Vancouver School Board

2026-2027 Financial Plan

DRAFT

APRIL 7, 2026

Vancouver School Board

With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the xʷməθkʷəy̓ə m (Musqueam), Sḵwxwú7mesh Úxwumixw (Squamish Nation) & səlilwətaɬ (Tsleil-Waututh Nation).

Vancouver School Board

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Vancouver School Board

EXECUTIVE SUMMARY

Prepared for the Board's consideration, this draft financial plan reflects a shared commitment to students, responsible stewardship and a strong, sustainable public education system in Vancouver.

The Vancouver School Board (VSB) is committed to providing high-quality, inclusive public education that supports the learning, well-being and belonging of every student. As one of Canada's largest and most diverse school districts, VSB serves a dynamic and changing community and remains focused on delivering excellent educational experiences through thoughtful planning and accountable use of public resources.

VSB currently serves more than 51,000 students across more than 100 schools and programs. While enrolment has declined modestly, reflecting broader demographic trends and policy changes beyond the District's control, VSB's purpose remains unchanged. Decisions continue to centre students and ensure learning environments are welcoming, inclusive and responsive to their needs. Adjustments to staffing in the draft financial plan are recommended to align with projected enrolment while maintaining a strong focus on classrooms, student supports and student well-being.

The draft 2026-2027 financial plan was developed in a context of continued uncertainty. Provincial collective agreement negotiations remain underway for several education sector staff groups and final labour settlement funding assumptions have not yet been confirmed. Inflationary pressures and broader economic uncertainty continue to affect operating costs. In addition, enrolment projections continue to reflect evolving external factors, requiring careful monitoring over time. In this environment, staff will continue to monitor financial and operational impacts and advise the Board about any adjustments required to manage risk and maintain financial stability.

This draft financial plan reflects careful review of all revenue and expenditures and reinforces a continued emphasis on responsible stewardship of public funds. It prioritizes resources for schools and classrooms, aligned with the Education Plan and the Framework for Enhancing Student Learning. The proposed financial plan supports the Board in its commitment to effectiveness, efficiency and sustainability while ensuring students receive the supports they need to learn, thrive and succeed.

VSB recognizes and values the expertise, dedication and care demonstrated every day by staff across the school district. The District also acknowledges and appreciates the guidance of inherent rights holders, and the perspectives shared by stakeholder representatives, students, their families and caregivers, partners and community members through the financial planning engagement process. This input has informed the development of the draft financial plan and contributed to a clearer understanding of shared priorities, values and expectations.

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*, VSB, along with all school districts in the province, must approve a balanced budget for the 2026-2027 fiscal year (July 1, 2026 - June 30, 2027) and submit it to the Ministry by June 30, 2026.

This draft financial plan was 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.

Vancouver School Board

Draft 2026-2027 Budget

VSB's total proposed budget is approximately $826 million for the 2026-2027 fiscal year across three separate funds: the operating fund, the special purpose fund and the capital fund, as required by the Ministry of Education and Child Care and Public Sector Accounting (PSA) Standards.

Operating Fund

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

The operating fund expenditures total approximately $680 million.

- More than 90 per cent of operating expenditures are related to salaries and benefits, reflecting the people-centred nature of public education.
- Staffing and resource allocations reflect projected enrolment of over 51,000 students, while maintaining a strong focus on classrooms, student supports and student well-being.

Special Purpose Fund (SPF)

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.

Special purpose fund expenditures total approximately $109 million. Major special purpose funds include the Classroom Enhancement Fund, Annual Facility Grant, CommunityLINK, Feeding Futures and the National School Food Program.

Capital Fund

The 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 capital fund expenditures total approximately $21 million. Capital funding supports school facilities, seismic upgrades, equipment and technology investments.

School districts are 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 2026-2027 fiscal year.

The information following outlines VSB's proposed budget and highlights the key factors shaping financial decisions for the year ahead.

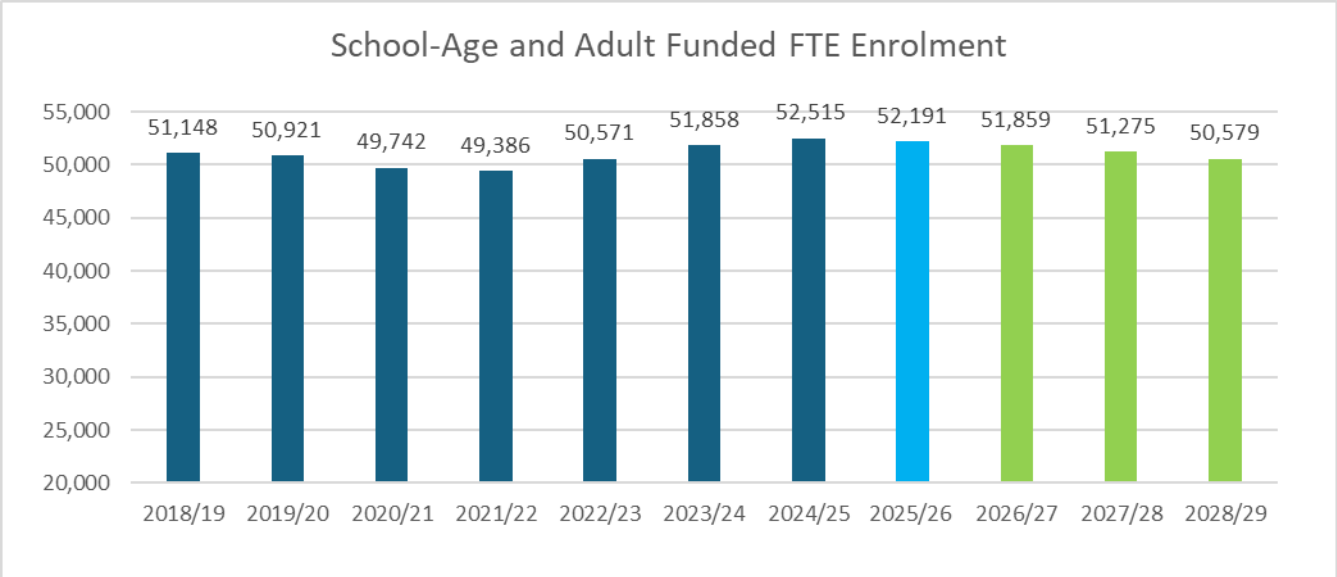
BUDGET OVERVIEW

Student Enrolment

VSB estimates serving 51,859 students during the 2026-2027 academic year. This represents a decrease of 332 students (-0.64 per cent) compared to the 2025-2026 school year actual enrolments. The variance is primarily attributed to changes in federal immigration policies, which have led to lower immigration levels.

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 enrolments for 2018-2019 through 2024-2025, actual for September 2025 and February 2026 and projected for May 2026, enrolment for 2025-2026, and forecasted enrolment for 2026-2027 through 2028-2029.

Figure 1 – Student Enrolment



2026-2027 Operating Budget Summary

The 2026-2027 operating fund budget is balanced. Revenue and expense actuals for 2022-2023 to 2024-2025 and estimates for 2025-2026 to 2028-2029 are as summarized in Figure 2.

Overall, 93 per cent of revenues are received from the provincial government through the MECC operating grant, other provincial grants and federal grants. Tuition, primarily from international students represents four per cent of revenue. Other revenues, including school-generated funds, rentals, leases, and investment income, amount to four per cent of revenue.

For 2026-2027, 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 two per cent of total expenses. Services, supplies and capital assets purchased are anticipated to make up seven per cent of total operating expenses. Additional information about the operating fund budget can be found in the Operating Fund section of this report.

Figure 2 – Annual Operating Budget Summary

($ millions)	2022-23 Actual	2023-24 Actual	2024-25 Actual	2025-26 Budget	2026-27 Budget	2027-28 Budget	2028-29 Budget
Revenue							
Provincial Grants - MECC	$ 520.37	$ 569.43	$ 594.09	$ 598.31	$ 628.34	$ 644.29	$ 659.63
Provincial Grants - Other	0.06	0.06	0.06	0.09	0.08	0.08	0.08
Federal Grants	2.69	3.19	3.38	3.07	2.75	2.75	2.75
Tuition	23.47	26.79	26.40	23.26	18.11	18.11	18.11
Other Revenue	18.66	19.71	23.01	18.79	19.63	19.63	19.63
Rentals and Leases	5.11	5.67	6.70	6.03	6.72	6.72	6.72
Investment Income	5.80	7.61	6.28	4.22	4.44	4.44	4.44
Total Revenue	576.16	632.46	659.92	653.77	680.07	696.02	711.36
Expense							
Salaries and Benefits	518.76	560.01	590.47	590.90	617.34	632.83	648.42
Services and Supplies	60.88	63.57	68.62	66.06	58.85	60.03	61.22
Total Expense	579.64	623.58	659.09	656.96	676.19	692.86	709.64
Net Revenue (Expense)	(3.48)	8.88	0.83	(3.19)	3.88	3.16	1.72
Tangible Capital Assets and Other	(4.08)	(3.61)	(2.93)	(4.53)	(3.66)	(3.66)	(3.66)
Interfund Transfers	-	-	1.04	(0.22)	(0.22)	(0.22)	(0.22)
Use of Surplus	7.56	-	1.06	8.45	-	-	-
Surplus (Deficit) for the Year	$ -	$ 5.27	$ -	$ 0.51	$ -	$ (0.72)	$ (2.16)

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 2026-2027 Annual Budget includes the following major special purpose funds:

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

For 2026-2027, the estimated use of SPF grants totals $109.22 million. The projections for 2027-2028 and 2028-2029 assume no changes in annual funding for these funds.

Classroom Enhancement Fund

On March 13, 2026, the Ministry announced recalculated Classroom Enhancement Fund (CEF) allocations for school districts for the 2026-2027 school year. VSB will receive a CEF allocation of $53.40 million. The allocation is sufficient to fund an estimated 366.81 FTE teachers ($48.80 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 2026-2027 or labour settlement costs related to general wage increases for teachers. Adjustments to allocations may be made once final fall 2026 staffing is known. Final 2026-2027 allocations will be confirmed at the same time as the operating grant recalculation. Figure 3 summarizes budgeted revenue and expenses by type of expense for all special purpose funds.

Figure 3 – Special Purpose Funds Summary

($ millions)	2022-23 Actual	2023-24 Actual	2024-25 Actual	2025-26 Budget	2026-27 Budget	2027-28 Budget	2028-29 Budget
Revenue							
Provincial Grants - MECC	$ 69.66	$ 76.60	$ 88.21	$ 95.87	$ 92.69	$ 92.69	$ 92.69
Provincial Grants - Other	7.85	9.15	10.00	8.90	8.86	8.86	8.86
Other Revenue	7.55	7.48	7.90	7.17	7.22	7.22	7.22
Investment Income	0.82	0.95	0.89	0.84	0.45	0.45	0.45
Total Revenue	85.88	94.18	107.00	112.78	109.22	109.22	109.22
Expense							
Salaries and Benefits	60.01	69.45	78.78	87.02	86.29	86.67	87.05
Services and Supplies	25.21	24.21	28.04	24.62	22.32	21.94	21.56
Total Expense	85.22	93.66	106.82	111.64	108.61	108.61	108.61
Net Revenue (Expense)	0.66	0.52	0.18	1.14	0.61	0.61	0.61
Tangible Capital Assets Purchased	(0.66)	(0.52)	(0.18)	(1.14)	(0.61)	(0.61)	(0.61)
Surplus (Deficit) for the Year	$ -	$ -	$ -	$ -	$ -	$ -	$ -

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 $1.63 million is projected for the capital fund for 2026-2027.

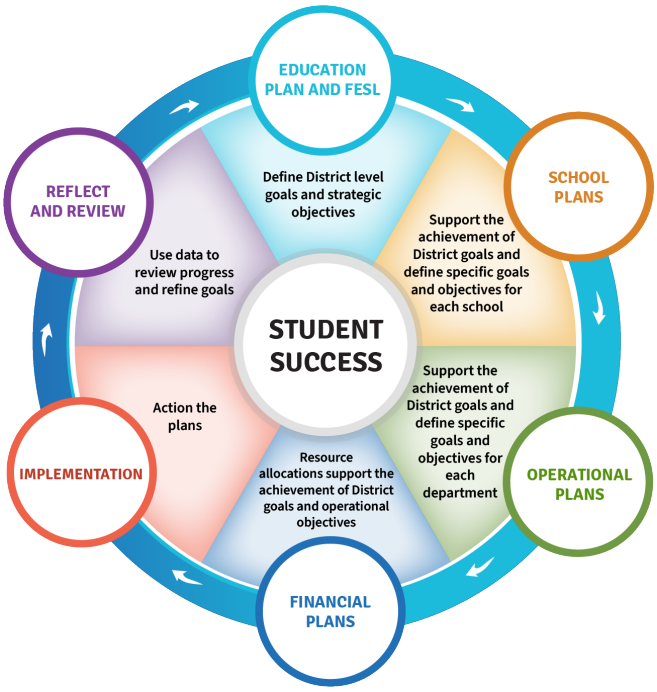
Figure 4 – Capital Fund Summary

($ millions)	2022-23 Actual	2023-24 Actual	2024-25 Actual	2025-26 Budget	2026-27 Budget	2027-28 Budget	2028-29 Budget
Revenue							
Provincial Grants - MECC	$ -	$ 0.08	$ -	$ -	$ -	$ -	$ -
Other Revenue	1.64	0.46	0.45	0.49	0.44	0.44	0.44
Rentals and Leases	2.62	2.31	2.22	2.05	2.16	2.16	2.16
Investment Income	0.61	0.68	0.36	0.45	0.46	0.46	0.46
Amortization of Deferred Capital Revenue	24.55	26.53	30.29	31.42	32.71	33.75	34.09
Total Revenue	29.42	30.06	33.32	34.41	35.77	36.81	37.15
Expense							
Services and Supplies	0.53	0.86	0.66	0.75	1.19	0.65	0.59
Amortization of Tangible Capital Assets	34.35	35.25	38.79	39.54	40.70	41.91	42.31
Capital Adjustments	-	-	7.06	-	-	-	-
Total Expense	34.88	36.11	46.51	40.29	41.89	42.56	42.90
Net Revenue (Expense)	(5.46)	(6.05)	(13.19)	(5.88)	(6.12)	(5.75)	(5.75)
Net Transfers (to) from Other Funds	4.75	4.13	2.07	5.89	4.49	4.49	4.49
Surplus (Deficit) for the Year	(0.71)	(1.92)	(11.12)	0.01	(1.63)	(1.26)	(1.26)
Capital Surplus (Deficit), beginning of year	51.39	50.68	48.76	37.64	37.65	36.02	34.76
Capital Surplus (Deficit), end of year	$ 50.68	$ 48.76	$ 37.64	$ 37.65	$ 36.02	$ 34.76	$ 33.50

FINANCIAL PLAN DEVELOPMENT

GUIDING PRINCIPLES

All operating and financial decisions at VSB are informed by the Education Plan and the priorities outlined in the 2024-2025 Framework for Enhancing Student Learning Report. The Education Plan presents the District's values and its commitment to creating an equitable learning environment.



EDUCATION PLAN

Values Statement

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

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

Equity Statement

The Vancouver School Board – a large, urban school district located on the unceded, traditional lands of the xʷməθkʷəy̓əm (Musqueam), Sḵwxwú7mesh Úxwumixw (Squamish Nation) and səlilwətaɬ (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 2024-2025 Framework for Enhancing Student Learning Report. Ongoing updates are provided regularly at the Education Plan committee and the FESL Advisory Committee.

The report centres 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

Guided by the Education Plan and the Framework for Enhancing Student Learning (FESL), and aligned with International Association of Public Participation (IAP2) best practice standards, VSB seeks to actively and meaningfully incorporate feedback from the xʷməθkʷəy̓əm (Musqueam), Sḵwxwú7mesh Úxwumixw (Squamish Nation) and səlilwətaɬ (Tsleil-Waututh Nation), District leaders and the District's formal stakeholder groups, as well as students, their families, staff and the broader public. 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.

KEY FINDINGS

As part of the development of the 2026-2027 financial planning process, VSB undertook a range of engagement activities to gather diverse perspectives in support of the Board's budget considerations. Engagement activities were designed in alignment with IAP2 best practices and Administrative Procedure 106: District public engagement.

Engagement began with inherent rights holders and formal stakeholder groups, including meetings and facilitated sessions with representatives of xʷməθkʷəy̓əm (Musqueam), Sḵwxwú7mesh Úxwumixw (Squamish Nation) and səlilwətaɬ (Tsleil-Waututh Nation), as well as the District's formal stakeholder groups, including unions, professional associations, the District Parent Advisory Council and the Vancouver District Student Council.

Engagement activities also included workshops and committee discussions that explored shared priorities and practical considerations for the upcoming financial plan, along with input gathered from students, their families, staff and the broader Vancouver community through a public online survey and written submissions.

Consistent themes emerged across these engagement activities. Participants emphasized inclusive, future-ready learning and working environments, equitable access to learning supports and culturally grounded education, and student well-being and belonging through daily interactions, supports and relationships. They also highlighted the importance of workforce capacity, reliable technology for learning and District operations, and the purposeful use of data to identify equity gaps and guide action.

For additional details about guidance by inherent rights holders, input of VSB's formal stakeholder groups and feedback by survey participants please review 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 Students' Council in accordance with Policy 18: Student Trustee participates in regular public meetings of the Board and provides student perspective on matters before the Board.

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

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

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

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

DISTRICT ORGANIZATION

Educational Services

School and Program-Based Staffing

In total, VSB employs more than 7,700 individuals, working at more than 100 sites across Vancouver. Principals and vice-principals perform a critical role across VSB as they play both a managerial and an educational leadership role. Principals and vice-principals are responsible for translating strategic priorities into school plans and for managing the day-to-day staffing requirements. Ensuring that elementary and secondary 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 (in addition to supports provided by classroom teachers, resource teachers and other professionals) for students with disabilities or diverse abilities. When students present with the possibility of requiring additional support, VSB staff conduct a needs assessment, and the results of that assessment inform decisions about the allocation of support. VSB provides supports as required, including in situations where a student has not received a Ministry of Education and Child Care designation that results in additional funding.

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

District Choice Programs

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

Community Schools Team

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

Pathways to Graduation

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

Indigenous Education

The work of the Indigenous Education department is key to achieving the goals of VSB's Education Plan and the Ministry's Framework for Enhancing Student Learning policy. The Indigenous Education department works in partnership with Indigenous communities and other VSB departments to support the success and well-being of Indigenous students and to build the capacity of staff. The department's work is grounded in fostering a strong sense of belonging, supporting mastery of academic and life skills, and strengthening connections to culture and community. Indigenous programs and services are available throughout the school year to students who self-identify, or whose families identify them, as having Indigenous ancestry, including First Nations (status and non-status), Métis, and Inuit. Supports are provided in a variety of ways, including cultural, academic, social, and emotional support from Indigenous Education Enhancement Teachers and Indigenous Education Enhancement Workers; family liaison and advocacy; district-wide cultural projects, leadership opportunities, and celebrations; and school-based cultural programs and courses that enrich learning experiences for students and staff alike.

School Budget Allocations

A portion of VSB's annual budget is allocated to schools as "flexible budgets" to enable 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 principals and vice-principals.

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. 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 to support enhanced services 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, 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 inclusive ELL support. The ELL district resource teacher provides professional development and ongoing, targeted support in ELL supportive practices to VSB staff throughout the school year.

Early Learning and Child Care

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

Communications

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

Business Operations

The business operations of VSB encompass finance, payroll and benefits, 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 supports the Board in fulfilling its statutory obligations under the *School Act*. The office is responsible for administering Board and standing committee meetings; preparing, recording, and maintaining official records and minutes; and managing formal Board correspondence. These functions ensure compliance with legislative requirements and effective Board 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, Payroll and Benefits

The finance department supports VSB by managing financial reporting, budgeting and financial planning to ensure compliance with Ministry requirements, accounting standards, and legislative obligations. Timely and accurate financial information supports decision-making by management and the Board. The department leads the development of annual and multi-year budgets and forecasts to support operational and strategic planning.

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

The payroll and benefits teams are responsible for the accurate, timely, and compliant administration of employee compensation and benefit programs for VSB, including payroll processing, statutory and pension deductions, benefit enrolment and administration, leaves, and year-end reporting for over 7,700 employees. The department ensures compensation and benefits are administered in accordance with collective agreements, employment contracts, legislation, and Board policy.

Facilities

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

Community Connections

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

Employee Services

The employee services department is responsible and accountable for supporting the employee experience of more than 7,700 employees through three portfolios: health, safety and wellness, recruitment and staffing, and labour relations.

The 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 school communities in the caring adults that are entrusted to their supervision. The department also fosters positive employee and labour relations with employee group partners and 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. The team oversees AI technology rollout and its integration into the system.

Student Information System

The Student Information Team oversees the collection, management, and protection of all student records and data across the district. They ensure the accurate and secure handling of personal and private information, support system-level data processes, and maintain compliance with provincial requirements. The team liaises with the Ministry on reporting and regulatory matters, coordinates registration processes, supports the district team with audits, and upholds records management standards. They work closely with the LIT application development team on student registration platforms to continuously improve the registration experience for families and schools. The team also provides essential data and analysis to support district planning, finance, and strategic decision making.

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.

Vancouver School Board

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 2026-2027, the overall goal is to maintain, to the extent possible, a comparable level of programs and services as provided in 2025-2026. Priority is given to initiatives that support the goals outlined in the Education Plan, while also ensuring that 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 2026-2027 includes:

- Development and approval of the 2025-2026 amended annual budget.
- Development and submission to MECC of three-year enrolment projections.
- Development of base budget which includes revenue and expense estimates validated 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.

Vancouver School Board

FINANCIAL SUMMARY

Revenue and Expense (All Funds Combined)

The following table summarizes revenue and expense by object for all funds - actuals for years 2022-2023 to 2024-2025 and budgeted for 2025-2026 to 2028-2029. An analysis by fund for 2025-2026 to 2028-2029 is included in the following sections of this document.

Figure 5 – Revenue and Expenses All Funds

($ millions)	2022-23 Actual	2023-24 Actual	2024-25 Actual	2025-26 Budget	2026-27 Budget	2027-28 Budget	2028-29 Budget
Revenue							
Provincial Grants - MECC	$ 590.03	$ 646.11	$ 682.30	$ 694.18	$ 721.03	$ 736.98	$ 752.32
Provincial Grants - Other	7.91	9.21	10.06	8.99	8.94	8.94	8.94
Federal Grants	2.69	3.19	3.38	3.07	2.75	2.75	2.75
Tuition	23.47	26.79	26.40	23.26	18.11	18.11	18.11
Other Revenue	27.85	27.65	31.36	26.45	27.29	27.29	27.29
Rentals and Leases	7.73	7.98	8.92	8.08	8.88	8.88	8.88
Investment Income	7.23	9.24	7.53	5.51	5.35	5.35	5.35
Amortization of Deferred Capital Revenue	24.55	26.53	30.29	31.42	32.71	33.75	34.09
Total Revenue	691.46	756.70	800.24	800.96	825.06	842.05	857.73
Expense							
Salaries and Benefits	578.77	629.46	669.25	677.92	703.63	719.50	735.47
Services and Supplies	86.62	88.64	97.32	91.44	82.36	82.62	83.37
Amortization of Tangible Capital Assets	34.35	35.25	38.79	39.54	40.70	41.91	42.31
Capital Adjustments	-	-	7.06	-	-	-	-
Total Expense	699.74	753.35	812.42	808.90	826.69	844.03	861.15
Net Revenue (Expense)	(8.28)	3.35	(12.18)	(7.93)	(1.63)	(1.98)	(3.42)
Use of Surplus	8.28	-	12.18	8.45	-	-	-
Surplus (Deficit) for the Year	$ -	$ 3.35	$ -	$ 0.52	$ (1.63)	$ (1.98)	$ (3.42)

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 2026-2027, the VSB is proposing a balanced budget in the operating fund and a deficit of $1.63 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

This section provides background information about the operating fund budget together with preliminary budget changes that form the basis of the 2026-2027 Preliminary Operating Budget.

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

The operating budget reflects the estimated revenue and expenses for 2026-2027. The operating budget reflects assumptions made for:

- Projected enrolment changes.
- Projected changes to revenue and staffing due to changes in enrolment.
- 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.

The following table summarizes revenue and expense by object for the Operating Fund — actuals for years 2022-2023 to 2024-2025 and budgeted for 2025-2026 to 2028-2029.

Figure 6 – Annual Operating Budget Summary

($ millions)	2022-23 Actual	2023-24 Actual	2024-25 Actual	2025-26 Budget	2026-27 Budget	2027-28 Budget	2028-29 Budget
Revenue							
Provincial Grants - MECC	$ 520.37	$ 569.43	$ 594.09	$ 598.31	$ 628.34	$ 644.29	$ 659.63
Provincial Grants - Other	0.06	0.06	0.06	0.09	0.08	0.08	0.08
Federal Grants	2.69	3.19	3.38	3.07	2.75	2.75	2.75
Tuition	23.47	26.79	26.40	23.26	18.11	18.11	18.11
Other Revenue	18.66	19.71	23.01	18.79	19.63	19.63	19.63
Rentals and Leases	5.11	5.67	6.70	6.03	6.72	6.72	6.72
Investment Income	5.80	7.61	6.28	4.22	4.44	4.44	4.44
Total Revenue	576.16	632.46	659.92	653.77	680.07	696.02	711.36
Expense							
Salaries and Benefits	518.76	560.01	590.47	590.90	617.34	632.83	648.42
Services and Supplies	60.88	63.57	68.62	66.06	58.85	60.03	61.22
Total Expense	579.64	623.58	659.09	656.96	676.19	692.86	709.64
Net Revenue (Expense)	(3.48)	8.88	0.83	(3.19)	3.88	3.16	1.72
Tangible Capital Assets and Other	(4.08)	(3.61)	(2.93)	(4.53)	(3.66)	(3.66)	(3.66)
Interfund Transfers	-	-	1.04	(0.22)	(0.22)	(0.22)	(0.22)
Use of Surplus	7.56	-	1.06	8.45	-	-	-
Surplus (Deficit) for the Year	$ -	$ 5.27	$ -	$ 0.51	$ -	$ (0.72)	$ (2.16)

Operating Revenue

Ministry of Education and Child Care Operating Grant

MECC operating grant estimates for 2026-2027 to 2028-2029 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.

Figure 7 – MECC Funded Student Enrolment

FTE students	2024-25 Actual	2025-26 Change	2025-26 Budget	2026-27 Change	2026-27 Budget	2027-28 Change	2027-28 Budget	2028-29 Change	2028-29 Budget
Enrolment Categories									
Standard (Regular) Schools	49,822	(245)	49,578	(334)	49,244	(584)	48,660	(696)	47,964
Continuing Education (School-Age)	77	(2)	75	-	75	-	75	-	75
Alternate Schools	339	-	339	-	339	-	339	-	339
Online Learning (School-Age)	880	(110)	770	25	795	-	795	-	795
Non-Graduated Adults	137	31	167	(23)	144	-	144	-	144
Summer Learning	1,243	(6)	1,237	-	1,237	-	1,237	-	1,237
Newcomer Refugees	16	9	25	-	25	-	25	-	25
Youth Train in Trades	-	-	-	-	-	-	-	-	-
Total Funded Enrolment	**52,515**	**(324)**	**52,191**	**(332)**	**51,859**	**(584)**	**51,276**	**(696)**	**50,580**
Level 1 - Inclusive Education	69	(10)	59	(10)	49	(4)	45	(2)	43
Level 2 - Inclusive Education	2,941	334	3,275	217	3,492	149	3,641	166	3,807
Level 3 - Inclusive Education	485	(40)	445	(53)	392	(2)	390	6	396
English Language Learners	9,536	(210)	9,326	(389)	8,937	(104)	8,833	(217)	8,616
Indigenous Education	2,065	(22)	2,043	(40)	2,003	-	2,003	-	2,003

On March 12, 2026, the Ministry announced the preliminary operating grants for school districts for 2026-2027 based on enrolment estimates provided by school districts for 2026-2027. VSB's preliminary operating grant allocation is $589.52 million as outlined in Figure 8. These grants do not include any increases to address inflationary cost pressures or estimated labour settlement costs.

The Basic Allocation for standard, continuing education and alternate schools remained at $9,015 per school age FTE, as did funding per school age FTE students enrolled in online learning, at $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

Unique student funding is provided to address the uniqueness of school district enrolment and support additional programming. This category accounts for 14 per cent of provincial funding. Funding rates for unique student needs also remained unchanged from 2025-2026:

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

- For Level 1 Inclusive Education funding remains unchanged at $51,300. This funding category includes students identified as Physically Dependent or Deafblind.
- For Level 2 Inclusive Education funding remains unchanged at $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 remains unchanged at $12,300. This funding category includes students identified as Intensive Behaviour Interventions or Serious Mental Illness.

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

- Funding for English / French Language Learners remains at $1,815, consistent with 2025-2026.

- Funding for Indigenous Education remains at $1,790, consistent with 2025-2026.
- Funding for Non-graduated Adult Education remains at $5,755, consistent with 2025-2026.

The allocation for Indigenous Education Councils decreased by $54,376 to $32,674.

The Equity of Opportunity allocation has increased by $30,813 to $2,504,198. The Equity of Opportunity Supplement provides funding to support additional services to students by recognizing children and youth in care, children and youth receiving non clinical mental health supports and low-income families in the school district.

The Curriculum and Learning Support Fund continues to be provided in 2026-2027 and it decreased by $2,432 to $453,318. This funding is provided to assist districts with implementing initiatives as part of the provincial curriculum.

Finally, Unique District funding related allocations changed as follows:

- Student Location - increase of $282,938 to $3,802,125
- Salary Differential - decrease of $87,749 to $13,159,326

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 2026-2027 year and VSB's allocation is $7.29 million which is anticipated to remain unchanged through the 2028-2029 year.
- Funding for labour settlement costs in the amount of $29.63 million is included in the 2026–2027 budget estimates; however, this funding has not yet been confirmed by MECC.
- Funding for graduated adults included in the budget totals $1.80 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 2026-2027 year. The funding is expected to remain unchanged through the 2028-2029 year.

- Student transportation funding has been announced for the 2026-2027 year and VSB's portion is $0.05 million which is expected to remain unchanged through the 2028-2029 year.
- Foundation skills assessment scorer grant funding has not been announced for the 2026-2027 year. VSB's allocation is expected to be $0.04 million which is expected to remain unchanged through the 2028-2029 year.

Figure 8 – MECC interim operating grant allocation for 2026-2027 and Other MECC grants

Funding Category	Projected Student Enrolment 2026-27	Projected Funding Level ($)	Projected Funding 2026-27 ($)	Projected Student Enrolment 2027-28	Projected Funding 2027-28 ($)	Projected Student Enrolment 2028-29	Projected Funding 2028-29 ($)
July Enrolment							
Grade 1-7	5,546	$ 260	$ 1,441,960	5,546	$ 1,441,960	5,546	$ 1,441,960
Summer Learning Grade 8-9	1,635	$ 260	$ 425,100	1,635	$ 425,100	1,635	$ 425,100
Summer Learning Grade 10-12	2,686	$ 510	$ 1,369,605	2,686	$ 1,369,605	2,686	$ 1,369,605
Supplemental Summer Learning			$ 1,038,791		$ 1,038,791		$ 1,038,791
Cross-Enrolment (Grade 8 & 9)	30	$ 510	$ 15,300	30	$ 15,300	30	$ 15,300
Base Allocation - September							
Standard School	49,244	$ 9,015	$ 443,930,153	48,660	$ 438,669,900	47,964	$ 432,395,460
Continuing Education	27	$ 9,015	$ 247,349	27	$ 247,349	27	$ 247,349
Alternate Programs	339	$ 9,015	$ 3,056,085	339	$ 3,056,085	339	$ 3,056,085
Online Learning	425	$ 7,280	$ 3,091,725	425	$ 3,091,725	425	$ 3,091,725
Homeschoolers	66	$ 250	$ 16,500	66	$ 16,500	66	$ 16,500
Course Challenges	164	$ 282	$ 46,248	164	$ 46,248	164	$ 46,248
Supplemental Funding - September							
Unique Student Needs							
English Language Learners	8,916	$ 1,815	$ 16,182,540	8,812	$ 15,993,568	8,595	$ 15,599,243
Indigenous Education	2,003	$ 1,790	$ 3,585,370	2,003	$ 3,585,370	2,003	$ 3,585,370
Level 1 - Inclusive Education	49	$ 51,300	$ 2,513,700	45	$ 2,308,500	43	$ 2,205,900
Level 2 - Inclusive Education	3,392	$ 24,340	$ 82,561,280	3,541	$ 86,187,940	3,707	$ 90,228,380
Level 3 - Inclusive Education	392	$ 12,300	$ 4,821,600	390	$ 4,797,000	396	$ 4,870,800
Adult Education	54	$ 5,755	$ 312,928	54	$ 312,928	54	$ 312,928
February Enrolment Count							
CE - School Age	28	$ 9,015	$ 252,420	28	$ 252,420	28	$ 252,420
CE - Adults	43	$ 5,755	$ 247,465	43	$ 247,465	43	$ 247,465
Online Learning - Grade K-9	10	$ 3,640	$ 36,400	10	$ 36,400	10	$ 36,400
Online Learning - Grade 10-12	200	$ 7,280	$ 1,456,000	200	$ 1,456,000	200	$ 1,456,000
Online Learning - Adults	8	$ 5,755	$ 46,040	8	$ 46,040	8	$ 46,040
Level 1 - Inclusive Education	-	$ 25,650	$ -	-	$ -	-	$ -
Level 2 - Inclusive Education	100	$ 12,170	$ 1,217,000	100	$ 1,217,000	100	$ 1,217,000
Level 3 - Inclusive Education	-	$ 6,150	$ -	-	$ -	-	$ -
Youth Train in Trades							
Newcomer Refugees	25	$ 4,508	$ 112,700	25	$ 112,700	25	$ 112,700
ELL - Newcomer Refugees only	21	$ 908	$ 19,068	21	$ 19,068	21	$ 19,068
May Enrolment Count							
CE - School Age	20	$ 9,015	$ 180,300	20	$ 180,300	20	$ 180,300
CE - Adults	34	$ 5,755	$ 195,670	34	$ 195,670	34	$ 195,670
Online Learning - Grade K-9	10	$ 2,427	$ 24,270	10	$ 24,270	10	$ 24,270
Online Learning - Grade 10-12	150	$ 7,280	$ 1,092,000	150	$ 1,092,000	150	$ 1,092,000
Online Learning - Adults	5	$ 5,755	$ 28,775	5	$ 28,775	5	$ 28,775
Additional Supplemental Funding							
Equity of Opportunity Supplement			$ 2,504,198		$ 2,504,198		$ 2,504,198
Unique Geographic Factors			$ 3,802,125		$ 3,802,125		$ 3,802,125
Salary Differential			$ 13,159,326		$ 13,159,326		$ 13,159,326
Curriculum Learning and Support			$ 453,318		$ 453,318		$ 453,318
Indigenous Education Councils			$ 32,674		$ 32,674		$ 32,674
TOTAL OPERATING GRANT			**$ 589,515,983**		**$ 587,463,618**		**$ 584,806,493**

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 $3.07 million for the year ended March 31, 2026, and will decrease to $3.02 million for the year ended March 31, 2027, and decrease to $2.64 million for the year ended March 31, 2028.

Other Revenue

Tuition revenue, which includes summer school, continuing education and international education, may increase or decrease depending on several factors. Recent changes to Canada's immigration policy, including a reduction on immigration targets and caps on international student visas, are expected to significantly impact school enrolments in Vancouver. International student enrolment is anticipated to decline from 1,235 FTE in the 2025-2026 year to 937 in the 2026-2027 year and remain at that level through 2028-2029.

Rentals and lease income reflect terms of existing leases. VSB is forecasting an increase of $0.69 million in rentals and leases due to an update in full cost recovery rental rates, as well as an increase in expected recovery of custodial services and utilities costs.

Interest income earned on cash balances is based on interest rates that are linked to the Bank of Canada's target overnight rate. VSB anticipates that the Bank of Canada will maintain an average target rate of between 2.25 and 2.50 percent for the 2026-2027 year.

Other revenue mainly reflects increases in one-time sustainability grants ($0.40 million) and an increase in costs recovered from variable maintenance components of rentals and leases ($0.42 million).

Operating Expense

In aggregate, operating expenses are estimated to total $676.19 million in 2026-2027. 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. In the spring, preliminary organizations were created for all elementary schools based on estimated enrolment by school for 2026-2027. The secondary staffing allocations have been reviewed to ensure accuracy of staffing allocations. For 2026-2027, 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

Projected declines in student enrolment in future years require corresponding adjustments to teacher and principal/vice-principal staffing levels to ensure alignment between resources and enrolment while maintaining fiscal sustainability. Staffing decisions will continue to fully respect collective agreement provisions related to class size, class composition, and staffing ratios.

Actual staffing requirements will be confirmed in September 2026, once final student enrolment for the 2026–2027 school year is known and schools have been reorganized to meet collective agreement requirements related to class size and class composition by grade and course type. Staffing required to meet these contractual obligations is funded by the Ministry of Education and Child Care through the Classroom Enhancement Fund. Based on preliminary enrolment projections, ongoing teacher staffing for 2026–2027 is estimated to be approximately 39 FTE lower than in 2025-2026.

This funding is typically confirmed in December 2026; however, preliminary school staffing and organization must occur in May-June 2026. 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 2026-2027.

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.

Principal and vice-principal allocations will not be determined solely on the basis of total student enrolment. Consistent with past practice, allocations will continue to reflect the operational complexity of individual school sites, including factors such as grade configuration, program offerings, and student support needs. This approach ensures that leadership capacity remains appropriately aligned with school-level demands while responding prudently to changing enrolment trends. Given the decrease in student enrollment and the small size of some elementary schools, elementary vice principal admin time staffing has been reduced by 1.5 FTE across nine schools (5 headcount).

As enrolment of students with disabilities or diverse abilities continues to increase, in 2026-2027, SSA staffing is budgeted to increase by 20 FTE ($1.90 million). Additionally, to better support students in their neighbourhood schools, the District is reallocating staffing from district learning services and some self-contained programs to school-based resource teacher supports. This shift, combined with declining enrolment in some inclusive education categories and a decrease in the demand for some district level services, results in a reduction of 2.0 FTE district learning services staff as well as a reallocation of teaching staff from three self-contained programs. 3.0 FTE SSB support for two district secondary self-contained programs is also being eliminated, and the budget reallocated to fund an additional 3 FTE SSA staffing.

In addition to enrolment-driven staffing changes, further staffing adjustments were required to maintain fiscal responsibility and achieve a balanced budget in the context of declining enrolment. These adjustments include ongoing staffing reductions of 2 FTE in district teaching staff, 2.57 FTE in curriculum and assessment implementation teaching time in secondary schools, 1.45 FTE in other professional staff; 2.0 FTE District Principal; 3.75 FTE support staff; 2.35 FTE settlement workers in schools (SWIS) and 2.0 FTE within School Support Workers (SSB). In 2026-2027, five district level positions will not be staffed resulting in one-time savings (1.0 FTE Director of Facilities and 4 FTE technical support staff).

These measures are proposed to be implemented to align staffing levels with available resources while continuing to prioritize direct supports to schools and students.

Salary and Benefit Expenses

Most VSB employees' salaries are determined in accordance with collective agreements which expired on June 30, 2025, with the exception of the VTF that ratified their new collective agreement on March 6, 2026, for the term of July 1, 2025, to June 30, 2029. The timing of the completion of the remaining collective agreements negotiations cannot be determined. The budgets for salaries in the 2026-2027 year through the 2028-2029 year includes an assumption of three per cent general wage increases for unionized staff.

It is estimated that all labour settlement costs will be fully funded by MECC ($29.63 million).

The average teacher salary and benefits is expected to be $140,389, an increase of $9,649 compared to Amended Budget 2025-2026, which did not include a negotiated wage increase retroactive to July 1, 2025, due to timing of the settlement.

All salary changes for non-unionized staff are implemented based on policy directives provided by the Public Sector Employers' Counsel (PSEC) and the BC Public Schools Employers' Association (BCPSEA). BCPSEA provides school districts with salary grids for non-unionized staff. The estimated salary expenses for 2026-2027 to 2028-2029 are based on the assumption that there will be a similar three per cent increase to exempt salary grids to avoid wage compression between management and unionized staff. PSEC has provided 2.5 per cent increase for principals, vice-principals, exempt staff, and two per cent for executives retroactive to July 1, 2025, and has confirmed funding. PSEC has not indicated if exempt salary increases are approved or if they will be fully funded by MECC for 2026 to 2029.

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, resulting in budget savings of $2.48 million. It is anticipated that substitute cost savings of $3.02 million across all employee groups will be achieved in 2026–2027. To support these savings and minimize vacation payout liabilities, the District will focus on maintaining full staffing levels where possible, encouraging employees to take earned time off, and actively monitoring attendance trends. The reinstatement, rollout, and communication of the employee wellness initiative and attendance management program for all employee groups will commence in April 2026.

Benefit Costs

Employee benefit costs are projected to increase by $7.14 million due to a combination of salary changes and changes in benefit rates. For future years the cost of benefits is estimated to increase by two per cent each year. Some of the changes in the employee benefit rates include:

CPP (Canada Pension Plan): Maximum pensionable earnings for 2026 are set at $74,200 and are anticipated to increase to $77,200 in 2027. This may result in an increase of CPP costs of up to $178.50 per employee. Second tier CPP will cap at $85,000 and is anticipated to increase to $89,200 in 2027. The projected cost per employee is anticipated to increase by $64 (CPP operating cost $21.9 million).

Employment Insurance (EI): EI rates are anticipated to remain the same in 2027 as in 2026 (1.64 per cent employee portion and 2.296 per cent employer portion). Maximum insurable earnings are estimated to

increase from $68,900 in 2026 to $70,200 in 2027. The projected cost of EI per employee is anticipated to increase by $85.42. (EI operating cost $7.2 million)

WorkSafeBC: WCB premium rates are expected to return to 1.71 per cent of salaries in 2027, up from 1.57 per cent, after the end of the one-time temporary WCB rate reduction which took place in 2026 and is not expected to recur. (WorkSafeBC operating cost $7.3 million)

Extended Health: Extended health premium costs are projected to increase by 15 per cent for teachers, 15 per cent for principals and vice-principals, 14 per cent for members of CUPE Local 15, 5 per cent for members of IUOE Local 963 and 15 per cent for exempt staff and decrease by 15 per cent for Adult Educators, 11 per cent for CUPE Local 407. (Extended Health operating cost $23.8 million)

Dental: Dental benefits premium cost rates are unchanged for teachers, principals and vice-principals, CUPE Local 407, and decrease by 2 per cent for members of IUOE Local 963, 5 per cent for exempt staff, and 5 per cent for CUPE Local 15. (Dental operating cost $11.5 million)

The employee benefits cost increase of $7.14 million is associated with the following salary categories:

- Teachers: $3.78 million increase
- Educational assistants: $1.98 million increase
- Support staff: $0.60 million increase
- Principals/vice-principals: $0.11 million increase
- Other professionals: $0.67 million increase

VSB employee benefits plans are administered 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 District pays the actual costs the plan incurs, plus administrative costs. Accordingly, if a plan costs more than has been contributed by the District, the District must contribute more. Conversely, if the plan actual costs come in less than the amount of funds contributed, the District retains the surplus contributions and not the benefit administrator (Pacific Blue Cross/PEBT).

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 and ensure the financial sustainability of each plan.

For 2026-2027, HUB provided contribution renewal rates included in the following table for each employee group. These rates have been used when determining the estimated cost of extended health and dental benefits included in the 2026-2027 draft financial plan. Please note that the table below includes costs for all employees eligible for benefits regardless of the funding source (operating, special purpose funds or capital fund).

Figure 9 – Benefits Cost by Employee Group

Employee Group	2026-27 Dental	2026-27 Extended Health	2026-27 Dental and Extended Health	2025-26 Dental and Extended Health	Change from 2025-26
CUPE 15	5,044,484	10,452,504	15,496,989	13,098,161	2,398,828
CUPE 407	167,760	329,261	497,021	486,904	10,117
IUOE 963	936,079	849,987	1,786,066	1,407,780	378,286
Other Professionals	287,014	793,267	1,080,281	1,213,004	(132,723)
Principals & Vice Principals	410,957	647,893	1,058,851	965,386	93,465
Teachers	6,609,987	14,823,624	21,433,611	20,565,424	868,187
Teachers - Adult Ed	32,288	94,278	126,566	154,177	(27,611)
Total	**13,552,121**	**27,900,482**	**41,452,603**	**37,890,836**	**3,588,548**

Services and Supplies

Services and supplies budgets for 2026-2027 have been reduced by $7.36 million to reflect one-time costs incurred in 2025-2026. District level cost reduction measures have been implemented aimed at addressing the structural deficit and redirecting resources to schools ($0.48 million).

Utilities budgets for 2026-2027 are expected to increase by $0.56 million due primarily to supplier rate increases from Fortis BC, BC Hydro and City of Vancouver. Heating rates increased 11 per cent January 1, 2026, and are anticipated to increase another 3.5 per cent January 1, 2027 ($0.25 million impact for 2026-2027). Electricity rates are expected to increase 3.75 per cent on April 1, 2026, and another 3.75 per cent April 1, 2027 ($0.13 million impact for 2026-2027). Sewer and water rates increased 5.5 per cent, and 4 per cent January 1, 2026, respectively and are expected to increase another 3 per cent January 1, 2027 (combined impact of $0.06 million for 2026-2027). Efficiencies gained through contract negotiation will provide savings of $0.25 million. Updating for usage assumptions and the addition of a new school add a further $0.38 million of budgeted costs for 2026-2027.

Software licensing and related costs are estimated to increase by $0.32 million, reflecting contractual price escalations.

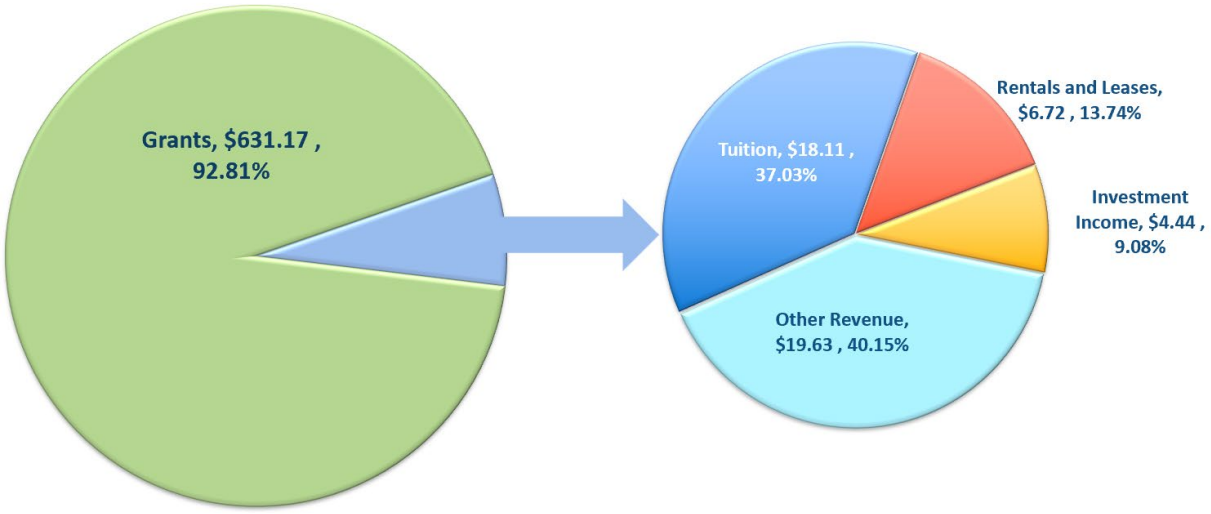
A summary of Services and Supplies changes is included below.

($ millions)	Amended Budget 2025-26	Reversal of One-Time	Contractual/ Rate Changes	Proposed Changes	Annual Budget 2026-27
Services	15.99	(1.56)	0.16	(0.12)	14.46
Student Transportation	3.90	-	(0.01)	-	3.89
Professional Development and Travel	1.61	-	(0.01)	(0.03)	1.58
Rentals and Leases Expense	0.87	-	(0.09)	-	0.79
Dues and Fees	1.24	(0.31)	-	(0.01)	0.93
Insurance	1.82	-	(0.01)	(0.06)	1.76
Supplies	29.35	(5.49)	0.01	(0.14)	23.73
Utilities	11.27	-	0.56	(0.12)	11.71
Total Services and Supplies	**66.05**	**(7.36)**	**0.61**	**(0.48)**	**58.85**

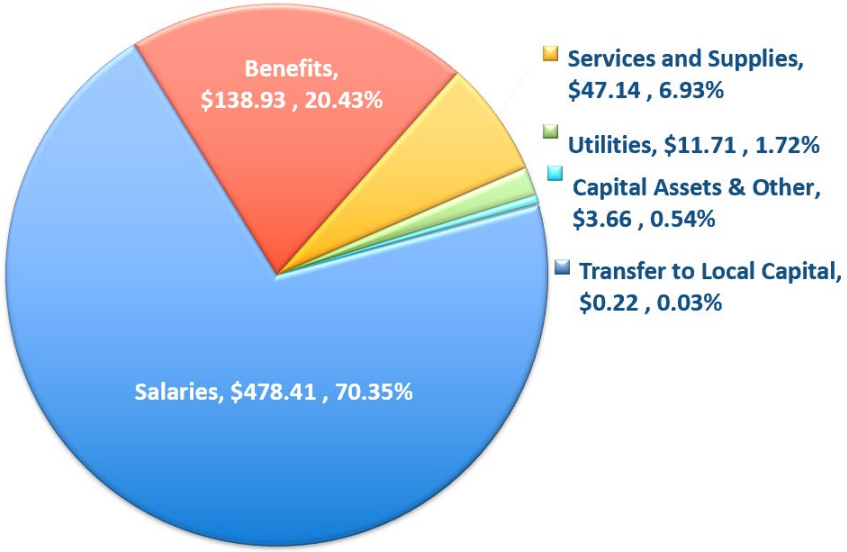
OPERATING BUDGET HIGHLIGHTS

The majority of revenues are received from the government in the form of operating grant funding from the Ministry, other provincial grants and federal grants (93 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 5.5 per cent of total revenue. The projected operating budget revenue for 2026-2027 is $680.07 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.

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

VSB receives targeted funding to support Indigenous education based on reported student enrolment. For 2026-2027, VSB anticipates enrolment is 2,003 FTE, generating $3.59 million in funding. The Ministry provides an additional grant of $0.03 million to support the operation of Indigenous Education Councils (IEC).

The allocation of Indigenous Education Targeted Funding for the 2026–2027 school year is currently under consideration by the Indigenous Education Council, consistent with its established role and authority in guiding the use of these funds. As this process is ongoing, final budget details are not included at this time. Further information and updates will be provided once discussions within the Indigenous Education Council are complete and recommendations have been confirmed.

In 2026-2027, VSB will continue to provide additional support for Indigenous education through a $0.45 million allocation of operating funds which are used to fund the 1.0 FTE director of indigenous education, 1.0 FTE clerical support, 0.60 FTE teacher and services and supplies.

Figure 10A – Draft Indigenous Education Budget Detail

($ millions)	IETF 2025-26	IETF 2026-27	IEC 2025-26	IEC 2026-27	Operating 2025-26	Operating 2026-27	Total 2025-26	Total 2026-27
Student Enrolment FTE	2,043	2,003					2,043	2,003
Revenue								
MECC - IETF	$ 3.66	$ 3.59	$ -	$ -	$ -	$ -	$ 3.66	$ 3.59
MECC - IEC	-	-	0.09	0.03	-	-	0.09	0.03
MECC - Labour Settlement Funding		0.18		-		-	-	0.18
Total Revenue	3.66	3.77	0.09	0.03	-	-	3.75	3.80
Expense								
Salaries and Benefits	3.50	3.67	-	-	0.43	0.42	3.93	4.09
Services and Supplies	0.30	0.10	0.16	0.03	0.11	0.03	0.57	0.16
Total Expense	3.80	3.77	0.16	0.03	0.54	0.45	4.50	4.25
Prior Year Surplus	0.14	-	0.07	-	0.09	-	0.30	-
Net Revenue (Expense)	$ -	$ -	$ -	$ -	$ (0.45)	$ (0.45)	$ (0.45)	$ (0.45)

Figure 10B – Draft Indigenous Education Summary

($ millions)	2022-23 Actual	2023-24 Actual	2024-25 Actual	2025-26 Budget	2026-27 Budget	2027-28 Budget	2028-29 Budget
Student Enrolment FTE	2,161	2,109	2,065	2,043	2,003	2,003	2,003
Revenue							
MECC Grant Indigenous Education	$ 3.38	$ 3.61	$ 3.66	$ 3.66	$ 3.59	$ 3.59	$ 3.59
MECC Labour Settlement Funding				-	0.18	0.30	0.43
MECC Grant Indigenous Education Council	-	-	0.08	0.09	0.03	0.03	0.03
Total Revenue	3.38	3.61	3.74	3.75	3.80	3.92	4.05
Expense							
Salaries and Benefits	3.17	3.33	3.62	3.93	4.09	4.21	4.34
Services and Supplies	0.47	0.69	0.63	0.57	0.16	0.16	0.16
Total Expense	3.64	4.02	4.25	4.50	4.25	4.37	4.50
Prior Year Surplus	0.13	0.30	0.15	0.30	-	-	-
Available Funds (Operating Contribution)	$ (0.13)	$ (0.11)	$ (0.36)	$ (0.45)	$ (0.45)	$ (0.45)	$ (0.45)

Inclusive Education

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

This year's budget is informed primarily by enrolment data and observed shifts in student support needs across the district. In particular, the Vancouver School Board is seeing an increase in the number of students reported in the Level 2 funding category, and this is expected to continue into the next school year. At the same time, referral numbers for elementary self-contained programs remain low, reflecting changing patterns as more students are supported in their neighbourhood schools.

In response to these trends, the budget prioritizes investments that strengthen inclusive supports within neighbourhood schools rather than operating small, segregated programs with limited enrolment. Funding is directed toward specialized staffing, school-based supports, and professional learning that enable students to receive individualized assistance in familiar school environments. This approach reflects careful planning to ensure supports are educationally sound, sustainable, and aligned with inclusive education principles, while continuing to meet the diverse needs of students through Individual Education Plans, targeted interventions, and district-wide capacity building.

Savings arising from temporary vacancies and unpaid leaves of school psychologists and speech and language pathologists will be redirected to fund the delivery of winter and spring assessment clinics held during school breaks. Staffing levels and program delivery will be contingent on available funding and the availability of qualified staff willing to work additional days.

Supplemental operating grant funding to support programs and services for students with diverse needs is anticipated to be $94.58 million. This includes inclusive education funding of $91.11 million, as well as $3.47 million in supplemental funding to support transportation for students with diverse needs. The infographic below shows that total inclusive education expenditures of $137.78 million funded from the operating fund exceed the supplemental funding received by $43.20 million. Additional inclusive education supports are provided through special purpose funds especially the Classroom Enhancement Fund and Community LINK.

Educators Psychologists SLPs	Education Assistants	Transportation	Supplies & Other	Supplemental Operating Funding
$53.74 million	**$76.78 million**	**$3.95 million**	**$3.31 million**	
Total Operating Expense $ 137.78 million				***$94.58 million***

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 on 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 298 FTE students between 2025-2026 and 2026-2027.

The budget allocations for the International Education Program have been reduced to reflect the estimated lower enrolment. Staffing has been reduced by 11.80 FTE Teachers, 1.00 FTE education assistants, and 0.60 FTE other professionals. Services and supplies budgets have been reduced by $0.27 million. A program review will be completed in 2026 to ensure the long-term sustainability of the international education program.

The amounts recorded as tuition revenue in the actual revenues for 2023-2024 through 2025-2026 include funds received from students that have withdrawn from the program that did not qualify for a full refund. A summary of estimated revenue and expense for the program is provided in the following table.

Figure 11 - International Education Summary

($ millions)	2022-23 Actual	2023-24 Actual	2024-25 Actual	2025-26 Budget	2026-27 Budget	2027-28 Budget	2028-29 Budget
International Student FTE	1,226	1,349	1,429	1,235	937	937	937
Revenue							
Tuition	$ 21.42	$ 24.31	$ 23.76	$ 21.08	$ 15.93	$ 15.93	$ 15.93
Other Revenue	0.95	1.24	1.05	0.78	0.78	0.78	0.78
Total Revenue	22.37	25.55	24.81	21.86	16.71	16.71	16.71
Expense							
Salaries and Benefits	8.90	9.49	10.11	7.96	6.54	6.74	6.94
Services and Supplies	1.70	2.00	1.98	1.81	1.54	1.54	1.54
Total Expense	10.60	11.49	12.09	9.77	8.08	8.28	8.48
Net Revenue (Expense)	$ 11.77	$ 14.06	$ 12.72	$ 12.09	$ 8.63	$ 8.43	$ 8.23

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 2024-2025 include funds received from students that have withdrawn from the program that did not qualify for a full refund.

Early Learning and Child Care

The District will continue to support early learning and child care on school sites through a cautious and fiscally responsible approach that reflects uncertainty regarding the Province's long term child care funding framework. Within limited and, in some cases, time limited Ministry funding, resources will be prioritized to support demand for before and after school care, maintain cost efficiencies, and sustain essential district level oversight and coordination services.

The Early Learning and Child Care function is supported by a small team that provides leadership, coordination, and operational support for district early learning initiatives, including StrongStart programs, Ready, Set, Learn events, Kindergarten transition activities, and engagement with child care providers operating on school grounds. Staffing is funded through a combination of provincial grants and operating resources and is structured to align with available funding while advancing the District's Education Plan and Board Policy 22: Child Care Services in District Facilities. In 2026-2027, the team will consist of 1.0 FTE manager and 1.0 FTE support staff.

The District remains committed to working collaboratively with current and future child care providers to support the delivery of high quality, developmentally appropriate, and educationally sound programs on school sites, while continuing to monitor funding availability, service demand, and operational sustainability.

Food Services

VSB provides approximately 4,450 meals each day through various meal programs that support students facing food insecurity. These programs include Food4Schools, that 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 *10 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 *are the MECC's Feeding Futures Fund ($5.57 million for 2026-2027) and the National School Food Program grant (estimated at $0.90 million for 2026-2027), supplemented by grants and donations. The Ministry provides funding for cafeteria capital additions and upgrades through the Food Infrastructure Program.*

The City of Vancouver grant *of $325,000 was renewed for 2025-2026 and will expire during 2026-2027. $162,500 was applied to the 2025-2026 Amended Budget and $162,500 is included in the 2026-2027 financial plan. Other grants and donations are not guaranteed sources of funding and any shortfall from budgeted estimates may negatively impact the number of meals that VSB can provide under food programs.*

T*he number of subsidized meals that can be provided in future years is highly dependent on actual revenue, supplies costs and staffing costs. Additional information on the Feeding Futures Fund and the National School Food Program can be found in the Special Purpose Funds section of this report.*

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

In the 2024-2025, the actual expenses for food services were $7,369,480 (salaries and benefits of $3,898,320 and services and supplies of $3,471,160) and actual revenues were $7,651,329.

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

Figure 12 – Food Services Summary

($ millions)	2022-23 Actual	2023-24 Actual	2024-25 Actual	2025-26 Budget	2026-27 Budget	2027-28 Budget	2028-29 Budget
Revenue							
Provincial Grants	$ 3.30	$ 5.56	$ 5.66	$ 6.57	$ 6.47	$ 6.47	$ 6.47
Cafeteria Sales Revenue	0.95	0.87	0.95	0.99	1.09	1.09	1.09
Commission Revenue	0.08	0.08	0.12	0.08	0.10	0.10	0.10
Grants and Donations	0.45	0.58	0.66	0.40	0.45	0.45	0.45
Other Revenue	0.24	0.22	0.26	0.22	0.22	0.22	0.22
Total Revenue	5.02	7.31	7.65	8.26	8.33	8.33	8.33
Expense							
Salaries and Benefits	3.17	4.28	3.90	4.63	4.64	4.78	4.92
Services and Supplies	2.54	3.05	3.47	3.82	3.69	3.55	3.41
Total Expense	5.71	7.33	7.37	8.45	8.33	8.33	8.33
Net Revenue (Expense)	(0.69)	(0.02)	0.28	(0.19)	-	-	-
Capital Assets Purchased	(0.19)	(0.27)	-	(0.43)	-	-	-
Appropriated Surplus	0.11	0.35	0.05	0.33	-	-	-
Surplus (Deficit) for the Year	$ (0.77)	$ 0.06	$ 0.33	$ (0.29)	$ -	$ -	$ -

Print Shop Operations

Effective July 1, 2026, the District will discontinue external printing services and transition the Print Shop to an internal only service model. The transition aligns Print Shop operations more closely with core district needs, reduces financial risk associated with variable external demand, and contributes to ongoing operating cost containment.

While external Print Shop activities currently generate approximately $0.17 million in annual revenue, they also drive disproportionately higher costs related to supplies, equipment replacement, and staffing. Eliminating external work is expected to reduce supply costs by approximately 45%, generating estimated annual savings of $0.07 million, and will allow for a simplified equipment replacement plan, avoiding the need to replace a second copier and resulting in one-time capital cost avoidance of approximately $0.07 million.

The reduction in workload associated with external printing will support a staffing adjustment of 1.0 FTE TRC position, producing estimated ongoing savings of $0.10 million annually, while retaining sufficient staffing capacity to meet all internal printing requirements. No external contractual obligations will be impacted, and the transition will be managed through formal notice to external clients and a short grace period to complete outstanding orders.

Vancouver Project Office (VPO)

The Vancouver Project Office (VPO) is responsible for providing professional project management services for major capital initiatives, including seismic mitigation and other complex infrastructure projects. Historically, the VPO's activities were focused exclusively on capital projects within the VSB and were funded entirely through the Capital Fund.

In recent years, while no major capital projects have been approved by the Province for VSB, the VPO has expanded its role to provide project management services for major capital projects on behalf of other B.C. school districts that do not have the internal capacity to manage complex projects. As a result, the District has revised its budgeting approach for the VPO to more accurately reflect the work performed. A portion of VPO staff salaries is now budgeted in the Operating Fund under Other Professionals ($0.80 million), with a corresponding increase in operating revenues to reflect cost recovery from participating districts. This change supports budget transparency, allows the District to retain highly qualified capital project staff, and contributes to broader sector capacity by supporting smaller school districts across the province.

Vancouver School Board

Operating Budget Summary

The following table summarizes budgeted revenue and expenses by type.

Figure 13 – Operating Revenue and Expense by Type

Operating Revenue and Expense ($ millions)	2024-25 Actual	2025-26 Budget	2026-27 Budget	Change $	Change %
Revenue					
Provincial Grants - MECC	$ 594.09	$ 598.31	$ 628.34	$ 30.03	5.02%
Provincial Grants - Other	0.06	0.09	0.08	(0.01)	(11.11%)
Federal Grants	3.38	3.07	2.75	(0.32)	(10.42%)
Tuition	26.40	23.26	18.11	(5.15)	(22.14%)
Other Revenue	23.01	18.79	19.63	0.84	4.47%
Rentals and Leases	6.70	6.03	6.72	0.69	11.44%
Investment Income	6.28	4.22	4.44	0.22	5.21%
Total Revenue	659.92	653.77	680.07	26.30	4.02%
Expenses					
Salaries					
Teachers	275.78	267.47	281.96	14.49	5.42%
Principals and Vice Principals	31.07	30.41	30.77	0.36	1.18%
Educational Assistants	53.24	60.78	61.22	0.44	0.72%
Support Staff	66.54	67.92	69.80	1.88	2.77%
Other Professionals	14.69	14.17	15.04	0.87	6.14%
Substitutes	18.45	18.36	19.62	1.26	6.86%
Employee Benefits	130.70	131.79	138.93	7.14	5.42%
Total Salaries and Benefits	590.47	590.90	617.34	26.44	4.47%
Services and Supplies					
Services	21.06	15.99	14.46	(1.53)	(9.57%)
Student Transportation	4.26	3.90	3.89	(0.01)	(0.26%)
Professional Development and Travel	1.44	1.61	1.58	(0.03)	(1.86%)
Rentals and Leases	0.76	0.87	0.79	(0.08)	(9.20%)
Dues and Fees	1.06	1.24	0.93	(0.31)	(25.00%)
Insurance	1.59	1.82	1.76	(0.06)	(3.30%)
Supplies	27.02	29.35	23.73	(5.62)	(19.15%)
Utilities	11.43	11.28	11.71	0.43	3.81%
Total Services and Supplies	68.62	66.06	58.85	(7.21)	(10.91%)
Total Expense	659.09	656.96	676.19	19.23	2.93%
Net Revenue (Expense)	0.83	(3.19)	3.88	7.07	
Tangible Capital Assets and Other	(2.93)	(4.53)	(3.66)	0.87	
Interfund Transfers	1.04	(0.22)	(0.22)	-	
Use of Surplus	1.06	8.45	-	(8.45)	
Surplus (Deficit) for the Year	$ -	$ 0.51	$ -	$ (0.51)	

SPECIAL PURPOSE FUNDS

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

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

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

- Annual Facility Grants (AFG) (excluding amounts paid via bylaw)
- Assistive Technology (AT-BC)
- Changing Results for Young Children (CR4YC) - *discontinued in 2024-2025*
- Classroom Enhancement Fund – Staffing
- Classroom Enhancement Fund – Overhead
- Classroom Enhancement Fund – Remedies
- Communication Assistance for Youth and Adults (CAYA)
- CommunityLINK Grants (CLINK)
- CommunityLINK Other
- Dual Credit Program Expansion
- Early Care & Learning (ECL)
- Early Childhood Education Dual Credit Program
- Feeding Futures Fund
- First Nation Student Transportation Fund
- Learning Improvement Fund (LIF)
- Mental Health in Schools
- National School Food Program (NSFP)
- Official Languages in Education French Programs (OLEP)
- Professional Learning Grant
- Provincial Resource Centre for the Visually Impaired (PRCVI)
- Provincial Resource Program (PRP) (including SET BC)
- Ready, Set, Learn
- Scholarships and Bursaries
- School Generated Funds (restricted contributions only)
- Seamless Day Kindergarten (discontinued in 2026-2027)
- Special Education Technology (SET-BC)
- Strengthening Early Years to Kindergarten Transitions (SEY2KT)
- Strong Start
- Student & Family Affordability Fund (discontinued in 2025-2026)
- Work Experience Enhancement

Special purpose funds revenue is estimated to total $109.34 million, which represents a decrease of $3.44 million compared to the 2025-2026 Amended Budget. The following table summarizes revenue, and expenses by object for special purpose funds - actuals for years 2022-2023 to 2024-2025 and budgeted for 2025-2026 to 2028-2029.

It should be noted that not all grants have been announced for 2026-2027. The assumption in these estimates is that ongoing funding provided in previous years will remain at the same level in 2026-2027 to 2028-2029.

Figure 14 – Special Purpose Funds

($ millions)	2022-23 Actual	2023-24 Actual	2024-25 Actual	2025-26 Budget	2026-27 Budget	2027-28 Budget	2028-29 Budget
Revenue							
Provincial Grants - MECC	$ 69.66	$ 76.60	$ 88.21	$ 95.87	$ 92.69	$ 92.69	$ 92.69
Provincial Grants - Other	7.85	9.15	10.00	8.90	8.86	8.86	8.86
Other Revenue	7.55	7.48	7.90	7.17	7.22	7.22	7.22
Investment Income	0.82	0.95	0.89	0.84	0.45	0.45	0.45
Total Revenue	85.88	94.18	107.00	112.78	109.22	109.22	109.22
Expense							
Salaries and Benefits	60.01	69.45	78.78	87.02	86.29	86.67	87.05
Services and Supplies	25.21	24.21	28.04	24.62	22.32	21.94	21.56
Total Expense	85.22	93.66	106.82	111.64	108.61	108.61	108.61
Net Revenue (Expense)	0.66	0.52	0.18	1.14	0.61	0.61	0.61
Tangible Capital Assets Purchased	(0.66)	(0.52)	(0.18)	(1.14)	(0.61)	(0.61)	(0.61)
Surplus (Deficit) for the Year	$ -	$ -	$ -	$ -	$ -	$ -	$ -

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

Figure 15 – Special Purpose Funds Grants

SPF Revenue by Fund ($ millions)	2022-23 Actual	2023-24 Actual	2024-25 Actual	2025-26 Budget	2026-27 Budget	2027-28 Budget	2028-29 Budget
AFG	$ 2.26	$ 3.15	$ 1.68	$ 2.24	$ 2.25	$ 2.25	$ 2.25
AT-BC	5.07	5.87	6.48	5.62	5.58	5.58	5.58
CAYA	3.05	3.47	4.19	3.97	3.58	3.58	3.58
CEF	36.37	37.03	49.65	54.88	53.40	53.40	53.40
CR4YC	0.01	0.01	0.01	-	-	-	-
CommunityLINK	9.93	10.78	10.13	11.23	10.65	10.65	10.65
CommunityLINK - Other	0.37	0.29	0.23	0.23	0.27	0.27	0.27
Dual Credit Program Expansion	-	-	-	-	0.28	0.28	0.28
Early Childhood Education Dual Credit Program	-	-	0.04	0.07	0.05	0.05	0.05
Early Childhood Grants	0.08	0.21	0.21	0.20	0.18	0.18	0.18
Feeding Futures Fund	-	5.57	5.65	5.55	5.57	5.57	5.57
First Nation Student Transportation Fund	0.13	0.15	0.15	0.15	0.15	0.15	0.15
LIF	1.56	2.03	1.82	2.03	2.04	2.04	2.04
Mental Health in Schools	0.06	0.08	0.02	0.08	0.08	0.08	0.08
Miscellaneous	0.27	0.44	0.13	0.41	0.39	0.39	0.39
National School Food Program	-	-	0.01	1.02	0.90	0.90	0.90
OLEP	0.75	0.78	0.82	0.78	0.78	0.78	0.78
PRCVI	2.53	2.91	2.88	3.35	3.11	3.11	3.11
PRP	2.41	2.86	3.03	2.71	2.71	2.71	2.71
Professional Learning Grant	-	-	0.01	0.20	-	-	-
Ready Set Learn	0.23	0.22	0.18	0.26	0.22	0.22	0.22
Scholarships and Bursaries	0.10	0.08	0.02	0.10	0.10	0.10	0.10
School Generated Funds	6.99	6.70	7.63	6.46	6.46	6.46	6.46
Seamless Day Kindergarten Funding	0.04	0.15	0.06	0.02	-	-	-
SET-BC	8.20	9.43	9.69	10.13	9.82	9.82	9.82
Strong Start	0.61	0.61	0.61	0.65	0.65	0.65	0.65
Student & Family Affordability Fund	3.67	1.03	1.66	0.39	-	-	-
Work Experience Enhancement Fund	-	-	-	0.05	-	-	-
TOTAL	**$ 84.79**	**$ 94.18**	**$ 107.00**	**$ 112.78**	**$ 109.22**	**$ 109.22**	**$ 109.22**

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 or 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 2026-2027 estimated to be $2.25 million. For budgeting purposes, it is estimated that the Annual Facilities Grant will remain unchanged for the 2027-2028 and 2028-2029 years.

A summary of the 2026-2027 AFG funding allocation compared to the previous year is shown in the following table.

AFG Funding Allocation	2025-2026	2026-2027	Change
Capital	$13,468,524	$14,455,323	$986,799
Special Purpose Fund	$2,238,404	$2,250,361	$ 11,957
Provincial CAMS*	$(190,502)	$(190,502)	$ 0
Total Grant	$15,516,426	$16,515,182	$998,756

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

The proposed 2026-2027 AFG Expenditure Plan is included below.

Figure 16 – AFG Expenditure Plan

AFG Expenditure by Type (in thousands)		Description of Items Included in Plan
Accessibility	$730	Elevator upgrades and rebuilds Accessible washroom construction Accessible emergency response Playground upgrades Exterior access
Asbestos Abatement	$1,034	Boiler refractory Pipe insulation Asbestos testing and removal
Electrical	$2,312	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	$1,953	Exterior painting and pressure washing Door and hardware upgrades Windows replacement Exterior skirting and facia Gutters and barriers Masonry
HVAC	$1,666	Boiler Upgrades Furnace Upgrades Heating coil replacement Ventilation recalibrations Heating piping replacement Control upgrades Compressor repairs and replacement
Interior Construction	$1,770	Gym floor refinishing and flooring upgrades Rekeying Drapery renewal Millwork renewal Gym door repairs Shop equipment safeguarding
Plumbing	$1,535	Water pipe replacement Water bottle fill stations Washroom upgrades Sprinkler review and upgrades Water conservation
Roofing	$3,315	Replace failing roof systems
Site Upgrades	$2,200	Replace external stairs Sidewalks, pathways, courts Handrails, ladders, flag poles Tree pruning and management Playground repairs
Total	**$16,515**	

A summary of the AFG special purpose fund budget is included in Figure 17.

Figure 17 – Annual Facility Grant

($ millions)	2022-23 Actual	2023-24 Actual	2024-25 Actual	2025-26 Budget	2026-27 Budget	2027-28 Budget	2028-29 Budget
Revenue							
Provincial Grants - MECC	$ 2.24	$ 2.24	$ 1.35	$ 2.24	$ 2.25	$ 2.25	$ 2.25
Investment Income	0.02	0.01	-	-	-	-	-
Total Revenue	2.26	2.25	1.35	2.24	2.25	2.25	2.25
Expense							
Salaries and Benefits	1.99	1.91	0.98	1.68	1.63	1.63	1.63
Services and Supplies	0.27	0.34	0.37	0.56	0.62	0.62	0.62
Total Expense	2.26	2.25	1.35	2.24	2.25	2.25	2.25
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. Effective July 1, 2026, the ratio for Learning Assistance Teachers changed from 1:504 to 1:495.

Restored Collective Agreement Class Size Ratios

Secondary	Collective Agreement Class
English	1:28
Home Economics Labs	1:28
English Language Learners	1:20
Technical Studies (except drafting)	1:24
Special Education with 6 or more FTE	1:15
All Others	1:30

Elementary	Collective Agreement Class
Kindergarten	1:20
Grade 1 - 3	1:22
Grade 3/4 Split (more Grade 3's)	1:22
Grade 3/4 Split (more Grade 4's)	1:24
Grade 4 -7	1:30
Grade 4 - 7 (multi age)	1:28

Non-Enrolling Ratios

Collective Agreement Ratios	Current	2026-2027
Teacher Librarians	1:702	1:702
Counsellors	1:535	1:535
Learning Assistance Teachers	1:504	1:495
Special Education Teachers	1:232	1:232
English Language Learners (1:ELL student enrolment)	1:57.5	1:57.5

On March 12, 2026, the Ministry announced preliminary Classroom Enhancement Fund (CEF) allocations for school districts for the 2026-2027 school year. VSB has been provided with a preliminary CEF allocation of $46.51 million, sufficient to fund an estimated 367.41 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 2026-2027 year. Adjustments to District allocations may be made once final fall 2026 staffing is known. Final 2026-2027 allocations will be confirmed at the same time as the operating grant recalculation in December 2026.

Based on the collective agreement, for 2026-2027, the estimated teachers by category are: teacher librarians – 71.27 FTE, Counsellors – 93.52 FTE, and Learning assistance/special education/ELL – 471.81 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 2022-2023 to 2024-2025 and forecasted to be received from 2025-2026 to 2028-2029.

Figure 18 - Classroom Enhancement Fund Grants

($ millions)	2022-23 Actual	2023-24 Actual	2024-25 Actual	2025-26 Budget	2026-27 Budget	2027-28 Budget	2028-29 Budget
CEF - Teacher FTE	265.00	315.40	315.40	366.81	366.81	366.81	366.81
CEF - Teacher Funding	$ 31.21	$ 32.43	$ 41.91	$ 48.80	$ 48.80	$ 48.80	$ 48.80
CEF - Overhead	4.25	4.42	4.60	4.60	4.60	4.60	4.60
CEF - Remedies	0.91	0.18	1.55	1.48	-	-	-
Total CEF Funding	$ 36.37	$ 37.03	$ 48.06	$ 54.88	$ 53.40	$ 53.40	$ 53.40

The table below summarizes the actual CEF revenue and expenses for 2022-2023 to 2024-2025 and projected revenue and expense for 2025-2026 to 2028-2029. The forecasted revenue and expense for the 2027-2028 and 2028-2029 are expected to be the unchanged from the 2026-2027 forecast.

Figure 19 - Classroom Enhancement Fund

($ millions)	2022-23 Actual	2023-24 Actual	2024-25 Actual	2025-26 Budget	2026-27 Budget	2027-28 Budget	2028-29 Budget
Revenue							
Provincial Grants - MECC	$ 36.31	$ 37.03	$ 48.06	$ 54.88	$ 53.40	$ 53.40	$ 53.40
Investment Income	0.06	-	-	-	-	-	-
Total Revenue	36.37	37.03	48.06	54.88	53.40	53.40	53.40
Expense							
Salaries and Benefits	35.76	36.96	47.95	54.79	53.31	53.31	53.31
Services and Supplies	0.61	0.07	0.11	0.09	0.09	0.09	0.09
Total Expense	36.37	37.03	48.06	54.88	53.40	53.40	53.40
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, social emotional learning and mental health supports and after-school programs as well as supplemental staffing.

In 2026-2027 the grant will be used to fund 13 FTE community coordinators, 53.9 FTE educational assistants, 19.35 FTE teachers, 2.86 FTE support staff, 1.0 FTE district principal and 2.0 FTE exempt staff.

Figure 20 - CommunityLINK Budget

($ millions)	2022-23 Actual	2023-24 Actual	2024-25 Actual	2025-26 Budget	2026-27 Budget	2027-28 Budget	2028-29 Budget
Revenue							
Provincial Grants	$ 9.87	$ 10.71	$ 10.92	$ 11.23	$ 10.65	$ 10.65	$ 10.65
Investment Income	0.06	0.07	-	-	-	-	-
Total Revenue	9.93	10.78	10.92	11.23	10.65	10.65	10.65
Expense							
Salaries and Benefits	7.79	10.09	9.52	9.57	9.91	10.19	10.47
Services and Supplies	2.14	0.69	1.40	1.62	0.74	0.46	0.18
Total Expense	9.93	10.78	10.92	11.19	10.65	10.65	10.65
Tangible Capital Assets Purchased	-	-	-	(0.04)	-	-	-
Net Revenue (Expense)	$ -	$ -	$ -	$ -	$ -	$ -	$ -

Feeding Futures and National School Food Program Fund

Feeding Futures funding from the Ministry is designated to assist schools in providing meals to students who face food insecurity. In the first year of funding, 2023-2024, 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 2026-2027 Feeding Futures funding for VSB will be $5.57 million (an increase of $0.02 million from 2025-2026) and is projected to remain unchanged for future years.

For the 2026-2027 school year, Feeding Futures spending criteria will remain flexible so school 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, school districts have the flexibility to hire up to 1.0 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, school 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, school districts may use discretion to allocate a small portion of Feeding Futures funding toward home food security supports (e.g., grocery store gift cards, food hampers).
- Within reason, school districts may use discretion to allocate some Feeding Futures funding toward supporting the provision of snacks for children in StrongStart BC programs, if necessary.

In 2026-2027, the funding is proposed to be used as follows:

Food Supplies ($2.00 million)

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

Meal Delivery ($0.08 million)

The VSB uses several fleet vehicles to pick up meals at the two commissary kitchens and deliver breakfast and lunch to over seventy schools across the district. This allocation includes vehicle and fuel costs.

Staff ($3.07 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 Education Secondary Program).

Operating Fund Supported School Food Programs

The school food programs are also supported by revenues from cafeteria sales, donations and grants for $1.86 million. Confirmed donations for school food programs for 2026-2027 period are $0.44 million, while sales revenue from VSB-operated cafeterias is projected to be $1.09 million, which includes a combination of an increase to the number of meals purchased, and a five per cent menu price increase. Other revenues include commissions of $0.22 million from third party operated cafeterias and vendor commission revenue of $0.10 million.

Budgeted operating expenses for school food programs in 2026–2027 are estimated at $1.86 million, consisting of $1.14 million in salaries and benefits for 2.0 FTE other professional staff and 9.85 FTE support staff, and $0.72 million in services and supplies, including $0.56 million for food supplies. Throughout 2026–2027, the District will continue to seek additional funding to address growing demand for school food programs and 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. Funding is expected to continue beyond the first three-year commitment period.

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, VSB was allocated $125,725 to support the expansion and improvement of its food programs.

The allocation of NSFP funding for the 2025-2026 year was $903,520 and a spending plan was approved on January 28, 2026, which included increasing current IUOE Local 963 food services staff hours to support the expansion of the breakfast and lunch program and implement a snack program in secondary schools, and two additional CUPE Local 407 drivers for $178,837 of salaries and benefits. Capital equipment expenditures included the purchase of two vehicles for expanded meal deliveries, self-serve fridges, pantry carts for new snack program in secondary schools for $355,816 and increased food supplies for $368,867.

National School Food Program funding for 2026–2027 is forecasted to be $0.90 million, based on projected student enrolment. The proposed 2026–2027 spending plan maintains the increases implemented in 2025–2026, with $0.42 million allocated to salaries and benefits and $0.48 million to services and supplies. These allocations support the continuation of the expanded meal and snack programs introduced in 2025–2026.

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

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

Figure 21 – National School Food Program

($ millions)	2022-23 Actual	2023-24 Actual	2024-25 Actual	2025-26 Budget	2026-27 Budget	2027-28 Budget	2028-29 Budget
Revenue							
Provincial Grants	$ -	$ -	$ 0.01	$ 1.02	$ 0.90	$ 0.90	$ 0.90
Total Revenue	-	-	0.01	1.02	0.90	0.90	0.90
Expense							
Salaries and Benefits	-	-	0.01	0.18	0.42	0.43	0.44
Services and Supplies	-	-	-	0.41	0.48	0.47	0.46
Total Expense	-	-	0.01	0.59	0.90	0.90	0.90
Capital Assets Purchased	-	-	-	(0.43)	-	-	-
Net Revenue (Expense)	$ -	$ -	$ -	$ -	$ -	$ -	$ -

Figure 22 – Feeding Futures Fund

($ millions)	2022-23 Actual	2023-24 Actual	2024-25 Actual	2025-26 Budget	2026-27 Budget	2027-28 Budget	2028-29 Budget
Revenue							
Provincial Grants	$ -	$ 5.56	$ 5.65	$ 5.55	$ 5.57	$ 5.57	$ 5.57
Total Revenue	-	5.56	5.65	5.55	5.57	5.57	5.57
Expense							
Salaries and Benefits	-	2.90	2.69	2.86	3.08	3.17	3.26
Services and Supplies	-	2.66	2.96	2.69	2.49	2.40	2.31
Total Expense	-	5.56	5.65	5.55	5.57	5.57	5.57
Net Revenue (Expense)	$ -	$ -	$ -	$ -	$ -	$ -	$ -

CAPITAL FUND

The Capital Fund includes capital expenditures related to land, buildings (purchases and enhancements), computer hardware and software, vehicles and equipment that are funded from Ministry 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 $1.63 million. Capital Fund revenues include the amortization of deferred capital revenue ($32.71 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 $40.70 million of capital fund expenses. The amortization of tangible capital assets will exceed amortization of deferred capital revenue by $7.99 million. The Ministry allows school districts to report a deficit in their capital funds provided it does not exceed the amortization net impact.

Figure 23 – Capital Fund Summary

($ millions)	2022-23 Actual	2023-24 Actual	2024-25 Actual	2025-26 Budget	2026-27 Budget	2027-28 Budget	2028-29 Budget
Revenue							
Provincial Grants - MECC	$ -	$ 0.08	$ -	$ -	$ -	$ -	$ -
Other Revenue	1.64	0.46	0.45	0.49	0.44	0.44	0.44
Rentals and Leases	2.62	2.31	2.22	2.05	2.16	2.16	2.16
Investment Income	0.61	0.68	0.36	0.45	0.46	0.46	0.46
Amortization of Deferred Capital Revenue	24.55	26.53	30.29	31.42	32.71	33.75	34.09
Total Revenue	29.42	30.06	33.32	34.41	35.77	36.81	37.15
Expense							
Services and Supplies	0.53	0.86	0.66	0.75	1.19	0.65	0.59
Amortization of Tangible Capital Assets	34.35	35.25	38.79	39.54	40.70	41.91	42.31
Capital Adjustments	-	-	7.06	-	-	-	-
Total Expense	34.88	36.11	46.51	40.29	41.89	42.56	42.90
Net Revenue (Expense)	(5.46)	(6.05)	(13.19)	(5.88)	(6.12)	(5.75)	(5.75)
Net Transfers (to) from Other Funds	4.75	4.13	2.07	5.89	4.49	4.49	4.49
Surplus (Deficit) for the Year	(0.71)	(1.92)	(11.12)	0.01	(1.63)	(1.26)	(1.26)
Capital Surplus (Deficit), beginning of year	51.39	50.68	48.76	37.64	37.65	36.02	34.76
Capital Surplus (Deficit), end of year	$ 50.68	$ 48.76	$ 37.64	$ 37.65	$ 36.02	$ 34.76	$ 33.50

**2022-2023 Capital Surplus (Deficit), beginning of year includes prior period adjustments to recognize asset retirement obligation totalling $67.02 million.*

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

Figure 24 – Investment in Capital Assets

($ millions)	2022-23 Actual	2023-24 Actual	2024-25 Actual	2025-26 Budget	2026-27 Budget	2027-28 Budget	2028-29 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	24.55	26.53	30.29	31.42	32.71	33.75	34.09
Total Revenue	24.72	26.78	30.46	31.59	32.88	33.92	34.26
Expense							
Amortization of Tangible Capital Assets	34.35	35.25	38.79	39.54	40.70	41.91	42.31
Capital Adjustments	-	-	7.06	-	-	-	-
Net Revenue (Expense)	(9.63)	(8.47)	(15.39)	(7.95)	(7.82)	(7.99)	(8.05)
Net Transfers from other funds	-	-	(1.04)	-	-	-	-
Tangible Capital Assets Purchased	2.38	2.53	1.20	3.97	2.58	2.58	2.58
Other Adjustments to Fund Balances							
Tangible Capital Assets Purchased from Local Capital	1.94	6.24	3.42	7.32	0.50	0.50	0.50
Capital Lease Principal Payments	2.19	1.47	1.80	1.62	1.62	1.62	1.62
Total Other Adjustments to Fund Balances	4.13	7.71	5.22	8.94	2.12	2.12	2.12
Surplus (Deficit) for the Year	$ (3.12)	$ 1.77	$ (10.01)	$ 4.96	$ (3.12)	$ (3.29)	$ (3.35)

For 2026-2027, a deficit of $3.12 million is forecasted for Invested in Capital Assets. This is primarily due to amortization expense being $7.99 million higher than amortization of deferred capital revenue. This is a permitted deficit.

Local Capital

The local capital (LC) balance is comprised of previous years' operating surpluses, which are transferred to the LC and the Board's 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 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 $2.16 million in the 2026-2027 year and to remain at that level through 2028-2029.

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.

Figure 25 identifies Board approved uses of local capital and future anticipated uses of local capital. While the table below presents the total anticipated appropriation for each of those years, amounts appropriated are expected to be spent as reported in Figure 26. The planned spending cannot exceed the amounts appropriated in Figure 25 and all appropriations are subject to Board approval.

Figure 25 - Plan for Local Capital - Anticipated New Appropriations of Local Capital

($ millions)	2025-26 Board Approvals	2026-27 Estimated New Appropriations	2027-28 Estimated New Appropriations	2028-29 Estimated New Appropriations
Capital Projects Cost Share				
cə̓was Ch'elxwá7elch Skwuláẃtxw Seaside	$ 2.00	$ -	$ -	$ -
Kitsilano Secondary	0.01	-	-	-
Equipment Replacement	1.37	0.50	0.50	0.50
Financial Provisions	0.40	0.20	0.20	0.20
Parkade and Paid Parking Lots Renewal	0.80	0.15	0.15	0.15
Renewal of Leased Facilities	0.48	0.24	0.24	0.24
Replacement School at Lord Roberts Annex Site	4.00	0.10	0.10	0.10
Technology for Student Learning	0.01	-	-	-
Automated External Defibrillators	0.25	-	-	-
Vehicle Replacement Cost	1.11	-	-	-
Total Use of Local Capital	$ 10.43	$ 1.19	$ 1.19	$ 1.19

The 2025-2026 local capital plan includes the purchase of eleven fleet vehicles at a total estimated cost of $1.11 million to replace previously leased vehicles damaged in a flood. The purchase will be funded from local capital, with the Operating Fund providing annual transfers of $0.22 million to replenish the local capital fund over five years. Future years include estimated spending related to the administration of leases, equipment replacement and completion of planned major capital projects as noted in Figure 26.

Figure 26 - Plan for Local Capital - Forecasted Spending from Local Capital

($ millions)	2025-26 Estimated Spending	2026-27 Estimated Spending	2027-28 Estimated Spending	2028-29 Estimated Spending
Capital Projects Cost Share				
cə̓was Ch'elxwá7elch Skwuláẃtxw Seaside	$ (1.96)	$ -	$ (0.04)	$ -
Kitsilano Secondary	-	-	(0.01)	-
Equipment Replacement	(0.05)	(0.50)	(0.50)	(0.50)
Financial Provisions	-	(0.80)	(0.20)	(0.20)
Parkade and Paid Parking Lots Renewal	-	(0.15)	(0.15)	(0.15)
Renewal of Leased Facilities	-	(0.15)	(0.15)	(0.15)
Replacement School at Lord Roberts Annex Site	(0.50)	-	-	-
Technology for Student Learning	-	-	(0.01)	-
Automated External Defibrillators	(0.25)	-	-	-
Vehicle Replacement Cost	(1.11)	-	-	-
Total Internally Restricted Local Capital Surplus	$ (3.87)	$ (1.60)	$ (1.06)	$ (1.00)

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

Figure 27 - Plan for Local Capital - Anticipated Total Appropriations of Local Capital

($ millions)	2025-26 Board Approvals	2026-27 Total Estimated Appropriation	2027-28 Total Estimated Appropriation	2028-29 Total Estimated Appropriation
Capital Projects Cost Share				
cəwas Ch'elxwá7elch Skwuláẃtxw Seaside	$ 2.00	$ 0.04	$ 0.04	$ -
Kitsilano Secondary	0.01	0.01	0.01	-
Equipment Replacement	1.37	1.82	1.82	1.82
Financial Provisions	0.40	0.60	-	-
Parkade and Paid Parking Lots Renewal	0.80	0.95	0.95	0.95
Renewal of Leased Facilities	0.48	0.72	0.81	0.90
Replacement School at Lord Roberts Annex Site	4.00	3.60	3.70	3.80
Technology for Student Learning	0.01	0.01	0.01	-
Automated External Defibrillators	0.25	-	-	-
Vehicle Replacement Cost	1.11	-	-	-
Total Use of Local Capital	$ 10.43	$ 7.75	$ 7.34	$ 7.47

A summary of local capital revenue and expenses is provided in the following table.

Figure 28 – Local Capital

($ millions)	2022-23 Actual	2023-24 Actual	2024-25 Actual	2025-26 Budget	2026-27 Budget	2027-28 Budget	2028-29 Budget
Revenue							
Other Revenue	$ 1.47	$ 0.29	$ 0.28	$ 0.32	$ 0.27	$ 0.27	$ 0.27
Rentals and Leases	2.62	2.31	2.22	2.05	2.16	2.16	2.16
Investment Income	0.61	0.68	0.36	0.45	0.46	0.46	0.46
Total Revenue	4.70	3.28	2.86	2.82	2.89	2.89	2.89
Expense							
Operations and Maintainence	0.34	0.73	0.55	0.67	1.11	0.57	0.51
Capital Lease Interest	0.19	0.13	0.11	0.08	0.08	0.08	0.08
Total Expense	0.53	0.86	0.66	0.75	1.19	0.65	0.59
Net Revenue (Expense)	4.17	2.42	2.20	2.07	1.70	2.24	2.30
Net Transfers from other funds							
Capital lease payments	2.37	1.60	1.91	1.70	1.70	1.70	1.70
Interfund Transfers	-	-	-	0.22	0.22	0.22	0.22
Other Adjustments to Fund Balances							
Tangible Capital Assets Purchased from Local Capital	(1.94)	(6.24)	(3.42)	(7.32)	(0.50)	(0.50)	(0.50)
Capital Lease Principal Payments	(2.19)	(1.47)	(1.80)	(1.62)	(1.62)	(1.62)	(1.62)
Total Other Adjustments to Fund Balances	(4.13)	(7.71)	(5.22)	(8.94)	(2.12)	(2.12)	(2.12)
Surplus (Deficit) for the Year	$ 2.41	$ (3.69)	$ (1.11)	$ (4.95)	$ 1.50	$ 2.04	$ 2.10

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 2025-2026 through 2028-2029. This contingency can be used to address emerging capital needs not funded by the province and not included in this budget. The current balance of the contingency reserve for local capital is $3.72 million.

Figure 29 – Estimated Contingency Reserve for Local Capital

($ millions)	2025-26 Budget	2026-27 Budget	2027-28 Budget	2028-29 Budget
Contingency Reserve for Local Capital, beginning of year	4.32	$ 3.72	$ 4.53	$ 5.88
Local Capital Revenue	2.82	2.89	2.89	2.89
Local Capital Expenses	(0.75)	(1.19)	(0.65)	(0.59)
Capital Lease Principal Payment	(1.62)	(1.62)	(1.62)	(1.62)
Net Transfers - Capital Lease Payments	1.70	1.70	1.70	1.70
Uses of Contingency Reserve for Local Capital				
Fleet Refresh				
Vehicle Replacement Cost	(1.11)	-	-	-
Transfers from Operating Fund	0.22	0.22	0.22	0.22
Replacement School at Lord Roberts Annex Site	(0.64)	(0.10)	(0.10)	(0.10)
Other Uses of Contingency Reserve for Local Capital	(1.22)	(1.09)	(1.09)	(1.09)
Contingency Reserve for Local Capital, end of year	$ 3.72	$ 4.53	$ 5.88	$ 7.29

Bylaw Capital

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

Capital Projects

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

Figure 30 – Capital Projects

Project ($ millions)	Funding	2026-27 Budget
Bylaw Capital School Replacement		
David Lloyd George[1]	$ 23.09	$ 0.30
Eric Hamber	93.52	1.17
Henry Hudson[1 2]	53.44	-
New School at Olympic Village	39.06	3.30
Bylaw Capital Seismic Mitigation		
David Livingstone	14.82	-
Grenfell	12.67	1.50
Annual Facilities Grant[3]	13.47	14.46
Total Bylaw	$ 250.07	$ 20.73
Ministry Restricted Capital		
cə̓was Ch'elxwá7elch Skwuláẃtxw Seaside	$ 31.47	$ -
Replacement School at Lord Roberts Annex Site	2.24	0.55
Total Ministry Restricted Capital	$ 33.71	$ 0.55

[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 2026-2027 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.

2026-2027 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 31 details the major capital plan priorities included in VSB's submission to the Ministry for 2026-2027 submitted in June 2025. To date the Ministry has not approved funding any new major capital projects included in this plan.

Figure 31 – 2026-2027 Major Capital Plan

Rank	Facility/Site	Project Description	Project Cost ($ millions)
1	King George Secondary	**Addition:** Expand nominal capacity from 375 to 1,000	$ 99.75
2	Emily Carr Elementary	**Addition:** 1 kindergarten and 8 elementary classrooms addition (40K/250E to 60K/450E)	14.92
3	False Creek Elementary	**Addition:** 1 kindergarten & 5 elementary classroom addition (40K/250E to 60K/350E)	13.05
1	New Elementary at Roberts Annex Site	**New School:** Elementary at Roberts Annex Site (60K/450E)	194.16
2	Dr. A.R. Lord Elementary	**New School:** Joint redevelopment of school site with CSF	40.90
3	New Elementary at UBC South Campus	**New School:** New Elementary at UBC South Campus (60K/350E)	40.80
4	New Elementary School at Jericho Lands	**New School:** New Elementary School at Jericho Lands (60K/450E)	45.74
5	New Elementary School at River District	**New School:** New Elementary School at River District in Southeast Vancouver (60K/450E)	45.74
1	King George Secondary	**Seismic Mitigation:** Full Replacement (Seismic)	67.21
2	Sir Alexander Mackenzie Elementary	**Seismic Mitigation:** Full Replacement (Seismic)	49.60
3	Killarney Secondary	**Seismic Mitigation:** Full Replacement (Seismic)	164.64
4	Renfrew Community Elementary	**Seismic Mitigation:** Full Replacement (Seismic)	51.84
5	David Thompson Secondary	**Seismic Mitigation:** Full Replacement (Seismic)	153.81
6	Emily Carr Elementary	**Seismic Mitigation:** Full Replacement (Seismic)	33.90
7	Sir Winston Churchill Secondary	**Seismic Mitigation:** Full Replacement (Seismic)	180.78
8	Waverley Elementary	**Seismic Mitigation:** Full Replacement (Seismic)	43.04
9	John Oliver Secondary	**Seismic Mitigation:** Full Replacement (Seismic)	167.20
10	Florence Nightingale Elementary	**Seismic Mitigation:** Full Replacement (Seismic)	37.89
11	Sir John Franklin Community	**Seismic Mitigation:** Full Replacement (Seismic)	32.83
12	Sir William Osler Elementary	**Seismic Mitigation:** Full Replacement (Seismic)	33.90
13	Mount Pleasant Elementary	**Seismic Mitigation:** Full Replacement (Seismic)	33.90
14	False Creek Elementary	**Seismic Mitigation:** Full Replacement (Seismic)	55.84
15	Windermere Community Secondary	**Seismic Mitigation:** Full Replacement (Seismic)	152.76
16	Champlain Heights Elementary	**Seismic Mitigation:** Full Replacement (Seismic)	43.18
17	Lord Beaconsfield Elementary	**Seismic Mitigation:** Full Replacement (Seismic)	33.90
18	Dr H N Maccorkindale Elementary	**Seismic Mitigation:** Full Replacement (Seismic)	43.18
19	Templeton Secondary	**Seismic Mitigation:** Full Replacement (Seismic)	146.43
20	Grandview Elementary	**Seismic Mitigation:** Full Replacement (Seismic)	28.48
21	Southlands Elementary	**Seismic Mitigation:** Full Replacement (Seismic)	35.84
22	Admiral Seymour Elementary	**Seismic Mitigation:** Full Replacement (Seismic)	37.93
		Total Major Capital Plan	**$ 2,123.14**

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.

VSB is proposing a balanced budget for the 2026-2027 year without the use of appropriated surplus. Forecasted operating expenses in the 2026-2027 year are $676.19 million which corresponds to a targeted contingency balance of $6.76 million at the end of 2026-2027. The current operating contingency balance is $6.60 million. In order to achieve the targeted level of contingency, additional strategies to reduce the structural deficit will be required in the coming years.

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 2026-2027 Financial Plan due to changes in actual funded enrolments, or as a result of funding announcements that may occur during 2026-2027.

The provincial operating grant included in these estimates may not be the same as the operating grant distributed by the Ministry on March 13, 2026. The main factors that create variances of provincial funding are actual funded enrolment as of September 30, 2026, and other provincial funding announcements made during the remainder of 2025-2026 and into 2026-2027. The collective bargaining process for collective agreements which expired on June 30, 2025, may result in labour settlement costs and funding in the 2026-2027 which have not been included in these estimates.

The international education revenue included in these estimates is based on an estimated program enrolment of 937 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 financial projections include an assumption of a three per cent general wage increase retroactive to July 1, 2025, and another three per cent effective July 1, 2026, for all unionized staff. The Vancouver Teachers' Federation ratified a new collective agreement on March 6, 2026. Existing collective agreements for other unionized staff have expired on June 30, 2025, and 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 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 through the Classroom Enhancement Fund and that all costs related to labour settlements will also be fully funded by the Ministry.

These estimates include a provision for up to 2.5 per cent wage increases for exempt staff and up to two per cent for senior executives; 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 2026-2027 must be funded from the contingency reserve.

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

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

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;
- the high fixed operating costs of maintaining and staffing low-enrolment schools, where expenditures do not decrease proportionately with declining student numbers;
- 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, VSB risks ongoing financial challenges that could impact its ability to provide quality education and services.

Capital Projects

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

Contingent Assets

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

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

Contingent Liabilities

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

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

The Conseil filed a Notice of Civil Claim on December 22, 2020, initiating the lawsuit and seeking the fee simple transfer of the Queen Elizabeth Annex (QEA) to the Conseil. The Conseil filed its Third Amended Notice of Civil Claim on August 26, 2022, expanding the relief sought to include additional sites in Vancouver and other communities. On July 28, 2023, the Conseil filed its Fourth Amended Notice of Civil Claim, seeking the fee simple transfer of the QEA site, the Laurier Annex site, and the Dr. A.R. Lord site. On May 23, 2025, after a nine month long trial, the British Columbia Supreme Court issued reasons for judgment. Regarding the claims against VSB, the Court dismissed the Conseil's claim that fee simple transfers were necessary to give effect to s. 23 rights under the Canadian Charter of Rights and Freedoms (minority French language education rights). Instead, the Court found that s. 23 rights could be fulfilled through the use of long-term leases as suggested by VSB. The Court ordered that a transfer of tenure, either long term lease or fee simple, of QEA be made and the VSB fulfilled that order by granting a 99-year ground lease to the CSF. The Court ordered that VSB must make

Laurier Annex site available for a transfer of tenure, again either long term lease or fee simple transfer, subject to decisions being made by the MECC and the Conseil. The Court dismissed the Conseil's claim in relation to the Dr. A.R. Lord site because there was insufficient evidence of failed negotiations between VSB and the Conseil at this point in the time to justify an order.

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

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

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

Enterprise Risk Management

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

A comprehensive District-wide risk review was conducted in 2025 to refresh the risk register and update the ERM framework in alignment with leading practices. The major areas of risk for VSB are outlined below.

Facility Maintenance – The District operates 77 elementary schools, 18 secondary schools, 10 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.

Legal Action - The risk that VSB will face increased legal exposures, including potential claims or litigation from others, which could result in financial, operational, and reputational impacts.

Supporting Students with Disabilities or Diverse Abilities - The risk that, due to factors including Ministry funding, limited workforce availability, the VSB has limited resources to adequately support and provide a positive experience for students with disabilities or diverse abilities (including accessibility).

Cybersecurity Threats - The risk that VSB faces critical cybersecurity threats or breaches that could expose highly sensitive data which in turn would disrupt essential operations, systems and compromise district data and private information of students, staff and parents.

Workforce Capacity & Performance Management - The risk that inadequate staffing levels and the absence of a robust performance management process will increase workload and strain capacity at VSB—leading to unclear roles and expectations, reduced accountability and engagement, poor staff resource allocations, staff burnout, lower morale and productivity, diminished quality of work, and ultimately impaired delivery on VSB's mandate.

Workforce Adequacy and Continuity - The risk that VSB is unable to maintain adequate staffing levels and expertise due to staff shortages, turnover, and insufficient workforce planning. This could result in unfilled critical roles, loss of institutional knowledge, diminished morale, and reduced capacity to fulfill VSB's mandate, manage current and planned initiatives, and sustain effective operations.

Macroeconomic Uncertainty - The risk that adverse or unpredictable economic conditions—such as changes in tariffs, inflation, interest rates, or government funding—negatively affect the school district's revenues and cost structure. This may result in budget shortfalls, increased operating costs, reduced program funding, and constraints on long-term planning and capital investments.

Locally Generated Revenue – The District relies on locally generated revenue from multiple sources and there is a risk that VSB may not generate sufficient local revenue from rentals, the international education program, and grants, impacting financial sustainability and limiting funding for programs and initiatives. Changes to the 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.

Records Retention/Data Loss - Insufficient records retention and data backup controls create a risk of institutional data loss, potentially disrupting operations and permanently impacting institutional knowledge and records.

SUPPLEMENTAL INFORMATION

STUDENT ENROLMENT TRENDS AND FORECAST

Enrolment Projection Assumptions

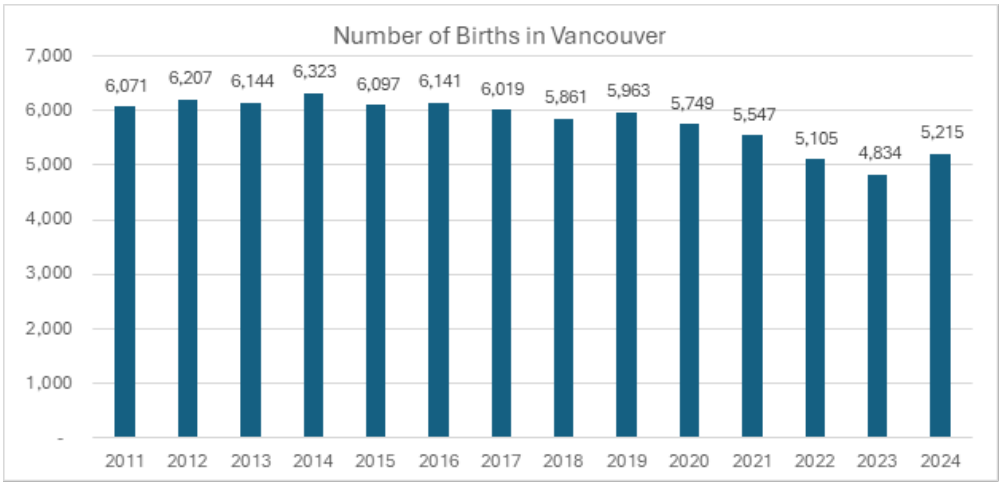
The three-year headcount enrolment projections for students enrolled in regular K-12 schools were prepared using the following data:

- population projections generated by Baragar Systems (enrolment projections software);
- grade-to-grade transition rates; and
- 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 a peak of 6,323 in 2014, the number of births to residents of Vancouver has generally been trending lower. In 2023, there were approximately 4,834 births in the District, a figure which has trended down over the past 10 years. In 2024, there were 5,215 births, an increase of 285, breaking the downward trend.

It is unclear whether this one-year increase reflects the start of a new upward trend, or if future births will stabilize or decrease further. For example, in 2019, births also increased, but the trend remained downward when considering a longer time horizon before and after that year. As smaller births cohorts enter school and progress through the grades, replacing larger cohorts, lower total enrolments could be expected in the future.



Kindergarten

As of January 28, 2026, there were approximately 3,231 verified kindergarten applications. There will be fluctuations in this figure through September 2026. The number of actual kindergarten applications for 2026-2027 is trending in a similar way to the 3,235 estimated Kindergarten students in the Baragar modeling.

As births decreased from 2019 to 2023, there is a general decrease experienced in the resultant kindergarten enrolment 5 years later. The recent decrease in births is generally expected to be seen in kindergarten enrolment levels until 2028 when the 2024 births may indicate some stabilization or increase in incoming cohort size, which will be observed as the subsequent birth-cohort size is monitored. It is important to note that migration both in and out of the district can occur at any time, and although it is a strong indicator, the birth cohort is not exactly the same students that become the incoming kindergarten cohort at age five.

Migration

The net impact of youth moving in and out of the School District is a major factor impacting enrolment projections.

Between 2008 and 2022, there was a consistently negative migration rate, with an average of 860 fewer children residing within the District each year (-1.2per cent). However, over the last 3 years migration has been essentially neutral. Future assumptions around migration will be impacted by assumptions around immigration and the affordability of housing.

Impact of Changes to Immigration Policy

Through its Levels Plan, the Federal Government has developed broad initiatives over 2026-2028 to recalibrate the immigration system to what it deems sustainable levels. It represents significant policy shifts towards supporting the immigration of targeted skilled workers, their families, and refugees, as well as transitioning those who are already in Canada with needed skills and experience to permanent residence status.

The Plan sets a goal of reducing Canada's temporary population to less than 5 per cent of the total population by the end of 2027, after non-permanent residents (NPRs) peaked at 7.4 per cent of the population in 2024. The Federal targets for new temporary resident arrivals represent 37 per cent fewer temporary workers and 49 per cent fewer students compared with 2025 targets. This is expected to significantly affect the composition of Vancouver's population over the upcoming years, since NPRs are disproportionately higher in B.C. compared to the share of the national population.

In 2023, Metro Vancouver released its long-term Regional Growth Strategy, Metro 2050, which provides population projections to assist in managing future growth in the region. There have been significant revisions to these population projections – in 2024 they were increased due to the sharp rise in actual immigration numbers, and in 2025 they were adjusted downward to reflect the Federal government's immigration policy changes. Metro Vancouver's 2025 population projection revisions indicate an annual average of 42,500 net new residents to Metro Vancouver in 2025-2027, down from 50,000 in 2024. Metro Vancouver's estimates assume the region captures 9.9 per cent of the national NPRs; therefore, the annual net change in NPRs is expected to be negative in 2025-2026, at a rate consistent with the national targets in the Levels Plan.

Year over year, there has been a 20 per cent reduction in total newcomer registrations in the District compared to last year. Over the next two years (2026-2027 and 2027-2028), the total number of newcomer registrations is likely to decline even further. As the decline is mostly attributable to declining NPRs, the total number of refugee registrations is expected to be minimal.

Enrolment Projections

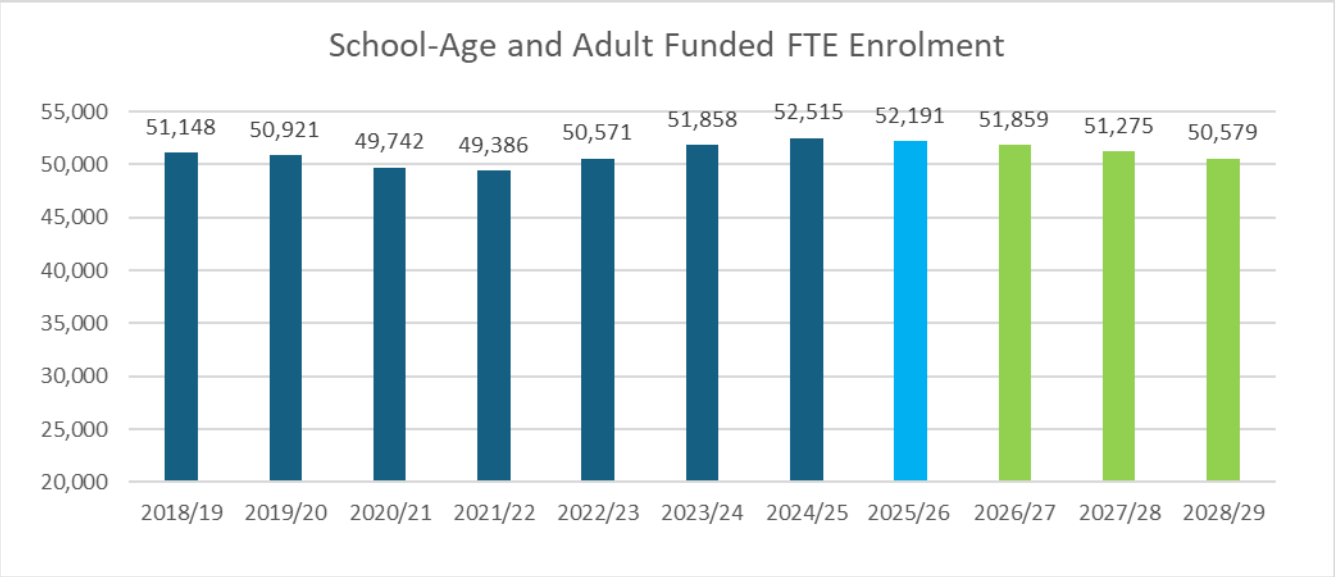
For standard school age and adult enrolment, both MECC and VSB projections are anticipating a decrease in the 3-year projections, although MECC is estimating the magnitude of the decrease may be about 400 students more than the VSB estimates by 2028-2029. Estimates for continuing education, alternate programs, summer learning, and online learning are estimated to remain stable over the next few years, in both MECC and VSB modeling.

Inclusive Education estimates from VSB show a decrease in Level 1 and Level 3 funded students based on a combination of the existing cohorts and the average growth rate of cohorts, where applicable. Both estimations project a continued increase in Level 2 funded students, although MECC projections show a substantially higher amount of Level 2 funded students, particularly by 2028-2029.

School Age and Adult Enrolment

The enrolment history for regular, alternate, online learning, continuing education, summer learning, and non-graduate adult learners is presented in the following chart. From 2018-2019 to 2025-2026, funded enrolment has increased by 1,043 full time equivalent (FTE) with a decrease observed between those periods.

From the 2025-2026 enrolment of 52,191, the total school age and adult funded FTE is initially estimated to decrease by 332 to 51,859 in 2026-2027, then further decrease to 51,275 in 2027-2028 and 50,579 in 2028-2029. Overall, school age and adult funded FTE are projected to decrease approximately 1,612 FTE over the next 3 years.



K-12 standard school (school age) + Continuing Education + Alternate Schools + Online Learning + Summer School.

Adult Education

VSB's Adult Education Program enrols both Non-Graduated and Graduated Adults, as well as students over the age of 16. School-age students in the Adult Program are working toward their BC Dogwood Diploma. Non-Graduated Adults are typically working toward their Adult Dogwood Diploma. Some Graduated Adults may be upgrading courses to support post-secondary applications or job requirements; however, the majority are English Language Learners enrolled in Literacy Foundations courses to support language acquisition.

Trends over the last several years indicate stable total enrolment, based on current program size and capacity. The program continues to have ongoing demand for classes and maintains waitlists for many courses. A key enrolment shift has been the increase in Graduated Adult enrolment and the decrease in Non-Graduated Adults, however, over the next three years, total enrolment for all Adult learners is anticipated to remain consistent.

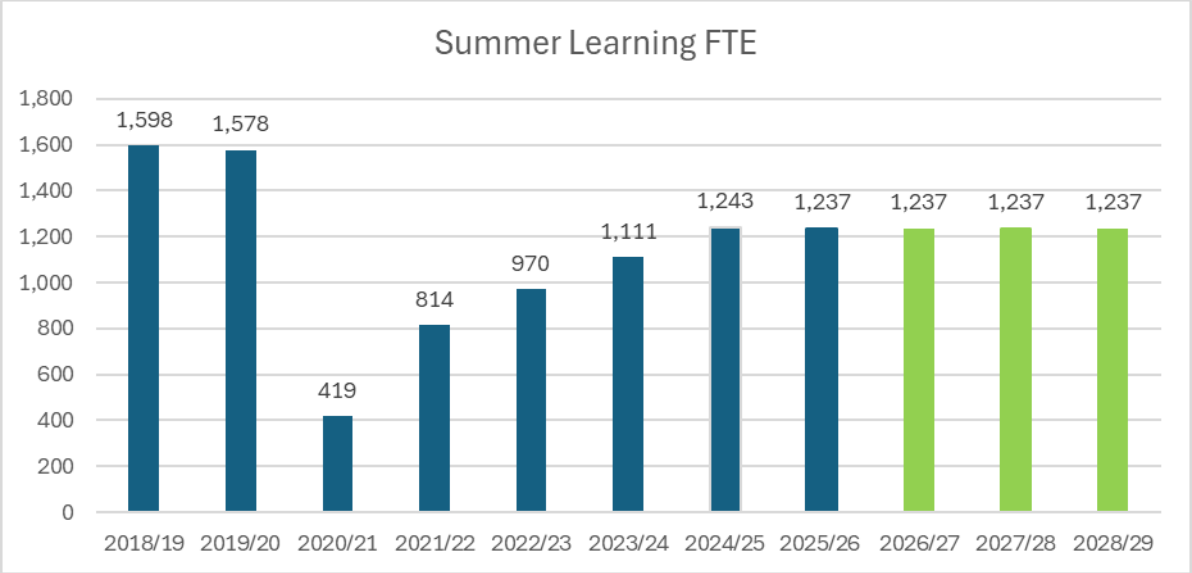
Online Learning

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 enrol to complete graduation requirements, upgrade, or fulfill prerequisites for post-secondary opportunities. VLN enrolment has seen an increase in course enrolments for Grades 10-12 learners over the last several years and this trend is conservatively reflected in the three-year projections. VLN enrolment is closely tied to trends in secondary enrolment.

Summer Learning

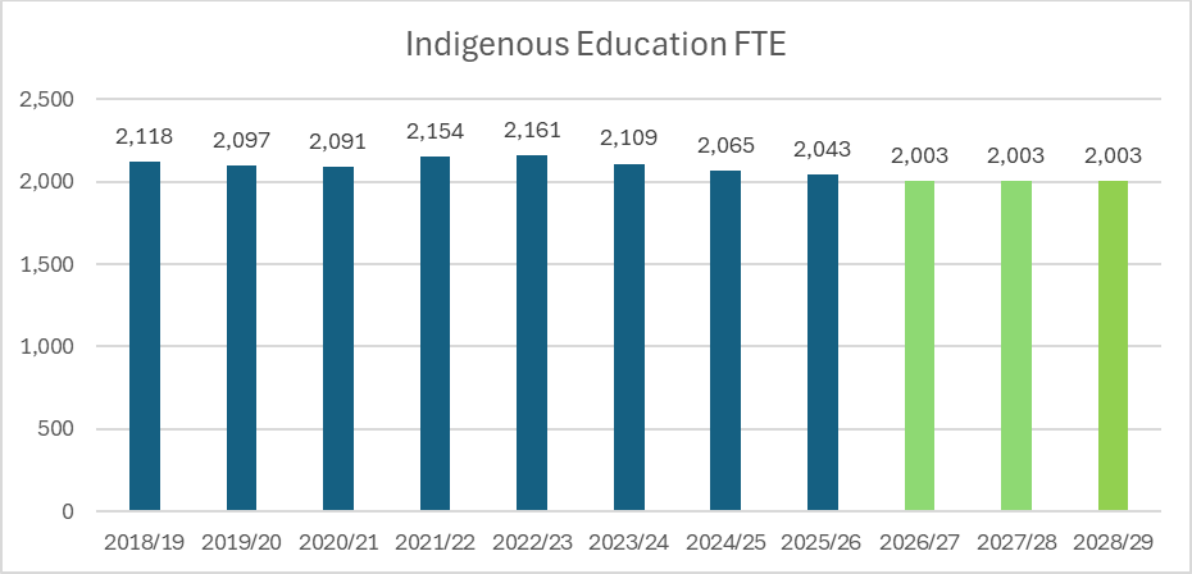
VSB's Elementary Summer Learning Program enrols students from grades 1-7 in Ministry-funded, curriculum-based courses, including Rec & Read Literacy support for Grade 1 learners, and fee-paying activity courses during the first three weeks of July. The Secondary Summer Learning Program provides grade 8-12 students with review, remediation, and full credit course completion opportunities, as well as specialized courses for English Language Learners. Summer Learning Program size impacts enrolment and is determined based on student learning needs, the ability to recruit administrators, support staff and teachers (particularly in specialized

secondary courses), and site capacity and location. Summer Learning enrolment is projected to remain consistent as we continue to maintain an appropriate program size based on previous summer learning enrolment numbers and course requests.



Indigenous Education

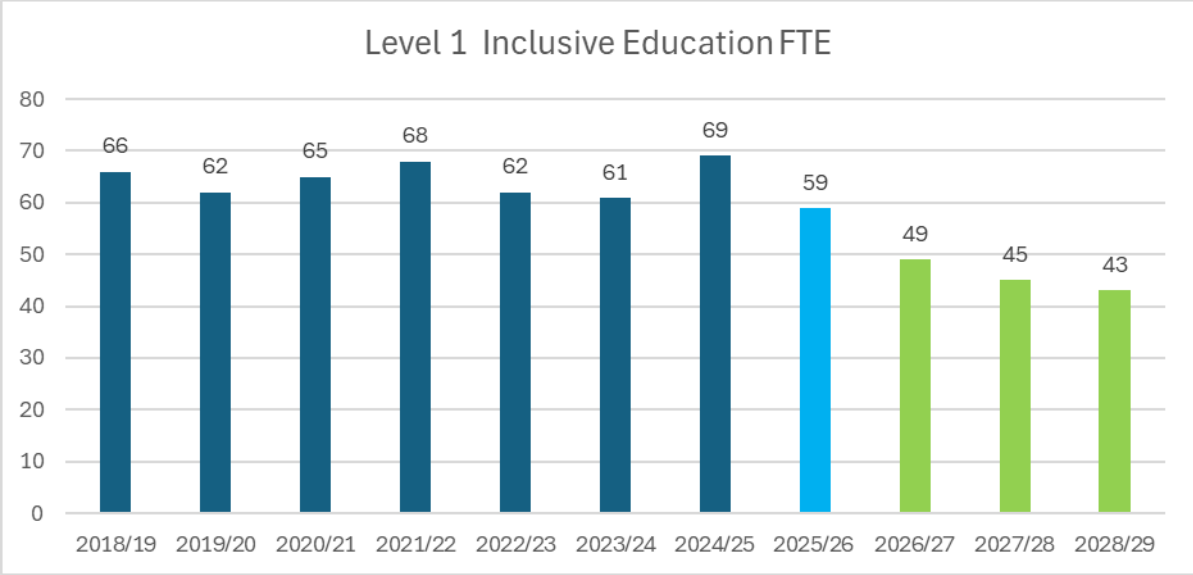
In order to project enrolment for future years, a cohort model, considering historical grade-to-grade transition rates, was applied to determine the projected enrolment in Indigenous Education. After higher than anticipated enrolment of kindergarten students with Indigenous ancestry entered the District last year, overall enrolment is anticipated to decline by 40 students in 2026-2027 and remain unchanged for the following couple of years. This stabilization includes the potential for future increases in enrolment from the completion and occupancy of the Seȟáḵw project commencing later this year.



Students with Disabilities or Diverse Abilities

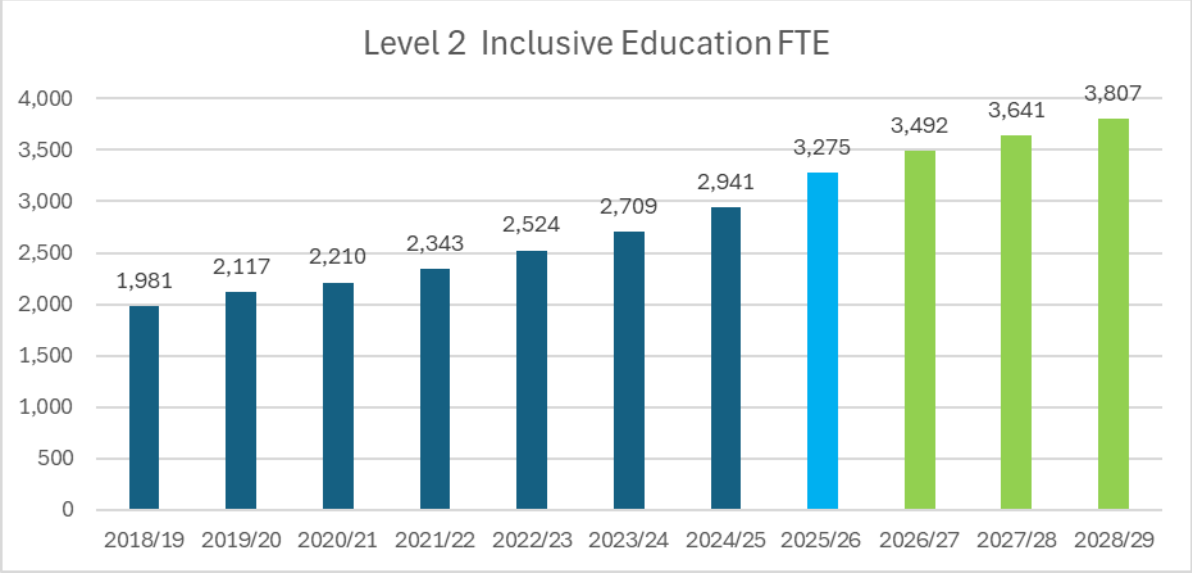
Supplemental funding is provided for three categories of students with disabilities or diverse abilities.

Students with disabilities or diverse abilities enrolment is estimated to decrease by ten students for Level 1 funded students in 2026/27, decrease by four students in 2027/28, and decrease by two students in 2028/29. Typically, the number of students with Level 1 designations remains stable throughout the year; however, there is not a consistent pattern as it varies year to year on how many Level 1 funded students return for an additional year of high school.

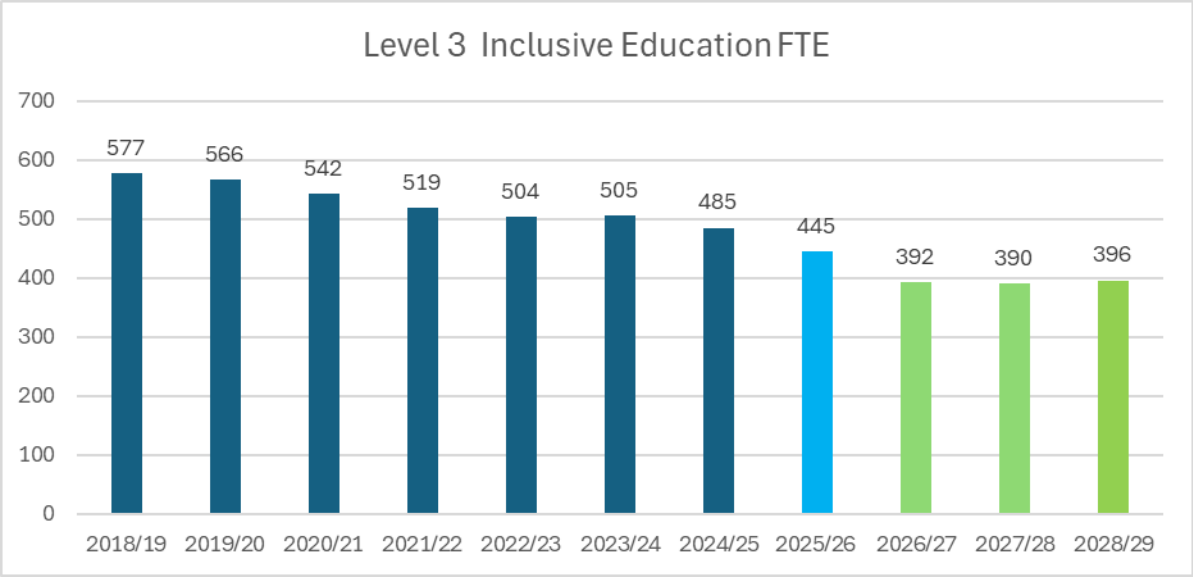


Level 2 funded students include designations for Moderate to Profound Intellectual Disability, Physical Disability or Chronic Health Impairment, Visual Impairment, Deaf or Hard of Hearing, and Autism Spectrum Disorder. Generally, a cohort retention model has been included to estimate 2026-2028 figures. The significant increase in Level 2 funded students from 2017 through 2025 will continue to be monitored closely.

The recent increases in Level 2 funded students are mainly driven by the increase in students with G designations (Autism Spectrum Disorder). There is a general understanding that there could be a stabilizing trend for this category in future years, but it is not clear from the historical data when levelling off may begin to occur.



Level 3 funded students saw a decrease of 40 students from 2024-2025 to 2025-2026. Some further decrease is expected in 2026-27 as a large grade 12 cohort is replaced by a smaller grade 11 cohort. In addition, the delays in access to psychologists and pediatricians able to support a designation for students to be eligible for Level 2 or Level 3 funding could impact projection numbers in upcoming years.



English Language Learners (ELL)

School-age students are eligible for English Language Learners (ELL) funding for up to five years, provided they continue to meet provincial funding criteria. To support enrolment forecasting, historical ELL enrolment data categorized by years of service has been used to estimate future enrolment levels.

Prior to the 2021/22 school year, the District experienced a gradual decline in the number of students requiring ELL support. This trend was stable due to consistent federal immigration policies. This trend, however, reversed between 2021/22 and 2024/25, when the District saw a sharp increase in ELL enrolment driven largely by new registrations, particularly among families holding temporary resident status who entered Canada on study or work permits. A high proportion of these students qualified for ELL services upon arrival.

Beginning in the 2025 calendar year, new registrations to the District have declined as a result of tighter federal immigration policies, particularly restrictions on international study permits for post-secondary institutions. New registrations received and processed through the Newcomer Welcome Center since October 2025 to January 2026 have been 20 per cent lower than the same period in 2024-2025 and is lower than a three-year average of this time period. This projected lower registration is anticipated to be similar for the 2026 calendar year.

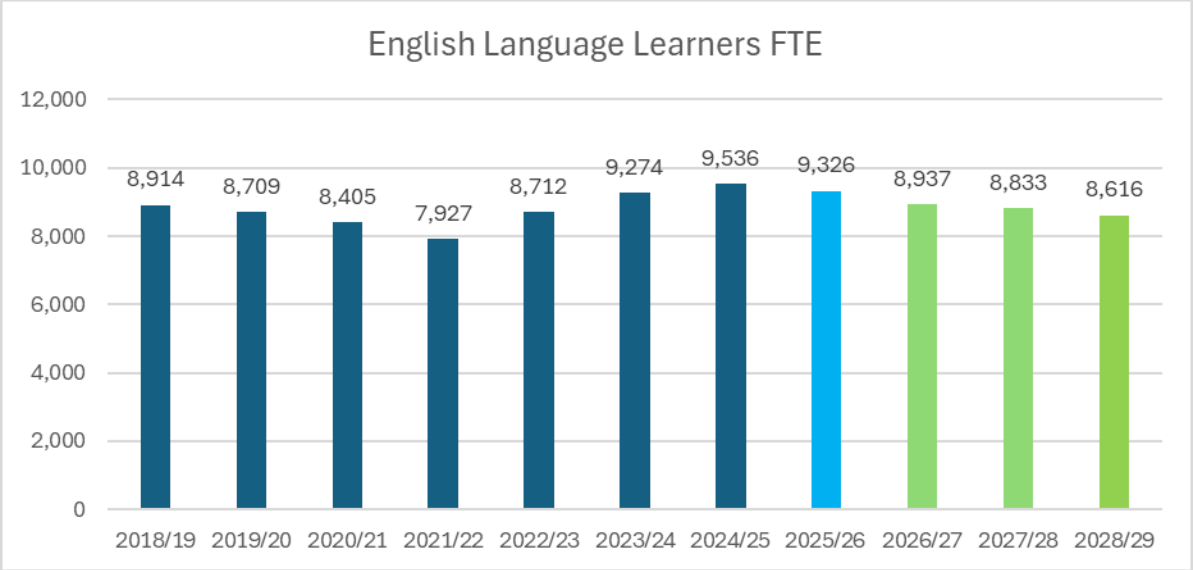
Funding eligible student registrations linked to parents' study permits have dropped sharply, and as many temporary resident students require ELL services, this decline has directly contributed to a reduction in overall ELL headcount. While the current decline in newcomers is largely attributable to the decrease is study permits, future decline is anticipated due to lower federal government work permit targets, which will decrease nationally from over 367,000 in 2025 to 230,000 in 2026.

Within the District, we have over 1,400 students from families with temporary status whose permits are expiring before September 30, 2026, many of whom require ELL services. It is uncertain how many will renew their status and remain in the VSB next year and beyond.

ELL projections are further influenced by student and family mobility. In the most recent year, nearly 1,000 ELL students moved out of the District. In previous years, this level of out-migration was largely offset by comparable

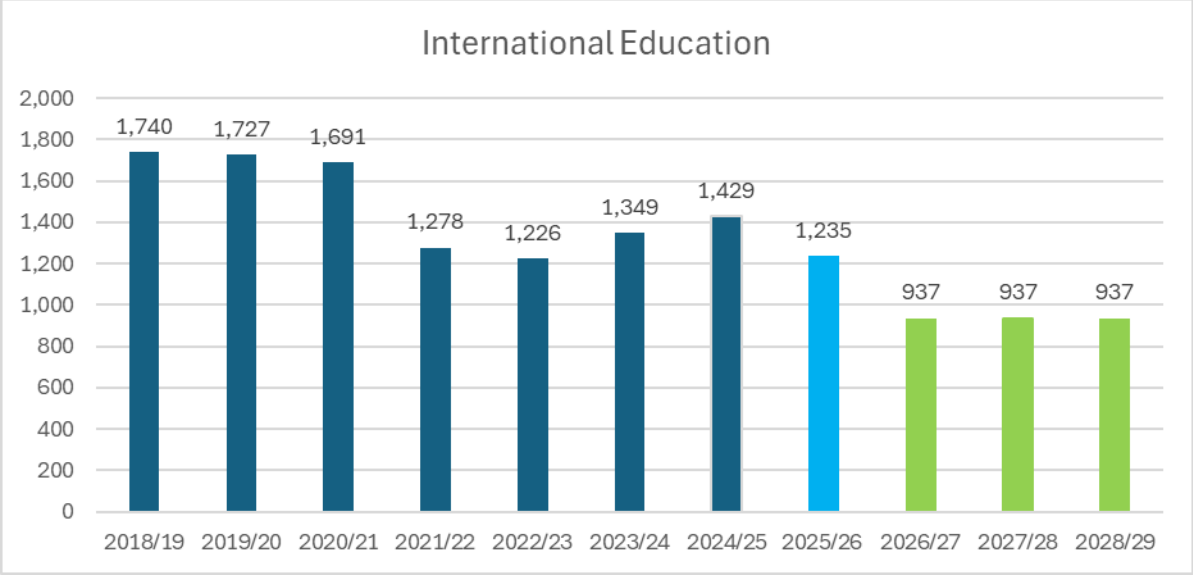
inflows of new ELL students; however, with fewer incoming ELL registrants expected and out-migration anticipated to remain relatively stable, outgoing students are not expected to be replaced at the same rate.

In addition, while the proportion of the total VSB student population qualifying for ELL support has historically remained relatively stable and increased the last three years, recent registration data indicates that a smaller proportion of new students are qualifying for ELL funding. Taken together with pending changes to immigration policies affecting work permit applicants beginning in 2026, these factors suggest that the proportion of ELL funded student enrolment relative to the total school aged population is expected to gradually decline over the projection period.



International Education

Enrolment in the international education program is estimated to decline to 937 FTE students in 2026-2027 and remain at this level for future years. This decline is primarily due to federal immigration policy changes that have led to a significant drop in study permits issued every year.



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; and
- 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; and
- 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 2026-2027, the annual cost for 1.0 FTE SSA including benefits is $69,975 and the annual cost for 1.0 FTE SSB including benefits is $85,673.

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 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.

School Psychologists

School psychologists will assess students in all grades, although they most frequently assess students in grades 4 through 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 March 31, 2026, the budgeted complement of school psychologists (17.80 FTE) is fully staffed with 0.6 FTE currently on an approved unpaid leave of absence. It should be noted that school psychologists are in high demand in this labour market and filling temporary vacancies is 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 remain accredited), where those assessments are completed.

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). 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.

FACILITIES UPGRADES

School Washroom Upgrades

The 2025-2026 AFG spending plan included $513,000 for washroom upgrades and the draft 2026-2027 AFG spending plan includes $485,000 for washroom upgrades. Additional improvements to washrooms are being addressed through ongoing operational funding. A transition from single ply to two-ply toilet paper is currently underway to address student feedback. Similar changes are underway to transition existing paper towel products to new product types that better align with District sustainability objectives.

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 provides limited funding to VSB to increase bicycle parking at key locations. 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. Staff are also undertaking a review of secured bike parking and the practicalities of implementation at additional VSB sites. This will be brought forward in response to an existing trustee motion.

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.

Vancouver School Board

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 *School Act* (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 Infrastructure 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, Ministry of Infrastructure 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
CSF	Conseil scolaire francophone de la Colombie-Britannique
CUPE	Canadian Union of Public Employees
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.

Term	Description
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).
FESL	Framework for Enhancing Student Learning report. 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

Term	Description
Growing Chefs	Organization that provides edible education programming in schools. https://www.growingchefs.ca/
IEC	Indigenous Education Council
IETF	Indigenous Education Targeted Funding
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, associate 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
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 *School Act* (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

Term	Description
PST	Provincial Sales Tax
Recoveries	Recoveries reflect the cost of services or supports provided centrally but attributable to specific schools or programs and are recovered to ensure expenses are recorded against the appropriate operational area and funding source.
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
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 social emotional learning and activity planning to assist students requiring developmental, behavioral and/or multicultural support. Work includes promoting and interpreting languages and cultures, life skills development, assessing behavior and promoting self-image and providing skills training. Facilitates communication between school, home, community agencies and within student groups. 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.

Term	Description
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	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. Also included here are the expenditures of a school district for supplies which meet or fall within one or more of the following criteria: - 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.
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