

# 2025-2026 Amended Financial Plan

*February 25, 2026*



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## EXECUTIVE SUMMARY

The Vancouver School Board (VSB) is proud to provide exceptional learning experiences for students. As a large, urban school district, VSB is one of Canada's most diverse school systems. Student learning is our priority.

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) & səliwətał (Tseil-Waututh Nation). We embrace Indigenous ways of knowing and learning and work to expand Indigenous perspectives across the curriculum and within our 110 schools and programs, where more than 52,000 students learn and grow.

Equity and inclusivity are at the forefront of our approach to education. More than 7,700 staff work to create learning environments where every student thrives by prioritizing students' needs, applying evidence-informed practices and building relationships. VSB's culture reflects the diversity of our city. Students enrolled in VSB come from varied backgrounds and lived experiences and are encouraged to explore and share their unique selves and gifts. Our commitment to students goes beyond academics. Students' overall well-being and sense of belonging are equally important. We strive to build a school system where every student can be their authentic self and succeed throughout their learning journey. In doing this work, we champion equity and accountability by making evidence-based decisions. As a learning organization, we seek to continually improve student outcomes in service to them, their families and the broader community. For more information about our school district, visit [www.vsb.bc.ca](http://www.vsb.bc.ca).

VSB operates under the authority of the *School Act* of British Columbia (B.C.) as a corporation and receives more than 90 per cent of revenue from the B.C. provincial government through the Ministry of Education and Child Care (MECC or Ministry). Any changes to provincial grants will consequently have a significant impact on the school district's financial plan and budget. The school district is exempt from federal and provincial corporate income taxes.

The Board approved the 2025-2026 Annual Budget Bylaw on May 26, 2025. In accordance with Section 113 of the *School Act*, the district must amend its annual budget "when an operating grant to a board is amended." The Ministry announced recalculated interim operating grants for 2025-2026 on December 18, 2025. A balanced Amended Annual Budget (Amended Budget) must be prepared, adopted by bylaw and submitted to the Ministry by February 27, 2026.

This Amended Financial Plan has been prepared in accordance with Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia supplemented by Regulations 257/2010 and 198/2011 issued by the Province of British Columbia Treasury Board. As required by the Ministry of Education and Child Care and Public Sector Accounting (PSA) Standards, VSB tracks and reports revenue and expenditures under three separate funds: the operating fund, the special purpose fund and the capital fund.

**Operating Fund:** Includes operating grants and other revenue used to fund instructional programs, school and district administration, facilities operations, maintenance and transportation.

**Special Purpose Fund (SPF):** Is comprised of separate funds established to track revenue and expenditures received from the Ministry and other external funding sources that have restrictions on how they may be applied (e.g. Classroom Enhancement Fund, Annual Facilities Grant, Feeding Futures Fund, CommunityLINK and School Generated Funds).

**Capital Fund:** Includes capital expenditures related to facilities (purchases and enhancements) and equipment (purchases) that are funded by capital grants, operating funds and special purpose funds. An annual deficit in the capital fund that is a result of amortization expense and budgeted capital assets purchased from operating and special purpose funds exceeding the amortization of deferred capital revenue, plus budgeted local capital revenue is permitted under the MECC Accounting Practices Order.

The district is required to prepare a balanced budget where revenues plus any appropriated surpluses fully fund annual operating expenses, annual SPF expenses, annual capital fund expenses, tangible capital asset acquisitions (from Operating, SPF's & Local Capital), and any planned reduction of prior years' deficits.

Accumulated surpluses from previous years may be allocated to cover expenses for the 2025-2026 fiscal year.

## BUDGET OVERVIEW

### Student Enrolment

VSB estimates serving 52,191 students during the 2025-2026 academic year. This represents a decrease of 323 students (-0.62%) compared to the 2024-2025 school year actual enrolments, and a decrease of 284 students (-0.54%) from the annual budget enrollment forecast. The variance is primarily attributed to changes in federal immigration policies, which have led to lower immigration levels.

Figure 1 – MECC Funded Student Enrolment

FTE students	2022-23 Actual	2023-24 Actual	2024-25 Actual	2025-26 Annual	2025-26 Change	2025-26 Amended
<b>Enrolment Categories</b>						
Standard (Regular) Schools	48,323	49,254	49,822	49,822	(244)	49,578
Continuing Education (School-Age)	68	84	77	72	3	75
Alternate Schools	307	343	339	339	-	339
Online Learning (School-Age)	707	845	880	810	(40)	770
Non-Graduated Adults	167	182	137	164	3	167
Summer Learning	970	1,111	1,243	1,243	(6)	1,237
Newcomer Refugees	27	34	16	25	-	25
Youth Train in Trades	2	5	-	-	-	-
<b>Total Funded Enrolment</b>	<b>50,571</b>	<b>51,858</b>	<b>52,514</b>	<b>52,475</b>	<b>(284)</b>	<b>52,191</b>
Level 1 - Inclusive Education	62	61	69	60	(1)	59
Level 2 - Inclusive Education	2,524	2,709	2,941	3,082	193	3,275
Level 3 - Inclusive Education	504	505	485	485	(40)	445
English Language Learners	8,712	9,274	9,536	9,170	156	9,326
Indigenous Education	2,161	2,109	2,065	2,001	42	2,043

### 2025-2026 Operating Budget Summary

The 2025-2026 amended operating fund budget is balanced with an estimated use of appropriated surplus of \$8.45 million. The revenue and expense actuals for 2022-2023 to 2024-2025 and estimates for 2025-2026 are as summarized in Figure 2.

Overall, 92 per cent of revenues are received from the provincial government through the MECC operating grant, other provincial grants and federal grants. Tuition, primarily from international students represents four per cent of revenue. Other revenues, including school-generated funds, rentals, leases, and investment income, amount to four per cent of revenue.

For the 2025-2026 year, salaries and benefits are expected to account for 89 per cent of total operating expenses. Utilities, such as electricity, heat, sewer and waste disposal costs, are forecasted to be two per cent of total expenses. Services, supplies and capital assets purchased are anticipated to make up nine per cent of total operating expenses. Additional information about the operating fund budget can be found in the Operating Fund section of this report.

Figure 2 – Annual Operating Budget Summary

(\$ millions)	2022-23	2023-24	2024-25	2025-26	2025-26	2025-26
	Actual	Actual	Actual	Budget	Change	Amended
<b>Revenue</b>						
Provincial Grants - MECC	\$ 520.37	\$ 569.43	\$ 594.09	\$ 596.04	\$ 2.27	\$ 598.31
Provincial Grants - Other	0.06	0.06	0.06	0.08	0.01	0.09
Federal Grants	2.69	3.19	3.38	3.07	-	3.07
Tuition	23.47	26.79	26.40	23.69	(0.43)	23.26
Other Revenue	18.66	19.71	23.01	18.03	0.76	18.79
Rentals and Leases	5.11	5.67	6.70	5.54	0.49	6.03
Investment Income	5.80	7.61	6.28	4.48	(0.26)	4.22
<b>Total Revenue</b>	<b>576.16</b>	<b>632.46</b>	<b>659.92</b>	<b>650.93</b>	<b>2.84</b>	<b>653.77</b>
<b>Expense</b>						
Salaries and Benefits	518.76	560.01	590.47	591.78	(0.88)	590.90
Services and Supplies	60.88	63.57	68.62	56.43	9.63	66.06
<b>Total Expense</b>	<b>579.64</b>	<b>623.58</b>	<b>659.09</b>	<b>648.21</b>	<b>8.75</b>	<b>656.96</b>
<b>Net Revenue (Expense)</b>	<b>(3.48)</b>	<b>8.88</b>	<b>0.83</b>	<b>2.72</b>	<b>(5.91)</b>	<b>(3.19)</b>
Tangible Capital Assets and Other	(4.08)	(3.61)	(2.93)	(2.72)	(1.81)	(4.53)
Interfund Transfers	-	-	1.04	-	(0.22)	(0.22)
Use of Surplus	7.56	-	1.06	-	8.45	8.45
<b>Surplus (Deficit) for the Year</b>	<b>\$ -</b>	<b>\$ 5.27</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 0.51</b>	<b>\$ 0.51</b>

## Special Purpose Funds Summary

The special purpose fund (SPF) is comprised of separate funds established to track the revenue and expenditures related to grants received from the Ministry and other funding sources. Each individual fund has restrictions on how VSB may spend the funds received that are prescribed by the funder.

The 2025-2026 Annual Budget includes the following major special purpose funds:

- Annual Facility Grants (AFG) (excluding amounts paid via bylaw)
- Provincial Resource Programs (PRP) (including SET BC, PRCVI)
- CommunityLINK (CLINK)
- Classroom Enhancement Fund – Staffing, Overhead, Remedies
- Feeding Futures Fund and National School Food Program (NSFP)
- School Generated Funds (restricted contributions only)

For 2025-2026, the estimated use of SPF grants totals \$112.78 million.

### Classroom Enhancement Fund

On December 18, 2025, the Ministry announced recalculated Classroom Enhancement Fund (CEF) allocations for school districts for the 2025-2026 school year. VSB will receive a CEF allocation of \$54.88 million. The allocation is sufficient to fund an estimated 366.81 FTE teachers (\$48.80 million), overhead costs (\$4.60 million) and remedies (\$1.48 million).

Figure 3 summarizes budgeted revenue and expenses by type of expense for all special purpose funds.

Figure 3 – Special Purpose Funds Summary

(\$ millions)	2022-23	2023-24	2024-25	2025-26	2025-26	2025-26
	Actual	Actual	Actual	Budget	Change	Amended
<b>Revenue</b>						
Provincial Grants - MECC	\$ 69.66	\$ 76.60	\$ 88.21	\$ 85.17	\$ 10.70	\$ 95.87
Provincial Grants - Other	7.85	9.15	10.00	8.68	0.22	8.90
Other Revenue	7.55	7.48	7.90	7.17	-	7.17
Investment Income	0.82	0.95	0.89	0.84	-	0.84
<b>Total Revenue</b>	<b>85.88</b>	<b>94.18</b>	<b>107.00</b>	<b>101.86</b>	<b>10.92</b>	<b>112.78</b>
<b>Expense</b>						
Salaries and Benefits	60.01	69.45	78.78	78.16	8.86	87.02
Services and Supplies	25.21	24.21	28.04	23.04	1.58	24.62
<b>Total Expense</b>	<b>85.22</b>	<b>93.66</b>	<b>106.82</b>	<b>101.20</b>	<b>10.44</b>	<b>111.64</b>
Net Revenue (Expense)	0.66	0.52	0.18	0.66	0.48	1.14
Tangible Capital Assets Purchased	(0.66)	(0.52)	(0.18)	(0.66)	(0.48)	(1.14)
<b>Surplus (Deficit) for the Year</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

## Capital Fund Summary

The Capital Fund includes capital expenditures related to land, buildings (purchases and enhancements), computer hardware and software, vehicles and equipment that are funded from capital grants, land capital, local capital, the operating fund and special purpose funds. An annual deficit in the capital fund that is a result of amortization expense and budgeted capital assets purchased from operating and special purpose funds exceeding the amortization of deferred capital revenue plus budgeted local capital revenue is permitted under the Accounting Practices Order of the Ministry of Education and Child Care. A surplus of \$0.01 million is projected for the capital fund.

Figure 4 – Capital Fund Summary

(\$ millions)	2022-23	2023-24	2024-25	2025-26	2025-26	2025-26
	Actual	Actual	Actual	Annual	Change	Amended
<b>Revenue</b>						
Provincial Grants - MECC	\$ -	\$ 0.08	\$ -	\$ -	\$ -	\$ -
Other Revenue	1.64	0.46	0.45	0.44	0.05	0.49
Rentals and Leases	2.62	2.31	2.22	2.05	-	2.05
Investment Income	0.61	0.68	0.36	0.45	-	0.45
Amortization of Deferred Capital Revenue	24.55	26.53	30.29	31.96	(0.54)	31.42
<b>Total Revenue</b>	<b>29.42</b>	<b>30.06</b>	<b>33.32</b>	<b>34.90</b>	<b>(0.49)</b>	<b>34.41</b>
<b>Expense</b>						
Services and Supplies	0.53	0.86	0.66	0.63	0.12	0.75
Amortization of Tangible Capital Assets	34.35	35.25	38.79	39.91	(0.37)	39.54
Capital Adjustments	-	-	7.06	-	-	-
<b>Total Expense</b>	<b>34.88</b>	<b>36.11</b>	<b>46.51</b>	<b>40.54</b>	<b>(0.25)</b>	<b>40.29</b>
Net Revenue (Expense)	(5.46)	(6.05)	(13.19)	(5.64)	(0.24)	(5.88)
Net Transfers (to) from other funds	4.75	4.13	2.07	3.38	2.51	5.89
Surplus (Deficit) for the Year	(0.71)	(1.92)	(11.12)	(2.26)	2.27	0.01
Capital Surplus (Deficit), beginning of year	51.39	50.68	48.76	46.78	(9.14)	37.64
<b>Capital Surplus (Deficit), end of year</b>	<b>\$ 50.68</b>	<b>\$ 48.76</b>	<b>\$ 37.64</b>	<b>\$ 44.52</b>	<b>\$ (6.87)</b>	<b>\$ 37.65</b>

## AMENDED FINANCIAL PLAN DEVELOPMENT

### GUIDING PRINCIPLES

All operating and financial decisions at VSB are informed by the [Education Plan 2026](#) and the priorities outlined in the [Framework for Enhancing Student Learning report](#). The Education Plan presents the District’s values and its commitment to creating an equitable learning environment.

#### Education Plan

##### Values Statement

The Vancouver School Board believes an effective public education system will prepare students to be active, productive, and socially responsible citizens. Students who complete their education with the Vancouver School Board should possess a strong educational foundation; be disposed to treat others with respect and work cooperatively with them; act upon the values and principles that make us human; care for themselves, for others, and for the planet; and exercise a critical intelligence adaptable to new situations.

VSB will foster school communities where students can learn, see themselves, feel supported and connected so that they develop a love of learning and become lifelong learners.

##### Equity Statement

The Vancouver School Board – a large, urban school district located on the unceded, traditional lands of the xʷməθkʷəy̓əm (Musqueam), Sḵwxwú7mesh Úxwumixw (Squamish Nation) and səliilwətał (Tsleil-Waututh Nation) – respects and supports Indigenous ways of knowing and learning.

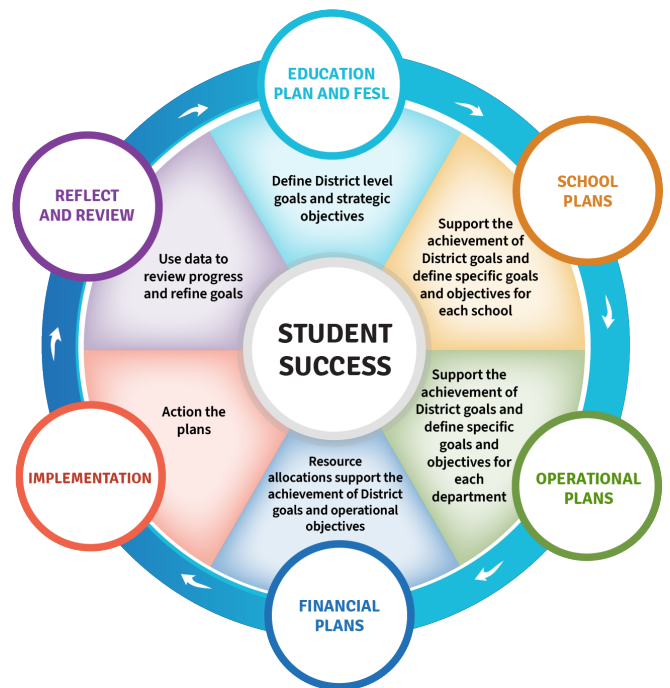
VSB will create an equitable learning environment where every child can experience a deep sense of belonging and is free to pursue pathways of learning in ways that are authentic to themselves. The VSB will achieve this by:

- having students see themselves and their communities in the curriculum and in the staff throughout the District;
- prioritizing student needs by making informed decisions and engaging in open communication with inherent rights holders and stakeholders; and
- actively fighting systems of oppression through relationship building, ongoing communication and transparency.

##### Goals and Priorities

The Education Plan provides direction for the financial planning process as Goal 2 indicates that “improving stewardship of the District’s resources by focusing on effectiveness, efficiency and sustainability” is essential for VSB to achieve its goal of increasing equity.

The Framework for Enhancing Student Learning identifies the link between effective planning and enhanced student learning and success. The document includes a commitment to Inherent rights holders and Indigenous peoples, education partners and communities to work together to continuously improve student learning.



## Framework For Enhancing Student Learning

VSB provides an annual comprehensive update on its progress toward the goals outlined in the Education Plan. These goals are closely aligned with the [Framework for Enhancing Student Learning](#). The most recent update was presented in the [Framework for Enhancing Student Learning report](#). Ongoing updates are provided regularly at the Education Plan committee.

The report centers around student success across three key areas: Intellectual Development, Human and Social Development and Career Development. To assess progress, VSB collects data from various sources, including the Foundation Skills Assessment, Graduation (Literacy and Numeracy) Assessments, Student Learning Surveys, report card information and Completion Rates.

Overall, VSB remains committed to enhancing student learning outcomes and addressing any disparities to ensure equitable education for all students.

## ORGANIZATIONAL INFORMATION

### BOARD OF EDUCATION

A board of education elected for a four-year term governs School District No. 39 (Vancouver). The Vancouver Board of Education (the Board) is comprised of nine elected trustees. Trustees are elected every four years at the same time as the mayor and city council for the City of Vancouver. A student trustee elected by the Vancouver District Students' Council in accordance with [Policy 18: Student Trustee](#) participates in regular public meetings of the Board and provides student perspective on matters before the Board.

The Board provides overall direction and leadership to the District and its roles and responsibilities are outlined in [Policy 2: Role of the Board](#). The Board's role in ensuring that VSB achieves is operational and strategic objectives includes:

- Developing and maintaining a culture of student learning.
- Setting District priorities and key results to be included in strategic plans.
- Monitoring the performance of the District in achieving established priorities and key results.
- Acting as an advocate for public education and the District.
- Supporting the superintendent by monitoring and providing feedback about performance.
- Assessing the effectiveness of the Board and maintaining a board development plan.

The superintendent reports directly to the Board and is the chief executive officer of the school district. All Board authority delegated to the staff of the District is delegated through the superintendent. The superintendent supports the Board in developing and enacting strategic plans by:

- Providing administrative support to the Board to develop the plan.
- Developing a communication strategy to support key actions to be undertaken under the plan.
- Developing operational plans for operating units that support the goals of the plan.

## **DISTRICT ORGANIZATION**

### **Educational Services**

#### ***School and Program-Based Staffing***

In total, VSB employs more than 7,700 individuals, working at more than 100 sites across Vancouver. Principals and vice-principals perform a critical role across VSB as they play both a managerial and an educational leadership role. Principals and vice-principals are responsible for translating strategic priorities into school plans and for managing the day-to-day staffing requirements. Ensuring that secondary and elementary schools and programs have sufficient qualified personnel to support student needs has become increasingly complex in recent years.

Teachers in VSB schools provide educational services, guiding students through their intellectual, social, and career development. Teachers ensure that students understand and adhere to codes of conduct and school policies, fostering a positive and respectful learning environment. They maintain essential records, encourage regular attendance, and evaluate educational programs to ensure the highest standards of education. VSB teachers empower students to reach their full potential and become lifelong learners.

VSB employs school and student support workers (SSAs and SSBs) to provide additional supports for students with disabilities or diverse abilities. VSB staff perform a needs assessment when students present with the possibility of requiring additional supports, and that assessment informs decisions about programming and allocation of support. VSB provides supports, as required, even if the student has not received a designation that results in funding from the Ministry of Education and Child Care.

Under the supervision of principals, office support staff have essential roles in maintaining the operations of schools and programs in areas including student records, attendance, communication, correspondence, health and safety and budgets.

#### **District Choice Programs**

In addition to District's network of neighbourhood schools, VSB also offers a variety of choice programs at both the elementary and secondary level, designed to meet the needs of students. District choice programs include French Immersion, Early Mandarin Bilingual, Montessori, International Baccalaureate, secondary Mini Programs, Indigenous Focus and the Arts. Programs are responsive to student needs, with the understanding that offerings, sites and enrolment may change from year-to-year based on unique needs.

#### **Community Schools Team**

Staff provide direct student support through school-based staff. District itinerant youth and family workers (SSBs) provide social-emotional learning support including classroom, small group and transition activities. They work in collaboration with school teams and connect students and their families to community-based resources. This work is done with the understanding that some students may come from imposed conditions and may require additional support. Community schools' coordinators implement out of school time programming (in the form of before and after school programs, break time programs and leadership activities) with local service providers and facilitate connections to local and district resources for students and their families. Programs and activities are designed to reduce barriers to access that some students may experience.

#### **Pathways to Graduation**

VSB offers many pathways to graduation including Adult Education, Vancouver Learning Network (VLN), Alternate and Alternative Programs and Career Programs (including Apprenticeship and Dual Credit programming).

### ***School Budget Allocations***

A portion of VSB's annual budget is allocated to schools as "flexible budgets" to allow schools to administer the purchase of supplies, minor repairs and other school-specific expenditures. These allocations are provided directly to schools based on a combination of factors and are overseen by school administrators.

Individual schools may also raise funds directly for various initiatives. Funds may be raised by schools or parent advisory councils. These revenues are considered school generated funds as they are maintained by individual schools and any surplus generated is not available to fund general school district operations.

### ***District Services***

Supporting the diversity and complexity of VSB's student population requires a coordinated and collaborative leadership structure. The educational services team is led by associate superintendents who report directly to the superintendent. The associate superintendents each have a shared responsibility for the oversight of either elementary or secondary schools as well as specific portfolios. Directors of instruction report directly to one or more of the associate superintendents and oversee district level programs, manage specific portfolios and provide direct support to principals and vice-principals at elementary or secondary schools and programs. District principals and vice-principals report to one of the directors of instruction. Portfolios align with the goals of VSB's Education Plan and resources are allocated based on the changing needs of students.

The following provides examples of the portfolio items supported by associate superintendents, directors of instruction, district principals, teachers, exempt staff and support staff.

### **Learning and Instruction**

The learning and instruction team works to improve student achievement by focusing on literacy, numeracy, and deep critical and creative thinking. The team is made up of a district principal and district resource teachers who offer support for schools and classrooms as well as system level support for professional learning and the implementation of curriculum and assessment. They work with teachers in the areas of literacy, numeracy, critical thinking, modern languages, fine and performing arts, and mentorship. With the Ministry's new Literacy Initiatives grant, and their focus on K-12 literacy success for all students across the province, the work of this team continues to be crucial to achieving the literacy and numeracy goals of the Education Plan and the Ministry's Framework for Enhancing Student Learning policy.

### **Learning Services**

The learning services team operates in close collaboration with school teams, students' families and community partners to ensure the academic and social-emotional success of all students. Learning services support encompasses a spectrum of learning environments, ranging from inclusive classrooms to more specialized, self-contained settings. Within VSB, a diverse group of professionals working across the school district collaborate closely with school and program staff to address the varying educational needs of students.

The budgets allocated to learning services include funding for department wages and benefits, training and professional development, as well as services and supplies. The Ministry provides supplemental funding for students with disabilities or diverse abilities; the Board then approves how additional funding is allocated. Currently, this funding is used to provide teachers, student support workers, child and youth care workers, learning services support staffing, student transportation and specialized supplies. Student outcomes and needs are reviewed to inform staffing decisions and resource allocation.

### **Safe and Caring Schools**

In alignment with the Education Plan, the commitment to safe and caring schools, social-emotional learning (SEL), mental health, and the equity and anti-oppression teams is paramount. VSB places a strong emphasis on supporting students through an equity lens, recognizing the unique needs and experiences of each student.

This work includes oversight of the Vancouver Alternate Secondary School and Alternative Programs, as well as collaboration with outside agencies to support students and staff. VSB staff actively provide resources and support, guided by a trauma-informed approach.

### **English Language Learning**

Students who are English language learners (ELL) receive targeted academic support from qualified teaching staff, over and above regular classroom instruction. ELL specialist teachers regularly collaborate with classroom teachers and promote new methods of inclusive ELL support. The ELL district resource teacher provides professional development and ongoing, targeted support in ELL supportive practices to VSB staff throughout the school year.

### **Early Learning and Child Care**

VSB supports a variety of early learning initiatives including StrongStart programs, Ready, Set, Learn and Welcome to Kindergarten events. A focus continues to be working with providers to offer before-and-after-school child care at the majority of elementary schools, and support opportunities to create age 0-5 child care spaces at schools where possible.

### ***Communications***

The communications department, reporting to the superintendent, provides expertise in strategic communications, media relations, social media, crisis communication/issues management, public engagement and content creation. It works to provide families, staff and community members with accurate and timely information.

### **Business Operations**

The business operations of VSB encompass finance, facilities, risk management, community connections, and board support services, all overseen by the Secretary Treasurer | CFO.

### ***Office of the Secretary Treasurer***

The Office of the Secretary Treasurer is responsible for recording and maintaining records for the Board and its standing committee meetings, coordinating these meetings, and managing Board correspondence. This office ensures adherence to the responsibilities and requirements of the Secretary Treasurer as specified in the *School Act*, thereby ensuring compliance and effective governance.

### ***Risk Management and Privacy Compliance***

The risk management and privacy compliance department plays a pivotal role in the organization. Its primary responsibilities are strategic enterprise risk management and the management of a comprehensive privacy program in accordance with the *British Columbia Freedom of Information and Protection of Privacy Act* (BC FIPPA). This includes safeguarding personal information, promoting transparency and handling Freedom of Information requests. The department also provides litigation support, assisting the organization in legal matters. In addition to these responsibilities, the department is tasked with ensuring that VSB maintains adequate insurance levels, as well as managing insurance claims, contract review and providing risk advice across the organization.

### ***Finance***

The Finance Department supports the VSB by managing financial reporting, budgeting, and financial planning to ensure compliance with Ministry requirements, accounting standards, and legislative obligations. Timely and accurate financial information supports decision-making by management and the Board.

The department leads the development of annual and multi-year budgets and forecasts to support operational and strategic planning. Payroll and benefits teams process salaries and administer benefit programs for more than 7,700 employees.

Finance is also responsible for purchasing and materials services, helping ensure schools and departments have access to required goods and services. In addition, the department oversees the District's food services program, which provides meal services to students across the school district.

### ***Facilities***

The facilities department actively manages and maintains all VSB facilities. Team members include an executive director, managers, supervisors, building engineers, trades, grounds, support and exempt staff. In addition to routine operations and maintenance, the department takes a proactive approach in planning for the future. The department develops long-term facilities plans which involves forecasting the anticipated educational needs of students across VSB and developing capital plans to meet those needs. The Vancouver Project Office, a part of the department, takes charge of executing major capital projects. These projects encompass seismic mitigation measures, seismic replacements and new construction initiatives. Sustainability is a core value that the facilities department integrates into all its functions. The department also handles the rental and leasing of VSB facilities, optimizing utilization of space.

### ***Community Connections***

The community connections department is an integral part of the organization, focusing on several key areas. It actively seeks revenue generation opportunities through grants, donations and managing paid parking facilities. The department places a strong emphasis on building relationships with the local community, understanding their needs and garnering support for the school district. It oversees the entire lifecycle of a grant, from research and application to compliance and reporting. The department also forms strategic partnerships with local businesses, non-profit organizations and other educational institutions to provide value for students and the school district. A significant goal is to enhance equity of access, ensuring all students have equal opportunities to benefit from the resources and opportunities provided by VSB.

### ***Employee Services***

The employee services department is responsible and accountable for supporting the employee experience of more than 7,700 employees through three portfolios: health, safety and wellness, recruitment and staffing, and labour relations. The team includes an executive director, directors, managers, supervisors, support staff, and exempt staff.

The department is committed to implementing human resources practices that support the Education Plan goals of equity and truth and reconciliation. In particular, the department dedicates its budgetary and human resources toward fostering a diverse workforce to enable students to see themselves and their communities in the caring adults that are entrusted to their supervision. The department also ensures safe and inclusive workplaces free from discrimination and racism.

The strategic initiatives of the department are informed by key enterprise risks and mitigation strategies, as well collaboration with and feedback from employee group partners. The work of the employee services team and its utilization of budgetary resources will continue to focus on employee recruitment and retention, health and safety, labour relations, leadership development, professional learning and succession planning.

## **Learning and Information Technology**

The learning and information technology (LIT) department provides IT services and District-based library services. The department supports staff and students in five areas: education, application development, service delivery, IT systems and IT Infrastructure. The department continues to incorporate emerging technology into the school system and support digital literacy.

### ***Education***

The education team supports schools and departments by providing resources and training designed to optimize technology use. As technology advances, we focus on integrating new technology into school operations and learning environments. Team responsibilities include managing LIT initiatives, maintaining and updating the public website, coordinating professional development, and implementing educational software. In the future, the team will oversee AI technology rollout and its integration into the system.

### ***Application Development***

The application development team is tasked with the creation, maintenance and enhancement of information systems that facilitate the District's business and educational activities. They conduct business analysis, create documentation, design databases and repositories, develop reporting systems and implement web-based applications. Additionally, they are involved in modernizing District software solutions, facilitating data exchanges and developing web applications that integrate with various District systems.

### ***Service Delivery***

The service delivery team is dedicated to offering essential technical support and training. They address incidents and service requests in schools and District offices, tackling issues related to devices and services, managing installations and advising on technology acquisitions.

### ***IT Systems***

The IT systems team ensures the support and deployment of systems, applications and security across 30,000 devices. They are responsible for the architecture and implementation of server, data storage and backup and recovery systems, which underpin District services like printing and application hosting. Additionally, they oversee the configuration, rollout and updating of devices and software, as well as managing user and device identity and access controls.

### ***Infrastructure***

The infrastructure team develops and configures wired and wireless networks to ensure reliable, efficient, and secure services and devices. They implement and maintain cloud solutions and Microsoft cloud services, integrating them with District services for connectivity and security. They manage VoIP phone systems, email, Microsoft Teams, and Office 365 applications to ensure optimum performance and scalability of the network, cloud, and communication infrastructures. Maintaining VSB's IT infrastructure supports educational and business services but is increasingly challenging.

## FINANCIAL INFORMATION

### BUDGET STRUCTURE

VSB is required to prepare and submit budgets to the Minister of Education and Child Care, in the form, with the information, and at the time required by the Minister. The Amended Annual Budget is prepared in accordance with the [Accounting Practices Order](#), Section 23.1 of the [Budget Transparency and Accountability Act](#), Regulations [257/2010](#) and [198/2011](#) issued by the Province of BC Treasury Board the [Financial Planning and Reporting Policy](#) and the [K-12 Accumulated Operating Surplus Policy](#).

As required by the Ministry of Education and Child Care and Canadian Public Sector Accounting Board, VSB tracks and reports revenue and expenditures under three separate funds: the operating fund, the special purpose fund and the capital fund.

School districts in British Columbia must report revenues and expenditures within a provincially defined structure. The revenue and expense categories include:

**Grants** includes provincial grants received from the provincial and the federal government.

**Tuition** includes fees collected for non-resident students and eligible continuing education courses.

**Rentals and Leases** includes all revenue from rentals and leases of school facilities.

**Investment Income** includes revenue from funds deposited by the school district in term deposits or other investments.

**Salaries and Benefits** represent all salaries and benefits paid on behalf of employees including contributions to pension plans, Canada Pension Plan and Employee Insurance, WorkSafeBC premiums, employer health tax, and the costs of providing extended health and dental benefit plans.

**Services and Supplies** includes the costs of supplies, materials, services rendered, and utilities.

**Capital Asset Purchases** include the cost of tangible capital assets purchased (e.g. furniture, equipment, computer hardware and software, and buildings).

### PROCESS TO BUILD THE AMENDED ANNUAL BUDGET

The development of the amended annual budget for 2025-2026 includes:

- Development and approval of the [2025-2026 financial plan and annual budget](#).
- Development and submission to MECC of actual enrolment data for July 2025 and September 2025 and estimated enrolment for February 2026 and May 2026.
- MECC grant announcements up to January 2026.
- Development of amended budget estimates which include revenue and expense estimates validation through a detailed budget review process, estimated enrolment driven changes to revenue and expenditures, estimated changes to employee salaries and benefits; estimated changes to services, supplies, and utilities due to contractual rate changes; and adjustments for one-time revenue or expenditures approved as part of the appropriated surplus reported in the [2024-2025 financial statements](#) and other anticipated revenue and expense changes.
- Conducting a comprehensive review of all grants to ensure that expenditures do not exceed the allocated funding.

## FINANCIAL SUMMARY

### Revenue and Expense (All Funds Combined)

The following table summarizes revenue and expense by object for all funds - actuals for years 2022-2023 to 2024-2025 and budgeted for 2025-2026. An analysis by fund for 2025-2026 is included in the following sections of this document.

Figure 5 – Revenue and Expenses All Funds

(\$ millions)	2022-23	2023-24	2024-25	2025-26	2025-26	2025-26
	Actual	Actual	Actual	Annual	Change	Amended
<b>Revenue</b>						
Provincial Grants - MECC	\$ 590.03	\$ 646.11	\$ 682.30	\$ 681.21	\$ 12.97	\$ 694.18
Provincial Grants - Other	7.91	9.21	10.06	8.76	0.23	8.99
Federal Grants	2.69	3.19	3.38	3.07	-	3.07
Tuition	23.47	26.79	26.40	23.69	(0.43)	23.26
Other Revenue	27.85	27.65	31.36	25.64	0.85	26.46
Rentals and Leases	7.73	7.98	8.92	7.59	0.49	8.08
Investment Income	7.23	9.24	7.53	5.77	(0.26)	5.51
Amortization of Deferred Capital Revenue	24.55	26.53	30.29	31.96	(0.54)	31.42
<b>Total Revenue</b>	<b>691.46</b>	<b>756.70</b>	<b>800.24</b>	<b>787.69</b>	<b>13.28</b>	<b>800.97</b>
<b>Expense</b>						
Salaries and Benefits	578.77	629.46	669.25	669.94	7.98	677.92
Services and Supplies	86.62	88.64	97.32	80.10	11.34	91.44
Amortization of Tangible Capital Assets	34.35	35.25	38.79	39.91	(0.37)	39.54
Capital Adjustments	-	-	7.06	-	-	-
<b>Total Expense</b>	<b>699.74</b>	<b>753.35</b>	<b>812.42</b>	<b>789.95</b>	<b>18.95</b>	<b>808.90</b>
<b>Net Revenue (Expense)</b>	<b>(8.28)</b>	<b>3.35</b>	<b>(12.18)</b>	<b>(2.26)</b>	<b>(5.67)</b>	<b>(7.93)</b>
Use of Surplus	8.28	-	12.18	-	8.45	8.45
<b>Surplus (Deficit) for the Year</b>	<b>\$ -</b>	<b>\$ 3.35</b>	<b>\$ -</b>	<b>\$ (2.26)</b>	<b>\$ 2.78</b>	<b>\$ 0.52</b>

The surplus (deficit) for the year is comprised of operating surplus (deficit) and capital surplus (deficit) for the year. The capital funds surplus (deficit) is comprised of amortization of deferred capital revenue, amortization of tangible capital assets, and targeted revenue for specific capital projects that show as expenses in the year they are recognized under generally accepted accounting principles. An annual deficit is permitted in the capital fund. Per Ministerial Order 033/09 Accounting Practices Order, a capital fund deficit is permitted for the amount that amortization of tangible capital assets expense exceeds amortization of deferred capital revenue.

For 2025-2026, a surplus of \$0.51 million is budgeted for the operating fund and \$8.45 million of internally restricted operating surplus was used to fund one-time expenditures; a surplus of \$0.01 million is projected for the capital fund.

## OPERATING FUND

The operating fund includes operating grants and other revenues used to fund instructional programs, school and district administration, facilities operations, maintenance, and transportation.

This section provides background information about the operating fund budget together with budget changes that form the basis of the 2025-2026 Amended Operating Budget.

The amended operating budget reflects estimated revenue and expenses for 2025-2026. The amended operating budget reflects assumptions made for:

- actual September enrolment and projected February and May enrolment;
- changes to revenue and staffing due to changes in enrolment;
- changes to revenue due to funding announcements from MECC, new grants received and changes in estimates;
- estimated changes to employee salaries and benefits;
- estimated changes to services, supplies and utilities due to contractual rate changes and current year spending trends;
- adjustments for one-time revenue or expenditures including the Board-approved uses of accumulated operating surplus.

This amended annual operating budget does not account for potential salary or benefit adjustments that could result from collective bargaining agreements retroactive to July 1, 2025. It is assumed that MECC will provide full funding for any such changes.

Figure 6 – Annual Operating Budget Summary

(\$ millions)	2022-23 Actual	2023-24 Actual	2024-25 Actual	2025-26 Budget	2025-26 Change	2025-26 Amended
<b>Revenue</b>						
Provincial Grants - MECC	\$ 520.37	\$ 569.43	\$ 594.09	\$ 596.04	\$ 2.27	\$ 598.31
Provincial Grants - Other	0.06	0.06	0.06	0.08	0.01	0.09
Federal Grants	2.69	3.19	3.38	3.07	-	3.07
Tuition	23.47	26.79	26.40	23.69	(0.43)	23.26
Other Revenue	18.66	19.71	23.01	18.03	0.76	18.79
Rentals and Leases	5.11	5.67	6.70	5.54	0.49	6.03
Investment Income	5.80	7.61	6.28	4.48	(0.26)	4.22
<b>Total Revenue</b>	<b>576.16</b>	<b>632.46</b>	<b>659.92</b>	<b>650.93</b>	<b>2.84</b>	<b>653.77</b>
<b>Expense</b>						
Salaries and Benefits	518.76	560.01	590.47	591.78	(0.88)	590.90
Services and Supplies	60.88	63.57	68.62	56.43	9.63	66.06
<b>Total Expense</b>	<b>579.64</b>	<b>623.58</b>	<b>659.09</b>	<b>648.21</b>	<b>8.75</b>	<b>656.96</b>
<b>Net Revenue (Expense)</b>	<b>(3.48)</b>	<b>8.88</b>	<b>0.83</b>	<b>2.72</b>	<b>(5.91)</b>	<b>(3.19)</b>
Tangible Capital Assets and Other	(4.08)	(3.61)	(2.93)	(2.72)	(1.81)	(4.53)
Interfund Transfers	-	-	1.04	-	(0.22)	(0.22)
Use of Surplus	7.56	-	1.06	-	8.45	8.45
<b>Surplus (Deficit) for the Year</b>	<b>\$ -</b>	<b>\$ 5.27</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 0.51</b>	<b>\$ 0.51</b>

## Operating Revenue

### Ministry of Education and Child Care Operating Grant

MECC operating grant estimates for 2025-2026 are based on the current MECC funding allocation formula and VSB's actual and forecasted enrolment summarized in the table below.

Figure 7 – MECC Funded Student Enrolment

FTE students	2022-23 Actual	2023-24 Actual	2024-25 Actual	2025-26 Annual	2025-26 Change	2025-26 Amended
<b>Enrolment Categories</b>						
Standard (Regular) Schools	48,323	49,254	49,822	49,822	(244)	49,578
Continuing Education (School-Age)	68	84	77	72	3	75
Alternate Schools	307	343	339	339	-	339
Online Learning (School-Age)	707	845	880	810	(40)	770
Non-Graduated Adults	167	182	137	164	3	167
Summer Learning	970	1,111	1,243	1,243	(6)	1,237
Newcomer Refugees	27	34	16	25	-	25
Youth Train in Trades	2	5	-	-	-	-
<b>Total Funded Enrolment</b>	<b>50,571</b>	<b>51,858</b>	<b>52,514</b>	<b>52,475</b>	<b>(284)</b>	<b>52,191</b>
Level 1 - Inclusive Education	62	61	69	60	(1)	59
Level 2 - Inclusive Education	2,524	2,709	2,941	3,082	193	3,275
Level 3 - Inclusive Education	504	505	485	485	(40)	445
English Language Learners	8,712	9,274	9,536	9,170	156	9,326
Indigenous Education	2,161	2,109	2,065	2,001	42	2,043

On December 18, 2025, the Ministry announced the interim operating grants for school districts for 2025-2026 based on actual enrolment for July and September 2025 and enrolment projections provided by school districts in February 2025 for February and May 2026 enrolment. VSB's interim operating grant allocation is \$588.97 million as outlined in Figure 7.

The salary differential funding has decreased by \$0.58 million due to a lower than anticipated difference between the average educator salary for our school district and the provincial average (from \$1,665 higher than the provincial average to \$1,483 higher than the provincial average, per educator). At September 30, 2025, the average educator salary in our school district was \$100,033 (\$99,416 at March 2025) compared to the provincial average educator salary of \$98,550 (\$97,751 at March 2025).

Figure 7 outlines the changes in the operating grant categories between the 2025-2026 Annual Budget and the 2025-2026 Amended Budget.

### Other Ministry of Education and Child Care Grants

In addition to the operating grant, the Ministry provides funding for school districts under the following categories:

- Pay equity funding has been announced for the 2025-2026 year and VSB's allocation is \$7.29 million.
- Student transportation funding has been announced for the 2025-2026 year and VSB's allocation is \$0.05 million.
- FSA scorer grant funding has been announced for the 2025-2026 year and VSB's allocation is \$0.04 million.
- Child Care funding for 2025-2026 announced to date totals \$0.02 million.

- Funding for graduated adults included in the budget totals \$1.96 million and is included under Other Ministry of Education and Child Care Grants in the operating fund. Funding is provided by the Ministry of Education and Child Care based on course activation and course completion by graduated adults enrolled in eligible courses. (See [Adult Funding Policy](#) for more information). Funding for graduated adults has not yet been announced for the February and May enrolment counts for 2025-2026. This amended budget includes estimated funding of \$0.53 million for February enrolment and \$0.26 million respectively for May enrolment.

### ***Federal Grants***

Federal grants vary from year-to-year based on Federal Government priorities. Federal funding for the Settlement Workers in Schools Program, funded by Immigration, Refugees and Citizenship Canada was \$3.41 million in for the year ended March 31, 2025, and will be \$3.07 million for the year ended March 31, 2026, \$3.02 million for the year ended March 31, 2027, and \$2.64 million for the year ended March 31, 2028.

### ***Other Revenue***

Tuition revenue, which includes summer school, continuing education and international education, may increase or decrease depending on several factors. Recent changes to Canada's immigration policy, including a reduction on immigration targets and caps on international student visas, are expected to significantly impact school enrolments in Vancouver. International student enrolment has declined from an estimated 1,260 FTE to actual student enrolment of 1,235 FTE as of September 30, 2025 (decrease of \$0.43 million).

Rentals and lease income reflect terms of existing leases and assume no increase in rental income for periods after those leases expire. VSB is forecasting an increase of \$0.49 million in rentals and leases due to an increase in rentals of VSB facilities.

Interest income earned on cash balances is based on interest rates that are linked to the Bank of Canada's target overnight rate. The Bank of Canada's overnight rate has declined from 2.75% on July 1, 2025 to 2.50% on September 18, 2025 and since October 30, 2025 it declined to 2.25%, and VSB anticipates that the Bank of Canada will maintain the target rate at between 2.00% and 2.25% for the balance of 2025-2026. This decline in interest rates resulted in a \$0.26 million decrease of interest income from the 2025-2026 preliminary budget.

Other revenue reflects increases in one-time sustainability grants (\$0.34 million), and an increase in costs recovered from variable maintenance components of rentals and leases (\$0.42 million).

Figure 8 – MECC interim operating grant allocation for 2025-2026

Funding Category	Annual Budget Student Enrolment	Funding Level (\$)	Annual Budget Funding (\$)	Amended Budget Student Enrolment	Funding (\$)	Variance to Annual Budget Enrolment	Variance to Annual Budget (\$)
<b>July Enrolment</b>							
Grade 1-7	5,679	\$ 260	\$ 1,476,540	5,546	\$ 1,441,960	(133)	\$ (34,580)
Summer Learning Grade 8-9	1,363	\$ 260	\$ 354,380	1,635	\$ 425,100	272	\$ 70,720
Summer Learning Grade 10-12	2,865	\$ 510	\$ 1,461,150	2,686	\$ 1,369,605	(180)	\$ (91,545)
Supplemental Summer Learning			\$ 1,020,084		\$ 1,038,791	-	\$ 18,707
Cross-Enrolment (Grade 8 & 9)	39	\$ 510	\$ 19,890	30	\$ 15,300	(9)	\$ (4,590)
<b>Base Allocation - September</b>							
Standard School	49,822	\$ 9,015	\$ 449,145,330	49,578	\$ 446,941,163	(245)	\$ (2,204,168)
Continuing Education	24	\$ 9,015	\$ 216,360	27	\$ 247,349	3	\$ 30,989
Alternate Programs	339	\$ 9,015	\$ 3,056,085	339	\$ 3,056,085	-	\$ -
Online Learning	465	\$ 7,280	\$ 3,385,200	425	\$ 3,091,725	(40)	\$ (293,475)
Homeschoolers	67	\$ 250	\$ 16,750	66	\$ 16,500	(1)	\$ (250)
Course Challenges	189	\$ 282	\$ 53,298	164	\$ 46,248	(25)	\$ (7,050)
<b>Supplemental Funding - September</b>							
Unique Student Needs							
English Language Learners	9,150	\$ 1,815	\$ 16,607,250	9,306	\$ 16,890,390	156	\$ 283,140
Indigenous Education	2,001	\$ 1,790	\$ 3,581,790	2,043	\$ 3,656,970	42	\$ 75,180
Level 1 - Inclusive Education	60	\$ 51,300	\$ 3,078,000	59	\$ 3,026,700	(1)	\$ (51,300)
Level 2 - Inclusive Education	2,982	\$ 24,340	\$ 72,581,880	3,175	\$ 77,279,500	193	\$ 4,697,620
Level 3 - Inclusive Education	485	\$ 12,300	\$ 5,965,500	445	\$ 5,473,500	(40)	\$ (492,000)
Adult Education	51	\$ 5,755	\$ 293,505	54	\$ 312,928	3	\$ 19,423
<b>February Enrolment Count</b>							
CE - School Age	28	\$ 9,015	\$ 252,420	28	\$ 252,420	-	\$ -
CE - Adults	60	\$ 5,755	\$ 345,300	60	\$ 345,300	-	\$ -
Online Learning - Grade K-9	10	\$ 3,640	\$ 36,400	10	\$ 36,400	-	\$ -
Online Learning - Grade 10-12	200	\$ 7,280	\$ 1,456,000	200	\$ 1,456,000	-	\$ -
Online Learning - Adults	8	\$ 5,755	\$ 46,040	8	\$ 46,040	-	\$ -
Level 1 - Inclusive Education	-	\$ 25,650	\$ -	-	\$ -	-	\$ -
Level 2 - Inclusive Education	100	\$ 12,170	\$ 1,217,000	100	\$ 1,217,000	-	\$ -
Level 3 - Inclusive Education	-	\$ 6,150	\$ -	-	\$ -	-	\$ -
Youth Train in Trades						-	\$ -
Newcomer Refugees	25	\$ 4,508	\$ 112,700	25	\$ 112,700	-	\$ -
ELL - Newcomer Refugees only	20	\$ 908	\$ 18,160	20	\$ 18,160	-	\$ -
<b>May Enrolment Count</b>							
CE - School Age	20	\$ 9,015	\$ 180,300	20	\$ 180,300	-	\$ -
CE - Adults	40	\$ 5,755	\$ 230,200	40	\$ 230,200	-	\$ -
Online Learning - Grade K-9	10	\$ 2,427	\$ 24,269	10	\$ 24,269	-	\$ -
Online Learning - Grade 10-12	125	\$ 7,280	\$ 910,000	125	\$ 910,000	-	\$ -
Online Learning - Adults	5	\$ 5,755	\$ 28,775	5	\$ 28,775	-	\$ -
<b>Additional Supplemental Funding</b>							
Equity of Opportunity Supplement			\$ 2,471,840		\$ 2,473,385	-	\$ 1,545
Unique Geographic Factors			\$ 3,519,187		\$ 3,519,187	-	\$ -
Salary Differential			\$ 13,832,753		\$ 13,247,075	-	\$ (585,678)
Curriculum Learning and Support			\$ 455,750		\$ 455,750	-	\$ -
Indigenous Education Councils			\$ 87,050		\$ 87,050	-	\$ -
<b>TOTAL OPERATING GRANT</b>			<b>\$ 587,537,136</b>		<b>\$ 588,969,826</b>		<b>\$ 1,432,690</b>

## Operating Expense

In aggregate, operating expenses are estimated to total \$656.96 million in 2025-2026. Salaries and benefits account for approximately 89 per cent of total operating expenses.

### Staffing

Staffing allocations have been reviewed to ensure the classroom teaching staffing allocated to schools from the operating fund is sufficient to support the creation of school organizations within the *School Act*-stipulated class-size limits by grade. In the spring preliminary organizations were created for all elementary schools based on estimated enrolment by school for 2025-2026. The secondary staffing allocations have been reviewed to ensure accuracy of staffing allocations. For 2025-2026, all classroom teacher allocations will be based on student FTE. The *School Act* stipulated class size limits are included in this table.

Grade	School Act Class Size
Kindergarten	1:22
Grade 1 - 3	1:24
Grade 4 - 7	1:30
Grade 8 - 12	1:30

In September 2025, school staffing was determined based on actual enrolment and organizations for all schools. Operating fund teacher costs decreased by \$3.71 million. The additional staffing required to meet collective agreement requirements (366.81 FTE) was reported to MECC and is funded under the Classroom Enhancement Fund (\$48.80 million).

### Salary and Benefit Expenses

Most VSB employees' salaries are determined in accordance with collective agreements which expired on June 30, 2025. The timing of the completion of the negotiation of new collective agreements cannot be determined. The budgets for salaries in the 2025-2026 year do not include compensation changes for unionized staff. It is estimated that all labour settlement costs will be fully funded by MECC. The average teacher salary and benefits is expected to be \$130,740.

All salary changes for non-unionized staff are implemented based on policy directives provided by the Public Sector Employers' Counsel (PSEC) and the BC Public Schools Employers' Association (BCPSEA). BCPSEA provides school districts with salary grids for non-unionized staff. The estimated salary expenses for 2025-2026 are based on the assumption that there will be no salary increases and that if any salary increases are approved, they will be fully funded by MECC.

Principals and Vice Principals amended budget is lower than the preliminary budget by \$0.10 million as a position budgeted as Director of Instruction was staffed as Director and is now budgeted under Other Professionals (\$0.17 million), partially offset by an increase to the budget allocated for Principals and Vice Principals supporting the Educational Assistant training program (\$0.07 million).

Educational Assistant salaries increased by \$0.43 million. Ten FTE SSAs were added to support increased inclusive education enrolment (\$0.36 million for March 01 to June 30), and \$0.07 million allocated for increased supports for students enrolled in Summer Learning programs.

Support Staff Salaries were reduced by \$0.06 million in the amended budget compared to the preliminary budget, reflecting an alignment with updated actual cost projections. This net decrease incorporates several offsetting adjustments, including \$0.69 million additional cost to increase supervision aide coverage from 2.5 to 4 hours per day for 200 positions for March 30 to June 25, 2026, \$0.05 million to cover anticipated inclement weather response costs, and \$0.80 million custodial casual staffing savings.

In the preliminary budget, the substitute budgets for Teachers Teaching on Call (TTOC) were calculated based on an expectation of 12 replacement days per full-time equivalent (FTE) teacher annually. Based on replacement patterns to January 2026, the assumption for replacement days per FTE teacher has been increased by 1.5 days to 13.5 replacement days per FTE teacher. This represents an increase to TTOC costs of \$2.94 million.

The anticipated substitute cost savings of \$2.45 million for all staff will have not yet been achieved; the reinstatement, roll out, and communication of the employee wellness outreach and attendance management program for all employee groups will start in February 2026.

Employee benefit costs are projected to decrease by \$0.50 million due to combination of salary changes and changes in the benefit rates. Some of the changes in the employee benefit rates include:

**CPP (Canada Pension Plan):** Maximum pensionable earnings were \$71,300 in 2025 and increased to \$74,600 in 2026. This has resulted in a \$196.45 increase in CPP per employee. Second tier CPP is expected to cap at \$85,000 of income in 2026 and will cost up to \$416 per employee, up from \$396 per employee in 2025. (CPP operating cost \$21.24 million)

**Employment Insurance (EI):** EI rates decreased to 1.6% in 2026 from 1.64% in 2025 (1.63% employee portion and 2.282% employer portion). Maximum insurable earnings were \$65,700 in 2025 and increased to \$68,900 in 2026. The projected employer cost of EI per employee is anticipated to increase by \$64. (EI operating cost \$7.11 million)

**WorkSafeBC:** WCB premium rates were estimated to be 1.67% of salaries in 2025-2026 and effective January 1, 2026 decreased to 1.57%. This is a temporary decrease in rates implemented by WorkSafeBC and is therefore not expected to continue in future years. The Maximum Assessable earnings increased to \$127,500 in 2026 from \$121,500 in 2025. (WorkSafeBC operating cost \$7.19 million)

**Extended Health:** Extended health premiums increased by 9.58% compared to the preliminary estimates at 10.81% for teachers, 5.13% compared to estimates at 5.07% for principals and vice principals, 43.64% compared to estimated 43.31% for members of CUPE 407, 10.14% compared to estimated 11.02% for members of CUPE 15, 4.68% compared to estimated 4.40% for members of IUOE and 5.05% compared to estimated 4.95% for exempt staff. (Extended Health operating cost \$21.22 million)

**Dental:** Dental benefits premiums increased by 6.78% compared to estimated 6.93% for teachers, 7.13% compared to estimated 7.21% for principals and vice principals, 6.27% for Adult Educators compared to estimated 6.49%, 17.66% compared to estimated 17.36% for members of CUPE 407, 8.99% compared to estimated 8.71% for members of CUPE 15, 11.67% compared to estimated 11.38% for members of IUOE and 0% compared to estimated 0.68% for exempt staff. (Dental operating cost \$11.96 million)

### ***Services and Supplies***

Services and supplies budgets for 2025-2026 are anticipated to increase by \$9.63 million. The budgeted increase is primarily driven by one-time costs funded by prior year surplus of \$7.14 million.

Student transportation costs are estimated to increase by \$0.56 million compared to the annual budget due to increased demand for transportation services for students with disabilities or diverse abilities.

Utilities costs increased by \$0.29 million due to slightly lower savings in heating and other costs than originally projected (\$0.14 million), and increased digital services costs paid to the Ministry (\$0.15 million).

Software costs increased by \$0.31 million due to increased contractual costs for required enterprise (human resources, payroll, finance), office and educational software.

School level spending is estimated to increase by \$0.60 million for instructional services and supplies.

Insurance costs are estimated to increase by \$0.05 million.

Snow removal services and supplies costs are estimated to be \$0.27 million.

The 2025-2026 amended budget includes increased budget allocations for items internally restricted (appropriated) by the Board as part of the 2024-2025 financial statements. Figure 9 provides a list of all Board approved uses of appropriated surplus that have been included in this budget.

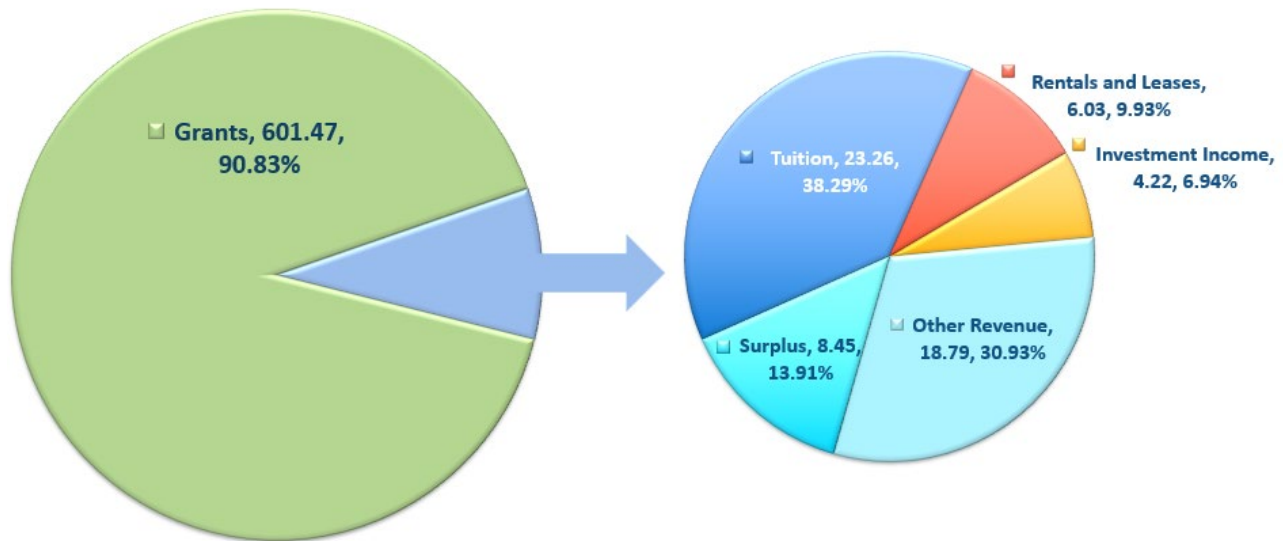
Figure 9 – Operating Fund Accumulated Surplus

Operating Fund Accumulated Surplus (\$ millions)	2024-25 Actual	2025-26 Amended	2026-27 Preliminary
<b>Internally Restricted (Appropriated) by the Board for:</b>			
Operations Spanning Multiple School Years			
Education Plan	\$ 0.06	\$ 0.06	\$ -
Equity and Anti-Oppression	0.26	0.26	-
Indigenous Education	0.29	0.29	-
IT Capital Plan	0.16	0.16	-
Long Range Facilities Plan	0.12	0.12	-
Online Learning Funding for Courses in Progress	0.41	0.41	-
Purchase Order Commitments	0.79	0.79	-
School Budget Balances	2.85	2.85	-
<b>Total Operations Spanning Multiple School Years</b>	4.94	4.94	-
Anticipated Unusual Expenses Identified			
Financial Provisions	1.36	0.80	0.56
Risk Mitigation - Systems and Processes	0.67	0.20	0.47
<b>Total Anticipated Unusual Expenses Identified</b>	2.03	1.00	1.03
Nature of Constraints on the Funds			
Early Career Mentorship	0.26	0.26	-
Grants and Donations	3.13	0.93	2.20
Scholarships	0.81	0.18	0.63
School Generated Funds	7.74	1.14	6.60
<b>Total Nature of Constraints on the Funds</b>	11.94	2.51	9.43
<b>Total Internally Restricted Operating Surplus</b>	\$ 18.91	\$ 8.45	\$ 10.46

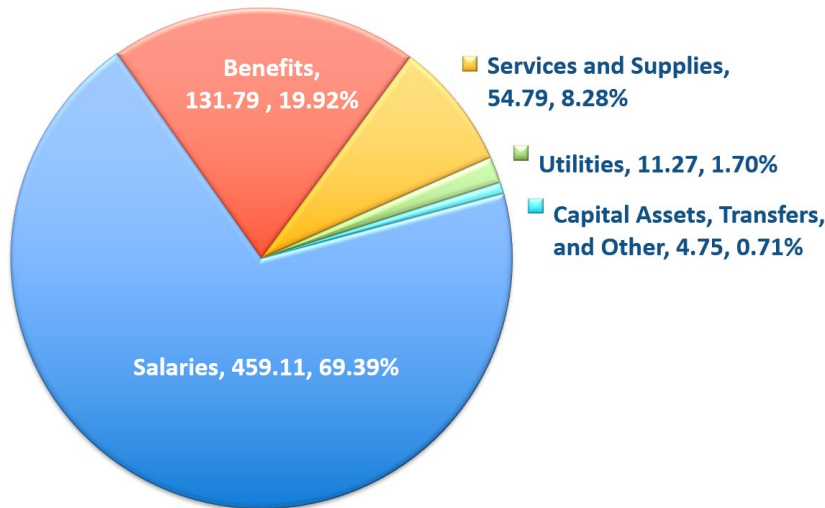
**Amended Operating Budget Highlights**

The majority of revenues are received from the government in the form of operating grant funding from the Ministry of Education and Child Care, other provincial grants, and federal grants (91 per cent). The level of provincial funding consequently has a significant impact on the educational services and programs that can be offered.

Because the primary determinant of provincial funding is enrolment, variances between forecasted enrolment and actual enrolment affect the actual funding available to fund District operations. Outside of provincial grants, international education and other tuition fees are the primary source of revenue, which account for four per cent of total revenue. The projected operating budget revenue for 2025-2026 is \$662.22 million (\$653.77 million revenues plus \$8.45 million prior year surplus).



The projected operating expenditures total \$661.71 million (expenses \$656.96 million, capital assets and other \$4.53 million, and transfer to local capital \$0.22 million). Salaries and benefits account for 89 per cent of the operating budget expenditures, while services, supplies, utilities, and capital assets purchased represent 11 per cent.



### Indigenous Education

The work of the Indigenous Education team is essential to achieving the goals of the Vancouver School Board’s Education Plan and the priorities outlined in the Framework for Enhancing Student Learning report.

As required by the BC School Act and the Ministry’s [Indigenous Education Council \(IEC\) Policy](#), the VSB has established and works with an Indigenous Education Council. VSB works closely with the IEC to develop and deliver programs and services that support Indigenous student success and integrate Indigenous culture, language, and ways of knowing. The IEC advises the VSB on improving Indigenous student outcomes, the appropriate integration of Indigenous worldviews and perspectives, and the allocation of targeted grants. This work is grounded in respect for the local Nations on whose territories VSB schools operate, including prioritizing local cultural content, protocols, and language.

To inform the 2025-2026 budget, the Director of Instruction – Indigenous Education and District staff engaged with inherent rights holders from the three Host Nations to gather input on priorities for Indigenous education targeted funding (IETF).

The VSB receives targeted funding to support Indigenous education based on reported student enrolment. For 2025-2026, enrolment is 2,043 FTE, generating \$3.66 million in funding (42 students or \$0.08 million higher than projected). The Ministry provides an additional grant of \$0.09 million to support the operation of Indigenous Education Councils (IEC).

Compared to the annual budget, services and supplies increased by \$0.38 million, funded by prior year surplus (\$0.30 million), and increased enrolments (\$0.08 million). The salaries and benefits budget of \$3.93 million includes \$0.19 million in vacancy savings that are available to be reallocated on a one-time basis to support initiatives and/or staffing as determined by the IEC. The use of additional targeted funding (\$0.08 million) and carry-forward targeted funds from the prior year (IETF \$0.14 million and IEC \$0.09 million) is subject to IEC approval.

The annual operating fund contribution is \$0.45 million. For 2024-2025, \$0.36 million was used, and an additional \$0.09 million was carried forward to the 2025-2026 budget to be used for services and supplies.

Figure 10 – Indigenous Education

(\$ millions)	2022-23	2023-24	2024-25	2025-26	2025-26	2025-26
	Actual	Actual	Actual	Annual	Change	Amended
Student Enrolment FTE	2,161	2,109	2,065	2,001	42	2,043
<b>Revenue</b>						
MECC Grant Indigenous Education	\$ 3.38	\$ 3.61	\$ 3.66	\$ 3.58	\$ 0.08	\$ 3.66
MECC Grant Indigenous Education Council	-	-	0.08	0.09	-	0.09
<b>Total Revenue</b>	<b>3.38</b>	<b>3.61</b>	<b>3.74</b>	<b>3.67</b>	<b>0.08</b>	<b>3.75</b>
<b>Expense</b>						
Salaries and Benefits	3.17	3.33	3.62	3.93	-	3.93
Services and Supplies	0.47	0.69	0.63	0.19	0.38	0.57
<b>Total Expense</b>	<b>3.64</b>	<b>4.02</b>	<b>4.25</b>	<b>4.12</b>	<b>0.38</b>	<b>4.50</b>
<b>Prior Year Surplus</b>						
Targeted Funds	0.13	0.30	0.15	-	0.14	0.14
Operating Contribution	-	-	-	-	0.09	0.09
Education Council	-	-	-	-	0.07	0.07
<b>Available Funds (Operating Contribution)</b>	<b>\$ (0.13)</b>	<b>\$ (0.11)</b>	<b>\$ (0.36)</b>	<b>\$ (0.45)</b>	<b>\$ -</b>	<b>\$ (0.45)</b>

Figure 11 – Indigenous Education Budget by Funding Type

(\$ millions)	IETF	IETF	IEC	IEC	Operating	Operating	Total	Total
	Annual	Amended	Annual	Amended	Annual	Amended	Annual	Amended
Student Enrolment FTE	2,001	2,043					2,001	2,043
<b>Revenue</b>								
MECC - IETF	\$ 3.58	\$ 3.66	\$ -	\$ -	\$ -	\$ -	\$ 3.58	\$ 3.66
MECC - IEC	-		0.09	0.09	-	-	0.09	0.09
Total Revenue	3.58	3.66	0.09	0.09	-	-	3.67	3.75
<b>Expense</b>								
Salaries and Benefits	3.50	3.50	-	-	0.43	0.43	3.93	3.93
Services and Supplies	0.08	0.30	0.09	0.16	0.02	0.11	0.19	0.57
Total Expense	3.58	3.80	0.09	0.16	0.45	0.54	4.12	4.50
Prior Year Surplus	-	0.14	-	0.07	-	0.09	-	0.30
Net Revenue (Expense)	\$ -	\$ -	\$ -	\$ -	\$ (0.45)	\$ (0.45)	\$ (0.45)	\$ (0.45)

### Inclusive Education

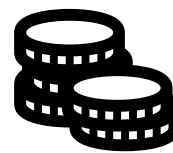
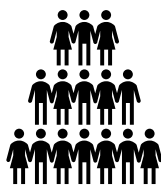
In alignment with the Ministry, VSB promotes an inclusive education system in which students with disabilities or diverse abilities are fully participating members of a community of learners. Inclusion describes the principle that all students are entitled to equitable access to learning, achievement and the pursuit of excellence in all aspects of their educational programs. The practice of inclusion is not necessarily synonymous with full integration in regular classrooms and goes beyond placement to include meaningful participation and the promotion of interaction with others.

To inform this budget, a working group examined enrolment data, achievement data, referrals to learning services, the Education Plan, and VSB’s Framework for Enhancing Student Learning to articulate trends in support needs for learners who attend VSB schools. Additionally, staff reviewed and incorporated recommendations from the District Parent Advisory Council Inclusive Education Working Group report.

The analysis revealed several key trends, including a significant increase in the percentage of students receiving designations for autism in the past five years, changes to referral patterns to District self-contained programs as more students opt to attend their local schools, and an increase in students with complex needs. Additionally, there has been difficulty in staffing specialized positions such as speech language pathologists, school psychologists, resource teachers and education assistants. Students with disabilities or diverse abilities are also achieving at lower levels on Foundation Skills Assessments as well as graduation assessments and have a lower graduation rate than resident students combined.

To address these trends, the budget contains several adjustments to better support inclusive education. There is a move toward specialized staffing that supports students in their neighbourhood schools, rather than moving students out of their catchment schools to self-contained programs. Ongoing, district-wide professional learning opportunities are also prioritized focusing on Universal Design for Learning (UDL) and social communication and emotional regulation transactional support (SCERTS) framework training. Additionally, targeted interventions for literacy will be implemented to support students’ academic achievement. This work aligns with the Ministry’s K-12 Literacy Initiatives focus.

Supplemental operating grant funding for students with diverse needs is anticipated to be \$90.18 million. This includes Inclusive Education funding of \$86.99 million, as well as \$3.19 million in supplemental funding to support transportation for students with diverse needs. The infographic below shows that total inclusive education expenditures of \$130 million funded from the operating fund exceed the supplemental funding received by \$39.82 million. Additional inclusive education supports are provided through special purpose funds especially the Classroom Enhancement Fund and Community LINK.



<b>Educators Psychologists SLPs</b>	<b>Education Assistants</b>	<b>Transportation</b>	<b>Supplies &amp; Other</b>	<b>Supplemental Operating Funding</b>
\$47.86 million	\$76.07 million	\$3.94 million	\$2.13 million	
<b>Total Operating Expense \$130.00 million</b>				<b>\$90.18 million</b>

### International Education

VSB’s International Education Program is a comprehensive program aimed at providing international students with education opportunities in Vancouver. The program provides students with a quality education, a diverse curriculum, language support and other support services. Overall, the program provides a supportive and enriching educational experience.

Enrolment trends can change based global factors and federal government immigration policy that are difficult to anticipate. Student enrolment has decreased by 25 FTE from the preliminary budget. Students who withdraw from the program may qualify for a full or partial refund of tuition paid. The amounts recorded as tuition revenue in the actual revenues for 2022-2023 through 2024-2025 include funds received from students that have withdrawn from the program that did not qualify for a full refund. A summary of estimated revenue and expense for the program is provided in the following table.

Figure 12 - International Education Summary

(\$ millions)	2022-23	2023-24	2024-25	2025-26	2025-26	2025-26
	Actual	Actual	Actual	Annual	Change	Amended
International Student FTE	1,226	1,349	1,429	1,260	(25)	1,235
<b>Revenue</b>						
Tuition	\$ 21.42	\$ 24.31	\$ 23.76	\$ 21.50	\$ (0.42)	\$ 21.08
Other Revenue	0.95	1.24	1.05	0.78	-	0.78
Total Revenue	22.37	25.55	24.81	22.28	(0.42)	21.86
<b>Expense</b>						
Salaries and Benefits	8.90	9.49	10.11	8.01	(0.05)	7.96
Services and Supplies	1.70	2.00	1.98	1.81	-	1.81
Total Expense	10.60	11.49	12.09	9.82	(0.05)	9.77
Net Revenue (Expense)	\$ 11.77	\$ 14.06	\$ 12.72	\$ 12.46	\$ (0.37)	\$ 12.09

### Food Services

VSB provides approximately 4,300 meals daily to students facing food insecurity through various meal programs. These programs include Food4Schools, which offers meals to students at schools without cafeteria facilities, and LunchSmart, the primary lunch program that includes meals prepared in secondary school cafeterias and VSB's two commissary kitchens. Additionally, breakfast programs provide hot and cold breakfasts to students in both elementary and secondary schools.

VSB directly operates ten secondary school cafeterias and two commissary kitchens, while also overseeing the operation of seven secondary school cafeterias managed by a third-party contractor.

The primary source of funding for VSB meal programs is the MECC’s [Feeding Futures Fund](#) (\$5.55 million for 2025-2026), supplemented by grants and donations. The Ministry provides funding for cafeteria capital additions and upgrades through the Food Infrastructure Program.

The 2024-2025 National School Food Program funding of \$125,000 was spent in 2025-2026 for a walk-in cooler upgrade which will ensure continuity of food service. For the 2025-2026 year, VSB will also receive \$903,520 under the Federal Government’s National School Food Program, with funding for 2026–2027 and future years yet to be confirmed.

The City of Vancouver grant of \$325,000 was renewed for 2025-2026. Other grants and donations are not guaranteed sources of funding and any shortfall from budgeted estimates may negatively impact the number of meals that the VSB can provide under food programs.

An operating contribution of \$0.29 million is required to maintain current staffing levels. However, the number of subsidized meals that can be provided in future years is highly dependent on actual revenue, supplies costs and staffing costs. Additional information on the Feeding Futures Fund and the National School Food Program can be found in the Special Purpose Funds section of this report.

In 2023-2024, the actual expenses for food services were \$7,604,500 (salaries and benefits of \$4,282,750 and services and supplies of \$3,321,750) and actual revenues were \$7,311,593.

In 2024-2025, the actual expenses for food services were \$7,234,200 (salaries and benefits of \$3,898,320 and services and supplies of \$3,471,160), and actual revenues were \$7,651,329.

In the 2025-2026 amended budget, estimated expenses for food services are \$8,451,755 (salaries and benefits of \$4,631,350, services and supplies of \$3,820,405), estimated capital costs are \$435,730, and estimated revenues were \$8,264,884.

The reduction in Feeding Futures Funding is based on the funding formula applied by government. See [Feeding Futures Table](#).

Figure 13 – Food Services Summary

(\$ millions)	2022-23	2023-24	2024-25	2025-26	2025-26	2025-26
	Actual	Actual	Actual	Annual	Change	Amended
<b>Revenue</b>						
Provincial Grants	\$ 3.30	\$ 5.56	\$ 5.66	\$ 5.55	\$ 1.02	\$ 6.57
Cafeteria Sales Revenue	0.95	0.87	0.95	0.99	-	0.99
Commission Revenue	0.08	0.08	0.12	0.08	-	0.08
Grants and Donations	0.45	0.58	0.66	0.41	(0.01)	0.40
Other Revenue	0.24	0.22	0.26	0.22	-	0.22
<b>Total Revenue</b>	<b>5.02</b>	<b>7.31</b>	<b>7.65</b>	<b>7.25</b>	<b>1.01</b>	<b>8.26</b>
<b>Expense</b>						
Salaries and Benefits	3.17	4.28	3.90	4.42	0.21	4.63
Services and Supplies	2.54	3.05	3.47	3.12	0.70	3.82
<b>Total Expense</b>	<b>5.71</b>	<b>7.33</b>	<b>7.37</b>	<b>7.54</b>	<b>0.91</b>	<b>8.45</b>
<b>Net Revenue (Expense)</b>	<b>(0.69)</b>	<b>(0.02)</b>	<b>0.28</b>	<b>(0.29)</b>	<b>0.10</b>	<b>(0.19)</b>
Capital Assets Purchased	(0.19)	(0.27)	-	-	(0.43)	(0.43)
Appropriated Surplus	0.11	0.35	0.05	-	0.33	0.33
<b>Surplus (Deficit) for the Year</b>	<b>\$ (0.77)</b>	<b>\$ 0.06</b>	<b>\$ 0.33</b>	<b>\$ (0.29)</b>	<b>\$ -</b>	<b>\$ (0.29)</b>

## Operating Budget Summary

The following table summarizes budgeted revenue and expenses by type.

Figure 14 – Operating Revenue and Expense by Type

Budgeted Revenue and Expense (\$ millions)	2024-25 Actual	2025-26 Annual	2025-26 Amended	Change \$	Change %
<b>Revenue</b>					
Provincial Grants - MECC	\$ 594.09	\$ 596.04	\$ 598.31	\$ 2.27	0.38%
Provincial Grants - Other	0.06	0.08	0.09	0.01	12.50%
Federal Grants	3.38	3.07	3.07	-	0.00%
Tuition	26.40	23.69	23.26	(0.43)	(1.82%)
Other Revenue	23.01	18.03	18.79	0.76	4.22%
Rentals and Leases	6.70	5.54	6.03	0.49	8.84%
Investment Income	6.28	4.48	4.22	(0.26)	(5.80%)
<b>Total Revenue</b>	<b>659.92</b>	<b>650.93</b>	<b>653.77</b>	<b>2.84</b>	<b>0.44%</b>
<b>Expenses</b>					
<b>Salaries</b>					
Teachers	275.78	271.18	267.47	(3.71)	(1.37%)
Principals and Vice Principals	31.07	30.51	30.41	(0.10)	(0.33%)
Educational Assistants	53.24	60.35	60.78	0.43	0.71%
Support Staff	66.54	67.98	67.92	(0.06)	(0.09%)
Other Professionals	14.69	14.05	14.17	0.12	0.85%
Substitutes	18.45	15.42	18.36	2.94	19.07%
Employee Benefits	130.70	132.29	131.79	(0.50)	(0.38%)
<b>Total Salaries and Benefits</b>	<b>590.47</b>	<b>591.78</b>	<b>590.90</b>	<b>(0.88)</b>	<b>(0.15%)</b>
<b>Services and Supplies</b>					
Services	21.06	13.25	15.99	2.74	20.68%
Student Transportation	4.26	3.34	3.90	0.56	16.77%
Professional Development and Travel	1.44	1.40	1.61	0.21	15.00%
Rentals and Leases	0.76	0.96	0.87	(0.09)	(9.38%)
Dues and Fees	1.06	0.92	1.24	0.32	34.78%
Insurance	1.59	1.77	1.82	0.05	2.82%
Supplies	27.02	23.81	29.35	5.54	23.27%
Utilities	11.43	10.98	11.28	0.30	2.73%
<b>Total Services and Supplies</b>	<b>68.62</b>	<b>56.43</b>	<b>66.06</b>	<b>9.63</b>	<b>17.07%</b>
<b>Total Expense</b>	<b>659.09</b>	<b>648.21</b>	<b>656.96</b>	<b>8.75</b>	<b>1.35%</b>
<b>Net Revenue (Expense)</b>	<b>0.83</b>	<b>2.72</b>	<b>(3.19)</b>	<b>(5.91)</b>	
Tangible Capital Assets and Other	(2.93)	(2.72)	(4.53)	(1.81)	66.54%
Interfund Transfers	1.04	-	(0.22)	(0.22)	100.00%
Use of Surplus	1.06	-	8.45	8.45	100.00%
<b>Surplus (Deficit) for the Year</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 0.51</b>	<b>\$ 0.51</b>	

## SPECIAL PURPOSE FUNDS

The special purpose funds budget includes revenue and expenditures related to grants received from third parties that have restrictions on how they may be spent. Special purpose funds consist of targeted funding allocated to school districts for a specific purpose. Operating and capital funds cannot be transferred to special purpose funds.

Pursuant to Sections 156(4) and (5) of the *School Act*, each special purpose fund must be accounted for in accordance with the terms of that special purpose fund. *Treasury Board Restricted Contribution Regulation 198/2011*, issued in November 2011, defines a restricted contribution as “a contribution that is subject to a legislative or contractual stipulation or restriction as to its use other than a contribution or part of a contribution that is of, or for the purpose of acquiring, land.”

The following grants meet the definition of a restricted contribution per Treasury Board Regulation 198/2011:

- Annual Facility Grants (AFG) (excluding amounts paid via bylaw)
- Assistive Technology AT-BC
- Changing Results for Young Children (CR4YC)
- Classroom Enhancement Fund – Overhead
- Classroom Enhancement Fund – Remedies
- Classroom Enhancement Fund – Staffing
- Communication Assistance for Youth and Adults (CAYA)
- CommunityLINK Grants (CLINK)
- CommunityLINK Other
- Early Care & Learning (ECL)
- Feeding Futures Fund
- First Nation Student Transportation Fund
- Learning Improvement Fund (LIF)
- Mental Health in Schools
- National School Food Program (NSFP)
- Official Languages in Education French Programs (OLEP)
- Professional Learning Grant
- Provincial Resource Centre for the Visually Impaired (PRCVI)
- Provincial Resource Program (PRP) (including SET BC)
- Ready, Set, Learn
- School Generated Funds (restricted contributions only)
- Settlement Workers in School
- Special Education Technology
- Strengthening Early Years to Kindergarten Transitions (SEY2KT)
- Strong Start
- Student & Family Affordability Fund (discontinued in 2025-2026)
- Work Experience Enhancement

Special purpose funds revenue is estimated to total \$112.78 million, which represents an increase of \$10.92 million compared to the 2025-2026 Annual Budget. The following table summarizes revenue, and expenses by type for special purpose funds. The last year for the Student and Family Affordability fund was 2024-2025 and no further contributions are expected.

Figure 15 – Special Purpose Funds

(\$ millions)	2022-23	2023-24	2024-25	2025-26	2025-26	2025-26
	Actual	Actual	Actual	Budget	Change	Amended
<b>Revenue</b>						
Provincial Grants - MECC	\$ 69.66	\$ 76.60	\$ 88.21	\$ 85.17	\$ 10.70	\$ 95.87
Provincial Grants - Other	7.85	9.15	10.00	8.68	0.22	8.90
Other Revenue	7.55	7.48	7.90	7.17	-	7.17
Investment Income	0.82	0.95	0.89	0.84	-	0.84
<b>Total Revenue</b>	<b>85.88</b>	<b>94.18</b>	<b>107.00</b>	<b>101.86</b>	<b>10.92</b>	<b>112.78</b>
<b>Expense</b>						
Salaries and Benefits	60.01	69.45	78.78	78.16	8.86	87.02
Services and Supplies	25.21	24.21	28.04	23.04	1.58	24.62
<b>Total Expense</b>	<b>85.22</b>	<b>93.66</b>	<b>106.82</b>	<b>101.20</b>	<b>10.44</b>	<b>111.64</b>
<b>Net Revenue (Expense)</b>	<b>0.66</b>	<b>0.52</b>	<b>0.18</b>	<b>0.66</b>	<b>0.48</b>	<b>1.14</b>
Tangible Capital Assets Purchased	(0.66)	(0.52)	(0.18)	(0.66)	(0.48)	(1.14)
<b>Surplus (Deficit) for the Year</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

Figure 16 – Special Purpose Funds Budgeted Grant Spending (Revenue Recognition)

SPF Revenue by Fund (\$ millions)	2022-23	2023-24	2024-25	2025-26	2025-26	2025-26
	Actual	Actual	Actual	Annual	Change	Amended
AFG	\$ 2.26	\$ 3.15	\$ 1.68	\$ 2.24	\$ -	\$ 2.24
AT-BC	5.07	5.87	6.48	5.48	0.14	5.62
CAYA	3.05	3.47	4.19	3.97	-	3.97
CEF	36.37	37.03	49.65	46.51	8.37	54.88
CR4YC	0.01	0.01	0.01	0.01	(0.01)	-
CommunityLINK	9.93	10.78	10.13	10.65	0.58	11.23
CommunityLINK - Other	0.37	0.29	0.23	0.23	-	0.23
Early Childhood Education Dual Credit Program	-	-	0.04	0.03	0.04	0.07
Early Childhood Grants	0.08	0.21	0.21	0.20	-	0.20
Feeding Futures Fund	-	5.57	5.65	5.55	-	5.55
First Nation Student Transportation Fund	0.13	0.15	0.15	0.15	-	0.15
LIF	1.56	2.03	1.82	2.03	-	2.03
Mental Health in Schools	0.06	0.08	0.02	0.05	0.03	0.08
Miscellaneous	0.27	0.44	0.13	0.41	-	0.41
National School Food Program	-	-	0.01	-	1.02	1.02
OLEP	0.75	0.78	0.82	0.80	(0.02)	0.78
PRCVI	2.53	2.91	2.88	3.24	0.11	3.35
PRP	2.41	2.86	3.03	2.71	-	2.71
Professional Learning Grant	-	-	0.01	0.20	-	0.20
Ready Set Learn	0.23	0.22	0.18	0.22	0.04	0.26
Scholarships and Bursaries	0.10	0.08	0.02	0.10	-	0.10
School Generated Funds	6.99	6.70	7.63	6.45	0.01	6.46
Seamless Day Kindergarten Funding	0.04	0.15	0.06	-	0.02	0.02
SET-BC	8.20	9.43	9.69	9.95	0.18	10.13
Strong Start	0.61	0.61	0.61	0.61	0.04	0.65
Student & Family Affordability Fund	3.67	1.03	1.66	-	0.39	0.39
Work Experience Enhancement Fund	-	-	-	0.05	-	0.05
<b>TOTAL</b>	<b>\$ 84.79</b>	<b>\$ 94.18</b>	<b>\$ 107.00</b>	<b>\$ 101.86</b>	<b>\$ 10.92</b>	<b>\$ 112.78</b>

### Annual Facility Grant

The Annual Facility Grant (AFG) was established to account for Ministry grants and expenditures relating to annual facility maintenance projects. The AFG allocation is comprised of both a special purpose fund allocation and a bylaw capital allocation. This funding is first allocated to fund province-wide initiatives (\$2.00 million for the Capital Asset Management System), and the balance is distributed to school districts.

AFG funds may be spent for the purpose of:

- Upgrading or replacing existing facility components through the expected economic life of an existing capital asset.
- Enhancing the service life potential of an existing capital asset or component of an existing capital asset by addressing deficiencies in design or construction and unsafe conditions.
- Significantly lowering the associated operating costs of an existing capital asset.
- Extending the life of an existing capital assets or a component of an existing capital asset beyond its original life expectancy.

Each school district is required to prepare a spending plan and submit it to the Ministry for approval. A summary of the 2025-2026 AFG funding allocation compared to the previous year is shown in the following table.

AFG Funding Allocation	2024-2025	2025-2026	Change
<b>Capital</b>	\$12,068,331	\$13,468,524	\$1,400,194
<b>Special Purpose Fund</b>	\$2,238,404	\$2,238,404	\$ 0
<b>Provincial CAMS*</b>	\$(190,502)	\$(190,502)	\$ 0
<b>Total Grant</b>	\$14,116,232	\$15,516,426	\$1,400,194

\*Represents deductions made for the maintenance of the Provincial Capital Asset Management System (CAMS).

The 2025-2026 AFG Expenditure Plan is included below.

AFG Expenditure by Type (in thousands)	Description of Items Included in Plan
Accessibility	\$1,029 Elevator upgrades and rebuilds Accessible washroom construction Accessible emergency response Exterior access Sensory room conversions based on District Learning Services at various locations Power door upgrades and instillations at various locations Washroom conversion to accessible washroom stair lift / replacement as needed
Asbestos Abatement	\$857 Boiler refractory Pipe insulation Asbestos testing and removal
Electrical	\$2,218 LED lighting upgrades Fire alarm upgrades Emergency lighting replacement PA upgrades High voltage vault servicing Security system upgrades Power distribution panel upgrades Phone wiring analogue to VOIP Hand dryer installation

AFG Expenditure by Type (in thousands)		Description of Items Included in Plan
Exterior Wall Systems	\$1,503	Exterior painting and pressure washing Door and hardware upgrades Windows replacement Exterior skirting and fascia Gutters and barriers, masonry
HVAC	\$1,516	Boiler upgrades, furnace upgrades Heating coil replacement Ventilation recalibrations Heating piping replacement Control upgrades Compressor repairs and replacement Replace the dust collection system for the Carpentry shop to address Health and Safety issues
Interior Construction	\$3,174	Gym floor refinishing and flooring upgrades Rekeying, gym door repairs Drapery renewal Millwork renewal Shop equipment safeguarding
Plumbing	\$1,295	Water pipe replacement Water bottle fill stations Washroom upgrades Sprinkler review and upgrades Water conservation
Roofing	\$2,536	Replace failing roof systems
Site Upgrades	\$1,388	Replace external stairs Sidewalks, pathways, courts Handrails, ladders, flag poles Tree pruning and management Playground repairs and access improvement
<b>Total</b>	<b>\$15,516</b>	

A summary of the Annual Facilities Grant special purpose fund budget is included in Figure 17.

Figure 17 – Annual Facilities Grant

(\$ millions)	2022-23	2023-24	2024-25	2025-26	2025-26	2025-26
	Actual	Actual	Actual	Annual	Change	Amended
<b>Revenue</b>						
Provincial Grants - MECC	\$ 2.24	\$ 2.24	\$ 1.35	\$ 2.24	\$ -	\$ 2.24
Investment Income	0.02	0.01	-	-	-	-
<b>Total Revenue</b>	<b>2.26</b>	<b>2.25</b>	<b>1.35</b>	<b>2.24</b>	<b>-</b>	<b>2.24</b>
<b>Expense</b>						
Salaries and Benefits	1.99	1.91	0.98	1.68	-	1.68
Services and Supplies	0.27	0.34	0.37	0.56	-	0.56
<b>Total Expense</b>	<b>2.26</b>	<b>2.25</b>	<b>1.35</b>	<b>2.24</b>	<b>-</b>	<b>2.24</b>
<b>Net Revenue (Expense)</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

### Classroom Enhancement Fund

On March 10, 2017, the Ministry of Education, the BC Public School Employers Association (BCPSEA) and the BC Teachers' Federation (BCTF) ratified a Memorandum Agreement (the Memorandum) pursuant to a Letter of Understanding (LoU) No. 17, to the 2013-2019 BCPSEA-BCTF Provincial Collective Agreement. The Memorandum fully and finally resolves all matters related to the implementation of the Supreme Court of Canada decision in the Fall of 2016.

The ratification of this agreement resulted in the establishment of the Classroom Enhancement Fund (CEF) to address the additional teacher and corresponding overhead costs throughout the province associated with this Memorandum. The school district is required to record and report the actual costs, and the amount allocated may be adjusted to reflect the actual costs incurred.

The restored collective agreement language for class size and district level non enrolling teacher staffing generation ratios are outlined in the following tables. For posting and/or filling non-enrolling teacher positions, the school district may combine the non-enrolling teacher categories of Learning Assistance Teachers, Special Education Teachers and English Language Learners into a single category.

#### Restored Collective Agreement Class Size

Secondary	Collective Agreement Class Size	Elementary	Collective Agreement Class Size
English	1:28	Kindergarten	1:20
Home Economics Labs	1:28	Grade 1 - 3	1:22
English Language Learners	1:20	Grade 3/4 Split (more Grade 3's)	1:22
Technical Studies (except drafting)	1:24	Grade 3/4 Split (more Grade 4's)	1:24
Special Education with 6 or more FTE	1:15	Grade 4 - 7	1:30
All Others	1:30	Grade 4 - 7 (multi age)	1:28

#### Non-Enrolling Ratios

Non-Enrolling Teachers	Collective Agreement Ratios
Teacher Librarians	1:702
Counsellors	1:535
Learning Assistance Teachers	1:504
Special Education Teachers	1:232
English Language Learners (1:ELL student enrolment)	1:57.5

Based on the collective agreement, for 2025-2026, the estimated teachers by category are: Teacher librarians - 71.77 FTE, Counsellors – 94.17 FTE and Learning assistance/special education/ELL - 478.98 FTE.

The preliminary budget included VSB's preliminary CEF allocation of \$46.51 million, sufficient to fund an estimated 315.4 FTE teachers (\$41.91 million) and overhead costs (\$4.51 million). In September 2025, VSB reported to MECC the actual additional staffing required to meet restored collective agreement requirements and MECC provided funding totalling \$54.88 million, sufficient to fund an estimated 366.81 FTE teachers (\$48.80 million), overhead costs (\$4.60 million) and remedies (\$1.48 million).

Figure 18 - Classroom Enhancement Fund Grants

(\$ millions)	2022-23	2023-24	2024-25	2025-26	2025-26	2025-26
	Actual	Actual	Actual	Annual	Change	Amended
CEF - Teacher FTE	265.00	315.40	315.40	315.40	51.41	366.81
CEF - Teacher Funding	\$ 31.21	\$ 32.43	\$ 41.91	\$ 41.91	\$ 6.89	\$ 48.80
CEF - Overhead	4.25	4.42	4.60	4.60	-	4.60
CEF - Remedies	0.91	0.18	1.55	-	1.48	1.48
Total CEF Funding	\$ 36.37	\$ 37.03	\$ 48.06	\$ 46.51	\$ 8.37	\$ 54.88

The Ministry provides funding for school districts to fund remedy payments. In accordance with a directive from MECC, the funding of remedies through CEF requires an agreement with the district’s teachers’ association. As of June 2025, the VSB entered agreements with VEAES and VSTA to fund additional teachers for 2025-2026 using unused CEF remedies funds from prior years (7.48 FTE and 8.09 FTE respectively). The amount budgeted for remedies in the 2025-2026 fiscal year reflects the estimated amounts owing, but the timing and value of remedies paid cannot be determined at this time.

It should be noted that MECC does not provide sufficient funding to cover the estimated cost of teachers teaching on call required to replace absent teachers who are funded under CEF. The estimated cost of teacher replacements is \$2.67 million, whereas CEF funding for teacher replacements is \$0.48 million; the unfunded cost is \$2.19 million and must be covered from the operating fund.

The table below summarizes CEF revenue and expenses.

Figure 19 - Classroom Enhancement Fund

(\$ millions)	2022-23	2023-24	2024-25	2025-26	2025-26	2025-26
	Actual	Actual	Actual	Annual	Change	Amended
<b>Revenue</b>						
Provincial Grants - MECC	\$ 36.31	\$ 37.03	\$ 48.06	\$ 46.51	\$ 8.37	\$ 54.88
Investment Income	0.06	-	-	-	-	-
<b>Total Revenue</b>	<b>36.37</b>	<b>37.03</b>	<b>48.06</b>	<b>46.51</b>	<b>8.37</b>	<b>54.88</b>
<b>Expense</b>						
Salaries and Benefits	35.76	36.96	47.95	46.42	8.37	54.79
Services and Supplies	0.61	0.07	0.11	0.09	-	0.09
<b>Total Expense</b>	<b>36.37</b>	<b>37.03</b>	<b>48.06</b>	<b>46.51</b>	<b>8.37</b>	<b>54.88</b>
<b>Net Revenue (Expense)</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

### CommunityLINK

CommunityLINK funding is designed to support the academic advancement and social functioning of students coming from vulnerable circumstances. VSB uses these funds to support a wide range of programs including academic supports, counselling, and after-school programs.

In 2025-2026 the grant will be used to fund 13 FTE community coordinators, 53.9 FTE educational assistants, 19.35 FTE teachers, 2.86 FTE support staff, 1 FTE principal and 2 FTE exempt staff.

Additional unused funds from 2024-2025 in the amount of \$0.58 million have been approved for use during 2025-2026 and have been budgeted to be fully spent.

Figure 20 - CommunityLINK Budget

(\$ millions)	2022-23	2023-24	2024-25	2025-26	2025-26	2025-26
	Actual	Actual	Actual	Annual	Change	Amended
<b>Revenue</b>						
Provincial Grants	\$ 9.87	\$ 10.71	\$ 10.92	\$ 10.65	\$ 0.58	\$ 11.23
Investment Income	0.06	0.07	-	-	-	-
<b>Total Revenue</b>	<b>9.93</b>	<b>10.78</b>	<b>10.92</b>	<b>10.65</b>	<b>0.58</b>	<b>11.23</b>
<b>Expense</b>						
Salaries and Benefits	7.79	10.09	9.52	9.51	0.06	9.57
Services and Supplies	2.14	0.69	1.40	1.14	0.48	1.62
<b>Total Expense</b>	<b>9.93</b>	<b>10.78</b>	<b>10.92</b>	<b>10.65</b>	<b>0.54</b>	<b>11.19</b>
Tangible Capital Assets Purchased	-	-	-	-	(0.04)	(0.04)
<b>Net Revenue (Expense)</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

### ***Feeding Futures Fund***

Feeding Futures funding from the Ministry of Education and Child Care is designated to assist in schools in providing meals to students who face food insecurity. 2023-2024 was the first year of funding and school districts were given time to review their food programs and to develop long-term spending plans. Through Feeding Futures, the Ministry allocates \$71.5 million per year in dedicated, multi-year funding to school districts to create and expand school food programs. In 2025-2026 Feeding Futures funding for VSB will be \$5.55 million (a decrease of \$105,068 from 2024-2025) and is projected to remain unchanged for future years.

For the 2025-2026 school year, Feeding Futures spending criteria will remain flexible so districts can allocate funds to best meet local needs. Spending criteria may be adjusted over time and school districts can expect standardized spending criteria in place for the 2026-2027 school year. The following spending criteria applies to funds received under this grant.

#### **Food**

- Must be towards the delivery of food programs to feed students who need it most (e.g., maintain current programs, increase number of students served, increase nutrition of food).
- Spending may support food for Culinary Arts programs if the food produced by the program is provided to students in need.
- Program delivery may include the procurement of third-party food service providers and/or expansion of existing contracts.

#### **Staff**

- Within reason, districts have the flexibility to hire up to one School Food Coordinator FTE if needed or offset existing costs to a School Food Coordinator. School Food Coordinator responsibilities may include coordination and/or delivery of programs (e.g., prepare food, build community connections, seek local partnerships and procurement opportunities, work with local First Nations and Indigenous partners).
- Within reason, districts may use a portion of Feeding Futures funding to offset staffing costs for staff directly involved in the delivery of school food programs. For example, this could include offsetting staffing costs for support workers or school administrators when they are directly involved in the delivery of food programs.

#### **Infrastructure and Equipment**

- Small appliances or equipment to prepare, store, cook, and transport food from a school with a kitchen to another school (e.g., kitchen utensils, insulated containers, microwaves).

#### **Other**

- Within reason, districts may use discretion to allocate a small portion of Feeding Futures funding towards home food security supports (e.g., grocery store gift cards, food hampers).
- Within reason, districts may use discretion to allocate some Feeding Futures funding towards supporting the provision of snacks for children in StrongStart BC programs, if necessary.

In 2025-2026, the funding will be used as follows:

#### ***Food Supplies (\$2.02 million)***

This allocation includes food and cafeteria supplies purchased at commissary kitchens and the secondary school cafeterias to produce meals for VSB's school food programs. We are continuing to engage with Feed BC, led by the Ministry of Agriculture and Food, to increase purchasing from BC local food suppliers.

**Staff (\$2.86 million)**

The food services coordinator is included for providing meal production, kitchen operation and staff support at commissary kitchens. The primary role is to ensure the daily preparation of meals for breakfast and lunch and the logistics of meal delivery to various schools. The staffing also includes secondary school culinary arts programs, meal production and additional commissary staffing to support the increasing meal production at commissary kitchens.

**Food Delivery (\$0.24 million)**

Material Services is responsible for transporting the delivered meal programs. Currently five trucks deliver meals to 66 locations daily.

**Third-Party Food Providers (\$0.43 million)**

Working with Growing Chefs, students are taught about food literacy and empowered to prepare different foods and share with their classmates. This gives students the opportunity to interact and learn about food. Growing Chefs is currently operating in five locations, one secondary and four elementary schools.

**Operating Fund Subsidy for School Food Programs (\$0.29 million)**

Due to reduced funding from the province, the VSB will continue supporting school food programs through operating funds, donations, and grants. For 2025-2026, the fundraising target for school food programs is set at \$0.62 million, while sales revenue from VSB-operated cafeterias is projected to be \$0.99 million, revenue from third party operated cafeterias is projected to be \$0.08 million, and appropriated surplus is projected to be \$0.33 million (City of Vancouver and Greater Vancouver Food Bank grants). The budgeted operating expenses for school food programs are estimated at \$2.31 million resulting in a net operating allocation of \$0.29 million. Throughout 2025-2026, efforts to secure additional funding for school food programs will continue to meet the increasing needs in schools.

Figure 21 – Feeding Futures Fund

(\$ millions)	2022-23	2023-24	2024-25	2025-26	2025-26	2025-26
	Actual	Actual	Actual	Annual	Change	Amended
<b>Revenue</b>						
Provincial Grants	\$ -	\$ 5.56	\$ 5.65	\$ 5.55	\$ -	\$ 5.55
Total Revenue	-	5.56	5.65	5.55	-	5.55
<b>Expense</b>						
Salaries and Benefits	-	2.90	2.69	2.86	-	2.86
Services and Supplies	-	2.66	2.96	2.69	-	2.69
Total Expense	-	5.56	5.65	5.55	-	5.55
Net Revenue (Expense)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

**National School Food Program**

In April 2024, the Government of Canada announced an investment of \$1 billion over five years for a National School Food Program (NSFP).

In March 2025, an agreement between the B.C. Government and the Government of Canada was announced, enabling B.C. to access NSFP. This funding will supplement funding from the Feeding Futures Fund and will provide an additional \$39.4 million over three years for B.C. schools and districts to expand and enhance school food programs.

On April 4, 2025, the Ministry of Education and Child Care announced the [2024-2025 National School Food Program funding amounts and spending criteria](#) and in November 2025 confirmed the [National School Food Program](#) funding for 2025-2026 year.

In 2025-2026 NSFP funds received for VSB will be \$0.90 million (an increase of \$0.77 million from 2024-2025). Funding of \$0.12 million from 2024-25 will also be spent during 2025-2026, making a combined total of \$1.02 million to be spent during 2025-2026.

Spending criteria for NSFP funding is the same as the Feeding Futures spending criteria, apart from the following:

- Districts may use funds towards major and minor food infrastructure, appliances, or equipment needed to prepare, store, cook, or transport food for programs. Food infrastructure improvements made with NSFP funding must not add square footage to an existing school facility or convert educational classroom space to a kitchen.
- Districts are encouraged to consider that, when using third parties to deliver school food programs and services, NSFP funding supports programs and services that are delivered predominantly by not-for-profit entities.
- Federal funding cannot be used to provide school food programs during school holidays; however, funding may be spent in advance of the school year if it supports the delivery of school food programs during the school year. For example, districts may use NSFP funding for infrastructure or equipment upgrades during the summer, if the upgrades support the delivery of a food program during the school year. However, districts may not use NSFP funding to provide meals or snacks to students during school holidays such as summer, spring break, or winter holidays.

All 2024-2025 NSFP funds should be spent by March 31, 2026.

In 2025-2026, the funding will be used as follows:

***Food Supplies (\$0.41 million)***

The Board approved spending plan includes expansion of the Breakfast program to four secondary schools and the increase of the capacity of 6 secondary schools currently under the program, resulting in an estimated 6,880 additional meals per month to be served. The funding will support the expansion of Food4School program to all 87 elementary schools from current levels of 66 elementary schools. A new snack program will be implemented to provide healthy snacks at 17 secondary schools. This will include fruit, vegetables, dairy and pantry items in collaboration with the Greater Vancouver Food Bank and community donors.

***Staff (\$0.18 million)***

The Board approved spending plan includes temporary staffing increases for IUOE 963 cafeteria staff to supplement breakfast preparation, service, and clean up, as well as stock the snack program carts in secondary schools, and also temporarily increased hours for some existing IUOE 963 staff to support increased capacity for the elementary school meal program. It also includes two temporary CUPE 407 Truck Drivers for the delivery of meals to additional elementary schools for the Food4School program.

***Equipment (\$0.43 million)***

Currently five trucks deliver meals to 66 locations daily and two more vehicles will be added to increase capacity to deliver Food4School program meals to the remaining elementary school locations in the future. 13 secondary schools require the replacement of their self-serve fridges to improve student engagement with the food program, improve reliability, and reduce energy consumption of existing outdated units. Snack carts will also be purchased for 17 secondary schools to support the new snack program.

Figure 22 – National School Food Program

(\$ millions)	2022-23	2023-24	2024-25	2025-26	2025-26	2025-26
	Actual	Actual	Actual	Annual	Change	Amended
<b>Revenue</b>						
Provincial Grants	\$ -	\$ -	\$ 0.01	\$ -	\$ 1.02	\$ 1.02
Total Revenue	-	-	0.01	-	1.02	1.02
<b>Expense</b>						
Salaries and Benefits	-	-	0.01	-	0.18	0.18
Services and Supplies	-	-	-	-	0.41	0.41
Total Expense	-	-	0.01	-	0.59	0.59
Capital Assets Purchased	-	-	-	-	(0.43)	(0.43)
Net Revenue (Expense)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

## CAPITAL FUND

The Capital Fund includes capital expenditures related to land, buildings (purchases and enhancements), computer hardware and software, vehicles and equipment that are funded from Ministry of Education and Child Care or Ministry of Infrastructure capital grants (bylaw capital, Ministry of Infrastructure restricted capital), land capital, local capital, the operating fund, and special purpose funds. Pursuant to Ministerial Order 033/09, an annual deficit may be incurred in the capital fund Statement of Operations for the portion of amortization expense that exceeds revenues from deferred capital contributions. This deficit does not require prior approval from the Minister of Education and Child Care.

The capital fund budget includes local capital revenue, amortization of deferred capital revenue, amortization of tangible capital assets, and capital assets funded from local capital, operating funds, and special purpose funds.

The capital fund is anticipated to record a surplus of \$0.01 million. Capital Fund revenues include the amortization of deferred capital revenue (\$31.42 million) which are funds contributed to the acquisition of tangible capital assets by the Ministry and other contributors. The amortization of tangible capital assets accounts for \$39.54 million of capital fund expenses. The amortization of tangible capital assets will exceed amortization of deferred capital revenue by \$8.12 million. The Ministry allows school districts to report a deficit in their capital funds provided it does not exceed the amortization net impact.

Figure 23 – Capital Fund Summary

(\$ millions)	2022-23	2023-24	2024-25	2025-26	2025-26	2025-26
	Actual	Actual	Actual	Annual	Change	Amended
<b>Revenue</b>						
Provincial Grants - MECC	\$ -	\$ 0.08	\$ -	\$ -	\$ -	\$ -
Other Revenue	1.64	0.46	0.45	0.44	0.05	0.49
Rentals and Leases	2.62	2.31	2.22	2.05	-	2.05
Investment Income	0.61	0.68	0.36	0.45	-	0.45
Amortization of Deferred Capital Revenue	24.55	26.53	30.29	31.96	(0.54)	31.42
<b>Total Revenue</b>	<b>29.42</b>	<b>30.06</b>	<b>33.32</b>	<b>34.90</b>	<b>(0.49)</b>	<b>34.41</b>
<b>Expense</b>						
Services and Supplies	0.53	0.86	0.66	0.63	0.12	0.75
Amortization of Tangible Capital Assets	34.35	35.25	38.79	39.91	(0.37)	39.54
Capital Adjustments	-	-	7.06	-	-	-
<b>Total Expense</b>	<b>34.88</b>	<b>36.11</b>	<b>46.51</b>	<b>40.54</b>	<b>(0.25)</b>	<b>40.29</b>
<b>Net Revenue (Expense)</b>	<b>(5.46)</b>	<b>(6.05)</b>	<b>(13.19)</b>	<b>(5.64)</b>	<b>(0.24)</b>	<b>(5.88)</b>
Net Transfers (to) from other funds	4.75	4.13	2.07	3.38	2.51	5.89
<b>Surplus (Deficit) for the Year</b>	<b>(0.71)</b>	<b>(1.92)</b>	<b>(11.12)</b>	<b>(2.26)</b>	<b>2.27</b>	<b>0.01</b>
Capital Surplus (Deficit), beginning of year	51.39	50.68	48.76	46.78	(9.14)	37.64
<b>Capital Surplus (Deficit), end of year</b>	<b>\$ 50.68</b>	<b>\$ 48.76</b>	<b>\$ 37.64</b>	<b>\$ 44.52</b>	<b>\$ (6.87)</b>	<b>\$ 37.65</b>

The actual and forecasted changes to Investment in Capital Assets are summarized in the following table.

Figure 24 – Investment in Capital Assets

(\$ millions)	2022-23 Actual	2023-24 Actual	2024-25 Actual	2025-26 Budget	2025-26 Change	2025-26 Amended
<b>Revenue</b>						
Provincial Grants - MECC	\$ -	\$ 0.08	\$ -	\$ -	\$ -	\$ -
Other Revenue	0.17	0.17	0.17	0.17	-	0.17
Amortization of Deferred Capital Revenue	24.55	26.53	30.29	31.96	(0.54)	31.42
<b>Total Revenue</b>	<b>24.72</b>	<b>26.78</b>	<b>30.46</b>	<b>32.13</b>	<b>(0.54)</b>	<b>31.59</b>
<b>Expense</b>						
Amortization of Tangible Capital Assets	34.35	35.25	38.79	39.91	(0.37)	39.54
Capital Adjustments	-	-	7.06	-	-	-
<b>Net Revenue (Expense)</b>	<b>(9.63)</b>	<b>(8.47)</b>	<b>(15.39)</b>	<b>(7.78)</b>	<b>(0.17)</b>	<b>(7.95)</b>
Net Transfers from other funds	-	-	(1.04)	-	-	-
Tangible Capital Assets Purchased	2.38	2.53	1.20	1.82	2.15	3.97
<b>Other Adjustments to Fund Balances</b>						
Tangible Capital Assets Purchased from Local Capital	1.94	6.24	3.42	2.75	4.57	7.32
Capital Lease Principal Payments	2.19	1.47	1.80	1.48	0.14	1.62
<b>Total Other Adjustments to Fund Balances</b>	<b>4.13</b>	<b>7.71</b>	<b>5.22</b>	<b>4.23</b>	<b>4.71</b>	<b>8.94</b>
<b>Surplus (Deficit) for the Year</b>	<b>\$ (3.12)</b>	<b>\$ 1.77</b>	<b>\$ (10.01)</b>	<b>\$ (1.73)</b>	<b>\$ 6.69</b>	<b>\$ 4.96</b>

A surplus of \$4.96 million is forecasted for Invested in Capital Assets. This includes an anticipated increase in capital assets purchased using Local Capital primarily for the development of the new cawās Ch'elxwá7elch Skwuláwtxw Seaside Elementary School.

## Local Capital

The Local Capital balance is comprised of rentals and leases revenue, previous years' operating surpluses, which are transferred to the local capital (LC) and the board portion of proceeds from disposal of land. With Board approval, the funds in local capital can be used to assist in funding capital or operating expenses. Local capital can also be used to fund major initiatives that are not funded by the provincial government.

Figure 25 – Local Capital

(\$ millions)	2022-23 Actual	2023-24 Actual	2024-25 Actual	2025-26 Budget	2025-26 Change	2025-26 Amended
<b>Revenue</b>						
Other Revenue	\$ 1.47	\$ 0.29	\$ 0.28	\$ 0.27	\$ 0.05	\$ 0.32
Rentals and Leases	2.62	2.31	2.22	2.05	-	2.05
Investment Income	0.61	0.68	0.36	0.45	-	0.45
<b>Total Revenue</b>	<b>4.70</b>	<b>3.28</b>	<b>2.86</b>	<b>2.77</b>	<b>0.05</b>	<b>2.82</b>
<b>Expense</b>						
Operations and Maintenance	0.34	0.73	0.55	0.55	0.12	0.67
Capital Lease Interest	0.19	0.13	0.11	0.08	-	0.08
<b>Total Expense</b>	<b>0.53</b>	<b>0.86</b>	<b>0.66</b>	<b>0.63</b>	<b>0.12</b>	<b>0.75</b>
<b>Net Revenue (Expense)</b>	<b>4.17</b>	<b>2.42</b>	<b>2.20</b>	<b>2.14</b>	<b>(0.07)</b>	<b>2.07</b>
Net Transfers from other funds						
Capital lease payments	2.37	1.60	1.91	1.56	0.14	1.70
Interfund Transfers	-	-	-	-	0.22	0.22
<b>Other Adjustments to Fund Balances</b>						
Tangible Capital Assets Purchased from Local Capital	(1.94)	(6.24)	(3.42)	(2.75)	(4.57)	(7.32)
Capital Lease Principal Payments	(2.19)	(1.47)	(1.80)	(1.48)	(0.14)	(1.62)
<b>Total Other Adjustments to Fund Balances</b>	<b>(4.13)</b>	<b>(7.71)</b>	<b>(5.22)</b>	<b>(4.23)</b>	<b>(4.71)</b>	<b>(8.94)</b>
<b>Surplus (Deficit) for the Year</b>	<b>\$ 2.41</b>	<b>\$ (3.69)</b>	<b>\$ (1.11)</b>	<b>\$ (0.53)</b>	<b>\$ (4.42)</b>	<b>\$ (4.95)</b>

The current balance of the Contingency Reserve for Local Capital is \$3.72 million.

Uses of local capital funds are approved by the Board through the annual budget, annual financial statements and specific motions. The use of local capital is reported through quarterly financial statements presented at the audit committee, the finance and personnel committee and Board meetings.

Progress updates for major capital projects are presented at the Facilities Planning Committee.

### Local Capital Revenue

Rentals and leases revenue reported in Local Capital is anticipated to be \$2.05 million in the 2025-2026.

In November 2024, VSB, with Ministry approval, finalized a 99-year ground lease with Vittori Developments Ltd. for the southern portion of Sir Sandford Fleming Elementary (Fleming) as per [Board Policy 20 - Disposal of land or improvements](#).

The key terms of the lease include:

- A 99-year pre-paid ground lease for \$8.52M, with no provision for overholding.
- Exclusive use for residential rental housing with ground-floor retail, as required under the RR-3B District schedule (zoning), in compliance with VSB policies and administrative procedures, particularly [Administrative Procedure 313](#).
- Priority access to vacant units for Vancouver School Board staff.

In alignment with PSAB revenue recognition principles, the VSB will recognize the lease proceeds over the term of the ground lease. This means that the VSB will recognize lease revenue in Local Capital of approximately \$86,000 per year over the 99-year period.

### Local Capital Expense

VSB incurs expenditures related to the planning and design of major capital projects that are funded by Local Capital. These costs include the preparation of project definition documents that must be submitted to the Ministry for a project to be considered for funding. VSB bares these costs even if an anticipated project is not approved.

The Board approved uses of Local Capital are summarized in the following table.

Figure 26 - Plan for Local Capital

(\$ millions)	2024-25	2025-26	TOTAL
	Board Approvals	Estimated Appropriations	Estimated Appropriations
Capital Projects Cost Share			
New Elementary School at Coal Harbour	\$ 2.00	\$ -	\$ 2.00
Kitsilano Secondary	0.01	-	0.01
Equipment Replacement	0.87	0.50	1.37
Financial Provisions	0.20	0.20	0.40
Parkade and Paid Parking Lots Renewal	0.65	0.15	0.80
Renewal of Leased Facilities	0.24	0.24	0.48
Replacement School at Lord Roberts Annex Site	3.23	0.77	4.00
Technology for Student Learning	0.01	-	0.01
Automated External Defibrillators	0.25	-	0.25
Vehicle Replacement Cost	-	1.11	1.11
<b>Total Use of Local Capital</b>	<b>\$ 7.46</b>	<b>\$ 2.97</b>	<b>\$ 10.43</b>

The table above identifies the anticipated Local Capital amounts that will be in 2025-2026. Amounts appropriated are expected to be spent as reported in Figure 27.

The planned spending cannot exceed the amounts appropriations listed in Figure 26 and all appropriations are subject to Board approval.

The 2025-2026 Local Capital plan includes the proposed purchase of eleven fleet vehicles at a total estimated cost of \$1.11 million to replace previously leased vehicles damaged in a flood. When comparing the options to buy versus lease over a five-year term, purchasing resulted in being the lowest cost option. The actual service life expected of the vehicles is seven to ten years. The purchase will be funded from Local Capital, with the Operating Fund providing annual transfers to replenish Local Capital fund over five years.

*Figure 27 - Plan for Local Capital - Forecasted Spending from Local Capital*

(\$ millions)	2025-26		2025-26	
	Estimated Appropriations	Estimated Spending	Change	Amended Spending
Capital Projects Cost Share				
New Elementary School at Coal Harbour	\$ 2.00	\$ 1.95	\$ 0.01	\$ 1.96
Kitsilano Secondary	0.01	-	-	-
Equipment Replacement	1.37	0.05	-	0.05
Financial Provisions	0.40	-	-	-
Parkade and Paid Parking Lots Renewal	0.80	-	-	-
Renewal of Leased Facilities	0.48	-	-	-
Replacement School at Lord Roberts Annex Site	4.00	0.50	-	0.50
Technology for Student Learning	0.01	-	-	-
Automated External Defibrillators	0.25	0.25	-	0.25
Vehicle Replacement Cost	1.11	-	1.11	1.11
Total Internally Restricted Local Capital Surplus	<u>\$ 10.43</u>	<u>\$ 2.75</u>	<u>\$ 1.12</u>	<u>\$ 3.87</u>

The following table summarizes the estimated balance for the contingency reserve for local capital that will be available at the end of the fiscal years from 2024-2025 through 2025-2026. This contingency can be used to address emerging capital needs not funded by the province and not included in this budget. The current balance of the Contingency Reserve for Local Capital is \$3.72 million.

*Figure 28 – Estimated Contingency Reserve for Local Capital*

(\$ millions)	2024-25	2025-26	2025-26	2025-26
	Actuals	Annual	Change	Amended
Contingency Reserve for Local Capital, beginning of year	\$ 3.29	\$ 4.32	\$ -	\$ 4.32
Local Capital Revenue	2.86	2.77	0.05	2.82
Local Capital Expenses	(0.66)	(0.63)	(0.12)	(0.75)
Capital Lease Principal Payment	(1.80)	(1.48)	(0.14)	(1.62)
Net Transfers - Capital Lease Payments	1.91	1.56	0.14	1.70
Uses of Contingency Reserve for Local Capital				
Fleet Refresh				
Vehicle Replacement Cost	-	-	(1.11)	(1.11)
Transfers from Operating Fund	-	-	0.22	0.22
Replacement School at Lord Roberts Annex Site	-	-	(0.64)	(0.64)
Other Uses of Contingency Reserve for Local Capital	(1.28)	(1.22)	-	(1.22)
Contingency Reserve for Local Capital, end of year	<u>\$ 4.32</u>	<u>\$ 5.32</u>	<u>\$ (1.60)</u>	<u>\$ 3.72</u>

## Bylaw Capital

Bylaw Capital includes the Ministry of Education and Child Care or Ministry of Infrastructure capital grants for specific capital projects funded by the Ministry through certificates of approval, capital portion of the Annual Facility Grant, carbon neutral capital project funding, playground equipment funding, and other project funding paid through a certificate of approval.

## Capital Projects

Capital projects funded by the Ministry through bylaw capital and Ministry of Infrastructure restricted capital are summarized in the table below.

Figure 29 – Capital Projects

Project (\$ millions)	Funding	2025-26 Annual	2025-26 Change	2025-26 Amended
<b>Bylaw Capital School Replacement</b>				
David Lloyd George <sup>1</sup>	\$ 20.27	\$ 1.00	\$ 1.13	\$ 2.13
Eric Hamber	93.52	0.75	0.93	1.68
Henry Hudson <sup>1 2</sup>	53.44	7.26	(7.26)	-
New School at Olympic Village	39.06	1.74	(0.42)	1.32
<b>Bylaw Capital Seismic Mitigation</b>				
David Livingstone	14.82	0.90	(0.90)	-
Grenfell	12.67	9.44	2.29	11.73
<b>Annual Facilities Grant<sup>3</sup></b>	13.47	13.47	-	13.47
<b>Total Bylaw</b>	<b>\$ 247.25</b>	<b>\$ 34.56</b>	<b>\$ (4.23)</b>	<b>\$ 30.33</b>
<b>Ministry Restricted Capital</b>				
cəwəs Ch'elxwá7elch Skwuláwtxw Seaside	\$ 31.47	\$ 5.76	\$ 0.10	\$ 5.86
Replacement School at Lord Roberts Annex Site	2.24	-	-	-
<b>Total Ministry Restricted Capital</b>	<b>\$ 33.71</b>	<b>\$ 5.76</b>	<b>\$ 0.10</b>	<b>\$ 5.86</b>

<sup>1</sup> The forecasted spending for the current year is dependent on receiving approval from the Ministry to access the project contingency.

<sup>2</sup> Includes both the Hudson Replacement and the Hudson Addition.

<sup>3</sup> The Annual Facilities Grant funding for 2025-2026 only.

As part of seismic replacement projects, the school district entered into agreements with the City of Vancouver to build new child care facilities within various schools. Costs associated with constructing these child care facilities are to be funded by the City of Vancouver and the school district. Minor capital projects are annual projects that can be completed within one year.

## Long Range Facilities Plan

The [Long-Range Facilities Plan \(LRFP\)](#) outlines facilities management strategies in support of long-term accommodation of projected students in support of educational programs. The LRFP is a Board-driven document that provides a framework for facilities planning and investment decisions to support the District's annual review of its Five-Year Capital Plan and proposed capital projects. The LRFP establishes facility needs, space requirements, priorities, and strategies to inform and guide facilities projects, priorities, and decisions from both a Ministry requirement perspective and a local Vancouver perspective.

## Five-Year Capital Plan

On an annual basis, VSB prepares a Five-Year Capital Plan and submits it for funding consideration to the Ministry of Education and Child Care. The LRFP outlines how Capital Plan priorities are established for new and existing facilities. To date the Ministry has not approved funding any new major capital projects included in the capital plan submitted by VSB.

## ACCUMULATED SURPLUS

The Board of Education is responsible for ensuring the school district is protected financially from financial forecasting risk and unforeseen circumstances which could negatively impact school district operations and the education of students. A level of financial reserves, in the form of an accumulated operating surplus, is an indicator of financial health and can contribute to multi-year planning for future educational services and operational needs. To discharge this responsibility and to provide increased financial stability, effective planning and support funding predictability, the Board established [Board Policy 19 - Accumulated Operating Surplus](#).

The Board’s accumulated operating surplus consists of internally restricted operating funds and unrestricted operating funds, in the following categories:

- Internally Restricted
  - Operations spanning multiple school years
  - Anticipated unusual expenses identified
  - Nature of constraints on funds
- Restricted for Future Capital Cost Share
- Unrestricted Operating Surplus (Contingency)

The policy established that the amount of Unrestricted Operating Surplus (Contingency) at the end of a fiscal year should be a minimum of 1.0 per cent and a maximum of 2.5 per cent of actual Operating Expenses of that fiscal year.

Figure 30 – Accumulated Surplus

(\$ millions)	2022-23	2023-24	2024-25	2025-26	2025-26	2025-26
	Actual	Actual	Actual	Annual	Change	Amended
<b>Capital Fund</b>						
Local Capital	\$ 16.58	\$ 12.89	\$ 11.78	\$ 10.54	\$ (3.71)	\$ 6.83
Invested in Tangible Capital Assets	34.10	35.87	25.85	33.98	(3.17)	30.81
Capital Accumulated Surplus	50.68	48.76	37.63	44.52	(6.88)	37.64
<b>Operating Fund</b>						
Operations Spanning Multiple Years	3.38	4.17	4.94	-	-	-
Anticipated Unusual Expenses Identified	1.90	8.00	2.03	-	1.03	1.03
Nature of Constraints on Funds	11.05	11.15	11.94	8.68	0.75	9.43
Contingency	4.46	2.74	6.09	3.56	3.04	6.60
Operating Fund Accumulated Surplus	20.79	26.06	25.00	12.24	4.82	17.06
Accumulated Surplus	\$ 71.47	\$ 74.82	\$ 62.63	\$ 56.76	\$ (2.06)	\$ 54.70

The VSB is forecasting a surplus budget for the 2025-2026 year with available surplus being added to operating contingency. Forecasted operating expenditures in the 2025-2026 year are \$661.71 million which corresponds to a targeted contingency balance of \$6.62 million at the end of 2025-2026. The estimated operating contingency balance is \$6.60 million. This is supplemented by the contingency reserve for local capital which is estimated to have a balance at year end of \$3.72 million. In order to achieve and maintain the targeted level of contingency, additional strategies to reduce the structural deficit will be required in the coming years.

The items forecasted as internally restricted based on the nature of constraints on funds include grants and donations (\$2.20 million), scholarships (\$0.63 million), and school generated funds (\$6.60 million).

## RISK FACTORS

There are several risk factors that may have a financial impact on VSB, ranging from enrolment changes, unexpected cost pressures and lost revenues. The two most significant areas of risk are the financial pressure associated with the budget's structural deficit and those identified in the Enterprise Risk Management review.

### Revenue

The majority of VSB's funding comes from the provincial government and there may be changes to the forecasted operating grant in the 2025-2026 Financial Plan due to changes in actual funded enrolments, or as a result of funding announcements that may occur during 2025-2026.

The provincial operating grant included in these estimates may not be the same as the operating grant distributed by the Ministry of Education and Child Care. The main factors that create variances of provincial funding are actual funded enrolment for February 2026 and May 2026, and other provincial funding announcements made during the remainder of 2025-2026.

The international education revenue included in these estimates is based on an estimated program enrolment of 1,235 students, a decline from the previous year. The actual revenue and net revenue from international education may vary significantly from estimates due to the highly competitive nature of this market, changes in the global economy and/or political climate, and the impacts of federal immigration policies. Any major negative variance from estimates will have to be funded from the contingency reserve.

Investment income is impacted by changes in interest rates as interest earned on cash balances is based on the Bank of Canada's target overnight rate. Unanticipated changes in interest rates could result in investment income varying from the amounts included in the projections.

### Expense

Salary and benefits expenses are based on average salaries and benefit rates for teachers and specific salaries for other employee groups. Variances in average teacher salaries will impact forecasted results and actual costs of substitutes may vary significantly from historical trends which are reflected in the financial projections.

The financial projections do not include general wage increases for unionized staff as the existing collective agreements expired on June 30, 2025. The timing of the completion of the current collective bargaining process cannot be readily determined. The impact of new collective agreements for unionized staff may result in changes to salary costs that are not included in these financial estimates.

These estimates do not include provisions for exempt wage increases; any provincially approved changes to exempt compensation are expected to be funded by government.

Substitute costs have been estimated based on historical absence and replacement patterns for all employee groups. Actual substitute costs may vary significantly from the costs estimated based on historical trends.

The staffing estimates for education assistants are based on estimated funded enrolment for inclusive education. Actual staffing levels required to support students with diverse abilities or disabilities may vary significantly from the staffing provided based on funded enrolment of students with disabilities or diverse abilities. Additional staffing will have to be funded from the contingency reserve.

These estimates are based on the assumption that all costs related to the implementation of the restored VTF collective agreement language will be fully funded by the Ministry of Education and Child Care through the Classroom Enhancement Fund and that all costs related to labour settlements will be fully funded by the Ministry of Education and Child Care.

Changes in weather patterns may impact utilities and forecasted utilities costs and result in unanticipated expenditures.

The existing budget allocations are not sufficient to support the procurement, maintenance or timely replacement of school district assets. This means that IT hardware is not refreshed on a regular basis, the deferred maintenance for VSB facilities continues to grow, and the facility condition index for VSB facilities continues to deteriorate. Any major equipment failures during 2025-2026 must be funded from the contingency reserve.

Rising global costs of computer hardware present a financial risk, driven by ongoing shortages of memory components (RAM and SSDs) and increased demand from AI data centres. These market pressures are leading major manufacturers to implement price increases and alter sales strategies, which may result in higher acquisition and replacement costs, reduced purchasing flexibility, and potential budget overruns for technology investments.

## Structural Deficit

A structural deficit occurs when an organization's ongoing expenditure is continually greater than its income, including government funding and other sources of revenue. If income does not cover expenses over time, the structural deficit will have a cumulative effect. Necessary infrastructure investments, maintenance and upgrades are not funded as part of the ongoing budget, which means VSB has a structural deficit which must be addressed.

Most of VSB's revenues come from provincial grants, which are tied to enrolment. In the past, fixed costs have not decreased in step with declining revenues and necessary items remain underfunded.

To address the structural deficit, VSB must make structural changes. This will include long-term changes, rethinking and restructuring operations and related costs. Taking a multi-year approach is necessary to tackle the structural deficit and support the longer-term perspective on decision-making that can create lasting change.

Some factors contributing to the District's structural deficit are:

- ongoing budgeted spending funded from one-time savings or revenue;
- higher costs associated with maintaining many old buildings and operating more sites and programs than are required to meet the current educational needs of students;
- continued impacts of past enrolment decline experienced over more than a decade;
- creation of programs that do not have a funding source or that rely on surplus funds;
- provision of services that do not have a funding source;
- collective agreement wage lifts and exempt staff wage lifts not fully funded over time;
- maintaining a higher than collective agreement required level of non-enrolling teacher staffing
- provincial funding not covering the cost of inflation; and
- increasing need for support for students with disabilities or diverse abilities.

VSB has contractual and operating obligations that give rise to expenditures that cannot be offset by corresponding revenues. The expenditures required to satisfy these obligations can vary from year-to-year, and in some cases the amount and timing of these expenditures is impacted by factors that are outside of the control of the District. This makes it difficult to quantify the impact of the structural deficit on each fiscal period. Addressing the structural deficit is critical to ensure the long-term financial stability of the VSB. Without sufficient funding and revenue to cover all expenses, the VSB risks ongoing financial challenges that could impact its ability to provide quality education and services.

## Capital Projects

Due to their magnitude, capital projects have the potential to significantly impact the financial position of the District. There is no process to assess the risk of the entire capital program; individual project risk assessments must be done on a continuous basis. Project agreements with the Ministry of Education and Child Care or the Ministry of Infrastructure contain contingencies to mitigate financial risk. Smaller projects consider contingency requirements when building the overall project budget and are managed internally.

## Contingent Assets

In January 2022, VSB received an arbitration award regarding the annual ground lease rent for the site on which Kingsgate Mall occupies. The District has been invoicing the tenant annual rent based on the arbitration ruling, and the tenant has been paying a lower rent amount. Beedie Development LP challenged the arbitration award determining the market value of Kingsgate Mall for setting rent for the next lease renewal period. On December 20, 2024, the court set aside the 2022 award and determined the market value based on the 1.0 FSR outright use, setting the rent for the third renewal period at \$1,650,000 per annum.

The VSB is appealing this decision. The collectability of the amount invoiced depends on the outcome of the appeal. Contingent assets are not recorded in this budget.

## Contingent Liabilities

In the ordinary course of business, VSB has legal proceedings brought against it. It is the opinion of management that final determination of these claims will not have a material impact on the financial positions or operations of VSB.

The District is involved in ongoing legal proceedings initiated by the Conseil Scolaire Francophone de la Colombie-Britannique (the "Conseil") against His Majesty the King in Right of the Province of British Columbia, the MECC, and the VSB. The proceedings are related, in part, to the Conseil's claim that it is entitled to the fee simple transfer of specific school sites from the School District to the Conseil. The Conseil has also claimed that there should be court orders overriding the District's school closure and surplus disposal policies and compelling MECC to exercise powers under the *School Act* to require the fee simple transfer of such school sites.

The Conseil filed a Notice of Civil Claim on December 22, 2020, initiating the lawsuit and seeking the fee simple transfer of the Queen Elizabeth Annex (QEA) to the Conseil. The Conseil filed its Third Amended Notice of Civil Claim on August 26, 2022, expanding the relief sought to include additional sites in Vancouver and other communities. On July 28, 2023, the Conseil filed its Fourth Amended Notice of Civil Claim, seeking the fee simple transfer of the QEA site, the Laurier Annex site, and the Dr. A.R. Lord site. On May 23, 2025, after a nine month long trial, the British Columbia Supreme Court issued reasons for judgment. Regarding the claims against the VSB, the Court dismissed the Conseil's claim that fee simple transfers were necessary to give effect to s. 23 rights under the Canadian Charter of Rights and Freedoms (minority French language education rights). Instead, the Court found that s. 23 rights could be fulfilled through the use of long-term leases as suggested by the VSB. The Court ordered that a transfer of tenure, either long term lease or fee simple, of QEA be made and the VSB is working diligently to fulfill that order. The Court ordered that the VSB must make Laurier Annex site available for a transfer of tenure, again either long term lease or fee simple transfer, subject to decisions being made by the MECC and the Conseil. The Court dismissed the Conseil's claim in relation to the Dr. A.R. Lord site because there was insufficient evidence of failed negotiations between the VSB and the Conseil at this point in the time to justify an order.

The Conseil filed an appeal of the Court's order and in particular the order dismissing their claim that a fee simple transfer is necessary to give effect to the s. 23 rights. This appeal will likely be heard in late 2026.

An estimate of the remaining costs to defend the legal case are budgeted under services as a use of appropriated surplus from prior years. The outcome of these legal proceedings is uncertain, and the financial impact on the School District cannot be determined at this time. The School District continues to defend against the Conseil's claims.

According to a directive from MECC, funding remedies through the CEF require an agreement with the school district's teachers' associations. As of January 31, 2026, VSB had not secured agreements with the teachers' associations for remedies earned during the 2024-2025 fiscal year, making both the amount and likelihood of a payout indeterminable.

## Enterprise Risk Management

As part of the District's Enterprise Risk Management (ERM) initiative, enterprise-wide risks are identified, assessed, and monitored on an ongoing basis to ensure they reflect current conditions, emerging issues, and changes in the operating environment.

A comprehensive enterprise-wide risk assessment was last formally updated in 2021 and identified 20 key areas of risk. Since that time, risks have continued to be reviewed and updated regularly.

In addition, a comprehensive review is currently underway to refresh the District's risk register and update the ERM framework to further strengthen alignment with leading practices in enterprise risk management.

Some of the major areas of risk for VSB are outlined below.

**Organizational Capacity** – The most significant risk factor identified was organizational capacity. The risk that VSB may not effectively allocate resources, develop necessary skills and competencies, or maintain uninterrupted operations to meet its strategic objectives and adapt to changing educational demands.

**Facility Maintenance** – The District operates 77 elementary schools, 18 secondary schools, 12 annexes, eight District Schools (leased or District program sites), six District Support Facilities and three properties on which businesses operate for a total of 124 active facilities. The Long-Range Facilities Plan identified that the District has many older buildings with significant seismic safety concerns and deferred maintenance requirements. The capital approval process takes time and resources to get new capital projects up and running, and the Ministry continues to request that school districts contribute more local funds toward capital projects.

**Supporting Students with Disabilities or Diverse Abilities, and Mental Health Challenges** – The risk that the District, due to limited funds and a sector-wide labour shortage, is challenged to fully support with resources and staffing, the learning experience of students with special academic, behavioral or physical needs (including accessibility).

**Key Employee Recruitment/Retention** – The risk that the District is unable to recruit and retain enough qualified teachers and staff in key positions to meet its needs.

**Labour Disruption** – With all collective agreements set to expire on June 30, 2025, there is a potential risk of failing to reach new agreements with employee groups, which could result in labour disruptions.

**Tariff Risk** – Tariffs on imported goods can significantly impact budget and operations due to increased costs and financial uncertainty. Tariffs can raise the prices of essential materials such as technology, furniture, and educational supplies. Increased costs of materials like steel and lumber can affect construction and maintenance expenses for school facilities. Tariffs on vehicles and parts can lead to higher costs for the school board's fleet and maintenance. Fluctuating tariffs create challenges in budgeting and financial planning, making it difficult to forecast expenses accurately. Managing these risks involves proactive budgeting, exploring alternative suppliers, and staying informed about changes in trade policies to anticipate and mitigate cost increases.

**Climate Risk** - Climate risk for the school board can have significant implications for both the physical infrastructure and the overall operations of schools.

Increased frequency of storms, floods and heatwaves can damage school buildings, disrupt classes and pose safety risks to students and staff. Severe weather can lead to costly repairs and maintenance for school facilities, including roofs, windows and HVAC systems. Higher temperatures can increase the need for air conditioning or fan use, leading to higher energy costs.

**Technology Requirements** – The rapid advancement of technology necessitates the integration of modern hardware, software, and systems into the school board's educational framework, requiring increased financial resources to ensure effective service provision and information security. Utilizing technology enhances student learning by enabling immediate reporting on progress, facilitating timely interventions, and offering personalized learning experiences. The integration of artificial intelligence (AI) in education can automate administrative tasks, allowing educators to focus more on teaching and student engagement, though ongoing resources are needed to support AI integration. Strong cybersecurity measures are critical to protect the District's data and infrastructure from unauthorized access and breaches. As technology becomes more integral to education, promoting digital literacy among students and staff is essential for developing critical thinking and problem-solving skills.

**International Education** –The District relies on enrolment in the International Education Program to supplement Ministry funding. However, changing federal immigration policies, including tighter restrictions on international student permits and visa eligibility, make it difficult to estimate if international students will want to come and study in Canada or if they can secure a visa. Many of the students who enroll in the program do not come to the province until just before the start of the school year, adding to the uncertainty. Managing these risks involves proactive budgeting, exploring alternative recruitment strategies, and staying informed about changes in immigration policies to anticipate and mitigate potential impacts.

## GLOSSARY OF KEY TERMS

Term	Description
<b>80K/600E</b>	80 kindergarten spaces/600 elementary spaces
<b>AFG</b>	Annual Facilities Grant
<b>Amended Budget</b>	Boards must prepare, have adopted by bylaw and submit to the Ministry of Education and Child Care an amended (final) budget on or before February 28.
<b>Amortization</b>	The cost of a tangible capital asset with a limited life less any residual value is amortized over the asset's useful life. Amortization is recognized as an expense in the Statement of Operations.
<b>Annual Budget</b>	Boards must prepare a preliminary budget and have it adopted by bylaw on or before June 30 as per section 113 of the <i>School Act</i> (Adoption of Budget) and submitted to the Ministry by this date.
<b>BCPSEA</b>	British Columbia Public School Employers' Association
<b>BCSTA</b>	British Columbia School Trustees' Association
<b>BCTF</b>	British Columbia Teachers' Federation
<b>Budget Year</b>	July 1 to June 30
<b>Capital Assets Purchased</b>	This category of expense consists of the expenditures of a school district for the purchase of capital assets.
<b>Capital Bylaw</b>	If the Minister of Education and Child Care approves a capital plan the Board must prepare a capital bylaw in a form specified by the minister. The capital bylaw must be adopted by a majority of the Board and the Board may not amend a capital bylaw except as approved in writing by the minister.
<b>Capital Fund</b>	The capital fund includes capital expenditures related to facilities (purchases and enhancements) and equipment (purchases) that are funded by Ministry of Education and Child Care capital grants, operating funds, and special purpose funds.
<b>Casual Employee</b>	Individuals who substitute for regular continuing staff other than teachers.
<b>CE</b>	Continuing Education
<b>CEF</b>	Classroom Enhancement Fund
<b>CEO</b>	Chief Executive Officer
<b>CFO</b>	Chief Financial Officer
<b>CNCP</b>	Carbon Neutral Capital Program
<b>COLA</b>	Cost of living adjustment
<b>CommunityLINK</b>	CommunityLINK (Learning Includes Nutrition and Knowledge) funding is designed to support the academic achievement and social functioning of vulnerable students.
<b>COVID-19</b>	COVID-19 is a new disease that has not been previously identified in humans. In March 2020, the World Health organization declared COVID-19 a pandemic.
<b>CPI</b>	Consumer Price Index
<b>CPP</b>	Canada Pension Plan
<b>CUPE</b>	Canadian Union of Public Employees

Term	Description
<b>Curriculum and Learning Support Fund</b>	The Curriculum and Learning Support Fund is provided to assist districts with implementing initiatives as part of the new provincial curriculum.
<b>Deferred Capital Contribution</b>	Funding received for the acquisition of depreciable tangible capital assets is recorded as deferred capital contribution and amortized over the life of the asset acquired as revenue in the statement of operations.
<b>Deferred Revenue</b>	Deferred revenue includes contributions received with stipulations that meet the description of restricted contributions in the Restricted Contributions Regulation 198/2011 issued by Treasury Board. When restrictions are met, deferred revenue is recognized as revenue.
<b>DPAC</b>	District Parent Advisory Council
<b>EA</b>	Education Assistant
<b>EDI</b>	The Early Years Development Instrument (EDI) is a short questionnaire completed by kindergarten teachers across Canada and internationally which measures children's ability to meet age-appropriate developmental expectations.
<b>Education Plan</b>	The Board approved the <a href="#">Education Plan</a> , that will guide the District's work from 2021 to 2026. The plan centers students' needs – their learning, well-being and voices – in programming and supports at schools, operations and management by staff as well as decisions by the Board. The full plan can be reviewed on the VSB website: <a href="http://www.vsb.bc.ca">www.vsb.bc.ca</a>
<b>Educational Assistant Salaries</b>	This category of expense includes salaries paid to educational assistants, teacher assistants and child care workers.
<b>Educational Assistants</b>	Education assistants, early childhood educators, teacher assistants, child and youth care workers, student support workers (SSA, SSB) and Indigenous support workers.
<b>EHB</b>	Extended Health Benefits
<b>EI</b>	Employment Insurance
<b>ELL</b>	English Language Learners
<b>Employee Benefits and Allowances</b>	This category of expense includes the amounts paid by a school district on behalf of or to its employees for either an earned contributed benefit (e.g., Employment Insurance, Canada Pension Plan, medical plan insurance) or for miscellaneous allowances (car, mileage, isolation). Also included here are payments to or on behalf of employees for educational upgrading.
<b>Enrolment Count</b>	School District submission of enrolment information to the Ministry of Education and Child Care. This includes data about each student enrolled in an educational program provided by VSB, each child registered with a school or distributed learning school operated by VSB, and each child who participates in an early learning program. Enrolment counts are completed in September, February and May of each school year.
<b>FCI</b>	The Facility Condition Index is a comparative index allowing the Ministry of Education and Child Care to rank each school against all others in the province and is expressed as a decimal percentage of the cost to remediate maintenance deficiencies divided by the current replacement value (e.g. 0.26).

Term	Description
<b>FESL</b>	<a href="#">Framework for Enhancing Student Learning report.</a> As required annually by the Ministry of Education and Child Care, VSB prepares an Annual Framework for Enhancing Student Learning (FESL) Report that looks at results from various grade K-12 assessments to determine the intellectual, human and social, and career development outcomes among students. The report follows guidelines distributed by the Ministry of Education and Child Care. The FESL report can be reviewed on the VSB website: <a href="http://www.vsb.bc.ca">www.vsb.bc.ca</a>
<b>FFSFP</b>	Also referred to as School Food Programs, the Feeding Futures School Food Program is a new special purpose fund commencing in 2023/24.
<b>FSL</b>	French as a Second Language
<b>FTE</b>	Full Time Equivalent
<b>Growing Chefs</b>	Organization that provides edible education programming in schools. <a href="https://www.growingchefs.ca/">https://www.growingchefs.ca/</a>
<b>IEC</b>	Indigenous Education Council
<b>IETF</b>	Indigenous Education Targeted Funding
<b>IT</b>	Information Technology
<b>K</b>	Thousand
<b>LCR</b>	Local Capital Reserve
<b>LIF</b>	Learning Improvement Fund
<b>M</b>	Million
<b>MECC</b>	Ministry of Education and Child Care
<b>Memorandum of Agreement</b>	In March 2017, the Ministry of Education, the BC Public Schools Employers' Association and the BC Teachers' Federation ratified a Memorandum of Agreement that fully and finally resolved all matters related to the implementation of the Supreme Court of Canada decision from the fall of 2016.
<b>Ministry</b>	Ministry of Education and Child Care
<b>MPP</b>	Municipal Pension Plan
<b>MSP</b>	Medical Services Plan
<b>MyEdBC</b>	Student information system
<b>NSFP</b>	National School Food Program
<b>OLEP</b>	Official Language Education Program
<b>Operating Fund</b>	The operating fund includes operating grants and other revenues used to fund instructional programs, school and district administration, facilities operations, maintenance and transportation.
<b>Operating Grant</b>	The Operating Grant represents the amount of operating funding allocated by the Ministry of Education and Child Care to boards of education on an annual basis.
<b>Other Professional Salaries</b>	This category of expense includes salaries paid to superintendents, assistant superintendents, secretary-treasurers, assistant secretary-treasurers, trustees, and any other board employee who is excluded from a union agreement.

Term	Description
<b>Other Professionals</b>	Superintendents, assistant superintendents, secretary treasurers, assistant secretary treasurers, trustees, and any other board employee who is excluded from a union agreement.
<b>P/VP</b>	Principal/Vice Principal
<b>Preliminary Budget</b>	Boards must prepare, adopt by bylaw, and submit to the Ministry of Education and Child Care an annual (preliminary) budget on or before June 30 as per section 113 of the <i>School Act</i> (Adoption of Budget).
<b>Principal and Vice Principal</b>	Certified teachers (or teachers with a letter of permission) employed by a school district on a continuous basis, full-time or part-time, under contract (i.e., principals, vice principals).
<b>Principal and Vice-Principal Salaries</b>	This category of expense includes salaries paid to certified teachers (or teachers with a letter of permission) employed by a school district on a continuous basis, full-time or part-time, under contract (i.e., principals, vice-principals, and directors of instruction.) Also included in this remuneration would be administrative allowances for the temporary assumption of those duties (e.g., principal's allowance, vice-principal's allowance.)
<b>PSA</b>	Public Sector Accounting
<b>PSEC</b>	Public Sector Employers' Council
<b>PST</b>	Provincial Sales Tax
<b>Salaries</b>	This category of expense includes the gross amounts paid to employees of a school district as salary, vacation pay, termination pay and administrative allowance for services rendered. It would include payments to teachers, principals and vice-principals, non-teaching personnel, aides, substitutes, and trustees employed on a continuous basis, full-time or part-time. Time taken for sick leave, and other paid leave, is also considered a salary cost.
<b>School Generated Funds</b>	School generated funds represent the accumulated funds held by individual schools. Each school has its own bank account and records the funds received and disbursed throughout the year. These funds are raised at the school level through fundraising, school store revenue, and various other activities. The school generated funds are intended to be used to fund activities that directly benefit the students in the school.
<b>SD39</b>	Vancouver School District or The Board of Education of School District No. 39 (Vancouver) or VSB
<b>SEL</b>	Social Emotional Learning
<b>SEP</b>	School enhancement program is a category of funding under the Ministry of Education and Child Care capital plan.
<b>Services</b>	This category of expense includes the expenditures incurred for individuals, organizations or companies to perform various services for a school district (the primary purpose being the service provided, and a product does not necessarily result). Included are professional/technical services, data processing services, contracted transportation, transportation assistance, travel, facilities and equipment rental, dues and fees, insurance, interest, other contracts, services, and office and communication expenses.
<b>SLP</b>	Speech and Language Pathologist

Term	Description
<b>SOGI</b>	Sexual Orientation and Gender Identity Framework
<b>Special Purpose Fund</b>	The Special Purpose Fund is comprised of separate funds established to track revenue and expenditures received from the Ministry of Education and other sources that have restrictions on how they may be spent (e.g. Classroom Enhancement Fund, Annual Facilities Grant, Community LINK, Ready Set Learn and School Generated Funds).
<b>SPF</b>	Special Purpose Fund(s)
<b>SSA</b>	Student Support worker who provides assistance in an elementary or secondary school, with classroom assignments and management, maintaining appropriate behavior and school related operational activities. Assists in organizing and implementing programs and activities in support of students with special needs, behavioral issues and multi-cultural backgrounds. Liaises with parents/guardians, volunteers, school committees and community agencies. Operates a variety of instructional aid equipment. May supervise student activities.
<b>SSB</b>	Student Support worker who Provides counselling and activity planning to assist students requiring developmental, behavioral and/or multicultural support. Work includes promoting and interpreting languages and cultures, life skills development, counselling in one-to-one, group or family sessions, assessing behavior and promoting self-image and providing skills training. Facilitates communication between school, home, community agencies and within student groups. Documents case notes and maintain files. May supervise students in school related activities.
<b>Substitutes</b>	Individuals who substitute for regular continuing staff while the regular staff are ill or absent for other reasons.
<b>Substitute Salaries</b>	This category of expense includes salaries paid by the school district to those individuals who substitute for regular continuing staff while the regular staff are ill or absent for other reasons.
<b>Supplies</b>	<p>This category of expense consists of the expenditures of a school district for all supplies and materials of a consumable and/or non-capital nature. This includes supplies, books and guides, audio-visual materials, electricity, fuel, water and sewage, garbage and assets not meeting the criteria for capitalization. Charges for freight, sales tax, courier services, etc., associated with the applicable supply of items are to be included with the cost of the items.</p> <p>Also included here are the expenditures of a school district for supplies which meet or fall within one or more of the following criteria:</p> <ul style="list-style-type: none"> <li>- they are consumable in nature</li> <li>- they are inexpensive (inadvisable to capitalize)</li> <li>- they lose their original shape or appearance with use</li> <li>- they are expendable (replaced rather than repaired)</li> </ul>
<b>Support Staff</b>	Administrative staff (other than principals and vice principals) and support staff that are employed by a school district on a continuous basis, full-time or part-time.

Term	Description
<b>Support Staff Salaries</b>	Salaries paid to administrative staff (other than principals and vice-principals) and support staff that are employed by a school district on a continuous basis, full-time or part-time, would be included in this category of expense. This category of expense includes salaries paid to non-excluded secretaries, clerks and non-excluded staff such as accountants, maintenance staff, custodians, noon hour supervisors and bus drivers.
<b>Teacher</b>	Certified teachers (or teachers with a letter of permission) employed by a school district on a continuous basis, full-time or part-time, excluding superintendents, assistant/deputy superintendents, principals, vice principals, and directors of instruction.
<b>Teacher Salaries</b>	This category of expense includes salaries paid to certified teachers (or teachers with a letter of permission) employed by a school district on a continuous basis, full-time or part-time, excluding superintendents, assistant/deputy superintendents, principals, vice-principals, and directors of instruction. Also included in this remuneration would be administrative allowances for the assumption of supervisory duties (e.g., department head's allowance and head teacher's allowance).
<b>TPP</b>	Teachers' Pension Plan
<b>Transportation</b>	Costs of activities related to the conveyance of students to and from school on a regular basis and direct supervision of busing.
<b>TTOC</b>	Teacher Teaching on Call
<b>Unearned Revenue</b>	Unearned revenue includes tuition fees received for courses to be delivered in future periods and receipt of proceeds for services to be delivered in a future period. Revenue will be recognized in that future period when the services are provided.
<b>Utilities</b>	Costs incurred by the school district for the consumption of heat, light, and water, as well as expenditures for garbage, sewer, conservation measures, recycling programs and internet/telephone providers (this would include all costs related to the Next Generation Network).
<b>VSB</b>	Vancouver School District or The Board of Education of School District No. 39 (Vancouver)
<b>WIP</b>	Work in Progress
<b>YMIE</b>	Yearly Maximum Insurable Earnings
<b>YMPE</b>	Yearly Maximum Pensionable Earnings