

NOTICE OF MEETING

EDUCATION PLAN COMMITTEE

Secretary Treasurer's Office
Wednesday, February 4, 2026
 Public viewing via live broadcast

Alfred Chien (Chair)
 Christopher Richardson (Vice-Chair)
 Lois Chan-Pedley
 Suzie Mah

Helen McGregor, Superintendent of Schools
 Flavia Coughlan, Secretary Treasurer

Notice of Meeting

A Meeting of the **Education Plan Committee** will be held in room 180 of the VSB Education Centre (1580 West Broadway, Vancouver BC) **for participating trustees, staff, inherent rights holder representatives and stakeholder representatives** on **Wednesday, February 4, 2026 at 5:00 pm**. The meeting will be live broadcast for the public.

Trustees:	Janet Fraser	Jennifer Reddy (Alternate)
	Preeti Faridkot	Joshua Zhang
	Victoria Jung (Alternate)	

Student Trustee:	Freddie Zhang
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Other Senior Team Staff:	Pedro da Silva	Janis Myers
	Michael Gray	Alison Ogden
	Jessie Gresley-Jones	Lorelei Russell
	Maureen McRae-Stanger	

Inherent Rights Holder Representatives:	Faye Mitchell, xʷməθkʷəy̓əm (Musqueam)
	Kirsten Baker-Williams, Skwxwú7mesh Úxwumixw (Squamish Nation)
	Kirsten Touring, səliłwətał (Tsleil-Waututh Nation)

Representatives:	Justin Chapman, BCVSBCMTU	Alternates:	Tyler Gaudet, BCVSBCMTU
	Priscilla Santos, CUPE 15		Suzette Magri, CUPE 15
	Henry Munns, CUPE 407		Adam Crawford, CUPE 407
	Angela Waterlow, DPAC		Sherry Breshears, DPAC
	Tim Chester, IUOE		Tim De Vivo, IUOE
			Scott Deyell, PASA
	Bruce Garnett, VASSA		David Nicks, VASSA
	Theo Huberman, VDSC		
	Karine Ng, VEAES		Deborah Tin Tun, VEAES
	Riley McMitchell, VEPVPA		Margie Trovao, VEPVPA
	Carl Janze, VSTA		John Silver, VSTA

EDUCATION PLAN COMMITTEE

MEETING AGENDA

Wednesday, February 4, 2026, 5:00 to 6:30 pm
Room 180, VSB Education Centre

With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səliłwətał (Tsleil-Waututh Nation).

The meeting is currently being broadcasted live, and both the audio and video recordings will be accessible to the public for viewing even after the meeting ends. Footage from this meeting may be viewed from Canada or anywhere else in the world.

Meeting Decorum:

The Board has a strong commitment to ethical conduct. This includes the responsibility of committee participants (i.e., committee members, staff, inherent rights holder representatives, stakeholder representatives) to conduct themselves with appropriate decorum and professionalism. It is the responsibility of the Chairperson of the Committee to see that decorum is maintained at Committee meetings.

- Committee participants engage in discussion by requesting to speak through the Chairperson, ensuring inclusive and orderly dialogue.
- A respectful and collegial environment is maintained as participants share diverse perspectives and contribute to meaningful discussions.
- Staff are trusted to provide objective, high-quality reports that reflect their professional expertise. Their contributions are respected and form a vital part of informed committee decision-making, free from external pressure or influence.
- Committee discussions are conducted in a constructive manner, with participants avoiding language or actions that could be perceived as personal, inflammatory, or accusatory.
- All participants are expected to demonstrate professionalism and courtesy in their interactions, contributing to a positive and productive committee culture.

Please see reverse for the Purpose/Function and Power and Duties of this Committee.

1. Items for Approval

- 1.1 School Calendars for 2026/27, 2027/28 and 2028/29

Presenters

Ranjit Bains, Director of Instruction
Maureen McRae-Stanger, Associate Superintendent

2. Discussion Items

- 2.1 None

3. Information Items

- 3.1 Digital Literacy Update
- 3.2 Supporting the Framework for Enhancing Student Learning (FESL) – Alignment with School Learning Plans

Zhi Su, District Principal, Learning Information Technology
Pedro da Silva, Associate Superintendent
Maureen McRae-Stanger, Associate Superintendent

Education Plan Committee

C. Responsibilities:

- C.1 Review and make recommendations to the Board regarding matters related to the development and implementation of the Education Plan.
- C.2 Review and make recommendations to the Board regarding the annual Framework for Enhancing Student Learning Report.
- C.3 Review and make recommendations to the Board regarding proposed Board Authority Authorized Courses.
- C.4 Review and make recommendations regarding the implementation and cessation of District programs.
- C.5 Review and make recommendations to the Board regarding annual school learning plans.
- C.6 Review and make recommendations to the Board regarding school calendars.
- C.7 Review matters referred to the Committee by the Board and make recommendations as requested.

February 4, 2026

TO: Education Plan Committee

FROM: Ranjit Bains, Director of Instruction
Maureen McRae-Stanger, Associate Superintendent

RE: School Calendars for 2026/27, 2027/28 and 2028/29

*Reference to
Education Plan*

GOALS:

Goal 1: The Vancouver School Board will improve student achievement, physical and mental well-being, and belonging by ...

- Ensuring the alignment among school, district, and provincial education plans.

INTRODUCTION

In accordance with *Section 87.01 of the School Act and the School Calendar Regulation (B.C. Reg. 314/12)*, the Vancouver School Board (VSB) must prepare and adopt a school calendar. A Board may submit up to three consecutive school calendar years.

This report includes a recommendation.

CALENDAR DEVELOPMENT PROCESS

Legislative Framework

Boards are required to submit approved calendars to the Ministry by March 31, 2026, and schools must publish their calendars to their communities by May 31, 2026.

As per *the School Calendar Regulation (B.C. Reg. 314/12)* the following are the prescribed minimum hours of instruction that a board must offer to students enrolled in the schools in its school district:

- 853 hours of instruction for students in kindergarten;
- 878 hours of instruction for students in grades 1 to 7;
- 952 hours of instruction for students in grades 8 to 12.

The following information is prescribed in respect of a school calendar for an online learning school:

- the number and dates of the days in session;
- the dates on which the principal, vice principals, directors of instruction and teachers of the school are available for instruction;
- the vacation periods and the dates of statutory holidays.

The Regulation also requires Boards to engage parents/guardians, staff, and stakeholders in the development of school calendars. In accordance with these requirements, engagement occurred through the District Calendar Advisory Committee between October 2025 and January 2026, consultation with education leads from the three Host Nations, and a public comment period held from December 15, 2025 to January 16, 2026.

Proposed school calendars must be made publicly available at least one month prior to submission to the Ministry of Education and Child Care (Ministry). The proposed calendars were posted on December 15, 2025 and remain available on the VSB website. Board approved school calendars will be published on the VSB website and individual school websites.

Guiding Principles

Calendar planning is based on several key factors, including the requirements outlined in the *School Calendar Regulation*, statutory holiday dates, and collective agreement provisions for both non-instructional days (one day) and professional development days (five days). Additionally, efforts are made to align the VSB school calendars with other Metro Vancouver school districts, particularly regarding winter and spring breaks, and to consider the impact of the schedule of non-instructional and professional days on families. Due to these established requirements, there is limited flexibility to make significant changes to the calendar.

District Calendar Advisory Committee and Consultation

The proposed calendars were created in consultation with the District calendar advisory committee, made up of representatives from formal stakeholder groups, the Vancouver District Students' Council (VDSC), and District staff including members of the Indigenous education department. The group met four times from October 2025 through January 2026 to review requirements and to provide input about areas where adjustments were possible within the set parameters.

Key Considerations and Decisions

As each calendar year is distinct, the number of instructional days may vary to meet *School Calendar Regulation* for instructional hours.

To address operational needs and to support families, where possible, professional development days have been placed immediately following statutory holidays.

The proposed calendars reflect a transition to a consistent approach to professional development days that meets operational needs, makes it easier for families to plan for child care, and supports families with students in different schools. This transition involves shifting from the current practice of two “moveable” professional development days to District standard dates.

In 2026-2027 schools may move the September 21, 2026 professional development day to another day. School-based calendars will be communicated to each school community no later than May 31, 2026. In future years, all professional development days noted on the District school calendar will apply at the school level.

In 2026-2027 and 2027-2028, to meet the instructional hours requirement, the proposed bell schedule is as follows:

Elementary (K-7) daily schedule: 9:00am to 3:00pm. 295 instructional minutes per day; 179 days of instruction. Kindergarten gradual entry begins the first day of school. Kindergarten students will be in full attendance by the Wednesday of the following week.

Secondary (8-12) daily schedule: 8:40am to 3:10pm. 320 instructional minutes per day; 179 days of instruction.

In 2028-2029, to meet the instructional hours requirement, the proposed bell schedule is as follows:

Elementary (K-7) daily schedule: 9:00am to 2:58pm. 293 instructional minutes per day; 180 days of instruction. Kindergarten gradual entry begins the first day of school. Kindergarten students will be in full attendance by the Wednesday of the following week.

Secondary (8-12) daily schedule: 8:40am to 3:10pm. 320 instructional minutes per day; 180 days of instruction.

The proposed school calendars for the Vancouver Learning Network (VLN) reflect the fact that VLN offers self-paced continuous entry courses and are aligned with the District School Calendars and are prepared in compliance with the *School Calendar Regulation*.

Open Public Comment Period

The Vancouver School Board invited families, students and community members to review the proposed three-year school calendars and submit comments during an open comment period from December 15, 2025 to January 16, 2026.

The purpose of the open comment period was to:

- meet legislative requirements under the *School Act*
- provide advance notice of the proposed calendars for the next three school years
- invite public comment on the proposed dates

The proposed calendars were posted on VSB's website for public review, along with information outlining the requirements and factors that guide calendar development. The engagement was informative in nature and focused on gathering comments rather than co-developing calendar options.

An email informing inherent rights holders, formal stakeholder groups, VSB students' families and trustees to view and comment about the proposed calendars was sent on December 15, 2025. A reminder email was also shared with students' families on January 15, 2026. Comments were submitted by email to engage@vsb.bc.ca.

What We Heard

A total of 89 written submissions were received during the open comment period. Given that several themes may have been mentioned per submission, comments were coded using a multi-theme approach. As a result, there were 107 total mentions. Four key categories emerged from the comments: timing of breaks, professional development days, additional input, and positive comments. See the attachments for a summary of the anonymized submissions, presented as aggregated findings by theme, as well as all 89 redacted emails.

Overall, we received thoughtful and constructive comments through the open comment period. While many submissions requested adjustments to pro-d days and break timing, comments also reinforced the importance of providing clear, plain-language information about the requirements and constraints that guide calendar development. Some families who reviewed the proposed calendars identified some technical errors in the calendar template. These items were immediately verified and corrected.

In response to recurring questions raised through the comment period, staff developed **Frequently Asked Questions (FAQ)** to provide consistent, plain-language explanations, including clarification about what can and cannot change within the school calendar structure. The FAQ was shared directly with individuals who submitted comments and is available at govsb.ca/calendar.

RECOMMENDATION

The Education Plan Committee recommends:

THAT the Board approve the District School Calendars for the 2026/27, 2027/28 and 2028/29 school years and the Vancouver Learning Network School Calendars for the 2026/27, 2027/28 and 2028/29 school years.

Attachments:

- A. District School Calendars for 2026/27, 2027/28 and 2028/29
- B. Vancouver Learning Network School Calendars for 2026/27, 2027/28 and 2028/29
- C. Public comment summary of themes
- D. Redacted public comments received

2026 - 2027

VANCOUVER DISTRICT SCHOOL CALENDAR

July

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LEGEND

Instructional Days (Schools in Session)
Non-Instructional Days/Professional Development Days (Schools Not in Session)
Statutory Holiday
Administrative Day
Schools Not In Session
September 07 - Labour Day
September 08 - First Day of School
September 21 - Professional Development Day (School-Moveable)
September 30 - National Day for Truth & Reconciliation
October 12 - Thanksgiving Day
October 23 - Professional Development Day (Provincial)
November 11 - Remembrance Day
November 20 - Professional Development Day (District)
December 21 - 31 - Winter Break
December 25 - Christmas Day
December 28 - Observed for Boxing Day Dec 26
January 01 - New Year's Day
January 04 - School Reopens
February 12 - Professional Development Day (District)
February 15 - Family Day
March 15 - 25 - Spring Break
March 26 - Good Friday
March 29 - Easter Monday
April 19 - Non-Instructional Day
May 21 - Professional Development Day (School-Not Moveable)
May 24 - Victoria Day
June 30 - Administrative Day

2027 - 2028

VANCOUVER DISTRICT SCHOOL CALENDAR

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LEGEND

Instructional Days (Schools in Session)
Non-Instructional Days/Professional Development Days (Schools Not in Session)
Statutory Holiday
Administrative Day
Schools Not In Session
September 06 - Labour Day
September 07 - First Day of School
September 30 - National Day for Truth & Reconciliation
October 1 - Professional Development Day (School-Not Moveable)
October 11 - Thanksgiving Day
October 22 - Professional Development Day (Provincial)
November 11 - Remembrance Day
November 12 - Professional Development Day (District)
December 20 - 31 - Winter Break
December 27 - Observed for Christmas Day Dec 25
December 28 - Observed for Boxing Day Dec 26
January 03 - Observed for New Year's Day Jan 01
January 04 - School Reopens
February 18 - Professional Development Day (District)
February 21 - Family Day
March 13 - 24 - Spring Break
April 14 - Good Friday
April 17 - Easter Monday
April 24 - Non-Instructional Day
May 19 - Professional Development Day (School-Not Moveable)
May 22 - Victoria Day
June 30 - Administrative Day

2028 - 2029

VANCOUVER DISTRICT SCHOOL CALENDAR

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LEGEND

Instructional Days (Schools in Session)
Non-Instructional Days/Professional Development Days (Schools Not in Session)
Statutory Holiday
Administrative Day
Schools Not In Session
September 04 - Labour Day
September 05 - First Day of School
September 18 - Professional Development Day (School-Not Moveable)
October 02 - Observed for National Day for Truth & Reconciliation Sept 30
October 09 - Thanksgiving Day
October 20 - Professional Development Day (Provincial)
November 10 - Schools Not In Session
November 13 - Observed for Remembrance Day Nov 11
November 24 - Professional Development Day (District)
December 25 - Christmas Day
December 26 - Boxing Day
December 27 - January 05 - Winter Break
January 01 - New Year's Day
January 08 - School Reopens
February 16 - Professional Development Day (District)
February 19 - Family Day
March 19 - 29 - Spring Break
March 30 - Good Friday
April 02 - Easter Monday
April 23 - Non-Instructional Day
May 18 - Professional Development Day (School-Not Moveable)
May 21 - Victoria Day
June 29 - Administrative Day

2026 - 2027

VANCOUVER LEARNING NETWORK SCHOOL CALENDAR

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LEGEND

Instructional Days (Schools in Session)
Non-Instructional Days/Professional Development Days (Schools Not in Session)
Statutory Holiday
Administrative Day
Schools Not In Session
September 07 - Labour Day
September 08 - First Day of School
September 21 - Professional Development Day (School-Moveable)
September 30 - National Day for Truth & Reconciliation
October 12 - Thanksgiving Day
October 23 - Professional Development Day (Provincial)
November 11 - Remembrance Day
November 20 - Professional Development Day (District)
December 21 - 31 - Winter Break
December 25 - Christmas Day
December 28 - Observed for Boxing Day Dec 26
January 01 - New Year's Day
January 04 - School Reopens
February 12 - Professional Development Day (District)
February 15 - Family Day
March 15 - 25 - Spring Break
March 26 - Good Friday
March 29 - Easter Monday
April 19 - Non-Instructional Day
May 21 - Professional Development Day (School-Not Moveable)
May 24 - Victoria Day
June 30 - Administrative Day

VLN offers self-paced continuous entry courses. Instructional days indicate the days when teachers and administrators are available for teaching and learning support.

2027 - 2028

VANCOUVER LEARNING NETWORK SCHOOL CALENDAR

July						
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LEGEND

Instructional Days (Schools in Session)
Non-Instructional Days/Professional Development Days (Schools Not in Session)
Statutory Holiday
Administrative Day
Schools Not In Session
September 06 - Labour Day
September 07 - First Day of School
September 30 - National Day for Truth & Reconciliation
October 1 - Professional Development Day (School-Not Moveable)
October 11 - Thanksgiving Day
October 22 - Professional Development Day (Provincial)
November 11 - Remembrance Day
November 12 - Professional Development Day (District)
December 20 - 31 - Winter Break
December 27 - Observed for Christmas Day Dec 25
December 28 - Observed for Boxing Day Dec 26
January 03 - Observed for New Year's Day Jan 01
January 04 - School Reopens
February 18 - Professional Development Day (District)
February 21 - Family Day
March 13 - 24 - Spring Break
April 14 - Good Friday
April 17 - Easter Monday
April 24 - Non-Instructional Day
May 19 - Professional Development Day (School-Not Moveable)
May 22 - Victoria Day
June 30 - Administrative Day

VLN offers self-paced continuous entry courses. Instructional days indicate the days when teachers and administrators are available for teaching and learning support.

2028 - 2029

VANCOUVER LEARNING NETWORK SCHOOL CALENDAR

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LEGEND

Instructional Days (Schools in Session)
Non-Instructional Days/Professional Development Days (Schools Not in Session)
Statutory Holiday
Administrative Day
Schools Not In Session
September 04 - Labour Day
September 05 - First Day of School
September 18 - Professional Development Day (School-Not Moveable)
October 02 - Observed for National Day for Truth & Reconciliation Sept 30
October 09 - Thanksgiving Day
October 20 - Professional Development Day (Provincial)
November 10 - Schools Not In Session
November 13 - Observed for Remembrance Day Nov 11
November 24 - Professional Development Day (District)
December 25 - Christmas Day
December 26 - Boxing Day
December 27 - January 05 - Winter Break
January 01 - New Year's Day
January 08 - School Reopens
February 16 - Professional Development Day (District)
February 19 - Family Day
March 19 - 29 - Spring Break
March 30 - Good Friday
April 02 - Easter Monday
April 23 - Non-Instructional Day
May 18 - Professional Development Day (School-Not Moveable)
May 21 - Victoria Day
June 29 - Administrative Day

VLN offers self-paced continuous entry courses. Instructional days indicate the days when teachers and administrators are available for teaching and learning support.

What we heard

A total of 89 written submissions were received during the open comment period from December 15, 2025 to January 16, 2026. As individual submissions often addressed multiple topics, a multi-theme coding approach was applied. This resulted in a total of 107 coded mentions. A summary of the anonymized submissions is provided below.

Theme	Key findings	Key takeaway
Theme 1: Timing of breaks 34 mentions; 33% of total mentions Comments related to winter break, spring break and summer breaks were the most frequently referenced calendar topic. Submissions reflected strong interest in break distribution and alignment with major holidays.	<ul style="list-style-type: none"> Winter break timing generated the greatest volume of break-related concerns, particularly in years where fewer days fall before Christmas, and more days fall after January 1. Spring break comments focused on alignment with Easter and Good Friday, including recurring requests to an extra day off when Good Friday falls within the two-week spring break period. A smaller subset of submissions raised concerns about the length of the summer break and later start dates in certain years, citing impacts on child care costs and student routine. 	While flexibility to change the break periods is limited due to Metro Vancouver alignment and regulatory requirements, families benefit from a plain-language explanation of these constraints.
Theme 2: Professional development days 29 mentions; 27% of total mentions Pro-D days were a prominent topic across submissions. Comments primarily focused on predictability for families, impacts on child care planning and interest in alignment across schools and years.	<ul style="list-style-type: none"> Families expressed concern that flexible school-based Pro-D days reduce predictability, particularly for families with students attending different schools. A number of submissions requested greater alignment of Pro-D days with long weekends to support family planning. Some questioned the rationale for a Pro-D day in September given statutory holidays and the impact of multiple short weeks early in the school year. Several submissions identified opportunities to better reflect cultural and religious observances through Pro-D scheduling. 	Families are seeking greater predictability and consistency in Pro-D scheduling. Providing clear, plain language explanations about regional alignment and regulatory requirements helps families better understand how break schedules are set and supports ongoing transparency.
Theme 3: Additional input 27 mentions; 25% of total mentions Some submissions shared thoughts on topics outside the calendar process, while others pointed out helpful details in the draft calendar materials. These comments show how closely families reviewed the information and their interest in supporting clarity.	<ul style="list-style-type: none"> Suggestions or questions not directly related to calendar date setting. Noted instances where there were issues with the calendar template. A few observations about holiday dates that did not match statutory listings. 	This input reflects strong community engagement. For comments outside the scope of the calendar process, staff followed up directly with individuals as needed. For feedback regarding areas where the draft materials could be clearer, updates were made to strengthen accuracy and support public confidence.
Theme 4: Positive comments 17 mentions; 16% of total mentions Many submissions expressed appreciation for the opportunity to provide comments and the ability to plan in advance.	<ul style="list-style-type: none"> Appreciation for posting a three-year calendar, supporting the ability to plan ahead. Positive sentiment about transparency through an open comment period. Recognition of the effort to align calendars regionally. 	Overall sentiment indicates goodwill and strong appreciation for advance communication and planning transparency.

From: [REDACTED]
To: [engage](#)
Subject: Re: Proposed School Calendars 2026–2029
Date: Monday, December 15, 2025 7:17:52 PM

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Hi there,

Victoria Day is listed as May 15, 2028, but it should be on May 22nd.

Cheers,

From: [REDACTED]
To: [engage](#)
Subject: Re: Proposed School Calendars for 2026–2029
Date: Monday, December 15, 2025 4:38:54 PM

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Hi Sirs,

I recommend to move 1-2 weeks' summer holidays to Christmas break.

Best Regards,

[REDACTED]

[REDACTED]

From: [REDACTED]
To: [engage](#)
Subject: 2026 School Year
Date: Monday, December 15, 2025 1:31:23 PM

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Hi there,

It would be nice for the kids to head back to school on September 1st as most summer camps end end of August. The cost of summer camp is very expensive, taking time off for an extra week before school starts is hard. As well as transition to school as well.

Thank you

[REDACTED]

From: [REDACTED]
To: [engage](#)
Subject: Re: Proposed School Calendars for 2026–2029
Date: Monday, December 15, 2025 2:58:58 PM

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Hi there,

Any possibility that the Spring Break coincides with the UBC and other universities Spring Breaks?

Thanks for your consideration.

[REDACTED]

[REDACTED]

From: [REDACTED]
To: [engage](#)
Subject: 2028-29 Calendar
Date: Monday, December 15, 2025 11:10:15 PM

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Hello

I think for most families it would be preferable if the Christmas break in the 2028-9 calendar started earlier and finished on Jan 2 or 3. Most businesses are very quiet during Dec or even shut down but resume operations in January, making it harder for parents to take time off in January. Likewise finishing up school on Dec 22, so close to Christmas, will make it harder for people to travel to wherever they need to be for this very important family event. That then often leads to families taking their children out of school unnecessarily.

Thank you

[REDACTED]

From: [REDACTED]
To: [engage](#)
Subject: Re: Proposed School Calendars for 2026–2029
Date: Monday, December 15, 2025 2:31:42 PM

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Hello!

VSB Engage,
Thank you for this information.

Merry Christmas and Advance Happy New Year!

Warm regards,

[REDACTED]

From: [REDACTED]
To: [engage](#)
Subject: About the Calendar proposed
Date: Tuesday, December 16, 2025 9:43:42 AM

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To the Board,
I would like to received and Have school Calendar to help us to tract the school schedule and activities.
Hope you considered to be back again.

[REDACTED]

From: [REDACTED]
To: [engage](#)
Subject: Align calendars with semesters
Date: Monday, December 15, 2025 4:45:41 PM

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These calendars could make more sense-
Why not end sem 1 then take winter break?
Can you at least publish the turnaround days?

From: [REDACTED]
To: [engage](#)
Subject: Calendar 2026- 2027
Date: Monday, December 29, 2025 4:18:46 PM

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Apparently Victoria Day in May is May 24th, not May 17th as you have it on your calendar.

[REDACTED]

From: [REDACTED]
Subject: engage
Date: Calendar 2028-2029
Monday, December 15, 2025 4:00:43 PM

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Hi,

I just noticed Dec 28 is missing from the calendar as there is 2 Dec 29. Thanks

[REDACTED]

From: [REDACTED]
To: engage
Subject: Calendar feedback: June 2029 is missing June 23
Date: Monday, December 15, 2025 4:17:57 PM

Also, June 2028 has June 29 instead of 19 just fyi

Cheers,

[REDACTED]

[REDACTED]

From: [REDACTED]
Subject: [engage](#)
Date: Calendar proposal
Monday, December 15, 2025 4:50:08 PM

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Hello

I received the 3 year calendar proposal.

I do not have comments on this calendar per S. Ut I do have one comment since it seems that not all schools will follow the same calendar. Since most schools are not equipped with enough spots for after school and pro D care o ask you to ensure All schools in the same are are on the same schedule. As it stands we looks out pre paid pro D care because our child attends another near by school for after school care. These variations of schedule is a problem. Please get the schools in the same neighbourhood to keep one schedule

Thank you

[REDACTED]

om: [REDACTED]
Subject: [engage](#)
Date: Calendars for next three years
Monday, December 15, 2025 1:38:37 PM

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I personally like the plan for the next 3 school years as proposed. Of note, June 23rd, 2029 is missing from the grid. I have not looked at where it will change things when you put it back in but, right now, it is missing.

[REDACTED]
[REDACTED]

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From: [REDACTED]
To: [engage](#)
Subject: Comments for proposed calendar
Date: Monday, December 15, 2025 1:09:28 PM

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Hello,

I would like to comment that [REDACTED] It would be nice to have Easter be a guide post for where the spring break lies [REDACTED] I see that 27-28 aligns in no way with easter.

[REDACTED]

From: [REDACTED]
To: [engage](#)
Cc: [REDACTED]
Date: Comments about the proposed calendars 2026-2027
Monday, December 15, 2025 4:05:57 PM

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Hi,

I saw that Sept.21, 2026 (Monday) was proposed to be the Professional Development day (PD Day). I think it would be nice if the PD day could be moved to Sept.25,2026 (Friday) since it is Mid-Autum Festival, which is one of the important festive day in Chinese and East Asian culture (similar to Thanksgiving to western culture) for family gathering and mid-year celebration.

In addition, since the day fall on Friday, I could expect there will be extra pressure on the already busy weekend eve traffic and potentially higher chance of road accident.

Thanks for your consideration to the matter, and make our lives easier.

Best regards,

[REDACTED]

From: [REDACTED]
To: [engage](#)
Subject: Feedback on proposed school calendars
Date: Thursday, December 18, 2025 3:03:51 PM

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Hello,

I would like to suggest that the PD days that are designated as 'school movable' be changed to fixed days.

It was a challenge to arrange for childcare this year on those days as our school used a different date than other schools in the area so our PD childcare program of choice didn't match the date our school selected.

In addition to this comment, I also strongly feel that teachers professional development activities should take place during the school vacation periods. In the modern reality of two income households, the number of non-instructional days is burdensome for families to manage in addition to the significant school holidays.

From: [REDACTED]
To: [engage](#)
Subject: Feedback on school calendars
Date: Monday, December 15, 2025 9:16:19 PM

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Hi there,

I just want to say our family really appreciates the effort to place pro-d days adjacent to stat holidays to create four day weekends. This works so much better for our efforts to balance childcare and work. Thank you.

[REDACTED]

From: [REDACTED]
To: [engage](#)
Subject: Feedback on proposed calendars 2026-2029
Date: Monday, December 15, 2025 1:46:28 PM

To whom it may concern,

After a careful review of the proposed calendars, I would suggest that you retain some flexible professional development dates. [REDACTED] I am able to offer more meaningful pro-d opportunities to more school -based staff if some of the dates are offset. We can reach more in-service teachers with professional learning and support if there are 2 flexible professional development days.

[REDACTED] I have never had any issue with when the professional development dates have been scheduled at [REDACTED] school. Bearing in mind that [REDACTED] I understand that professional development days for teachers are about improving teacher practice which is something I value. It is not about planning vacations for [REDACTED] family. Given that pro-d days are [REDACTED] I have always had child care arranged on those days.

Please revisit the notion of flexible pro-d dates. This allows schools to best meet the needs of their specific community of learners and their families. A blanket approach with fixed dates makes the system more rigid and removes agency from school sites and school-based pro-d committees.

Thank you for considering this matter further,

[REDACTED]

From: [REDACTED]
To: [engage](#)
Subject: Fwd: Proposed School Calendars for 2026–2029
Date: Wednesday, December 17, 2025 12:53:40 PM

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Hello

Thank you for asking for feedback on the calendars.

1. Why not release electronic data so I don't have to copy and paste in each date manually?
2. Your PDFs are not accessible in that your colour coding and colour contrast fails web content accessibility guidelines.
3. Do students and grownups care why the school is closed? Like what is an administrative date and the flavours of pro-d day? Like how is a school pro-d set a year a year in advance and not be moveable? Seems like the correct label is "district". That said, the shorter labels of province, district, and school are helpful.
4. Code the days schools in session as white. The default is school is open. Mark the weekends and stats the same colour. Yellow for vacation and one further colour for all non-instructional days (e.g., pro-d, admin, or whatever). Three colours, plus white, plus black.
5. Have the board issue a justification of pro-d always being Friday.

From: [REDACTED]
To: [engage](#)
Subject: Fwd: Proposed School Calendars for 2026–2029
Date: Monday, December 15, 2025 1:37:39 PM

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Hi,

It looks like Victoria Day is incorrect in 2027 and 2028. In this case, the pro-d day that is usually the prior Friday should also be adjusted.

Kind regards,

[REDACTED]

From: [REDACTED]
To: [engage](#)
Date: Monday, December 15, 2025 3:47:19 PM

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Thank you, it will help us to schedule our family whereabouts.
The calendar is very convenient for me.

From: [REDACTED]
To: [engage](#)
Date: Monday, December 15, 2025 1:48:46 PM

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I do not like the winter break being proposed for 2029. For our family, a longer number of days before the 25th would be preferable to after January 1.

I would even prefer it to be broken up mid week (Weds to Weds, for example) if that was the only other option.

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From: [REDACTED]
To: [engage](#)
Subject: Re: Proposed School Calendars for 2026–2029
Date: Monday, December 15, 2025 9:16:27 PM

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After reviewing the proposed calendars, they appear well organized and consistent with what VSB has used in recent years. The structure is predictable and aligns with other Metro Vancouver districts, which I understand is important for planning. However, the continued practice of ending the school year in the final days of June feels out of step with how students actually experience that time of year. By late June, fatigue is high and the instructional value of those final days is limited, which is why I believe the school year should wrap up earlier, ideally by mid June at the latest.

From: [REDACTED]
To: [engage](#)
Cc: [REDACTED]
Subject: Proposed School Calendars 2026–2029
Date: Monday, December 15, 2025 9:59:11 PM

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Dear VSB Staff,

Thank you for your dedication and for the care and thought that go into planning the school calendars, as well as for everything else you do to support our children and families.

[REDACTED]

Coordinating school breaks, Pro-D days, work schedules, and vacation time is extremely challenging. After the long summer break, many working parents are already exhausted, both financially and emotionally.

I would like to suggest a small adjustment that could meaningfully support working families. School typically begins after Labour Day, which falls on the first Monday in September, but that date varies significantly from year to year. In the 2026–2027 and 2027–2028 calendars, Labour Day falls on September 7 and September 6 respectively, extending the summer break by an additional full week. Additionally, the first day of school is often only one hour long, which makes it difficult to count as a true return-to-school day for working parents.

By that point, many families have already used up their available vacation time and cannot afford additional camps or childcare. I believe many parents are facing the same situation.

I respectfully ask that you consider starting school on September 1 in those years to better support working families who are struggling to manage extended breaks.

Thank you very much for taking the time to read my request. I truly hope you will take it to heart.

Sincerely,

From: [REDACTED]
To: [engage](#)
Subject: Re: Proposed School Calendars for 2026–2029
Date: Monday, December 15, 2025 2:19:19 PM
Attachments: [image.png](#)

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Hi VSB Engage Team,

For the 2028-29 Calendar, I noticed that June 2029 has a couple errors:

- Sat, June 24 should be June 23
- Thu, Jun 29 and Fri, Jun 30 - should be amended to Jun 28 and 29, and the month ends on Sat, Jun 30.

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April
May
May
June

Best Regards,

[REDACTED]

From: [REDACTED]
To: [engage](#)
Subject: RE: Proposed School Calendars for 2026–2029
Date: Monday, December 15, 2025 2:10:54 PM

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It would be so nice if the pro D days were not spread out through the year. Especially having any in Sept is disruptive. The kids already do not get placed into their classrooms till the second week of Sept (they always say it will be earlier but in [REDACTED] elementary school experience that has never happened, there are 2 stat days that month and then you add another day without class/without the school routine. It is disruptive.

It would be great to group 5 of the pro D days to one week so that there are not an addition six 3 day weekends which disrupt routine and getting back to school. Families could take the time off together. For 2029/29 there thirteen 4 day school weeks.

[REDACTED]

From: [REDACTED]
To: [engage](#)
Subject: Problem with proposed school calendar
Date: Monday, December 15, 2025 2:15:04 PM

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September 21 2026 is proposed as a professional day (movable). While it will not be a concern for students, those teachers who observe the jewish holiday Yom Kippur will not attend professional learning.

Thanks for understanding.

[REDACTED]

From: [REDACTED]
To: [engage](#)
Subject: Proposed calendar
Date: Monday, December 15, 2025 2:46:29 PM

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Hi,

I am requesting that the professional development day on November 20, 2026 in the proposed calendar be moved to November 27 so it can better align with American thanksgiving (some years it is and some years it isn't).

Thanks,

[REDACTED]

From: [REDACTED]
To: [engage](#)
Subject: Proposed school calendar
Date: Monday, December 15, 2025 3:03:12 PM

You don't often get email from [REDACTED]. [Learn why this is important](#)

This email originated from outside of the VSB. Do not click on links, attachments or reply to emails from unknown sources.

Hello,

Thank you for sharing the proposed school calendar.

[REDACTED] I truly appreciate the rules and regulations in Canada and the way the education system is organized. Canada provides a safe, respectful, and well-structured environment for learning, [REDACTED]
[REDACTED]

At this time, I do not have any comments or suggestions regarding the proposed school calendar.

Thank you for giving students and families the opportunity to share feedback.

Kind regards,

[REDACTED]

From: [REDACTED]
To: [engage](#)
Subject: Proposed school calendars
Date: Tuesday, December 16, 2025 10:44:57 AM

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For 2026-2027, preference would be for the November pro-d day to be on Black Friday, the 4th Friday of the month. That week is an important holiday for the US and allows us to have Thanksgiving dinner the night before.

[REDACTED]

From: [REDACTED]
To: [engage](#)
Subject: Re: Proposed School Calendars for 2026–2029
Date: Tuesday, December 16, 2025 9:22:43 AM

You don't often get email from [REDACTED]. [Learn why this is important](#)

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Thank you for sharing the calendars. They look great, and we appreciate the thoughtful placement of the professional days.

Just a note that the numbering is wrong on the dates in the last week of the June 2029 calendar.

Thank you!

[REDACTED]

[Sent from Yahoo Mail for iPhone](#)

From: [REDACTED]
To: [engage](#)
Subject: Re: Proposed School Calendars for 2026–2029
Date: Monday, December 15, 2025 1:28:37 PM

You don't often get email from [REDACTED]. [Learn why this is important](#)

This email originated from outside of the VSB. Do not click on links, attachments or reply to emails from unknown sources.

Hi VSB,

Thank you for sharing the proposed calendar for the next 3 years. I have a few questions and comments.

1) The first PD in September is a few weeks into the year. In order for the Kindies to adjust, can you look at adjusting it a bit later in the year? It also takes 2 weeks to determine which class the returning kids will be in.

2) I love the transparency around the calendar so we can plan ahead.

[REDACTED]

From: [REDACTED]
To: [engage](#)
Subject: Re: Proposed School Calendars for 2026–2029
Date: Monday, December 15, 2025 3:23:53 PM

This email originated from outside of the VSB. Do not click on links, attachments or reply to emails from unknown sources.

FYI, June 2029 doesn't have June 28th.
Cheers,

[REDACTED]

From: [REDACTED]
To: [engage](#)
Subject: Re: Proposed School Calendars for 2026–2029
Date: Monday, December 15, 2025 4:00:21 PM

You don't often get email from [REDACTED] [Learn why this is important](#)

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I would suggest moving 2 of the district wide professional development days.

I believe there are a million US. citizens living in Canada (and that number is likely to increase). Moving the PD days to the Friday after U.S. Thanksgiving should cut down on some of the absences for students that are travelling to the U.S. to see family.

I would move the November 20, 2026, PD day to November 27, 2026.

If the November 12, 2027, PD day winds up moving, I would move it to November 26, 2027.

Thanks for considering it.

Best,

[REDACTED]

From: [REDACTED]
To: [engage](#)
Subject: Re: Proposed School Calendars for 2026–2029
Date: Saturday, December 20, 2025 10:52:59 AM

You don't often get email from [REDACTED] [Learn why this is important](#)

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To all the students,
Friday, the last day, donuts were left over.
Please, do not feed our great teachers, sugar!

Fresh fruit baskets, etc are better gifts. January, i am bringing berries as an example of a healthy food group.

[REDACTED]
Sent from my iPhone

From: [REDACTED]
To: [engage](#)
Subject: Re: Proposed School Calendars for 2026–2029
Date: Friday, January 2, 2026 2:51:49 PM

You don't often get email from [REDACTED] [Learn why this is important](#)

This email originated from outside of the VSB. Do not click on links, attachments or reply to emails from unknown sources.

Hello,

Thank you for sharing the proposed 2026-2027 calendar. I am very interested in the timing of Spring Break 2027, [REDACTED]

[REDACTED] I see that Good Friday & Easter Monday are added on to Spring Break for a combined 11 days off of school. [REDACTED] kids off school for 2 weeks for winter break and who need to find childcare during these school breaks, the extended break from school is difficult [REDACTED] to manage. We would much prefer Spring Break started 1 week later and included Good Friday and Easter Monday (which is not a stat holiday) within the 2 weeks.

From my [REDACTED] perspective, [REDACTED]
[REDACTED] We had anticipated having 4 weeks to stabilize operations before key management and leadership staff take leave on spring break vacations as usual. With the proposal to start spring break on March 15, 2027, this only allows us 3 weeks to stabilize. The impacts are not limited to just [REDACTED] - there is cross-cutting impact to resources across the city (including other [REDACTED])
[REDACTED] If there is any consideration for shifting the start of Spring Break to start March 22, 2027, we feel this would be in the best interests of all who benefit and will continue to benefit from [REDACTED]

Thank you for your consideration,

[REDACTED]

From: [REDACTED]
To: [engage](#)
Subject: Re: Proposed School Calendars for 2026–2029
Date: Wednesday, December 17, 2025 2:41:13 PM

You don't often get email from [REDACTED] [Learn why this is important](#)

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Highly suggest changing the dates for winter break 2028/29 to December 18 - January 2nd. Family's benefit from more time before Christmas not in January. I know numerous parents at our school that would agree.

From: [REDACTED]
To: [engage](#)
Subject: Re: Proposed School Calendars for 2026–2029
Date: Tuesday, December 16, 2025 6:54:12 PM

You don't often get email from [REDACTED]. [Learn why this is important](#)

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Sorry, I just realized it makes more sense to move the Pro-D day to **Chinese New Year Day**, not New Year's Eve.

And the dates are:

- Feb 6 in 2027;
- Jan 26 in 2028;
- Feb 13 in 2029

Thanks.

[REDACTED]

On Monday, December 15, 2025 at 07:03:31 PM PST, [REDACTED] wrote:

Hi,

Thanks for sharing the calendar.

I hope this isn't too much to ask or disruptive for schools. Since there's a large Chinese community in VSB, I was wondering if there might be some flexibility around Chinese New Year. For example, could the Professional Day be scheduled on Chinese New Year's Eve (Feb 5 in 2027; Jan 25 in 2028; Feb 12 in 2029) so kids could stay home and celebrate with their families?

Thanks so much.

[REDACTED]

From: [REDACTED]
To: [engage](#)
Subject: RE: Proposed School Calendars for 2026–2029
Date: Monday, December 15, 2025 10:44:21 PM

You don't often get email from [REDACTED]. [Learn why this is important](#)

This email originated from outside of the VSB. Do not click on links, attachments or reply to emails from unknown sources.

Thank you for inviting comment on the proposed school calendars for the next three years. My comments are that:

- Whereas 67% of families that have two working parents;
- And whereas most people work at least 8 hours per day, for 236 days per year;
- And whereas Vancouver teachers teach 4.75 hours per day, for 180 days per year;
- And whereas teachers currently must do the important work of preparing their own teaching materials, which is a separate job from teaching, and which they do not do well;
- And whereas, when considering their hours, benefits, pension and job security, teachers are overpaid;
- And whereas it is a hardship for parents to have to find childcare for the hours and days that they must be at work while their children are not in school, and a danger to their children who must be left alone at home without supervision;
- And whereas parents are forced to either find and pay extra for childcare for the hours that their children are not in school, or leave their children alone at home while they are at work, without care or supervision, for 182 hours per year;
- Therefore, schools should be open, with teachers in the classroom, 8 hours per day, for 236 days per year, so that children's lives are not endangered, and undue hardship is not imposed on parents.

Kind regards,

[REDACTED]

From: [REDACTED]
To: [engage](#)
Subject: Re: Proposed School Calendars for 2026–2029
Date: Monday, December 15, 2025 7:03:40 PM

You don't often get email from [REDACTED] [Learn why this is important](#)

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Hi,

Thanks for sharing the calendar.

I hope this isn't too much to ask or disruptive for schools. Since there's a large Chinese community in VSB, I was wondering if there might be some flexibility around Chinese New Year. For example, could the Professional Day be scheduled on Chinese New Year's Eve (Feb 5 in 2027; Jan 25 in 2028; Feb 12 in 2029) so kids could stay home and celebrate with their families?

Thanks so much.

From: [REDACTED]
To: [engage](#)
Subject: School calendar
Date: Monday, December 15, 2025 9:13:21 PM

[You don't often get email from [REDACTED]. Learn why this is important at <https://aka.ms/LearnAboutSenderIdentification>]

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Please start school on sept 1!

--

[REDACTED]

From: [REDACTED]
Subject: [engage](#)
Date: school calendar comments
Monday, December 15, 2025 1:38:38 PM

You don't often get email from [REDACTED]. [Learn why this is important](#)

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Please consider returning to full-year (rather than semester) scheduling for math class. The current calendar is too condensed to master material effectively, and creates too long a gap year to year, contributing to math/STEM learning loss. This is particularly true for students seeking to take AP tests.

Thank you for your consideration.

From: [REDACTED]
To: [engage](#)
Subject: School calendar feedback
Date: Monday, December 15, 2025 3:19:51 PM

This email originated from outside of the VSB. Do not click on links, attachments or reply to emails from unknown sources.

Hi,

[REDACTED] and would like to submit feedback regarding school year 2028-2029: December holiday to start 1 week **earlier** so it doesn't run into January 2029.

Thanks for accepting my feedback,

From: [REDACTED]
To: [REDACTED]
Subject: School Calendar next three years
Date: Friday, December 19, 2025 8:32:27 PM

You don't often get email from [REDACTED] [Learn why this is important](#)

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Hi there,

I've reviewed the calendar for VSB for the next three years. My only comment is that for 2/3 years, October has three weeks that are 4-day weeks and many of those are not lumped together to be one weekend. This is particularly challenging when trying to establish a school routine after summer break and arrange care for when parents don't get all statutory holidays off work. I would recommend that you try to bucket the pro-d and holidays together so that it is less arduous for parents to arrange care. If possible, no months with 3 shortened weeks would be great.

Thanks,

[REDACTED]

[REDACTED]

From: [REDACTED]
To: [engage](#)
Subject: school calendars
Date: Monday, December 15, 2025 2:03:17 PM

This email originated from outside of the VSB. Do not click on links, attachments or reply to emails from unknown sources.

Hello,

One quick comment...you missed June 28th in your June calendar for 2029.

Regards,

[REDACTED]

From: [REDACTED]
To: [engage](#)
Subject: School calendars comment
Date: Monday, December 15, 2025 1:19:34 PM

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Thank you for the invitation to comment on the proposed school calendars.

[REDACTED]

My concern about the calendar is actually about the number of instructional days / hours of instruction.

British Columbia should have a greater number of instructional days. Hours of instruction should also be reconfigured to serve students.

It's regrettable that BC appears to have the fewest instructional days of any province. (I do know that we calculate by hours, not days.) Returning to one's teacher and room from the previous year for the first few days in September reduces this even further. At about 175-80 days, we are far below Ontario (~195) and in fact, I believe we lag every other province.

If we value school the way we say we do, we should have more instructional days than the national average. This would also be a way to pay teachers more – I would expect a relative increase in salary to coincide with workload increases. This would be money well spent.

[REDACTED] school should also have a morning recess, lunch recess, and afternoon recess. As it stands, they have a morning recess and a lunch recess only.

[REDACTED]

I am not sure what the justification for the current 2-recess system is, but whatever it is, it doesn't appear to me to be children's needs. What kid needs less recess? If it's a matter of paying for supervision (which is the cheapest personnel expenditure the board has), then I think it would be money well-spent as well to direct funds here.

Thanks for the opportunity to comment on this.

[REDACTED]

From: [REDACTED]
To: [engage](#)
Subject: Proposed school calendars
Date: Monday, December 15, 2025 1:39:10 PM

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Hello,

Is there anyway to have all of the pro-d days the same for all of the VSB schools for all of the months? Instead of the schools being able to pick a few of their own dates?

Thank you!

Sent from my iPhone

[REDACTED]

From:
To: [engage](#)
Subject: VSB future calendar feedback
Date: Tuesday, December 16, 2025 7:59:01 PM

[You don't often get email from [REDACTED] Learn why this is important at <https://aka.ms/LearnAboutSenderIdentification>]

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Good day,

Thank you so much for sharing the future calendars for suggested feedback.

Upon review, we really like the changes you're suggesting and have one additional comment to consider for the new calendars.

The calendar we would like to suggest is for a 2028 to 2029, may we suggest that for the winter break holiday holidays that the calendar replicates the 2027 to 2029 holiday break which is concluding on January 2. We really liked the idea of the winter break and everyone coming back to school on January 2 in the year prior but that last year pushed it into the new year and was wondering if that could be something considered.

Thank you so much for your time. [REDACTED]

[REDACTED]

From: [REDACTED]
To: [engage](#)
Subject: Re: Proposed School Calendars for 2026–2029
Date: Tuesday, December 16, 2025 11:26:23 AM

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Hi [REDACTED]

Not sure if you received this email.

[REDACTED]

From: [REDACTED]
To: [VSB, Engage; engage](#)
Subject: RE: Proposed School Calendars for 2026–2029
Date: Monday, December 15, 2025 8:16:10 PM

You don't often get email from [REDACTED] [Learn why this is important](#)

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Good morning,

Hope all is well. Kindly can you remove us from the system email as we no longer attend VSB?

Thank you,

[REDACTED]

From: [REDACTED]
Subject: Feedback on school calendars
Date: Friday, January 16, 2026 12:43:47 PM

You don't often get email from [REDACTED]. [Learn why this is important](#)

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Dear Members of the School Board,

I am writing to request clarification regarding the school calendars for the 2026–27 and 2028–29 academic years, specifically as they relate to the scheduling of Spring Break and Good Friday.

According to the published calendars, Spring Break in both of these years spans a two-week period, during which Good Friday falls within the scheduled break. As Good Friday is a statutory holiday, I am seeking to understand why an additional day in lieu is not being provided elsewhere in the calendar.

As it currently stands, including Good Friday within the two-week Spring Break period effectively results in the loss of a day of break time, compared to years when Good Friday falls outside of Spring Break and is observed as a separate holiday. This appears to create an inconsistency in the total number of non-instructional days available to students and staff across different school years.

I would appreciate an explanation of the rationale behind this scheduling decision, as well as clarification on whether the Board considered providing an alternate day in lieu to account for the

statutory holiday.

Thank you for your time and attention to this matter. I
look forward to your response.

[REDACTED]

From: [REDACTED]
To: [engage](#)
Subject: School Calendars
Date: Friday, January 16, 2026 11:52:32 AM

You don't often get email from [REDACTED] [Learn why this is important](#)

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Thank you for engaging parents on the school calendars.

I would love to see the proposed calendar for 2028/ 2029 be revised. Specifically, it would be much more enjoyable for most families if the break was from December 18 - January 1, rather than December 25 - January 5.

Most families, including teachers and their families celebrate the holidays and will miss out on a lot of opportunities to engage in the holiday season if school continues all the way until December 22. Plus there is little benefit to having no school from January 1 - 5; aside from the statutory holiday on the 1st, the holidays are over and there's much less need for time off. The families that choose to travel in January will do so regardless of the school calendar.

Lastly, I think most families would prefer Spring Break being from March 12 - 23, rather than March 19 - April 2. We are used to the break being in the middle of the month, kids are ready for a break, and it avoids extended time out of school with tacking Easter onto Spring Break. (I see that that's the case for 2027, but that feels unavoidable because putting Spring Break the week prior means the break would happen really early, but it does feel avoidable in 2029).

Thanks for considering parents' perspectives!

Sincerely,
[REDACTED]

From: [REDACTED]
To: [engage](#)
Subject: Proposed VSB Calendars - feedback
Date: Friday, January 16, 2026 11:00:59 AM

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Hi

Thank you for giving parents/ guardians the opportunity to comment on the proposed calendars.

Overall they look great. It is ideal when Pro-D Days can be scheduled to lengthen a holiday weekend. This gives families a chance to visit family in other parts of the province or country or to have a little family getaway. For the most part the calendar reflects this benefit.

However, there are a few Pro-D Days that I have questions about....

2026-27

May 14th 2027 - could it be May 21th instead?

2027-28

May 12th 2028 - could it be May 19th instead? (preferred option)
or April 24th - could it be April 18th instead (2nd option)

Thanks

From: [REDACTED]
To: [engage](#)
Subject: Calendar for school year 28/29
Date: Friday, January 16, 2026 10:41:05 AM

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Hello

Thank you for the opportunity to provide feedback.

The winter break for school year 28/29 starting just 2 days before Christmas is not ideal. Please consider moving it a week back so starting December 18th.

Thank you.

[REDACTED]

Sent from my iPhone

From: [REDACTED]
To: [engage](#)
Subject: Comment on school Calendars
Date: Friday, January 16, 2026 10:52:29 AM

You don't often get email from [REDACTED] [Learn why this is important](#)

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Hello

I would like to suggest that Pro-D Days are put together (whenever possible) to Stat Holidays. This would serve two main benefits:

1. Allow for families to take a long vacation without kids missing school.
2. Create longer durations where class goes uninterrupted. I find that the multiple breaks and change in schedule makes it hard to "get into" a learning environment.

so for example for the 2026 / 2027 school year I would suggest:

September:

1. No Pro D Day - this month already has 2 stat holidays + Kindergarten has 2 weeks of gradual entry. instead have a Pro D in January

October:

1. Move the Pro-D day to the 9th/13th of October.

November:

1. Move the Pro-D day to the 10th/12th of November.

January:

1. Add Pro-D day instead of September

May:

1. Move the Pro-D day to the 21st/25th of May

Please contact me if you have any questions

[REDACTED]
thank you for considering,
[REDACTED]

From: [REDACTED]
To: [engage](#)
Subject: Calendar development
Date: Thursday, January 15, 2026 11:31:54 PM

You don't often get email from [REDACTED] [Learn why this is important](#)

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Regarding School Calendar development:

The professional development day that is scheduled in September has been a source of consternation for [REDACTED] for the past several years. After a long summer holiday, it seems counter-intuitive that 3 out of 4 weeks in September are 4 days of learning rather than 5. This makes it difficult for students to get back into the routine of returning to school full-time as well as disruptive for reviewing old material in order to learn new concepts.

Would it not make more sense to put the PD Day at different points in the school year that would then be less disruptive to learning?

For example:

- 1) delay the start of the school year and put the PD Day right after Labour Day, or at the end of the first week when classes are still being organized and some students have yet to return from summer vacation. In Elementary schools, students spend most of the week waiting in the library or previous year's classroom for administration to finalize enrollment and class lists. In addition, many families find it difficult to arrange for child-minding in September while routines and extra-curricular activities are just getting organized for the Fall term.
- 2) move the PD day to January where there are 4 continuous weeks of instruction. For highschool students, this is the final month of term 1 and a shorter week might give senior students a "break" or extra study day before final exams take place.
- 3) move the PD day to end of school year when classroom learning is complete and final marks have been already submitted. By the end of June, many families have already made vacation plans and there would be little to no impact on classroom learning when students are assisting the teacher with the clean-up and tidying of the classroom for summer vacation.

Thank you for the opportunity to provide input.

Sincerely,
[REDACTED]

From: [REDACTED]
To: [engage](#)
Subject: School calendar 2028-2029
Date: Thursday, January 15, 2026 7:00:57 PM

You don't often get email from [REDACTED]. [Learn why this is important](#)

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To VSB Engage,

I don't think the last day of school before Christmas break should be Dec 22nd. It is hard to travel to see family and doesn't give kids enough down time before Christmas itself. I would prefer if kids get off one week earlier and return to school on Jan 2nd.

Thank you for your consideration.

Best,
[REDACTED]

From: [REDACTED]
To: [engage](#)
Subject: Fwd: Reminder: Open Public Comment Period on Proposed VSB School Calendars 2026-2029
Date: Thursday, January 15, 2026 6:56:38 PM

You don't often get email from [REDACTED]. [Learn why this is important](#)

This email originated from outside of the VSB. Do not click on links, attachments or reply to emails from unknown sources.

I am writing about the proposed VSB school calendars for this comment period.

[REDACTED] I would strongly encourage the VSB to schedule pro D days adjacent to long weekends. For parents without childcare arrangements and who are required to take time off of work in order to accommodate Pro D days, it makes a significant difference being able to align this time off for Pro D days together with other statutory holidays. Not only does this allow families to have a longer time off together, but it also facilitates in minimizing family and professional schedules.

Thank you for considering this comment.

[REDACTED]

-

From: [REDACTED]
To: [engage](#)
Subject: Re: Reminder: Open Public Comment Period on Proposed VSB School Calendars 2026-2029
Date: Thursday, January 15, 2026 6:16:04 PM

This email originated from outside of the VSB. Do not click on links, attachments or reply to emails from unknown sources.

Absurd. Schools should be M-F, 9-5, 50 weeks a year. We aren't farmers any more.

From: [REDACTED]
To: [engage](#)
Subject: Proposed Calendar
Date: Thursday, January 15, 2026 5:54:11 PM

You don't often get email from [REDACTED]. [Learn why this is important](#)

This email originated from outside of the VSB. Do not click on links, attachments or reply to emails from unknown sources.

Hi there,

After reviewing the proposed calendars, I would like to request revision of 2028/2029 Christmas break dates.

Please revise to Dec 18 - 29th (2028) and have students return to school on January 2, 2029.

Vacation bidding for many employees does not carry over to the next year. Example: Vacation bidding for 2028 is for 2028.

This needs to be revised as it will impact so many parents/employees.

Spring Break 2027/2028 request revision to last 2 weeks of March.

[REDACTED]
[REDACTED]

From: [REDACTED]
Subject: [engage](#)
Date: VSB Calendar Consultation
Thursday, January 15, 2026 5:42:45 PM

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Hello,

I am sending feedback about the school calendar. [REDACTED]
[REDACTED]

When schools do different pro D days it means the after school care cannot accommodate [REDACTED] and creates challenges. This impacts many other families. I suggest district wide pro D days to ensure families don't face additional hardships in addition to not having sufficient before and after school care at each school. For clarity, I understand you are not a provider for after school care but do allow operators on your grounds.

Thanks for asking for feedback and for your consideration.

Kind regards,

[REDACTED]

From: [REDACTED]
To: [engage](#)
Subject: Calendar 2026-2029
Date: Thursday, January 15, 2026 4:31:13 PM

You don't often get email from [REDACTED] [Learn why this is important](#)

This email originated from outside of the VSB. Do not click on links, attachments or reply to emails from unknown sources.

Hello,

The proposed calendars look great noting we would love to see pro d days in April and May put together with the Easter and May long weekends. Separating them causes considerable work scheduling difficulties. Thanks for all the hard work!

Cheers,

[REDACTED]

From: [REDACTED]
Subject: Feedback on Proposed School Calendars (2026–2029)
Date: Thursday, January 15, 2026 4:16:19 PM

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This email originated from outside of the VSB. Do not click on links, attachments or reply to emails from unknown sources.

Dear VSB team,

Thank you for the opportunity to provide feedback on the proposed Vancouver School Board calendars for 2026–2029. I appreciate the work that goes into balancing provincial requirements, instructional hours, professional development days, and alignment with other Metro Vancouver districts.

I would like to share feedback on specific aspects of the proposed calendars that have a meaningful impact on students and families.

School Year 2026–2027

Start date.

I have concerns about the **proposed school start date of Tuesday, September 8, 2026**. In practice, it often takes several days for students to be assigned to their final classrooms and teachers due to enrollment adjustments. With a September 8 start, this means many children may not be settled into a stable classroom environment until well into the following week, potentially around September 14.

This creates a disrupted and unsettled start to the school year, particularly for younger students who benefit from routine and consistency early on. A slightly earlier start date would support smoother classroom transitions and allow instructional time to begin more effectively.

Spring Break and Easter.

I am also concerned about the placement of Spring Break in March 2027, where it coincides directly with Good Friday and Easter Monday. Combining statutory holidays with Spring Break effectively reduces the value of the break for families.

When Spring Break overlaps with these holidays, many child care programs and camps are shortened to four days instead of five. This is challenging for working families and limits the quality of programming for children, as shorter camps often provide a less cohesive learning and social experience. Scheduling Spring Break in the week prior would preserve the full benefit of both Spring Break and the statutory holidays.

School Year 2028–2029

Spring Break and Easter.

I have the same concern regarding Spring Break overlapping with Good Friday during the 2028–2029 school year. For consistency and family planning purposes, I strongly encourage the Board to consider separating Spring Break from statutory holidays wherever possible, for the same reasons outlined above.

Thank you for considering this feedback. I appreciate the Board's efforts to engage families in this process and hope these perspectives are helpful as the calendars are finalized.

Kind regards,

[REDACTED]

From: [REDACTED]
To: [engage](#)
Subject: Re: Reminder: Open Public Comment Period on Proposed VSB School Calendars 2026-2029
Date: Thursday, January 15, 2026 3:18:42 PM

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Hello,

I generally really like the upcoming calendar, especially moving the January Pro-D day to May. Here are my thoughts:

1. Append April Pro-D day to Easter (when it falls in Easter, i.e., April 18, 2028 (instead of April 24) and April 3, 2029.
2. Append new May Pro-D day to Victoria Day (similar to Family Day)

[REDACTED]

From: [REDACTED]
To: [engage](#)
Subject: Open Public Comment Period on Proposed VSB School Calendars 2026-2029
Date: Thursday, January 15, 2026 2:42:56 PM

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Hello!

I'm aware that school calendars follow provincial and federal guidelines, but I'm curious about when and how the school calendar will reflect a more diverse set of cultural holidays, as opposed to the typical christian holidays like easter and xmas?

Thanks,

[REDACTED]

From: [REDACTED]
To: [engage](#)
Subject: School Calendars 2026-2029
Date: Thursday, January 15, 2026 2:48:32 PM

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My thoughts on the school calendar set out for the next few years.

It's a thought every year - but by the end of October in 2026, students will have only had 2 full weeks of school (Kindergarteners doing gradual entry, will have less). This many disruptions to the routine so early in the year always makes the transition into the school year challenging. For this same reason, I appreciate shifting the PD Day in January to May as it allows students to actually back into their school routine. I like the way the 2027 calendar ties the September PD Day to one of the stat holidays, which helps with this. In 2028, it looks like there will be only 3 full weeks of school by the end of October. In 2-months I find it pretty ridiculous that students might have only 2-3 full weeks of school.

I know in other provinces, teachers return to school a few days before students - to get things set up. I feel that the first week of school here, when students are with their teacher from the prior year and are waiting to hear about class placement, should not count as educational hours as they are really not learning. Perhaps having a PD Day or two for teachers before the students return to school, so students can actually start learning right away, would be good. Then the students could be left to get into routine and learning and not have a PD Day later in September and maybe also not in October, where there are so many Stat holidays now that are disrupting routine.

The summer break this year being 10-weeks is pretty outrageous for parents to have to fill. Even 9-weeks is a struggle. Why are summers here SO long? In Europe, they have 6-weeks, which feels far more reasonable. We've noticed that in Alberta, the number of instructional hours required per year is more. Why is it so low in BC? In Vancouver, the cost of covering childcare in the forms that are available in the summer, is prohibitive with one child, nevermind if you have more. These factors make a huge difference for working parents and also for the education of students. I would love to see changes regarding this.

I always appreciate when PD Days can be tied to other Statutory holidays or Breaks. It's nice when Easter actually ties in with the Spring Break. I realise this is out of the VSB's control, but where this can happen (September PD Days/Stats), it is appreciated.

Thanks for reading my thoughts and considering them.

[REDACTED]

From: [REDACTED]
To: [engage](#)
Subject: Re: Subject: Reminder: Open Public Comment Period on Proposed VSB School Calendars 2026-2029
Date: Thursday, January 15, 2026 2:17:08 PM

You don't often get email from [REDACTED] [Learn why this is important](#)

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Please never have more than two days off school in a month - especially a first month back to school like September. Between stats and PD it's extremely hard on working parent's schedules and it doesn't allow kids to confidently get back to a routine. And also, it doesn't make sense for Reconciliation day to be a day off school: it should be a school day that is dedicated to reconciliation. Having it as a stat on a random day of the week is not conducive to the spirit of it and it's just disruptive.

But again, more than two days off - for stats or PD in a given month is way too much when you factor in early dismissal on parent-teacher nights etc.

From: [REDACTED]
To: [engage](#)
Cc: [engage](#)
Subject: Re: Reminder: Open Public Comment Period on Proposed VSB School Calendars 2026-2029
Date: Thursday, January 15, 2026 2:06:11 PM

You don't often get email from jthornhill.rd@gmail.com. [Learn why this is important](#)

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Hi there,
For 27/28 - it would be preferable if spring break was the last 2 weeks of March. This aligns with some other school districts and helps with childcare planning.

Thank you,

[REDACTED]
Sent from my pocket pay phone.

From: [REDACTED]
To: [engage](#)
Subject: School Calendar feedback
Date: Thursday, January 15, 2026 1:57:58 PM

You don't often get email from [REDACTED]. [Learn why this is important](#)

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Hello,

Thank you for requesting feedback.

[REDACTED] it can be difficult and expensive to arrange for childcare when school holidays do not align with typical 'family holidays' or typical patterns of employment holidays. In addition, it seems like pairing PD days off with long weekends are preferable as it results in less disruption to the kids schedules for weeks at a time, and maximizes families who wish to take vacations on the stats.

In your proposed calendars - my opinions are:

2027-2028: PD day April 15 or 18 instead of the 24 to connect with the Easter Holiday.

2028-2029: Winter Break from Dec 18-Jan 1 instead of the proposed first week of January as most regularly scheduled workers will be required to be back on Jan 2..

Thank you

From: [REDACTED]
To: [engage](#)
Subject: School calendar
Date: Thursday, January 15, 2026 1:52:36 PM

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Regards

We must have calendars for the school year where it shows all the activities or holidays and pro d days or instructional days . [REDACTED] the calendar for every month makes our life easier to adjust our schedule [REDACTED] school schedule.

Thank you

null

From: [REDACTED]
To: [engage](#)
Subject: Fw: Reminder: Open Public Comment Period on Proposed VSB School Calendars 2026-2029
Date: Thursday, January 15, 2026 1:46:56 PM

You don't often get email from [REDACTED] [Learn why this is important](#)

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Hello,

Thank you for the opportunity to provide input on the proposed 2026–27 school calendar.

I would like to provide feedback regarding the proposed September 8, 2026 start date. With Labour Day falling on September 7, 2026, a September 8 start effectively extends the summer break by an additional week for families, creating an added childcare gap and increasing the need for working parents to take additional vacation days.

If feasible, I encourage VSB to consider an earlier start date within the first week of September, to reduce childcare pressure on families and support a more consistent distribution of instructional days.

Thank you for considering this feedback.

Sincerely,

From: [REDACTED]
To: [engage](#)
Subject: VSB calendars feedback
Date: Thursday, January 15, 2026 1:02:00 PM

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Hello

The calendars for the next few school years look good. I appreciate there is no professional development day in January. Personally, I find this quite disruptive especially this year when it fell on the second Monday back after spring break. It's too many days off too close together.

However, I would like to suggest that if there is a statutory holiday within a month that the professional development day be attached to the holiday. It just makes sense to give everyone an extra long weekend. It's less disruptive for families to have four days off in a row then to have two 3 day weekends back to back. Families are more likely to go away for a four-day weekend (or make plans) thus taking away the stress of having to figure out what to do with small children on a professional day that isn't attached to a long weekend. Something to consider.

Thank you

From: [REDACTED]
To: [engage](#)
Subject: Proposed school calendar feedback
Date: Thursday, January 15, 2026 12:52:55 PM

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2026-2027

With labor day being so late and the lag time to confirm classes, why not start August 31 or September 1? Then you could end thursday June 24th instead of on a tuesday.

I can imagine lots of parents will not send their kids for those last 2 days June 28/29 so no matter the start date I would suggest ending school on June 24th

2027-2028

no comments

2028-2029

no comments

Thank you,

From: [REDACTED]
To: [engage](#)
Subject: Re: Reminder: Open Public Comment Period on Proposed VSB School Calendars 2026-2029
Date: Thursday, January 15, 2026 12:42:20 PM

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The years in the calendar seem wrong. 2026-2027.

Thanks [REDACTED]

Get [Outlook for Android](#)

From: [REDACTED]
To: [engage](#)
Subject: Proposed school calendars
Date: Thursday, January 15, 2026 12:22:32 PM

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Hello,

The proposed school calendar shortens spring break by 2 days compared to prior years and winter break is way too late for the 2028-9 proposed calendar. It is difficult for families to plan consistency in their schedules and or find time off to visit family especially during the winter break season when school goes so late into December in the 2028-29 calendar. You will see a lot of families unhappy with this but it's not like the board likes to listen to families anyways. They always pretend they listen but then do as they or their party line wishes.

From: [REDACTED]
To: [engage](#)
Subject: Length of the summer break ...
Date: Thursday, January 15, 2026 12:22:10 PM

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Dear VSB team,

I suspect you will have received many comments about the length of the summer break this year being 10-weeks. I note that in the subsequent years it drops back to 9.

I wonder if there might be accommodation within the school year for this extra week of non-teaching time (i.e. removal of some of the pro-D days) to make up for the reduction in days taught. For example due to the extended length of the break, maybe June 29th and 30th 2026 could become pro-D days that are accounted for in the 2026-27 school year. Or the administrative days is at least moved into the June 29th slot as it actually makes the break 10.5 weeks for those children undergoing gradual entry (K or grade-1).

A good example of what (externally) appears a day that could be removed is that there is a non-instructional day less than two weeks into the new school semester immediately after the extended break.

I have no doubt this has been discussed within the VSB team, please help me understand the reasoning.

Many thanks,

[REDACTED]

From: [REDACTED]
To: [engage](#)
Subject: Proposed school calendars
Date: Thursday, January 15, 2026 12:10:47 PM

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To whom it may concern:

My comments on the proposed school calendar for the next couple of years are as follows:

1. If "school - not moveable" for a Pro-D day means that you have removed flexible days and those Pro-D days will be fixed, then this is great news for parents, particularly those who work and need to find childcare for Pro-D days. When a school's "flexible" days are determined for a date that is different from the VSB suggested date, this creates real problems for parents looking to publicly available services like community centre Pro-D day camps. I think this is a very appropriate change, and one that most parents will welcome as they plan ahead for their child's care.

2. I am glad to see that the school year will continue until the end of June in 2027, and that Easter will fall at and coincide with the tail-end of spring break. As a supposed secular society, I don't believe that Easter should be a statutory holiday any more than Rosh Hashanah, Eid, Baha'i Ridvan or any other religious holy days. This is an antiquated practice that needs to be re-examined, particularly in light of the fact that our children are off of school far too many days of the year as it is compared to many other countries. People should be free to stay home from work and school on their religious holy days, but these faith-based days of worship should not be imposed on other students.

Thank you for your consideration, and I would appreciate if my identity is kept anonymous in connection with this feedback.

Regards,

[REDACTED]

From: [REDACTED]
To: [engage](#)
Subject: Proposed New Calendar(s)
Date: Thursday, January 15, 2026 12:03:28 PM

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Hello,

[REDACTED] I just wanted to say that I find the new proposed calendar very clear and easy to follow. The color coding with descriptive legend is helpful.

The 'red' dots on the current calendar indicate all possible things happening (first day back to school from winter break, day off, photo day, etc...). So the proposed calendar is just wonderful.

Thank you.

[REDACTED]
[REDACTED]

From: [REDACTED]
To: [engage](#)
Subject: School calendar year feedback for 2026-2029 calendars
Date: Thursday, January 15, 2026 9:12:47 AM

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Dear Members of the School Board,

I am writing to request clarification regarding the school calendars for the 2026–27 and 2028–29 academic years, specifically with respect to the scheduling of Spring Break and the observance of Good Friday.

Based on the published calendars, Spring Break in both years spans a two-week period, during which Good Friday falls. As Good Friday is a statutory holiday, I am seeking clarification as to why an additional day in lieu is not provided elsewhere in the school year.

When Good Friday occurs during Spring Break, it effectively reduces the number of non-instructional days compared to years in which Good Friday falls outside the break and is observed as a separate holiday. This results in an apparent inconsistency in the total amount of break time afforded to students and staff across different academic years. I have nieces and nephews that are studying in different districts and do have an extra day in lieu and I would like that matched.

I would appreciate any explanation regarding the rationale for this scheduling approach, as well as clarification on whether the option of providing an alternate day in lieu was considered.

Thank you for your time and chat soon.

Sincerely,

[REDACTED]

From: [REDACTED]
To: [engage](#)
Subject: School Calendars
Date: Wednesday, January 14, 2026 9:40:45 PM

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Dear Members of the School Board,

I am writing to request clarification regarding the school calendars for the 2026–27 and 2028–29 academic years, specifically with respect to the scheduling of Spring Break and the observance of Good Friday.

Based on the published calendars, Spring Break in both of these years spans a two-week period, during which Good Friday occurs. As Good Friday is a statutory holiday, I am seeking to better understand why an additional day in lieu is not scheduled elsewhere in the calendar.

When Good Friday falls within the Spring Break period, it appears to reduce the total number of non-instructional days available to students and staff, compared to years in which Good Friday occurs outside of Spring Break and is observed as a separate holiday. This seems to result in an inconsistency in the overall allocation of break days across different academic years.

I would appreciate clarification on the rationale for this scheduling approach, as well as information on whether the option of providing an alternate day in lieu was considered.

Thank you for your time and attention. I look forward to your response.

Sincerely,

[REDACTED]

[REDACTED]

From: [REDACTED]
To: [engage](#)
Subject: Feedback on the School Calendar (2026-2029)
Date: Wednesday, January 14, 2026 9:10:37 PM

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Dear Vancouver School Board,

I am writing to request clarification regarding the school calendars for the 2026–27 and 2028–29 academic years, specifically as they relate to the scheduling of Spring Break and Good Friday.

According to the published calendars, Spring Break in both of these years spans a two-week period, during which Good Friday falls within the scheduled break. As Good Friday is a statutory holiday, I am seeking to understand why an additional day in lieu is not being provided elsewhere in the calendar.

As it currently stands, including Good Friday within the two-week Spring Break period effectively results in the loss of a day of break time, compared to years when Good Friday falls outside of Spring Break and is observed as a separate holiday. This appears to create an inconsistency in the total number of non-instructional days available to students and staff across different school years.

I would appreciate an explanation of the rationale behind this scheduling decision, as well as clarification on whether the Board considered providing an alternate day in lieu to account for the statutory holiday.

Thank you for your time and attention to this matter. I look forward to your response.

Sincerely,

[REDACTED]

[REDACTED]

From: [REDACTED]
To: [engage](#)
Subject: proposed calendars
Date: Tuesday, January 13, 2026 8:16:29 PM

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After carefully looking at the 3 calendars, my feedback would be to please change winter holiday on the last one (2028-2029) to start earlier - having a week off after the final celebration (New Years Eve) doesn't make as much sense as having the extra time before Christmas where there are festivities leading into the holidays. just my opinion,
[REDACTED]

From: [REDACTED]
To: [engage](#)
Subject: Victoria day dates in 2026-27, 2027-28 proposed school calendars
Date: Monday, January 12, 2026 1:22:56 PM

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Hello,

I believe the incorrect date is listed for Victoria Day in the 2026-27 and 2027-28 calendars: <https://www.vsb.bc.ca/proposed-school-calendars-2026-2029>

Victoria day will be May 24, 2027 and May 22, 2028.

Regards,
[REDACTED]

From: [REDACTED]
To: [engage](#)
Subject: Calendar Proposal Comments
Date: Friday, January 9, 2026 12:39:42 PM

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Hi there,

I just wanted to ask why the VSB does not try to align a Pro-D day after Halloween? Children stay up late on the October 31st and their normal routines are disrupted so it would be great to see the October or November pro-d day moved to November 1st. Just a suggestion!

[REDACTED]

From: [REDACTED]
To: [engage](#)
Subject: Proposed School Calendars 2026–2029
Date: Monday, January 5, 2026 3:44:52 PM

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Dear VSB board,

I do not agree with the 10 weeks 2026-2027 summer vacation proposed. School should start on Aug 31, 2026. Otherwise, kids do not receive enough school days.

Thank you.

[REDACTED]

From: [REDACTED]
To: [engage](#)
Subject: Proposed calendars for 2026-2027 and 2028-2029
Date: Friday, January 16, 2026 2:53:48 PM

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Dear VSB Engage,

It appears that in the above mentioned school calendars, Good Friday is absorbed into Spring Break, which thus shortens Spring Break by one day. I believe this violates Statutory holiday regulations and creates inconsistencies in the number of school hours and days across districts.

I would appreciate an explanation of the rationale behind this scheduling and am wondering if the day off for Good Friday or the extra Spring Break day will be made up elsewhere.

I look forward to hearing back from you.

Thank you,
[REDACTED]

From: [REDACTED]
To: [engage](#)
Subject: VSB School Calendars
Date: Friday, January 16, 2026 1:02:38 PM

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Hi there,

I am a bit concerned about the 2027/28 calendar and that there are two pro-d days in October as well as a stat. If you look at the 7 weeks from end of Sept to Nov 12th, the children have 6 non-instructional days, which seems like a lot for such a short period.

Thank you for hearing my concerns.

[REDACTED]

From: [REDACTED]
To: [engage](#)
Subject: Re: Reminder: Open Public Comment Period on Proposed VSB School Calendars 2026-2029
Date: Friday, January 16, 2026 12:43:57 PM

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Dear VSB Engage,

I am writing to share my feedback regarding the proposed school calendars for 2026-2029.

While I understand that school calendars must follow provincial and federal guidelines regarding statutory holidays, I would push back and counter that it is equally important to recognize that these same jurisdictions have strict guidelines against discrimination. To truly support our community, the District must lobby and develop a plan to gradually, over time, decolonize the school calendar.

Vancouver is one of the most diverse school districts in Canada, yet the current structure remains centred on a Christian framework. The calendar should either actively represent the diversity of our student body or remain neutral. The current misalignment between the school schedule and the lived realities of non-Christian families is a source of ongoing conflict in many households. For example:

- Students are often forced to choose between attending important religious or cultural observations and missing critical lessons or exams.
- Families face financial and logistical burdens when they must arrange for absences that are not recognized as district-wide breaks.
- The prioritization of certain holidays over others creates a sense of exclusion and reinforces systemic inequalities within the educational environment.

I urge the Board to reconsider the proposed calendars to ensure they reflect the diverse community the VSB serves.

Best regards,

[REDACTED]

February 4, 2026

TO: Education Plan Committee

FROM: Zhi Su, District Principal, Learning Information Technology (LIT)
Pedro da Silva, Associate Superintendent

RE: Digital Literacy Update

*Reference to
Education Plan*

**GOALS AND
OBJECTIVES:**

Goal 1: The Vancouver School Board will improve student achievement, physical and mental well-being, and belonging by...

- Improving school environments to ensure that they are safe, caring, welcoming and inclusive places for students and families.
- Increasing literacy, numeracy and deep, critical, and creative thinking.

Goal 2: The Vancouver School Board will increase equity by...

- Eliminating gaps in achievement and outcomes among students.

INTRODUCTION

As the VSB continues to navigate the rapid developments in artificial intelligence (AI), our focus remains on ensuring its use across the District reflects the values of our Education Plan—equity, student success, and an emphasis on critical thinking. We are approaching this work through a strong digital literacy lens, ensuring students and staff have the skills to understand, evaluate, and use AI responsibly. Our efforts have centred on creating the conditions for informed discussion, shared learning, and collaborative planning as we prepare for adoption.

This report is provided for information.

BACKGROUND

VSB's digital literacy and AI readiness work is supported by the Board's investment in two key positions: the District Digital Literacy Teacher and the Cybersecurity & AI Specialist. These roles provide the leadership and technical expertise needed to advance safe, ethical, and forward-looking technology use across the District. The Digital Literacy Teacher leads implementation, resource development, and school-based support, while the Cybersecurity & AI Specialist strengthens VSB's capacity for the secure and responsible adoption of emerging tools.

The VSB has focused on digital literacy that extends from classrooms to the broader community. Parent engagement sessions and conversations on the *After the Bell* VSB podcast help families understand the opportunities and responsibilities associated with digital literacy and AI. Professional learning continues to grow through the Digital Literacy Working Group, the GenAI Professional Learning Community (PLC), the Critical Literacy PLC, and targeted learning sessions for educators and school teams.

We continue to collaborate with stakeholders such as the ICT Advisory Committee and the Educational and Curriculum Change Advisory Committee, and we are supporting school administrators through learning sessions on AI and Copilot. This collaborative approach strengthens alignment, shared decision making, and transparency as digital literacy becomes increasingly integrated into curriculum, operations, and technology planning.

As we introduce Microsoft Copilot 13+ for secondary students this spring, VSB will continue working with staff, informing parents, and ensuring students have access to technologies that support their learning journey both in school and beyond graduation.

February 4, 2026

TO: Education Plan Committee

FROM: Maureen McRae-Stanger, Associate Superintendent

RE: **Supporting the Framework for Enhancing Student Learning (FESL) – Alignment with School Learning Plans**

Reference to
Education Plan

GOALS:

Goal 1: The Vancouver School Board will improve student achievement, physical and mental well-being, and belonging.

Goal 2: The Vancouver School Board will increase equity.

Goal 3: The Vancouver School Board will continue its Reconciliation journey with First Nations, Metis and Inuit.

INTRODUCTION

The Ministry of Education and Child Care's Framework for Enhancing Student Learning (FESL) policy and guidelines promote a collaborative effort to improve student achievement and ensure equitable learning opportunities for every student in British Columbia.

As part of the FESL process, school districts are expected to align their continuous improvement cycle with FESL goals, Education Plan goals, and school learning plan goals.

The Education Plan Committee meeting scheduled for February 4, 2026 will highlight the process, development, alignment, implementation, and necessary actions to support an effective school learning plan that positively influences student outcomes.

This report is provided for information.

BACKGROUND

As per the *School Act*, school learning plans are required yearly for every school in the province of BC:

- 8.3** (1) *In each school year, a board must approve a school plan for every school in the school district.*
(2) *A board must make a school plan approved under subsection (1) available to the parents of students attending that school.*

Setting goals and tracking success at the school level follows a process similar to the continuous improvement cycle outlined in the Framework for Enhancing Student Learning policy. School learning plans must align with the VSB Education Plan and prioritize student achievement. These plans rely on both quantitative and qualitative data to identify goals and assess progress. Each school learning plan is tailored to the unique context and needs of its school community. Schools collaborate with students, staff, and families to establish goals, take action and evaluate outcomes. In essence, school plans capture and communicate each school's learning journey.

COMMITTEE DISCUSSION STRUCTURE

After a brief presentation, committee members will participate in two breakout workshops in collaboration with district and school-based staff. These sessions will focus on an elementary and a secondary school, highlighting their respective school learning plans and learning stories. School staff will discuss their methodology, including data analysis and interpretation, implementation strategies, ongoing initiatives, and methods for evaluating progress for all students, with attention to priority learners. This format will provide participants with an enhanced understanding of the significance of school learning plans, their alignment to FESL and Education Plan goals, and their impact on student success at the featured schools, Elsie Roy Elementary School and Vancouver Technical Secondary School.

Attachments:

- A. Elsie Roy Elementary School Learning Plan
- B. Vancouver Technical Secondary School Learning Plan

2024-2025 School Learning Plan

SCHOOL STORY

With deep gratitude and respect, Elsie Roy Elementary School is honoured to be learning and unlearning on the ancestral and unceded lands of the x^wməθk^wəyəm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səlilwatał (Tsleil-Waututh Nation).

Elsie Roy acknowledges the history of our community and Yaletown neighbourhood, a densely populated community of multi-unit high-rise buildings in downtown Vancouver. The school operates at capacity with approximately 425 students. Elsie Roy is considered a full school with some catchment students on our waitlist and consequently attending neighbouring schools. Our community is diverse. Our families speak more than 20 languages.

Elsie Roy's Code of Conduct, Vision and Mission were developed by staff, students, and parents/guardians. As ORCAS, all members of our community strive to demonstrate Ownership, Respect, Compassion, Achievement and Safety (ORCAS). Elsie Roy's vision is to be compassionate, courageous, ethical people who sustain that which is good and who innovate and create a better world. Elsie Roy's mission is to honour and educate kind, inquiring, global citizens who are leaders in creating a harmonious and sustainable world. We do this with integrity and in the spirit of deep respect, curiosity, and joy.

In partnership with King George Secondary and Lord Roberts Elementary, Elsie Roy has been part of the International Baccalaureate Middle Years Program (MYP). Given the alignment and overlap of MYP with the BC Curriculum, challenges with staffing, and program and staffing costs, the VSB Board of Education passed a motion on November 25, 2024 "to close the Middle Years Programme effective June 27, 2025". As 2024-2025 will be the last year of the Middle Year's Program, the goal during our final year is to ensure a smooth transition and continued support for students, staff and families. Elsie Roy is part of the VSB Early Literacy Initiative – we have Reading Recovery and Levelled Literacy Interventions to support learners in the primary grades. We support inclusionary practices and follow a tiered RTI (Response to Intervention) model. We are committed to using technology to enhance student learning and are equipped with laptop and iPad carts. Our Learning Commons is designed to support the integration of technology with learning. Collaboration time is built into our Teacher Librarian's schedule to foster shared learning and opportunities for student inquiries. In addition to our Teacher Librarian, we are fortunate to have a Music Specialist and a Physical and Health Education Specialist on staff.

During the 2024-2025 school year, the following extracurricular activities were offered: Social Justice Alliance, Student Council, Choir, Volleyball, Basketball, Chess and Games, Lego (Jr. and Sr.),

Track and Field, Intramural Volleyball, Intramural Soccer, Badminton, Math Club, Pickleball, Library Monitors, Ski Club and Fitness and Conditioning. Our Daily Announcements and frequent Assemblies are led by a variety of student leaders in Grades 4-7. Daily Announcements include a land acknowledgement, guest welcome, highlights and information pertaining to the Diversity Calendar, ORCAS Shout Outs and announcements regarding teams, clubs and other events within the school. This year, on Monday and Friday mornings, classes are invited to attend Morning Beats with our vice principal, Katie Clark; this is an opportunity for students to learn Indigenous drumming and singing. Elsie Roy drummers are often part of assemblies – honouring the Seven Directions (recognized within the Medicine Wheel - North, South, East, West, Above/Sky, Below/Earth, and Center/Within) and/or sharing a song that connects to the themes of the assembly.

Elsie Roy Elementary School benefits from strong family and community support. The proximity of the Roundhouse Community Centre, Dorothy Lam Children's Centre, Vancouver Public Library, Science World, Stanley Park, Chinatown, Vancouver Symphony, and Vancouver Art Gallery broadens learning opportunities for students. The Roundhouse Community Centre offers a variety of programs for our students at lunchtime and after school. The Dorothy Lam Children's Centre operates an on-site after-school care program for school-aged children.

Some of the ways that we celebrate our community and learning include school-wide themes and celebrations, displays of student learning, school-wide events, activities and assemblies, daily announcements, newsletters, PAC meetings, PAC socials and student-led conferences and celebrations of learning. ORCAS Shout Outs are part of our Daily Announcements – each day we recognize 1-4 students who have been “caught” following our Code of Conduct (ORCAS) – taking ownership, showing respect, being compassionate, achieving success or demonstrating safety.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Elsie Roy has a diverse population of learners. Many of our students speak a language other than English in their home – the most common languages, other than English, are Russian, Serbian, Farsi, Spanish, and Mandarin. Within our community, 25 percent of students are English Language Learners, 13 percent of the population are students with designations and less than 10 percent of the school's population is Indigenous.

Through a range of engagement methods, including conversations, surveys, focus groups, and meetings with staff, students, and families—the Elsie Roy community has identified both key strengths and areas for growth in student development. Commonly recognized strengths include resilience, initiative, enthusiasm, active participation, perseverance with preferred tasks, and a strong sense of belonging. At the same time, areas for growth have emerged, such as maintaining consistency with routines, supporting mental well-being, and developing perseverance with non-preferred tasks and subjects.

During staff meetings, staff considered and discussed Elsie Roy students' greatest needs in relation to three areas of focus within the VSB's Educational Plan (achievement, physical and mental well-being and belonging). Many identified “mental well-being” and “belonging” as areas requiring support and focus. Staff identified several factors impacting our students' well-being and sense of

belonging at school - repercussions of a global pandemic, limited strategies for regulation, intergenerational trauma, complex and varying family experiences, and challenges relating to positive social and/or communication skills. Middle Years Development Index (MDI) data aligns with staff understanding of our students' needs. The annual Student Learning Survey (SLS) data is also congruent.

At Elsie Roy, we are committed to fostering both academic growth and holistic well-being by closely monitoring student learning, student wellness, and each child's sense of connection and belonging. Our data provides valuable insights into how students are progressing in literacy and numeracy, while also highlighting key trends in their emotional health and engagement within the school community.

Term 2 Written Learning Update Data indicates that:

	2022/2023 Term 2 K-Gr. 7 Proficient or Extending	2023/ 2024 Term 2 K-Gr. 7 Proficient or Extending	2024/2025 Term 2 K-Gr. 7 Proficient or Extending
Math (Numeracy)	70%	70%	70.6%
Language Arts (Literacy)	60%	55%	64.3%

*note that proficient or extending is equivalent to On Track or Extending for the Foundation Skills Assessment (FSA)

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Based on data collected from the Term 2 2025 Written Learning Updates, 66% of Indigenous learners demonstrate proficiency in concepts and competencies relevant to expected learning in English Language Arts. Comparatively, 66% of Indigenous learners demonstrate a developing proficiency in Numeracy.

Foundation Skills Assessment Data indicates the following:

	2023/2024 Gr. 4 On Track or Extending	2024/2025 Gr. 4 On Track or Extending	2023/2024 Gr. 7 On Track or Extending	2024/2025 Gr. 7 On Track or Extending
Numeracy	69.8%	86.1%	70.6%	70.6%
Literacy	62.3%	80.6%	68.6%	80.4%

Student Learning and Achievement – The above data shows that student achievement in literacy has improved significantly, while numeracy performance remains steady overall, with a notable increase in Grade 4 outcomes. However, Grade 7 numeracy has plateaued, and Indigenous learners continue to show lower proficiency in numeracy compared to literacy. These patterns highlight the importance of continued attention to differentiated learning needs and equity in academic outcomes.

Student Learning Surveys, School Initiated Surveys and the MDI indicate the following:

Adults Who Care -

The 2024 Student Learning Survey Data, for example, helps us to understand students’ sense of connection and belonging at Elsie Roy.

Adults at School Who Care (Positive Response)	2022/23	2023/24	2024/25
Grade 4	57%	70%	60%
Grade 7	54%	37%	50%

In comparison, a school-wide, -school-initiated survey conducted in December 2024, showed the following:

Adults at School Who Care (Positive Response)	2022/23	2023/24	2024/25
Grade 4	N/A	N/A	100%
Grade 7	N/A	N/A	92%
Full School (Kinder. – Gr. 7)	N/A	N/A	98.7%

The two tables illustrate notable trends in students’ perceptions of care from adults at school across different years. In the first table, based on the 2024 Student Learning Survey Data, the results fluctuate across grades and years, with Grade 4 showing an increase from 57% in 2022/23 to 70% in 2023/24, followed by a decline to 60% in 2024/25. Similarly, Grade 7 starts at 54% in 2022/23, drops significantly to 37% in 2023/24, and then rises to 50% in 2024/25. In contrast, the school-initiated survey conducted in December 2024 reveals a starkly more optimistic perspective, with Grade 4 reporting 100% positive responses, Grade 7 at an impressive 92%, and the full school (Kindergarten through Grade 7) achieving an overwhelming 98.7%. Considering the school-initiated intitated survey was simple and direct we feel that it is most likely is the more reliable data set.

Belonging/Welcome -

The 2024 Student Learning Survey Data, provided the following data about belonging and connection:

I feel a sense of belonging at school (Positive Response)	2022/23	2023/24	2024/25
Grade 4	65%	79%	69%
Grade 7	60%	61%	58%
I feel welcome at school (Positive Response)			
Grade 4	86%	83%	84%
Grade 7	72%	80%	71%

2024-2025 MDI Data provided the following feedback:

	2022/23	2023/24	2024-2025
1 or more important adults at school	55%	N/A	68%
At my school, there is an adult who believes I will be a success	93%	N/A	93%
I feel like I'm important at this school	61%	N/A	81%
People care about each other in this school	59%	N/A	71%

While there are many students who can identify a caring staff member, and/or feel a sense of belonging at school, we will continue to foster each child’s sense of connection and care at Elsie Roy.

In a December 2024 school-wide survey, students shared thoughtful insights on how adults can help foster a greater sense of belonging. They emphasized the importance of kindness, inclusion, safety, and respect—highlighting actions such as helping students build friendships, creating welcoming environments, and protecting against bullying. Students also valued encouragement, understanding individual differences, and adults being approachable, ready to listen, and genuinely caring. Suggestions ranged from knowing students’ names and simply saying "hi," to offering engaging activities like clubs, games, and providing snacks, all of which contribute to a more connected, supportive school community.

Student Wellness, Connection, and Belonging - The above survey data from 2024 highlights mixed perceptions of connection and belonging, particularly among Grade 7 students. While Ministry survey results show variability, a school-initiated survey in December 2024 revealed overwhelmingly positive responses, with nearly all students reporting that adults at school care about them. MDI data further supports this, showing growth in students feeling valued, supported, and connected to the school community.

Reconciliation Student Learning Survey Data

Elsie Roy’s 2024-2025 Student Learning Survey data revealed that some of our Grade 4 and Grade 7 students recognize that Indigenous content is integrated into lessons, programs and activities at school.

2024-2025 Student Learning Survey (Gr. 4 & 7)	Sometimes	Most or All of the Time
At school, are you learning about Indigenous Peoples?	31%	61%
At school, are you learning about local First Nations?	33%	47%
At school, do you participate in any Indigenous celebrations or activities?	25%	11%

A school-wide survey conducted in December 2024 asked the following three questions:

- What do you know about Indigenous Peoples and their cultures?
- How do you think learning about Indigenous Peoples connects to your own life?
- What do you wonder about Indigenous Peoples in our community, our country, or in the world?

Student Level	Correctly Identified Facts or Concepts	Made a Connection to Own Life
Primary	78%	44%
Intermediate	86%	65%

The data reveals a promising level of awareness and engagement among students regarding Indigenous Peoples and their culture, but it also highlights areas for improvement. Notably, 78% of Primary students and 86% of Intermediate students demonstrated the ability to correctly identify facts or concepts about Indigenous Peoples, indicating a strong foundational understanding at both levels. However, the capacity to connect this knowledge to their personal lives shows a significant disparity, with only 44% of Primary students and 65% of Intermediate students making such connections. This suggests that while informational learning is effective, more effort is needed to foster meaningful, personal relevance in educational activities. Addressing this gap could enhance students’ deeper appreciation and integration of Indigenous knowledge in their worldviews.

AS A SCHOOL COMMUNITY, WE ARE WORKING ON THE FOLLOWING TO:

Improve student achievement in literacy, numeracy, physical and mental well-being, and belonging

Literacy -

Elsie Roy staff will continue to work collaboratively within the school (Classroom Teachers, Resource Teachers, Teacher Librarian) and with the District Learning and Instruction team support, Responsive Literacy Framework) to support student’s literacy skills and fluency. Specifically, we will continue the following supports and strategies:

- Early literacy intervention
- Levelled Guided Reading and Literature Circles at the Primary and Intermediate levels
- Opportunities for Collaboration with the Teacher Librarian
- Strategies to develop a love for reading through the classroom and library reading programs
- Partnership with the VPL
- Ensuring diversity and visibility within classroom and library resources

Numeracy -

To support improved student achievement in Numeracy at Elsie Roy, the following five strategies will be prioritized as part of a focused and responsive school-wide approach:

- Strengthen Tiered Instruction and Intervention
- Enhance Teacher Professional Learning and offer opportunities to collaborate
- Integrate Numeracy Across the Curriculum
- Use Data to Drive Instruction
- Foster a Positive Math Mindset
- Offer Math Club

To support continued growth, Elsie Roy will implement targeted academic supports in literacy and numeracy, with a focus on Grade 7 and Indigenous learners. We will expand professional learning in culturally responsive and inclusive teaching practices to better meet diverse student needs. In parallel, we will strengthen school-wide strategies that promote connection and belonging, using both provincial and school-based data to guide our efforts and ensure every student feels seen, supported, and empowered to thrive.

Well-being and Belonging -

According to UBC's Human Early Learning Partnership, a child's experiences have critical and long-term effects and can predict a child's adjustment and success. During adolescence, "children are experiencing significant cognitive, social, and emotional changes that establish their lifelong identity and set the stage for adolescence and adulthood. The overall health and well-being of children in their middle years affects their ability to concentrate and learn, develop, and maintain friendships and make thoughtful decisions". Furthermore, a child's sense of connection to their school is an important contributor to a child's well-being, health, and success.

Some of the most important work that we can do to continue to improve student success is to focus on student well-being and belonging. Together, we will do this by:

- Building a sense of belonging and community
- Increasing and maintaining authentic student connectedness with adults
- Implementing a program and Code of Conduct that foster common language, shared understanding, and a sense of school pride (ORCAS Shout Outs)
- Highlighting the Diversity Calendar through a monthly calendar board and morning announcements

Distributed leadership opportunities and actions that foster well-being and wellness will occur throughout the community.

For students: Student Council, Social Justice Alliance, class and school-wide leadership initiatives, teams, and clubs, morning announcements, daily ORCAS Shout Outs

For families: PAC initiatives that offer opportunities for family connection and learning, a parent book club, morning coffee events

For staff: School Culture Committee, Mentorship Program, Professional Development Committee, Sunshine and Wellness Committee, Staff Inquiry Projects, Staff Yoga, Book Club

Improve equity

To improve equity for all students we will :

- Uphold VSB policies and consider school-based strategies to improve equity.
- Allocate resources such as funding, technology, and staff support effectively.
- Develop diverse and inclusive classrooms where curriculum and resources reflect the diversity of students and represent different cultures, backgrounds, and identities.
- Participate in professional learning about diversity, equity, anti-racism, and differentiation.
- Collaborate with school, district, and outside agencies to address the diverse needs of students and families.
- Work with parents and caregivers to build connection and community.
- Implement restorative approaches to conflict resolution and problem-solving through a restorative justice model.
- Consider accessibility when planning curricular activities, field studies, and extracurricular opportunities.
- Build and maintain an equitable and diverse school calendar.
- Ensure that no student is denied the opportunity to participate in activities due to financial hardship.

Continue on our journey of reconciliation with First Nations, Metis, and Inuit

The Elsie Roy community will continue to increase their knowledge, acceptance, empathy, awareness and appreciation of Indigenous histories, traditions, cultures and contributions among all learners.

The Elsie Roy community continues to prioritize meaningful learning opportunities and actions that support reconciliation and deepen understanding of Indigenous perspectives.

Ongoing initiatives include:

- Professional learning for staff includes book clubs, the VSB Focus Day, and other development opportunities, all grounded in a strength-based approach to education.
- Classrooms and the school library actively compile and share Indigenous resources.
- The First Peoples' Principles of Learning are thoughtfully embedded into daily lessons, theory, and practices.
- School-wide engagement features collaborations with Indigenous artists and programs embracing restorative practices, including the use of circles and dialogue as tools for reflection and connection.
- Students and staff participate in events such as the Orange Shirt Day Assembly and interactive lessons during September (Day for Truth and Reconciliation), May (Red Dress Day), and June (Indigenous Peoples' Month).
- The school's Social Justice Club amplifies awareness through various platforms.
- Students demonstrate curiosity, openness, and respect in exploring Indigenous worldviews.

Learners also share this growing understanding with their families, and the community is committed to ongoing acts of decolonization. These efforts are further supported by incorporating

Indigenous literature across subjects, and by using restorative approaches in addressing challenges and fostering a respectful, inclusive environment.

New learning opportunities and acts of reconciliation may include: Each class participating in a walking tour of Stanley Park or our local community, partnership with an elder, small group/full class opportunities for drumming, learning more about the Salish Anthem, understanding our land – what and who were here before us? What are the Indigenous contributions to our way of life on this land? What are the stories, legends and cultural practices that pertain to this land and area? learning about and applying x^wməθk^wəyəm (Musqueam) protocol when using vetted Indigenous resources, focusing on how learning about Indigenous Peoples connects to ourselves, building more connection to nature and our local environment.

To build meaning, connection and relevance to learning about Indigenous culture, history, tradition, contribution, we will:

- model our own connections to story, experiences, understandings
- invite Elders and/or Knowledge Keepers to teach hands-on experiences about culture, arts, plants, games etc.
- build opportunities for connection into drumming circles

HOW WILL WE KNOW WE'RE ON TRACK?

We will continue to analyze our Student Learning Surveys, MDI/EDI, FSA, school-based surveys, Written Learning Updates (report cards). Staff will continue to be responsive to each child's needs (social, emotional, and academic) and are motivated to work collaboratively to plan and implement diverse programming and supports at all grade levels. Staff are interested in working with and learning from each other.

Our work to improve equity will continue. We will look for ways to ensure that our SLP, counselling, learning support and student support resources are shared equitably as needs shift and change. We hope that all students will feel they can better access the curriculum.

Continuing to focus on well-being and connection, we hope that all students will be able to identify one or more trusted adults at school (as indicated on the school-wide, school-initiated survey).

For our focus on literacy and numeracy, we will specifically look at student achievement data including the Foundation Skills Assessment, Communicating Student Learning data, and ELL reports. We will look for overall improvements in reading scores.

Our walk towards Reconciliation in the coming year will include an increased inclusion of materials and learning opportunities that promote students' connection to the history, land, culture and languages of the x^wməθk^wəyəm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səlilwətał (Tsleil-Waututh Nation). Evidence of learning will include participation in drumming circles, assembly contributions, project displays and/or presentations, and school-wide learning opportunities. Through this focus on, we hope to see growth in student reports related to their participation, awareness and learning about Indigenous Peoples when compared to previous year's school-based and provincial level data.

2024-2025 School Learning Plan

SCHOOL STORY

With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation), and səliłwətał (Tsleil-Waututh Nation).

Vancouver Technical Secondary School, established in 1916, initially served as a technical school located at 12th and Oak. The current building, constructed in 1928, boasts state-of-the-art technical facilities and originally catered exclusively to male students. However, in 1940, female students were welcomed, and subsequent major additions in 1954 and a seismic upgrade in 2011 have shaped the school's physical space to meet the evolving needs of our community. This year, the student group, Community for Care and Dignity, has been actively engaged in conversations around making the washrooms more welcoming for all students.

Van Tech thrives as a diverse learning community. Approximately 1650 students and over 100 staff members, including office and building support staff, multicultural workers, CST members, and VPD and VCH employees, contribute to its vibrancy. Our student body represents a rich tapestry of ethno-cultural backgrounds, spanning over fifty language groups. The programs and initiatives offered at Van Tech mirror this diversity, adapting to the ever-changing needs and values of our school community. Notably, we maintain strong partnerships with organizations such as Vancouver Coastal Health through our Leadership and Resiliency Program (LRP) and collaborate with Fresh Roots on our school farm. Additionally, our engagement with Frog Hollow Neighbourhood House further supports our students through the Community Schools Team (CST).

Van Tech's comprehensive school programs encompass Jr. and Sr. Learning Assistance (LAC), the Learning Support Program (LSP), Life Skills/DSP, Flex/Humanities Mini School, Summit Mini School, French Immersion, and English Language Learner (ELL) classes. We also welcome international students from Asia, Central and South America, and Europe.

The uniqueness of Van Tech lies in our commitment to social justice and reconciliation. We host annual an Indigenous Celebration week. Our schoolyard garden projects, including the Indigenous Garden, and Garden Club beds in partnership with Fresh Roots, contribute to our vibrant community. Notably, on September 27, 2023, we unveiled artwork by artist Xwalacktun (Rick Harry) at the front entrance—a tribute to the Squamish and Kwakwak'wakw nations. Students create works of art under the guidance and support of Indigenous artist mentors. Our Celebration of Champions recognizes students' Grit, Determination, Diligence, Improvement, Creative Measure, and Class Inclusion and Leadership.

Leadership opportunities abound, both formally through PE Leadership and Mental Health Leadership courses and informally via school clubs and CST and LRP initiatives.

We actively foster community through events like the Grade 8 Family Welcome, program potluck evenings, music concerts, drama performances, Fine Arts week, and athletic events. This year we received a generous grant from the Vancouver Police Foundation to run a free FIT Boxing Program for Grade 8 and 9 students; the intention of the program is to encourage students to be physically active and to foster a sense of belonging. Our commitment to community extends to supporting students from low-income families through the annual Holiday Hamper drive, which receives donations from local charities and Van Tech families. As we continuously seek innovative ways to foster student belonging and empower student agency and ownership, our Student Forum provides a platform for actionable change and student involvement in shaping the school's operations.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

At Van Tech, 251 of our students have Ministry designations. We support 86 Indigenous students, 30 of whom are in Grade 8, 76 English Language Learners (ELL) students, and 23 international students. This year, we collected student data from:

Van Tech Senior Student Survey – September 2023

- Grades 10 -12s were surveyed as part of our school start-up.

Student Learning Surveys – March 2024

- Completed by Grades 8-12
- We concentrated on the data collected from our Grads of 2025 because this is the only cohort from whom we have two years of data; we examined their responses from Grade 10 and 11.

Student Forum – April 2024

- This event provided an opportunity for students to engage in conversations about their school experiences and the 3 foci of the School Learning Plan.
- We hosted 35 students (invited and randomly selected) to ensure full representation of student intersectionality.

Van Tech student strengths:

- involved in a wide-range of school-based activities (clubs, athletics, events)
- care about the feelings, safety and fair treatment of other people in the building
- value diversity

Van Tech student support needs:

- dealing with mental health and wellness
- more opportunities for student-led initiatives (including during FIT)
- developing a greater sense of agency
- more teacher involvement in clubs and events

The evidence we collected tells us that Van Tech students are socially conscious and have a clear understanding of what they want in and from their school. The themes that emerged from students' voices are what shaped the development of this plan.

AS A SCHOOL COMMUNITY, WE ARE WORKING ON THE FOLLOWING TO:

Improve student achievement in literacy and numeracy, physical and mental well-being, and belonging

Our goal is to develop a sense of belonging amongst students and staff of the Van Tech community, working towards an increased sense of belonging. We aim to employ positive and sustainable practices to develop deeper connections, and feelings of belonging for our students and staff.

Why did we select this goal?

This goal is carried over from our 2023-2024 School Learning Plan. It connects to the Education Plan objective of improving school environments to ensure they are safe, caring, welcoming and inclusive places for students and families. A focus on belonging aligns with the Aboriginal Education Enhancement Agreement (AEEA) Belonging goal (to increase students' sense of pride, self-esteem, belonging, place, acceptance, and caring in their schools). The data we collected from students this year indicates a need to continue our pursuit. We know that when students feel like they belong, it positively influences their engagement, motivation, and persistence, and can have a significant impact on their academic achievement. Similarly, we believe that a staff community that feels a strong sense of belonging will be better placed to foster a sense of belonging in their classrooms.

What are we doing to address this goal?

Action #1 (continue from 2023-2024): Share and implement classroom strategies that foster belonging.

In March 2024, the staff evaluated over 50 strategies to enhance classroom belonging and agreed on a unified approach to implement for the year's remainder. This involved greeting students by name or with a smile during class transitions. Some educators adopted an additional strategy. Each week since April, a new strategy was included in the WAAG newsletter for those wishing to further this initiative. Informal lunches in April and May allowed staff to exchange insights, which were also discussed at the April staff meeting. At the May staff meeting, feedback was sought through three questions about these efforts: *what did you try, how did it go, and what will you do next?* The feedback from March to May suggests that while there's been short-term success, ongoing and perhaps additional measures are necessary to achieve our objective. We'll be able to assess the long-term impact next year.

Action #2 (continue from 2023-2024): Increase staff's sense of belonging by offering ways for staff to connect.

During our regular monthly staff meetings, we conduct a recognition event called the Van Tech TLC draw. This event honours staff members who have been acknowledged by their peers for contributing to a collegial and positive school climate. The nominees' actions are posted on the staff Team for all to

see. Additionally, in April, we began hosting 'Coffee Chats' every three to four weeks. These informal gatherings held before the start of class are designed to provide a social opportunity for staff members. The number of participants has been growing, and those attending have enjoyed connecting with their colleagues. We plan to maintain this initiative next year.

Action #3 (continue from 2023-2024): Host Student Forums to foster student belonging and develop student agency

Next year, Van Tech will host two Student Forums—one in December and another in April. During these half-day events, approximately 35 students from grades 8 to 12 will participate. The selection process will include both randomly chosen students and those specifically invited to ensure a diverse representation of student perspectives. At the forums, students will discuss their school experiences, highlight priority issues, and provide feedback on the School Learning Plan.

How did we come to the specific actions we plan to undertake to address the goal?

The School Learning Plan team, which consists of a core group of 8 educators with an additional 10 staff joining regularly, met 8 times from December to May. We assessed the effectiveness of our 2024 plan and considered recently collected belonging data to determine these 2025 belonging actions.

Reference literacy / numeracy or achievement data

We know that when students feel like they belong, it positively influences their engagement, motivation, and persistence, and can have significant a impact on their academic achievement. We will continue to monitor our students' literacy and numeracy results year to year and we'll add some questions to the Student Learning Survey to ascertain if there is a correlation between student achievement and our belonging actions.

Improve equity

Our goal is to increase the representation of equity-seeking groups in the school. We define equity-seeking groups (ESG) as those communities that face significant collective challenges in participating in society because of barriers to equal access, opportunities and resources due to disadvantage and discrimination. (Ex: BIPOC, 2SLGBTQ+, persons living with a disability)

Why did we select this goal?

This equity goal is closely tied to the Education Plan's objective of eliminating racism and discrimination in all its forms. It also intersects with our goal of enhancing the sense of belonging for both students and staff. Additionally, it aligns with the AEEA Aboriginal Education Enhancement Agreement goal of Culture and Community (to increase knowledge, awareness, appreciation of, and respect for Aboriginal histories, traditions, cultures and contributions by all students through eliminating institutional, cultural and individual racism within the Vancouver school district learning communities). Effective strategies to promote equity, diversity, and inclusion include increasing the representation of equity-seeking groups in course materials and display cases. When we intentionally

showcase diverse perspectives, identities, and cultures, it validates students' identities, provides positive role models, and enriches their overall learning experiences. Exposure to different viewpoints fosters critical thinking and empathy. Importantly, when students feel acknowledged, heard, and valued, they are more likely to thrive both academically and emotionally.

What are we doing to address this goal?

Action #1 (optional): Increase the number of staff and classes that create Indigenous-centered displays for the foyer-area display cases.

In September, staff members will receive a reminder about the sign-up process for utilizing the display cases in the foyer area. Additionally, they will be informed about which Indigenous Education Teachers from both the school and district can assist with this initiative. During the October staff meeting, we will engage in discussions about the significance of representation. We'll also share ideas for creating displays and explore potential collaborations with Indigenous Education Teachers. Notably, there is a dedicated group of teachers who consistently showcase their students' work. Among them are educators who teach Indigenous Focused Graduation requirement courses and those who lead student social justice clubs. Their insights and contributions will be invaluable during these conversations.

Action #2 (optional): Increase representation of equity-seeking groups (ESG) in course content and materials.

During the November staff meeting, we plan to explore the district's Equity and Anti-Oppression Sharepoint site alongside school leads or district Equity and Anti-racism DRTs. We will invite interested departments and/or staff to review their collection of ESG resources. If there's interest, after personal and/or department inventories are complete, we will organize an informal session for sharing resources and invite Equity and Anti-racism DRTs to support staff in the collection of further ESG resources.

Action #3: Ensure school announcements highlight topics and events that raise awareness of the history and lived experiences of equity-seeking groups. (e.g. National Truth and Reconciliation Day, Black Excellence Day, International Women's Day, Asian Heritage Month)

This action will be spearheaded by our student communication team and supported by our Administration and other equity-minded staff. The team will meet in June to create a purpose statement and they will meet regularly to select ESG announcement topics.

How did you come to the specific actions you plan to undertake to address the goal?

When the School Learning Plan Team considered actions to build and increase a sense of belonging for all members of the Van Tech community, we considered how to best serve equity-seeking groups. We believe that increasing the representation of ESG in our school community demonstrates our belief that everyone matters and will ultimately improve student engagement and achievement.

Reference literacy/numeracy or achievement data

When students feel seen, heard and valued, they are more likely to thrive academically and emotionally. We will continue to monitor our students' literacy and numeracy results year to year and we'll add some questions to the Student Learning Survey to ascertain if there is a correlation between student achievement and our equity actions.

Continue on our journey of reconciliation with First Nations, Metis, and Inuit

Our goal is to increase knowledge, awareness, appreciation of, and respect for Indigenous histories, traditions, cultures and contributions among all learners.

Why did we select this goal?

Our goal is the same as a district Education Plan objective. It aligns with the aforementioned Aboriginal Education Enhancement Agreement (AEEA) Culture and Community goal as well as BCTF Professional Standard 9 and the BCPVPA Leadership Standards. Interest in Indigenous histories, traditions, cultures and contributions is strong at Van Tech and continues to grow in our community. Reconciliation - engaging in the work of reconciliation through action - by students and staff is ongoing at Van Tech and the actions they have taken in this regard over the last several years are too numerous to list here.

What are you doing to address this goal?

Action #1: Increase use of First People's Principles of Learning when planning for student learning (curricular & extra-curricular)

In May, staff members were invited to participate in a survey assessing their comfort level and preparedness for utilizing the FPPL in designing learning activities. The data collected from this survey will inform the planning of professional learning opportunities by Indigenous Education teachers, our DRT and administrators. These opportunities will be offered during optional monthly lunchtime conversations and regular mini-learning sessions at staff meetings. Our professional learning initiative will begin in June with the distribution of key resources to staff. In the fall, each staff member will be asked to select one FPPL to explore further and intentionally engage with throughout Semester 1. Teachers will then be asked to plan learning experiences through the lens of this FPPL during Semester 2.

Action #2: Organize an Indigenous Celebration Week to be held in June.

We will build on the 2023-2024 ICW, with an eye to increasing student involvement. June 2024 activities and events included:

- daily announcements with songs by Indigenous musicians and profiles of Indigenous role models;
- display cases highlighting Van Tech's Indigenous Grads, student art work made with the guidance of Indigenous artists, and student research projects;
- in-school field trips to view the display cases and QR codes posted around the school that connect to student projects about Indigenous poets, authors, artists and more, *en français*;
- FIT time activities for all students including Indigenous Math Games, an opportunity to learn the Coast Salish Anthem and the Women's Warrior Song, a tour of Van Tech's Indigenous Garden, an opportunity to hear a TedX talk on the power of Indigenous storytelling, and a chance to plant their very-own "three-sisters";
- classroom events, including Powwow dance lessons in PHE with Nyla Bedard.

In April, we'll strike an Indigenous Celebration week organizing committee and invite Indigenous students to join.

How did you come to the specific actions you plan to undertake to address the goal?

Van Tech teachers prioritize Indigenous knowledge and worldviews and are committed to learning more about culturally responsive pedagogy. Approximately 20 interested staff members received copies of Jo Chrona's book "Wayi Wah!" in November. Additionally, a small group of teachers collaborated with our school's Indigenous Education teacher and a CAM team DRT during dedicated Collaborative time focused on place-based learning. The next beneficial step is to invite all staff members to engage more deeply and plan using the FPPL. The Van Tech staff actively collaborates with Indigenous artists and speakers, fostering whole-school participation. By intentionally involving Indigenous students in the planning and execution of Van Tech's ICW, we aim to amplify their voices and enhance their sense of agency.

Reference literacy / numeracy or achievement data.

When students feel seen, heard and valued, they are more likely to thrive academically and emotionally. Van Tech's Indigenous teachers, Learning Hub teachers, and administrators will continue to work together to support our Indigenous students and monitor their literacy and numeracy results year to year. The additional questions we plan to add to the 2025 Student Learning Survey are intended to ascertain if there's a correlation between our School Learning Plan actions and Indigenous student achievement.

HOW WILL WE KNOW WE'RE ON TRACK?

To assess the effectiveness of our actions, we'll compare baseline student data from the 2023-2024 and 2024-2025 academic years, including the Student Learning Survey and Student Forums. We'll add some questions to the 2025 Student Learning Survey related to student achievement. The purpose is to investigate whether there is a correlation between student achievement and their sense of belonging. We'll facilitate two Student Forums – one in December and another in April, and lastly, a Senior

Student Survey, to be issued in September and April, will focus on students' feelings around belonging and equity and their understanding and appreciation of Indigenous cultures.

We'll continue to share news, activities and events that connect to our School Learning Plan with the Van Tech Community in the monthly Family Bulletins and at PAC meetings.

Some of our actions will require additional progress checks:

Belonging

Action #1: Share and implement classroom strategies that foster a sense of belonging.

- We'll collect staff-generated anecdotal evidence through FORMS at the January and May staff meetings and offer informal conversation opportunities during staff meetings as needed to share ideas and gain inspiration.

Evidence

- Staff surveys conducted in January and May indicate that teachers are generally pleased with the implementation of the school-wide belonging strategy of greeting students at the door. Many staff report feeling positive about the practice, which appears to be used frequently and consistently. Even those who find it challenging express a desire to use it more often.

Action #3 (continue from 2023-2024): Host Student Forums to foster student belonging and develop student agency

Evidence

- Recruiting students for the Student Forums proved challenging, especially in April. Informal conversations between students and some staff suggest two main reasons: students are reluctant to miss class time, and many feel that their participation in the forums does not lead to meaningful change. While the latter is disappointing, it is understandable—many of the topics students have discussed over the past 16 months fall outside their direct control. These include the creation of social spaces within the school, improved bathroom supplies, adjustments to the FIT schedule, and changes to the FIT-freeze process for Core Competency self-assessments.
- Although this year's forums did not appear to significantly enhance students' sense of agency, we have already begun addressing their feedback—particularly concerning the Core Competency assessment process. We have communicated our actions to participants and hosted a thank-you lunch to show our appreciation.

Action #2: Increase staff's sense of belonging by offering ways for staff to connect.

- We'll track staff involvement in both our TLC draw and Coffee Chats over time and adjust accordingly.

Evidence

- Participation in nominating colleagues for the TLC staff draw declined from last year. We believe this may be due to the shift from collecting nominations on paper during staff meetings to using online Forms submitted in advance. We will revisit this action for next year.
- Staff surveys from January and May indicate that the coffee chats are well-received. Attendance remained relatively steady throughout the year, with approximately half the staff participating.

Final Reflection, May 2025

Van Tech successfully met its goal of fostering a sense of belonging among students and staff, likely due to initiatives outlined in the 2024–2025 School Learning Plan. While students’ sense of belonging remained relatively stable, staff belonging showed notable improvement.

Student Belonging

Positive Adult Connections: The February 2025 Student Learning Survey revealed that 90%–96% of students across all grades reported that at least one adult at school cares about them. Similarly, the April 2025 Senior Student Survey showed that 88% of Grade 10–12 students could name two or more adults who care about them and believe in their success—an increase from 79% in September 2024.

Student Perceptions: Feedback from the December 2024 Student Forum and the two Senior Student Surveys indicate that students view staff as friendly, encouraging, and inclusive. They noted that staff check in with them, engage in conversations about their lives, and offer academic support when needed.

Survey Results on Belonging: In the 2025 School Learning Survey, students were asked whether they feel a sense of belonging at school. The percentage who responded “sometimes,” “most of the time,” or “all of the time” were:

- Grade 8: 88%
- Grade 9: 84% (↑ from 81% in 2024)
- Grade 10: 77% (↓ from 82% in 2024)
- Grade 11: 82% (↓ from 83% in 2024)
- Grade 12: 80% (↓ from 81% in 2024)

Survey Results on Feeling Welcome: Students were also asked if they feel welcome at school. The responses were:

- Grade 8: 88%
- Grade 9: 90% (↑ from 88% in 2024)
- Grade 10: 90% (↑ from 87% in 2024)
- Grade 11: 88% (↓ from 92% in 2024)
- Grade 12: 88% (unchanged from 2024)

Staff Belonging

Two unexpected indicators of increased staff belonging emerged this year:

- The revival of the Staff Sunshine Fund, inactive since the COVID-19 pandemic.

- A week-long Christmas game and prize draw, initiated by teachers in the absence of a formal social committee.

Additionally, the May 2025 staff survey showed that interest in joining a staff social committee has doubled—an encouraging sign, especially given the committee’s inactivity in recent years.

Equity

Action #1 (optional): Increase the number of staff and classes that create Indigenous displays for the foyer display cases.

- During the 2023-2024 year, our school’s foyer-area display case, which highlights Indigenous culture, was utilized by five different teachers for four distinct courses and a significant school-wide event commemorating the National Day for Truth and Reconciliation. We hope that the emphasis on the FPPL across the school, coupled with our new Indigenous teacher’s second full year of teaching here, will lead to achieving our goals by June 2025.

Evidence

- The number of Indigenous-focused displays in the large foyer-area display cases increased by two during the 2024–2025 school year, while staff and class usage remained consistent. One display to note is the Indigi-Queer display created for the June Pride season. Happily, Van Tech’s Indigenous belongings are now housed in a permanent display case in the foyer area, ensuring ongoing visibility and recognition.
- A number of bulletin board displays around the school were dedicated to Indigenous content in 2024-2025.

Action #2 (optional): Increase representation of equity-seeking groups (ESG) in course content and materials.

- Interested teachers will use at least one new ESG resource with their class(es), monitor the results, and participate in an informal share-out about their experiences at a time determined by the group.

Evidence

- Although we had planned to explore the district’s Equity and Anti-Oppression SharePoint site during the November staff meeting, this did not take place. However, a Van Tech team did participate in the District Equity Scan. The team— a Social Studies teacher, teacher-librarian, and administrator—reviewed the library’s French collection focused on Indigenous and Asian peoples. This review led to a significant purchase of books by and about French-speaking Asians, supported by a VSB grant.

Action #3: Ensure school announcements highlight topics and events that raise awareness of the history and lived experiences of equity-seeking groups. (e.g. National Truth and Reconciliation Day, Black Excellence Day, International Women’s Day, Asian Heritage Month)

Evidence

- Data from the Student Forum and Senior Student Surveys as well as the two staff surveys indicate that ESG-related announcements have been noticed and appreciated.

Final reflection, May 2025

We achieved our goal of increasing the representation of equity-seeking groups within the school. These equity-focused initiatives likely contributed to a stronger sense of belonging among students. According to the May 2025 Senior Student Survey, 92% of respondents indicated that they value individuals from Equity-Seeking Groups (ESGs), marking a 1% increase since September 2024.

One notable initiative that supported this progress was a highly successful Asian Heritage Month, which played a key role in enhancing visibility and representation.

Continue our journey of reconciliation with First Nations, Metis, and Inuit

Action #1: Increase use of First People’s Principles of Learning when planning for student learning (curricular & extra-curricular)

- Staff will be invited to informal monthly lunch-time conversations to learn with and from each other and gain inspiration. At the April staff meeting we’ll use a FORM to collect staff-generated anecdotal evidence regarding their experiences.

Evidence

- Discussions about incorporating the First Peoples’ Principles of Learning (FPPL) into instructional planning took place during the October, November, and February staff meetings, rather than over lunch as originally planned. At the February meeting, seven teachers from four different departments shared how they integrate FPPL into their teaching.
- According to our May staff survey, approximately 30% of teachers are intentionally designing learning experiences through the lens of one or more of the FPPL.

Action #2: Organize an Indigenous Celebration Week (ICW) to be held in June.

Evidence

- The 2024-2025 ICW was on par in terms of size and scope to the 2023-2024 ICW. We were unable to engage students involved in the Van Tech Indigenous Leadership group, however we will try again next year.

Final reflection, May 2025

We continue to work towards our goal of increasing knowledge, awareness, appreciation, and respect for Indigenous histories, traditions, cultures, and contributions among all learners.

Insights from the December Student Forum indicate a strong desire among students to explore a more comprehensive understanding of local Indigenous nations prior to colonization, as well as to learn more about stories of Indigenous resilience. Similarly, the May 2025 Senior Student Survey revealed that 93% of respondents value the histories, traditions, cultures, and contributions of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation), and səliwətał (Tsleil-Waututh Nation).

Teachers who incorporated the FPPL into their planning reported positive outcomes. Students demonstrated increased awareness and appreciation of Indigenous ways of knowing and learning, and many developed a deeper understanding of their own roles within the community. The February staff meeting was particularly engaging, with many educators expressing inspiration from their colleagues' shared practices. There is strong interest in repeating this sharing structure in the 2025–2026 school year, and a new group of teachers has already volunteered to participate.

A meaningful addition to our efforts this spring was the offering of weaving and beading workshops for teachers, led by the school's Indigenous Education Teacher and an Indigenous staff member. These hands-on sessions provided valuable opportunities for experiential learning rooted in Indigenous knowledge and practices, likely deepening staff appreciation for these approaches.

Reflection regarding the connection of actions to student achievement, May 2025

We know that a strong sense of belonging positively influences students' engagement, motivation, and perseverance, and can significantly impact their academic success. When students feel seen, heard, and valued, they are more likely to thrive both academically and emotionally. However, it is difficult to make a direct correlation between our belonging, equity and Truth and Reconciliation actions and our students' Literacy and Numeracy Assessment marks.

Van Tech's 2024–2025 results show some modest shifts. For the first time since 2020–2021, the percentage of students scoring Proficient or Extending on the Literacy 12 assessment has dipped below the district average. In contrast, the percentage of students achieving Proficient or Extending on the Numeracy 10 assessment remains slightly above the district average, bucking a trend seen since 2020–2021. The Literacy 10 results have consistently remained slightly higher than the district average over the same period.

Additional questions in the Student Learning Survey aimed at exploring potential correlations between student achievement and our belonging, equity, and Truth and Reconciliation initiatives were not included. This decision was made because such questions would capture students' perceptions of their achievement rather than actual academic outcomes.