

2025-2026 Financial Plan

May 5, 2025



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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) & səliłwətał (Tsleil-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.

The financial plan for 2025-2026 has been developed amidst a backdrop of economic uncertainty, as British Columbia navigates potential financial challenges and changes to federal immigration policies continue to impact student enrolment in the school district. Despite this, VSB remains committed to maintaining a comparable level of programs and services as provided in the previous year, 2024-2025. This financial plan prioritizes initiatives that align with the goals outlined in the Education Plan, ensuring that the VSB continues to support positive outcomes and enriching learning experiences for students. Throughout this financial planning process, all spending has been meticulously reviewed to redirect resources to schools and classrooms, fostering inclusive learning environments. The plan responds to community calls for more direct support for student learning by reallocating available funding resources, resulting in additional student support workers (SSAs) and maintaining teacher staffing above provincially funded ratios. This budget achieves these goals by reallocating positions from the district to schools and classrooms and reducing district-level budgets in supplies and services, centering the needs of students while ensuring fiscal responsibility in challenging economic circumstances.

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 operating 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.

In accordance with the *School Act*, school districts in the province must approve a balanced budget for the 2025-2026 fiscal year (July 1, 2025 - June 30, 2026) and submit it to the Ministry by June 30, 2025.

This 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 Ministry 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 school 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, SPFs and 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.

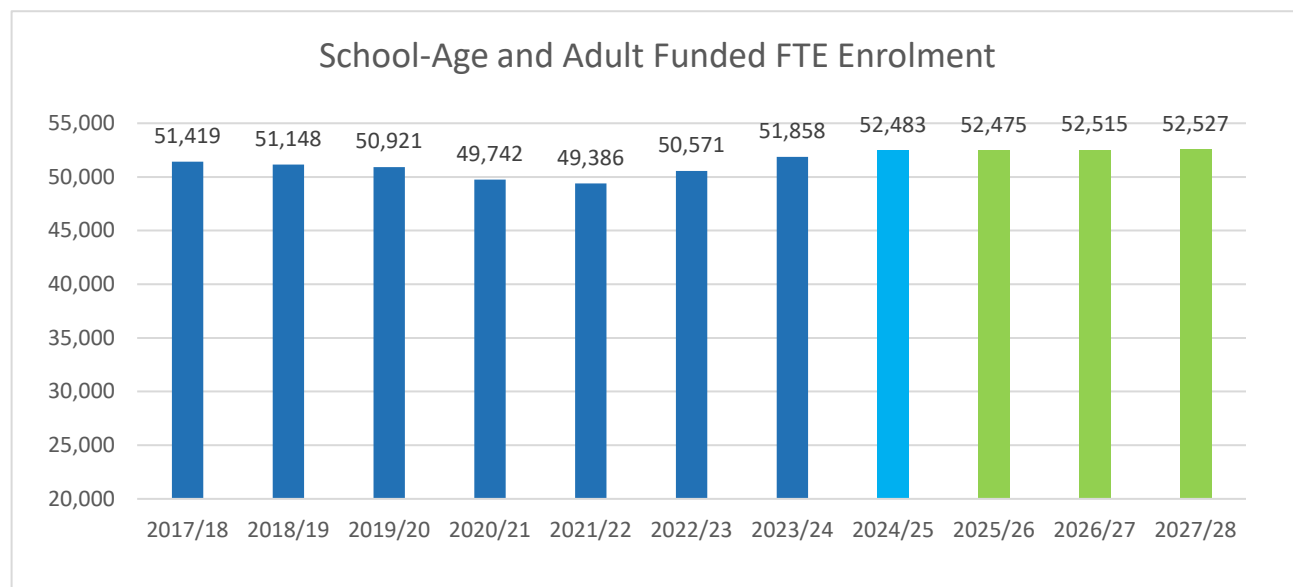
BUDGET OVERVIEW

Student Enrolment

VSB estimates serving 52,475 students in 2025-2026. This represents a decrease of eight students compared to 2024-2025.

Included in the graph below are regular, alternate, online learning (school-age), continuing education (school-age), summer learning and non-graduated adult learners full time equivalent (FTE) student enrolment. The enrolment information is based on actual enrolment for 2017-2018 through 2023-2024, actual for September 2024 and February 2025 and projected for May 2025 enrolment for 2024-2025, and forecasted enrolment for 2025-2026 through 2027-2028.

Figure 1 – Student Enrolment



2025-2026 Operating Budget Summary

The 2025-2026 operating fund budget is balanced without the use of appropriated surplus. This is followed by an estimated shortfall of \$6.94 million in 2026-2027 and a further shortfall of \$5.44 million in 2027-28. The revenue and expense actuals for 2021-2022 to 2023-2024 and estimates for 2024-2025 to 2027-2028 are as summarized in the Figure 2 below.

Figure 2 – Annual Operating Budget Summary

| (\$ millions) | 2021-22 Actual | 2022-23 Actual | 2023-24 Actual | 2024-25 Budget | 2025-26 Budget | 2026-27 Budget | 2027-28 Budget |
|---------------------------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| Revenue | | | | | | | |
| Provincial Grants - MECC | \$ 485.53 | \$ 520.37 | \$ 569.43 | \$ 593.18 | \$ 596.04 | \$ 598.20 | \$ 600.62 |
| Provincial Grants - Other | 0.06 | 0.06 | 0.06 | 0.08 | 0.08 | 0.08 | 0.08 |
| Federal Grants | 2.38 | 2.69 | 3.19 | 3.41 | 3.07 | 3.07 | 3.07 |
| Tuition | 22.27 | 23.47 | 26.79 | 24.84 | 23.69 | 23.69 | 23.69 |
| Other Revenue | 18.19 | 18.66 | 19.71 | 18.01 | 18.03 | 18.03 | 18.03 |
| Rentals and Leases | 3.85 | 5.11 | 5.67 | 5.63 | 5.54 | 5.54 | 5.54 |
| Investment Income | 1.62 | 5.80 | 7.61 | 5.58 | 4.48 | 4.48 | 4.48 |
| Total Revenue | 533.90 | 576.16 | 632.46 | 650.73 | 650.93 | 653.09 | 655.51 |
| Expense | | | | | | | |
| Salaries and Benefits | 488.50 | 518.76 | 560.01 | 588.39 | 591.78 | 599.01 | 599.37 |
| Services and Supplies | 53.35 | 60.88 | 63.57 | 72.25 | 56.43 | 58.30 | 58.86 |
| Total Expense | 541.85 | 579.64 | 623.58 | 660.64 | 648.21 | 657.31 | 658.23 |
| Net Revenue (Expense) | (7.95) | (3.48) | 8.88 | (9.91) | 2.72 | (4.22) | (2.72) |
| Tangible Capital Assets Purchased | (4.34) | (4.08) | (3.61) | (3.91) | (2.72) | (2.72) | (2.72) |
| Surplus (Deficit) for the Year | \$ (12.29) | \$ (7.56) | \$ 5.27 | \$ (13.82) | \$ - | \$ (6.94) | \$ (5.44) |

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 three per cent of revenue. Other revenues, including school-generated funds, amount to four per cent of revenue.

For the 2025-2026 year, salaries and benefits are expected to account for 91 per cent of total operating expenses. Utilities, such as electricity, heat, sewer and waste disposal costs, are forecasted to be 4 per cent of total expenses. Services, supplies and capital assets purchased are anticipated to make up 5 per cent of total operating expenses. Additional information about the operating fund budget can be found in the Operating Fund section of this report.

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 Grants (CLINK)
- Classroom Enhancement Fund – Staffing, Overhead, Remedies
- Feeding Futures Fund
- School Generated Funds (restricted contributions only)

VSB anticipates recording revenues of \$101.86 million in SPF in 2025-2026. The projections for 2026-2027 and 2027-2028 assume no changes in annual funding for these funds. Figure 3 summarizes budgeted revenue and expenses for all special purpose funds.

Figure 3 – Special Purpose Funds Summary

| (\$ millions) | 2021-22 Actual | 2022-23 Actual | 2023-24 Actual | 2024-25 Budget | 2025-26 Budget | 2026-27 Budget | 2027-28 Budget |
|--------------------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| Revenue | | | | | | | |
| Provincial Grants - MECC | \$ 62.08 | \$ 69.66 | \$ 76.60 | \$ 88.39 | \$ 85.17 | \$ 85.17 | \$ 85.17 |
| Provincial Grants - Other | 7.25 | 7.85 | 9.15 | 8.79 | 8.68 | 8.68 | 8.68 |
| Other Revenue | 6.79 | 7.55 | 7.48 | 7.06 | 7.17 | 7.17 | 7.17 |
| Investment Income | 0.22 | 0.82 | 0.95 | 0.12 | 0.84 | 0.84 | 0.84 |
| Total Revenue | 76.34 | 85.88 | 94.18 | 104.36 | 101.86 | 101.86 | 101.86 |
| Expense | | | | | | | |
| Salaries and Benefits | 56.83 | 60.01 | 69.45 | 79.15 | 78.16 | 78.16 | 78.16 |
| Services and Supplies | 18.57 | 25.21 | 24.21 | 24.54 | 23.04 | 23.04 | 23.04 |
| Total Expense | 75.40 | 85.22 | 93.66 | 103.69 | 101.20 | 101.20 | 101.20 |
| Net Revenue (Expense) | 0.94 | 0.66 | 0.52 | 0.67 | 0.66 | 0.66 | 0.66 |
| Capital Assets Purchased | (0.94) | (0.66) | (0.52) | (0.67) | (0.66) | (0.66) | (0.66) |
| Surplus (Deficit) for the Year | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |

Classroom Enhancement Fund

On March 13, 2025, the Ministry announced preliminary Classroom Enhancement Fund (CEF) allocations for school districts for the 2025-2026 school year. VSB has been provided with a preliminary CEF allocation of \$46.51 million, sufficient to fund an estimated 315.40 FTE teachers (\$41.91 million) and overhead costs (\$4.60 million). The preliminary allocations do not reflect additional FTE teacher staffing that may be required to meet restored collective agreement requirements in 2025-2026. Adjustments to allocations may be made once final fall 2025 staffing is known. Final 2025-2026 allocations will be confirmed at the same time as the operating grant recalculation.

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 deficit of \$2.26 million is projected for the capital fund in 2025-2026.

Figure 4 – Capital Fund Summary

| (\$ millions) | 2021-22 Actual | 2022-23 Actual | 2023-24 Actual | 2024-25 Budget | 2025-26 Budget | 2026-27 Budget | 2027-28 Budget |
|--|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| Revenue | | | | | | | |
| Provincial Grants - MECC | \$ - | \$ - | \$ 0.08 | \$ - | \$ - | \$ - | \$ - |
| Other Revenue | 0.44 | 1.64 | 0.46 | 0.44 | 0.44 | 0.44 | 0.44 |
| Rentals and Leases | 5.59 | 2.62 | 2.31 | 2.10 | 2.05 | 2.05 | 2.05 |
| Investment Income | 0.18 | 0.61 | 0.68 | 0.55 | 0.45 | 0.45 | 0.45 |
| Amortization of Deferred Capital Revenue | 22.43 | 24.55 | 26.53 | 30.16 | 31.96 | 33.22 | 33.88 |
| Total Revenue | 28.64 | 29.42 | 30.06 | 33.25 | 34.90 | 36.16 | 36.82 |
| Expense | | | | | | | |
| Services and Supplies | 0.82 | 0.53 | 0.86 | 1.14 | 0.63 | 0.57 | 0.56 |
| Amortization of Tangible Capital Assets | 32.38 | 34.35 | 35.25 | 38.67 | 39.91 | 40.18 | 40.29 |
| Total Expense | 33.20 | 34.88 | 36.11 | 39.81 | 40.54 | 40.75 | 40.85 |
| Net Revenue (Expense) | (4.56) | (5.46) | (6.05) | (6.56) | (5.64) | (4.59) | (4.03) |
| Net Transfers (to) from other funds | 5.28 | 4.75 | 4.13 | 4.58 | 3.38 | 3.38 | 3.38 |
| Surplus (Deficit) for the Year | 0.72 | (0.71) | (1.92) | (1.98) | (2.26) | (1.21) | (0.65) |
| Capital Surplus (Deficit), beginning of year | 117.69 | 51.39 | 50.68 | 48.76 | 46.78 | 44.52 | 43.31 |
| Capital Surplus (Deficit), end of year | \$ 118.41 | \$ 50.68 | \$ 48.76 | \$ 46.78 | \$ 44.52 | \$ 43.31 | \$ 42.66 |

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), Skwxwú7mesh Úxwumixw (Squamish Nation) and səliwətał (Tsleil-Waututh Nation) – respects and supports Indigenous ways of knowing and learning.

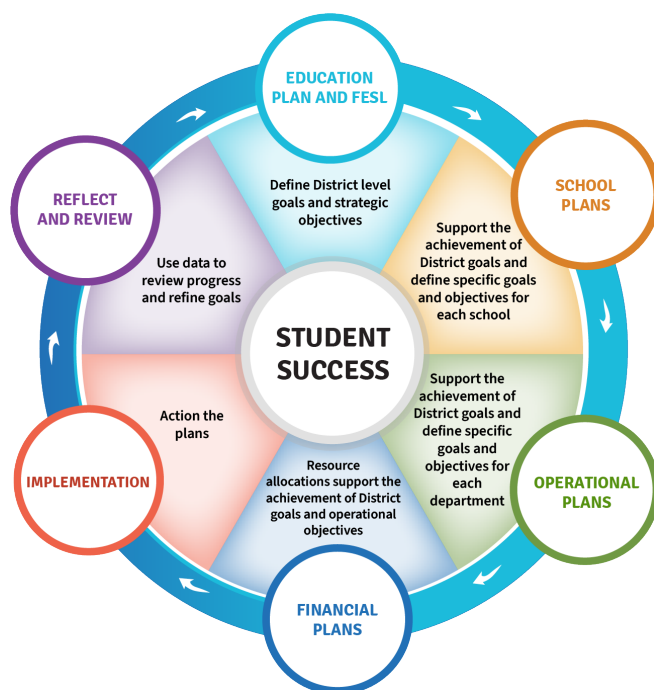
VSB will create an equitable learning environment where every child can experience a deep sense of belonging and is free to pursue pathways of learning in ways that are authentic to themselves. The VSB will achieve this by:

- 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 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 [2023-2024 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.

FINANCIAL PLAN ENGAGEMENT PROCESS

VSB's financial planning process is guided by the Education Plan, the 2023-2024 Framework for Enhancing Student Learning (FESL) report and applicable Board and provincial policies. Engagement activities follow best practice standards set by the International Association of Public Participation (IAP2) and in alignment with the District's administrative procedures.

Our goal is to actively seek and incorporate feedback from the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) and səliłwətał (Tsleil-Waututh Nation), District leaders and the District's formal stakeholder groups, as well as feedback from students, their families, staff and the broader public in the annual budget and financial plan. We aim to provide clear information, ensure every voice is valued and make financial decisions that align with our community's values and our District's educational goals. All feedback will be considered by the Board. Any decisions regarding financial planning and engagement, will be made by the Board of Education (trustees).

A summary of key engagement activities is provided below.



VSB encourages input and feedback as part of the budget development process. Hearing priorities, seeking input and receiving feedback is a key element to the Board's budget considerations. To this end, guidance was sought from inherent rights holders and through the Indigenous Education Council (IEC), input by representatives of the formal stakeholder groups which include unions, associations, the District Parent Advisory Council (DPAC) and the Vancouver District Student Council (VDSC) as well as feedback from students, their families, staff and the broader Vancouver public. Public engagement therefore rested in the inform, consult and involve areas of the IAP2 spectrum.

KEY FINDINGS

Input by representatives of VSB's formal stakeholder groups and feedback gathered via an online survey for public participation, reveal strong consensus on several key priorities. There is an emphasis on the importance of increasing direct support to students, addressing staff retention and recruitment as well as enhancing community and Indigenous engagement. Additionally, there was significant support for promoting student mental health and well-being, recognizing and celebrating diversity and improving accessibility within the education system. These insights provide valuable guidance for the Board in making informed decisions that align with the Education Plan and the Framework for Enhancing Student Learning, ensuring that the educational experiences of all students are supported and enhanced.

The input and feedback from the engagement activities provide valuable insights into the community's priorities and concerns regarding VSB's budget for the 2025-2026 fiscal year. By addressing the identified priorities and incorporating the community's feedback, the Board can continue to support and enhance the educational experiences of all students.

For additional details about guidance by inherent rights holders, input of VSB's formal stakeholder groups and feedback by survey participants please review the [engagement summary report](#).

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 Student Council in accordance with [Policy 18](#) 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](#). The Board's role in ensuring that VSB achieves its 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.

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 childcare at the majority of elementary schools, and support opportunities to create age 3-5 childcare spaces at schools where possible.

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, Mandarin Immersion, 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.

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).

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 is responsible for financial reporting, which involves tracking and reporting on the school district's financial performance in accordance with Ministry guidelines and applicable accounting standards and legislation. It also handles budgeting and forecasting, which involves planning for future years. The department oversees material services and purchasing, ensuring the school district has the supplies and services it needs to operate effectively. Additionally, it manages VSB's food services program, providing school meals for students. Team members include an executive director, managers, supervisors and support staff.

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 four portfolios: compensation-payroll and benefits, health, safety and wellness, recruitment and staffing, as well as 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 as 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 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 ANNUAL BUDGET

In developing the balanced budget for the operating fund for 2025-2026, the overall goal is to maintain, to the extent possible, a comparable level of programs and services as provided in 2024-2025. Priority is given to initiatives that support the goals outlined in the Education Plan, while also ensuring that the Vancouver School Board (VSB) maintains a balanced budget. Supporting positive outcomes and enriching learning experiences for students remains our number one priority, as reflected throughout our Education Plan. This commitment underscores our dedication to fostering an environment where every student can thrive.

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

- Development and approval of the [2024-2025 amended annual budget](#).
- Development and submission to MECC of three-year enrolment projections.
- Development of base budget which includes 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 included in the prior year budget.
- Conducting a comprehensive review of all grants to ensure that expenditures do not exceed the allocated funding.
- Consideration of structural deficit reduction strategies.
- Financial plan engagement to inform financial priorities.

FINANCIAL SUMMARY

Revenue and Expense (All Funds Combined)

The following table summarizes revenue and expense by object for all funds - actuals for years 2021-2022 to 2023-2024 and budgeted for 2024-2025 to 2027-2028. An analysis by fund for 2024-2025 to 2027-2028 is included in the following sections of this document.

Figure 5 – Revenue and Expenses All Funds

| (\$ millions) | 2021-22 Actual | 2022-23 Actual | 2023-24 Actual | 2024-25 Budget | 2025-26 Budget | 2026-27 Budget | 2027-28 Budget |
|--|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| Revenue | | | | | | | |
| Provincial Grants - MECC | \$ 547.61 | \$ 590.03 | \$ 646.11 | \$ 681.57 | \$ 681.21 | \$ 683.37 | \$ 685.79 |
| Provincial Grants - Other | 7.31 | 7.91 | 9.21 | 8.87 | 8.76 | 8.76 | 8.76 |
| Federal Grants | 2.38 | 2.69 | 3.19 | 3.41 | 3.07 | 3.07 | 3.07 |
| Tuition | 22.27 | 23.47 | 26.79 | 24.84 | 23.69 | 23.69 | 23.69 |
| Other Revenue | 25.42 | 27.85 | 27.65 | 25.51 | 25.64 | 25.64 | 25.64 |
| Rentals and Leases | 9.44 | 7.73 | 7.98 | 7.73 | 7.59 | 7.59 | 7.59 |
| Investment Income | 2.02 | 7.23 | 9.24 | 6.25 | 5.77 | 5.77 | 5.77 |
| Amortization of Deferred Capital Revenue | 22.43 | 24.55 | 26.53 | 30.16 | 31.96 | 33.22 | 33.88 |
| Total Revenue | 638.88 | 691.46 | 756.70 | 788.34 | 787.69 | 791.11 | 794.19 |
| Expense | | | | | | | |
| Salaries and Benefits | 545.33 | 578.77 | 629.46 | 667.54 | 669.94 | 677.17 | 677.53 |
| Services and Supplies | 72.74 | 86.62 | 88.64 | 97.93 | 80.10 | 81.91 | 82.46 |
| Amortization of Tangible Capital Assets | 32.38 | 34.35 | 35.25 | 38.67 | 39.91 | 40.18 | 40.29 |
| Total Expense | 650.45 | 699.74 | 753.35 | 804.14 | 789.95 | 799.26 | 800.28 |
| Net Revenue (Expense) | (11.57) | (8.28) | 3.35 | (15.80) | (2.26) | (8.15) | (6.09) |
| Use of Operating Surplus | 12.29 | 7.58 | (5.27) | 13.82 | - | - | - |
| Surplus (Deficit) for the Year | \$ 0.72 | \$ (0.70) | \$ (1.92) | \$ (1.98) | \$ (2.26) | \$ (8.15) | \$ (6.09) |

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.

For 2025-2026, the VSB is proposing a balanced budget in the operating fund and a deficit of \$2.26 million 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.

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 preliminary budget changes that form the basis of the 2025-2026 Preliminary Operating Budget.

The following table summarizes revenue and expense by object for the Operating Fund — actuals for years 2021-2022 to 2023-2024 and budgeted for 2024-2025 to 2027-2028.

The operating budget reflects the estimated revenue and expenses for 2025-2026. Revenue and expense estimates have been validated through a zero-based budget review process.

The 2025-2026 budget reflects assumptions made for:

- Projected enrolment changes.
- Projected changes to revenue and staffing due to changes in enrolment.
- Projected changes to revenue due to funding formula changes.
- Estimated changes to employee salaries and benefits.
- Estimated changes to services, supplies, and utilities due to contractual rate changes.
- Adjustments for one-time revenue or expenditures included in the prior year budget.
- Budget changes based on key priorities identified in the Education Plan, the Framework for Enhancing Student Learning report and through the financial plan engagement process.

Figure 6 – Annual Operating Budget Summary

| (\$ millions) | 2021-22 Actual | 2022-23 Actual | 2023-24 Actual | 2024-25 Budget | 2025-26 Budget | 2026-27 Budget | 2027-28 Budget |
|---------------------------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| Revenue | | | | | | | |
| Provincial Grants - MECC | \$ 485.53 | \$ 520.37 | \$ 569.43 | \$ 593.18 | \$ 596.04 | \$ 598.20 | \$ 600.62 |
| Provincial Grants - Other | 0.06 | 0.06 | 0.06 | 0.08 | 0.08 | 0.08 | 0.08 |
| Federal Grants | 2.38 | 2.69 | 3.19 | 3.41 | 3.07 | 3.07 | 3.07 |
| Tuition | 22.27 | 23.47 | 26.79 | 24.84 | 23.69 | 23.69 | 23.69 |
| Other Revenue | 18.19 | 18.66 | 19.71 | 18.01 | 18.03 | 18.03 | 18.03 |
| Rentals and Leases | 3.85 | 5.11 | 5.67 | 5.63 | 5.54 | 5.54 | 5.54 |
| Investment Income | 1.62 | 5.80 | 7.61 | 5.58 | 4.48 | 4.48 | 4.48 |
| Total Revenue | 533.90 | 576.16 | 632.46 | 650.73 | 650.93 | 653.09 | 655.51 |
| Expense | | | | | | | |
| Salaries and Benefits | 488.50 | 518.76 | 560.01 | 588.39 | 591.78 | 599.01 | 599.37 |
| Services and Supplies | 53.35 | 60.88 | 63.57 | 72.25 | 56.43 | 58.30 | 58.86 |
| Total Expense | 541.85 | 579.64 | 623.58 | 660.64 | 648.21 | 657.31 | 658.23 |
| Net Revenue (Expense) | (7.95) | (3.48) | 8.88 | (9.91) | 2.72 | (4.22) | (2.72) |
| Tangible Capital Assets Purchased | (4.34) | (4.08) | (3.61) | (3.91) | (2.72) | (2.72) | (2.72) |
| Surplus (Deficit) for the Year | \$ (12.29) | \$ (7.56) | \$ 5.27 | \$ (13.82) | \$ - | \$ (6.94) | \$ (5.44) |

Operating Revenue

Ministry of Education and Child Care Operating Grant

MECC operating grant estimates for 2025-2026 to 2027-2028 are based on the current MECC funding allocation formula and VSB's forecasted enrolment changes summarized in the table below. Additional information about forecasted enrolments is included in the student enrolment trends and forecast section of this report.

| FTE students | 2023-24 Actual | 2024-25 Change Budget | | 2025-26 Change Budget | | 2026-27 Change Budget | | 2027-28 Change Budget | |
|-----------------------------------|-------------------|--------------------------|---------------|--------------------------|---------------|--------------------------|---------------|--------------------------|---------------|
| Enrolment Categories | | | | | | | | | |
| Standard (Regular) Schools | 49,254 | 568 | 49,822 | (0) | 49,822 | 31 | 49,853 | 3 | 49,856 |
| Continuing Education (School-Age) | 84 | (7) | 77 | (5) | 72 | - | 72 | - | 72 |
| Alternate Schools | 343 | (4) | 339 | - | 339 | - | 339 | - | 339 |
| Online Learning (School-Age) | 845 | 4 | 849 | (39) | 810 | 9 | 819 | 9 | 828 |
| Non-Graduated Adults | 182 | (47) | 135 | 29 | 164 | - | 164 | - | 164 |
| Summer Learning | 1,111 | 132 | 1,243 | - | 1,243 | - | 1,243 | - | 1,243 |
| Newcomer Refugees | 34 | (18) | 16 | 9 | 25 | - | 25 | - | 25 |
| Youth Train in Trades | 5 | - | 2 | - | - | - | - | - | - |
| Total Funded Enrolment | 51,857 | 628 | 52,483 | (5) | 52,475 | 40 | 52,515 | 12 | 52,527 |
| Level 1 - Inclusive Education | 61 | 8 | 69 | (9) | 60 | (3) | 57 | (1) | 56 |
| Level 2 - Inclusive Education | 2,709 | 223 | 2,932 | 150 | 3,082 | 80 | 3,162 | 103 | 3,265 |
| Level 3 - Inclusive Education | 505 | (20) | 485 | - | 485 | - | 485 | - | 485 |
| English Language Learners | 9,274 | 262 | 9,536 | (366) | 9,170 | (5) | 9,165 | (73) | 9,092 |
| Indigenous Education | 2,109 | (44) | 2,065 | (64) | 2,001 | - | 2,001 | - | 2,001 |

On March 13, 2025, the Ministry announced the preliminary operating grants for school districts for 2025-2026 based on enrolment projections provided by school districts in February 2025. VSB's preliminary operating grant allocation is \$587.54 million as outlined in Figure 7.

The Basic Allocation for standard, continuing education and alternate schools increased from \$8,915 to \$9,015 per school age FTE. The funding per school age FTE students enrolled in Online Learning has also increased from \$7,200 to \$7,280. In total 75 per cent of provincial funding is allocated through the Basic Allocation.

| Standard School \$9,015 per school age FTE | Continuing Education \$9,015 per school age FTE | Alternate School \$9,015 per school age FTE | Online Learning \$7,280 per school age FTE |
|---|--|--|---|
|---|--|--|---|

These increases reflect the labour settlement funding required to fund the wage and benefits increases for cost-of-living adjustment (COLA) in 2024-2025. These rates do not include any increases to address inflationary cost pressures.

Unique student funding is provided to address the uniqueness of school district enrolment and support additional programming. This category accounts for 18 per cent of provincial funding. Funding rates for unique student needs also increased as follows:

| Level 1 Inclusive Education \$51,300 per student | Level 2 Inclusive Education \$24,340 per student | Level 3 Inclusive Education \$12,300 per student |
|---|---|---|
|---|---|---|

- For Level 1 Inclusive Education funding has increased from \$50,730 to \$51,300. This funding category includes students identified as Physically Dependent or Deafblind.
- For Level 2 Inclusive Education funding has increased from \$24,070 to \$24,340. This funding category includes students identified as Moderate to Profound Intellectual Disability, Physical Disability or Chronic Health Impairment, Visual Impairment, Deaf or Hard of Hearing, Autism Spectrum Disorder
- For Level 3 Inclusive Education funding has increased from \$12,160 to \$12,300. This funding category includes students identified as Intensive Behaviour Interventions or Serious Mental Illness.

| English Language Learner \$1,815 per student | Indigenous Education \$1,790 per student | Adult Education \$5,755 per student |
|---|---|--|
|---|---|--|

- Funding for English / French Language Learners increased from \$1,795 to \$1,815.
- Funding for Indigenous Education increased from \$1,770 to \$1,790.
- Funding for Non-graduated Adult Education increased from \$5,690 to \$5,755.
- The allocation for Indigenous Education Councils increased by \$9,300 to \$87,050 for 2025-2026.

The Equity of Opportunity allocation has increased by \$69,354 to \$2,471,840.

The Curriculum and Learning Support Fund continues to be provided in 2025-2026 and it increased by \$5,367 to \$455,750. This funding will continue to be provided to assist districts with implementing initiatives as part of the provincial curriculum.

Finally, Unique District related allocations increased as follows:

- Student Location - increase of \$157,243 to \$3,519,187
- Salary Differential – Increase of \$3,085 to \$13,832,753

| Unique District | | | | |
|---|---|--|---|---|
| Additional funding to address uniqueness of district factors | | | | |
| Small Community: For small schools located a distance away from the next nearest school | Low Enrolment: For districts with low total enrolment | Rural Factor: Located some distance from Vancouver and the nearest large regional population centre | Climate Factor: Operate schools in colder/warmer climates | Sparseness Factor: Operate schools that are spread over a wide demographic area |
| Student Location | | | | |
| Additional funding based on standard school enrolment and the school-age population density of communities within districts | | | | |
| Salary Differential | | | | |
| Funding to districts that have higher average educator salaries | | | | |
| Funding Protection/Enrolment Decline | | | | |
| Enrolment Decline: funding to districts experiencing enrolment decline of at least 1% when compared to the previous year | | Funding Protection: funding to ensure that no district experiences a decline in operating grants larger than 1.5% when compared to the previous September | | |

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 which is anticipated to remain unchanged through the 2027-2028 year.
- Student transportation funding has been announced for the 2025-2026 year and VSB's portion is \$0.05 million which is expected to remain unchanged through the 2027-2028 year.
- Funding for graduated adults included in the budget totals \$1.12 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 2025-2026 year. The funding is expected to remain unchanged through the 2027-2028 year.
- FSA scorer grant funding has not been announced for the 2025-2026 year. VSB's allocation is expected to be \$0.04 million which is expected to remain unchanged through the 2027-2028 year.

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 enrolments are anticipated to decline from 1,429 FTE in the 2024-2025 year to 1,260 in the 2025-2026 year and remain at that level through 2027-2028.

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 a decline of \$0.09 million in rentals and leases between the 2024-2025 year and the 2025-2026 year due to the anticipated expiry of leases during the period.

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 4.75 per cent at the start of the 2023-2024 year to 2.75 per cent as of March 12, 2025, and VSB anticipates that the Bank of Canada's will maintain the target rate at between 2.00 per cent and 2.50 per cent during the next three years. The decline in interest rates has resulted in an anticipated reduction in investment income of \$1.10 million in 2025-2026.

Figure 7 – MECC interim operating grant allocation for 2025-2026 and Other MECC grants

| Funding Category | Projected Student FTE 2025-26 | Funding Rate per FTE 2025-26 | 2025-26 Funding (\$) | Funding Change | | | Projected Student FTE 2026-27 | Projected Funding 2026-27 | Projected Student FTE 2027-28 | Projected Funding 2027-28 |
|--|-------------------------------|------------------------------|----------------------|---------------------|------------------------|-----------------------|-------------------------------|---------------------------|-------------------------------|---------------------------|
| | | | | Rate Change per FTE | Labour Settlement (\$) | Enrolment Change (\$) | | | | |
| July Enrolment | | | | | | | | | | |
| Grade 1-7 | 5,679 | \$ 260 | \$ 1,476,540 | 5 | \$ 28,395 | \$ - | 5,679 | \$ 1,476,540 | 5,679 | \$ 1,476,540 |
| Summer Learning Grade 8-9 | 1,363 | \$ 260 | \$ 354,380 | 5 | \$ 6,815 | \$ - | 1,250 | \$ 325,000 | 1,250 | \$ 325,000 |
| Summer Learning Grade 10-12 | 2,865 | \$ 510 | \$ 1,461,150 | 5 | \$ 14,325 | \$ - | 2,500 | \$ 1,275,000 | 2,500 | \$ 1,275,000 |
| Supplemental Summer Learning | | | \$ 1,020,084 | | \$ 10,638 | | | \$ 1,020,084 | | \$ 1,020,084 |
| Cross-Enrolment (Grade 8 & 9) | 39 | \$ 510 | \$ 19,890 | 5 | \$ 195 | \$ - | 39 | \$ 19,890 | 39 | \$ 19,890 |
| Base Allocation - September Enrolment | | | | | | | | | | |
| Standard Schools | 49,822 | \$ 9,015 | \$ 449,145,330 | 100 | \$ 4,982,200 | \$ (1,114) | 49,853 | \$ 449,424,795 | 49,856 | \$ 449,451,840 |
| Continuing Education | 24 | \$ 9,015 | \$ 216,360 | 100 | \$ 2,400 | \$ 5,015 | 24 | \$ 215,792 | 24 | \$ 215,797 |
| Alternate Schools | 339 | \$ 9,015 | \$ 3,056,085 | 100 | \$ 33,900 | \$ - | 339 | \$ 3,056,085 | 339 | \$ 3,056,085 |
| Online Learning | 465 | \$ 7,280 | \$ 3,385,200 | 80 | \$ 37,200 | \$ 76,500 | 474 | \$ 3,450,720 | 483 | \$ 3,516,240 |
| Homeschoolers | 67 | \$ 250 | \$ 16,750 | - | \$ - | \$ - | 67 | \$ 16,750 | 67 | \$ 16,750 |
| Course Challenges | 189 | \$ 282 | \$ 53,298 | 3 | \$ 567 | \$ - | 189 | \$ 53,298 | 189 | \$ 53,298 |
| Supplemental Funding - September Enrolment | | | | | | | | | | |
| Unique Student Needs | | | | | | | | | | |
| English Language Learners | 9,150 | \$ 1,815 | \$ 16,607,250 | 20 | \$ 183,000 | \$ (665,945) | 9,145 | \$ 16,598,175 | 9,072 | \$ 16,465,680 |
| Indigenous Education | 2,001 | \$ 1,790 | \$ 3,581,790 | 20 | \$ 40,020 | \$ (113,280) | 2,001 | \$ 3,581,790 | 2,001 | \$ 3,581,790 |
| Level 1 - Inclusive Education | 60 | \$ 51,300 | \$ 3,078,000 | 570 | \$ 34,200 | \$ (456,570) | 57 | \$ 2,924,100 | 56 | \$ 2,872,800 |
| Level 2 - Inclusive Education | 2,982 | \$ 24,340 | \$ 72,581,880 | 270 | \$ 805,140 | \$ 3,393,870 | 3,082 | \$ 75,015,880 | 3,185 | \$ 77,522,900 |
| Level 3 - Inclusive Education | 485 | \$ 12,300 | \$ 5,965,500 | 140 | \$ 67,900 | \$ - | 485 | \$ 5,965,500 | 485 | \$ 5,965,500 |
| Adult Education | 51 | \$ 5,755 | \$ 293,505 | 65 | \$ 3,315 | \$ 1,423 | 51 | \$ 293,505 | 51 | \$ 293,505 |
| February Enrolment Count | | | | | | | | | | |
| CE - School Age | 28 | \$ 9,015 | \$ 252,420 | 100 | \$ 2,800 | \$ (49,033) | 28 | \$ 252,420 | 28 | \$ 252,420 |
| CE - Adults | 60 | \$ 5,755 | \$ 345,300 | 65 | \$ 3,900 | \$ 96,730 | 60 | \$ 345,300 | 60 | \$ 345,300 |
| Online Learning - Grade K-9 | 10 | \$ 3,640 | \$ 36,400 | 40 | \$ 400 | \$ 7,200 | 10 | \$ 36,400 | 10 | \$ 36,400 |
| Online Learning - Grade 10-12 | 200 | \$ 7,280 | \$ 1,456,000 | 80 | \$ 16,000 | \$ (297,000) | 200 | \$ 1,456,000 | 200 | \$ 1,456,000 |
| Online Learning - Adults | 8 | \$ 5,755 | \$ 46,040 | 65 | \$ 520 | \$ - | 8 | \$ 46,040 | 8 | \$ 46,040 |
| Level 1 - Inclusive Education | - | \$ 25,650 | \$ - | 285 | \$ - | \$ - | - | \$ - | - | \$ - |
| Level 2 - Inclusive Education | 100 | \$ 12,170 | \$ 1,217,000 | 135 | \$ 13,500 | \$ - | 80 | \$ 973,600 | 80 | \$ 973,600 |
| Level 3 - Inclusive Education | - | \$ 6,150 | \$ - | 70 | \$ - | \$ - | - | \$ - | - | \$ - |
| Youth Train in Trades | | | | | | | | | | |
| Newcomer Refugees | 25 | \$ 4,508 | \$ 112,700 | 50 | \$ 1,250 | \$ 40,122 | 25 | \$ 112,700 | 25 | \$ 112,700 |
| ELL - Newcomer Refugees only | 20 | \$ 908 | \$ 18,160 | 10 | \$ 200 | \$ 4,490 | 20 | \$ 18,160 | 20 | \$ 18,160 |
| May Enrolment Count | | | | | | | | | | |
| CE - School Age | 20 | \$ 9,015 | \$ 180,300 | 100 | \$ 2,000 | \$ - | 20 | \$ 180,300 | 20 | \$ 180,300 |
| CE - Adults | 40 | \$ 5,755 | \$ 230,200 | 65 | \$ 2,600 | \$ 56,900 | 40 | \$ 230,200 | 40 | \$ 230,200 |
| Online Learning - Grade K-9 | 10 | \$ 2,427 | \$ 24,270 | 27 | \$ 270 | \$ (24,000) | 10 | \$ 24,270 | 10 | \$ 24,270 |
| Online Learning - Grade 10-12 | 125 | \$ 7,280 | \$ 910,000 | 80 | \$ 10,000 | \$ - | 125 | \$ 910,000 | 125 | \$ 910,000 |
| Online Learning - Adults | 5 | \$ 5,755 | \$ 28,775 | 65 | \$ 325 | \$ 11,380 | 5 | \$ 28,775 | 5 | \$ 28,775 |
| Additional Supplemental Funding | | | | | | | | | | |
| Equity of Opportunity Supplement | | | \$ 2,471,840 | | \$ 69,354 | \$ - | | \$ 2,471,840 | | \$ 2,471,840 |
| Unique Geographic Factors | | | \$ 3,519,187 | | \$ 157,243 | \$ - | | \$ 3,519,187 | | \$ 3,519,187 |
| Salary Differential | | | \$ 13,832,753 | | \$ 3,085 | \$ - | | \$ 13,832,753 | | \$ 13,832,753 |
| Curriculum Learning and Support | | | \$ 455,750 | | \$ 5,367 | \$ - | | \$ 455,750 | | \$ 455,750 |
| Indigenous Education Councils | | | \$ 87,050 | | \$ 9,300 | \$ - | | \$ 87,050 | | \$ 87,050 |
| TOTAL | | | \$587,537,137 | | \$ 6,548,324 | \$ 2,086,687 | | \$589,693,649 | | \$592,109,444 |

Operating Expense

In aggregate, operating expenses are estimated to total \$648.21 million in 2025-2026. Salaries and benefits account for approximately 91 per cent of total operating expense.

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. Preliminary organizations have been 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 |

The actual staffing required will not be confirmed until September 2025 when the actual student enrolment for 2025-2026 is known and schools are re-organized to meet the collective agreement mandated class size and composition by grade and course type. The staffing required to meet collective agreement requirements is funded by the Ministry of Education and Child Care under the Classroom Enhancement Fund.

This funding is typically confirmed in December 2025; however, school staffing and organization must occur in May-June 2025. This means that VSB will have to employ additional teachers before the additional CEF allocation is confirmed by the Ministry. To manage this risk, a sufficient contingency reserve must be maintained for 2025-2026.

It is expected that the restored collective agreement language for the Vancouver Teachers Federation (VTF) will continue to result in increased staffing allocations that are estimated to continue to be fully funded by the province under the Classroom Enhancement Fund for the next three years. Forecasted revenue and staffing costs are not included in these estimates.

In 2025-2026, SSA staffing is budgeted to increase by 38 FTE (31 FTE ongoing and 7 FTE one-time). The cost increase of \$5.02 million has been funded from reallocation of resources from district principal and vice principal staffing (2 FTE), safe and caring schools staffing (9 FTE), district level support staff (3 FTE), StrongStart reorganization within available MECC funding (3 FTE), district resource teachers (4 FTE), vacancy savings from maintaining vacant district level exempt positions (2 FTE), and district level services and supplies savings. Please refer to the supplemental information section for more details.

Salary and Benefit Expenses

Most VSB employees' salaries are determined in accordance with collective agreements which expire on June 30, 2025. The timing of the completion of the negotiation of new collective agreements cannot be determined and is anticipated to occur after the end of the 2024-2025 fiscal year. The budgets for salaries in the 2025-2026 year through the 2027-2028 year do not include compensation changes for unionized staff. It is estimated that all labour settlement costs will be fully funded by the Ministry. The average teacher salary and benefits is expected to be \$131,223, an increase of \$418 compared to 2024-2025.

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). In 2022, BCPSEA provided school districts with salary grids for non-unionized staff. The estimated salary expense for 2025-2026 to 2027-2028 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.

The substitute budgets for Teachers Teaching on Call (TTOC) are calculated based on an expectation of 12 replacement days per full-time equivalent (FTE) teacher annually. This adjustment reflects a decrease of 1.5 days per teacher from the previous year (\$2.01 million).

It is anticipated that substitute cost savings of \$2.45 million for all staff will be achieved by reinstating the attendance support program for all employee groups, which was temporarily paused due to the pandemic.

Employee benefit costs are projected to increase by \$5.04 million due to combination of salary changes and changes in the benefit rates. For future years the cost of benefits is estimated to increase by 2% each year. Some of the changes in the employee benefit rates include:

CPP (Canada Pension Plan): Maximum pensionable earnings are \$71,300 at the start of 2025 and is anticipated to increase to \$74,200 in 2026. This has resulted in a up to a \$173.38 increase in CPP per employee. Second tier CPP is expected to cap at \$84,540 of income in 2026 and will cost up to \$413 per employee, up from \$396 per employee in 2025. (CPP operating cost \$20.95 million)

Employment Insurance (EI): EI rates are anticipated to remain the same in 2026 as in 2025 (1.64% employee portion and 2.296% employer portion). Maximum insurable earnings are \$65,700 in 2025 and are expected to increase to \$68,300 in 2026. The projected cost of EI per employee is anticipated to increase by \$60. (EI operating cost \$7.03 million)

WorkSafeBC: WCB premium rates are expected to be 1.67% of salaries, down from a previous estimate of 1.87%, resulting from a trending decrease in claims. (WorkSafeBC operating cost \$7.58 million)

Extended Health: Extended health premiums are projected to increase by 10.81% for teachers, 5.07% for principals and vice principals, 43.31% for members of CUPE 407, 11.02% for members of CUPE 15, 4.40% for members of IUOE and 4.95% for exempt staff. (Extended Health operating cost \$20.94 million)

Dental: Dental benefits premiums are anticipated to increase by 6.93% for teachers, 7.21 % for principals and vice principals, 17.36% for members of CUPE 407, 8.71% for members of CUPE 15, 11.38% for members of IUOE and 0.68% for exempt staff. (Dental operating cost \$11.48 million)

Services and Supplies

Services and supplies budgets for 2025-2026 have been reduced to reflect one-time costs incurred in 2024-2025. District level cost reduction measures have been implemented aimed at addressing the structural deficit and redirecting resources to schools (\$1.21 million ongoing and \$0.91 million one-time).

Utilities budgets have been adjusted to reflect anticipated cost increases (\$0.52 million) and the removal of the Carbon Tax (\$1.05 million).

For 2025-2026, VSB will be unable to re-certify as a Living Wage Employer due to significant annual variations in the Living Wage benchmark, which currently surpasses the wage rate established through an existing multi-year collective agreement. All VSB employees meet or exceed the current Living Wage BC benchmark, with the exception of one job category governed by a collective agreement set to expire on June 30, 2025.

Compensation adjustments for unionized employees are negotiated through bargaining processes based on the Provincial Bargaining Mandate established by the Public Sector Employers' Council Secretariat (PSEC). Local wage adjustments cannot be made unilaterally; they must comply with province-wide bargaining timelines and policies.

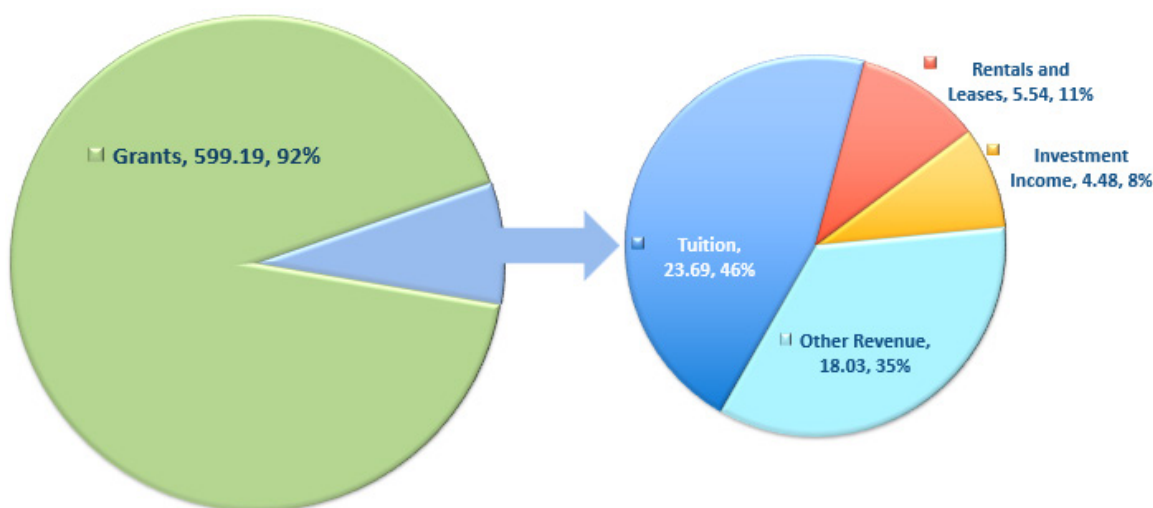
While we remain dedicated to paying our employees a wage consistent with the Living Wage BC rate, we will be unable pursue the Living Wage BC re-certification.

This budget does not include provisions for allocating funds to contractors to ensure their employees receive wages that align with the Living Wage BC rate, but we will continue to encourage all VSB contractors to pay their employees wages consistent with the Living Wage BC rate.

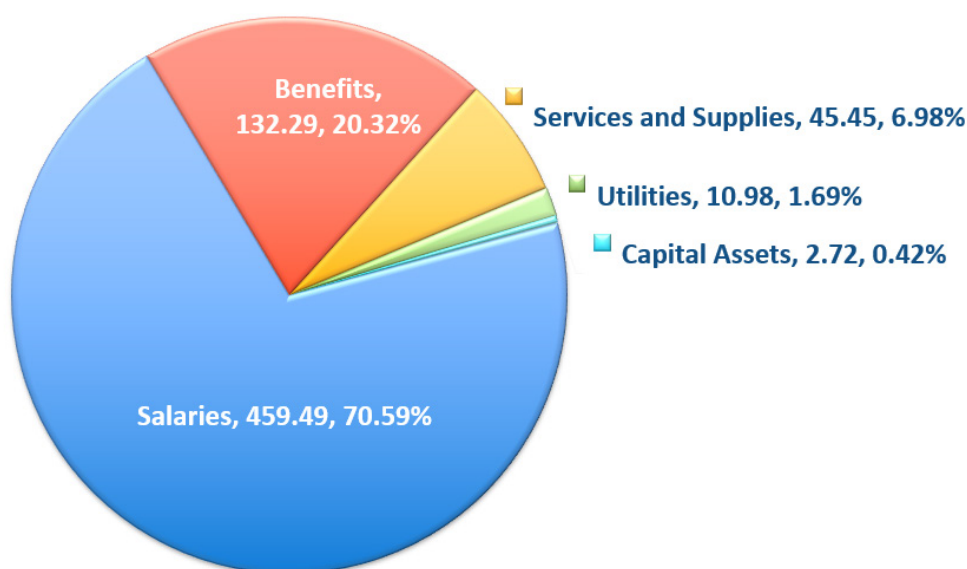
OPERATING BUDGET HIGHLIGHTS

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 (92 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 received. Outside of provincial grants, international education and other tuition fees are the primary source of revenue, which account for 4 per cent of total revenue. The projected operating budget revenue for 2025-2026 is \$650.93 million.



The projected operating expenditures total \$650.93 million (expenses \$648.21 million and capital assets \$2.72 million). Salaries and benefits account for 91 per cent of the operating budget expenditures including capital assets purchased, while services, supplies, utilities, and capital assets purchased represent 9 per cent.



Indigenous Education

The work of the Indigenous Education team is key to achieving the goals of VSB's Education Plan and the Ministry's Framework for Enhancing Student Learning policy.

The department works alongside the learning and instruction team to continue to target support for literacy, numeracy and the core competencies. In addition to targeted instructional support, the Indigenous Education team supports the District and school communities to deliver culturally relevant educational opportunities such as weaving, carving, drum making and learning opportunities on the land.

VSB receives targeted funding to support Indigenous Education based on the number of students receiving services. VSB anticipates enrolment of 2,001 FTE in 2025-2026 (\$3.58 million in funding) which is expected to remain unchanged through the 2027-2028. Starting in 2024-2025, an additional grant has been provided to support the operation of Indigenous Education Councils (IECs).

According to the BC School Act and the [Ministry's Indigenous Education Council Policy](#), each board is required to establish and maintain an Indigenous Education Council. The council's purposes include advising on grants related to Indigenous students and approving plans, spending, and reporting associated with these grants. If the minister directs a targeted grant under section 106.4 for Indigenous students, the IEC must approve the board's plan and spending before the grant is utilized. Additionally, after the grant has been spent, the council must approve the board's report on the grant's spending.

Ensuring that this funding is utilized effectively requires the collaboration of boards of education and local Indigenous communities. VSB works closely with local Indigenous leaders to develop and deliver programs and services that integrate academic achievement and Indigenous culture and language.

The Director of Instruction - Indigenous Education and District staff connected with inherent rights holders from the three Host Nations to gather input into the 2025-2026 budget priorities and for the Indigenous targeted funding.

It is proposed that in 2025-2026, the targeted Indigenous Education funding be used to fund 9.40 FTE teachers, 1 FTE District Principal Indigenous Education, 26 FTE Indigenous Education Enhancement Workers (IEEW), 1 FTE Indigenous Education Cultural Coordinator. In addition, VSB will provide additional support for Indigenous Education through a \$0.45 million allocation of operating funds which are used to fund the Director of Indigenous Education position, clerical support, 0.60 FTE teacher and services and supplies.

Figure 8 – Indigenous Education

| (\$ millions) | 2021-22 Actual | 2022-23 Actual | 2023-24 Actual | 2024-25 Budget | 2025-26 Budget | 2026-27 Budget | 2027-28 Budget |
|--|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| Student Enrolment FTE | 2,154 | 2,161 | 2,109 | 2,065 | 2,001 | 2,001 | 2,001 |
| Revenue | | | | | | | |
| MECC Grant Indigenous Education | \$ 3.37 | \$ 3.38 | \$ 3.61 | \$ 3.66 | \$ 3.58 | \$ 3.58 | \$ 3.58 |
| MECC Grant Indigenous Education Council | - | - | - | 0.08 | 0.09 | 0.09 | 0.09 |
| Total Revenue | 3.37 | 3.38 | 3.61 | 3.74 | 3.67 | 3.67 | 3.67 |
| Expense | | | | | | | |
| Salaries and Benefits | 3.21 | 3.17 | 3.33 | 4.07 | 3.93 | 3.93 | 3.93 |
| Services and Supplies | 0.81 | 0.47 | 0.69 | 0.31 | 0.19 | 0.19 | 0.19 |
| Total Expense | 4.02 | 3.64 | 4.02 | 4.38 | 4.12 | 4.12 | 4.12 |
| Appropriated Surplus | | | | 0.15 | | | |
| Available Funds (Operating Contribution) | \$ (0.65) | \$ (0.26) | \$ (0.41) | \$ (0.49) | \$ (0.45) | \$ (0.45) | \$ (0.45) |


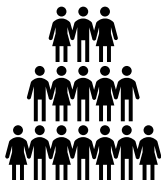

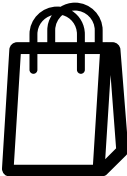
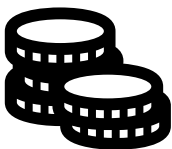
Inclusive Education

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.

| | | | | |
|---|---|---|---|---|
|  |  |  |  |  |
| Educators Psychologists SLPs | Education Assistants | Transportation | Supplies & Other | Supplemental Funding |
| \$46.97 million | \$76.08 million | \$3.17 million | \$3.05 million | \$86.03 million |
| \$ 129.27 million | | | | |

Learning and Instruction

In the 2025-2026 school year, the learning and instruction team will continue to provide direct support to students in classrooms and offer professional learning opportunities to classroom teachers. Their focus remains on literacy and numeracy, aligning their efforts with the MECC's K-12 Literacy Initiatives mandate. A key priority will be the implementation of literacy screeners for Kindergarten through Grade 3 and targeted literacy interventions for students who may need additional support.

Due to recruitment challenges and the redeployment of team members to vacant classroom positions in the 2024-2025 school year, several positions within the team remained unfilled. To optimize resources and prioritize classroom teaching positions, the funding for four FTE teaching positions will be redirected to support other budget priorities, ensuring the continued enhancement of educational services and student outcomes.

Arts Education

In the 2025-2026 budget, VSB continues to prioritize arts education by providing essential resources and professional development for teaching art, music, drama, and dance from Kindergarten through Grade 12. The District fine arts teacher position remains a key component, facilitating collaboration with community partners to offer diverse arts opportunities for students. Additionally, the Artists in Residence Program (AIRS) will continue to operate in 18 elementary schools, benefiting more than 3,000 students with enriched art experiences.

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 and continues to maintain its strong reputation.

Enrolment trends can change based global factors and federal government immigration policy that are difficult to anticipate. Recent changes to federal immigration policy are expected to result in a decline in enrolment of 169 FTE students between 2024-2025 and 2025-2026. The impact of the decline in enrolments is anticipated to be partially offset by tuition increases. A summary of estimated revenue and expense for the program is provided in the following table.

Figure 9 - International Education Summary

| (\$ millions) | 2021-22 Actual | 2022-23 Actual | 2023-24 Actual | 2024-25 Budget | 2025-26 Budget | 2026-27 Budget | 2027-28 Budget |
|---------------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| International Student FTE | 1,278 | 1,226 | 1,349 | 1,429 | 1,260 | 1,260 | 1,260 |
| Revenue | | | | | | | |
| Tuition | \$ 20.30 | \$ 21.42 | \$ 24.31 | \$ 22.58 | \$ 21.50 | \$ 21.50 | \$ 21.50 |
| Other Revenue | 1.28 | 0.95 | 1.24 | 0.88 | 0.78 | 0.78 | 0.78 |
| Total Revenue | 21.58 | 22.37 | 25.55 | 23.46 | 22.28 | 22.28 | 22.28 |
| Expense | | | | | | | |
| Salaries and Benefits | 8.38 | 8.90 | 9.49 | 10.11 | 8.01 | 8.01 | 8.01 |
| Services and Supplies | 1.15 | 1.70 | 2.00 | 1.98 | 1.81 | 1.81 | 1.81 |
| Total Expense | 9.53 | 10.60 | 11.49 | 12.09 | 9.82 | 9.82 | 9.82 |
| Net Revenue (Expense) | \$ 12.05 | \$ 11.77 | \$ 14.06 | \$ 11.37 | \$ 12.46 | \$ 12.46 | \$ 12.46 |

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 2021-2022 through 2023-2024 include funds received from students that have withdrawn from the program that did not qualify for a full refund.

Food Services

VSB provides approximately 3,800 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 secondary and elementary 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. For the 2024–2025 year, VSB will receive \$125,725 under the Federal Government's National School Food Program, with funding for 2025–2026 and future years yet to be confirmed.

The City of Vancouver grant will expire during 2025-2026 and the projections assume that the VSB will secure additional grants or donations to offset that loss in funding. 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 it is highly dependent on actual revenue, supplies costs and staffing costs. Additional information on the Feeding Futures Fund 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 the 2024-2025 amended budget, estimated expenses for food services were \$7,700,589 (salaries and benefits of \$4,420,112 and services and supplies of \$3,280,477) and estimated revenues were \$7,400,638.

In the draft 2025-2026 draft budget, estimated expenses for food services are \$7,524,111 (salaries and benefits of \$4,419,706 and services and supplies of \$3,122,405) and estimated revenues were \$7,249,611. The reduction in supplies reflects the reduction in grants from City of Vancouver.

2024-2025 National School Food Program funding of \$125,000 is proposed to be spent before September 2025 for a walk-in cooler upgrade which will ensure continuity of food service. The funding for future years is expected to be communicated in July 2025.

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

Figure 10 – Food Services Summary

| (\$ millions) | 2023-24 Actual | 2024-25 Budget | 2025-26 Budget | 2026-27 Budget | 2027-28 Budget |
|----------------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| Revenue | | | | | |
| Provincial Grants | \$ 5.56 | \$ 5.65 | \$ 5.55 | \$ 5.55 | \$ 5.55 |
| Other Income | | | | | |
| City of Vancouver Grant | 0.33 | 0.33 | 0.16 | - | - |
| Cafeteria Sales Revenue | 0.87 | 0.98 | 0.99 | 0.99 | 0.99 |
| Commission Revenue | 0.08 | 0.08 | 0.08 | 0.08 | 0.08 |
| Other Grants and Donations | 0.47 | 0.36 | 0.47 | 0.63 | 0.63 |
| Total Revenue | 7.31 | 7.40 | 7.25 | 7.25 | 7.25 |
| Expense | | | | | |
| Salaries and Benefits | 4.28 | 4.42 | 4.42 | 4.42 | 4.42 |
| Services and Supplies | 3.32 | 3.28 | 3.12 | 3.12 | 3.12 |
| Total Expense | 7.60 | 7.70 | 7.54 | 7.54 | 7.54 |
| Net Revenue (Expense) | \$ (0.29) | \$ (0.30) | \$ (0.29) | \$ (0.29) | \$ (0.29) |

Operating Budget Summary

The following table summarizes budgeted revenue and expenses by type.

Figure 11 – Operating Revenue and Expense by Type

| Budgeted Revenue and Expense (\$ millions) | 2023-24 Actual | 2024-25 Amended Budget | 2025-26 Annual Budget | Change \$ | Change % |
|---|-------------------|------------------------------|-----------------------------|----------------|-----------------|
| Revenue | | | | | |
| Provincial Grants - MECC | \$ 569.43 | \$ 593.18 | \$ 596.04 | \$ 2.86 | 0.48% |
| Provincial Grants - Other | 0.06 | 0.08 | 0.08 | - | 0.00% |
| Federal Grants | 3.19 | 3.41 | 3.07 | (0.34) | (11.07%) |
| Tuition | 26.79 | 24.84 | 23.69 | (1.15) | (4.85%) |
| Other Revenue | 19.71 | 18.01 | 18.03 | 0.02 | 0.11% |
| Rentals and Leases | 5.67 | 5.63 | 5.54 | (0.09) | (1.62%) |
| Investment Income | 7.61 | 5.58 | 4.48 | (1.10) | (24.55%) |
| Total Revenue | 632.46 | 650.73 | 650.93 | 0.20 | 0.03% |
| Expenses | | | | | |
| Salaries | | | | | |
| Teachers | 267.76 | 275.30 | 271.18 | (4.12) | (1.52%) |
| Principals and Vice Principals | 31.18 | 31.31 | 30.51 | (0.80) | (2.62%) |
| Educational Assistants | 48.46 | 55.33 | 60.35 | 5.02 | 8.32% |
| Support Staff | 63.63 | 67.56 | 67.98 | 0.42 | 0.62% |
| Other Professionals | 13.20 | 13.77 | 14.05 | 0.28 | 1.99% |
| Substitutes | 17.73 | 17.87 | 15.42 | (2.45) | (15.89%) |
| Employee Benefits | 118.05 | 127.25 | 132.29 | 5.04 | 3.81% |
| Total Salaries and Benefits | 560.01 | 588.39 | 591.78 | 3.39 | 0.57% |
| Services and Supplies | | | | | |
| Services | 16.73 | 23.95 | 13.25 | (10.70) | (80.75%) |
| Student Transportation | 3.52 | 4.47 | 3.34 | (1.13) | (33.83%) |
| Professional Development and Travel | 0.97 | 2.22 | 1.40 | (0.82) | (58.57%) |
| Rentals and Leases | 0.83 | 0.95 | 0.96 | 0.01 | 1.04% |
| Dues and Fees | 0.74 | 1.04 | 0.92 | (0.12) | (13.04%) |
| Insurance | 1.53 | 1.76 | 1.77 | 0.01 | 0.56% |
| Supplies | 27.85 | 26.37 | 23.81 | (2.56) | (10.75%) |
| Utilities | 11.40 | 11.49 | 10.98 | (0.51) | (4.64%) |
| Total Services and Supplies | 63.57 | 72.25 | 56.43 | (15.82) | (28.03%) |
| Total Expense | 623.58 | 660.64 | 648.21 | (12.43) | (1.92%) |
| Net Revenue (Expense) | 8.88 | (9.91) | 2.72 | 12.63 | |
| Capital Assets Purchased | (3.61) | (3.91) | (2.72) | 1.19 | (43.75%) |
| Surplus (Deficit) for the Year | 5.27 | (13.82) | (0.00) | 13.82 | |
| Operating Fund Accumulated Surplus, beginning of year | 20.79 | 26.06 | 12.24 | (13.82) | |
| Internally Restricted Operating Surplus | (23.32) | (10.13) | (10.13) | - | |
| Unrestricted Operating Surplus (Contingency) | (2.74) | (2.11) | (2.11) | 0.00 | |
| | \$ - | \$ - | \$ - | \$ - | |

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

Special purpose funds revenue is estimated to total \$101.86 million, which represents a decrease of \$2.50 million compared to the 2024-2025 Annual Budget. The following table summarizes revenue, and expenses by object for special purpose funds - actuals for years 2021-2022 to 2023-2024 and budgeted for 2024-2025 to 2027-2028. It should be noted that not all grants have been announced for 2025-2026. The assumption in these estimates is that ongoing funding provided in previous years will remain at the same level in 2025-2026 to 2027-2028.

The last year for the Student and Family Affordability fund was 2024-2025 and no further contributions are expected. The National School Food Program grant for 2025-2026 has not yet been announced and is not included in these estimates.

Figure 12 – Special Purpose Funds

| (\$ millions) | 2021-22 Actual | 2022-23 Actual | 2023-24 Actual | 2024-25 Budget | 2025-26 Budget | 2026-27 Budget | 2027-28 Budget |
|---------------------------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| Revenue | | | | | | | |
| Provincial Grants - MECC | \$ 62.08 | \$ 69.66 | \$ 76.60 | \$ 88.39 | \$ 85.17 | \$ 85.17 | \$ 85.17 |
| Provincial Grants - Other | 7.25 | 7.85 | 9.15 | 8.79 | 8.68 | 8.68 | 8.68 |
| Other Revenue | 6.79 | 7.55 | 7.48 | 7.06 | 7.17 | 7.17 | 7.17 |
| Investment Income | 0.22 | 0.82 | 0.95 | 0.12 | 0.84 | 0.84 | 0.84 |
| Total Revenue | 76.34 | 85.88 | 94.18 | 104.36 | 101.86 | 101.86 | 101.86 |
| Expense | | | | | | | |
| Salaries and Benefits | 56.83 | 60.01 | 69.45 | 79.15 | 78.16 | 78.16 | 78.16 |
| Services and Supplies | 18.57 | 25.21 | 24.21 | 24.54 | 23.04 | 23.04 | 23.04 |
| Total Expense | 75.40 | 85.22 | 93.66 | 103.69 | 101.20 | 101.20 | 101.20 |
| Net Revenue (Expense) | 0.94 | 0.66 | 0.52 | 0.67 | 0.66 | 0.66 | 0.66 |
| Capital Assets Purchased | (0.94) | (0.66) | (0.52) | (0.67) | (0.66) | (0.66) | (0.66) |
| Surplus (Deficit) for the Year | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |

The SPF grants revenue by fund is summarised in the following table.

Figure 13 – Special Purpose Funds Grants

| SPF Revenue by Fund (\$ millions) | 2021-22 Actual | 2022-23 Actual | 2023-24 Actual | 2024-25 Budget | 2025-26 Budget | 2026-27 Budget | 2027-28 Budget |
|--|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| AFG | \$ 2.20 | \$ 2.26 | \$ 3.15 | \$ 1.35 | \$ 2.24 | \$ 2.24 | \$ 2.24 |
| AT-BC | 4.17 | 5.07 | 5.87 | 5.21 | 5.48 | 5.48 | 5.48 |
| CAYA | 3.06 | 3.05 | 3.47 | 3.59 | 3.97 | 3.97 | 3.97 |
| CEF | 32.80 | 36.37 | 37.03 | 48.06 | 46.51 | 46.51 | 46.51 |
| CommunityLINK | 9.39 | 9.93 | 10.78 | 10.65 | 10.65 | 10.65 | 10.65 |
| CommunityLINK - Other | 0.28 | 0.37 | 0.29 | 0.23 | 0.23 | 0.23 | 0.23 |
| Early Childhood Grants | 0.02 | 0.13 | 0.38 | 0.36 | 0.26 | 0.26 | 0.26 |
| Feeding Futures Fund | - | - | 5.57 | 5.65 | 5.55 | 5.55 | 5.55 |
| First Nation Student Transportation Fund | 0.13 | 0.13 | 0.15 | 0.15 | 0.15 | 0.15 | 0.15 |
| LIF | 1.63 | 1.56 | 2.03 | 2.06 | 2.03 | 2.03 | 2.03 |
| Mental Health in Schools | 0.08 | 0.06 | 0.08 | 0.05 | 0.05 | 0.05 | 0.05 |
| Miscellaneous | 0.77 | 0.37 | 0.76 | 0.41 | 0.41 | 0.41 | 0.41 |
| OLEP | 0.60 | 0.75 | 0.78 | 0.80 | 0.80 | 0.80 | 0.80 |
| PRCVI | 2.20 | 2.53 | 2.91 | 3.29 | 3.24 | 3.24 | 3.24 |
| PRP | 2.20 | 2.41 | 2.86 | 3.18 | 2.71 | 2.71 | 2.71 |
| Professional Learning Grant | | | | 0.20 | 0.20 | 0.20 | 0.20 |
| Ready Set Learn | 0.23 | 0.23 | 0.22 | 0.22 | 0.22 | 0.22 | 0.22 |
| Safe Return to School | 1.20 | 1.09 | - | - | - | - | - |
| Scholarships and Bursaries | 0.05 | 0.10 | 0.08 | 0.11 | 0.10 | 0.10 | 0.10 |
| School Generated Funds | 5.65 | 6.99 | 6.70 | 6.33 | 6.45 | 6.45 | 6.45 |
| SET-BC | 9.08 | 8.20 | 9.43 | 9.77 | 9.95 | 9.95 | 9.95 |
| Strong Start | 0.62 | 0.61 | 0.61 | 0.61 | 0.61 | 0.61 | 0.61 |
| Student & Family Affordability Fund | - | 3.67 | 1.03 | 2.03 | - | - | - |
| Work Experience Enhancement Fund | - | - | - | 0.05 | 0.05 | 0.05 | 0.05 |
| TOTAL | \$ 76.36 | \$ 85.88 | \$ 94.18 | \$ 104.36 | \$ 101.86 | \$ 101.86 | \$ 101.86 |

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. The special purpose portion of the AFG grant funding for 2025-2026 is the same as the amount received for the 2024-2025 year. For budgeting purposes, it is estimated that the Annual Facilities Grant will remain unchanged for the 2026-2027 and 2027-2028 years.

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 |
|-----------------------------|--------------|--------------|-------------|
| Capital | \$12,068,331 | \$13,468,524 | \$1,400,194 |
| Special Purpose Fund | \$2,238,404 | \$2,238,404 | \$ 0 |
| Provincial CAMS* | \$(190,502) | \$(190,502) | \$ 0 |
| Total Grant | \$14,116,232 | \$15,516,426 | \$1,400,194 |

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

The revised proposed 2025-2026 AFG Expenditure Plan is included below.

| AFG Expenditure by Type (in thousands) | Description of Items Included in Plan |
|--|--|
| Accessibility \$479 | Elevator upgrades and rebuilds Accessible washroom construction Accessible emergency response Exterior access |
| Accessibility (additional) \$550 | Sensory room conversions based on District Learning Services at various locations Power door upgrades and installations 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 | \$1,182 | Boiler Upgrades Furnace Upgrades Heating coil replacement Ventilation recalibrations Heating piping replacement Control upgrades Compressor repairs and replacement |
| <i>HVAC (additional)</i> | <i>\$334</i> | <i>Replace the dust collection system for the Carpentry shop to address Health and Safety issues</i> |
| Interior Construction | \$3,174 | Gym floor refinishing and flooring upgrades Rekeying Drapery renewal Millwork renewal Gym door repairs Shop equipment safeguarding |
| Plumbing | \$1,295 | Water pipe replacement Water bottle fill stations Washroom upgrades Sprinkler review and upgrades Water conservation |
| Roofing | \$2,020 | Replace failing roof systems |
| <i>Roofing (additional)</i> | <i>\$516</i> | <i>Replace failing roof systems</i> |
| Site Upgrades | \$1,388 | Replace external stairs Sidewalks, pathways, courts Handrails, ladders, flag poles Tree pruning and management Playground repairs and access improvement |
| Total | \$15,516 | |

A summary of the AFG special purpose fund budget is included in Figure 14.

Figure 14 – Annual Facility Grant

| (\$ millions) | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 |
|------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | Actual | Actual | Actual | Budget | Budget | Budget | Budget |
| Revenue | | | | | | | |
| Provincial Grants - MECC | \$ 2.20 | \$ 2.24 | \$ 2.24 | \$ 1.35 | \$ 2.24 | \$ 2.24 | \$ 2.24 |
| Investment Income | - | 0.02 | 0.01 | - | - | - | - |
| Total Revenue | 2.20 | 2.26 | 2.25 | 1.35 | 2.24 | 2.24 | 2.24 |
| Expense | | | | | | | |
| Salaries and Benefits | 1.93 | 1.99 | 1.91 | 0.98 | 1.68 | 1.68 | 1.68 |
| Services and Supplies | 0.27 | 0.27 | 0.34 | 0.37 | 0.56 | 0.56 | 0.56 |
| Total Expense | 2.20 | 2.26 | 2.25 | 1.35 | 2.24 | 2.24 | 2.24 |
| Net Revenue (Expense) | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |

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 Ratios

| Secondary | Collective Agreement Class | Elementary | Collective Agreement Class |
|--------------------------------------|----------------------------|----------------------------------|----------------------------|
| 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 |

On March 13, 2025, the Ministry announced preliminary Classroom Enhancement Fund (CEF) allocations for school districts for the 2025-2026 school year. VSB has been provided with a preliminary CEF allocation of \$46.51 million, sufficient to fund an estimated 315.40 FTE teachers (\$41.91 million) and overhead costs (\$4.60 million). The preliminary allocations do not reflect additional FTE teacher staffing that may be required to meet restored collective agreement requirements in the 2025-2026 year. Adjustments to District allocations may be made once final fall 2025 staffing is known. Final 2025-2026 allocations will be confirmed at the same time as the operating grant recalculation in December 2025.

Based on the collective agreement, for 2025-2026, the estimated teachers by category are:

- Teacher librarians - 72.15 FTE
- Counsellors - 94.67 FTE
- Learning assistance/special education/ELL - 477.95 FTE

The allocation by school will be known in September when the final staffing allocations by school are determined. The non-enrolling teacher ratios are part of the collective agreement with the VTF and are bargained at the provincial level.

The following table summarizes the CEF allocations received by VSB from 2021-2022 to 2023-2024 and forecasted to be received from 2024-2025 to 2027-2028.

Figure 15 - Classroom Enhancement Fund Grants

| (\$ millions) | 2021-22 Actual | 2022-23 Actual | 2023-24 Actual | 2024-25 Budget | 2025-26 Budget | 2026-27 Budget | 2027-28 Budget |
|-----------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| CEF - Teacher FTE | 258.00 | 265.00 | 315.40 | 315.40 | 315.40 | 315.40 | 315.40 |
| CEF - Teacher Funding | \$ 28.67 | \$ 31.21 | \$ 32.43 | \$ 41.91 | \$ 41.91 | \$ 41.91 | \$ 41.91 |
| CEF - Overhead | 4.06 | 4.25 | 4.42 | 4.60 | 4.60 | 4.60 | 4.60 |
| CEF - Remedies | 0.07 | 0.91 | 0.18 | 1.55 | - | - | - |
| Total CEF Funding | \$ 32.80 | \$ 36.37 | \$ 37.03 | \$ 48.06 | \$ 46.51 | \$ 46.51 | \$ 46.51 |

The table below summarizes the actual CEF revenue and expenses for 2021-2022 to 2023-2024 and projected revenue and expense for 2024-2025 to 2027-2028. The forecasted revenue and expense for the 2026-2027 and 2027-2028 are expected to be the unchanged from the 2025-2026 forecast.

Figure 16 - Classroom Enhancement Fund

| (\$ millions) | 2021-22 Actual | 2022-23 Actual | 2023-24 Actual | 2024-25 Budget | 2025-26 Budget | 2026-27 Budget | 2027-28 Budget |
|--------------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| Revenue | | | | | | | |
| Provincial Grants - MECC | \$ 32.78 | \$ 36.31 | \$ 37.03 | \$ 48.06 | \$ 46.51 | \$ 46.51 | \$ 46.51 |
| Investment Income | 0.02 | 0.06 | - | - | - | - | - |
| Total Revenue | 32.80 | 36.37 | 37.03 | 48.06 | 46.51 | 46.51 | 46.51 |
| Expense | | | | | | | |
| Salaries and Benefits | 32.73 | 35.76 | 36.96 | 47.95 | 46.42 | 46.42 | 46.42 |
| Services and Supplies | 0.07 | 0.61 | 0.07 | 0.11 | 0.09 | 0.09 | 0.09 |
| Total Expense | 32.80 | 36.37 | 37.03 | 48.06 | 46.51 | 46.51 | 46.51 |
| Net Revenue (Expense) | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |

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, youth counselling, and after-school programs as well as supplemental staffing.

In 2025-2026 the grant will be used to fund 13 FTE community coordinators, 53.5 FTE educational assistants, 19.35 FTE teachers, 3.26 FTE support staff, 1 FTE principal and 2 FTE exempt staff.

Figure 17 - CommunityLINK Budget

| (\$ millions) | 2021-22 Actual | 2022-23 Actual | 2023-24 Actual | 2024-25 Budget | 2025-26 Budget | 2026-27 Budget | 2027-28 Budget |
|-----------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| Revenue | | | | | | | |
| Provincial Grants | \$ 9.38 | \$ 9.87 | \$ 10.71 | \$ 10.92 | \$ 10.65 | \$ 10.65 | \$ 10.65 |
| Investment Income | 0.01 | 0.06 | 0.07 | - | - | - | - |
| Total Revenue | 9.39 | 9.93 | 10.78 | 10.92 | 10.65 | 10.65 | 10.65 |
| Expense | | | | | | | |
| Salaries and Benefits | 7.74 | 7.79 | 10.09 | 9.52 | 9.51 | 9.51 | 9.51 |
| Services and Supplies | 1.65 | 2.14 | 0.69 | 1.40 | 1.14 | 1.14 | 1.14 |
| Total Expense | 9.39 | 9.93 | 10.78 | 10.92 | 10.65 | 10.65 | 10.65 |
| Net Revenue (Expense) | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |

Feeding Futures and National School Food Program 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 (\$2.27 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 FeedBC, 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.

Third-Party Food Providers (\$0.42 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. There are plans to add additional school sites to this program in addition to the existing locations (John Norquay and Lord Roberts Elementary and Total Ed Secondary Program).

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. In the 2025-2026 period, the fundraising target for school food programs is set at \$0.47 million, while sales revenue from VSB-operated cafeterias is projected to be \$0.99 million and revenue from third party operated cafeterias is projected to be \$0.08 million. The budgeted operating expenses for school food programs are estimated at \$1.99 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.

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 (FFF) 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](#).

For 2024-2025, the VSB has been allocated \$125,725 to support the expansion and improvement of its food programs. This grant was not reflected in the 2024-2025 Amended Financial Plan and therefore there is no current spending in place for this funding in the 2024-2025 year.

The allocation of NSFP funding for the 2025-2026 year has not yet been announced and an estimate of this funding is not included in this financial plan.

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, and 2025-2026 Feeding Futures funding should be fully spent by June 30, 2026.

Figure 18 – Feeding Futures Fund

| (\$ millions) | 2021-22 Actual | 2022-23 Actual | 2023-24 Actual | 2024-25 Budget | 2025-26 Budget | 2026-27 Budget | 2027-28 Budget |
|-----------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| Revenue | | | | | | | |
| Provincial Grants | \$ - | \$ - | \$ 5.56 | \$ 5.65 | \$ 5.55 | \$ 5.55 | \$ 5.55 |
| Total Revenue | - | - | 5.56 | 5.65 | 5.55 | 5.55 | 5.55 |
| Expense | | | | | | | |
| Salaries and Benefits | - | - | 2.90 | 2.69 | 2.86 | 2.86 | 2.86 |
| Services and Supplies | - | - | 2.66 | 2.96 | 2.69 | 2.69 | 2.69 |
| Total Expense | - | - | 5.56 | 5.65 | 5.55 | 5.55 | 5.55 |
| Net Revenue (Expense) | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |

StrongStart

VSB's StrongStart programs, offered at 16 sites, provide caregivers and their children (ages 0-5) with learning opportunities that support early learning skills and social interaction. For 2025-2026, the StrongStart funding from the Ministry remains unchanged at \$608,000. This is not sufficient to cover the costs of the current operating model for the programs and in recent years, additional funds from the operating budget have been used to support the program. For the 2025-2026 school year, participation and attendance data has been used to better align the scheduling of days and times that each center is open. This will better serve the needs of families and provide staffing efficiencies, allowing the program to operate within the StrongStart grant.

The operating subsidy of \$0.19 million is going to be used to support three additional school based SSAs.

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 capital grants (bylaw capital, Ministry of Education and Child Care 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 deficit of \$2.26 million. Capital Fund revenues include the amortization of deferred capital revenue (\$31.96 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 \$39.91 million of capital fund expenses. The net impact of amortization is a deficit of \$7.95 million. The Ministry allows school districts to report a deficit in their capital funds provided it does not exceed the amortization net impact.

Figure 19 – Capital Fund Summary

| (\$ millions) | 2021-22 Actual | 2022-23 Actual | 2023-24 Actual | 2024-25 Budget | 2025-26 Budget | 2026-27 Budget | 2027-28 Budget |
|---|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| Revenue | | | | | | | |
| Provincial Grants - MECC | \$ - | \$ - | \$ 0.08 | \$ - | \$ - | \$ - | \$ - |
| Other Revenue | 0.44 | 1.64 | 0.46 | 0.44 | 0.44 | 0.44 | 0.44 |
| Rentals and Leases | 5.59 | 2.62 | 2.31 | 2.10 | 2.05 | 2.05 | 2.05 |
| Investment Income | 0.18 | 0.61 | 0.68 | 0.55 | 0.45 | 0.45 | 0.45 |
| Amortization of Deferred Capital Revenue | 22.43 | 24.55 | 26.53 | 30.16 | 31.96 | 33.22 | 33.88 |
| Total Revenue | 28.64 | 29.42 | 30.06 | 33.25 | 34.90 | 36.16 | 36.82 |
| Expense | | | | | | | |
| Services and Supplies | 0.82 | 0.53 | 0.86 | 1.14 | 0.63 | 0.57 | 0.56 |
| Amortization of Tangible Capital Assets | 32.38 | 34.35 | 35.25 | 38.67 | 39.91 | 40.18 | 40.29 |
| Total Expense | 33.20 | 34.88 | 36.11 | 39.81 | 40.54 | 40.75 | 40.85 |
| Net Revenue (Expense) | (4.56) | (5.46) | (6.05) | (6.56) | (5.64) | (4.59) | (4.03) |
| Net Transfers (to) from other funds | 5.28 | 4.75 | 4.13 | 4.58 | 3.38 | 3.38 | 3.38 |
| Surplus (Deficit) for the Year | 0.72 | (0.71) | (1.92) | (1.98) | (2.26) | (1.21) | (0.65) |
| Capital Surplus (Deficit), beginning of year | 117.69 | 51.39 | 50.68 | 48.76 | 46.78 | 44.52 | 43.31 |
| Capital Surplus (Deficit), end of year | \$ 118.41 | \$ 50.68 | \$ 48.76 | \$ 46.78 | \$ 44.52 | \$ 43.31 | \$ 42.66 |

*2022-2023 Capital Surplus (Deficit), beginning of year includes prior period adjustments to recognize asset retirement obligation totalling \$67.02 million. The 2022-2023 Capital Surplus was amended from \$50.69 million as reported in the 2024-2025 Financial Plan to \$50.68 million in the table above.

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

Figure 20 – Investment in Capital Assets

| (\$ millions) | 2021-22 Actual | 2022-23 Actual | 2023-24 Actual | 2024-25 Budget | 2025-26 Budget | 2026-27 Budget | 2027-28 Budget |
|--|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| Revenue | | | | | | | |
| Provincial Grants - MECC | \$ - | \$ - | \$ 0.08 | \$ - | \$ - | \$ - | \$ - |
| Other Revenue | 0.17 | 0.17 | 0.17 | 0.17 | 0.17 | 0.17 | 0.17 |
| Amortization of Deferred Capital Revenue | 22.43 | 24.55 | 26.53 | 30.16 | 31.96 | 33.22 | 33.88 |
| Total Revenue | 22.60 | 24.72 | 26.78 | 30.33 | 32.13 | 33.39 | 34.05 |
| Expense | | | | | | | |
| Amortization of Tangible Capital Assets | 32.38 | 34.35 | 35.25 | 38.67 | 39.91 | 40.18 | 40.29 |
| Net Revenue (Expense) | (9.78) | (9.63) | (8.47) | (8.34) | (7.78) | (6.79) | (6.24) |
| Net Transfers from other funds | | | | | | | |
| Tangible Capital Assets Purchased | 2.75 | 2.38 | 2.53 | 2.50 | 1.82 | 2.78 | 2.88 |
| Other Adjustments to Fund Balances | | | | | | | |
| Tangible Capital Assets Purchased from Local Capital | 1.78 | 1.94 | 6.24 | 3.79 | 2.75 | 2.75 | 2.75 |
| Capital Lease Principal Payments | 2.42 | 2.19 | 1.47 | 1.89 | 1.48 | 0.58 | 0.49 |
| Total Other Adjustments to Fund Balances | 4.20 | 4.13 | 7.71 | 5.68 | 4.23 | 3.33 | 3.24 |
| Surplus (Deficit) for the Year | \$ (2.83) | \$ (3.12) | \$ 1.77 | \$ (0.16) | \$ (1.73) | \$ (0.68) | \$ (0.12) |

A deficit of \$1.73 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 Elementary School at Coal Harbour.

Local Capital

The Local Capital balance is comprised of 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.

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 meeting.

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

Local Capital Revenue

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 optional ground-floor retail, as approved by the City of Vancouver and 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.

Rentals and leases revenue reported in Local Capital is anticipated to be \$2.05 million in the 2025-2026 year and to remain at that level through 2027-2028.

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 bears these costs even if an anticipated project is not approved.

The Board approved uses of Local Capital are summarized below.

Figure 21 - Plan for Local Capital - Anticipated Appropriations of Local Capital

| (\$ millions) | 2024-25 Board Approvals | 2024-25 Estimated Appropriation | 2025-26 Estimated Appropriation | 2026-27 Estimated Appropriation | 2027-28 Estimated Appropriation | TOTAL Estimated Appropriations |
|---|-------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|--------------------------------------|
| Capital Projects Cost Share | | | | | | |
| New Elementary School at Coal Harbour | \$ 4.21 | \$ - | \$ - | \$ - | \$ - | \$ 4.21 |
| Eric Hamber Secondary | 0.28 | - | - | - | - | 0.28 |
| Henry Hudson Elementary | 0.33 | - | - | - | - | 0.33 |
| Kitsilano Secondary | 0.05 | - | - | - | - | 0.05 |
| Equipment Replacement | 0.50 | 0.50 | 0.50 | 0.50 | 0.50 | 2.50 |
| Financial Provisions | 0.20 | 0.20 | 0.20 | 0.20 | 0.20 | 1.00 |
| Parkade and Paid Parking Lots Renewal | 0.62 | 0.15 | 0.15 | 0.15 | 0.15 | 1.22 |
| Renewal of Leased Facilities | - | 0.24 | 0.24 | 0.24 | 0.24 | 0.96 |
| Replacement School at Lord Roberts Annex Site | 3.42 | 0.13 | 0.13 | 0.13 | - | 3.81 |
| Technology for Student Learning | 0.25 | - | - | - | - | 0.25 |
| Automated External Defibrillators | 0.25 | - | - | - | - | 0.25 |
| Total Internally Restricted Local Capital Surplus | \$ 10.11 | \$ 1.22 | \$ 1.22 | \$ 1.22 | \$ 1.09 | \$ 14.86 |

The table above identifies the anticipated Local Capital amounts that will be appropriated from the 2024-2025 year through 2027-2028. Amounts appropriated are expected to be spent as reported in Figure 22.

The planned spending cannot exceed the amounts appropriations listed in Figure 21 and all appropriations are subject to Board approval.

Figure 22 - Plan for Local Capital - Forecasted Spending from Local Capital

| (\$ millions) | 2024-25 Estimated Spending | 2025-26 Estimated Spending | 2026-27 Estimated Spending | 2027-28 Estimated Spending | TOTAL Estimated Spending |
|---|----------------------------------|----------------------------------|----------------------------------|----------------------------------|--------------------------------|
| Capital Projects Cost Share | | | | | |
| New Elementary School at Coal Harbour | \$ 2.26 | \$ 1.95 | \$ - | \$ - | \$ 4.21 |
| Eric Hamber Secondary | 0.28 | - | - | - | 0.28 |
| Henry Hudson Elementary | 0.33 | - | - | - | 0.33 |
| Kitsilano Secondary | 0.05 | - | - | - | 0.05 |
| Equipment Replacement | 0.50 | 0.05 | 0.50 | 0.50 | 1.55 |
| Financial Provisions | 0.20 | - | 0.20 | 0.20 | 0.60 |
| Parkade and Paid Parking Lots Renewal | 0.10 | - | 0.15 | 0.15 | 0.40 |
| Renewal of Leased Facilities | - | - | 0.15 | 0.51 | 0.66 |
| Replacement School at Lord Roberts Annex Site | 0.17 | 0.50 | 1.75 | 1.39 | 3.81 |
| Technology for Student Learning | 0.25 | - | - | - | 0.25 |
| Automated External Defibrillators | - | 0.25 | - | - | 0.25 |
| Total Internally Restricted Local Capital Surplus | \$ 4.14 | \$ 2.75 | \$ 2.75 | \$ 2.75 | \$ 12.39 |

The forecasted changes and planned use of local capital balances are summarized in the following table.

Figure 23 – Local Capital

| (\$ millions) | 2021-22 Actual | 2022-23 Actual | 2023-24 Actual | 2024-25 Budget | 2025-26 Budget | 2026-27 Budget | 2027-28 Budget |
|--|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| Revenue | | | | | | | |
| Other Revenue | \$ 0.27 | \$ 1.47 | \$ 0.29 | \$ 0.27 | \$ 0.27 | \$ 0.27 | \$ 0.27 |
| Rentals and Leases | 5.59 | 2.62 | 2.31 | 2.10 | 2.05 | 2.05 | 2.05 |
| Investment Income | 0.18 | 0.61 | 0.68 | 0.55 | 0.45 | 0.45 | 0.45 |
| Total Revenue | 6.04 | 4.70 | 3.28 | 2.92 | 2.77 | 2.77 | 2.77 |
| Expense | | | | | | | |
| Operations and Maintenance | 0.71 | 0.34 | 0.73 | 0.95 | 0.55 | 0.55 | 0.55 |
| Capital Lease Interest | 0.11 | 0.19 | 0.13 | 0.19 | 0.08 | 0.02 | 0.01 |
| Total Expense | 0.82 | 0.53 | 0.86 | 1.14 | 0.63 | 0.57 | 0.56 |
| Net Revenue (Expense) | 5.22 | 4.17 | 2.42 | 1.78 | 2.14 | 2.20 | 2.21 |
| Net Transfers from other funds | | | | | | | |
| Capital lease payments | 2.53 | 2.37 | 1.60 | 2.08 | 1.56 | 0.60 | 0.50 |
| Other Adjustments to Fund Balances | | | | | | | |
| Tangible Capital Assets Purchased from Local Capital | (1.79) | (1.94) | (6.24) | (3.79) | (2.75) | (2.75) | (2.75) |
| Capital Lease Principal Payments | (2.42) | (2.19) | (1.47) | (1.89) | (1.48) | (0.58) | (0.49) |
| Total Other Adjustments to Fund Balances | (4.21) | (4.13) | (7.71) | (5.68) | (4.23) | (3.33) | (3.24) |
| Surplus (Deficit) for the Year | \$ 3.54 | \$ 2.41 | \$ (3.69) | \$ (1.82) | \$ (0.53) | \$ (0.53) | \$ (0.53) |

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 2027-2028. 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 \$3,034,142.

Figure 24 – Estimated Contingency Reserve for Local Capital

| Estimated Contingency Reserve for Local Capital (\$ millions) | 2024-25 Budget | 2025-26 Budget | 2026-27 Budget | 2027-28 Budget |
|--|-------------------|-------------------|-------------------|-------------------|
| Contingency Reserve for Local Capital, beginning of year | \$ 3.28 | \$ 3.53 | \$ 4.53 | \$ 5.53 |
| Local Capital Revenue | 2.92 | 2.77 | 2.77 | 2.77 |
| Local Capital Expenses | (1.14) | (0.63) | (0.57) | (0.56) |
| Capital Lease Principal Payment | (1.89) | (1.48) | (0.58) | (0.49) |
| Net Transfers - Capital Lease Payments | 2.08 | 1.56 | 0.60 | 0.50 |
| Approved Uses of Contingency Reserve for Local Capital | | | | |
| Automated External Defibrillators | (0.25) | - | - | - |
| Estimated Appropriations for Local Capital | (1.47) | (1.22) | (1.22) | (1.09) |
| Contingency Reserve for Local Capital, end of year | \$ 3.53 | \$ 4.53 | \$ 5.53 | \$ 6.66 |

Bylaw Capital

Bylaw Capital includes the Ministry of Education and Child Care 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 Education and Child Care restricted capital for the period 2021-2022 to 2025-2026 are summarized in the table below.

Figure 25 – Capital Projects

| Project (\$ millions) | Funding | 2025-26 Budget |
|---|------------------|-------------------|
| Bylaw Capital School Replacement | | |
| David Lloyd George ¹ | \$ 20.27 | \$ 1.00 |
| Eric Hamber | 93.52 | 0.75 |
| Henry Hudson ^{1 2} | 53.44 | 7.26 |
| Olympic Village | 39.06 | 1.74 |
| Bylaw Capital Seismic Mitigation | | |
| David Livingstone | 14.82 | 0.90 |
| Grenfell | 12.67 | 9.44 |
| Annual Facilities Grant³ | 13.47 | 13.47 |
| Total Bylaw | \$ 247.25 | \$ 34.56 |
| Ministry of Education Restricted Capital | | |
| Coal Harbour | \$ 31.66 | \$ 5.76 |
| Total Ministry of Education Restricted Capital | \$ 31.66 | \$ 5.76 |

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

² Includes both the Hudson Replacement and the Hudson Addition.

³ 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.

2025-2026 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. Figure 26 details the major capital plan priorities included in VSB's submission to the Ministry for 2025-2026 submitted in June 2024. To date the Ministry has not approved funding any new major capital projects included in this plan.

Figure 26 – 2025-2026 Major Capital Plan

| Rank | Facility/Site | Project Description | Project Cost (\$ millions) |
|-----------------------------------|---|--|----------------------------|
| Addition | | | |
| 1 | King George Secondary | Expand nominal capacity from 375 to 1,000 | \$ 62.45 |
| 2 | Emily Carr Elementary | 1 kindergarten and 8 elementary classrooms addition (40K/250E to 60K/450E) | 14.92 |
| 3 | False Creek Elementary | 1 kindergarten & 5 elementary classroom addition (40K/250E to 60K/350E) | 13.05 |
| New School | | | |
| 1 | New Elementary at Roberts Annex Site | New Elementary at Roberts Annex Site (60K/450E) | 84.95 |
| 2 | New Elementary at UBC South Campus | New Elementary at UBC South Campus (60K/350E) | 40.80 |
| 3 | New Elementary School at Jericho Lands | New Elementary School at Jericho Lands (60K/450E) | 45.74 |
| 4 | New Elementary School at River District | New Elementary School at River District in Southeast Vancouver (60K/450E) | 45.74 |
| Seismic Mitigation Program | | | |
| 1 | King George Secondary | Full Replacement (Seismic) | 67.21 |
| 2 | Sir Alexander Mackenzie Elementary | Full Replacement (Seismic) | 49.60 |
| 3 | Killarney Secondary | Full Replacement (Seismic) | 164.64 |
| 4 | Renfrew Community Elementary | Full Replacement (Seismic) | 51.84 |
| 5 | David Thompson Secondary | Full Replacement (Seismic) | 153.81 |
| 6 | Emily Carr Elementary | Full Replacement (Seismic) | 33.90 |
| 7 | Sir Winston Churchill Secondary | Full Replacement (Seismic) | 180.78 |
| 8 | Waverley Elementary | Full Replacement (Seismic) | 43.04 |
| 9 | John Oliver Secondary | Full Replacement (Seismic) | 167.20 |
| 10 | Florence Nightingale Elementary | Full Replacement (Seismic) | 37.89 |
| 11 | Sir John Franklin Community | Full Replacement (Seismic) | 32.83 |
| 12 | Sir William Osler Elementary | Full Replacement (Seismic) | 33.90 |
| 13 | Mount Pleasant Elementary | Full Replacement (Seismic) | 33.90 |
| 14 | False Creek Elementary | Full Replacement (Seismic) | 55.84 |
| 15 | Windermere Community Secondary | Full Replacement (Seismic) | 152.76 |
| 16 | Champlain Heights Community Elementary | Full Replacement (Seismic) | 43.18 |
| 17 | Lord Beaconsfield Elementary | Full Replacement (Seismic) | 33.90 |
| 18 | Dr H N Maccorkindale Elementary | Full Replacement (Seismic) | 43.18 |
| 19 | Templeton Secondary | Full Replacement (Seismic) | 146.43 |
| 20 | Grandview Elementary | Full Replacement (Seismic) | 28.48 |
| 21 | Southlands Elementary | Full Replacement (Seismic) | 35.84 |
| 22 | Admiral Seymour Elementary | Full Replacement (Seismic) | 37.93 |
| Total Major Capital Plan | | | \$ 1,935.73 |

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 27 – Accumulated Surplus

| (\$ millions) | 2021-22 Actual | 2022-23 Actual | 2023-24 Actual | 2024-25 Budget | 2025-26 Budget | 2026-27 Budget | 2027-28 Budget |
|---|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| Capital Fund | | | | | | | |
| Local Capital | \$ 10.63 | \$ 16.58 | \$ 12.89 | \$ 11.07 | \$ 10.54 | \$ 10.01 | \$ 9.48 |
| Invested in Tangible Capital Assets | 104.24 | 34.10 | 35.87 | 35.71 | 33.98 | 33.30 | 33.18 |
| Capital Accumulated Surplus | 114.87 | 50.68 | 48.76 | 46.78 | 44.52 | 43.31 | 42.66 |
| Operating Fund | | | | | | | |
| Operations Spanning Multiple Years | 12.67 | 3.38 | 4.17 | 1.45 | - | - | - |
| Anticipated Unusual Expenses Identified | 1.38 | 1.90 | 8.00 | - | - | - | - |
| Nature of Constraints on Funds | 10.64 | 11.05 | 11.15 | 8.68 | 8.68 | 8.68 | 8.68 |
| Contingency | 3.68 | 4.46 | 2.74 | 2.11 | 3.56 | 3.56 | 3.56 |
| Surplus (Deficit) for the year | - | - | - | - | - | (6.94) | (5.44) |
| Budget Balancing Decisions | - | - | - | - | - | 6.94 | 5.44 |
| Operating Fund Accumulated Surplus | 28.37 | 20.79 | 26.06 | 12.24 | 12.24 | 12.24 | 12.24 |
| Accumulated Surplus | \$ 143.24 | \$ 71.47 | \$ 74.82 | \$ 59.02 | \$ 56.76 | \$ 55.55 | \$ 54.90 |

The VSB is forecasting a balanced budget for the 2025-2026 year. Forecasted operating expenses in the 2027-2028 year are \$658.23 million which corresponds to a targeted Contingency balance of \$6.58 million at the end of 2027-2028. In order to achieve 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 (\$2.53 million), scholarships (\$0.65 million) and school generated funds (\$5.50 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 on March 13, 2025. The main factors that create variances of provincial funding are actual funded enrolment as of September 30, 2025, and other provincial funding announcements made during the remainder of 2024-2025 and into 2025-2026. The collective bargaining process for collective agreements that expire on June 30, 2025, may result in labour settlement costs and funding in the 2025-2026 which have not been included in these estimates.

The international education revenue included in these estimates is based on an estimated program enrolment of 1,260 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.

The preliminary Classroom Enhancement Fund grant is not sufficient to cover the estimated costs related to the implementation of the restored collective agreement language. Any negative variance from estimates will have to be funded from the contingency reserve.

Expenses

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 staffing levels included in these estimates are based on projected student enrolment. Any material change to student enrolment or the distribution of students by school may impact the staffing levels required in 2025-2026, 2026-2027 or 2027-2028.

The financial projections do not include general wage increases for unionized staff as the existing collective agreements expire 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 management and exempt wage increases; any provincially approved changes to management 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.

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.

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

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.

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 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 operations, VSB has legal proceedings brought against it. It is the opinion of management that final determination of these claims will not have a material effect on the financial position or operations of VSB.

The District is involved in ongoing legal proceedings initiated by 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 District. The proceedings are related, in part, to the Conseil's claim that it is entitled to the transfer of specific school sites from the 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 transfer of such school sites.

The Conseil filed a Notice of Civil Claim on December 22, 2020, initiating the lawsuit and seeking the transfer of 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 transfer of the QEA site, the Laurier Annex site, and the A.R. Lord site.

An estimate of the one-time court costs to defend the legal case was included in services budgets for 2024-2025 and reported in the Financial Statements for the year ended June 30, 2024, as Unfunded Litigation Expenses. The outcome of these legal proceedings is uncertain, and the financial impact on the District cannot be determined at this time. The 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' association. As of February 28, 2025, VSB had not secured agreements with the teachers' associations, making both the amount and likelihood of payment indeterminable.

Enterprise Risk Management

As part of the District's Enterprise Risk Management initiative, a comprehensive enterprise-wide risk assessment was updated in 2021.

The risk assessment identified 20 key areas of risk. 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.

SUPPLEMENTAL INFORMATION

During the engagement period, questions were raised, and statements were made with respect to the draft 2025-2026 financial plan. To support the Board in making decisions related to the financial plan we have included in this section supplemental information about the topics raised during these meetings.

STUDENT ENROLMENT TRENDS AND FORECAST

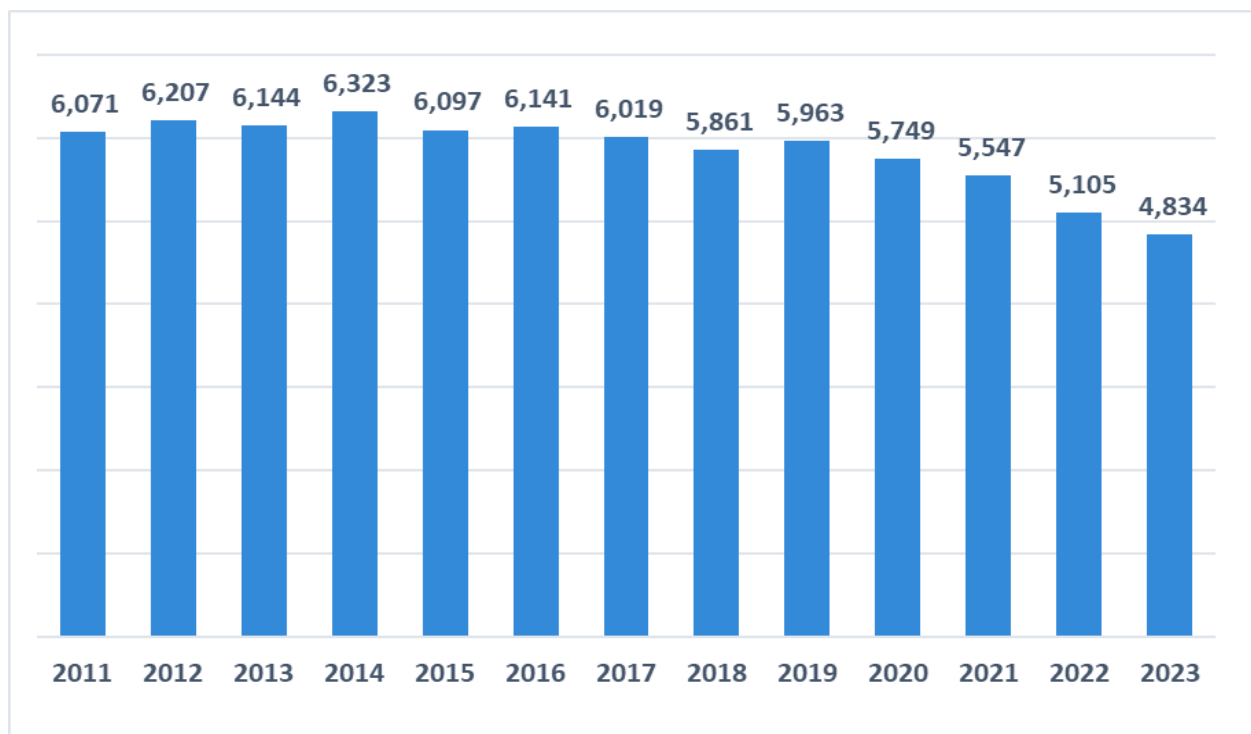
Enrolment Projection Assumptions

The three-year headcount enrolment projections for students enrolled in regular K-12 schools were prepared using the following data:

- Population projections generated by Baragar Systems (enrolment projections software).
- Two-year average (grade-to-grade) transition rates.
- Local knowledge of recent and historical enrolment trends.

Births

Historic changes in the number of births can be a major factor impacting past, present, and future enrolments. Since reaching the peak in 2014, the number of births to residents of Vancouver has been trending lower, at an average of 152 fewer births per year. The lower number of births in 2020 (5,749) and 2021 (5,547) are expected to impact school enrolments starting in 2025 and 2026. The number of births in 2023 (4,834) was also, by far, the lowest recorded number over two decades, and will likely begin negatively impacting enrolment in VSB schools starting in 2028. As the smaller births cohorts enter school and progress through the grades, replacing larger cohorts, lower total enrolments could be expected in the future.



Migration

The net impact of youth moving in and out of the school district is a major factor impacting enrolment projections. Prior to this year, this migration of youth aged 1 to 16 had been consistently negative for over a decade, with an average migration between 2015 and 2022 of -1.2 per cent. In 2023, net migration was nearly neutral (-0.1%), and in 2024 net migration changed to slightly positive (+0.3%), reflecting 20 more children moving into the school district than moving out.

The assumptions made in this projection are nearly neutral and vary by age group, but average -0.1 per cent for next year, like the last 2 years.

It should be noted that Canada's population grew by a record one million people in 2022 - almost entirely due to a surge in immigrants (437,180) and non-permanent residents (607,782) - with similar growth experienced in 2023. The assumptions made in this projection are for moderate positive impacts of immigration varying by age group and consistent with patterns experience in the prior five years. However, changes made in fall 2024 to significantly reduce the federal immigration targets will likely have a negative impact on future populations and likely student enrolments. We will monitor the impact of these changes closely and adjust enrolment projections as needed.

Capture Rate

Between 2015 and 2019, the capture rate, the proportion of all children aged 5 to 17 residing in the District boundary and enrolled at any District schools, fluctuated around an average of 82 per cent, with no clear trend. In both 2020 and 2021, the capture rate decreased, resulting in a capture rate of 80.6 per cent, the lowest in the last decade.

In 2022, the capture rate increased by 2.9 per cent, resulting in the highest rate in the last decade. The capture rate then increased by a further 2.0 per cent in 2023 and 0.8 per cent in 2024. To put this in perspective, the change of 0.8 per cent in the capture rate this year represented about 435 students. The capture rate of 86.3 per cent is expected to remain unchanged over the next three years.

Enrolment Projections

Major categories of MECC funded student enrolment are detailed below. The enrolment information presented in this section is based on actual full-year enrolment for 2017-2018 to 2023-2024, actual enrolment for September 2024 and February 2025 and projected enrolment for May 2025 for the 2024-2025 year, and projected enrolment for 2025-2026, 2026-2027 and 2027-2028.

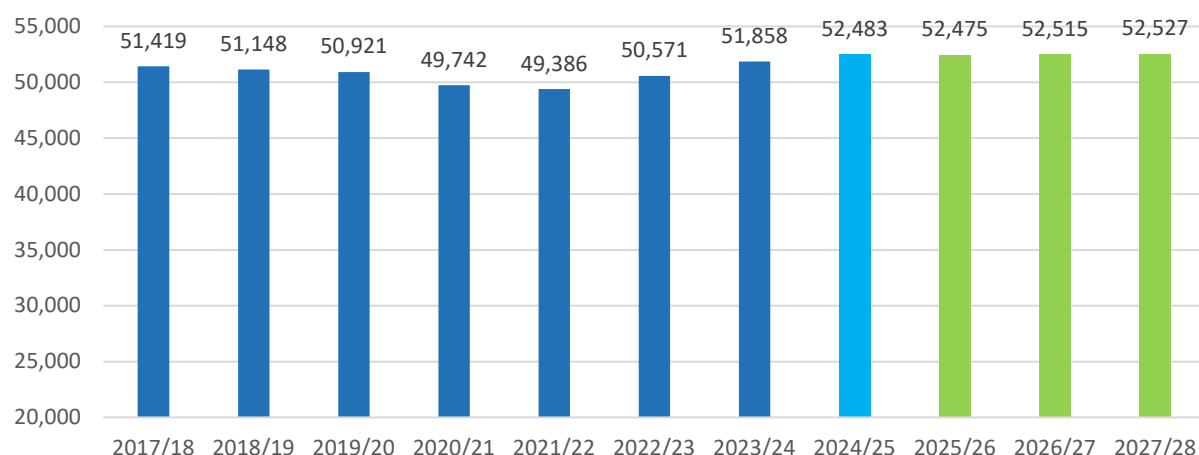
There is a misconception that the enrolment projections determine the actual funding received by VSB from the province. Actual funding is determined based on actual enrolment reported through the 1701 enrolment count process that occurs at the end of September, February and May of each year. Also, enrolment projections do not determine the actual staffing levels in the school district. Each September, actual teacher and SSA staffing levels are adjusted to reflect actual student enrolment.

School Age and Adult Enrolment

The enrolment history for regular, alternate, online learning (formerly referred to as distributed learning), continuing education, summer learning, and non-graduate adult learners is presented in the following chart. Since 2017-2018, funded enrolment has increased by 997 full time equivalent (FTE) and is projected to remain relatively stable over the next three years with an overall increase of 111 FTE by 2027-2028.

This change in the projected enrolment is primarily due to the uncertain impact of federal immigration policies on Ministry funded school-age student enrolment. The graph reflects actual full-year enrolment for 2017-2018 to 2023-2024, actual enrolment for September 2024 and February 2025 and projected enrolment for May 2025 for the 2024-2025 year, and projected enrolment for 2025-2026, 2026-2027 and 2027-2028.

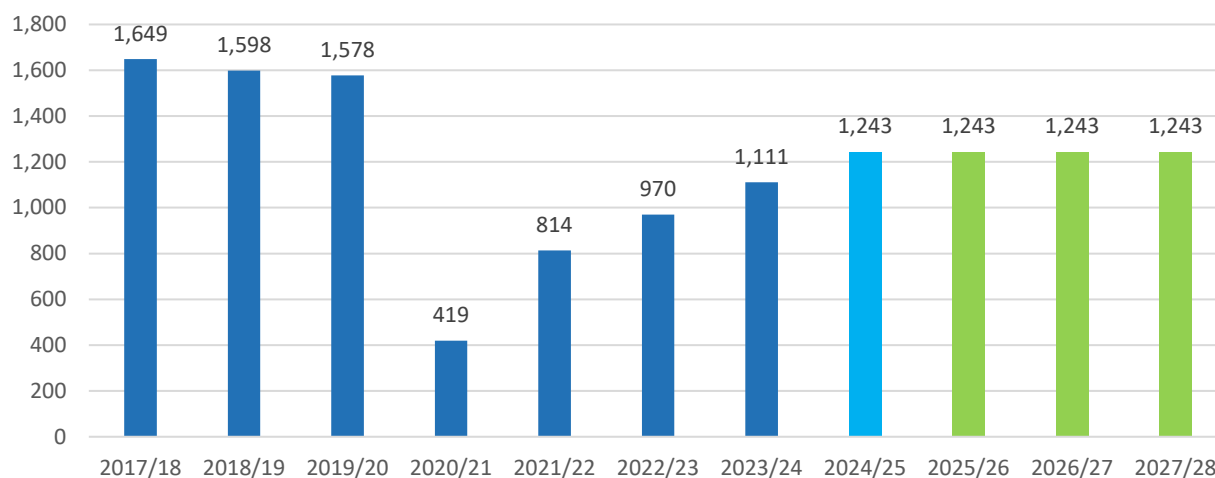
School-Age and Adult Funded FTE Enrolment



Summer Learning

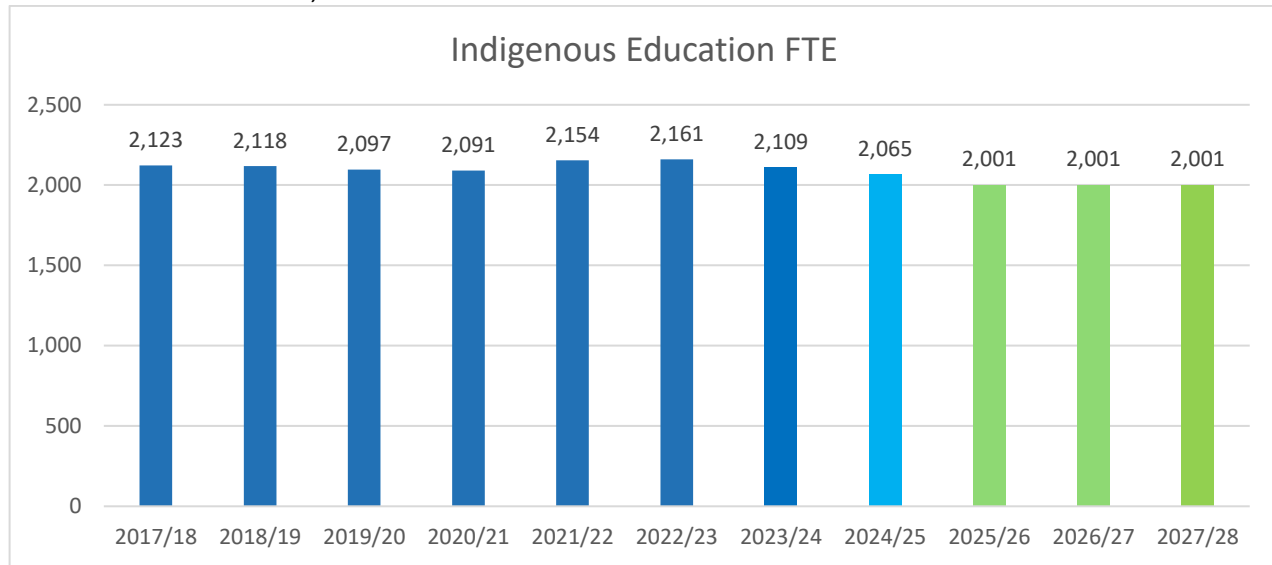
The VSB's elementary summer learning program enrolls students from grades 1-17 in Ministry funded, curriculum-based courses, including Rec and Reading Literacy support for grade 1 learners, as well as fee-paying activity courses during the first three weeks of July. The secondary summer learning program provides grade 8-12 students with review, remediation and full credit course completion opportunities, as well as specialized courses for English Language Learners. Before the pandemic, VSB's summer learning had higher enrolment, more sites, and a wider range of course offerings. Enrolment decreased significantly during the pandemic but has been rebuilt over the past four years to better support students. Student enrolment is projected to remain stable over the next three years. The program has been optimized through careful site selection to meet enrolment demands, by providing teacher and support staff allocations to meet student needs and course requests, and by maintaining full classes. The graph reflects actual full-year enrolment for 2017-2018 to 2024-2025 and projected enrolment for 2025-2026, 2026-2027 and 2027-2028.

Summer Learning FTE



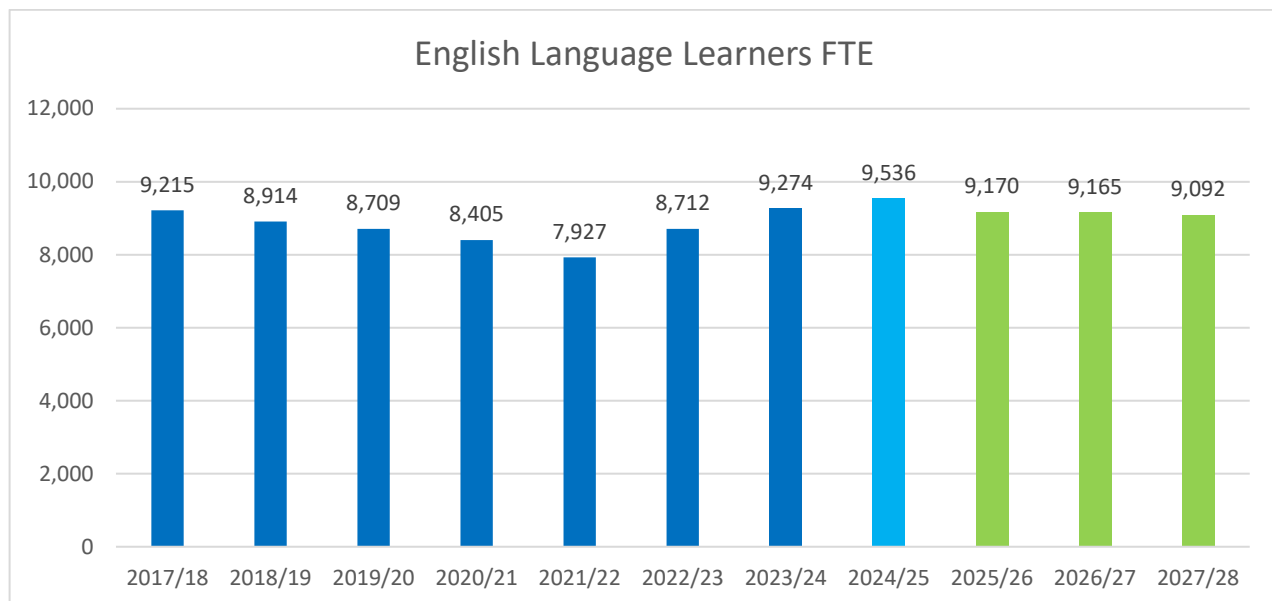
Indigenous Education

Since 2017-2018, there has been a decrease in Indigenous education enrolment of 58 students. In order to project enrolment for future years, we utilized a cohort model. This model, which takes into account historical grade-to-grade transition rates, was applied to determine the projected enrolment in Indigenous education. Over the next three years, enrolment is anticipated to decline by 64 FTE in 2025-2026 and remain unchanged for future years. The graph reflects actual full-year enrolment for 2017-2018 to 2024-2025 and projected enrolment for 2025-2026, 2026-2027 and 2027-2028.



English Language Learners (ELL)

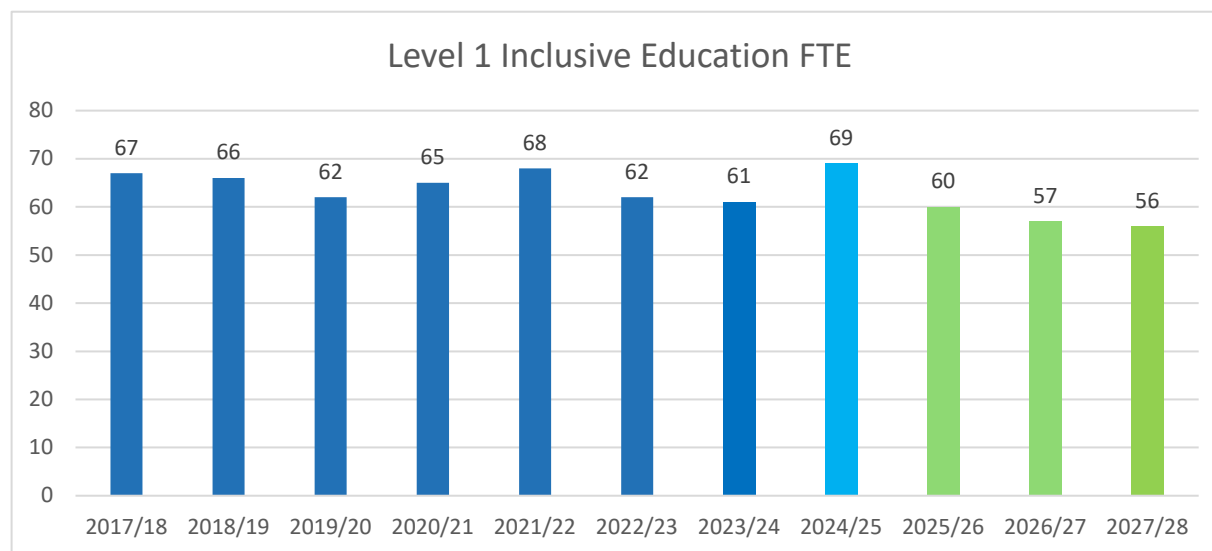
Since 2017-2018, ELL enrolment has increased by 321 students. School-age students are eligible for English Language Learners (ELL) funding for a duration of up to five years, provided they continue to meet the funding criteria. Historical ELL enrolment data, categorized by years of service was used to estimate future enrolment numbers. Projections for the next three years are as follows: 9,170 students for 2025-2026, 9,165 students for 2026-2027, and 9,092 students for 2027-2028. The graph reflects actual full-year enrolment for 2017-2018 to 2024-2025 and projected enrolment for 2025-2026, 2026-2027 and 2027-2028.



Students with Disabilities or Diverse Abilities

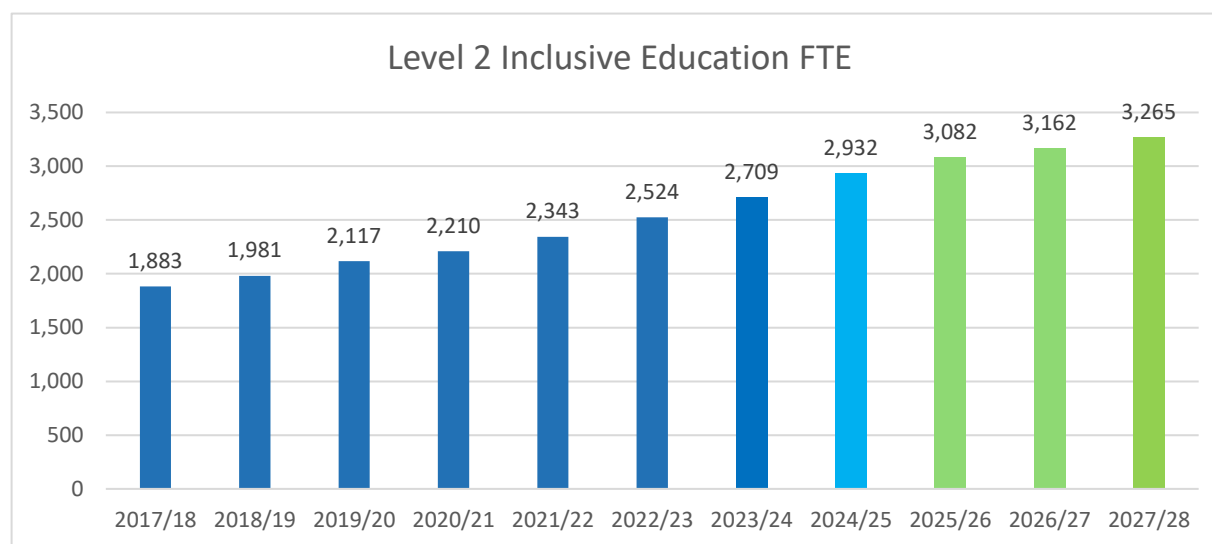
Supplemental funding is provided for three categories of students with disabilities or diverse abilities. The graphs in this section reflect actual full-year enrolment for 2017-2018 to 2024-2025 and projected enrolment for 2025-2026, 2026-2027 and 2027-2028.

Enrolment for students with disabilities or diverse abilities is estimated to decrease by nine FTE for Level 1 students in 2025-2026, decrease by three FTE in 2026-2027 and decrease by one FTE in 2027-2028. Enrolment estimates are based on the number of known outgoing and incoming students. Typically, the number of students with Level 1 designations remains stable throughout the year.

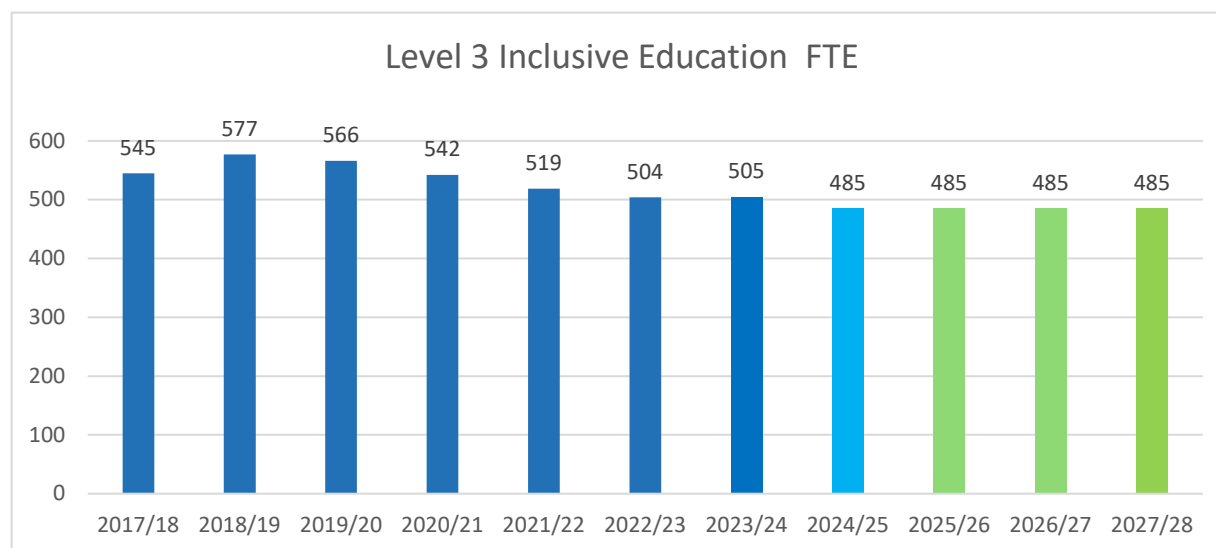


Enrolment for students with disabilities or diverse abilities is estimated to increase by 150 FTE for Level 2 students in 2025-2026, a further 80 FTE in 2026-2027 and an additional 103 FTE in 2027-2028.

There is an upward trend in this category over the past several years and students enrolled in Inclusive Education with a Level 2 designation are estimated to continue to increase steadily over the next three years. There is an increasing number of students with designations for autism that are driving an increase in this category.



Enrolment for students with disabilities or diverse abilities is expected to remain unchanged for Level 3 students.



Adult Education

In recent years, the demand for literacy courses has increased due to immigration policies, leading to higher enrolment of Graduated Adults compared to Non-Graduated Adults. Overall, total enrolment is projected to remain stable over the next three years.

Online Learning

VSB offers online learning opportunities for K-12 students, Non-Graduated Adults, and Graduated Adults. Most online enrolments are from grades 10-12 students who are cross enrolled between the Vancouver Learning Network (VLN) and their home schools, taking additional or upgrading courses to support graduation. Adult learners also enroll to complete graduation requirements, upgrade, or fulfill prerequisites for post-secondary opportunities. Enrolment projections to 2027/28 indicate a 2% enrolment increase, reflecting stable school-age enrolments and a slight decrease in Grade 8 and 9 cross-enrolments.

INCLUSIVE EDUCATION

Schedule 2C Function 1 Program 10 Inclusive Education

As per the *Ministry's Operating Fund Account Descriptions Functions & Programs*, the inclusive education program includes costs such as:

- salaries and benefits on an FTE basis for specialist teachers such as resource room teachers, special class teachers, teachers of the deaf and hard of hearing, teachers-on-call, psychometricians, psychologists, learning assistant teachers and itinerant teachers.
- salaries and benefits on an FTE-basis for specialist paraprofessionals, such as teacher assistants, braillists and sign or oral interpreters, working directly with inclusive education students.
- salaries and benefits of classroom teachers as determined by class size reduction provisions.
- salaries and benefits on an FTE basis for directors of instruction, principals and vice-principals within a special education school or program.
- specialized learning resources, materials and replacement equipment that are over and above those supplied for regular instruction.

- direct clerical support assigned to this program, travel and phone costs for itinerant personnel.
- costs associated with contracted specialists such as orientation/mobility services.
- additional work experience costs above the costs required for regular career programs.

This program includes costs related to providing additional specialized services to students identified as follows:

- Level 1 inclusive education (includes students identified as physically dependent or deaf/blind)
- Level 2 inclusive education (includes students identified as moderate to profound intellectually disabled, physically disabled or chronically health impaired, visually impaired, deaf or hard of hearing, autism spectrum disorder)
- Level 3 inclusive education (includes students identified as intensive behaviour interventions or serious mental illness)
- Students with special needs funded within the Student Base Allocation (learning disability, mild intellectual disability, moderate behaviour supports/mental illness, gifted)
- Special health services, learning assistance services, hospital/homebound
- Identification/planning

Principals and Vice-Principals Supporting Inclusive Education

Vice-principals have both administrative and teaching responsibilities. As per the [School Act - School Regulation B.C. Reg. 265/89](#), principals and vice-principals may perform teaching duties assigned by the school district. Administration time ranges from 0.2 FTE to 0.7 FTE dependent on school enrolment. Vice-principals' teaching assignments may include prep (i.e. physical and health education, arts, ADST) classroom or non-enrolling blocks such as library or resource. Vice-principals who provide non-enrolling resource support provide direct service to students that is above and beyond the collective agreement ratios for learning support.

Educational Assistants

A transitional SSA provides temporary support, that may turn into continuing, longer-term support. Some students do not require full-time, ongoing support and need assistance to transition into a new school or classroom. Sometimes, students are new to the District, and while information is being collected to inform long-term planning, SSA support is required. Temporary support is also provided to help students develop specific skills until they can manage independently. The goal of support is to provide the necessary assistance while encouraging the student independence and skill development.

For 2025-2026, the annual cost for 1 FTE SSA including benefits is \$64,753 and the annual cost for 1 FTE SSB including benefits is \$81,968.

The cost for the proposed additional 38 FTE additional SSAs included in the draft financial plan is \$2,452,630 (salaries \$1,780,497 and benefits \$672,133).

From the 2024-2025 Amended Budget to the 2025-2026 draft Financial Plan, the budget for Educational Assistants reflects the following changes:

- Increase for 38 FTE additional SSAs - \$1,780,497
- Increase for 1 FTE additional SSB Inclusion - \$69,251
- Increase for positions staffed for part of 2024-2025 that are expected to continue in 2025-2026 - \$475,802
- Increase for one-time savings related to unpaid leaves and temporary vacancies that are not expected to be realized in 2025-2026 - \$3,794,361

- Decrease for new federally funded settlement workers in schools (SWIS) agreement with reduced service requirements - \$(259,988)
- Decrease for proposed reallocation of safe and caring SSB to fund school based SSAs - \$(512,507)
- Decrease for StrongStart running without operating subsidy - \$(140,555)
- Decrease for proposed closure of CORE program at Bayview - \$(187,406)

Employee benefits costs have increased by \$1,894,844 due to the above noted salary changes.

Learning Supports for Students in School

A student does not require a psych-ed assessment to access services and support at school. There are a number of students who receive support regardless of a designation or assessments. In some instances, this is due to the fact that a family newly arrived to Canada and does not have paperwork from their home countries; a newly arrived family may also have a waiting period before they are able to access medical services in Canada, or in some instances, families choose to not agree to a designation or assessment, but a student still requires supports. Supports are provided based on need, not designation. Conversely, a completed assessment does not always result in additional services at school, as support for a student is identified on a case-by-case basis to honour the individual needs of every student's unique learning profile.

Communication and Self-Regulation Program (CORE Program)

The CORE program is a one-year program that provides a small, supportive setting for students with significant communication and self-regulation challenges. Currently the CORE program is offered at two locations: Bayview Elementary and Trudeau Elementary.

Students are referred to the CORE program through their school-based team and leave their neighborhood school to attend the program for a year. Each year, transition plans are arranged for students moving from a self-contained, inclusive education program to their neighborhood schools. These plans include meetings with neighborhood school-based teams, visits from staff at neighborhood schools and student transition visits to their new schools.

As VSB progresses toward more authentic and meaningful inclusion for all students, shifts will continue in referral and enrolment patterns for programs. The current referrals for the elementary CORE program indicate the need to maintain one site (Trudeau – staffing one teacher and four SSAs). This year, many of the referrals indicate that with specialized and targeted programming that is developed in concert with the staff in their home school, students will be able to remain in their neighbourhood schools (instead of having to travel to another school). The learning services team has been piloting this type of programming this year and has successfully supported students in their neighbourhood schools.

The CORE program at Bayview has one teacher, four SSAs and eight students. For 2025-2026, based on fewer referrals for students to attend the CORE program, it is proposed to not enroll any new students in the CORE program at Bayview and use the staffing to support students in their neighbourhood schools. By using the staffing from the Bayview CORE program, staff will be able to target support for more students in inclusive settings.

School Psychologists

School psychologists will assess students in all grades, although they most frequently assess students in grades 4 through grade 10. This is partly because of the design of the tests used, and to give students an opportunity to learn and develop prior to a formal standardized assessment. There are many factors that must be considered when identifying a student for a formalized assessment including a student's attendance, years of English language instruction and previous school-based interventions. The decision to assess a student is decided on a case-by-case basis, and with the school-based team, the school psychologist will discuss the

student's progress, interventions implemented and other areas to decide if an assessment will be beneficial for the student. As of April 23, 2024, the budgeted complement of school psychologists (17.60 FTE) is fully staffed with the exception of 1.0 FTE vacancy due to an approved leave of absence. Candidate interviews are underway to fill this position. It should be noted that school psychologists are in high demand in this labour market and filling temporary vacancies is at times challenging.

Psychoeducational Assessment Waitlist vs. Monitor List

A school-based team is one of the fundamental supports for students. A school-based team, provides support, consultation, planning and case management for students identified by a classroom teacher.

School-based teams regularly monitor various aspects of students' development including academic achievement, social-emotional wellness, behaviour and self-regulation, absenteeism, as well as their vision and hearing. These teams may maintain monitor lists to track a student's progress and implement necessary interventions identified by the team. A psychoeducational monitor list may be used to oversee a student's learning progress, implement interventions and assessments, and gather updated medical information, such as hearing or vision tests, as recommended.

VSB school psychologists do not keep waitlists for assessments as they prioritize their time each year with the schools that they support. This work includes a school psychologist signing-off on an assessment to be completed when, in their professional determination, all other interventions and strategies have been implemented and further diagnostic assessment is required. The psych-ed assessment is then completed within that school year. When there are more students requiring assessment beyond what a school psychologist can complete in a year, those students are referred to spring break and summer clinics (staffed by VSB school psychologists or retired school psychologists who are remain accredited), where those assessments are completed.

Inclusive Education Funding and Spending 2023-2024

The supplemental funding received for inclusive education levels 1,2 and 3 in 2023-2024 totaled \$70,892,880. The budgeted spending for 2023-2024 reported on schedule 2C of the amended budget was \$99,248,412 (salaries of \$74,616,296, employee benefits of \$22,359,045, services and supplies of \$2,273,071). The actual spending for 2023-2024 reported on schedule 2C (unaudited) of the financial statements was \$96,426,272 (salaries of \$73,060,056, employee benefits of \$21,330,484, services and supplies of \$2,035,732).

The variance between the budgeted spending for the year and the actual costs for the year was due to lower than estimated salary costs resulting from lower average salaries, higher than budgeted unpaid leaves and temporary vacancies. Actual benefit costs are lower than budgeted due to lower salary costs and changes in the mix of benefit type coverage required by employees (single, couple, family).

Resource Teacher Replacement

VSB has a long-standing past practice of backfilling resource teachers after the second day of consecutive absences (i.e. on day three). The VTF did not table any proposals to change this practice during the most recent round of local teacher collective bargaining.

Resource teachers provide targeted small group and one-on-one support to students with inclusive education designations based on their individual education plans as well as support for classroom teachers in developing programming for students with designations. A TTOC would not be able to replicate this targeted support on a casual basis.

BENEFIT COSTS

The employee benefits cost increase of \$5.04 million is associated with the following salary categories:

- Teachers: \$0.57 million increase
- Educational assistants: \$2.72 million increase
- Support staff: \$1.64 million increase
- Principals/vice-principals: \$0.02 million decrease
- Other professionals: \$0.13 million increase

VSB employee benefits plans provided through two providers:

- Public Employee Benefits Trust (PEBT) - provides extended health and/or dental plan coverage to International Union of Operating Engineers (IUOE 963), Canadian Union of Public Employees Local 15 (CUPE 15) and Canadian Union of Public Employees Local 407 (CUPE 407); and
- BC Public Sector Employers' Association (BCPSEA) Buying Group - provides extended health, dental plan and group life insurance coverage to the remaining employee groups.

The employee benefit plans are provided on an administrative service only (ASO) basis, which means that the plan sponsor (i.e. VSB) pays the actual costs the plan incurs, plus administrative costs. Accordingly, if a plan costs more than has been contributed by the plan sponsor thus far, the sponsor must contribute more. Conversely, if the plan actual costs come in less than the amount of funds contributed, the plan sponsor is free to withdraw the additional funds.

On an annual basis, HUB International Canada West ULC (HUB) advises VSB on the changes to benefit premiums rates that need to be implemented to maintain ensure the financial sustainability of each plan.

For 2025-2026, HUB provided the estimates included in the following table for each employee group. These estimates have been used when determining the estimated cost of extended health and dental benefits included in the 2025-2026 draft financial plan. Please note that the table below includes costs for all employees. Some of the benefit costs noted below are therefore reported in special purpose funds or capital fund.

| Employee Group | 2025-26 Dental | 2025-26 Extended Health | Total | Change from 2024-2025 |
|------------------------------|-------------------|-------------------------------|-------------------|--------------------------|
| Teachers | 7,046,351 | 13,519,073 | 20,565,424 | 1,994,364 |
| Adult Ed Teachers | 36,338 | 117,839 | 154,177 | (20,317) |
| Principals & Vice Principals | 414,500 | 550,886 | 965,386 | (554) |
| PASA / Professionals | 371,132 | 841,872 | 1,213,004 | 84,054 |
| CUPE15 | 4,753,408 | 8,344,753 | 13,098,161 | 1,251,959 |
| IUOE | 821,793 | 585,987 | 1,407,780 | 56,395 |
| CUPE407 | 140,802 | 346,102 | 486,904 | 141,685 |
| TOTAL | 13,584,324 | 24,306,512 | 37,890,836 | 3,507,586 |

For CUPE 407, the estimated change in extended health costs is based on 94 employees at a cost of \$307 per month, per employee (\$346,102 for the year). Based on collective agreement provisions, not all CUPE 407 employees receive coverage or choose to receive coverage under the plan.

STRONGSTART

All Ministry of Education and Child Care Early Years grants, including StrongStart, are separate and distinct, with different funding allocations and requirements. The StrongStart grant is the only Ministry funding for the StrongStart program. Adjustments in other early years grants have no impact on StrongStart.

The proposed StrongStart staffing changes reflect the fact that the program has been operating with a significant subsidy from VSB's operating fund. The funding provided by the province for StrongStart centres, amounting to \$608,000, has remained unchanged for more than a decade. All current StrongStart centres will continue to operate within the funding provided by the province.

The program operates with an early childhood educator (ECE) facilitator, who creates an environment where caregivers and children aged 0-5 can learn and play together. Through the years, wage increases through collective agreement bargaining, as well as rising costs for supplies and substitutes, have exceeded the special purpose funding allocated by the province for this program.

Despite these financial challenges, the District values the StrongStart program and recognizes the positive impact it has on children and families, but it must operate within the constraints of the Ministry grant. This necessitates a realignment of schedules and operating days at each site to continue supporting families effectively. Attendance and engagement data are being utilized to inform scheduling decisions for each site, which may include options such as morning/afternoon sessions, morning-only sessions, or operating five, three or two days a week. To align with the funded level of service, staffing for the StrongStart program is proposed to be adjusted, resulting in a reduction of 3 FTE positions (salaries and benefits of \$193,600). Collective agreement processes would be adhered to in the event of layoffs.

LIVING WAGE

All staff employed by VSB in food services are compensated above the Living Wage BC rate. VSB has a lease agreement with a third-party provider at seven secondary school cafeterias. This lease agreement is not for services contracted on behalf of VSB to support students but instead, as a business. This contract is not subject to Living Wage BC certification criteria as it is a space license agreement.

No wage top-up is provided to CUPE 407 employees as in the current year all staff employed by VSB are compensated above the Living Wage BC rate. Past May 2025, one job category, casual labourer, will continue to be compensated at the rate established through the CUPE 407 collective agreement (\$25.44/hour) and that rate is lower than the new Living Wage BC rate. This collective agreement expires June 30, 2025, and the compensation for all unionized workers is subject to the bargaining mandate that will be set by PSEC.

The student transportation contract is set to expire June 30, 2025, and a request for proposals for transportation services for students with diverse abilities or disabilities will be published later this year based on projected student transportation needs for the next three years.

The most recent claim from the transportation contractor was for a wage top-up for its employees was \$7.57/hour for 42 drivers, \$7.57/hour for 42 attendants and \$5.32/hour for charters. The estimated additional cost for 2024-2025 is \$0.62 million for scheduled bus services and additional costs are incurred for charters based on use.

ADMINISTRATIVE COSTS

The large increase in administrative costs in 2024-2025 and the decrease in 2025-2026 is principally related to one-time legal and litigation costs. (see [2023-2024 Financial Statements Discussion and Analysis](#) Contingent Liabilities disclosure for more information).

In 2024-2025 budgeted legal and litigation costs (operating) totaled \$7,663,723 the actual spending will not be known until the end of June. Any unspent amounts will have to be carried forward to future years to support ongoing litigation. The draft 2025-2026 financial plan includes an allocation for legal and litigation costs (operating) of \$603,723.

FACILITIES UPGRADES

School Washroom Upgrades

The 2024-2025 AFG spending plan included \$655,000 for washroom upgrades and the draft 2025-2026 AFG spending plan includes \$513,000 for washroom upgrades. In addition, washroom upgrades totaling an estimated \$205,000 will be completed as part of upgrade projects funded under the child care capital program.

Finally, additional spending may occur related to work that takes place throughout the year to address emergent issues.

Bicycle Parking

Bicycle parking is delivered as part of major capital projects and additional bike racks are, at times, funded from school level fundraising. Existing bicycle racks are replaced when at end of service life.

In addition, the City of Vancouver previously provided limited funding to VSB to increase bicycle parking. Staff have conducted an inventory of bike racks at all schools and evaluated against the City's bylaw for new construction. Schools built before 1995 are not required to meet these bylaws, but this has been used as a reasonable way to benchmark the allocation of investment. The City funding has enabled the deployment of increased bike parking facilities at a variety of sites to better align with the above bylaw. Staff will continue to work with the City and advocate for funding to incrementally improve the allocations across all sites.

LOCAL CAPITAL

The current balance of the Contingency Reserve for Local Capital is \$3,034,142.

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 meeting.

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

ACCESS TO INFORMATION

The [annual statement of financial information](#) provides an alphabetical list of VSB employees earning over \$75,000, the total amount of expenses paid to or on behalf of each employee for the year.

In addition, the [annual Executive Compensation Disclosure](#) provides additional information for the top five executives at the VSB. These documents are available on VSB website.

GLOSSARY OF KEY TERMS

| Term | Description |
|---------------------------------|---|
| 80K/600E | 80 kindergarten spaces/600 elementary spaces |
| AFG | Annual Facilities Grant |
| Amended Budget | 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. |
| Amortization | 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. |
| Annual Budget | 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. |
| BCPSEA | British Columbia Public School Employers' Association |
| BCSTA | British Columbia School Trustees' Association |
| BCTF | British Columbia Teachers' Federation |
| Budget Year | July 1 to June 30 |
| Capital Assets Purchased | This category of expense consists of the expenditures of a school district for the purchase of capital assets. |
| Capital Bylaw | 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. |
| Capital Fund | 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. |
| Casual Employee | Individuals who substitute for regular continuing staff other than teachers. |
| CE | Continuing Education |
| CEF | Classroom Enhancement Fund |
| CEO | Chief Executive Officer |
| CFO | Chief Financial Officer |
| CNCP | Carbon Neutral Capital Program |
| COLA | Cost of living adjustment |
| CommunityLINK | CommunityLINK (Learning Includes Nutrition and Knowledge) funding is designed to support the academic achievement and social functioning of vulnerable students. |
| COVID-19 | 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. |
| CPI | Consumer Price Index |
| CPP | Canada Pension Plan |
| CUPE | Canadian Union of Public Employees |

| Term | Description |
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| Curriculum and Learning Support Fund | The Curriculum and Learning Support Fund is provided to assist districts with implementing initiatives as part of the new provincial curriculum. |
| Deferred Capital Contribution | 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. |
| Deferred Revenue | 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. |
| DPAC | District Parent Advisory Council |
| EA | Education Assistant |
| EDI | 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. |
| Education Plan | The Board approved the Education Plan , 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: www.vsb.bc.ca |
| Educational Assistant Salaries | This category of expense includes salaries paid to educational assistants, teacher assistants and child care workers. |
| Educational Assistants | Education assistants, early childhood educators, teacher assistants, child and youth care workers, student support workers (SSA, SSB) and Indigenous support workers. |
| EHB | Extended Health Benefits |
| EI | Employment Insurance |
| ELL | English Language Learners |
| Employee Benefits and Allowances | 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. |
| Enrolment Count | 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. |
| FCI | 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 |
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| FESL | <u>Framework for Enhancing Student Learning report.</u> 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: www.vsb.bc.ca |
| FFSFP | Also referred to as School Food Programs, the Feeding Futures School Food Program is a new special purpose fund commencing in 2023/24. |
| FSL | French as a Second Language |
| FTE | Full Time Equivalent |
| Growing Chefs | Organization that provides edible education programming in schools. https://www.growingchefs.ca/ |
| IT | Information Technology |
| K | Thousand |
| LCR | Local Capital Reserve |
| LIF | Learning Improvement Fund |
| M | Million |
| MECC | Ministry of Education and Child Care |
| Memorandum of Agreement | 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. |
| Ministry | Ministry of Education and Child Care |
| MPP | Municipal Pension Plan |
| MSP | Medical Services Plan |
| MyEdBC | Student information system |
| NSFP | National School Food Program |
| OLEP | Official Language Education Program |
| 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. |
| Operating Grant | 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. |
| Other Professional Salaries | 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. |
| Other Professionals | Superintendents, assistant superintendents, secretary treasurers, assistant secretary treasurers, trustees, and any other board employee who is excluded from a union agreement. |
| P/VP | Principal/Vice Principal |

| Term | Description |
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| Preliminary Budget | 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). |
| Principal and Vice Principal | 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). |
| Principal and Vice-Principal Salaries | 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.) |
| PSA | Public Sector Accounting |
| PSEC | Public Sector Employers' Council |
| PST | Provincial Sales Tax |
| Salaries | 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. |
| School Generated Funds | 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. |
| SD39 | Vancouver School District or The Board of Education of School District No. 39 (Vancouver) or VSB |
| SEL | Social Emotional Learning |
| SEP | School enhancement program is a category of funding under the Ministry of Education and Child Care capital plan. |
| Services | 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. |
| SLP | Speech and Language Pathologist |
| SOGI | Sexual Orientation and Gender Identity Framework |

| Term | Description |
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| Special Purpose Fund | 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). |
| SPF | Special Purpose Fund(s) |
| SSA | 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. |
| SSB | 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. |
| Substitutes | Individuals who substitute for regular continuing staff while the regular staff are ill or absent for other reasons. |
| Substitute Salaries | 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. |
| Supplies | <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"> - they are consumable in nature - they are inexpensive (inadvisable to capitalize) - they lose their original shape or appearance with use - they are expendable (replaced rather than repaired) |
| Support Staff | 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 |
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| Support Staff Salaries | 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. |
| Teacher | 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. |
| Teacher Salaries | 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). |
| TPP | Teachers' Pension Plan |
| Transportation | Costs of activities related to the conveyance of students to and from school on a regular basis and direct supervision of busing. |
| TTOC | Teacher Teaching on Call |
| Unearned Revenue | 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. |
| Utilities | 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). |
| VSB | Vancouver School District or The Board of Education of School District No. 39 (Vancouver) |
| WIP | Work in Progress |
| YMIE | Yearly Maximum Insurable Earnings |
| YMPE | Yearly Maximum Pensionable Earnings |