



Instructional Calendar survey summary

A survey was conducted to gather feedback on some of the current guidelines that are used to develop the CBE instructional calendars. This survey was conducted between April 12 and April 26, 2017.

- The survey consisted of five questions.
- There were a total of 7243 responses.
- 85.8% of the respondents were parents
- 12.6% were CBE employees
- 0.9% were students
- 0.5% identified themselves as community members.

The following is a summary of the information gathered through this survey.

When considering the first day of school for those schools on a traditional calendar, the majority of participants (77.8%) preferred school to start after Labour Day, when Labour Day is in the first week of September. The comments indicated that people enjoy their summers and do not wish to start school earlier than Labour Day, when possible.

Winter break for traditional calendar schools consists of two weeks. The majority of participants (59.1%) preferred the break to consist of two full weeks and three weekends. A significant number of responses indicated that the break should be two full weeks and at least two weekends. The comments indicated that people value the break and the timing. Additionally, when Christmas falls on a weekend, participants indicated that the break should begin closer to that date rather than a full week in advance.

Modified calendar schools utilize a longer winter break. The responses to the survey indicate that the majority (63.9%) have no preference for the length of the break. The comments suggested that people feel the break is too long. Furthermore, there was strong indication through the comments that people would appreciate an opportunity to revisit their schools decision to follow a modified calendar.

Attaching the system non-instructional days with holidays or long weekends was supported by the majority of participants (54.3%). There was also support (31.4%) for providing a combination where not all non-instructional days are attached to holidays or long weekends.

Where non-instructional days are attached to holidays or long weekends, the majority (51.4%) of participants preferred the non-instructional days to be the day before the holiday/ long weekend as opposed to after. A significant number of participants (26%) indicated they preferred a combination where non-instructional days were placed before and after the long weekend or holiday over the course of the year.

Several themes emerged from the feedback through the comments.

- Overall there was a concern for the number of days students are not in school which create issues for child care and parents' work schedules.
- The purpose of non-instructional days was not understood.
- Participants expressed dissatisfaction with the modified calendar and indicated a desire to have an opportunity to revisit this strategy.
- Some participants appreciate non-instructional days on Fridays to provide more family time or an opportunity for mini-vacations through extra-long weekends and therefore less class time missed.
- Suggestions were also provided regarding the calendar: participants wondered about the possibility of aligning the CBE calendar with that of the Calgary Catholic School District.
- Grouping non-instructional days together at a later time in the year was suggested as was not holding parent teacher conferences the day before a long weekend or holiday.

This feedback will be used to review and possibly revise the current guidelines being used to develop instructional calendars. These updated guidelines will be posted publically. All tentative calendars will be reviewed using the new guidelines and any changes will be made accordingly. The new guidelines will then be used to develop future CBE instructional calendars.

A detailed summary of the results including all comments can be found at <http://www.cbe.ab.ca/registration/calendars/Documents/Calendar-Survey-Full-Report.pdf>. The comments have been provided as written except for cases where the comments were of a profane nature, vulgar or identified individuals.