

PUBLIC BOARD MEETING

TRI SEMESTER CALENDAR

JUNE 11, 2025





OUR TIME TOGETHER

- The Board Motion
- Defining Balanced Calendar
- Guiding principles
- Feasibility, Challenges and Opportunities
- Two potential models to share
- Potential Impacts
- Recommended next steps

OUR TASK

THAT the Board of Education direct the superintendent, or designate, to prepare a report on the feasibility, challenges and opportunities of Tri-Semester calendar options and present this to the Board no later than June 30, 2025.

BALANCED CALENDAR DEFINED

Balanced School Calendar:

An alternative to the traditional school calendar:

- Designed to distribute breaks more evenly through the year
- Shortens the summer break and redistributes the time into shorter, more frequent breaks throughout the year
- Same total number of school days

SINGLE-TRACK AND MULTI-TRACK BALANCED CALENDAR

Single Track Calendar:

Schools using this year-round calendar change the instructional and vacation sequence of the school year. All students and staff are in school or on vacation at the same time.

- No benefit to the capacity of the school for using this year-round model

Multi-Track Calendar:

Schools using a multi-track year-round calendar divide the entire student body and staff into different tracks (typically 4-5). At least one track is on vacation at any given time.

- This model provides an increased capacity for the school. Typically, a school can accommodate up to 30% more students.

BALANCED CALENDAR TEAM MEMBERS

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GUIDING PRINCIPLES

- As the working group sought to explore existing models, specifically that had been used to increase capacity, the group also wanted to ensure that the Board's commitment to the district's vision statement was central to the examination of alternative models.
- The models that are presented today both increase capacity and provide opportunities for the learners and the unique learning needs of the Surrey School District students.

GUIDING PRINCIPLES



Equitable Access and Flexibility

Ensure that all students have varied and flexible access to educational resources and opportunities. This includes accommodating different student needs and providing choices while maintaining consistency.



Student-Centred Approach

Focus on advancing student learning and well-being. Consider the impact of any changes on students' academic and personal lives, including their roles as caregivers or their involvement in extracurricular activities.



Alignment with Educational Goals

Align the calendar or system changes with the district's strategic priorities of literacy, numeracy, student transitions, student well-being, Indigenous student success, and racial equity.

RESEARCH

We contacted several districts/schools which used a Balanced Calendar and learned about their and their experiences.

- Surveyed existing models
- Literary review
- Virtual meetings

FEASIBILITY

To evaluate year-round use of school sites, the committee began by clarifying our exploration objectives.

- Any models explored needed to work both at elementary and secondary levels
- Any models explored needed to provide additional capacity
- The Board's mission and vision through the Strategic Plan and embedded in Learning by Design were also central in our analysis

CHALLENGES

- Research was inconclusive on evidence of improved academic achievement
- Potential for family disruptions
- Athletics, band, other extra-curricular scheduling may become more challenging
- Professional learning and communication among staff potentially disrupted in a multi-track extended schedule
- Heat and environmental factors (wildfire smoke) in summers may be problematic
- Maintenance schedules may be impacted (may require evening and weekend work schedules)

OPPORTUNITIES

- Multi-track extended calendar may increase capacity by up to 30%
- Increased capacity could result in fewer capital costs/requests by the district
- Potential for reduction in summer learning loss
- Teachers/support staff choosing to act as TTOCs/substitutes during vacation time could offset workforce shortage and allow staff to increase their income
- More closely aligns with other sectors and work patterns
- Could potentially provide multiple natural entry points for new students
- Some families may prefer to stagger their vacation schedules
- Staff and students may see positive impact to mental health as breaks happen more often during the year

CURRENT SUMMER UTILIZATION & SUMMER LEARNING PATTERNS

- The district has a robust summer learning program that reached 10579 secondary students and 5403 elementary students last year
 - 7 secondary sites and 28 elementary sites
 - The summer learning program continues to grow
- Summer programming is offered and accessed quite equally across all 6 zones of the district

STUDENT ATTENDANCE AND EXTENDED ABSENTEEISM

- It was noted that in certain regions of the district, many families are taking extended absences for travel that take them away from learning for upwards of 3 months
- Further exploration of the impact of those absences and if an alternative school calendar would be helpful for these families is needed
- The months of extended travel vary

TWO VIABLE MODELS WERE CONTEMPLATED THAT BEST
MET THE BOARD'S CRITERIA AND VISION FOR LEARNING



MODEL A



	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Group A				Off				Off				Off
Group B			Off				Off				Off	
Group C		Off				Off				Off		
Group D	Off				Off				Off			

MODEL B



	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Group A									2 weeks off	Off	Off	2 weeks off
Group B	2 weeks off	Off	Off	2 weeks off								
Group C					2 weeks Off	Off	Off	2 weeks Off				

IMPACTS:

- Students
- Families
- Operations
- Staffing
- Facilities

What do we need further information about and answers to?

WHAT ARE THE POTENTIAL IMPACTS?

Implications that would need to be explored for students and families:

- Will before and after school care and daycare facilities be available all year and could they accommodate full time students during their breaks?
- What would this mean for student participation in a sport when they are not in school?
- What impact could this have for students who need to work?
- What is the impact on international students, such as visas, and homestay opportunities?
- When would students graduate? What is the impact on commencement schedules?
- What do we know about potential impact on student outcomes?
- What have we not thought about?

WHAT ARE THE POTENTIAL IMPACTS?

Implications for business operations:

- What is the impact on per student funding, if any?
- What are the considerations related to bussing?
- What are the implications for the district's strategic priorities? (ie. Literacy, numeracy, student transitions, student well-being, Indigenous student success and recognition, and racial equity)
- What considerations are there for equity among families?
- Will there be an impact on the efficiency of school/district resources?
- What is the impact on Summer Learning?
- What have we not thought about?

HR AND STAFFING:

- What are the implications for staff
 - CUPE
 - STA
 - PVP

What might the impact on staffing shortages be?

What might the impact on staff well-being be?

What have we not thought about?

FACILITY:

- What are the implications for cleaning, maintenance, and utilization of space considerations?
- Will schools on a balanced calendar require more frequent cleaning and maintenance?

POTENTIAL NEXT STEPS

Step 1: Explore and gather answers/solutions/strategies on key changes that would be needed for our operations, facilities, and staff

- Bring back an analysis including associated costs on what these changes would mean for district operations

POTENTIAL NEXT STEPS

Step 2: Engage in in-depth consultations with staff, students and the parent community partners regarding their feedback on a balanced calendar model:

- Share the feasibility, challenges and opportunities identified. Ask “and what else”?
- Ask “if we moved to a balanced calendar”:
 - What are the most important things to hold onto?
 - What could we as a system, let go of?
- Bring back a report to the board with community feedback



POTENTIAL NEXT STEPS

Step 3: Identify potential schools to pilot a move to a balanced calendar and do in-depth consultation with those school communities on if or how it could work

PROPOSED NEXT STEPS

Recommended Board Motion:

“That the Board of Education direct the superintendent or designate to continue the exploration of balanced calendar options by completing an impact assessment and bringing this information back to the Board by June 2026.”