

## YEAR ROUND EDUCATION IMPLEMENTATION PROPOSAL

### **Summary**

*The establishment of Year Round Education in Edmonton Catholic Schools would provide further choice for parents and students as well as deal with the significant detrimental consequences to learning that arise from the “summer learning gap” when students from high needs schools experience nine weeks without formal schooling. This report provides a synopsis of recent research on the topic, describes alternative school calendars and discusses the pros and cons of year round schooling.*

*Two types of implementation are recommended: dual track schools where a year-round calendar and a traditional calendar are offered as a choice, and a single track, year-round calendar in our highest needs schools. The necessity for consultation and involvement of stakeholders as an immediate next step is highlighted.*

*Senior high school year round calendars are not recommended at this time because of the conflict that occurs over the scheduling of diploma examinations.*

### **Background**

There is considerable research in the area of alternative calendars found under the heading of Year Round Education. Year Round Education (YRE) is the reorganization of the traditional school year, to one where programs for students are more evenly distributed throughout the year. The school year calendar for YRE, formatted to more closely match the learning patterns of children, is balanced into four equal terms with students getting a shortened summer vacation and going back to school in August, a two-week holiday in October and an extra week of vacation at both Christmas and Spring Break. (see Appendix 2)

The consideration for an alternate school year calendar, YRE, in Edmonton Catholic Schools, is one that supports further choice for parents and deals with the detrimental consequences of the “summer learning gap”. It allows for program flexibility, accommodates student educational needs based on Alberta Education program requirements, and offers students the opportunity to continue their learning throughout the year both in academic and social programs. Schools that offer an alternate school year can also offer programming to students that is not curriculum based but helps to support and continue learning in their “off” time.

In March 2001 Edmonton Catholic Schools examined the implementation of an alternate school year calendar at Annunciation School with the proposed start up scheduled for the fall 2001 school opening. The Assistant Superintendent of planning at that time, Joan Carr, looked closely at the feasibility of YRE and decided not to proceed at that time. A survey was conducted and of the 67% of respondents, 87% supported the implementation of year round education.

Schools offering YRE can choose to offer a single, dual or multi track option. Single track refers to all students following the alternate calendar. This is usually used to provide a more balanced school year. Dual track allows for schools to offer both a traditional calendar and a year round calendar. Multi track refers to a calendar where students are divided into groups (usually four) with one of the groups “off track” (on vacation). This option is usually chosen to address school utilization issues beyond capacity. Many schools with high utilization rates choose a dual track however, the Alberta experience has schools reverting back to a single track school once enrolment pressures decline.

Schools offering YRE follow the same curriculum and receive the same education as those on a traditional track. These schools must meet Alberta Education’s minimum time requirements for student access to instruction. In ECS it is 475 hours of program instructional program activities, Grade 1 through 9 it is 950 hours and in grades 10 through 12 it is 1000 hours of instruction per school year.

The Edmonton Catholic School District, through the Educational Planning and Administrative Services Department, is embarking on an implementation study to determine the viability of an alternate school year calendar, YRE, as an option within our schools.

## **Current Trends**

### **Alternate School Year Calendars in United States and Canada**

The initial year round school was introduced in the US in 1904. In the late 1960s/early 70s, the concept was reintroduced due to pressures on school boards related to increased enrolments and funding concerns. In the 1980s the concept was expanded to include broader pedagogical considerations. There were 141 YRE schools in the US in 1986 and by 1991 this was increased to 872 (Weiss and Coryell, 1993). The first school to implement YRE in Canada was Williams Lake, BC in 1991.

- There are many more K-8 schools than high schools on an alternate school year calendar. The National Association for Year Round Education posts statistical summaries on their website ([www.nayre.org](http://www.nayre.org)). According to the most recent information posted, the 2006-2007 school year figures are as follows:
  - Canadian Schools
    - 3 provinces
    - 24 public and private districts
    - 84 public and private schools
    - 27,022 students enrolled
  - US Schools
    - 46 states
    - 387 public districts
    - 3000 public/charter/private schools
    - 2, 099, 633 students enrolled
- Athletic programs in the US is one key reason students avoid alternate school year calendars
- California Department of Education run programs that attract in excess of 810, 000 students

- Currently there are no school boards in Canada which have adopted a district wide alternate school year calendar approach.
- The rationale behind the first YRE school in Canada included declining enrolment, geographical factors (sever winters causing transportation problems in Dec/Jan) and occupational (April ideal holiday month due to logging industry)

### **The Alberta Context**

Section 39(1) (c) of *The School Act* prescribes the minimum number of total hours a board will make available to a student in a year. The traditional school year operates between September 1 and June 30<sup>th</sup>. Within this is the number of days for Teachers' Convention, and holidays. Edmonton Public, Calgary Catholic and Calgary Public all offer alternative school year calendars in a number of schools. Year round calendars are commonly implemented in high needs schools, as dual track programs of choice in large elementary and junior high schools and in institutional high school settings where the students are incarcerated or have severe special needs. No regular high school programs offer year round education.

### **This implementation proposal includes:**

- Research and Literature Review
- Advantages and Disadvantages of YRE
- Considerations and Impact
- Implementation Factors
- Feasibility Study Proposal

### **Research and Literature Review**

A key benefit of YRE is that it allows Edmonton Catholic Schools to offer choice to families, thus addressing potential needs for change and choice.

### **Definitions of various options for YRE:**

#### Single - track

All students in the school have the same schedule, different from the traditional calendar. Teachers and students are in school for the same number of instructional hours as are those on traditional calendars, although the number of instructional days may slightly differ in those provinces/states without specified numbers of days in the school year. Typically, the summer holiday is shortened and time off is added to other parts of the year, resulting in periods of instruction and breaks that are more evenly spaced.

#### Dual-track

There are two tracks in the school to follow, one on the traditional calendar and the other on the modified calendar described in the single-track section above.

#### Multi-track

A schedule in which student enrolment is divided into groups, usually four, at any time, exactly one group is "off track" (on vacation). There may or may not be periods in the year in which all tracks are "off" (usually in the summer and around Christmas). This arrangement is designed to increase school utilization beyond standard capacity.

### Other

Certain schools modify the traditional calendar in ways which serve their special populations – being open at night and/or weekends, being open (in a sense) at all times (for example, virtual schools). These do not fit the normal concept of a year round school, but are variants on the traditional calendar.

The research is inconclusive regarding the educational benefits of an alternate calendar compared to the traditional school calendar (September – June) when implemented in most school settings other than high needs schools. There is however, conclusive research from John Hopkins University (2007) pertaining to the summer vacation and achievement gap especially as it relates to socio economic status (SES). Studies of seasonal learning patterns point out the effects of summer vacation on various SES groups. In this research, elementary students are tested at the beginning of the traditional school year in September and then again at the end of the school year. This study shows two important factors: one, that students in low and high SES groups learn at about the same rate throughout the year and two, that learning gains made by the different SES groups when they are not in school are significant. High SES student out-learn low SES students in the summer by more than 15 points. (Alexander, K. April 2007) Virtually all of the advantage that wealthy students have over poor students is the result of differences in the way privileged students learn when they are *not* in school. (Gladwell, *Outliers*, p. 258) Alexander, in his research, proposes that summer learning differences during the foundational early grades help explain achievement-dependent outcome differences across SES in the upper grades, including the transition out of high school and, for some, into college. The John Hopkins research show how out-of-school learning during the elementary grades is linked to the 9-year achievement gap by family SES. This research points to the benefits of an alternate school calendar where vacation blocks are shorter for students from lower social economic groups.

### **Literature Review**

The traditional ‘summer vacation’ model was based on the needs of agrarian society where students were required to take time off during the summer to help their families with planting and harvesting. Some researchers claim that the concept of summer vacation is outdated and does not match with the priorities of modern society (the Information Age). Year round education is a method of scheduling where vacation periods are more evenly distributed throughout the year and in which schools are populated throughout the year.

Many studies claim that shortening and modifying the ‘summer vacation’ model helps student retain knowledge, improves student achievement, and saves school districts money. Other studies claim that these results are latent and inconclusive. It is important to note that only a few studies are based on Canadian examples and most of the data is based on information from the USA. Studies recommend that discussions involving the public are essential when considering changing break schedules.

The following global arguments were summarized from articles, journals, and the web and are categorized in respect to those for and against the concept of year round education. The themes of the arguments for (pro) year round education focus on financial and facility management benefits and the impact on achievement. The arguments against (con) year round education suggest that there are no significant economic savings or measurable academic benefits.

### **Advantages and Disadvantages**

#### **Pros: *Proponents claim***

- Some researchers have found that shorter breaks cut down the learning loss during the summer. Some evidence indicates that students who were learning disabled or considered at risk showed some loss during the summer, especially where the memorization of facts was required. Students who also benefit are from disadvantaged homes and/or do not speak English at home (ESL). Teachers spend less instructional time on review and have more time for new material.
- Remedial courses can be offered in the vacation breaks to help students.
- Year round education has been promoted as a means to increase enrolment and interest. The transitioning to year round education alleviates overcrowding and teacher shortages in poorly funded schools. Relief from overcrowding may improve achievement results.
- This scheduling may help high school students catch up if they have not been earning enough credits. It also may decrease dropout rates.
- There is a reduction in per-pupil costs, for example, a school built for 750 can now serve 1000 because a group of students is always on break at a given time. This potentially could save millions of dollars in construction costs of building new schools. Also, there are economic savings when it comes to purchasing textbooks/computers.
- If scheduling dictates longer instructional days, there could be reduced transportation costs and reduced energy consumption at school. This could dramatically reduce the carbon footprint and offers a moderate savings in the building and maintenance costs.
- Frequent breaks in schedules lead to less absenteeism and less fatigue for teachers and students. Shorter breaks and more frequent breaks contribute to greater employee retention. Also, substitute teachers' salaries benefit as they have more opportunities to teach throughout the year.
- Year round education allows parents and teachers more flexibility in planning vacations during off-peak times. It also allows parents, teachers, and students the flexibility to book appointments during breaks.
- Positive student attitudes, more relaxed school atmosphere, improved attendance, and reduction in vandalism and crime have been attributed to year round education.

- Year round education allows for more social justice initiatives, increased school spirit and community involvement. Positive energy permeates into the community all year long.
- Educational benefits include increased retention of information that has been taught due to a more balanced schedule. For example, it is argued that the extended summer vacation results in time being wasted reviewing material from year to year and retention rates may be increased due to shorter breaks.
- An alternate school year calendar may be more beneficial to those with disadvantages, either academic or economical.
- Benefits for students who are considered to be at risk academically (e.g. Kneese & Knight; 1995, Perry, 1991; Sheilds & LaRocque, 1996)
- Research summarized by McMillen (see references) indicates:
  - Achievement with an alternate school year calendar is equal to or greater than traditional schools
  - Teachers and students have more positive attitudes
  - Most parents are satisfied with alternate school year calendars if well-implemented
  - Multi-track programs can result in significant cost savings

**Cons: *Opponents Claim***

- Some studies suggest that there is no significant achievement loss over summer vacation in the traditional calendar. Students return to school in the fall close to where they left off in the spring.
- Provincial Achievement Tests and Diploma Exam scheduling poses problems as students have set dates for writing exams. Set dates for writing exams pose challenges with the coordination and scheduling of curriculum.
- Students who attend summer camps benefit from a traditional summer break.
- The cost of operating may be more expensive in regards to an increase in personnel salaries and air-conditioning costs. Increased expenses for transportation, support staff, and food services may also be present.
- Scheduling maintenance, repairs, and renovations to schools may pose challenges in year round schools.
- Students are more likely to be absent during the summer.
- Finding daycare for parents with younger children during the breaks is a concern. If one child is attending a school with a traditional summer break and another child is attending a year round school, it is difficult for parents to plan extra-curricular activities and vacations.
- It may be difficult to coordinate sports teams and regional competitions when the school is on a different schedule than others in the city.

- High school students are less likely to obtain full-time summer employment. The change in schedule for one school may alter the community's schedule. Businesses lose some of their high school work force during the summer.
- Increased workload for administrators in terms of coordinating teacher and student schedules and general administration tasks.
- Year round education does not allow for teachers to attend regular PD opportunities, further education, and upgrading/skills.
- Aligning an alternative schedule with current Collective Bargaining Agreements may conflict. Also, CUPE agreements, provincial teacher associations, as well as individual workers must be in favour of a change in schedule for it to be successful.
- Year round education requires a change in scheduling for district personnel as there is an expectation that services such as media relations, purchasing, transportation, hiring of new personnel, and scheduling of district testing continue throughout the year.
- Single-track schools will cost as much or more than traditional schools
- Children are losing valuable learning experiences in the summer. Our communities are currently not set up for alternate school year calendars. For example, camps, recreational and other programs are not available during "off" times. Currently programs are offered at traditional school breaks such as Christmas vacation, March break and summer holidays (July/August)
- The research is inconclusive regarding educational benefits of an alternate school calendar compared to the traditional school calendar. The trend in alternate school year calendar models is generally found in areas where the population is considered at risk. See references for additional background information.
- Extra-curricular programs such as band, and athletics can be affected
- Lack of sufficient time for maintenance

## **Considerations and Impact**

### **Alternate School Year Calendar: A Rationale**

1. Students learning differently, special needs and non-special needs, require different time configurations
2. An alternate calendar facilitates continuous student learning. This is particularly true for high needs students
3. Students learning a second language can benefit from the balanced calendar
4. Classes offered during vacation blocks provide faster remediation and advanced enrichment programs
5. Parents are provided with a choice of programming
6. Modified, balanced calendars can effectively maintain student interest and motivation in learning
7. Shorter, more consistent vacation periods can result in improved retention of curriculum content

8. Due to its innovative nature, it lends itself to developing partnerships with both educational and non-educational institutions and agencies.
9. Co-curricular and extra-curricular activities can take place throughout the year and can reinforce previous learning.
10. Teachers can take advantage of year-long opportunities for staff development

### **Alternate School Year Calendar: Potential Difficulties**

1. Students can be hindered in their ability to be involved in out-of-school activities, extra-curricular activities and sports
2. Siblings may be on differing schedules
3. Child care and other community supports based on more traditional calendars might not be available
4. Secondary students may have more difficulty finding and holding jobs after calendar modifications
5. Teachers may have difficulty with inservice and professional development that is offered during the summer.
6. Most schools have no air conditioning for use during warm weather
7. Traditional schedules for facility cleaning and maintenance will be disrupted.

### **Potential impacts of YRE**

#### ***Alberta Education Requirements***

In accordance with section 39(1) (c) of the *School Act* and to allow for a balanced program that leads to student learning outcomes outlined in the Goals and Standards Applicable to the Provision of Basic Education in Alberta, schools are required to ensure that Grade 1 to Grade 9 students have access to a minimum of 950 hours of instruction per year in each grade, 1000 hours for students in grades 10-12 and 475 hours for ECS 475 hours of instructional program activities. YRE meets these requirements. The Guide to Education (September 2008, p 31) states that decisions on the organization and scheduling of instructional time are a board matter and should be flexible enough on a daily, weekly, and yearly basis to meet the needs of students. The primary consideration that schools need to take into account when organizing for instruction is to provide their students with an opportunity to meet all of the requirements of a basic education.

#### ***Collective Agreement Requirements***

Collective Agreement provisions and/or letters of understandings must be initiated with the various bargaining units and associations to address work schedule changes, possible salary payment method schedule changes, transfers, job bidding and staffing processes that would pertain to the implementation of an alternate school year calendar at the school sites.

#### ***Alberta Education Accountability Measures & Testing Program***

The alternate school year calendar will not affect these programs. However, it should be noted that it is more difficult to implement an alternate school year calendar in High School due to the scheduling of Diploma examinations. Consideration and discussion should take place regarding the district testing and measurement program.

## Implementation Factors

### Alternate School Year Calendars: Associated Costs

#### 1. Program

##### Elementary

- regular costs associate with traditional calendar school
- access to services during non-traditional calendar times (ex. OT, Speech, assessment, curriculum support)
- costs associated with specialized programs
- costs associated with the provision of one additional month of transportation to schools that offer dual track calendars
- costs associated with specialized vacation blocks programs offered during the breaks
  - academic (enrichment and remedial)
  - special interest, hobbies
  - outdoor education
  - camps
  - transition programs (grade 6 ⇔ 7)
  - community service options

##### Secondary

- regular costs associated with traditional calendar school
- access to services during non-traditional calendar time (ex. Work Experience, curriculum support, RAP)
- costs associated with specialized programs
- costs associated with vacation block programs
  - academic (enrichment and remedial)
  - special interest, hobbies
  - international studies
  - sports
  - outdoor education
  - camps
  - CEU courses
  - Service learning
  - Elementary and secondary transition programs to the next academic level 6 to 7, 9 to10, 12 to post-secondary

#### 2. Facilities

##### Elementary & Secondary

- additional facility operational costs (utilities, custodial)
- capital cost to retrofit schools with air conditioning if required

#### 3. Staffing

- Additional staffing – coordinator for non-educational programming in “off time”. This affects especially elementary schools.
- Increased support staff to 12 months or alternate staffing model.
- Access to specialized services ex. OT/PT, educational testing
- Alternate staffing model for teachers
- District Administration and Services to support schools

**The Alberta Teachers' Association suggests the following considerations prior to implementation:**

Table 1: Considerations for Implementation

<b>Areas</b>	<b>Criteria</b>
Educational Program	Items that will affect student learning, (e.g., curriculum, stress, PD, instructional, co-curricular, extra-curricular)
Administration	Items that affect the operation of the school (e.g. scheduling, facility, coordination with district administration, communications, staff development and deployment, district activities)
Society	Items related to home-school relationships (e.g. community resources, demographics, workforce, lifestyle)
Economics	Items related to cost efficiencies (e.g. enrolment, operational costs, grants, collective agreements)

Source: Alberta Teachers' Association website

The ATA recognizes the success or failure of alternate calendar proposals depends on many variables and conditions. They recommend that districts examine the feasibility of the concept given the local context. Ideally the students' best interests will be the final determining factor.

Additional processes that need to be considered prior to implementation include:

- Promotional activities (Community Relations Services)
- Public consultation (parents, students, teachers, administration)
- Cost/benefit analysis
- Transportation services
- Human Resource Services (e.g. teacher replacement)

**Recommendations for Implementation:**

- It is recommended that the implementation study proceed with four high needs schools: Mother Teresa, St Catherine, St Alphonsus, St Gerard and six high enrolment schools: St. John Bosco, J.J. Bowlen, St. Dominic, and Good Shepherd, St. Thomas More, H. E. Beriault
- Consider implementing an alternate school year calendar in 2010 with at least one family of schools
- Evaluate the effectiveness and satisfaction of the implementation
- Develop plans, if feasible, for further implementation

### **The Implementation Proposal**

Part of the consideration to offer Year Round Education needs to involve input from stakeholders in conjunction with the feasibility study.

The Stakeholders are:

- Students
- Parents
- Teachers
- School Based Administration
- Employee Groups: ATA, Support Staff, Out of Scope
- District Administration & Services
- Alberta Education

### **Consultation**

#### *Phase 1*

- Survey students, parents and staff in 4 schools: Mother Teresa, St Catherine, St Alphonsus and St Gerard regarding attitudes, perceptions and feasibility. Other schools where a dual track option could be viable will also be surveyed: St. John Bosco, J.J. Bowlen, St. Dominic, and Good Shepherd, St. Thomas More, H. E. Beriault
- Discussion with representation from stakeholder groups & Superintendent's Council

#### *Phase 2*

- Review findings with Superintendent's Council
- Consultation with principals, parents, school staffs, employee groups
- Considerations regarding educational programs (e.g. curriculum, change process, PD), administration (e.g. scheduling, registration, facility, coordination with District departments), societal considerations (e.g. community resources, family concerns, demographics) and costs (e.g. operation, staffing)

## **Appendices**

### **1. Surveys**

Parent Survey (2009)

Staff Survey (2009)

Student Survey - Grades 4-9 (2009)

### **2. Year Round Calendar 2010-2011**

## Alternative School Year Calendar

### Parent Survey – 2009

We are interested in your opinions about an alternative school year calendar. This would involve a reorganization of the traditional school year to one where programs for students are more evenly distributed throughout the year. Your responses are important to us. If you have any questions, please call Boris Radyo, Assistant Superintendent of Educational Planning and Administrative Services (EPAS) at 780-441-6112.

Please name the school your child attends: \_\_\_\_\_

My child is enrolled in grade:

K  1  2  3  4  5  6  7  8  9  10  11  12

Please indicate your child's gender:  Male  Female

Please indicate your general level of agreement with each of the following statements:

	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
I believe that my child would achieve better if the school offered an alternative school calendar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child would graduate sooner with an alternative school calendar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Completing school is important to my child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Summer employment is very important to my child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Over summer my child often forgets what was learned during the school year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important to be able to take family vacations during the summer months.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would like more flexibility in planning family vacations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would like more flexibility in booking my child's appointments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child is involved in programs offered in the summer such as summer camp.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child often gets bored during summer vacation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the school calendar offered now.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would like to have the option of an alternative school calendar for my child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would be interested in enrolling my child in a school that offers an alternative school calendar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**General Comments:**

If you have any additional comments, please write in the space below.

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Thank you for completing our survey!

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## Alternative School Year Calendar

### Staff Survey – 2009

We are interested in your opinions about an alternative school year calendar. This would involve a reorganization of the traditional school year to one where programs for students are more evenly distributed throughout the year. Your responses are important to us. If you have any questions, please call Boris Radyo, Assistant Superintendent of Educational Planning and Administrative Services (EPAS) at 780-441-6112.

Please name your school: \_\_\_\_\_

I teach:     K - 6     7 - 9     10 - 12

Please indicate your general level of agreement with each of the following statements:

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
Over summer, students often forget what they learned during the school year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student achievement would benefit from having a shorter summer and more frequent breaks throughout the school year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I regularly upgrade my skills by taking courses in the summer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An alternative school calendar would allow more flexibility in planning vacations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An alternative school calendar would allow more flexibility in booking appointments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would like the opportunity to teach classes during summer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would like to have more breaks during the school year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would spend less time on reviewing last year's curriculum in a school with an alternative school calendar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the school calendar offered now.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, I would be interested in working at a school with an alternative school calendar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**General Comments:**

If you have any additional comments, please write in the space below.

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Thank you for completing our survey!

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### Alternative School Year Calendar

#### Student Survey (4-9) 2009

We are interested in your opinions about an alternative school year calendar. This would involve a reorganization of the traditional school year to one where programs for students are more evenly distributed throughout the year. Your responses are important to us.

The name of my school is: \_\_\_\_\_

I am in grade:   4   5   6   7   8   9

Please indicate your gender:   Male   Female

Please indicate your general level of agreement with each of the following statements:

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
Completing high school is important to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Over summer I often forget what I learned during the school year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would like to have more breaks during the school year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would do better in school if I attended a school with an alternative school calendar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the school calendar offered now.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would like to have the option to attend a school with an alternative school calendar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, I would be interested in attending a school with an alternative school calendar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#### General Comments:

If you have any additional comments, please write in the space below.

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Thank you for completing our survey!

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### Edmonton Catholic Schools Year Round Calendar 2010-2011

JULY							AUGUST							SEPTEMBER						
SUN	MON	TUE	WED	THUR	FRI	SAT	SUN	MON	TUE	WED	THUR	FRI	SAT	SUN	MON	TUE	WED	THUR	FRI	SAT
				1	2	3	1	2	3	4	5	6	7				1	2	3	4
4	5	6	7	8	9	10	8	9	10	11	12	13	14	5	6	7	8	9	10	11
11	12	13	14	15	16	17	15	16	17	18	19	20	21	12	13	14	15	16	17	18
18	19	20	21	22	23	24	22	23	24	25	26	27	28	19	20	21	22	23	24	25
25	26	27	28	29	30	31	29	30	31					26	27	28	29	30		
OCTOBER							NOVEMBER							DECEMBER						
SUN	MON	TUE	WED	THUR	FRI	SAT	SUN	MON	TUE	WED	THUR	FRI	SAT	SUN	MON	TUE	WED	THUR	FRI	SAT
					1	2		1	2	3	4	5	6				1	2	3	4
3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11
10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18
17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25
24	25	26	27	28	29	30	28	29	30					26	27	28	29	30	31	
31																				
JANUARY							FEBRUARY							MARCH						
SUN	MON	TUE	WED	THUR	FRI	SAT	SUN	MON	TUE	WED	THUR	FRI	SAT	SUN	MON	TUE	WED	THUR	FRI	SAT
					1				1	2	3	4	5			1	2	3	4	5
2	3	4	5	6	7	8	6	7	8	9	10	11	12	6	7	8	9	10	11	12
9	10	11	12	13	14	15	13	14	15	16	17	18	19	13	14	15	16	17	18	19
16	17	18	19	20	21	22	20	21	22	23	24	25	26	20	21	22	23	24	25	26
23	24	25	26	27	28	29	27	28						27	28	29	30	31		
30	31																			
APRIL							MAY							JUNE						
SUN	MON	TUE	WED	THUR	FRI	SAT	SUN	MON	TUE	WED	THUR	FRI	SAT	SUN	MON	TUE	WED	THUR	FRI	SAT
					1	2	1	2	3	4	5	6	7				1	2	3	4
3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11
10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18
17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25
24	25	26	27	28	29	30	29	30	31					26	27	28	29	30		

- Holidays
  - Non instructional
  - Cancellation of early dismissal
  - Early Dismissal
- \* FDD Date is not confirmed yet

Instructional	<b>193</b>
Non Instructional: Faith Development Day (1) GETCA (2) Organizational (3)	
Operational:	<b>198</b>

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