion, how easy or difficult is it for you to build positive connections with your peers in each of the two schedule models?

Responses received: 367

Thomas Haney Secondary students had mixed experiences building friendships under the two schedule models. More students said it was easy to connect with peers in the linear model (33.8% or 124 students) compared to the semester model (29.4% or 108 students). But the semester model had fewer students saying it was difficult (10.4% or 38 students compared to 16.1% or 59 students under the linear schedule). What really stood out was the number of students who said they felt neutral or unsure in the semester model — 28.9% (106 students) compared to 19.6% (72 students) under the linear model. This might reflect a wider range of experiences, or simply more uncertainty about how the schedule affects social life.

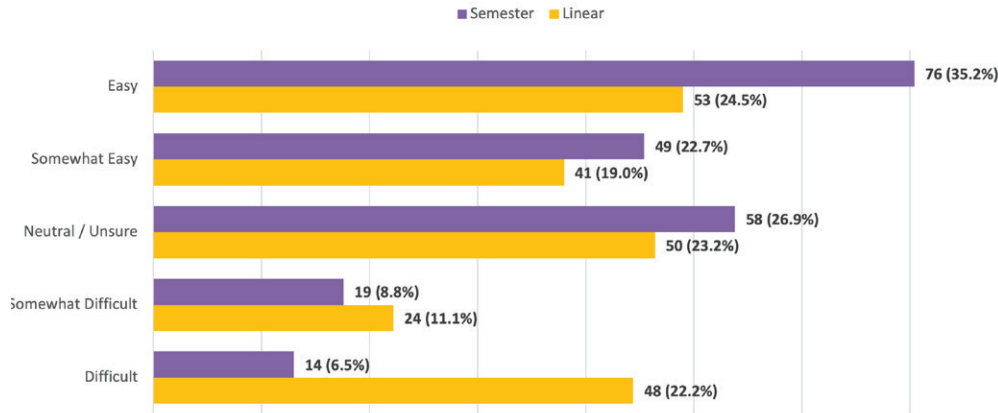


🔍 Drill-down: Those with experience in both models or semester only

Responses received: 216

Among those with experience in both models or the semester model only, more students found it easy to build peer connections in the semester system.

More than one-third (35.2% or 76 students) rated peer connection as easy in the semester model, compared to 24.5% (53 students) for linear. A similar number found each model somewhat easy (22.7% or 49 students for semester vs. 19.0% or 41 students for linear), and neutral or unsure responses were also close (26.9% or 58 students for semester vs. 23.2% or 50 students for linear). More than one in five (22.2% or 48 students) found peer connection difficult in the linear system compared to 6.5% (14 students) for semester, indicating linear may be perceived as posing greater challenges in building peer relationships. These results suggest that among experienced students, the semester model is seen as more supportive of peer connection.

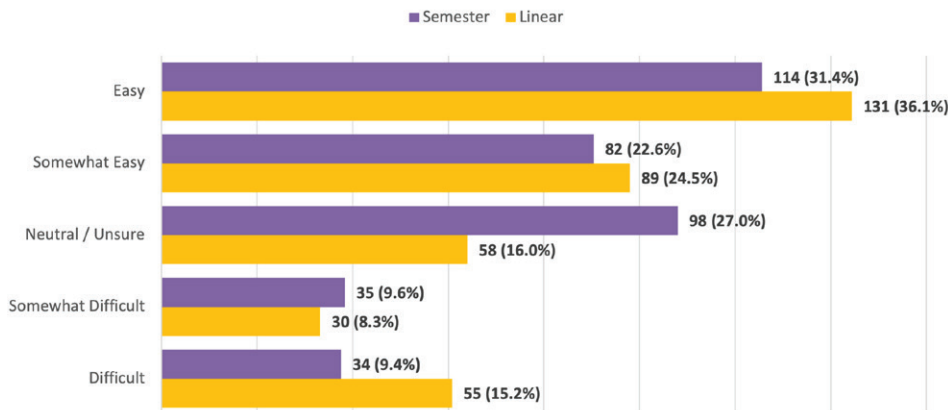


? In your experience or opinion, how easy or difficult is it for you to build positive connections with **staff** in each of the two schedule models?

Responses received: 363

Students found it a bit easier to connect with staff under the linear schedule but fewer students found the semester model truly difficult.

60.6% of students (220 total) said it was easy or somewhat easy to build connections with staff in the linear model, compared to 54.0% (196 students) in the semester model. However, fewer students found it difficult or somewhat difficult in the semester model (19.0% or 69 students vs. 23.5% or 85 students). More students in the semester model selected neutral or unsure (27.0% or 98 students, up from 16.0% or 58 students), which could signal lack of familiarity with the semester schedule, or that experiences varied more widely.



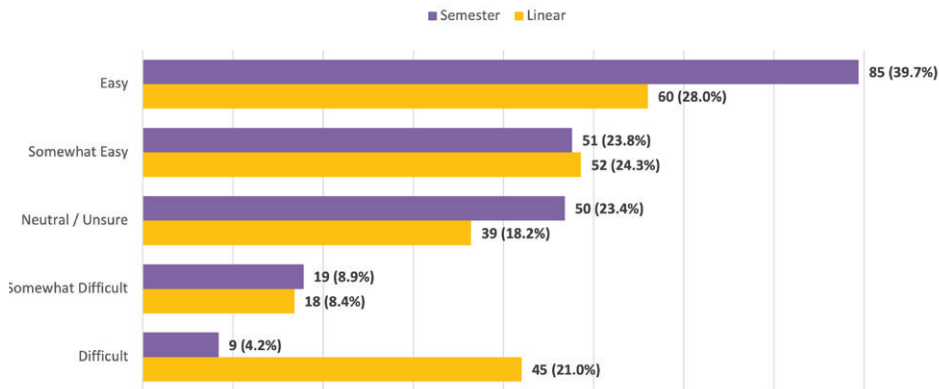
© Drill-down: Those with experience in both models or semester only

Responses received: 214

Among students with experience in both models or the semester model only, more felt it was easy to build connections with staff in the semester schedule.

A combined 63.5% (136 students) said it was easy (39.7% - 85 students) or somewhat easy (23.8% - 51 students) to build connections with staff in the semester model, compared to 52.3% (112 students) for linear (28.0% or 60 students easy and 24.3% or 52 students somewhat easy). Neutral or unsure responses were slightly higher for semester at 23.4% (50 students), versus 18.2% (39 students) for linear, while difficult responses were five times as high for linear than for semester (21.0% or 45 students vs. 4.2% or 9 students).

These results suggest that students with direct experience tend to view the semester model as more supportive of staff connection, with fewer reporting difficulty and more expressing confidence in their ability to build relationships.



? *If the school remains on a linear model, what supports (if any) will you need to be successful?*

Responses received: 184

To better understand what students might need if the school continues with a linear schedule, we asked them what kinds of support would help them be successful. The responses highlight some common challenges, particularly around workload, time management, and staying on track. A sample of student comments is included below, and the full list will be shared with the school for further review.

- “ Work load is hard to manage, so possibly more time with my teachers.
- “ More time to complete assignments and maybe a balanced amount of assignments regarding size. If I get big assignments from all eight or less of my classes, how am I supposed to complete all of it within whatever time I’m given? It’s overwhelming.
- “ I would just need more time, but it’s hard being an extending student for 8 classes at all times. It would be easier for me to do semesters.
- “ Help with keeping on track. Need help balancing all my work evenly. Finding time to do my work.
- “ More time on assignments.

? *If the school transitions to a semester model, what supports (if any) will you need to be successful?*

Responses received: 185

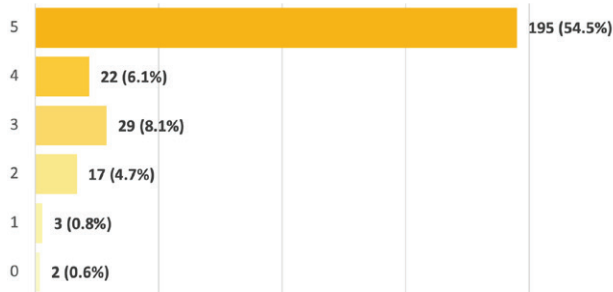
Students were also asked what supports they might need to be successful if the school transitions to a semester schedule. Their responses touched on both the opportunities and the challenges they associate with this model, including faster pacing, subject recall, and assignment load. A sample of comments is below. The full list will be provided to the school for further review

- “ Same thing [as linear]: make regular teacher contact at the end of each week to make sure I’m on track. But this time probably more because the due dates will be sooner for assignments.
- “ There will be fewer subjects to focus on at once, allowing me to use my full attention.
- “ I would need a recap of the classes I took in semester one at the end of the year.
- “ Math and sciences will be much harder as you have to complete a year of work in half a year.
- “ It’s harder to manage work since you would be given tons of assignments from each class every week, which will actually hurt people’s success.

? In a **linear** timetable, what do you believe is the ideal number of Flex blocks per week?

Responses received: 358

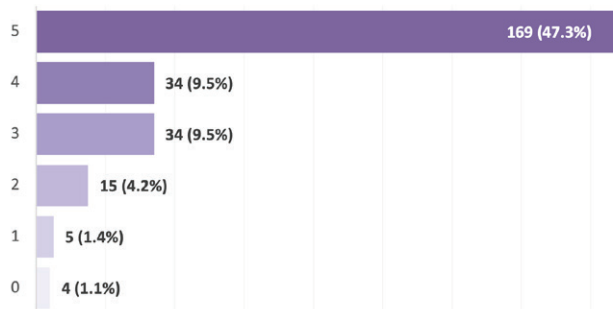
Most students (54.5%) believe 5 Flex blocks per week is ideal in a linear timetable. A smaller number selected 2 - 4 blocks, and only 5 students selected 0 or 1. Notably, 25.1% of respondents were unsure.



? In a **semester** timetable, what do you believe is the ideal number of Flex blocks per week?

Responses received: 357

Most students (47.3%) believe that 5 Flex blocks per week is ideal in a semester timetable. This is a slightly lower percentage than in the linear model, where 54.5% selected this option. In both models, the majority of remaining responses clustered around 2 - 4 blocks, and just a small number of students selected 0 or 1. 26.9% were unsure.



? Is there any other feedback you would like to share?

Responses received: 119

119 students provided additional feedback, with many expressing strong support for returning to the semester model, and several expressing frustration or distress about the current linear system. One student suggested a hybrid approach, maintaining linear for Grades 8–10 but adopting semesters for senior students. Another shared the linear model was stressful and impacted mental health. Some students, however, were content with the linear schedule and expressed reservations about switching to semester.

KEY TAKEAWAYS - THOMAS HANEY SECONDARY STUDENTS

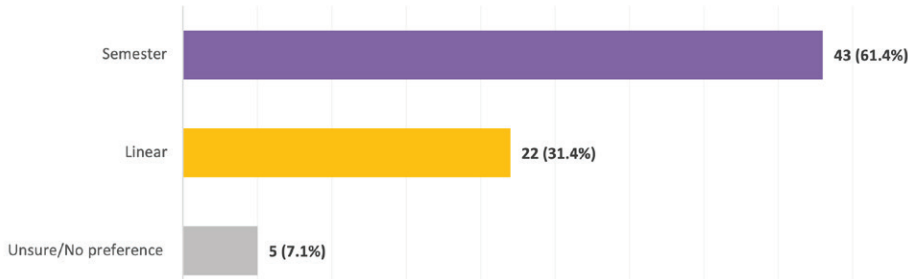
1. 55.0% of students (199) stated a preference for the semester schedule while 39.8% (144) preferred the linear model.
2. Students in grades 10 and 11 showed the strongest preference for semester (70.6% of Grade 10 respondents and 64.9% of Grade 11 respondents), while grades 8, 9 and 12 were more evenly split, with a slight majority favouring linear.
3. Among students with experience of both models, more than two-thirds (69.0%) preferred semester, suggesting familiarity is associated with higher support. Grade 12 students with experience of both models were evenly split, however, with 14 preferring linear, 14 preferring semester, and 2 selecting unsure/no preference.
4. Equity-deserving students also preferred semester (57.3% vs. 35.0%), and this support deepened with experience in both linear and semester systems (67.1% semester vs. 29.3% linear), mirroring the overall trend.
5. While many students feel their learning needs are supported (52.5% agree or somewhat agree) in the linear model, fewer feel supported in managing course load (45.3%) and their stress and mental health (45.6% agree or somewhat agree), highlighting well-being as a key concern.
6. Students reported higher agreement across all well-being measures under the semester model, including support for learning needs (60.8%), managing course load (59.2%), and managing stress and mental health (57.7%).
7. Agreement that the schedule supports literacy success increased from 51.3% or 197 students (linear) to 58.6% or 225 students (semester), while disagreement dropped by almost half (30.0%, or 115 students, for linear vs. 17.2%, or 66 students, for semester). Among students with experience in both models or semester only, agreement rose more sharply to 68.7% for semester compared with 38.5% for linear, and disagreement fell to 12.1% semester vs. 41.3% linear.
8. Agreement that the schedule supports numeracy success rose slightly from 48.4% or 181 students (linear) to 50.6% or 189 students (semester), while disagreement dropped from 30.2% or 113 students (linear) to 23.0% or 86 students (semester). For students with experience in both models or semester only, agreement climbed higher to 56.2% (123 students) for semester compared with 36.1% (79 students) for linear, and disagreement dropped to 17.8% (39 students) semester vs. 41.2% (90 students) linear.
9. More students found it easy to make positive connections with their peers under the linear model (55.1% or 202 students vs. 50.1% or 184 students), while the semester model had fewer students reporting difficulty (21.0% or 77 students vs. 25.4% or 93 students) and more feeling neutral or unsure.
10. Among students familiar with both models, 57.9% of students (125) found making connections with peers easy or somewhat easy under the semester model compared to 43.5% (94 students) for linear. Conversely, 33.3% (72 students) reported making peer connections under the linear model difficult or somewhat difficult compared to 15.3% (33 students) under the semester system.
11. Students found it slightly easier to connect with staff under the linear model (60.6% or 220 students vs. 54.0% or 196 students), but fewer found it difficult in the semester model (19.0% or 69 students vs. 23.5% or 85 students), with more feeling neutral or unsure.
12. Among students with experience in both models, more felt it was easy to build staff connections under the semester model (63.5% or 136 students vs. 52.3% or 112 students for linear) with fewer reporting difficulty compared to linear (13.1% or 28 students for semester vs. 29.4% or 63 students for linear).

FAMILY SURVEY RESPONSES

? Which class schedule format do you prefer for your child or children? (If your children only experienced one model, please answer based on that experience or what you believe might work best for them.)

👤 Responses received: 70

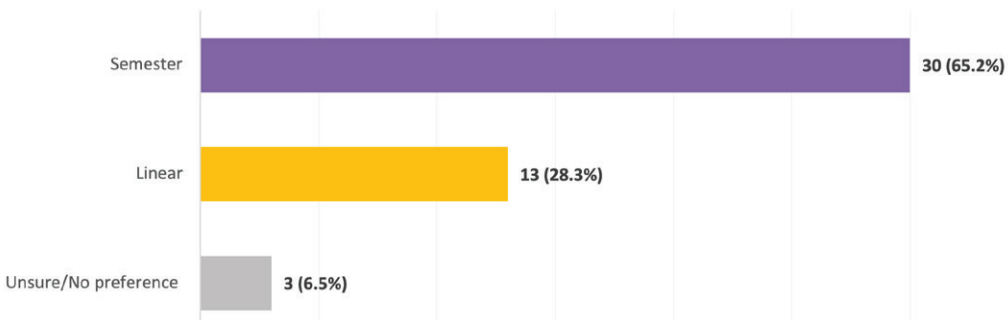
Of the 70 parents/caregivers who responded to this question, 43 (61.4%) indicated a preference for semester format for their child or children, while 22 (31.4%) preferred the linear model. Five respondents (7.1%) were unsure or had no preference. This data suggests that, based on their children’s experiences or their own perceptions of what might work best, a majority of parents at Thomas Haney Secondary favour the semester model.



🔍 Drill-down: Preferences among parents/guardians of students with experience of both models or semester only

👤 Responses received: 46

Among parents and guardians whose children had experience with both models or the semester model only, preference continued to lean strongly toward the semester format. Nearly two-thirds (65.2% or 30 respondents) preferred semester, while 28.3% (13 respondents) preferred linear and 6.5% (3 respondents) were unsure or had no preference.

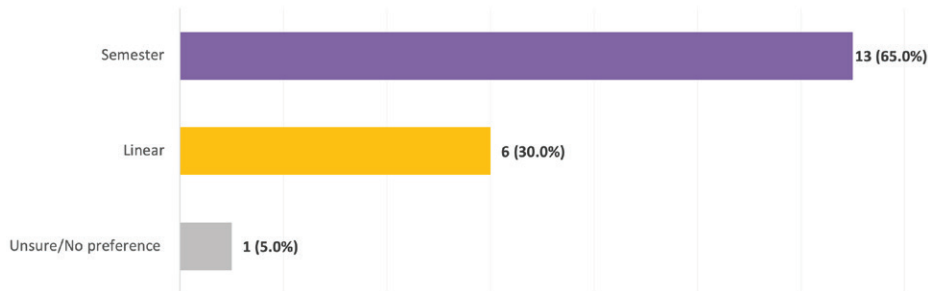


🔍 Drill-down: Preferences among parents/guardians of students belonging to an equity-deserving group

👤 Responses received: 20

- ▶ Equity-deserving groups are students who may face additional barriers to learning or inclusion. This can include students with disabilities or diverse abilities; English Language Learners; Indigenous students; Black students or other students of colour; 2SLGBTQIA+ students; and students from newcomer or immigrant communities.

Among parents and guardians of students belonging to an equity-deserving group, preference leaned strongly toward the semester model. Of the 20 respondents, 13 (65.0%) preferred semester, while 6 (30.0%) preferred linear and one (5.0%) was unsure. These results mirror the broader trend but may also suggest that the semester format is seen as better aligned with the needs of students who face additional barriers to learning or inclusion.

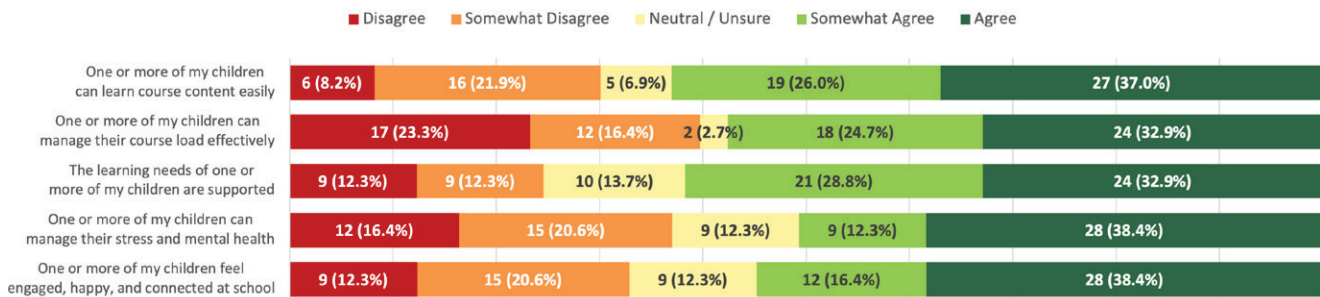


? In your experience or opinion, to what extent do you agree that a **linear** schedule supports the well-being of your child or children in the following areas?

Responses received: 73

When asked about the extent to which a linear schedule supports their child’s well-being, most parents and caregivers responded positively, though levels of agreement varied by area. The strongest support was for learning course content easily, with 46 (63%) agreeing or somewhat agreeing. Similarly, 45 (61.7%) either agreed or somewhat agreed that their child’s learning needs were supported. Although 42 (57.6%) agreed or somewhat agreed that their children could manage their course load effectively under the linear model, negative sentiment was most notable in this category with 17 (23.3%) disagreeing and 12 (16.4%) somewhat disagreeing this was the case. 40 (54.8%) agreed or somewhat agreed that one or more of their children feel engaged, happy, and connected at school under the linear model, while 24 (32.9%) either disagreed or somewhat disagreed this was the case. Finally, 37 (50.7%) agreed or somewhat agreed that their children can manage stress and mental health in this model, while 27 (37%) disagreed or somewhat disagreed.

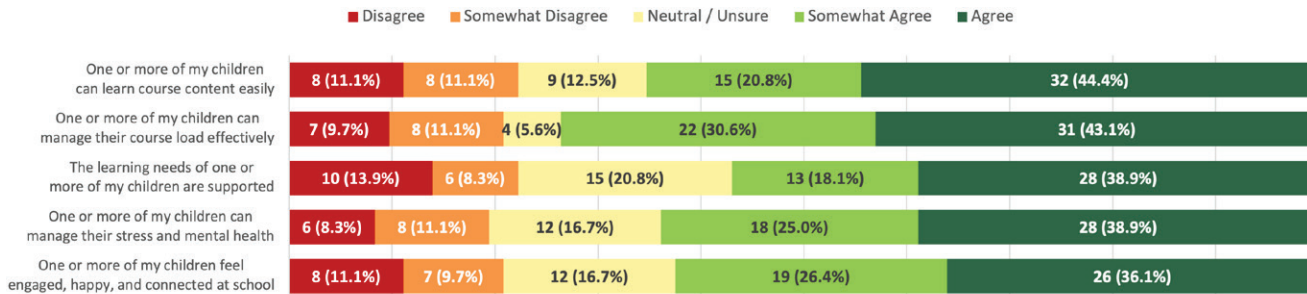
These results suggest the linear model is generally seen as supportive of student needs, though concerns remain around workload management.



? In your experience or opinion, to what extent do you agree that a **semester** schedule would support the well-being of your child or children in the following areas? (If your family has not experienced a semester system, please answer based on what you think might work best for your child or children.)

Responses received: 72

Most parents and caregivers responded positively when asked how well a semester schedule would support their child’s well-being. Agreement was strongest in learning course content easily and managing course load effectively, with 47 (65.2%) and 53 (73.7%) respectively agreeing or somewhat agreeing. 45 (62.5%) either agreed or somewhat agreed their children felt engaged, happy, and connected under the semester model, while 46 (63.9%) felt their children could manage their stress and mental health. 41 (57.0%) felt their children’s learning needs were supported, though this area drew the most neutral or unsure responses 15 (20.8%). Overall, families viewed the semester model as beneficial to well-being, with fewer concerns than were expressed about linear.

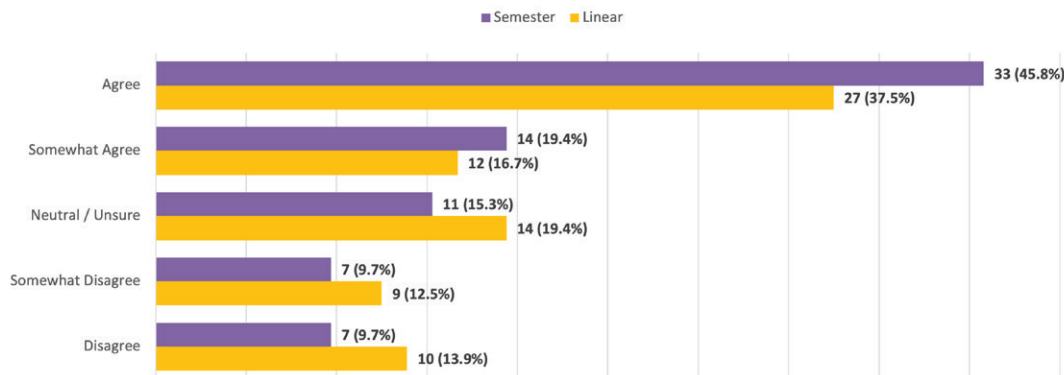


? To what extent do you agree that each of the two schedule models support (or would support) your child’s or children’s success in literacy?

Responses received: 72

When asked which schedule model better supports their child’s success in literacy, parents and caregivers showed a modest preference for the semester model. A total of 47 (65.2%) either agreed (33 respondents or 45.8%) or somewhat agreed (14 respondents or 19.4%) that the semester model supports literacy success, compared to 54.2% (39 respondents) who said the same about the linear model (37.5% or 27 respondents agree and 16.7% or 12 respondents somewhat agree). Neutral or unsure responses were slightly higher for linear at 14 (19.4%), compared to 11 (15.3%) for semester. Negative responses were also more frequent for the linear model, with 26.4% or 19 respondents selecting somewhat disagree (12.5%) or disagree (13.9%), compared to 19.4% (14) for the semester model (9.7% or 7 respondents each).

These results suggest that more families view the semester format as beneficial to literacy development, with slightly more confidence and slightly fewer concerns expressed overall.

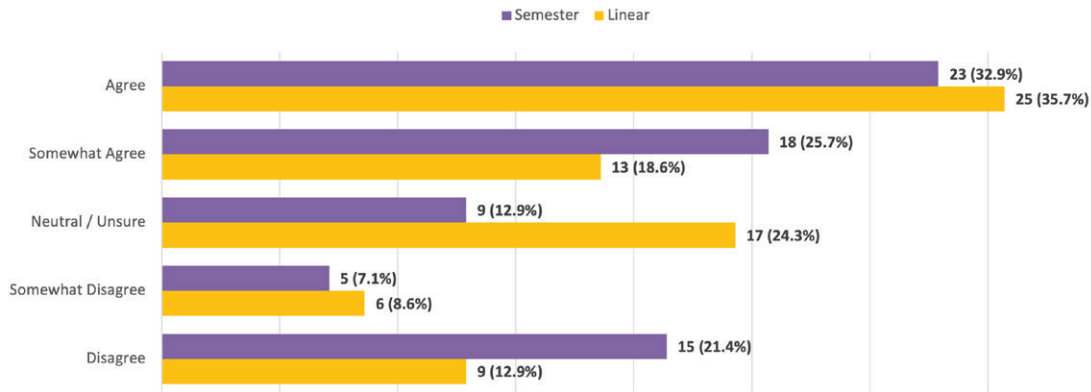


? To what extent do you agree that each of the two schedule models support (or would support) your child’s or children’s success in numeracy?

Responses received: 70

In terms of supporting student success in numeracy, parent and caregiver responses were split, with a modest edge in overall support for the semester model (combined agree/somewhat agree), while the linear model had a slightly higher proportion of respondents who fully agreed. 38 respondents (54.3%) either agreed (35.7% or 25 respondents) or somewhat agreed (18.6% or 13 respondents) that the linear model supports numeracy success, compared to 41 respondents (58.6%) for the semester model (32.9%, or 23 respondents, agree and 25.7%, or 18 respondents, somewhat agree). However, the linear model also saw a higher rate of neutral or unsure responses at 17 (24.3%), compared to 9 (12.9%) for semester. Notably, the semester model drew more negative sentiment, with 20 (28.5%) selecting somewhat disagree (6 respondents or 7.1%) or disagree (15 respondents or 21.4%), compared to 15 (21.5%) for linear (8.6% or 6 respondents somewhat disagree and 12.9% or 9 respondents disagree).

While support was evident for both formats, these responses suggest more polarized views of the semester model's impact on numeracy, whereas perceptions of the linear model were more moderate, with greater uncertainty.

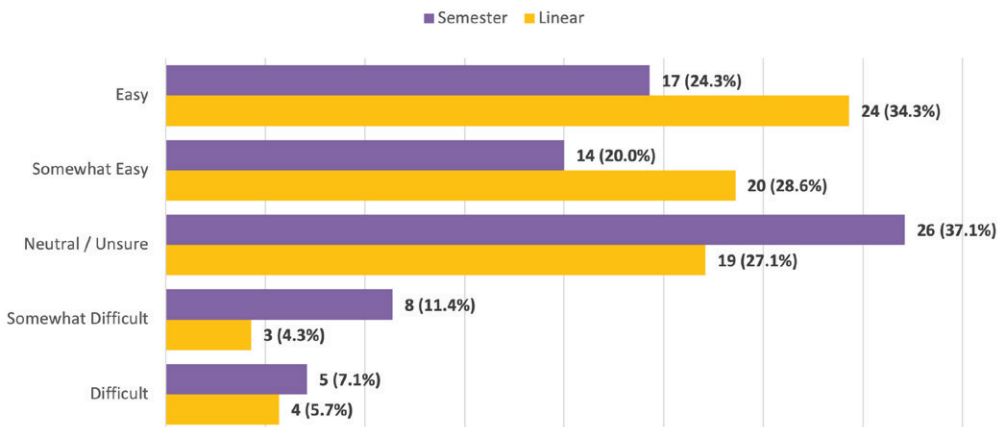


? In your experience or opinion, how easy or difficult is it for your child or children to build positive connections with their peers in each of the two schedule models?

Responses received: 70

Responses from parents and caregivers revealed a preference for the linear model when it comes to supporting peer connections. 44 respondents (62.9%) rated the linear model as either easy (34.3% or 24 respondents) or somewhat easy (28.6% or 20 respondents), compared to 31 respondents (44.3%) for the semester model (24.3%, or 17 respondents, easy and 20.0%, or 14 respondents, somewhat easy). The semester model received a higher share of neutral/unsure responses at 26 (37.1%), compared to 19 (27.1%) for linear. A combined 13 (18.5%) of respondents found the semester model difficult in this area, while 7 (10.0%) said the same about linear.

These findings suggest that the longer, continuous structure of the linear model may be perceived as more supportive of building peer relationships over time.

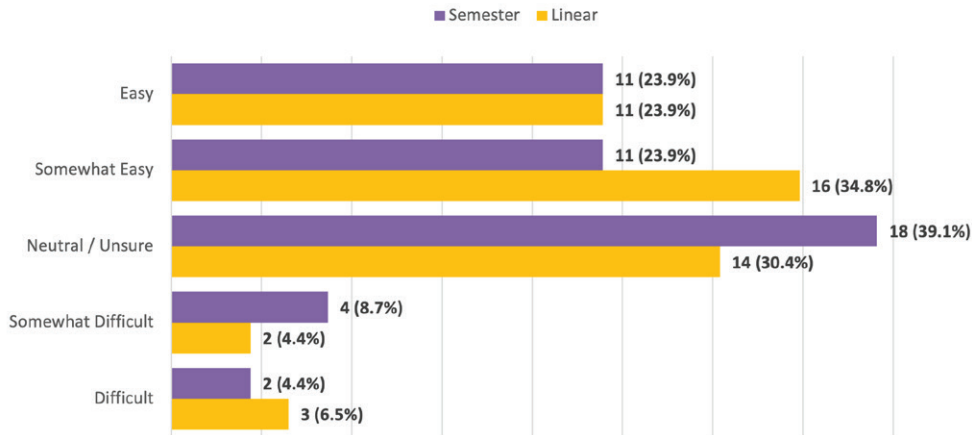


© Drill-down: Preferences among parents/guardians whose child(ren) experienced both models or semester only

Responses received: 46

Among parents whose children had direct experience with the semester model or both models, responses were more evenly distributed. Equal numbers 11 (23.9%) rated both formats as easy, while the linear model had a slightly higher share of somewhat easy responses at 16 (34.8%), compared to 11 (23.9%) for semester. Neutral/unsure was more common for semester (18 respondents or 39.1%) than linear (14 respondents or 30.4%), suggesting lingering uncertainty even among experienced families. A small number rated either model as somewhat difficult or difficult, with semester at 13.1% (6 respondents) and linear at 10.9% (5 respondents).

These results indicate mixed perceptions overall, with a slight lean toward linear for ease of peer connection.

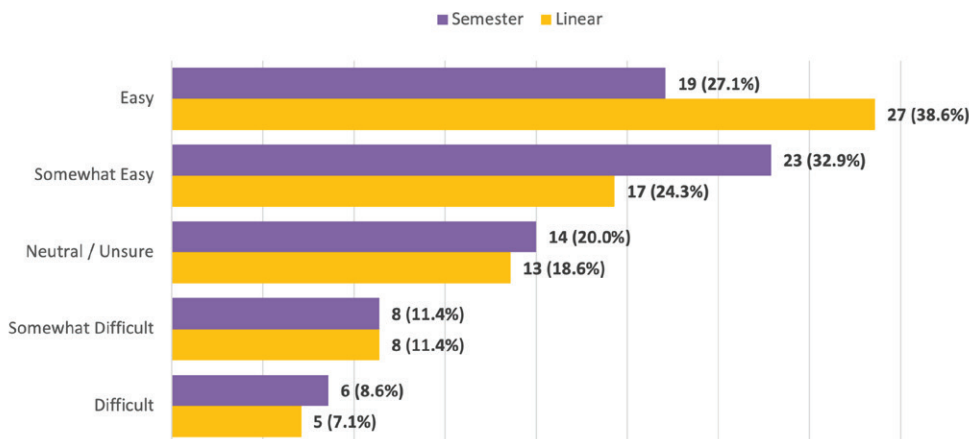


? In your experience or opinion, how easy or difficult is it for your child or children to build positive connections with staff in each of the two schedule models?

👤 Responses received: 70

More parents and caregivers rated the linear model positively when it came to building connections with staff, with 44 (62.9%) selecting easy (27 respondents or 38.6%) or somewhat easy (17 respondents or 24.3%), compared to 42 (60.0%) for the semester model (19 respondents or 27.1% easy and 23 respondents or 32.9% somewhat easy). Neutral or unsure responses were similar across formats (13 respondents or 18.6% for linear, 14 respondents or 20.0% for semester). For both models, 8 respondents (11.4%) rated them as somewhat difficult, while the semester model had one more difficult response (6 respondents or 8.6% vs. 5 respondents or 7.1%).

These results suggest that families see the linear model as more supportive of student-staff relationships, likely due to longer contact periods.

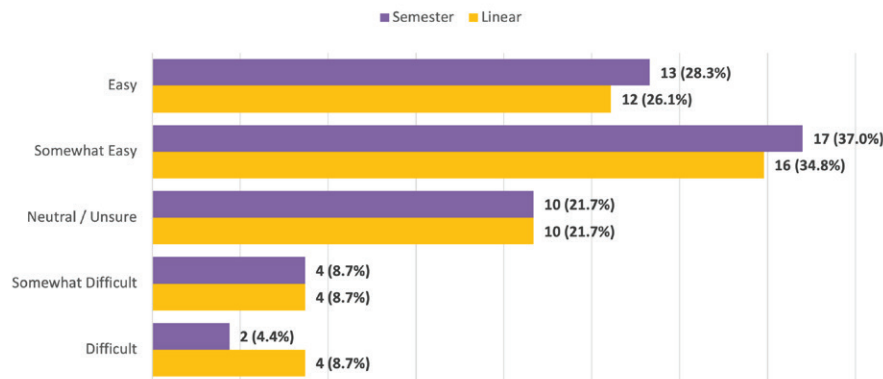


🔍 Drill-down: Preferences among parents/guardians whose child(ren) experienced both models or semester only

👤 Responses received: 46

Among parents and guardians whose children had experienced both the linear and semester models or the semester model only, responses regarding ease of building staff connections were closely aligned across formats. 30 respondents (65.3%) rated the semester model as either easy (28.3% or 13 respondents) or somewhat easy (37.0% or 17 respondents), compared to 28 respondents (60.9%) for the linear model (26.1% or 12 respondents easy and 34.8% or 16 respondents somewhat easy). Neutral or unsure responses were identical for both models at 10 (21.7%), and the proportion of somewhat difficult responses was also the same at 4 (8.7%). The linear model received a higher number of difficult responses (4 or 8.7%) than the semester model (2 or 4.4%).

These results suggest that among families with direct experience of the semester system, both models are viewed as effective in supporting student-staff relationships, with a slight edge in favour of the semester format.



? If the school remains on a **linear model**, what supports (if any) do you believe your child or children would need to be successful?

Responses received: 43

As a self-directed learning environment, Thomas Haney offers students increased flexibility and independence. The responses below reflect some of the challenges of this model, particularly as they relate to the linear schedule. Below is a sampling of responses received. A full list will be shared with the school for review.

- “ More deadlines rather than cramming everything at the end.
- “ Not to have to juggle 8 courses. My child has gotten overwhelmed. And by the end of the year they do not retain the information they learned from the beginning of the year.
- “ I believe extra help needs to be offered and peer support/peer tutoring should be available to students. The current ‘help sessions’ seem to be students working alone after school, which isn’t effective.
- “ More open blocks to help support the course load by allowing them to catch up on work and get help.
- “ A linear system demands greater support because children are juggling more responsibilities - managing homework for eight different subjects, handling multiple projects often due around the same time, and staying in touch with teachers they don’t see daily.

? If the school transitions to a **semester model**, what supports (if any) do you believe your child or children would need to be successful?

Responses received: 41

Respondents highlighted a variety of possible supports under the semester model, including education assistant support, thoughtful scheduling of subjects that benefit from a linear approach (e.g. math), addressing workload and pace issues, and the availability of teachers should students need additional help.

Below is a sampling of responses received to this question. A full list will be shared with the school for review.

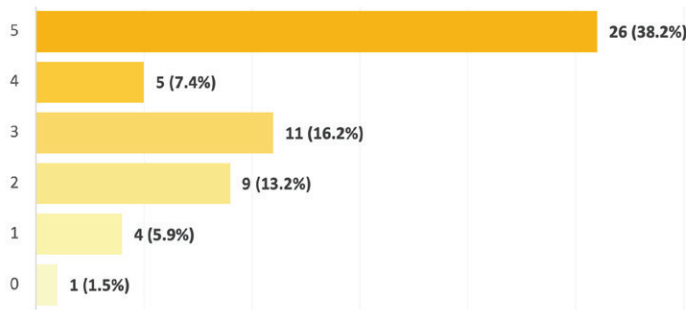
- “ Comprehensive course planning to balance the load for each semester.
- “ Mix of courses through each semester. Electives and required courses should be balanced.
- “ Extra work blocks to enable assistance when moving through material quickly. Catch up - review - course materials that was taught the year prior (i.e., math, sciences, etc.).
- “ More support room time and education assistant support.
- “ Math needs to be continued for each grade on a linear system. English does not need to be linear except if English as an Additional Language is being supported.

? In a *linear* timetable, how many Flex blocks per week do you believe would be ideal? (A definition of Flex is provided below.)

▶ A Flex block is a scheduled period during the school day that provides students with flexible time to engage in activities that support their academic success and personal growth. Students may use this time to: receive extra help or tutoring from teachers; work on assignments or group projects; participate in enrichment activities or clubs; explore areas of interest beyond the standard curriculum; engage in self-directed learning or independent study. The goal of the Flex block is to provide students with autonomy in their learning while ensuring they have the support and resources they need to succeed.

Responses received: 68

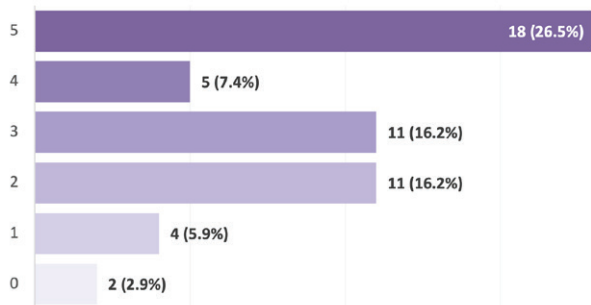
Among Thomas Haney families, 38.2% indicated that 5 Flex blocks per week would be ideal in a linear timetable. While still the most selected option, this is notably lower than the 54.5% of students who preferred 5 blocks. A combined 36.8% selected 3, 2, and 4 blocks in that order. 5.9% selected 1 block, and only one person (1.5%) indicated no Flex blocks are needed in a linear model. 12 respondents (17.6%) indicated they were unsure or had no opinion. These results suggest general alignment on the value of Flex, though families appear more cautious than students on the number of Flex blocks they believe is ideal.



? In a *semester* timetable, how many Flex blocks per week do you believe would be ideal?

Responses received: 68

Among families, 26.5% selected 5 Flex blocks as the ideal number in a semester timetable. This is again a significantly smaller amount than the 47.3% of students who preferred the same. As with students, the majority of remaining responses clustered around 2-4 Flex blocks, with a few selecting 0 or 1. Levels of uncertainty were nearly identical between students (26.9%) and families (25.0%).



? *Is there any other feedback you would like to share?*

👤 Responses received: 26

Several families shared nuanced perspectives on the semester model. Some noted increased student engagement and better alignment with summer learning in a condensed schedule. Others expressed concern about long gaps between courses—particularly in subjects like math and band—potentially leading to learning loss or reduced motivation. A suggestion was made to mitigate this by consistently scheduling core subjects in the same semester across grade levels. Overall, the feedback reflects both appreciation for the focused pace of semesters and caution about unintended social and academic impacts.

KEY TAKEAWAYS - THOMAS HANEY SECONDARY FAMILIES

1. Of the families that responded to the survey, (61.4% or 43 respondents) prefer the semester model for their child, with fewer supporting linear (31.4% or 22 respondents) or having no preference (7.1% or 5 respondents).
2. Families whose children experienced both models show even stronger support for semester, with 30 (65.2%) preferring it compared to 13 (28.3%) for linear.
3. Families of students in equity-deserving groups also preferred semester (13 respondents or 65.0%), aligning with the overall trend and indicating this model may better support diverse needs.
4. Families generally see the linear model as supportive of student well-being, though concerns about managing course load and stress and mental health persist. 29 (39.7%) disagreed/somewhat disagreed course load could be managed effectively, while 27 (37.0%) disagreed/somewhat disagreed stress and mental health could be managed under this model.
5. Families viewed the semester model as more supportive of student well-being overall, with stronger agreement in learning course content easily (65.2% or 47 respondents agree/somewhat agree), managing course load effectively (73.7% or 53 respondents), managing stress and mental health (63.9% or 46 respondents), and feeling engaged, happy, and connected (62.5% or 45 respondents). However, the semester schedule was perceived as being slightly more supportive of learning needs at 61.7% (45 respondents), compared to 57% (41 respondents) for semester.
6. More families see the semester model as slightly better for supporting literacy success (a combined agree/somewhat agree 47 votes or 65.2% for semester and 39 votes or 54.2% for linear), with higher agreement and fewer negative responses than the linear model.
7. Family responses were split on which model better supports numeracy (a combined agree/somewhat agree 41 votes or 58.6% for semester and 38 votes or 54.3% for linear), with slightly higher agreement for semester but also more polarized views, while perceptions of the linear model were generally more moderate, with some uncertainty.
8. Families favoured the linear model for helping children build peer relationships (a combined easy/somewhat easy for semester at 44.3% or 31 votes, compared to 62.9% or 44 votes for linear), seeing it as more supportive of sustained connections than the semester model, which drew more uncertainty.
9. Among families familiar with both models, views on peer connection were mixed but leaned slightly toward linear as somewhat easier, with more uncertainty for semester.
10. Families also indicated that the linear model is slightly more supportive of building student-staff relationships (a combined easy/somewhat easy for semester at 42 votes or 60.0%, and 44 votes or 62.9% for linear), likely reflecting the benefit of longer, continuous interactions with teachers.
11. Families with experience of both models saw both formats as similarly supportive for building student-staff relationships, with a slight edge for the semester model (a combined easy/somewhat easy 30 votes or 65.3% for semester and 28 votes or 60.9% for linear).

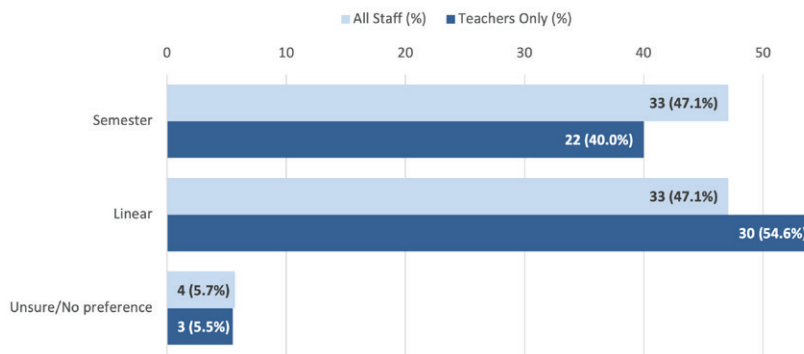
STAFF SURVEY RESPONSES

? Which class schedule format do you prefer? (If you have only experienced one model, please answer based on your experience or what you think might work best for you.)

Responses received: 70

Staff preferences for class schedule format were evenly divided. Among all staff respondents, 33 (47.1%) preferred the linear model, 33 (47.1%) preferred the semester model, and 4 (5.7%) were unsure or had no preference.

When looking specifically at teachers, the preference for the linear model was more pronounced: 54.6% (30) of teachers preferred the linear format compared to 40.0% (22) who preferred the semester model. This shows that teachers see greater benefits in the linear structure, even as the broader staff group remains evenly split.

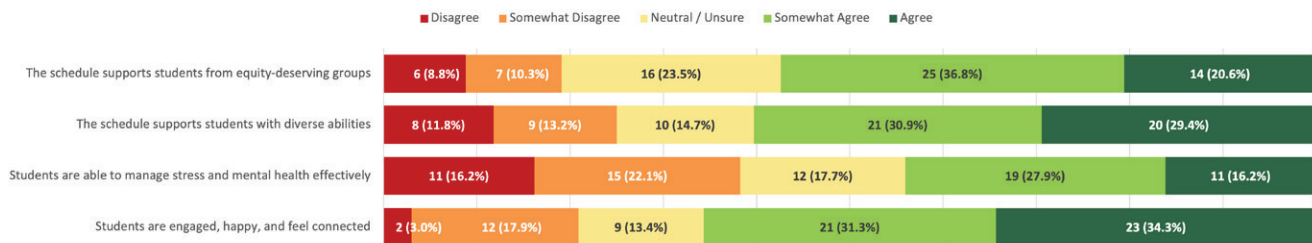


? In a linear schedule, to what extent do you agree with the following statements about student well-being?

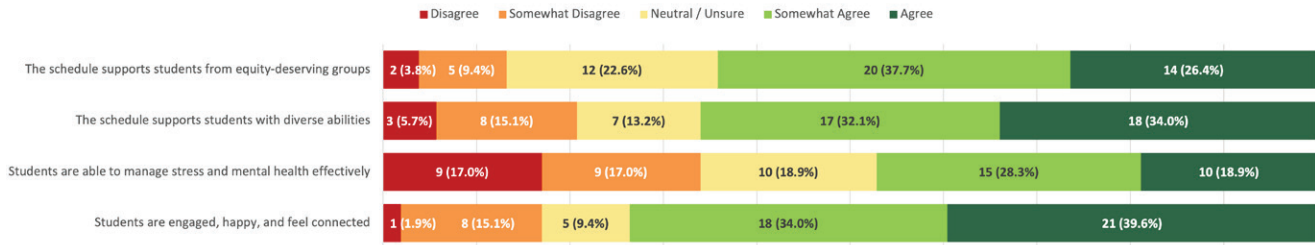
All staff responses received: 68

In a linear schedule, staff responses show generally positive agreement across all four areas of student well-being except managing stress and mental health. The strongest support was for the statement that students are engaged, happy, and feel connected, with 44 (65.6%) agreeing or somewhat agreeing. Supporting students with diverse abilities also drew strong levels of agreement with 41 (60.3%) agreeing or somewhat agreeing. Managing stress and mental health drew higher levels of disagreement and uncertainty, with 26 (38.3%) disagreeing/somewhat disagreeing and 12 (17.7%) being neutral or unsure.

When isolating teachers' responses, the trends are largely consistent but slightly more positive overall. Teachers indicated higher agreement for student engagement and connection (39 or 73.6% agree or somewhat agree), and slightly higher confidence that the schedule supports students from equity-deserving groups (34 or 64.1% agree/somewhat agree). Overall disagreement rates were low in both groups, but teachers tended to choose stronger agreement options more frequently than other staff.



Teacher responses received: 53



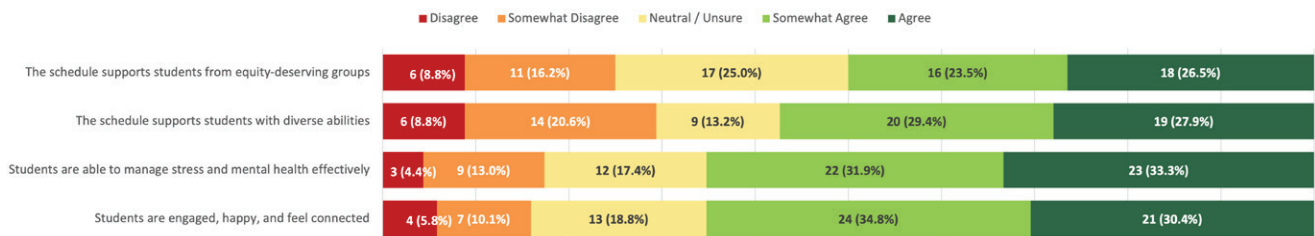
In a semester schedule, to what extent do you agree with the following statements about student well-being?

All staff responses received: 69

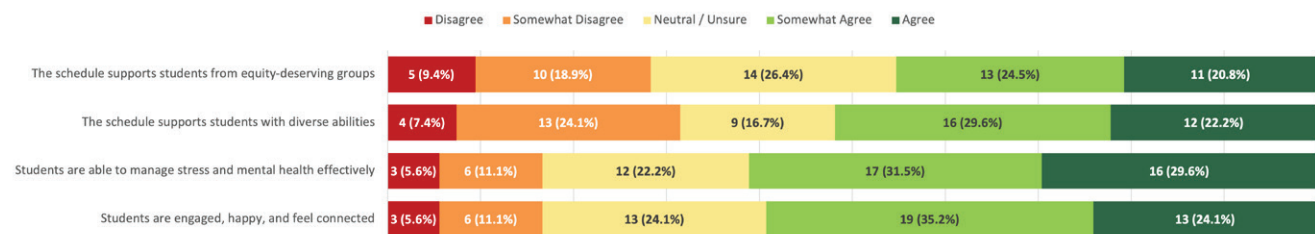
Most staff respondents viewed the semester schedule as supportive of student well-being, with agreement levels (somewhat agree or agree) ranging from approximately 50% to 65% across the four measured indicators. The strongest support was for students’ ability to manage stress and mental health and for student engagement, with 45 (65.2%) agreeing/somewhat agreeing in each case, followed by support for students with diverse abilities (39 votes or 57.3%).

When looking at teachers only, overall agreement levels were slightly lower across all areas. For example, while 65.2% of all staff agreed that the semester model supports students in managing stress and mental health effectively, 61.1% of teachers felt the same. The gap was most pronounced in students feeling engaged, happy, and connected, where agreement dropped from 65.2% among all staff to 59.3% among teachers. These findings suggest that while support for the semester model is consistent across roles, teachers may be more cautious in their assessments of its benefits.

Several staff comments highlighted a trade-off in the semester model: while it supports workload management and benefits some students, including those transitioning mid-year, concerns were raised about the loss of year-long connections, particularly through electives. It was suggested that these connections, especially important for vulnerable students, may be better sustained in a linear model.



Teacher responses received: 54



🕒 **Drill-down: Student well-being as perceived by staff under the two schedule models**

When comparing perceptions of student well-being under the two schedule models, staff indicated slightly stronger agreement with well-being statements under a linear schedule than a semester schedule in nearly all areas. The one measure where the semester model received more favourable ratings was in students’ ability to manage stress and mental health.

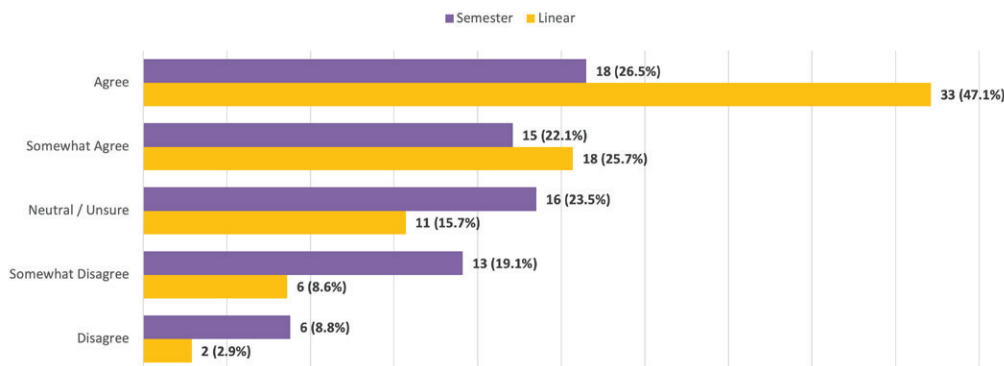
Teacher-only responses reflected the same pattern: teachers showed greater confidence in the linear model’s ability to support students from equity-deserving groups, students with diverse abilities, and student engagement and connection, but expressed more confidence in the semester model when it came to supporting stress management and mental health. Overall, while both models were seen to support student well-being, the linear model appears to be viewed as slightly more favourable in this area.

❓ **To what extent do you agree that each of the two schedule models support (or would support) student success in literacy?**

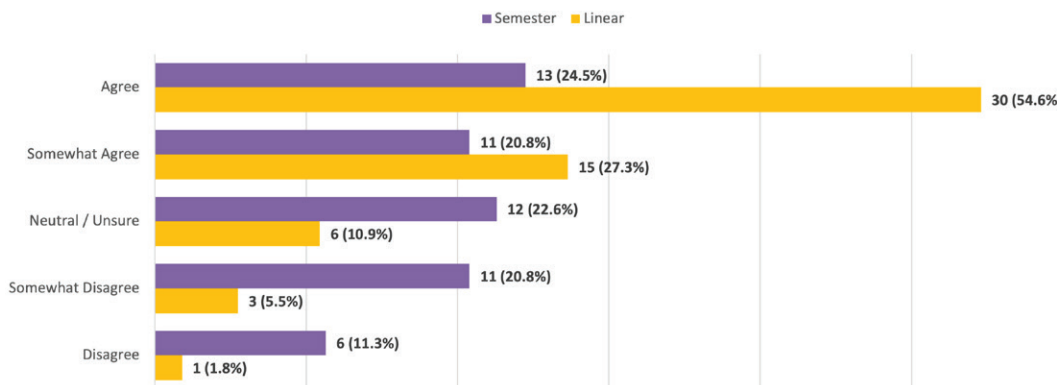
👤 **All staff responses received: 70**

When asked which schedule model better supports (or would support) student success in literacy, staff responses leaned strongly toward the linear model overall. Among all staff respondents, nearly half (33 or 47.1%) agreed that the linear model supports literacy, compared to just over a quarter (18 or 26.5%) who agreed for the semester model. Agree and somewhat agree combined were higher for the linear model, with fewer neutral or negative responses than for semester.

When looking only at teachers, this preference for linear is even more pronounced: 81.9% of teachers (45) agreed or somewhat agreed that the linear model supports student literacy, while only 45.3% (24) agreed for the semester model. Teachers also showed less uncertainty, with fewer neutral/unsure or negative responses for linear compared to semester.



👤 **Teacher responses received: 55**



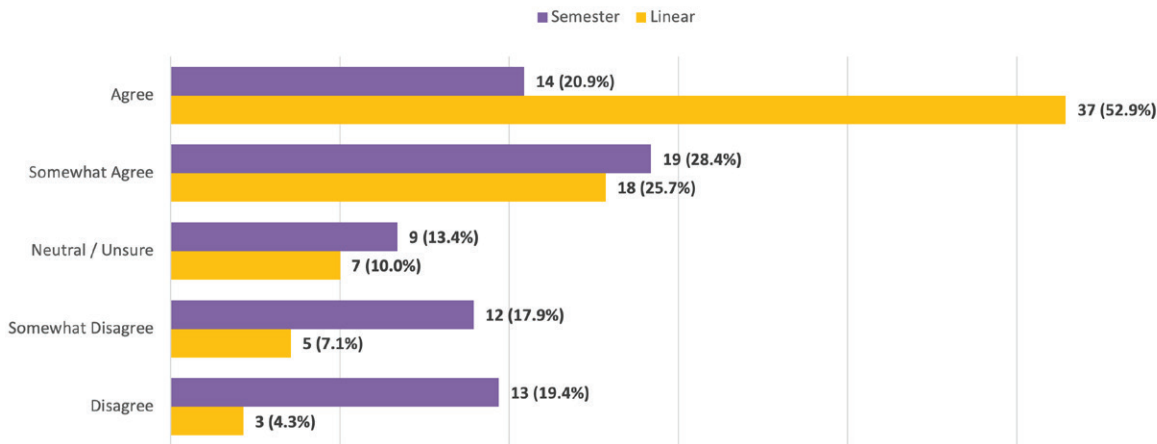
? To what extent do you agree that each of the two schedule models support (or would support) student success in numeracy?

All staff responses received: 70

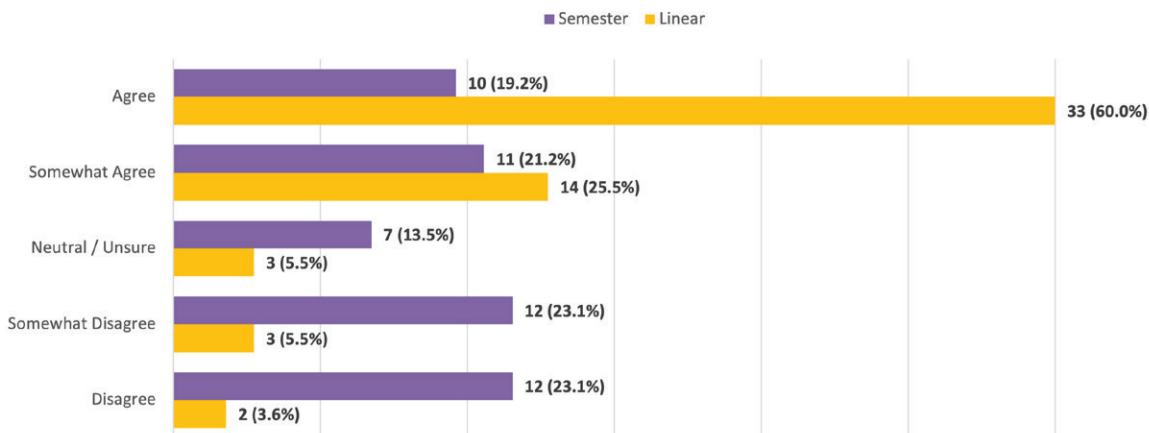
When asked which schedule model better supports (or would support) student success in numeracy, staff responses again showed a clear preference for the linear model. Among all staff respondents, just over half (52.9% or 37) agreed that the linear model supports numeracy success, compared to only 20.9% (14) for the semester model. The combined agreement (agree and somewhat agree) for linear was significantly higher than for semester, and fewer staff selected neutral or negative responses for linear.

The teacher-only results reinforce this trend. 60% of teachers (33) agreed that the linear model supports numeracy, while only 19.2% (10) agreed for the semester model. Teachers also reported less uncertainty and fewer negative responses for the linear option, indicating stronger confidence in its ability to support student numeracy development.

Overall, both staff and teachers expressed a clear preference for the linear model when it comes to supporting numeracy skills. This suggests a broad perception that the continuous structure of the linear schedule provides better conditions for learning in math-related subjects.



Teacher responses received: 55



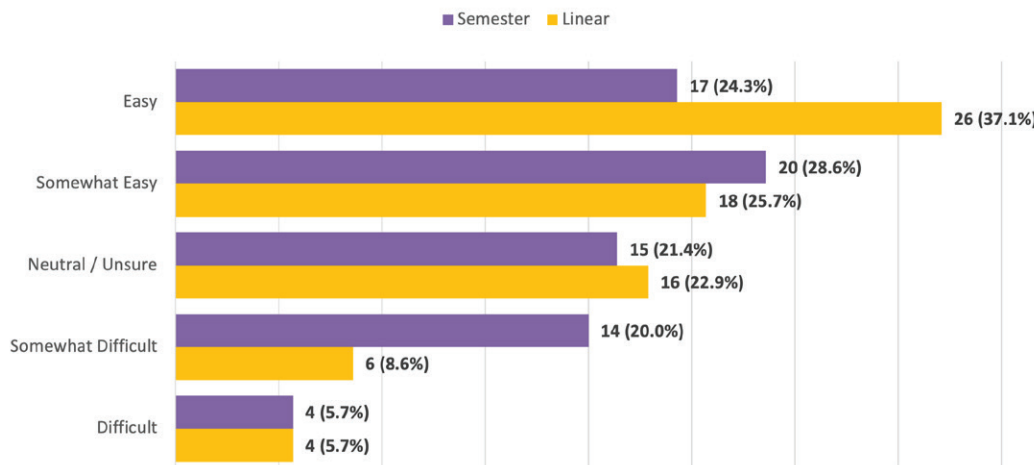
? Based on your observations, how easy or difficult is it for students to build positive connections with their peers in each schedule model?

👤 All staff responses received: 70

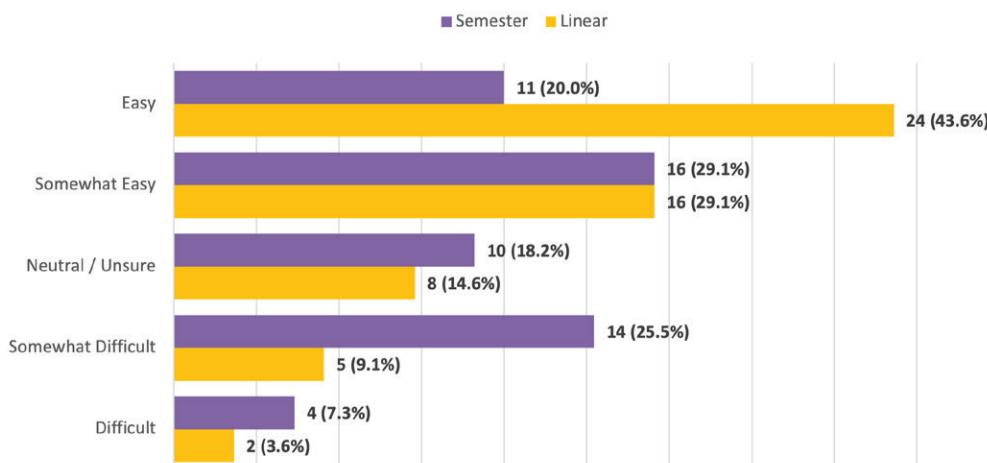
When asked how easy or difficult it is for students to build positive peer connections under each schedule model, staff responses indicated a preference for the linear model. Among all staff, 44 (62.8%) rated peer connection as easy or somewhat easy in a linear timetable, compared to 37 (52.9%) for semester. Significantly fewer described linear as somewhat difficult compared to semester (14 or 20% for semester and 6 or 8.6% for linear).

Teacher-only responses show an even clearer difference: 40 teachers (72.7%) described it as easy or somewhat easy for students to build peer connections in the linear model, compared to only 27 (49.1%) for semester. Teachers were also more likely to rate semester as difficult or somewhat difficult for connections (18 or 32.8% for semester vs. 7 or 12.7% for linear).

Overall, both groups perceive that students find it easier to maintain positive peer relationships under a linear schedule, with teachers expressing this more strongly than staff as a whole. This suggests that continuity throughout the year may better support sustained social bonds compared to shorter, semester-based courses.



👤 Teacher responses received: 55

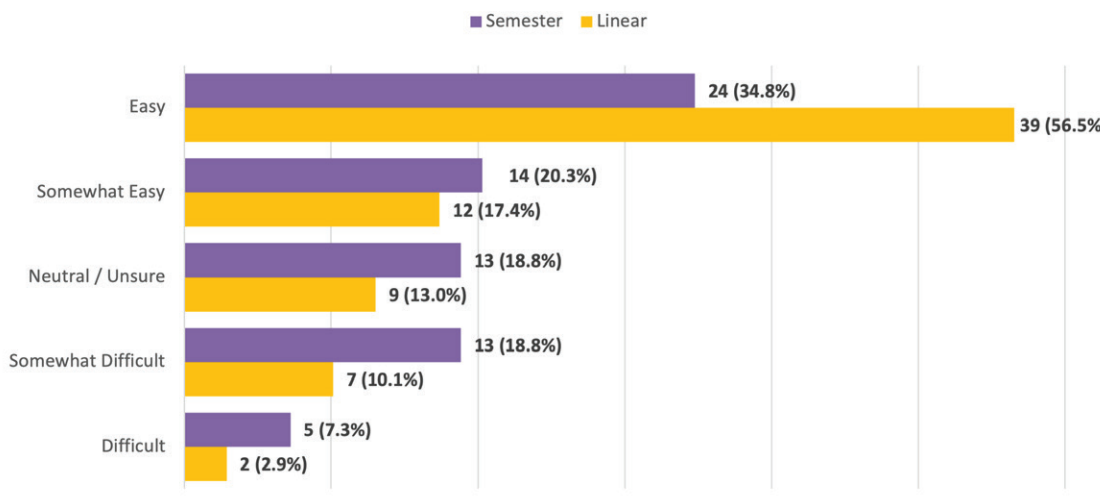


? Based on your observations, how easy or difficult is it for students to build positive connections with **staff** in each schedule model?

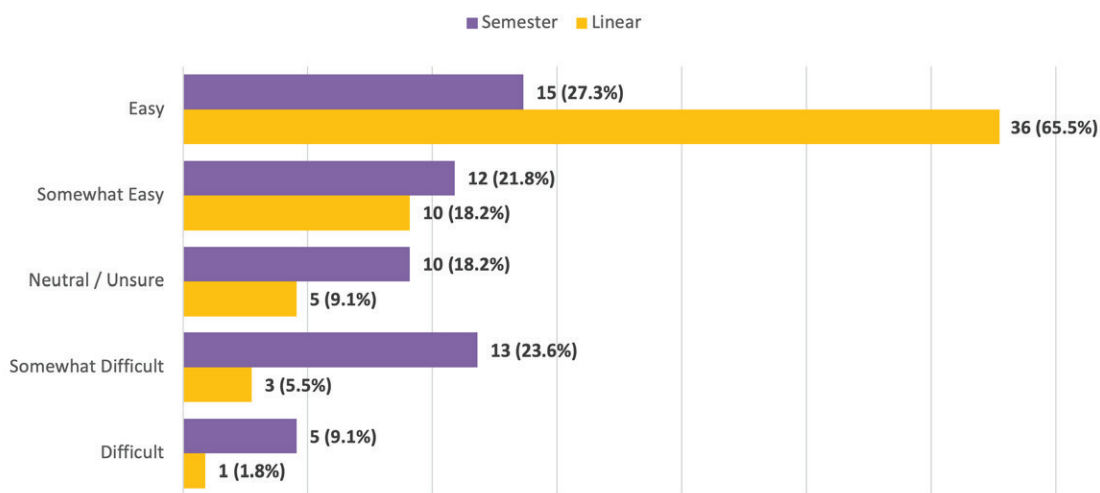
👤 All staff responses received: 69

Overall, staff perceptions suggest that building positive connections between students and staff is viewed as easier in a linear schedule than in a semester model. Among all staff, over half (56.5% or 39 staff) indicated that it is easy for students to connect with staff in a linear model, compared to about a third (34.8% or 24 staff) for the semester model.

When looking specifically at teachers, this difference is even more pronounced: nearly two-thirds (65.5% or 36 teachers) felt it was easy for students to build staff connections in a linear model, while only 27.3% (15 teachers) felt this was true for the semester model. Teachers were also more likely than other staff to rate the semester model as somewhat difficult or difficult for fostering these connections (32.7% or 18 teachers vs. 26.1% or 18 staff), suggesting that the semester structure may pose greater challenges for developing consistent student–staff connections from the teacher perspective.



👤 Teacher responses received: 55

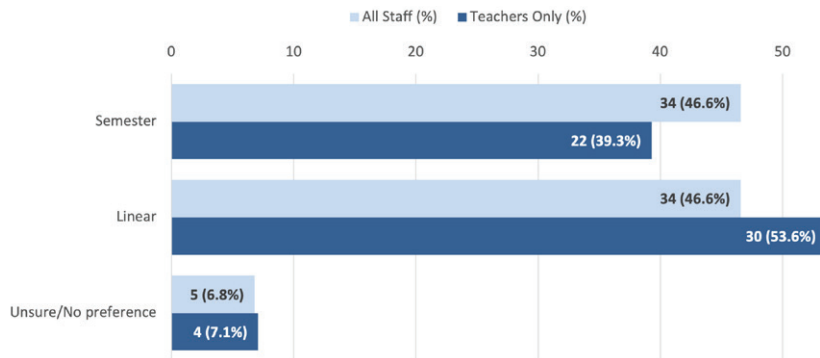


? Which schedule model do you feel best supports student learning?

Responses received: 73

Across all staff respondents (light blue), preferences were evenly split, with 46.6% (34 staff) voting for the linear system and 46.6% (34 staff) voting for semester when it came to best supporting student learning.

When isolating responses from teachers only (dark blue), support for semester dropped to 39.3% (22 teachers) while the preference for linear increased to 53.6% (30 teachers). This suggests that teachers, who are most directly responsible for student learning in the classroom, may see greater benefits to the linear model, even as views remain divided.



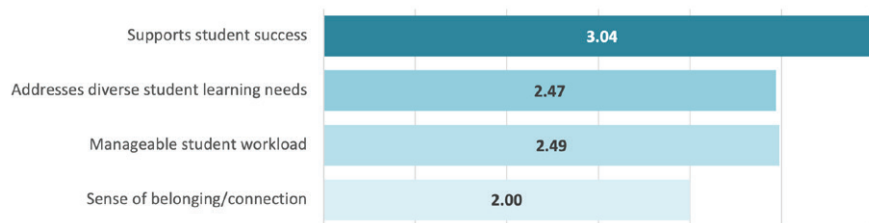
? Based on your observations, rank the following factors from most important to least important when considering a school schedule (1 being the most important and 4 being the least important).

► This chart converts these rankings into weighted scores. Higher average scores indicate greater overall priority, based on how consistently a factor was ranked highly.

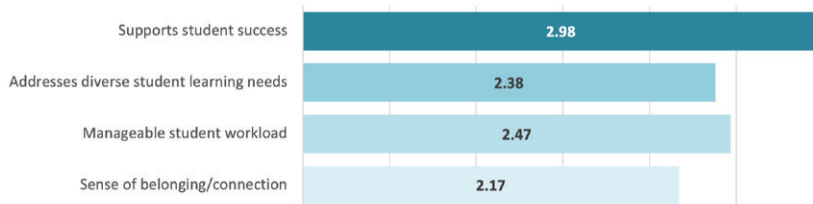
All staff responses received: 68

When asked to rank the most important considerations in determining a school schedule, all staff consistently prioritized supporting student success, which received the highest average score (3.04). This was followed closely by manageable student workload (2.49) and addressing diverse student learning needs (2.47). Sense of belonging or connection was ranked lowest (2.00), though still seen as a meaningful factor.

Among teachers only, the same trend was observed, with supporting student success scoring highest (2.98), followed by manageable workload (2.47), addressing diverse student learning needs (2.38), and sense of belonging/connection (2.17). These results indicate that while all four factors are valued, student success is viewed as the dominant driver in schedule decision-making, particularly when trade-offs are necessary.



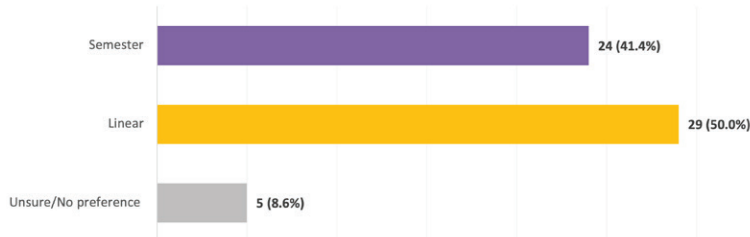
Teacher responses received: 53



When considering your classroom lesson planning responsibilities, which schedule model better supports your workload?

Responses received: 58

Half of teachers (29 or 50.0%) indicated that the linear model better supports their classroom lesson planning workload, while 41.4% (24 teachers) preferred the semester model. A small proportion (5 teachers or 8.6%) were unsure. These results suggest a modest preference among staff for the linear format when considering workload, though support for the semester model remains relatively strong.

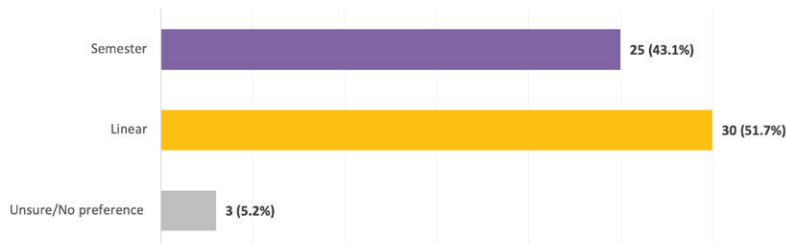


Which schedule model gives you more confidence in managing the pace and frequency of formative assessment in your classroom?

► Formative assessment refers to regular, informal checks for understanding during learning — such as quizzes, practice tasks, or classroom questioning — which help teachers adjust instruction to support student progress.

Responses received: 58

When asked which schedule model gave them more confidence in managing the pace and frequency of formative assessment, 51.7% of teachers (30) selected the linear model, compared to 43.1% (25) who preferred the semester format. Only 5.2% (3) were unsure. While the results show a slight preference for linear, both models were viewed as viable by a majority of respondents.

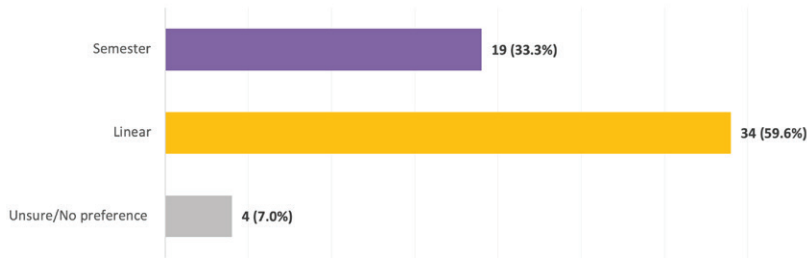


Which schedule model gives you more confidence in managing the pace and frequency of summative assessment in your classroom?

► Summative assessment refers to formal evaluations, such as end-of-unit tests, major projects, or final exams, that measure student learning at the end of a period of instruction.

Responses received: 57

When asked about managing the pace and frequency of summative assessment, 59.6% of teachers (34) said the linear model gave them more confidence, compared to a third (33.3% or 19 teachers) who preferred the semester format. 7% (4) were unsure or had no preference. This represents a wider margin of preference than for formative assessment, suggesting that linear scheduling may feel more manageable for planning and delivering formal evaluations.

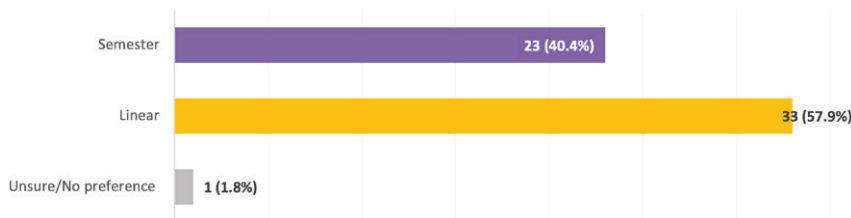


Which schedule model gives you more confidence in managing the pace and frequency of formal and informal reporting?

- ▶ Formal reporting refers to structured updates on student progress, such as report cards or official written communication to families. Informal reporting includes less formal interactions like emails, phone calls, or parent-teacher conferences that provide ongoing insights into student learning and engagement.

Responses received: 57

Most teachers indicated greater confidence in managing the pace and frequency of both formal and informal reporting under the linear model, with 57.9% (33 teachers) selecting it compared to 40.4% (23 teachers) for the semester model. Just one respondent (1.8%) was unsure or had no preference.



If the school remains on a linear model, what supports (if any) do you think students would need to be successful?

Responses received: 41

Staff emphasized the importance of wrap-around student supports (e.g. counselling, resource staff, and flexible spaces) to help students manage the demands of eight courses year-round. Many highlighted the need for structured check-ins and flex time to support goal setting and self-management. Teachers also noted that workload and homework coordination are critical to avoid overburdening students, and some stressed that adequate preparation time helps reduce stress and maintain instructional quality. A few responses also pointed to the need for clearer communication and transparency about how feedback will be used. A sample of staff comments is included below. The full list will be shared with the school for further review.

- “ Students need support/guidance with balancing their coursework, as they have 8 subjects. This helps develop the skills they need as adults when balancing each aspect of their lives. Students who access adaptations will also need workload adaptations to help them accomplish this same goal of balancing each aspect of their lives. Ultimately, a linear system will allow a continuity to exist for each of their subjects, which is important when learning new skills. Time to understand class materials prior to helping students understand it.
- “ Support services/classes, if required. Readily available counselling staff. Available library staff and resources.
- “ The amount of homework/projects needs to be monitored by teachers who understand that their homework deadlines may be 1 of 8.
- “ More structured contact with teachers on a weekly basis (THSS) Connection is lacking!
- “ In THSS they have sufficient supports and flexibility in their schedule. They need help in ensuring they use their work blocks effectively and for intended use. Consistency from teachers across the school in this area is helpful.

? *If the school transitions to a **semester model**, what supports (if any) do you think students would need to be successful?*

👤 Responses received: 38

Staff noted that ensuring consistent access to learning supports in both semesters is crucial, especially for students needing extra help in core subjects like math. Many emphasized that clear timetabling, a dedicated support or prep block each semester, and enough planning time to adapt curriculum are important for a smooth transition. There were also calls for better student understanding of attendance expectations and time management under the faster pace of semesters. Some raised school-specific concerns about managing open work areas and student workload balance across both terms.

A sample of staff comments is included below. The full list will be shared with the school for further review.

- “ *More time. Students do not realize that in a semester model content is cut from the curriculum as there is not enough time based on student work habits.*
- “ *The same support as in the linear model. In the semester model, however, course requirements might not enable support resources to be available each semester. i.e a student’s timetable may provide for support in ONLY ONE semester. The student might have more courses requiring support in the second semester, but can only be accommodated in the first semester.*
- “ *Extra support for Math.*
- “ *A semester model promotes success for support needs students, it’s easier and less overwhelming for their brains.*
- “ *Given the tighter time line to deliver the course, adequate opportunities need to be made available for staff to work together to adapt.*

? *If the school remains on a **linear model**, what supports (if any) do you think you would need to be successful?*

👤 Responses received: 36

Staff reflections on supports for success in a linear model highlighted the importance of time, transparency, and student connection. Common themes included the need for consistent prep time, opportunities to build understanding before supporting students, and structures like teacher advisory and Flex that facilitate meaningful engagement.

A sample of staff comments is included below. The full list will be shared with the school for further review.

- “ *Time to understand class materials prior to helping students understand it.*
- “ *Designated times to connect with students, send emails, do report cards, etc.*
- “ *More collaboration opportunities with staff in same departments and assessment time prior to learning updates. Certain subject areas have more onerous assessment and the new reporting order requires more descriptive feedback. Teachers need time to generate effective feedback.*
- “ *More structures in place to improve student connection.*
- “ *More staff consistency on planners and communication to help students be aware of due dates, time to connect with teachers in great halls and to increase parent involvement and awareness.*

? *If the school transitions to a **semester model**, what supports (if any) do you think you would need to be successful?*

👤 Responses received: 40

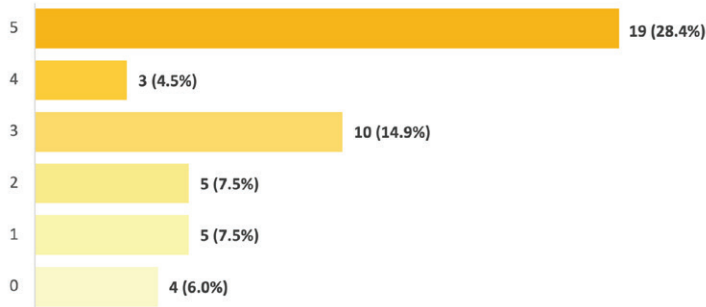
Staff input on a possible transition to semester emphasized the need for thoughtful planning, workload management, and scheduling support. Comments highlighted the importance of dedicated time to adapt course materials, clear policies to prevent workload imbalances, and prep time each semester, particularly for part-time staff. While some felt well-prepared and even preferred the semester model, others flagged structural challenges unique to the Thomas Haney environment. A sample of staff comments is included below. The full list will be shared with the school for further review.

- “ A guarantee that students won't be allowed to drop their electives in the second semester if they fail academics in the first semester. Also students who have a light workload in one of the semesters sometimes cause problems or want to start courses early which adds to our workload. This is a THSS specific problem because of our open work areas.
- “ A prep block each semester. Timetables that work for part time teachers.
- “ A semester turn around break to wrap up semester classes and prep for new semester
- “ Teachers loads need to be balanced. I believe every teacher will need to teach at least one block of juniors to make it fair, also if you have more than one block of 8s, they should work it so that the 8s are all in the same semester for that course.
- “ Given the tighter timeline to deliver the course, adequate opportunities need to be made available for staff to work together to adapt.

? In a **linear timetable**, what do you believe is the ideal number of Flex blocks per week?

Responses received: 67

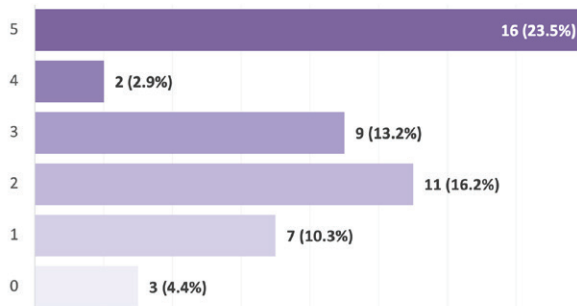
When asked about the ideal number of Flex blocks per week in a linear timetable, staff opinions varied, but the largest proportion (28.4%) indicated a preference for five Flex blocks. Smaller groups favoured three blocks (14.9%) or one or two blocks (7.5% each). A few staff preferred none at all (6.0%) or four blocks (4.5%). These responses suggest that while preferences are diverse, there is notable interest in maintaining frequent Flex opportunities during a linear schedule.




? In a **semester timetable**, what do you believe is the ideal number of Flex blocks per week?

Responses received: 68

When asked about the ideal number of Flex blocks per week in a semester timetable, staff responses varied widely, reflecting a lack of strong consensus. Nearly a third (29.4%) indicated they were unsure or had no opinion. Among those who expressed a preference, the largest group (23.5%) favoured five Flex blocks per week, while smaller groups preferred two or three blocks (16.2% and 13.2% respectively). 10.3% preferred one block, while fewer respondents felt four blocks (2.9%) or none at all (4.4%) would be ideal. Overall, this suggests a notable proportion of staff see value in frequent Flex time but also highlights uncertainty about how much Flex best supports student learning in a semester system.



 *Is there any other feedback you would like to share?*

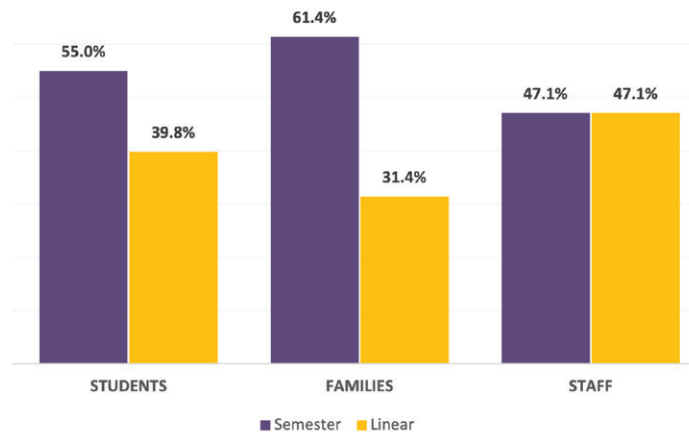
 **Responses received: 29**

In their comments, staff noted gaps in student learning under the semester model for certain subjects (e.g., math, English, performing arts). While semester was seen as better for workload and mental health, many felt linear supported deeper learning and stronger school culture. Suggestions included offering linear prep for teachers and exploring a hybrid model with some courses delivered linearly and others by semester.

KEY TAKEAWAYS - THOMAS HANEY SECONDARY STAFF

1. Across all staff, preferences were evenly split on which model best supports student learning (46.6% or 34 staff for semester, 46.6% or 34 staff for linear). When isolating teachers only, just over half (53.6% or 30 teachers) preferred the linear model, while 39.3% (22 teachers) preferred semester.
2. Staff were evenly divided on which class schedule format they preferred, with 47.1% voting for linear and 47.1% voting for semester (5.7% were unsure or had no preference). When isolating teachers only, just over half (54.6%) preferred the linear model while 40.0% preferred semester.
3. Staff generally saw both schedules as supportive of student well-being, with slightly higher agreement for the linear model.
4. The semester system was perceived as being significantly more supportive of students' management of stress and mental health (65.2% v. 44.1% agree/somewhat agree), while the linear system was seen as better supporting students from equity-deserving groups, students with diverse abilities, and student engagement and connection.
5. Staff, especially teachers, showed stronger confidence in the linear model for supporting literacy. 72.8% of all staff (51 respondents) and 81.9% of teachers (45 respondents) agreed/somewhat agreed that a linear schedule supports student success in literacy, while only 48.6% of all staff (33 respondents) and 45.3% of teachers (24 respondents) said the same of semester.
6. Staff also showed a clear preference for the linear model to support numeracy (78.6% or 55 respondents agreed/somewhat agreed linear supported student success in numeracy while only 49.3% or 33 respondents said the same of the semester schedule), with higher agreement, less uncertainty, and fewer negative responses compared to the semester model.
7. Among all staff, 44 (62.8%) rated peer connection as either easy or somewhat easy in a linear timetable, compared to 37 (52.9%) for semester. Similarly, 51 (73.9%) rated staff connection as either easy or somewhat easy in a linear schedule, compared to 38 (55.1%) for semester.
8. Half of teachers (29 respondents or 50.0%) indicated that the linear model better supports their lesson planning workload, while 41.4% (24 respondents) preferred the semester model. 8.6% (5 respondents) were unsure or had no preference.
9. 51.7% of teachers (30 respondents) indicated they feel more confident managing the pace and frequency of formative assessment in a linear model, while 43.1% (25 respondents) preferred the semester model and 5.2% (3 respondents) were unsure.
10. 59.6% of teachers (34 teachers) said the linear model gave them more confidence in managing the pace and frequency of summative assessment, compared to 33.3% (19 respondents) who preferred the semester model. 7.0% of teachers (4 respondents) were unsure.
11. 57.9% teachers (33 respondents) felt the linear schedule gave them more confidence in managing the pace and frequency of formal and informal reporting compared to 40.4% (23 respondents) under the semester model.
12. Staff identified supporting student success as the most important factor when considering a school schedule, followed by manageable student workload, addressing diverse student learning needs, and a sense of belonging and connection.

SCHEDULE PREFERENCES: STUDENTS, FAMILIES, AND STAFF



RECOMMENDATION

Based on the survey data and alignment with the evaluation criteria, the working group recommends that the superintendent consider a transition to a semester schedule at Thomas Haney Secondary.

Survey responses revealed a clear preference for semester among students and families, while staff views were more mixed. A majority of students (55.0%) preferred the semester schedule, compared to 39.8% who preferred linear. The preference for a semester schedule was particularly strong among Grade 10 and 11 students, who are more directly engaged with graduation requirements and heavier course loads. Support for the semester schedule rose to 69.0% among students with experience of both models or semester only. Families also expressed majority support for semester, with 61.4% in favour, including 65.0% of families of equity-deserving students. In contrast, staff were evenly split overall, with 47.1% supporting each model.

When considering the evaluation criteria, students and families viewed semester as more supportive across most of the categories available to them (manageable student workload, support for student success, support for positive connections, and responsiveness to diverse learning needs), although for families the linear schedule was perceived as more supportive of learning needs by a slight margin (4.7%). Students also reported higher well-being scores under semester across all measures, highlighting the potential of this model to reduce stress and improve balance.

Staff expressed greater confidence in linear for managing workload, assessment, and reporting, but nearly half also identified semester as supportive, and many of the concerns raised—such as the need for adequate prep time, pacing adjustments, and timely feedback—represent important areas for planning attention should a transition occur.

Overall, the data suggest that the semester model may better support manageable student workload, mental health, and success for a majority of students, particularly in grades most affected by graduation requirements. While staff confidence remains higher for linear in some areas, the transition period could provide time for the school to collaborate on pacing alignment, assessment approaches, and support structures to ensure a smooth and effective implementation if the superintendent chooses to proceed.

DECISION

At this time, I am not supporting the recommendation to transition Thomas Haney Secondary School to a semester model.

The school’s self-directed learning community is built on the flexibility of the linear model as a way to foster student independence. I recognize that a shift to a semester model could negatively impact programs and opportunities that are central to the school’s culture.

However, the engagement findings demonstrate that there is a student preference for a semester model; as a result, Thomas Haney Secondary School staff are expected to engage in rigorous reflection and planning to respond directly to the voices of students, families, and staff. This includes exploring refinements or revisions to the existing model that maintain flexibility and independence while strengthening support for learners.



WESTVIEW SECONDARY

— Survey Results Overview —

This section summarizes survey responses from students, staff, and families at Westview Secondary. It includes both overall trends and school-specific insights on learning, well-being, connection, and schedule preferences. Included in this section:

- ▶ Preferred schedule model
- ▶ Learning and well-being indicators
- ▶ Peer and staff connection
- ▶ Feedback on supports needed under each model

**Note: All percentages shown are rounded to one decimal place.
Because of this rounding, totals may not always add up to exactly 100%.**

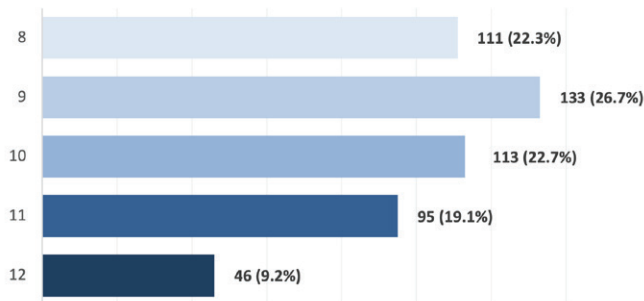
STUDENT SURVEY RESPONSES

What grade are you in?

Responses received: 498

To ensure a representative sample of student voices, we asked respondents to identify their current grade level. At Westview Secondary, we received 498 responses across grades 8 through 12. Grade 9 students made up the largest share of respondents (26.7%), followed by Grade 10 (22.7%) and Grade 8 (22.3%). Grade 11 and Grade 12 students comprised 19.1% and 9.2% of responses, respectively.

This distribution provides a helpful snapshot of the grade-level engagement at this school and allows us to better understand how perspectives may vary across student age groups.

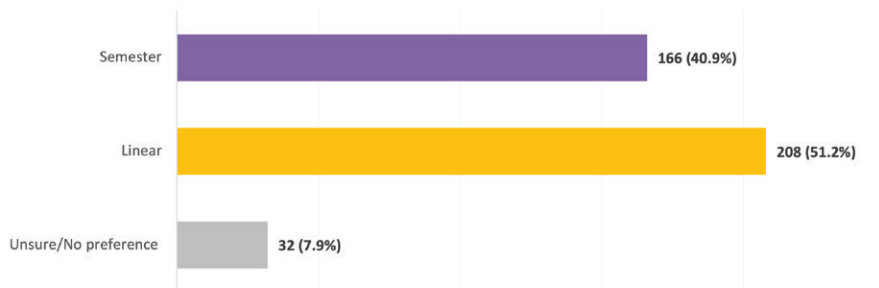


Which class schedule format do you prefer (If you have only experienced one model, please answer based on your experience or what you think might work best for you)?

Responses received: 406

Of the 406 respondents, 208 (51.2%) indicated a preference for linear format, 166 (40.9%) for semester format, and 32 (7.9%) stated they were unsure.

This topline result provides a clear snapshot but student preferences are shaped by a range of experiences. The sections that follow explore those experiences in greater detail, including how each model supports learning, mental health, peer and staff connections, and overall well-being.

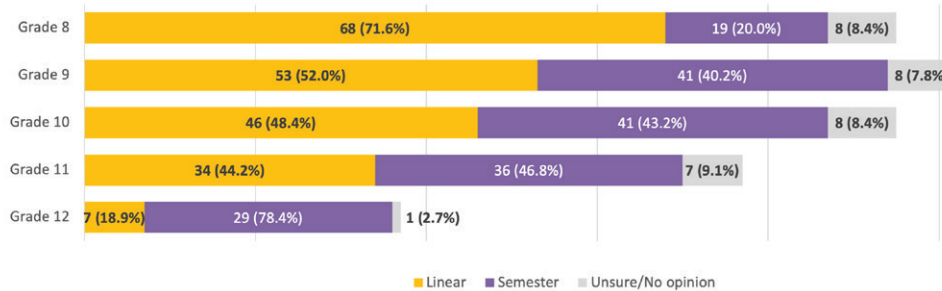


Drill-down: Understanding the 'unsure' student group

Students who were unsure about their schedule preference highlighted the importance of support structures, time management tools, and teacher accessibility. Their comments suggest that ensuring strong systems for communication, workload planning, and mental health may be more impactful than the timetable structure alone.

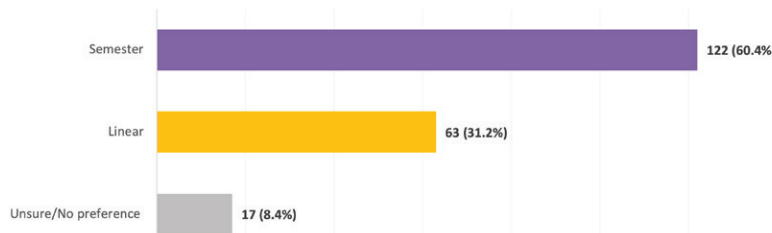
© Drill-down: Responses by grade

While overall preferences leaned toward a linear format, the breakdown by grade reveals a notable trend: support for linear scheduling is highest among younger students and declines with each successive grade. Grade 8 students —whose experience is primarily with linear scheduling—expressed the strongest preference for it, with 68 (71.6%) in favour. By contrast, only 7 (18.9%) Grade 12 students preferred linear, while 29 (78.4%) favoured semester.



© Drill-down: Preferences among students with experience of both models or semester only

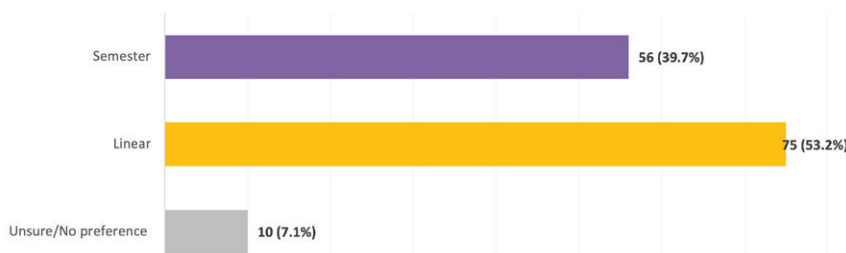
Among students who reported having experienced both semester and linear formats, the majority (122 students or 60.4%) expressed a preference for the semester system. Just under one third (63 students or 31.2%) preferred linear, while 8.4% (17 students) were unsure. This suggests that exposure to both formats may lead to a greater appreciation for the semester model, particularly among older students who have had direct experience with each.



© Drill-down: Preferences among students belonging to an equity-deserving group

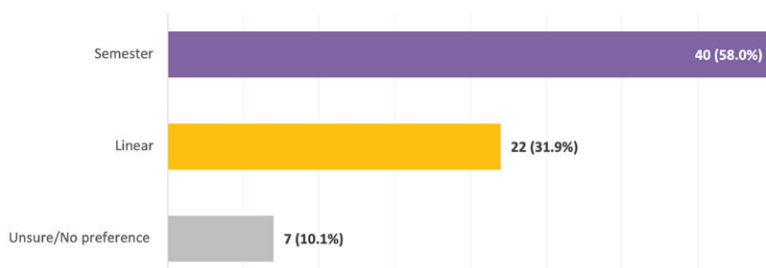
- Equity-deserving groups are students who may face additional barriers to learning or inclusion. This can include students with disabilities or diverse abilities; English Language Learners; Indigenous students; Black students or other students of colour; 2SLGBTQIA+ students; and students from newcomer or immigrant communities.

While equity-deserving students at Westview Secondary showed a preference for the linear model overall, with 53.2% (75 students) preferring linear, 39.7% (56 students) preferring semester, and 7.1% (10 students) being unsure or having no opinion, further analysis reveals a more complex picture.



⊙ **Drill-down: Preferences of equity-deserving students with experience in both linear and semester systems**

Among those who had experience with both semester and linear systems, a majority (40 students or 58.0%) preferred semester compared to those who preferred linear (22 students or 31.9%). This again suggests that exposure to both models may shift perceptions, especially among students who face systemic barriers.

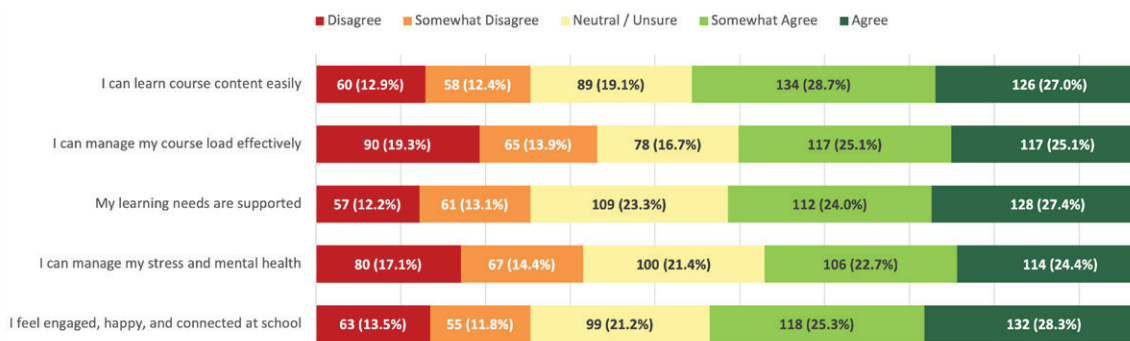


🔍 *In your experience or opinion, to what extent do you agree that a **linear schedule** supports your well-being in the following areas?*

👤 **Responses received: 467**

Just over half of Westview students (240 or 51.4%) agreed or somewhat agreed that their learning needs are supported in the linear schedule. The strongest area of support was in learning course content, with 55.7% (260 students) agreeing or somewhat agreeing that they can learn course content easily. On the other hand, students felt less confident in their ability to manage stress and mental health—only 47.1% (220 students) agreed or somewhat agreed with that statement. This was the lowest score across the five questions.

Overall, the results suggest that many students feel supported in their learning, but emotional well-being and managing workload pose somewhat greater challenges for a large number of them.

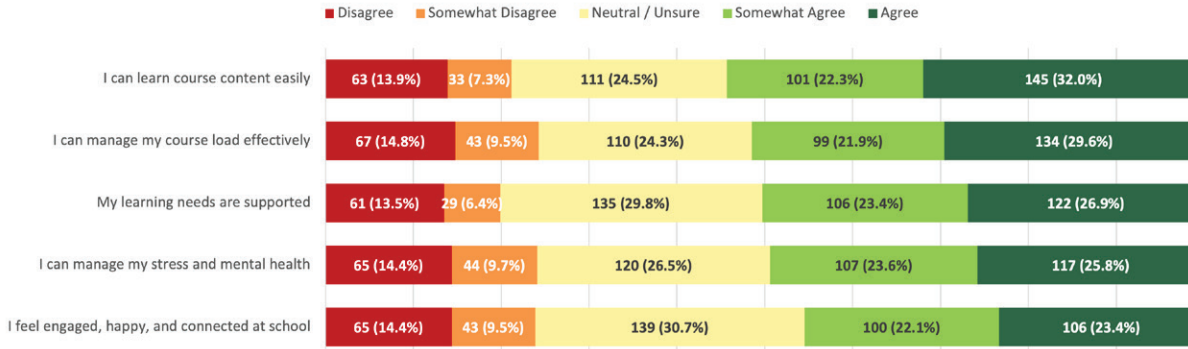


🔍 *In your experience or opinion, to what extent do you agree that a **semester schedule** supports your well-being in the following areas?*

👤 **Responses received: 453**

About half of Westview students (50.3% or 228 students) agreed or somewhat agreed that their learning needs are supported in the semester model. The strongest area of support was in learning course content, with 54.3% (246 students) agreeing or somewhat agreeing that they can learn course content easily. Students felt less confident when it came to feeling engaged, happy, and connected at school—only 45.5% (206 students) agreed or somewhat agreed with that statement, making it the lowest-rated area.

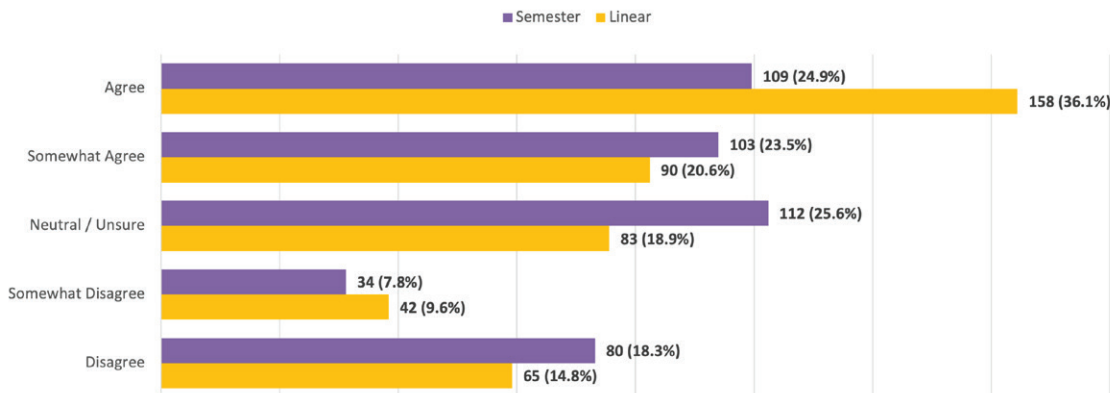
Overall, the results suggest that while many students feel academically supported in the semester model, building a sense of connection may be perceived as more of a challenge.



? To what extent do you agree that each of the two schedule models support (or would support) your success in literacy?

👤 Responses received: 438

Students at Westview showed stronger perceptions of literacy support under the linear model. The percentage of students who agreed or somewhat agreed that the linear schedule supports their literacy success was 56.7% (248 students) compared to 48.4% (212 students) under the semester model. Disagreement was also higher under the semester model, with a combined 26.1% (114 students) selecting disagree or somewhat disagree, compared to 24.4% (107 students) under the linear model. These results suggest that more students feel confident about their literacy development in the linear format, while the semester model introduced more uncertainty, with 25.6% (112 students) feeling neutral or unsure.



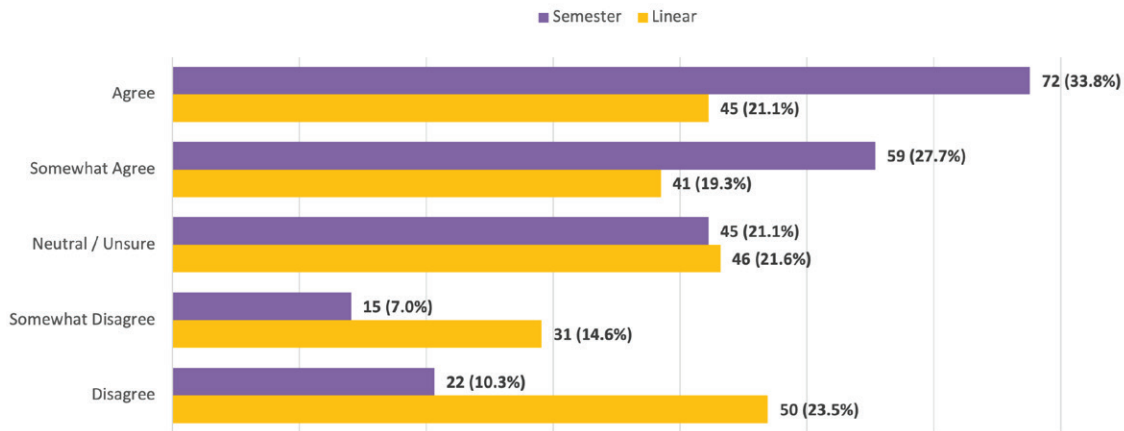
🔍 Drill-down: Those with experience in both models or semester only

👤 Responses received: 213

Given that a large portion of student responses came from lower grades, the drill-down highlights whether perspectives change when students have direct experience with the semester model.

Among students who had experience with both models or with the semester model only, the results shift notably in favour of the semester schedule. A combined 61.5% of these students (131) agreed or somewhat agreed that semester supports their literacy success (72 or 33.8% agree, 59 or 27.7% somewhat agree), compared to 40.4% (86 students) under the linear model (45 or 21.1% agree, 41 or 19.3% somewhat agree). At the same time, disagreement was higher for the linear model, with 81 students (38.1%) selecting disagree or somewhat disagree, compared to 37 (17.3%) for semester. Neutral/unsure responses were similar across both models, at 21.1% (45 students) for semester and 21.6% (46 students) for linear.

These findings suggest that students with direct experience in semester are more confident in its support for literacy, reporting higher levels of agreement and considerably lower levels of disagreement compared with the linear model.

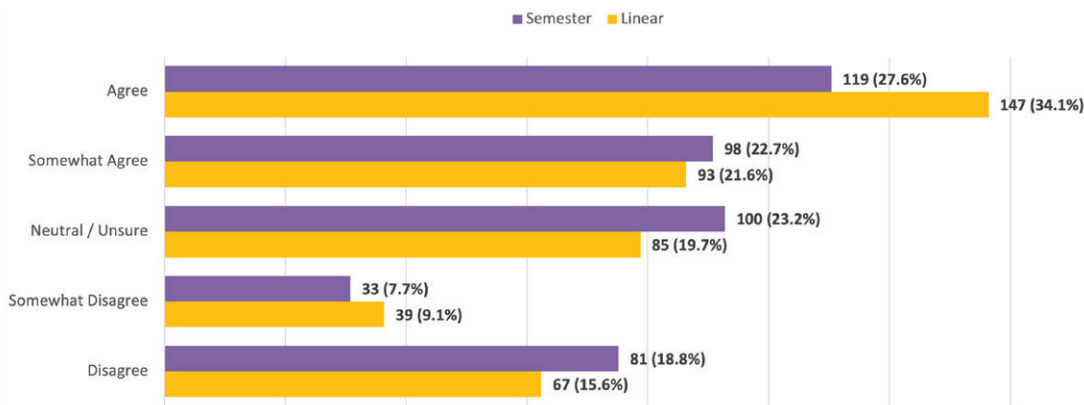


? To what extent do you agree that each of the two schedule models support (or would support) your success in numeracy?

👤 Responses received: 431

Students at Westview Secondary felt more confident in their numeracy success under the linear model. The percentage of students who agreed or somewhat agreed the linear schedule supports their success in numeracy was 55.7% (240 students), compared to 50.3% (217 students) under the semester model. While agreement dropped in the semester model, neutral or unsure responses rose—with 23.2% (100 students) in the semester format compared to 19.7% (85 students) under linear. Disagreement also increased slightly, with 26.5% (114 students) selecting disagree or somewhat disagree under the semester model, compared to 24.7% (106 students) under linear.

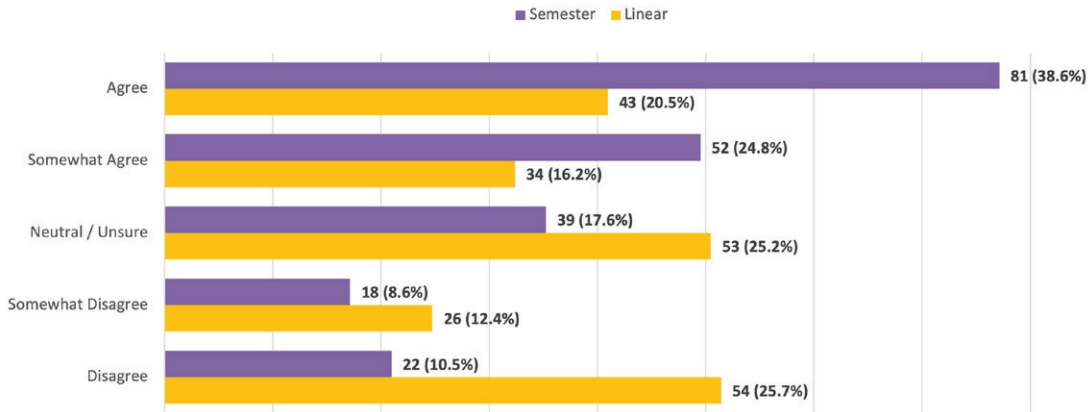
These findings suggest that students may feel more secure in their numeracy learning with the steadier pacing of the linear schedule.



👤 Drill-down: Those with experience in both models or semester only

👤 Responses received: 210

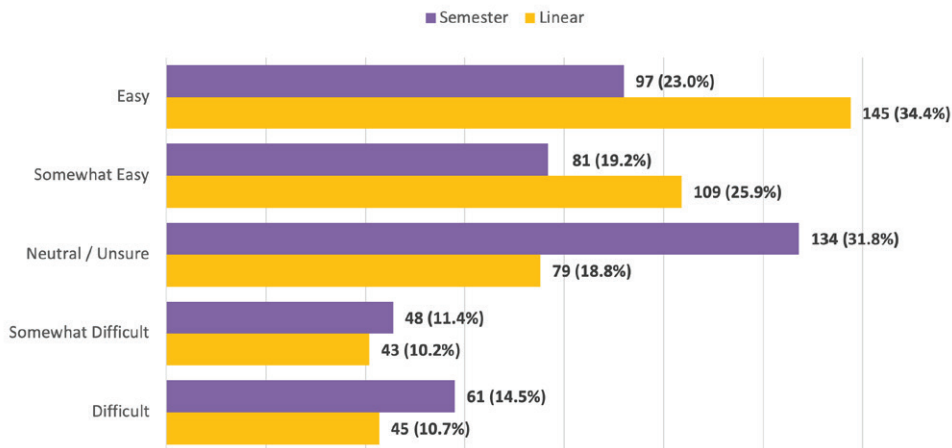
Among students who had experience in both models or semester only, the results shift dramatically in favour of the semester schedule, with 63.4% (133 students) agreeing or somewhat agreeing that semester supports their success in numeracy compared to 36.7% (77 students) under the linear schedule. At the same time, the disagree and somewhat disagree levels also rise considerably, with 38.1% (80 students) reporting that the linear schedule does not support them in numeracy compared to 19.1% (40 students) for semester.



? In your experience or opinion, how easy or difficult is it for you to build positive connections with your **peers** in each of the two schedule models?

Responses received: 421

Westview students had varied opinions on forming friendships under each schedule model. More students said it was easy to build peer connections under the linear model (34.4% or 145 students) compared to the semester model (23.0% or 97 students). Similarly, the semester model had more students reporting difficulty: 14.5% (61 students) said it was difficult, compared to 10.7% (45 students) in the linear schedule. The most striking difference was the number of students who felt neutral or unsure under the semester model—31.8% (134 students), compared to 18.8% (79 students) under the linear schedule. This suggests that students may feel less certain about how the semester format influences their connections with peers either because they may have limited experience with this schedule, or because the impact varies more widely across individuals.

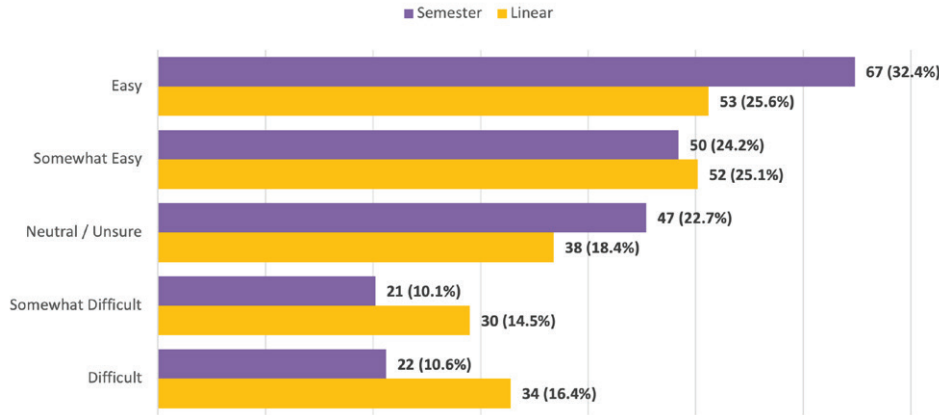


© Drill-down: Those with experience in both models or semester only

Responses received: 207

Among students who had experience with the semester model or both schedule types, responses indicated a more favourable experience with peer connection under the semester format. Nearly one-third (32.4% or 67 students) said it was easy to connect with peers in the semester system, compared to 25.6% (53 students) for linear. Similarly, fewer students rated the semester model as difficult or somewhat difficult (20.7% or 43 students) than the linear model (30.9% or 64 students).

While neutral responses were slightly higher for semester (47 students or 22.7% vs. 38 students or 18.4%), overall results suggest students who have experienced both schedules or semester only find it somewhat easier to build peer relationships in a semester schedule.

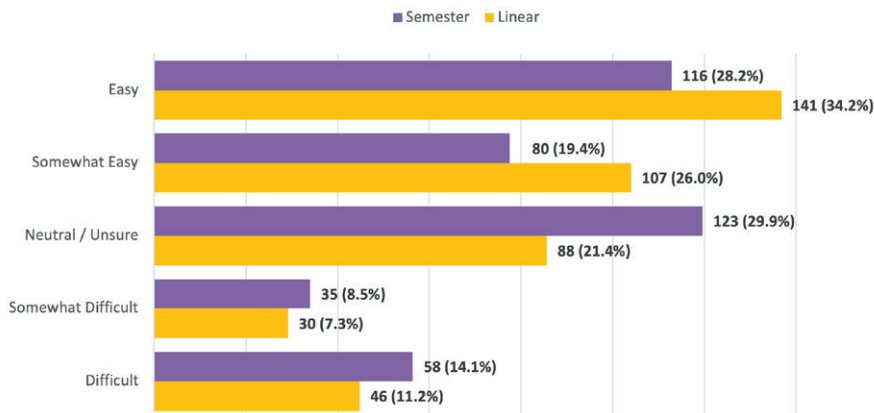


? In your experience or opinion, how easy or difficult is it for you to build positive connections with **staff** in each of the two schedule models?

Responses received: 412

Students had mixed views when it came to building positive connections with staff. More students said it was easy to connect with staff in the linear model (34.2% or 141 students) compared to the semester model (28.2% or 116 students). Similarly, more students found it somewhat easy under the linear schedule (26% or 107 students vs. 19.4% or 80 students). However, the semester model had a higher percentage of students who felt neutral or unsure—29.9% (or 123 students), up from 21.4% (88 students) in the linear model. While only a small difference, more students reported difficulty under the semester model (14.1% or 58 students compared to 11.2% or 46 students).

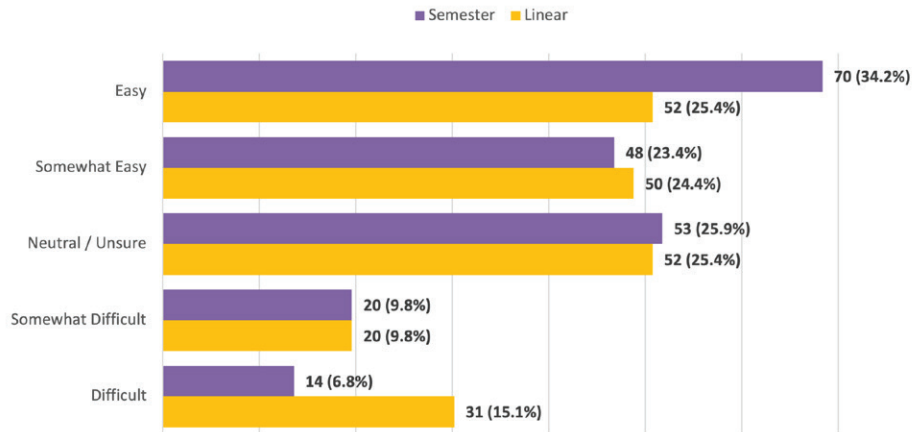
These patterns suggest that while the linear model may better support relationship-building with staff for some, others are less certain how either model affects their ability to connect.



🕒 Drill-down: Preferences among students with experience of both models or semester only

Responses received: 205

Among students with experience in the semester model or both schedule types, responses shift and suggest that it is generally easier to build positive connections with staff under the semester model. About one-third of students (34.2% or 70 students) rated staff connection as easy in the semester model, compared to 25.4% (50 students) for linear. Fewer students found the semester model difficult (6.8% or 14 students) than linear (15.1% or 31 students). The proportion of somewhat easy responses was similar for both (23.4% or 48 students for semester vs. 24.4% or 50 students for linear), as were neutral or unsure responses (25.9% or 53 students for semester vs. 25.4% or 52 students for linear). Overall, the semester model received fewer negative ratings and more easy ratings, suggesting that students with direct experience in both formats or semester only may find it somewhat easier to build relationships with staff in a semester schedule.



? *If the school remains on a **linear model**, what supports (if any) will you need to be successful?*

👤 Responses received: 199

Many Westview students said they would need additional support to succeed under a linear schedule. Common themes included the need for study blocks, academic tutoring, mental health resources, and help with time management. Several students shared that managing eight classes over the year feels overwhelming.

A full list of student comments will be provided to the school for further review and consideration.

- “ *I would need... access to academic tutoring, consistent mental health resources, better communication of deadlines from teachers, and opportunities for time management training.*
- “ *Having support blocks where I can work on my other classes.*
- “ *Westview needs to allow senior students to have study blocks. Having to fill up 8 classes in Grade 12 is very difficult as we have limited elective options. Taking elective classes that we don't even need to graduate feels like a waste of precious time. Also, for busy students going into science fields that do extracurriculars, a study block would be extremely beneficial.*
- “ *An extra block to help me catch up as I have too many classes and too much work to do. I feel overwhelmed. Somewhere where I could go and have a resource teacher help me organize myself and keep me on track.*
- “ *Way less coursework. It's extremely stressful to try and do 8 classes worth of work at a time, especially when there's tests/quizzes/exams to study for.*

? *If the school transitions to a **semester model**, what supports (if any) will you need to be successful?*

👤 Responses received: 195

Student feedback on the semester model reflected a range of needs and perspectives. Some students said they would benefit from a more focused workload, while others expressed concern about the faster pace and scheduling limitations. Key themes included the need for flexible time, academic support, and clear communication about course planning.

A complete list of student responses will be shared with the school for further review.

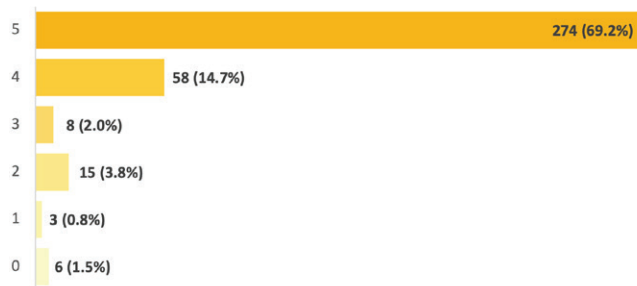
- “ *If the school transitions to a semester model, I would need support with managing a faster pace of learning, access to extra help from teachers when needed, and clear guidance on how course credits and graduation requirements might be affected.*
- “ *Lots of support, I don't think I could work on semester. I wouldn't be able to have the same classes. It would cause more skipping for me.*

- “ I feel like the semester model is going to be good for me because I can focus on 4 things.
- “ Definitely flex time.
- “ More time to get extra work done, you go through course content so quickly that if you miss a day it’s impossible to catch up again.

? In a **linear** timetable, what do you believe is the ideal number of Flex blocks per week?

Responses received: 396

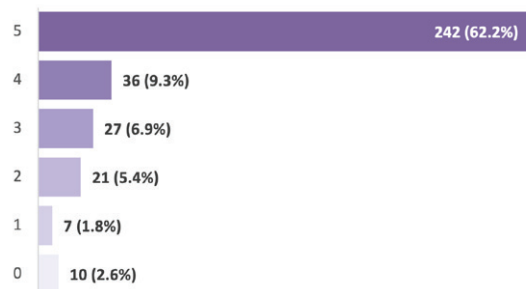
Most students (69.2%) believe five Flex blocks per week is ideal in a linear timetable. A smaller number selected 2-4 blocks (a combined 20.5%), and only nine students selected 0 or 1 (a combined 2.3%). 8.1% of students were unsure.



? In a **semester** timetable, what do you believe is the ideal number of Flex blocks per week?

Responses received: 389

Most respondents (62.2%) indicated a strong preference for having five Flex blocks per week in a semester timetable. Smaller groups selected between two and four blocks (a combined 21.6%), with very few choosing zero or one (a combined 4.4%). 11.8% of respondents were unsure or had no opinion.



? Is there anything else you would like to share?

Responses received: 140

Overall, students who provided written comments expressed support for both the linear and the semester system. A few emphasized the importance of balancing academic expectations with mental health needs, highlighting a desire for breaks, time to decompress, and support for wellbeing.

KEY TAKEAWAYS - WESTVIEW STUDENTS

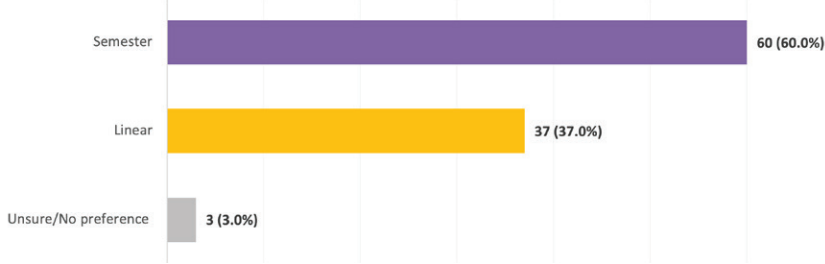
1. 51.2% of students (208) preferred the linear schedule, while 40.9% (166) preferred semester and 7.9% were unsure.
2. Preference for linear was highest among younger students (68 students or 71.6% in Grade 8), while Grade 12 students strongly preferred semester (29 students or 78.4%).
3. Among students with experience of both models, 60.4% (122 students) preferred semester—suggesting experience with both models shifts preference.
4. Equity-deserving students overall preferred linear (53.2% or 75 students), but among those with experience in both models, 58.0% (40 students) preferred semester.
5. 55.7% of students (260) agreed or somewhat agreed they could learn content easily in the linear model, but only 47.1% (220 students) agreed or somewhat agreed they felt supported in managing stress and mental health.
6. Under the semester model, 54.3% of students (246) agreed or somewhat agreed they could learn content easily, but only 45.5% (206) agreed or somewhat agreed they felt engaged, happy, and connected. 49.4% (224) agreed or somewhat agreed they would feel supported in managing their stress and mental health.
7. Literacy support was seen as stronger in linear (36.1% or 158 students) than in semester (24.9% or 109 students), with semester producing more neutral and negative responses. These results shift notably for students with experience in semester or both models, with 61.5% (131) for semester and 40.4% (86) for linear.
8. Numeracy support also leaned linear (34.1% or 147 students vs. 27.6% or 119 students in semester), with semester showing more uncertainty and slightly more disagreement. These numbers again shift dramatically for students with experience in semester only or both models, with semester at 63.4% (133 students) and linear at 36.7% (77 students).
9. 34.4% of students (145) found it easy to connect with peers under the linear model, compared to 23.0% (97) under semester; semester also had higher uncertainty.
10. More students found it easy to connect with staff in the linear model (34.2% or 141 students vs. 28.2% or 116 students), with semester producing more neutral responses.
11. Among students with experience in both models, connection to staff was rated more positively under the semester model, with 34.2% (70 students) saying it was easy, compared to 25.4% (50 students) for the linear model.
12. Students indicated the need for study blocks, mental health resources, time management help, and reduced workload under linear; under semester, they cited pacing support and guidance on planning.

FAMILY SURVEY RESPONSES

? Which class schedule format do you prefer for your child or children? (If your children only experienced one model, please answer based on that experience or what you believe might work best for them.)

👤 Responses received: 100

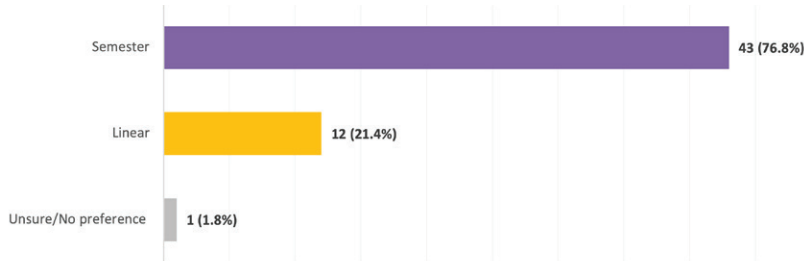
Of the 100 parents/caregivers who responded to this question, 60 (60.0%) indicated a preference for the semester format for their child or children, while 37 (37.0%) preferred the linear model. 3 respondents were unsure or had no preference. This data suggests that, based on their children’s experiences or their own perceptions of what might work best, a majority of parents at Westview Secondary favour the semester model.



🔍 Drill-down: Preferences among parents/guardians of students with experience of both models or semester only

👤 Responses received: 56

Among parents and guardians whose children had experience with both models or the semester model only, preference leaned strongly toward the semester format. 43 (76.8%) preferred semester, while 12 (21.4%) preferred linear and one respondent (1.8%) was unsure or had no preference. These results suggest that direct exposure to the semester system may increase support for that model among families.

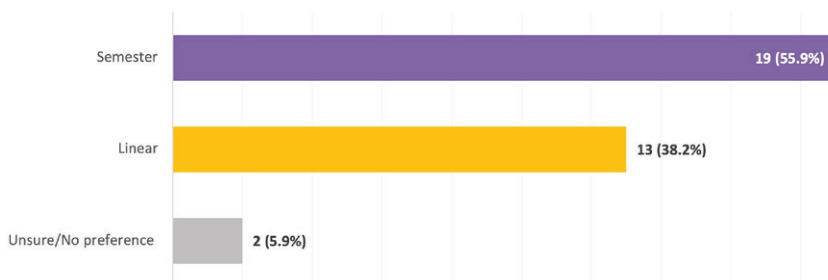


🔍 Drill-down: Preferences among parents/guardians of students belonging to an equity-deserving group

👤 Responses received: 34

▶ Equity-deserving groups are students who may face additional barriers to learning or inclusion. This can include students with disabilities or diverse abilities; English Language Learners; Indigenous students; Black students or other students of colour; 2SLGBTQIA+ students; and students from newcomer or immigrant communities.

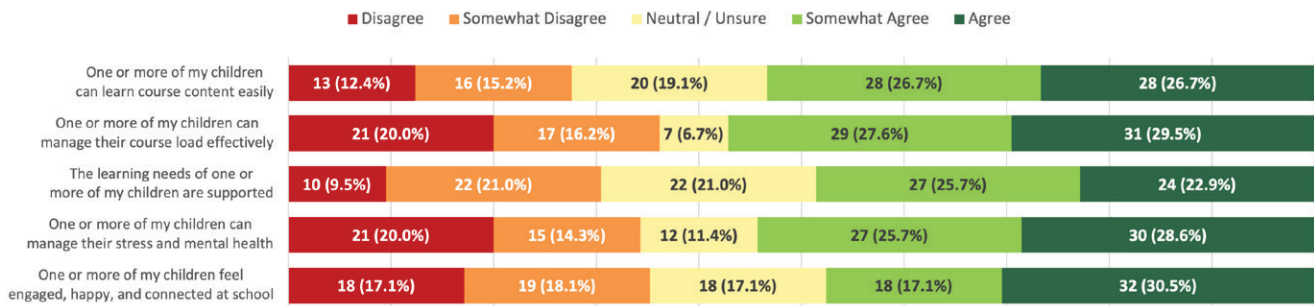
Among parents and guardians of students belonging to an equity-deserving group, preference leaned toward the semester model. Of the 34 respondents, 19 (55.9%) preferred semester, while 13 (38.2%) preferred linear and two respondents (5.9%) were unsure. These results mirror the broader trend and may also suggest that the semester format is seen as better aligned with the needs of students who face additional barriers to learning or inclusion.



? In your experience or opinion, to what extent do you agree that a **linear schedule** supports the well-being of your child or children in the following areas?

Responses received: 105

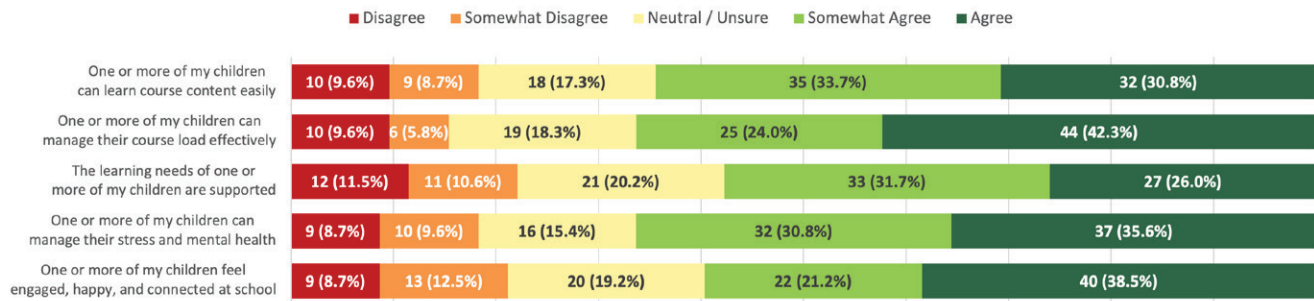
Just under half of WSS parents or guardians 51 (48.6%) agreed or somewhat agreed that their child’s learning needs are supported in the linear model. The strongest area of agreement was for course load management (57.1% or 60 respondents), followed closely by mental health support (54.3% or 57 respondents) and the ability to learn course content easily (53.4% or 56 respondents). Fewer families expressed confidence in the model’s support for student engagement and connection, where agreement was just under half (47.6% or 50 respondents). Five parents provided additional written comments. Two emphasized the value of year-long programming in electives like woodworking and band, while others raised concerns about student overwhelm, disengagement, and the challenge of focusing on eight courses at once.



? In your experience or opinion, to what extent do you agree that a **semester schedule** supports the well-being of your child or children in the following areas? (If your family has not experienced a semester system, please answer based on what you think might work best for your child or children.)

Responses received: 104

Just over six in ten respondents (64.5% or 67 respondents) agreed or somewhat agreed that the semester model supports their child’s ability to learn course content easily, with similarly strong results in support of course load management (66.3% or 69 respondents) and stress management (66.4% or 69 respondents). Parents and guardians also responded positively about emotional well-being, with 59.7% (62 respondents) agreeing or somewhat agreeing that their child feels engaged, happy, and connected at school. The lowest combined agreement was support for learning needs (57.7% or 60 respondents). These results suggest that many families see the semester model as supportive of both academic success and student well-being, particularly when it comes to managing school demands and stress.

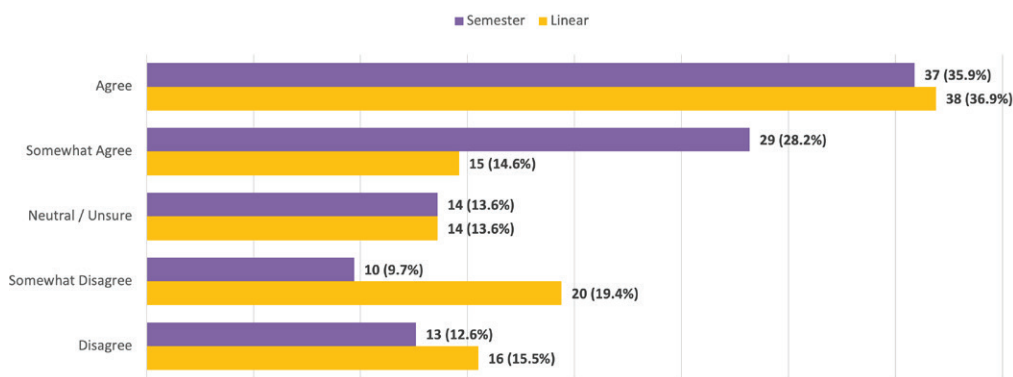


? To what extent do you agree that each of the two schedule models support (or would support) your child’s or children’s success in *literacy*?

Responses received: 103

Just over a third of family respondents agreed that each model supports their child’s literacy success, with the linear schedule receiving slightly more agreement (36.9% or 38 respondents) than the semester schedule (35.9% or 37 respondents). However, the semester model had a higher rate of somewhat agree responses (28.2% or 29 respondents vs. 14.6% or 15 respondents), leading to a higher overall combined agreement score (64.1% or 66 respondents vs. 51.5% or 53 respondents). The linear model, in contrast, received more disagreement overall, with a combined 34.9% of families (36 respondents) selecting disagree or somewhat disagree, compared to 22.3% (23 respondents) for the semester schedule.

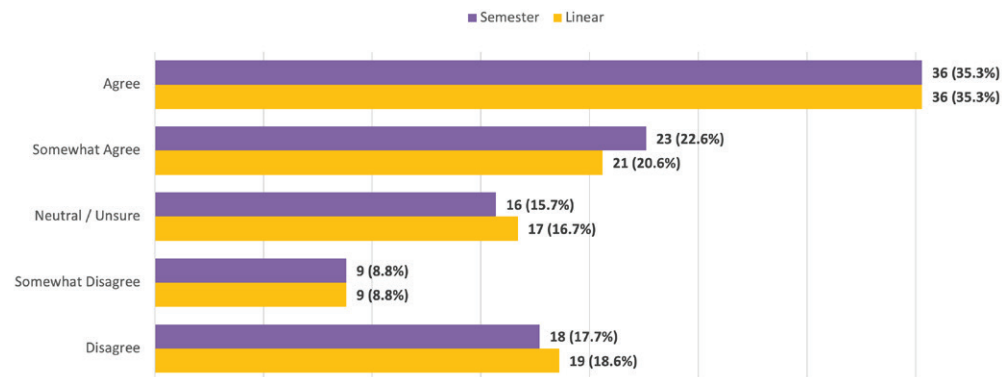
These results suggest that families see both models as capable of supporting literacy development, but there is broader comfort with the semester model, which saw more moderate agreement and fewer negative responses.



? To what extent do you agree that each of the two schedule models support (or would support) your child’s or children’s success in *numeracy*?

Responses received: 102

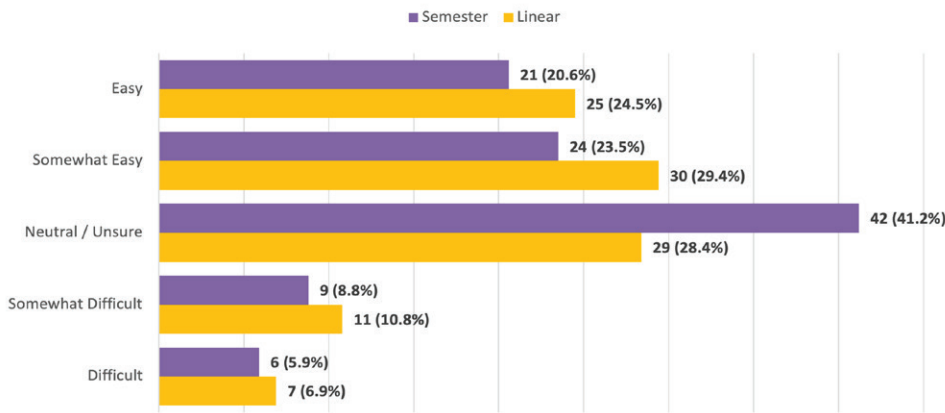
When asked which schedule model better supports their child’s success in numeracy, families were evenly split. Just over a third (35.3% or 36 respondents each) agreed that each model supports numeracy success, with nearly identical results across all response categories. These closely aligned results suggest that families perceive both the linear and semester schedules as equally effective in supporting student success in numeracy.



? In your experience or opinion, how easy or difficult is it for your child or children to build positive connections with their peers in each of the two schedule models?

Responses received: 102

Responses were fairly mixed regarding the ease or difficulty with which students are able to build peer connections under each schedule model. Slightly more families felt it was easy or somewhat easy to build these connections under the linear model (53.9% or 55 respondents) than under the semester model (44.1% or 45 respondents). However, the semester model also had fewer respondents who found it difficult or somewhat difficult (14.7% or 15 respondents) compared to the linear model (17.7% or 18 respondents). Notably, a large proportion of families selected neutral or unsure, particularly for the semester model (41.2%), suggesting uncertainty or limited direct observation.

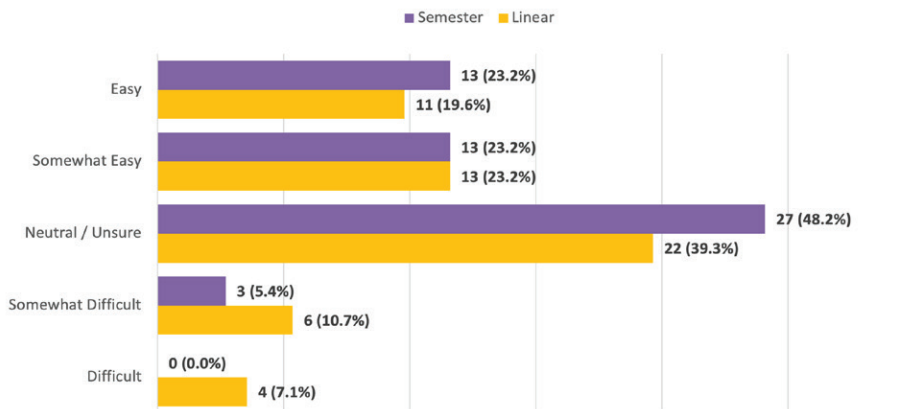


Drill-down: Preferences among parents/guardians whose child(ren) experienced both models or semester only

Responses received: 56

Among parents whose children have experienced both models or the semester model only, responses leaned slightly more positively toward the semester model when it came to ease of peer connection. While nearly half (48.2% or 27 respondents) selected neutral/unsure for the semester model, a few more respondents rated it as easy (23.2% or 13 respondents) compared to the linear model (19.6% or 11 respondents). A greater proportion also rated the linear model as difficult or somewhat difficult (17.8% or 10 respondents) than the semester model (5.4% or 3 respondents).

Although both models had the same percentage of somewhat easy responses (23.2% or 13 votes each), the semester model received fewer negative ratings and a slightly higher combined total of somewhat easy and easy responses (46.4% or 26 respondents vs. 42.8% or 24 respondents). These results suggest that families with direct experience may perceive the semester schedule as somewhat more supportive of peer connection.

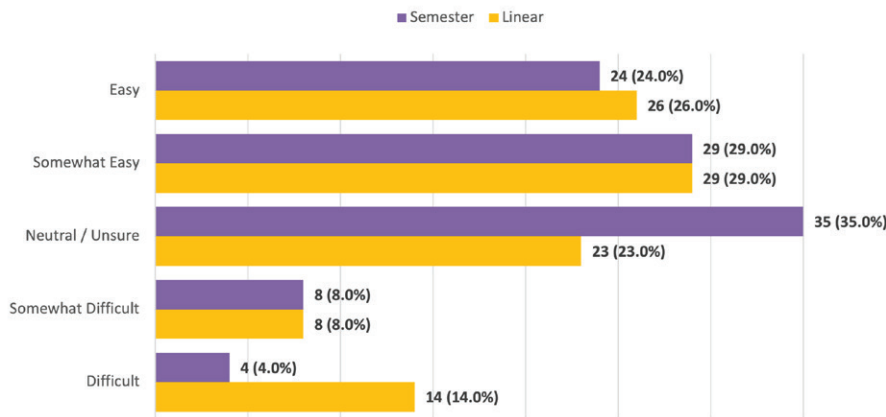


? In your experience or opinion, how easy or difficult is it for your child or children to build positive connections with **staff** in each of the two schedule models?

Responses received: 100

When asked about staff connection, families reported fairly similar experiences between the two models. Just over half of responses for both the linear (55.0% or 55 respondents) and semester (53.0% or 53 respondents) models indicated that it was easy or somewhat easy for students to connect with staff. However, 14.0% of families (14 respondents) found staff connection difficult in the linear model, compared to just 4.0% (4 respondents) in the semester model. The semester model also had a higher rate of families selecting neutral or unsure (35.0% or 35 respondents) than the linear model (23.0% or 23 respondents).

These results suggest that while the overall ease of staff connection is perceived similarly, the linear model may be more polarizing, with more respondents at both ends of the scale.



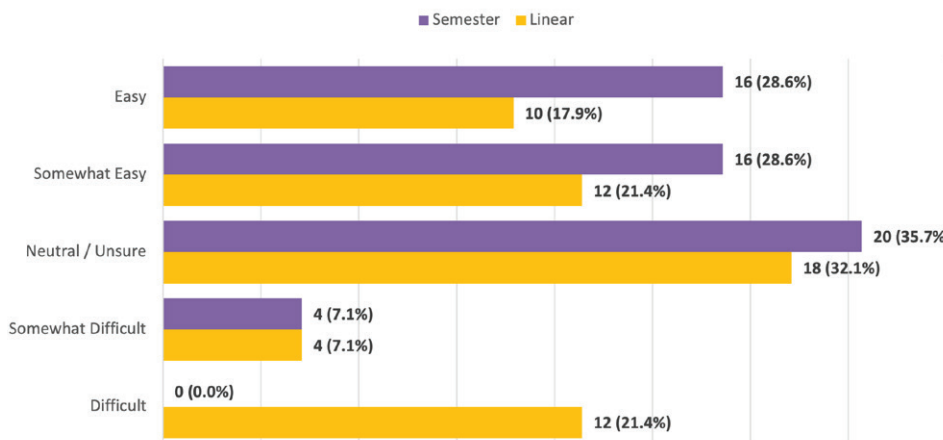
Drill-down: Preferences among parents/guardians whose child(ren) experienced both models or semester only

Responses received: 56

Among families whose children had experience with both scheduling models or with semester only, responses suggest a preference for the semester schedule in supporting positive connections with staff.

More than half (57.2%) of families (32 respondents) agreed or somewhat agreed that building connections with staff was easy in the semester model, compared to 39.3% (22 respondents) for the linear model. In contrast, 28.5% of families (16 respondents) found it difficult or somewhat difficult for their child to build connections under the linear schedule, while only 7.1% (4 respondents) reported the same for the semester model.

While about a third of families remained neutral or unsure for both models, the semester system showed a notable advantage in positive perceptions and a lower rate of difficulty.



? *If the school remains on a **linear model**, what supports (if any) do you believe your child or children would need to be successful?*

Responses received: 62

Below is a sampling of responses received to this question. A full list will be shared with the school community for review. Common themes included requests for continued one-on-one support, more in-school help opportunities, stronger communication, and flexibility in how student needs are addressed.

- “ Continue with the FLEX block as it greatly reduces the amount of homework and stress around completion times.
- “ It is very difficult for my child & I believe others to juggle 8 classes at a time... I believe [teachers] would be able to focus more on a smaller amount of students at a time which would benefit the students' growth.
- “ More communication between teacher, student and parent.
- “ More guidance/structure on use of flex time. If flex is continued, then it needs to be a productive use of time, not just a time to hang out with friends in a favourite class.
- “ Needs to meet daily as a class. The alternatives day schedule for longer periods does not reflect current research. Students need to meet daily.

? *If the school transitions to a **semester model**, what supports (if any) do you believe your child or children would need to be successful?*

Responses received: 60

Below is a sampling of responses received. A full list will be shared with the school community for review. Common themes included a desire for continued academic support, flexible deadlines, and strategies to help students manage increased pace and reduced variety in daily peer and staff interactions.

- “ More help availability when students are having trouble learning.
- “ Having a flex block daily could help with touching base with teachers or 4 days of classes one day is study blocks to catch up on material in class.
- “ My child is involved in a lot of extracurricular activities. It would be difficult to complete assignments by the next day. Also, my child struggles with math, and I believe it could be too large gap and high risk of regression of skills.
- “ Would need to be MUCH more organized and on top of homework.
- “ Some flexibility for assignments... i.e., homework is never needed to be completed for the next day... as a student may have plans that evening.

? *In a **linear timetable**, how many Flex blocks per week do you believe would be ideal? (A definition of Flex is provided below.)*

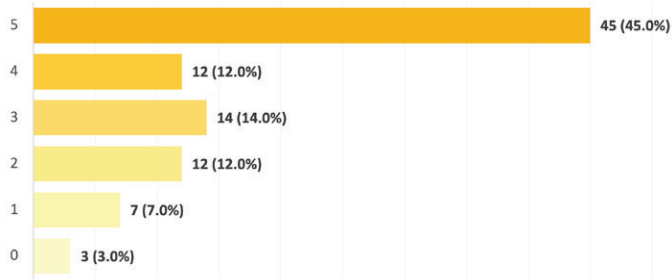
- ▶ A Flex block is a scheduled period during the school day that provides students with flexible time to engage in activities that support their academic success and personal growth. Students may use this time to: receive extra help or tutoring from teachers; work on assignments or group projects; participate in enrichment activities or clubs; explore areas of interest beyond the standard curriculum; engage in self-directed learning or independent study. The goal of the Flex block is to provide students with autonomy in their learning while ensuring they have the support and resources they need to succeed.

Responses received: 100

Among Westview families, 45% indicated that 5 Flex blocks per week would be ideal in a linear timetable. While this was the most selected option, a combined 48% of respondents preferred fewer blocks: 14% selected 3, 12% selected 2, 12% selected 4, 7% selected 1, and 3% selected no blocks. Only 7% said they were unsure.

When compared with student responses, family opinions were more varied. A much larger share of students (69.2%) selected 5 Flex blocks per week as ideal. Fewer students chose 2 to 4 blocks (20.5% combined), and slightly more students (8.1%) reported being unsure.

These results suggest that while there is shared recognition of the value of Flex time, Westview families are slightly more conservative than students in the number of Flex blocks they consider ideal.

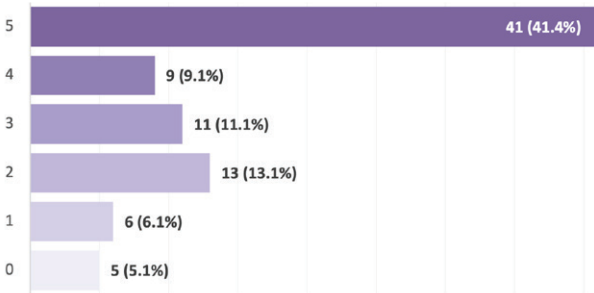


? In a semester timetable, how many Flex blocks per week do you believe would be ideal?

Person icon Responses received: 99

Among Westview families, 41.4% indicated that 5 Flex blocks per week would be ideal under a semester model. A further 33.3% selected 2 to 4 Flex blocks (13.1% for 2, 11.1% for 3, and 9.1% for 4), and 11.2% selected 0 or 1 block. Another 14.1% were unsure or had no opinion. This is more cautious than the student perspective, where 62.2% selected 5 Flex blocks as ideal. While smaller groups of students preferred 2 to 4 blocks (a combined 21.6%), fewer were unsure (11.8%) and only 2.6% chose 0 Flex blocks.

Overall, these results suggest strong alignment between families and students on the value of maintaining Flex time in a semester schedule, though families appear slightly more hesitant to commit to daily Flex.



? Is there any other feedback you would like to share?

Person icon Responses received: 40

Family comments reflected a mix of perspectives, with some noting increased engagement and improved time management under the semester model, while others expressed concern about long gaps between subjects like math or music, which could impact retention or motivation. A few respondents proposed scheduling solutions — such as aligning core courses in the same semester year over year — to address these gaps. While some families clearly preferred semester, others indicated a strong preference for linear.

KEY TAKEAWAYS - WESTVIEW FAMILIES

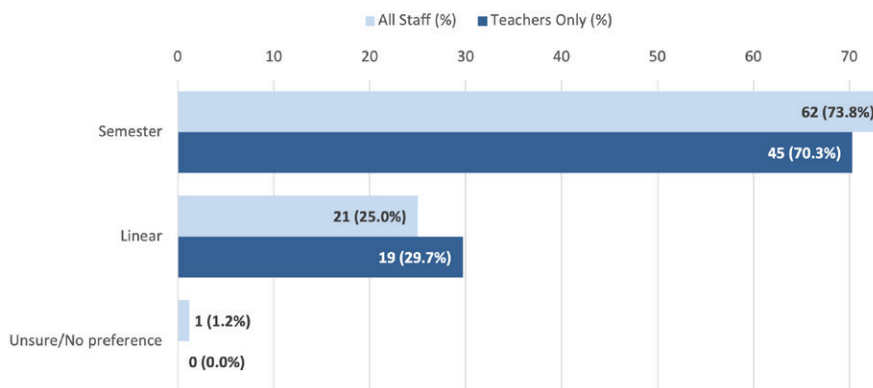
1. Families preferred the semester model overall, with 60% (60 respondents) selecting it as the preferred schedule format for their child(ren), compared to 37% (37 respondents) for linear.
2. Experience influenced preferences: Among families whose children experienced both models, support for semester rose to 76.8%.
3. Equity-deserving group families also leaned toward semester (55.9% vs. 38.2% for linear), indicating perceptions that semester may better support students facing systemic barriers.
4. Families reported stronger support across all well-being indicators under the semester model, with agreement levels between 57–66%, compared to 47–57% under the linear model.
5. Literacy support saw slightly higher total agreement in semester (64.1% or 66 respondents) vs. linear (51.5% or 53 respondents).
6. Numeracy support was almost evenly split (35.3% agreed for both semester and linear; 22.6% somewhat agreed for semester compared to 20.6% for linear), with nearly identical ratings between the two models, suggesting no strong consensus in this area.
7. Families rated peer connection as higher under the linear model, with 53.9% (55 respondents) saying it was easy or somewhat easy, compared to 44.1% (45 respondents) for semester. Among those with experience in both models, semester pulled ahead slightly with 46.4% (26 respondents) rating it positively compared to 42.8% (24 respondents) for linear.
8. Staff connection was also rated slightly higher under linear (55% or 55 respondents saying it was easy or somewhat easy) compared to semester (53.0% or 53 respondents), although linear had more difficult ratings. For families with experience in both models, semester was rated more positively (57.2% or 32 respondents rated easy or somewhat easy) compared to 39.3% (22 respondents) under linear.
9. Families were more divided than students on ideal Flex time. While 45% supported five Flex blocks per week under a linear model, a combined 38% preferred two to four. In a semester model, 41.4% selected five Flex blocks, but 33.3% preferred two to four.
10. Families noted the value of daily Flex blocks for reducing homework stress and maintaining balance, but called for better guidance and structure to ensure this time is used effectively.
11. Concerns were raised about long gaps between subjects like math or music under semester scheduling, with some families fearing regression.
12. Parents of students with learning challenges noted that linear offers stability, while others said semester allows deeper focus and more manageable pacing.

STAFF SURVEY RESPONSES

? Which class schedule format do you prefer? (If you have only experienced one model, please answer based on your experience or what you think might work best for you.)

Responses received: 84

Among Westview staff, the majority (73.8% or 62 respondents) indicated a preference for the semester model. This preference held true even when isolating responses from teachers only, 70.3% (45 respondents) of whom also selected semester. A smaller proportion of respondents—25.0% of all staff (21 respondents) and 29.7% of teachers (19 respondents)—expressed a preference for the linear model. Only one staff member reported no preference or uncertainty. These results show clear overall support for the semester system among staff respondents.

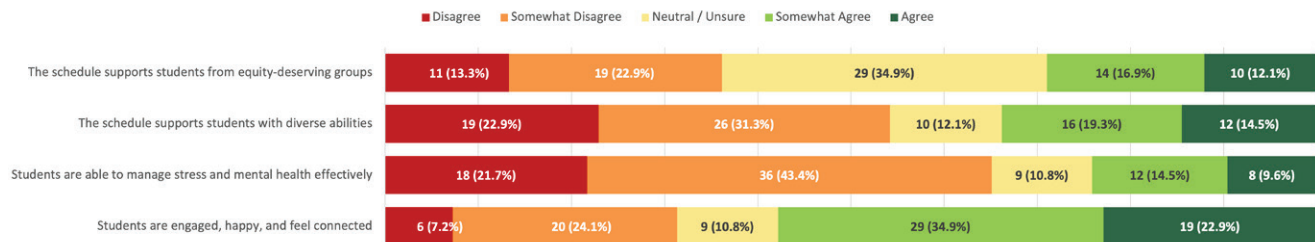


? In a linear schedule, to what extent do you agree with the following statements about student well-being?

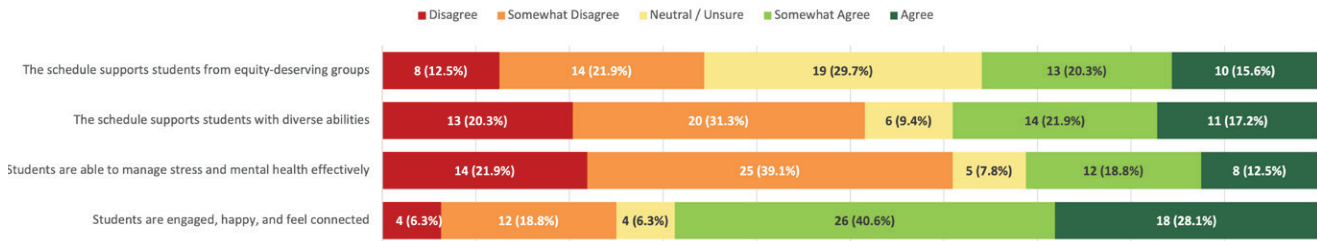
All staff responses received: 83

When asked about student well-being under a linear schedule, staff responses revealed mixed perceptions across key areas with similar trends between all staff and teachers. Student engagement and connection received the most positive feedback, with 57.8% of all staff (48 respondents) and 68.7% of teachers (44 respondents) agreeing or somewhat agreeing that students are happy, engaged, and connected. However, fewer respondents felt the schedule supports stress management. Only 24.1% of all staff (20 respondents) and 31.3% of teachers (20 respondents) agreed or somewhat agreed. Perceptions of support for students with diverse abilities and equity-deserving groups was also limited. 33.8% of all staff (28 respondents) and 39.1% of teachers (25 respondents) agreed or somewhat agreed that the schedule supported students with diverse abilities, while a combined 29% of all staff (24 respondents) and 35.9% of teachers (23 respondents) agreed or somewhat agreed the schedule supports students from equity-deserving groups.

Overall, staff saw strengths in student engagement under the linear model but expressed concerns about its support for mental health and inclusion.



Teacher responses received: 64

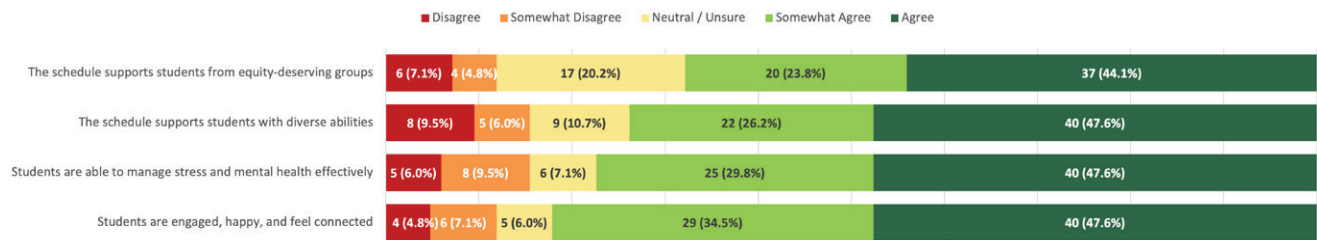


In a semester schedule, to what extent do you agree with the following statements about student well-being?

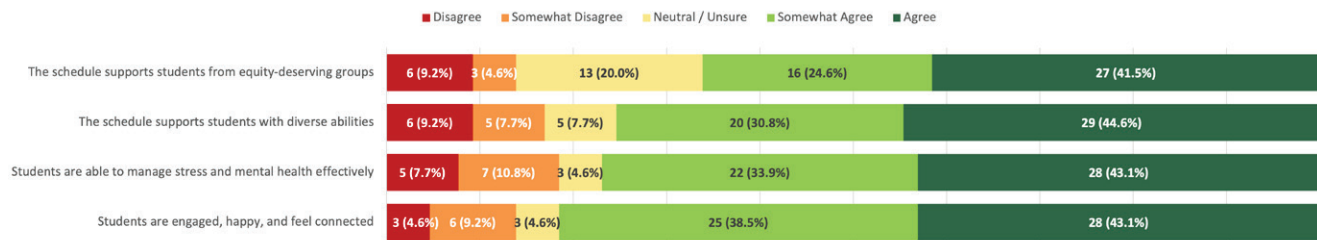
All staff responses received: 84

Staff responses to student well-being under a semester model were mostly positive. A majority of staff agreed or somewhat agreed that the schedule supports students from equity-deserving groups (67.9% or 57 respondents), supports students with diverse abilities (73.8% or 62 respondents), helps students manage stress and mental health (77.4% or 65 respondents), and keeps students engaged, happy, and connected (82.1% or 69 respondents).

When looking at teacher-only responses, agreement levels remained strong across each area. Between 66.1% and 81.6% of teachers agreed or somewhat agreed with the same statements.



Teacher responses received: 65



Drill-down: Student well-being as perceived by staff under the two schedule models

Westview Secondary staff responses indicate that perceptions of student well-being were more positive under a semester model compared to a linear model. Under the semester model, between 67.9% and 82.1% of staff agreed or somewhat agreed that the schedule supports equity-deserving groups, students with diverse abilities, student mental health, and engagement. Agreement among teachers was also relatively high, ranging from 66.1% to 81.6%. Both groups reflected a strong overall endorsement of the semester schedule’s impact on student well-being.

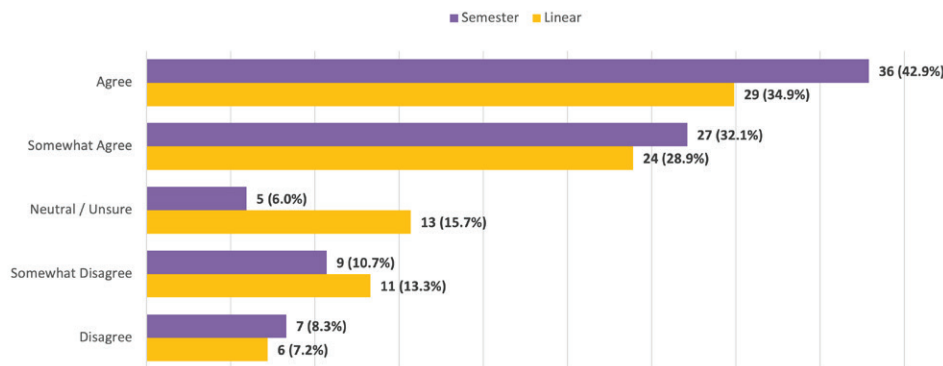
In contrast, staff responses about the linear model were consistently less positive. In every category (student engagement, mental health, support for diverse abilities, and support for equity-deserving groups) agreement levels were notably lower than for the semester model. For example, only 24.1% of all staff and 31.3% of teachers agreed or somewhat agreed that the linear model supports student mental health, compared to 77.4% and 77.0% under the semester model. Even in the most favourable category, student engagement, linear still trailed semester by a significant margin. These results suggest a clear staff preference for the semester model when it comes to supporting student well-being.

? To what extent do you agree that each of the two schedule models support (or would support) student success in *literacy*?

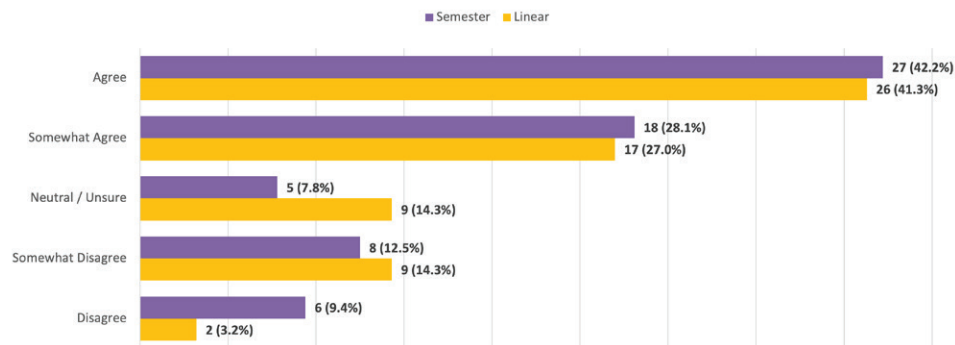
👤 All staff responses received: 84

Staff responses to this question show slightly stronger support for the semester model in promoting student success in literacy. Among all staff, 75.0% (63 respondents) agreed or somewhat agreed that a semester model supports literacy, compared to 63.8% (53 respondents) for the linear model. Teacher responses echoed this pattern, with 70.3% (45 respondents) agreeing or somewhat agreeing about the semester model’s effectiveness, versus 68.3% (43 respondents) for linear.

However, the difference between the two models is modest among teachers, with nearly equal levels of agreement and somewhat agreement. Notably, teachers expressed slightly more disagreement with the semester model (21.9% or 14 respondents) compared to the linear model (17.5% or 11 respondents). This suggests a slight preference for the semester approach among educators, though opinions are more balanced than in other areas of the survey.



👤 Teacher responses received: 64



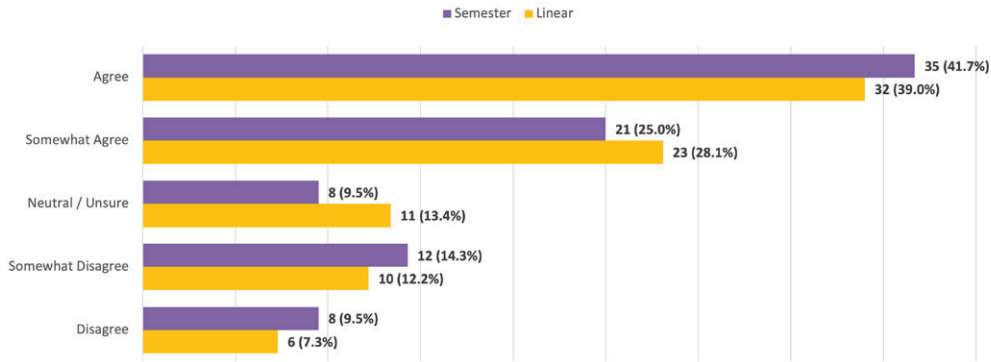
? To what extent do you agree that each of the two schedule models support (or would support) student success in *numeracy*?

👤 All staff responses received: 84

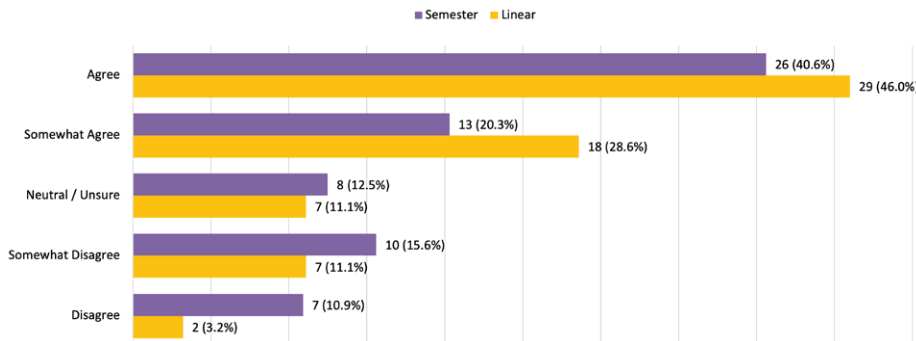
Staff responses to this question show fairly balanced views on which schedule model better supports student success in numeracy. Among all staff, 66.7% (56 respondents) agreed or somewhat agreed that a semester model supports numeracy success, while 67.1% (55 respondents)* said the same for the linear model.

Teacher responses, however, show a slight preference for the linear model. More teachers agreed or somewhat agreed (74.6% or 47 respondents) that the linear model supports numeracy success, compared to 60.9% (39 respondents) for semester. This suggests that while overall staff opinions are nearly evenly split, teachers in particular may perceive the linear model as more effective for supporting numeracy.

*Because total responses for this question weren't exactly the same for each model, the percentages don't line up exactly with the vote counts.



Teacher responses received: 64



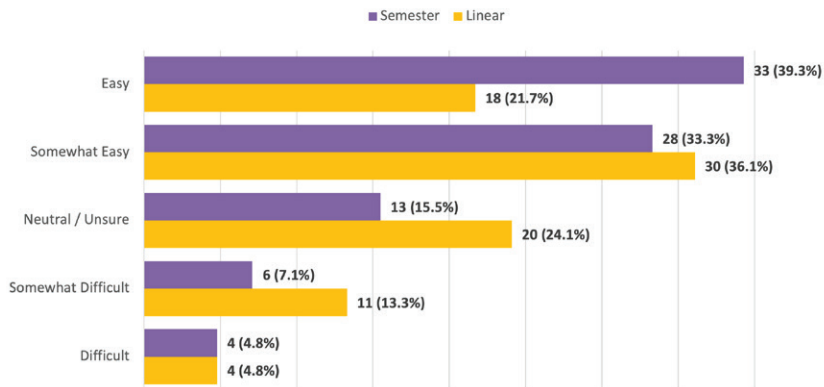
? Based on your observations, how easy or difficult is it for students to build positive connections with their peers in each schedule model?

All staff responses received: 84

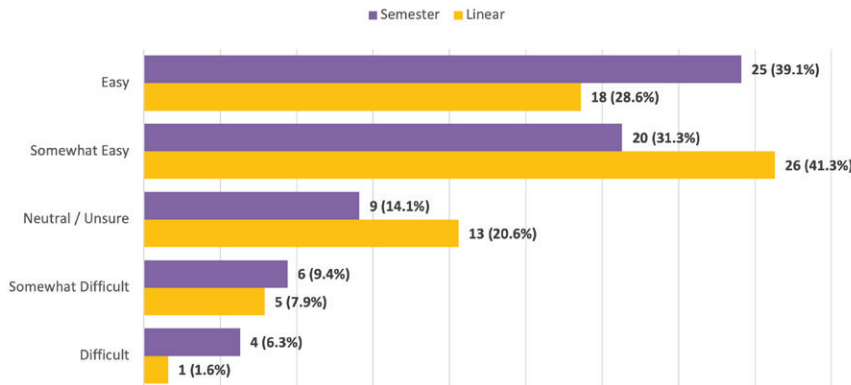
Staff perceptions suggest that students find it easier to build positive peer connections under a semester model. Among all staff, 72.6% (61 respondents) agreed or somewhat agreed that it was easy for students to form peer relationships in a semester schedule, compared to 57.8% (48 respondents) under the linear model. Notably, 39.3% of all staff (33 respondents selected easy for semester versus just 21.7% (18 respondents) for linear.

Teacher-only responses were more balanced. 70.4% of teachers (45 respondents) said peer connections were easy or somewhat easy under the semester model, compared to 69.9% (44 respondents) under the linear model.

While teacher views were nearly even, the broader staff responses suggest a stronger perception that the semester model better supports student peer relationships.



Teacher responses received: 64



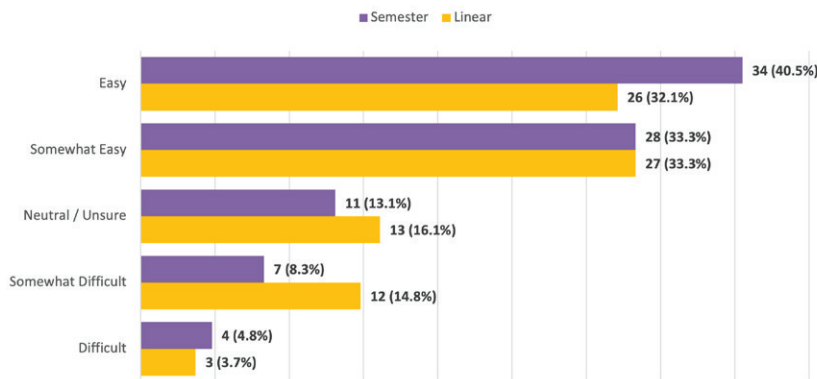
? Based on your observations, how easy or difficult is it for students to build positive connections with **staff** in each schedule model?

All staff responses received: 84

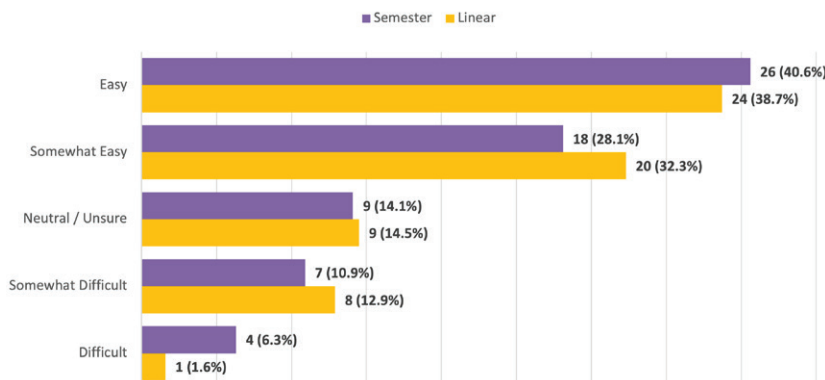
Staff perceptions indicate that students may find it slightly easier to build positive relationships with staff under a semester model. Among all staff, 73.8% (62 respondents) indicated that student-staff connections were either easy or somewhat easy in a semester model, compared to 65.4% (53 respondents) in the linear model. Staff were more likely to select somewhat difficult or difficult for linear (18.5% or 15 respondents) than semester (13.1% or 11 respondents).

Teacher-only responses leaned slightly in the other direction percentage-wise, with 71.0% indicating that the linear model makes it easy or somewhat easy for students to connect with staff, compared to 68.7% for the semester model. However, the total respondent count for each is identical (44). The percentages differ because 3 teachers did not provide feedback on the linear model for this question.

These results suggest both schedule models are seen as generally supportive of student-staff connections, but there is a modest edge in favour of the linear model among teachers, while all staff preferred semester.



Teacher responses received: 64

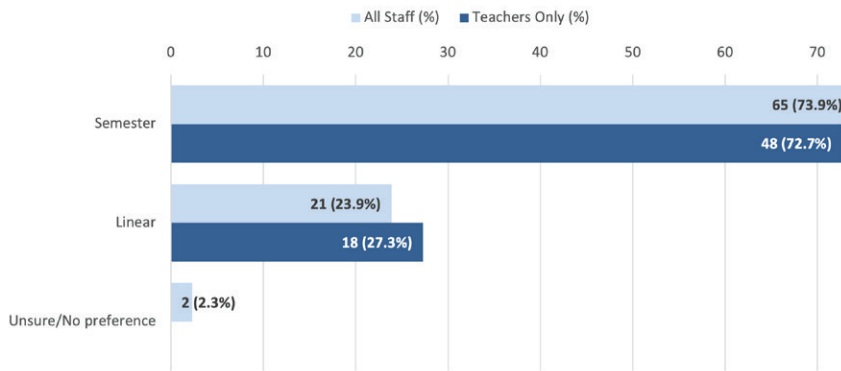


? Which model do you feel best supports student learning?

Responses received: 88

The data reveals a clear preference among Westview staff for the semester model as the schedule that best supports student learning. Overall, 73.9% of all staff (65 respondents) and 72.7% of teachers (48 respondents) indicated that the semester model better supports student learning, compared to only 23.9% of all staff (21 respondents) and 27.3% of teachers (18 respondents) who preferred the linear model. Just 2 respondents (2.3%) across both categories reported being unsure or having no preference.

This strong alignment across both teacher and broader staff perspectives underscores a shared belief in the semester model’s ability to enhance student learning outcomes. While a minority still favours the linear model, the data indicates a significant consensus in support of the semester approach.



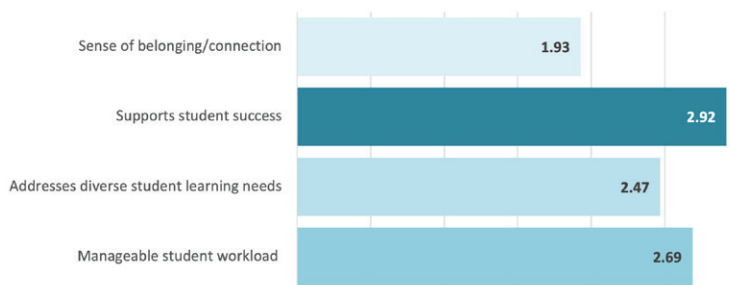
? Based on your observations, rank the following factors from most important to least important when considering a school schedule (1 being the most important and 4 being the least important).

► This chart converts these rankings into weighted scores. Higher average scores indicate greater overall priority, based on how consistently a factor was ranked highly.

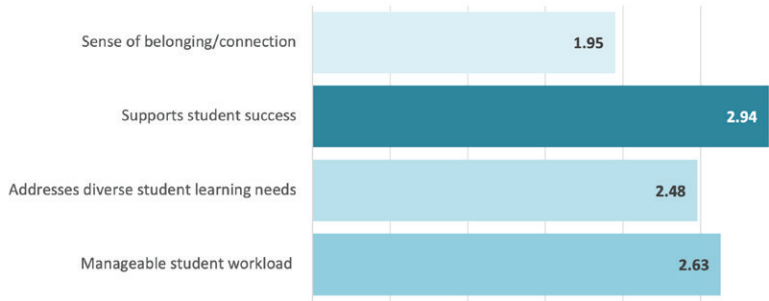
All staff responses received: 83

When asked to rank the most important considerations for a school schedule, both staff and teachers identified student success as the top priority. It received the highest average ranking from both groups (2.92 among all staff and 2.94 among teachers), indicating strong and consistent emphasis across the board.

Other factors such as manageable student workload and addressing diverse learning needs followed closely, with similar average scores between the two groups. Notably, sense of belonging and connection ranked lowest overall (1.93 for all staff and 1.95 for teachers), suggesting that while still valued, it was less likely to be prioritized over academic and workload-related considerations in this context.



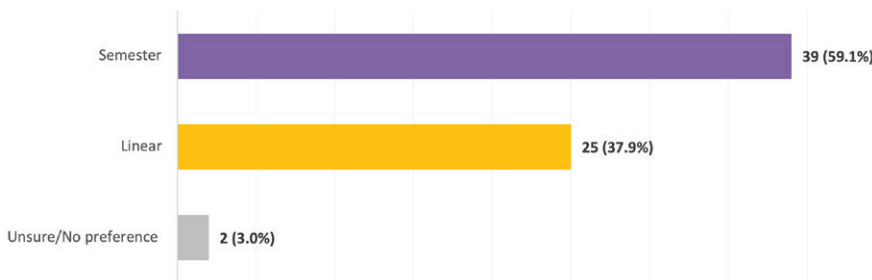
Teacher responses received: 63



When considering your classroom lesson planning responsibilities, which schedule model best supports your workload?

Responses received: 66

When asked which schedule model best supports their classroom lesson planning workload, a majority of respondents (59.1% or 39 respondents) selected the semester model. Just over one-third (37.9% or 25 respondents) felt that the linear model was more supportive of their workload, while 3% (2 respondents) indicated no preference. These results suggest that, from a workload planning perspective, most educators at Westview find the semester structure more manageable or aligned with their teaching needs.

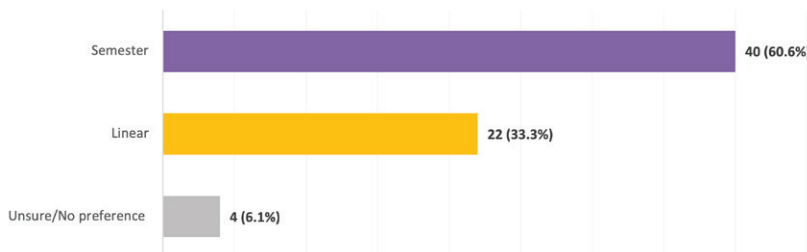


Which schedule model gives you more confidence in managing the pace and frequency of formative assessment in your classroom?

► Formative assessment refers to regular, informal checks for understanding during learning—such as quizzes, practice tasks, or classroom questioning—which help teachers adjust instruction to support student success.

Responses received: 66

When asked which schedule model gives them more confidence in managing the pace and frequency of formative assessment, 40 respondents (60.6%) selected the semester model. One-third (33.3% or 22 respondents) indicated the linear model gave them greater confidence, while 6.1% were unsure or had no preference. These results suggest that most educators at Westview feel the semester structure allows for more effective pacing and opportunities to implement formative assessment strategies.

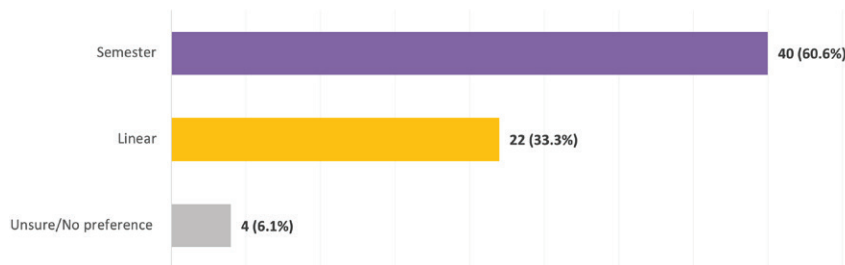


Which schedule model gives you more confidence in managing the pace and frequency of summative assessment in your classroom?

► Summative assessment refers to formal evaluations, such as end-of-unit tests, major projects, or final exams, that measure student learning at the end of a period of instruction.

Responses received: 66

When asked which schedule model gives them more confidence in managing the pace and frequency of summative assessment, 40 respondents (60.6%) selected the semester model, while 33.3% (22 respondents) preferred the linear model. An additional 6.1% (4 respondents) were unsure or had no preference. These results mirror those from the question on formative assessment, suggesting that the semester structure may provide educators with a greater sense of control and clarity when planning both ongoing and end-of-unit evaluations.



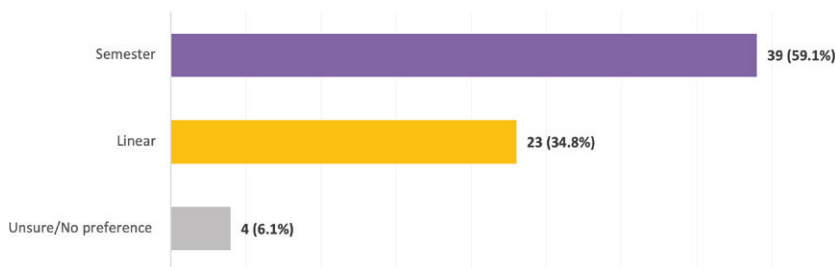
Which schedule model gives you more confidence in managing the pace and frequency of formal and informal reporting?

► Formal reporting refers to structured updates on student progress, such as report cards or official written communication to families. Informal reporting includes less formal interactions like emails, phone calls, or parent-teacher conferences that provide ongoing insights into student learning and engagement.

Responses received: 66

When asked which schedule model gives them more confidence in managing the pace and frequency of formal and informal reporting, a majority of respondents (59.1% or 39 respondents) indicated a preference for the semester model. Just over a third (34.8% or 23 respondents) selected the linear model, while a small portion (6.1% or 4 respondents) were unsure.

This suggests that, for most respondents, the semester structure offers a clearer or more manageable framework for reporting expectations and timelines. However, a notable minority continue to feel more confident under the linear system, highlighting the need for any future transition planning to account for differences in staff comfort and reporting workflow under each model.



? *If the school remains on a **linear model**, what supports (if any) do you think students would need to be successful?*

Responses received: 64

Respondents emphasized the challenges of managing eight courses at once under the linear model, highlighting concerns about workload, coordination, and student stress. There was a clear desire for improved organizational support—such as planners, advisory periods, and study blocks—as well as a belief that the semester model may allow for more focused learning and targeted support.

A sample of staff comments is included below. The full list will be shared with the school for further review.

- “ *Provided paper planners. Advisory planning periods to keep track of workload.*
- “ *Very challenging because 8 courses at once [is] too much for a lot of students — if semester, [there are] fewer courses and more support targeting few courses — therefore more support.*
- “ *I think that if we remain linear, students need more access to organizational tools (physical planners, etc.) because it will help them keep on top of all their classes and responsibilities.*
- “ *A free block for study and extra help.*
- “ *Coordinating workloads with teachers. Too much homework with 8 classes at once.*

? *If the school transitions to a **semester model**, what supports (if any) do you think students would need to be successful?*

Responses received: 51

Respondents largely viewed the semester model as beneficial, especially in reducing cognitive load and increasing productivity. The most frequently recommended support was a dedicated block each semester for academic help and time management. Comments also emphasized the need for continuity or additional review support for classes that build literacy and numeracy (i.e. English and math).

A sample of staff comments is included below. The full list will be shared with the school for further review.

- “ *Math needs to be kept in mind when scheduling so it's not first semester one year and second semester the next year.*
- “ *A support block EACH semester.*
- “ *Better understanding of use of time in class and importance of attending classes. Unlike linear, where students may believe that they can miss more classes.*
- “ *Having one support block and two or three other academic courses to focus on makes student success much more likely... semester allows students to take advantage of dual credit programs.*
- “ *A complete change of the Inclusive Ed (Support), ELL, and Indigenous Education models, which are currently designed to monitor students throughout the linear school year.*

? *If the school remains on a **linear model**, what supports (if any) do you think you would need to be successful?*

Responses received: 57

While some educators felt confident in their ability to succeed within the linear model, others pointed to specific needs, including consistent prep time, lighter teaching loads, and increased educational assistant (EA) support. Concerns were also raised about the linear model's rigidity, which can limit student access to innovative or post-secondary transition programs, thereby complicating teaching and student engagement.

A sample of staff comments is included below. The full list will be shared with the school for further review.

- “ *Flex in the morning for those students wanting to use the time*
- “ *Clarity on supporting students who begin mid-year who are needing course credits. Direction on how to navigate when students are failing a course beyond redemption mid-year and what (if anything) should be done from a programming perspective. Any option for extra time for meaningful assessment. With 7 classes*

and the new reporting order, having descriptive feedback for that many students becomes overwhelming and the quality of assessment is impacted.

- “ Structures and procedures in place to navigate how to support students who by Feb/March are disengaged due to having fallen behind. There is no opportunity for a fresh start. What does this look like? Do they drop the class? More time for reporting as with the new reporting order and guidelines around descriptive feedback the number of students is unmanageable for having mindful feedback on a linear system. A plan for international students and new to district students coming from a semesters system. How do we support when they have missed half of the curriculum?
- “ More time for assessment and time with no students to fully write the report cards. Potentially students regularly leave an hour earlier, so their day is done at 1:30 and teacher have that time to access and plan. so we can stay on top of assessment of so many classes.
- “ Increased counsellor, EA and support teacher staffing to help me support students with diverse needs.

? *If the school transitions to a semester model, what supports (if any) do you think you would need to be successful?*

👤 Responses received: 51

Teachers identified the need for structural adjustments to make the semester model successful, including a district-wide reconfiguration of support programs and greater timetable flexibility, especially for part-time staff and non-traditional courses. Support blocks and dedicated prep time each semester were seen as essential to enable targeted student support and maintain teacher capacity within the compressed schedule.

A sample of staff comments is included below. The full list will be shared with the school for further review.

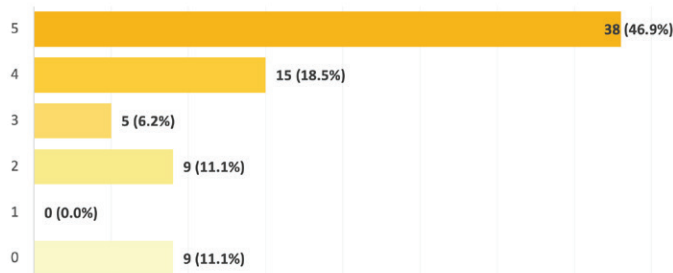
- “ A complete remodel of the district’s secondary support programs to match the reduction of students per semester.
- “ Flexibility with some courses existing outside of the timetable, for example, Yearbook and Theatre Company.
- “ A day or two between semesters to complete report cards due to the new requirements and time to prep for the next term.
- “ Again, having one support block with less academics would enable students that struggle to focus on fewer courses at a time and allow them to do better because support would be more targeted.
- “ A prep block each semester. Timetables that work for part-time teachers.

? *In a linear timetable, what do you believe is the ideal number of Flex blocks per week?*

👤 Responses received: 81

In response to the question of how many Flex blocks per week would be ideal within a linear timetable, a clear majority of Westview staff (46.9% or 38 respondents) indicated a preference for five Flex blocks per week, suggesting strong support for a daily Flex period. Another 18.5% preferred four Flex blocks. 11.1% of respondents favoured two Flex blocks per week, and another 11.1% preferred none. Very few selected three Flex blocks (6.2%), and no respondents supported having only one. 6.2% of respondents were unsure or had no opinion.

Overall, the data shows strong support for incorporating Flex time as a daily or near-daily structure, reinforcing its perceived value in supporting student learning, time management, and academic intervention within the linear model.

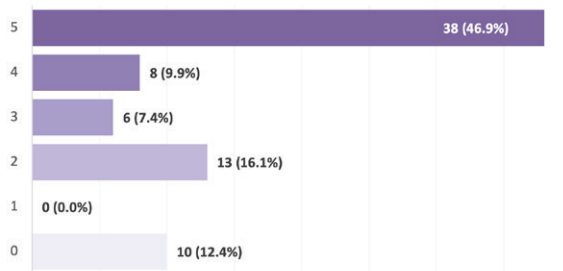


? *In a semester timetable, what do you believe is the ideal number of Flex blocks per week?*

Responses received: 81

When asked about the ideal number of Flex blocks per week in a semester timetable, nearly half of Westview staff respondents (46.9% or 38) favoured five Flex blocks per week, signaling strong support for a daily Flex period even in a condensed semester structure. The next most common response was two Flex blocks per week (16.1%), followed by smaller groups preferring none (12.4%), four (9.9%), or three (7.4%) blocks. No respondents selected one Flex block, and 7.4% indicated they were unsure or had no opinion.

These results reflect a strong consensus that daily Flex time is valuable in both linear and semester formats, reinforcing its perceived role in supporting student success and flexible learning opportunities.



? *Is there any other feedback you would like to share?*

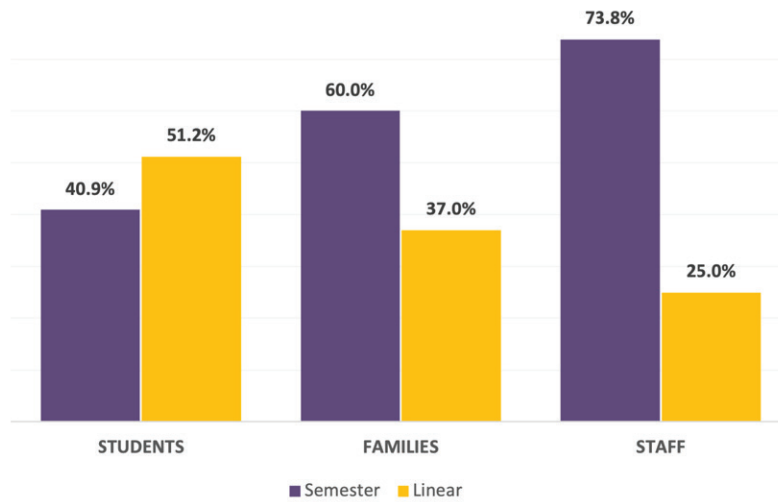
Responses received: 30

Respondents expressed both support and concern regarding a transition to the semester model. Some noted that semester scheduling allows students to focus more deeply on fewer courses, which can lead to improved performance and targeted support. Others raised significant concerns about skill and knowledge gaps caused by extended breaks between subjects, loss of prep time for staff, and potential disruptions to teacher retention and student continuity if schools within the district adopt different models. The importance of strong student-teacher relationships over a full year and the unique challenges faced by part-time staff were also highlighted. A preference for consistency across the district was emphasized.

KEY TAKEAWAYS - WESTVIEW STAFF

1. Staff strongly preferred the semester model, with 73.8% of all staff (62 respondents) and 70.3% of teachers (45 respondents) selecting it as their preferred schedule.
2. Perceptions of student well-being were more positive under the semester model, especially in supporting diverse learners and mental health. Teacher agreement on supporting diverse learners was 75.4% (49 respondents) for semester compared with 39.1% (25 respondents) for linear, and 77.0% (50 respondents) vs. 31.3% (20 respondents) for mental health.
3. Teachers showed a slight preference for the semester model in supporting literacy (70.3%, or 45 respondents, agreed or somewhat agreed vs. 68.3%, or 43 respondents, for linear) but favoured the linear model for numeracy (74.6% or 47 respondents vs. 60.9% or 39 respondents).
4. All staff reported similar results: 75% (63 respondents) agreed or somewhat agreed the semester model supports literacy (vs. 63.8%, or 53 respondents, for linear), while 67.1% (favoured the linear model for numeracy compared to 66.7% for semester).
5. Staff perceived peer and staff connection as stronger under the semester model. 72.6% (61 respondents) said peer connections were easy or somewhat easy under semester (vs. 57.8% or 48 respondents for linear), and 73.8% (62 respondents) felt student-staff connections were easy or somewhat easy (vs. 65.4%, or 53 respondents) for linear). Teacher responses showed a slight preference for the linear system (71% vs. 68.7% for semester) when it came to student-staff connections.
6. 73.9% of staff (65 respondents) and 72.7% of teachers (48 respondents) said the semester model best supports student learning.
7. Staff and teachers ranked “supports student success” as the most important factor when considering a school schedule, followed by manageable student workload, addressing diverse student learning needs, and sense of belonging/connection.
8. Semester ranked higher in supporting teacher workload, assessment, and reporting: 59.1% of teachers (39 respondents) said semester better supports lesson planning, 60.6% (40 respondents) said it better supports both formative and summative assessment pacing, and 59.1% (39 respondents) preferred it for managing informal and formal reporting.
9. In terms of supports for linear, staff called for more prep time, lighter teaching loads, and increased educational assistant (EA) support. For semester, they requested a support block each term, and more flexible scheduling. The importance of ensuring continuity of learning for subjects that build student literacy and numeracy (e.g. English and math) was also flagged.
10. Staff favoured daily Flex blocks under both models: 46.9% selected 5 blocks/week for both linear and semester.

SCHEDULE PREFERENCES: STUDENTS, FAMILIES, AND STAFF



RECOMMENDATION

Based on the survey data and alignment with the evaluation criteria, the working group recommends that the superintendent consider a transition to a semester schedule at Westview Secondary.

Survey results showed strong support for semester among staff and families, while students overall leaned toward linear. A clear majority of staff (73.8%) preferred semester, and families also expressed majority support, with 60.0% in favour. Among those with experience in both models, family support for semester rose to 76.8% and student support to 60.4%, suggesting that familiarity with the model increases confidence in its benefits. While 51.2% of students overall preferred linear, preference shifted toward semester among older students, particularly in Grade 12 (78.4%).

When considering the evaluation criteria, staff viewed semester as more supportive across all categories - manageable student workload, manageable staff workload, support for student success, support for positive connections, and responsiveness to diverse learning needs. Families also favoured semester across all four categories available to them: manageable student workload, support for student success, support for positive connections, and responsiveness to diverse learning needs. Students leaned toward semester in two of their four categories (manageable student workload and support for positive connections), and slightly toward linear in support for student success and responsiveness to diverse learning needs. However, among students with direct experience in either the semester schedule or both linear and semester, preferences shifted toward semester, particularly in measures of engagement and perceived success in literacy and numeracy.

The overall data therefore suggests that semester is more strongly aligned with the evaluation criteria, particularly in supporting student success, well-being, and workload management. A transition period would provide time for the school to consider any potential areas of concern and explore how they can best be addressed.

DECISION

The working group's recommendation that Westview Secondary School transition to a semester model is supported, with implementation beginning in the 2027/28 school year.

A shift of this magnitude requires careful and thoughtful planning. To support a smooth transition and implementation, Westview Secondary School will establish an implementation team responsible for:

- Developing a clear timeline for planning and communication;
- Supporting staff, students, and families in understanding the shift; and
- Designing a semester schedule that includes consideration of courses or programs that may require a year-long or linear-like structure.

This work will ensure the school is prepared to successfully launch a semester schedule in September 2027. Moving implementation to the 2027/28 school year will ensure readiness for a thoughtful transition.