

BOARD MEETING

AGENDA

Wednesday, October 01, 2025 7:00 to 9:00 pm
In the Boardroom

1. CALL MEETING TO ORDER

1.1 LAND ACKNOWLEDGEMENT

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

1.2 OPENING REMARKS

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

2. APPROVAL OF AGENDA

That the agenda be approved as presented.

3. ADOPTION OF MINUTES

3.1 Meeting of June 23, 2025

3.2 Matters Arising from the Minutes

4. SWEARING IN CEREMONY OF STUDENT TRUSTEE, FREDDIE ZHANG

4.1 Student Trustee Report

5. SUPERINTENDENT'S UPDATE

5.1 Superintendent's Highlights

6. COMMITTEE REPORTS

6.1 EDUCATION PLAN COMMITTEE

6.1.1 Report: Meeting of September 10, 2025

6.1.2 Matters Arising

6.1.2.1 Framework for Enhancing Student Learning (FESL) Annual Report

That the Board approve the VSB Framework for Enhancing Student Learning Annual Report 2024-2025 for submission to the Ministry of Education and Child Care by October 1, 2025.

6.1.2.2 School Learning Plans

That the Board in accordance with section 8.3 (1) of the School Act, approve the school learning plans and direct the Superintendent of Schools to make the school learning plans available to parents/guardians of students attending each school in the Vancouver school district.

6.2 AUDIT COMMITTEE

6.2.1 Matters Arising

6.2.1.1 Audited Financial Statements June 30, 2025

That the Board approve the Audited Financial Statements of School District No. 39 (Vancouver) for the year ended June 30, 2025.

6.3 FINANCE AND PERSONNEL COMMITTEE

6.3.1 Report: Meeting of September 17, 2025

6.3.2 Matters Arising

6.4 FACILITIES PLANNING COMMITTEE

6.4.1 Report: Meeting of September 17, 2025

6.4.2 Matters Arising

6.4.2.1 2026-2027 Minor Capital Plan

That the Board approve the 2026-2027 Minor Capital Plan for submission to the Ministry of Infrastructure.

(The online link for submitting questions to this meeting will now be closed.)

7. REPORT ON PRIVATE SESSION

7.1 Special Meeting of August 27, 2025

7.2 Special Meeting of September 24, 2025

7.3 Meeting of October 1, 2025

8. REPORTS FROM TRUSTEE REPRESENTATIVES

8.1 Report from Trustee Fraser on the Urban Indigenous Peoples' Advisory Committee meeting held on May 26, 2025.

9. NEW BUSINESS

9.1 Britannia Centre Pool Building Lease Bylaw 2025

(1) That School District No. 39 (Vancouver) Britannia Centre Pool Building Lease Bylaw 2025 be given three (3) readings at this meeting. (VOTE MUST BE UNANIMOUS)

*(2) That School District No. 39 (Vancouver) Britannia Centre Pool Building Lease Bylaw 2025 be:
Read a first time the 1st day of October, 2025;
Read a second time the 1st day of October, 2025;
Read a third and final time, passed and adopted this 1st day of October, 2025.*

10. NOTICES OF MOTION

11. PUBLIC QUESTION PERIOD (Submitted through the online link)

12. ADJOURNMENT

BOARD MEETING MINUTES

Monday, June 23, 2025 at 7:00pm

The Board of Education of School District No. 39 (Vancouver) met in room 114 (the Boardroom), VSB Education Centre, 1580 West Broadway, Vancouver, B.C. on Monday, June 23, 2025, at 7:00pm. The meeting was live streamed.

Trustees Present:

Victoria Jung, Chairperson
Janet Fraser, Vice-Chairperson
Lois Chan-Pedley
Alfred Chien
Preeti Faridkot
Suzie Mah
Jennifer Reddy
Christopher Richardson
Joshua Zhang
Athena Yu (Student Trustee)

Senior Team Members Present:

Helen McGregor, Superintendent of Schools
Flavia Coughlan, Secretary Treasurer
Pedro da Silva, Associate Superintendent
Maureen McRae-Stanger, Associate Superintendent
Alison Ogden, Associate Superintendent
Daniel Blue, Executive Director, Finance
Michael Gray, Executive Director, Employee Services
Jessie Gresley-Jones, Executive Director, Facilities

Also Present:

Jiana Chow, Communications Manager
Judy Mah, Executive Coordinator (Recorder)

1. CALL MEETING TO ORDER

1.1. Land Acknowledgement

The Chairperson called the meeting to order and acknowledged with deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) and səliłwətał (Tsleil-Waututh Nation).

1.2. Opening Remarks

The Chairperson welcomed members of the audience to the meeting. She reviewed meeting decorum, and the process for submitting questions to the Board during question period, then encouraged all participants to put their phones away or on silent to ensure effective engagement and interactive discussion.

In her opening remarks, the Chairperson acknowledged the final Board meeting of the year and highlighted the District's year-end events and celebrations for the month of June including grade advancement events, graduations, Pride Month and National Indigenous People's Day. She congratulated the class of 2025 and expressed gratitude to fellow trustees and school district staff for their commitment and support of all VSB students. She concluded her remarks by extending best wishes for the summer break.

Trustee Reddy asked to amend the Notice of Motion or Section 9.0 of the June 23, 2025 agenda to include a proposed motion regarding VSB school field use.

The Chair explained that based on Board Policy in order for the agenda to be amended and the notice of motion added to the agenda, it would require a higher threshold of approval or two-thirds vote. Trustee Reddy read the proposed addition to the agenda, which included the following points:

- A consultation process be established to identify VSB school field use needs and issues across the district and seek solutions to VSB and community concerns; and
- The consultation process involve users of school grounds and hear proposed ideas of how to remedy the issues raised.

Moved by J. Reddy, seconded by S. Mah that the notice of motion be added to the agenda.

The Chair responded to a trustee's inquiry, outlining the Chairperson's responsibility to ensure that all proposed motions submitted for inclusion in the agenda comply with Roberts Rules of Order by being concise, unambiguous, complete, actionable and within the scope of the Board's Authority. The Chair noted that the motions submitted by Trustee Reddy did not meet these guidelines and were therefore not included on the meeting agenda.

Trustee Reddy raised a point of order requesting that the Chair amend the agenda to include the proposed motion, citing its emergent nature. The Chair confirmed that the decision to amend the agenda would now be made by the Board.

Trustees voted on the motion to amend the agenda.

DEFEATED

For: P. Faridkot, S. Mah, J. Reddy

Against: L. Chan-Pedley, A. Chien, J. Fraser, V. Jung, C. Richardson, J. Zhang

Trustee Reddy asked to move an amendment to the agenda to add a proposed motion to the Notice of Motion or Section 9.0 of the June 23, 2025 agenda.

The proposed addition to the agenda included the following:

That whereas the VSB Food Framework endorsed in June 2022 has been underway and now includes welcome and necessary resource commitments from the Vancouver School Board, City Council, Provincial Government, Federal Government, Private Partners, and Civil Society partners and;

That, as per the VSB Food Framework, the VSB form a Food Framework Advisory Committee that includes expertise from a wide range of disciplines and experiences and that it be utilized as a resource and sounding board for implementing, monitoring, and evaluating the VSB Food Framework and;

That the Food Framework Advisory Committee representatives include but not be limited to, community and civil society partners, students, parents, teachers, other employee groups, Vancouver Coastal Health, Vancouver Food Policy Council, Coalition for Healthy School Food, post-secondary partners, Breakfast Club of Canada, subject matter experts, VSB staff, VSB trustees, DPAC members, and partners with broader links to food literacy and food program, with particular invitations to people from marginalized communities and;

That the Food Framework Advisory Committee commence its work in Fall 2025 and provide regular updates to the Education Plan Committee and Board.

Moved by J. Reddy, seconded by S. Mah that the notice of motion be added to the agenda.

She provided rationale for amending the agenda to include the proposed motion and discussion ensued. Trustees provided comments then voted on the motion.

DEFEATED

For: S. Mah, J. Reddy

Against: A. Chien, L. Chan-Pedley, P. Faridkot, J. Fraser, V. Jung, C. Richardson, J. Zhang

Trustee Reddy raised a point of privilege, objecting to the Board's decision to reject her request to amend the agenda.

Trustees Richardson and Chan-Pedley each raised a point of privilege to address Trustee Reddy's remarks, both noting that Trustee Reddy's proposed motions did not adhere to Roberts Rules and did not meet the submission deadline established by the Board and hence were omitted from the agenda. Trustee Chan-Pedley asked that Trustee Reddy retract her comments.

At the suggestion of a trustee, the Chair called a recess at 7:30 pm. The meeting reconvened at 7:40 pm.

The Chair expressed gratitude to her fellow trustees and audience members for maintaining decorum.

2. ADOPTION OF MINUTES

2.1 Meeting of May 26, 2025

Moved by C. Richardson, seconded by P. Faridkot, that the minutes of the May 26, 2025 Board meeting be adopted.

The Chairperson asked if there were any trustees not in support of the motion. There being none, the minutes were

APPROVED UNANIMOUSLY

3. SUPERINTENDENT'S UPDATE

3.1. Superintendent's Highlights

The Superintendent shared a presentation that highlighted recent events and achievements for the District, and their alignment with the VSB Education Plan, including the following:

- Superintendent's tribute and recognition for positive contributions from One to One Literacy Society and Britannia Secondary School volunteer coach, Mike Evans.
- Celebrating and honouring Indigenous people and allies through the Dr. Peter Henderson Bryce Ally Awards, Hastings Elementary students learning the tradition of button blankets, given by the Northwest Coast Indigenous peoples as coming of age gifts, Grade 12 Indigenous Achievement Celebration and the National Indigenous Day Celebration organized by the VSB Indigenous Education Team.
- Celebrating Pride at the VSB including assemblies, films, parades and other events and activities.
- Highlighting Academic Achievement and Excellence with VSB students receiving the Schulich and Loran Scholarships, receiving awards in the Poetry in Voice National Competition, and the 2025 Skills Canada National Competition.
- VSB After the Bell podcast on what to expect in kindergarten, and the final episode where students and VSB staff across the District shared their best moments of the year.

She concluded her presentation by expressing gratitude and acknowledging the accomplishments and achievements of all VSB students, staff and the school communities.

4. STUDENT TRUSTEE REPORT

4.1 Acknowledgement of Student Trustee

The Board Chair acknowledged the dedication and work of Student Trustee Athena Yu and thanked her for her contributions on behalf of students across the school district and the Vancouver District Students' Council for the past year.

4.2 Student Trustee Report

The Student Trustee presented the final report of her term, highlighting the initiatives and achievements by students and the Vancouver District Students' Council (VDSC) for the 2024-2025 school year, including the following:

- VDSC General Meeting on May 27th, where the 2025-2026 Senior Executive Team was elected.
- 2025 Arts Gala featured an online gallery of over 22 submissions from students across the District highlighting digital and traditional visual art, poetry and other mediums.
- June 10th Student Leadership Fund Showcase included representatives from various funded projects who shared their experiences and viewed a video compilation featuring all highlighted projects and achievements supported by the Fund.

She expressed gratitude to the VDSC Senior Executive team, VSB staff and the Board for their support during her term then announced Freddie Zhang as the student trustee-elect for the 2025-2026 school year.

Trustee Chien expressed gratitude to the Student Trustee for her work with the VDSC, also highlighting her achievements on initiatives outside of the school district.

5. OLD BUSINESS

5.1 Policy Review: Policy 7 - Board Operations and Policy 8 – Board Committees

The Secretary Treasurer referred to the report in the agenda package, titled, ***Policy Review: Policy 7 - Board Operations and Policy 8 – Board Committees***, which included a recommendation for a change to the Board meetings schedule for the 2025-2026 year and a recommendation for the creation of an ad-hoc committee to work with the Secretary Treasurer on reviewing and drafting amendments to Policy 7 - Board Operations and Policy 8 – Board Committees. She informed trustees that the feedback collected from the Policy and Governance Committee and from Board discussions regarding suggested changes for Policy 7 and 8 had been summarised in the report. She reviewed the two recommendations in the agenda that had been proposed based on the feedback collected and at the direction of the Board.

In response to a trustee's questions, the Secretary Treasurer informed the Board that the goal was to complete the review and bring the revised policies back to the Board for approval in the fall and that the timeline for implementation would be determined by the Board.

Moved by C. Richardson, seconded by L. Chan-Pedley, that the Board approve an ad hoc committee consisting of the Board Chair, the Policy and Governance Committee Chair and one trustee appointed by the Board Chair to work with the Secretary Treasurer on reviewing and preparing a draft Policy 7 - Board Operations and a draft Policy 8 – Board Committees for Board consideration.

In response to trustees' questions, the Secretary Treasurer informed the Board that the terms of reference for the ad hoc committee had been included in the wording of the motion, "...to work with the Secretary Treasurer on reviewing and preparing a draft Policy 7 - Board Operations and a draft Policy 8 – Board Committees for Board consideration." She explained the process for selecting a trustee appointed by the Board Chair.

Trustee Mah asked to move an amendment to the motion.

Moved by S. Mah, seconded by C. Richardson, that the words “for board consideration” be struck and replaced with “and send back to the Policy and Governance Committee for review and recommendation to the Board”.

Trustee Mah provided her rationale for the amendment to the motion. Trustee Fraser called a point of order, asking if the motion had been seconded. The Chair clarified that the motion had been seconded by Trustee Richardson.

Following discussion, trustees voted on the amendment to the motion. Trustee Faridkot was not present at the time the motion was read.

CARRIED

For: L. Chan-Pedley, J. Fraser, V. Jung, S. Mah, J. Reddy, C. Richardson

Against: A. Chien, J. Zhang

Trustees voted on the main motion as amended.

That the Board approve an ad hoc committee consisting of the Board Chair, the Policy and Governance Committee Chair and one trustee appointed by the Board Chair to work with the Secretary Treasurer on reviewing and preparing a draft Policy 7 - Board Operations and a draft Policy 8 – Board Committees and send back to the Policy and Governance Committee for review and recommendation to the Board.

CARRIED

For: L. Chan-Pedley, A. Chien, P. Faridkot, J. Fraser, V. Jung, S. Mah, C. Richardson, J. Zhang

Against: J. Reddy

Trustees reviewed the next recommendation, then provided comments.

Moved by C. Richardson, seconded by L. Chan-Pedley, that for the 2025-2026 year, the Board approve the following schedule with respect to regular Board Meetings and regular Public Delegation Board Meetings:

- **regular Board meetings shall be held on a Wednesday,**
- **trustees must submit notices of motion no later than noon on the Monday prior to the week of the board meeting,**
- **agendas for regular public board meetings shall be published the Wednesday prior to the regular public board meeting, and**
- **regular public delegation board meetings shall be held on the Monday of the week when the regular public board meeting is held.**

Trustees provided comments and asked questions, and staff provided clarifying responses.

In response to a trustees' inquiries, the Secretary Treasurer informed the Board that, if approved, the motion would permit the proposed adjustment to the public board and delegation meeting schedule for one year without amending the policy. She also noted that the recommendation had received unanimous support from committee participants at the May 14, 2025 Policy and Governance Committee meeting.

Following discussion, trustees voted on the motion that was on the floor.

CARRIED

For: L. Chan-Pedley, A. Chien, P. Faridkot, J. Fraser, V. Jung, J. Reddy, C. Richardson, J. Zhang

Against: S. Mah

5.2 Policy 19 – Accumulated Surplus

Moved by L. Chan-Pedley, seconded by J. Zhang, that the Board approve Policy 19 – Accumulated Surplus.

Trustee Chan-Pedley informed the Board that she was not a member of the Policy and Governance Committee when Policy 19 – Accumulated Surplus was reviewed in May 2024 then indicated that the summary of information and feedback collected from the review had been included in the agenda package.

In response to a trustee's comments regarding the amendments to Policy 19, the Secretary Treasurer informed the Board that the draft revised Policy actually addresses the concerns that the trustee had raised, then reviewed the proposed policy changes including the availability of unrestricted operating surplus contingency within the operating fund to address any emerging needs.

Trustee Reddy asked to move an amendment to the motion.

Moved by J. Reddy, seconded by S. Mah, that the Board approve Policy 19 – Accumulated Surplus and that the Board direct staff to revise draft Policy 19 – Accumulated Surplus with the goal of:

- 1. Embedding annual consultation with rights holders and stakeholders on surplus use;**
- 2. Align surplus planning with the Board's equity goals;**
- 3. Reporting back with draft revisions before the next planning cycle.**

She provided rationale for the amendment.

Trustee Chan-Pedley called a point of privilege requesting that the Chair call a recess. The Chair called a recess at 8:57pm. The meeting reconvened at 9:05pm. Trustee Faridkot left the meeting at 9:05pm.

Trustees voted on the amendment to the motion.

DEFEATED

For: S. Mah, J. Reddy.

Against: L. Chan-Pedley, A. Chien, J. Fraser, V. Jung, C. Richardson, J. Zhang

Trustees considered the main motion that was on the floor.

That the Board approve Policy 19 – Accumulated Surplus.

CARRIED

For: L. Chan-Pedley, A. Chien, J. Fraser, V. Jung, S. Mah, C. Richardson, J. Zhang

Against: J. Reddy

5.3 Policy 9 - Board Representatives

Moved by L. Chan-Pedley, seconded by A. Chien, that the Board approve Policy 9 - Board Representatives.

Trustee Chan-Pedley informed the Board that she was not a member of the Policy and Governance Committee when Policy 9 – Board Representatives was reviewed in October 2024 then indicated that the summary of information and feedback collected from the review had been included in the agenda package.

Trustees provided comments and asked questions, and staff responded.

The Chair addressed a trustee's comment, clarifying that the trustee had been assigned as a representative to a number of external committees.

Following discussion, trustees voted on the motion that was on the floor.

Moved by L. Chan-Pedley, seconded by A. Chien, that the Board approve Policy 9 - Board Representatives.

CARRIED

For: L. Chan-Pedley, A. Chien, J. Fraser, V. Jung, S. Mah, J. Zhang

Against: J. Reddy

Abstained: C. Richardson

5.4 Policy 2 – Role of the Board

Moved by L. Chan-Pedley, seconded by J. Zhang, that the Board approve Policy 2 – Role of the Board.

Trustee Chan-Pedley informed the Board that the summary of information and feedback collected from the review of Policy 2 – Role of the Board had been included in the agenda package.

Trustees considered the motion that had been moved and seconded.

CARRIED

For: L. Chan-Pedley, A. Chien, J. Fraser, V. Jung, S. Mah, C. Richardson, J. Zhang

Against: J. Reddy

5.5 Policy 11 – Board Delegation of Authority

Moved by L. Chan-Pedley, seconded by A. Chien, that the Board approve Policy 11 –Board Delegation of Authority.

The Secretary Treasurer addressed a trustee's comment regarding a section of Policy 11 that references the Superintendent consulting the Board Chair in emergency or unforeseen situations. She informed the Board that the Chair does not have the authority to decide on behalf of the Board but can advise the Superintendent on policy that the Board had already passed and how that could be applied to the emergent situation.

Trustees considered the motion that was on the floor.

CARRIED

For: L. Chan-Pedley, A. Chien, J. Fraser, V. Jung, C. Richardson, J. Zhang

Against: S. Mah, J. Reddy

6. COMMITTEE REPORTS

6.1. EDUCATION PLAN COMMITTEE

6.1.1 Report: Meeting of June 11, 2025

The Chairperson of the Committee, A. Chien, presented the report of the June 11, 2025 meeting, a copy of which is filed with these minutes. The report includes information on the following items:

- Supporting the Framework for Enhancing Student Learning (FESL) Priorities: Well-being and Connections: Equity and Anti-Oppression (EAO) Update
- Digital Literacy Update
- Elementary Arts Education: Fine and Performing Arts Update
- Academic Achievement and Excellence

Moved by A. Chien, seconded by J. Zhang, that the report of the June 11, 2025 meeting be received.

The Chair responded to a trustee's question and provided clarification regarding the June 11, 2025 Education Plan Committee agenda.

The Chairperson asked if there were any trustees not in support of the motion. There being none, the motion was

APPROVED UNANIMOUSLY

6.2. FACILITIES PLANNING COMMITTEE

6.2.1 Report: Meeting of June 16, 2025

The Vice Chairperson of the Committee, J. Zhang, presented the report of the June 16, 2025 meeting, a copy of which is filed with these minutes. The report includes information on the following items:

- 2026-2027 Five-Year Capital Plan
- Child Care Update
- Update on New Elementary School at Olympic Village
- Enrolment Projections

Moved by J. Zhang, seconded by A. Chien, that the report of the June 16, 2025 meeting be received.

In response to a trustee's question, the Secretary Treasurer informed the Board that child care operators had been notified to contact the VSB if they had any concerns with the rate changes or with the implementation timeline, noting that should a provider request to defer the implementation to April 2026, it would be considered.

Following discussion, the Chairperson asked if there were any trustees not in support of the motion. There being none, the motion was

APPROVED UNANIMOUSLY

6.2.2 Matters Arising

6.2.2.1 2026-2027 Five-Year Major Capital Plan

Moved by J. Zhang, seconded by J. Fraser, that the Board of Education of School District No. 39 (Vancouver) approve the 2026-2027 Five-Year Major Capital Plan.

Trustees provided comments and discussion ensued. Following discussion, trustees voted on the motion.

CARRIED UNANIMOUSLY

The Chairperson announced the online link for submitting questions to the meeting would now be closed.

7. REPORT ON PRIVATE SESSION

7.1 Meeting of May 26, 2025

The Board authorized the Board Chair to report to the June 23, 2025 Public Meeting that, at the Private Session of May 26, 2025 the Board discussed personnel, legal matters and business interests.

7.2 Special Meeting of June 18, 2025

The Board authorized the Board Chair to report to the June 23, 2025 Public Meeting that, at the Special Private Session of June 18, 2025 the Board discussed a legal matter.

7.3 Special Meeting of June 23, 2025

The Board authorized the Board Chair to report to the June 23, 2025 Public Meeting that, at the Special Private Session of June 23, 2025 the Board discussed bargaining matters; And,

That Trustees Faridkot, Fraser, and Richardson recused themselves from the meeting due to a potential conflict of interest.

7.4 Meeting of June 23, 2025

The Board authorized the Board Chair to report to the June 23, 2025 Public Meeting that, at the Private Session of June 23, 2025 the Board discussed personnel, property, legal matters and business interests.

8. REPORTS FROM TRUSTEE REPRESENTATIVES

8.1 Report from Trustee Jung on the Racial and Ethno-Cultural Equity Advisory Committee meeting held on May 29, 2025.

9. NOTICES OF MOTION

9.1 Notice of Motion from Trustee Jung: Research to inform advocacy for a fully funded Universal Food Program for all Vancouver School Board schools

Trustee Jung passed the Chair to Vice-Chair Fraser so that she could present her proposed motion.

Moved by V. Jung, seconded by C. Richardson, that the Board direct the Superintendent to prepare a report to inform the Board's advocacy and fundraising efforts for a fully funded Universal School Food Program for all Vancouver School Board schools, and that the report identify current barriers to the delivery of a universal food program in Vancouver and be presented to the Board by December 2025.

Trustee Jung presented her rationale for the motion.

Trustees provided comments and asked questions, and staff responded. In response to a trustee's question, the Superintendent confirmed the Vice-Chair's explanation that the information from the Food Framework would be considered or used in the preparation of the report.

Following discussion, Trustee Mah asked to move an amendment to the motion.

Moved by S. Mah, seconded by J. Reddy, that the wording "which will include the use of the information from the Food Framework" be added after "That the Board direct the Superintendent to prepare a report".

Trustee Mah provided rationale for the amendment. Following discussion, trustees voted on the amendment to the motion.

CARRIED

For: J. Fraser, V. Jung, S. Mah, J. Reddy, C. Richardson

Against: A. Chien, L. Chan-Pedley, J. Zhang

Trustees voted on the main motion as amended.

That the Board direct the Superintendent to prepare a report which will include the use of the information from the Food Framework to inform the Board's advocacy and fundraising efforts for a fully funded Universal School Food Program for all Vancouver School Board schools, and that the report identify current barriers to the delivery of a universal food program in Vancouver and be presented to the Board by December 2025.

CARRIED

For: L. Chan-Pedley, A. Chien, J. Fraser, V. Jung, S. Mah, C. Richardson, J. Zhang

Against: J. Reddy

The Board Chair assumed the Chair.

10. PUBLIC QUESTION PERIOD

The Chairperson reported that four questions were received during the public question period regarding the following:

- Membership of the VSB Accessibility Committee and the BC Accessibility Act
- Enrolment data collection
- Tracking VSB student departures
- Strategic Plan for Inclusive Education

11. ADJOURNMENT

The meeting adjourned by consensus at 9:59 pm.

Flavia Coughlan, Secretary Treasurer

Victoria Jung, Chairperson

STUDENT TRUSTEE REPORT

Date of Meeting: October 1, 2025

Student Trustee: Freddie Zhang

Hello everyone,

My name is Freddie Zhang, and I'm a grade 11 student at Prince of Wales Secondary. I'm honoured to serve as the new student trustee for the Vancouver School Board this year.

I've been involved with the Vancouver District Student Council (VDSC) since grade 8, and I've also participated in student government at my school and through the City of Vancouver's Children, Youth, and Families Advisory Committee. These experiences have helped me understand how student voices can contribute meaningfully to decision-making when we focus on practical solutions and consistent communication. I look forward to a year of collaboration, where different perspectives can come together to advance shared goals.

As the student trustee, my goal is to make sure students feel heard and represented in board discussions. I'll be working with VDSC to gather input from students across the district, especially those who may not usually speak up. Both VDSC and the position of student trustee serve as a bridge between students' lived experiences and the board's policymaking process. In the year ahead, I want to strengthen that bridge by actively seeking out voices that often go unheard - from the quiet student in the back of the classroom to the newcomer still finding their way. Whether it's through surveys, school visits, or informal conversations, I want to make it easier for students to share their ideas.

On that note, I would like to provide a brief update from VDSC. This year, the VDSC senior executive team created an introductory video that outlines who we are and what we do. This first step helps ensure students know that a platform for their voices not only exists but is active and ready to listen. VDSC held its first general meeting last week with student representatives from all 18 secondary schools, and we're currently preparing for our junior executive elections later in October. I'll continue to share updates with the board as our initiatives develop. Thank you to the board and to my peers at VDSC for the opportunity to take on this role. It is truly a pleasure to be here, and I am excited to listen, to learn, and to serve in this role.

EDUCATION PLAN COMMITTEE

Wednesday, September 10, 2025

Committee Report to the Board, October 1, 2025

The Chairperson of the Committee called the meeting to order at 6.30 pm and acknowledged with deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səliłwətał (Tsleil-Waututh Nation).

This meeting was live-streamed, and both the audio and visual recordings were also available to the public for viewing after the meeting. Footage from this meeting may be viewed from Canada or anywhere else in the world.

A presentation detailing the flow of the agenda was shown throughout the meeting, a copy of which is on file with the meeting agenda.

1. Framework for Enhancing Student Learning (FESL) Annual Report

Associate Superintendent M. McRae-Stanger presented a report dated September 10, 2025, titled **Framework for Enhancing Student Learning (FESL) Annual Report**. The report included information on measures of student success including key data analysis and trends, district priorities for student success, and initiatives to support continued student success.

Committee members, trustees, inherent rights holders and stakeholder representatives provided feedback and asked questions, and staff provided clarification on various points from the FESL presentation and report.

There was unanimous consent from committee members to forward the following recommendation to the Board for consideration:

THAT the Board approve the *VSB Framework for Enhancing Student Learning Annual Report 2024-2025*, for submission to the Ministry of Education and Child Care by October 1, 2025.

2. School Learning Plans

Associate Superintendent P. da Silva presented a report dated September 10, 2025, titled **School Learning Plans**. School plans are a key element of the Ministry of Education and Child Care's Framework for Enhancing Student Learning (FESL). These plans are collaboratively developed at the school level, reviewed by the Directors of Instruction, and approved by the Superintendent.

Committee members, trustees, inherent rights holders and stakeholder representatives provided feedback, and Associate Superintendent P. da Silva responded to questions and offered clarification regarding the School Learning Plans (SLPs).

There was unanimous consent from committee members to forward the following recommendation to the Board for consideration:

THAT the Board in accordance with section 8.3 (1) of the *School Act*, approve the school learning plans and direct the Superintendent of Schools to make the school learning plans available to parents/guardians of students attending each school in the Vancouver school district.

The meeting adjourned at 7:44 pm.

Alfred Chien, Chairperson

Committee Members Present:	Alfred Chien (Chair) Christopher Richardson (Vice-Chair) Lois Chan-Pedley Suzie Mah
Other Trustees Present:	Victoria Jung (Alternate)
Senior Team Members Present:	Pedro da Silva, Associate Superintendent Maureen McRae-Stanger, Associate Superintendent Janis Myers, Associate Superintendent Alison Ogden, Associate Superintendent Michael Gray, Executive Director, Employee Services
Inherent Rights Holder Representatives Present:	Lucetta George-Grant, xʷməθkʷəy̓əm (Musqueam) Kirsten Baker-Williams, Skwxwú7mesh Úxwumixw (Squamish Nation) Kirsten Touring, səliwətał (Tsleil-Waututh Nation)
Association Representatives Present:	Suzette Magri, CUPE 15 Sherry Breshears, DPAC Scott Deyell, PASA Bruce Garnett, VASSA Deborah Tin Tun, VEAES Riley McMitchell, VEPVPA Carl Janze, VSTA
Also Present:	Ranjit Bains, Director of Instruction Shannon Burton, Director of Instruction Aaron Davis, Director of Instruction Dr. Chas Desjarlais, Director of Instruction Ricardo Antonio Lopez, Director of Instruction Rosie Poetschke, Director of Instruction Christopher Wong, Director of Instruction Patricia Legg, District Vice-Principal, Education Services Rochita Gondhalekar (Recorder)

October 1, 2025

TO: Board of Education

FROM: Education Plan Committee

RE: Framework for Enhancing Student Learning (FESL) Annual Report

*Reference to
Education Plan*

**GOALS AND
OBJECTIVES:**

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

- Improving school environments to ensure that they are safe, caring, welcoming and inclusive places for students and families.
- Increasing literacy, numeracy and deep, critical, and creative thinking.
- Reporting student results about performance, well-being, and outcomes to the community and using the results to improve the quality and effectiveness of the education and supports provided to students.

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

- Eliminating gaps in achievement and outcomes among students
- Evaluating and renewing plans for improvement of Indigenous learners' education.

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

- Engaging and gathering with the xwməθkwəyəm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səliwətał (Tsleil-Waututh Nation)

INTRODUCTION

The Ministry of Education and Child Care's [Framework for Enhancing Student Learning \(FESL\)](#) policy and guidelines support a shared commitment to improve student success and equity of learning outcomes for every student in British Columbia. Each district in the province is required to use the FESL planning structure to analyze district and school data and make evidence informed decisions that are responsive to the needs of students.

This report contains a recommendation from the Education Plan Committee for approval of the [VSBC Framework for Enhancing Student Learning Annual Report 2024-2025](#) by the Board of Education. The full report is attached.

BACKGROUND

The Framework for Enhancing Student Learning outlines the following key components to ensure continuous improvement of educational outcomes for all students:

- Committing to a system-wide focus on student success
- Aligning district plans, department plans, financial plans and school plans with FESL goals
- Identifying student needs based on meaningful evidence (quantitative and qualitative data analysis and interpretation)
- Engaging with inherent rights holders and stakeholders
- Implementing and reviewing initiatives, measuring the impact, and adjusting as necessary to support ongoing student success

The [FESL Reporting Order](#) came into effect on September 1, 2020, and is written into the *School Act*, sections 81 and 168(2). As part of the regulation, each year the Board must prepare and submit an Enhancing Student Learning Report to the Ministry of Education and Child Care (MECC) by October 1. The annual report is to be shared publicly.

Throughout the 2024-2025 school year, MECC engaged with a working group made up of senior leaders from six school districts across the province and members of the Ministry FESL review team. The purpose of this group was to update the requirements of the annual report and prepare templates to be used by all districts that better align to the FESL policy and provide consistency from district to district.

The working group also proposed a three-year cycle of the reporting process to acknowledge that the implementation of initiatives often take more than one year to show measurable results. Moving forward, districts will submit a shorter interim progress report in years 1 and 2 and complete a full report in year 3 of their reporting cycle. The *VSB Framework for Enhancing Student Learning Annual Report 2024-2025* is an interim progress report.

RECOMMENDATION

That the Board approve the *VSB Framework for Enhancing Student Learning Annual Report 2024-2025* for submission to the Ministry of Education and Child Care by October 1, 2025.

Attachment: VSB Framework for Enhancing Student Learning Annual Report 2024-2025



VSB Framework for Enhancing Student Learning Annual Report 2024-2025

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

TABLE OF CONTENTS

Ministry of Education and Child Care Information.....	2
---	---

PART 1: REVIEW DATA AND EVIDENCE – ANALYZE AND INTERPRET

Important information about Data and Evidence.....	4
Intellectual Development	5
Educational Outcome 1: Literacy.....	5
Educational Outcome 2: Numeracy.....	10
Educational Outcome 2A: Grade-to-Grade Transitions.....	15
Human and Social Development	18
Educational Outcome 3: Feel Welcome, Safe, and Connected.....	18
Career Development	23
Educational Outcome 4: Graduation.....	23
Educational Outcome 5: Life and Career Core Competencies.....	27

PART 2: RESPOND TO RESULTS – REFLECT AND ADJUST CHART

VSB Education Plan Goal (1).....	31
VSB Education Plan Goal (2).....	42
VSB Education Plan Goal (3)	47

FRAMEWORK FOR ENHANCING STUDENT LEARNING ANNUAL REPORT

MINISTRY OF EDUCATION AND CHILD CARE INFORMATION

Report Requirements

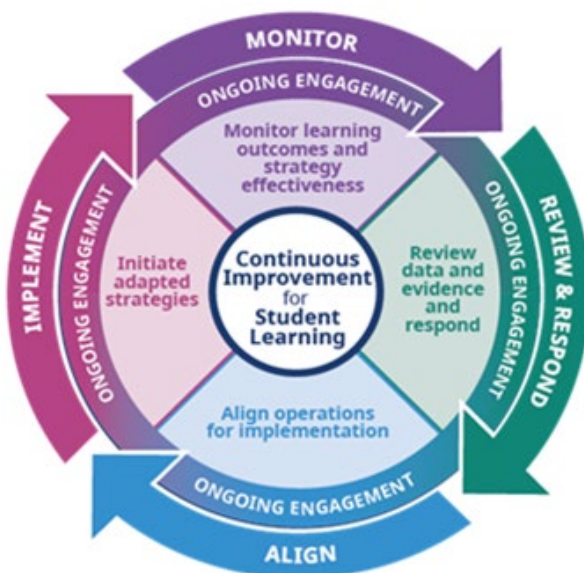
Each school district in British Columbia submits an annual report as required by the [Enhancing Student Learning Reporting Order](#). As of 2025, the report submission process occurs on a 3-year cycle. In this 3-year cycle, a district team submits a full Enhancing Student Learning report once and two Interim Progress Reports. Although brief and more concise, the Interim Progress Report meets the requirements of the Reporting Order.

The Interim Progress Report, as well as the full Enhancing Student Learning Report, both provide an update on the district team's work to continuously improve student learning outcomes, with a particular focus on improving equity of outcomes. Both reports summarize the results of the district team's ongoing review of student learning data and evidence. For the Interim Progress Report, district teams are required to use ministry-provided templates to standardize and expedite the reporting and annual review process.

VSBC has completed an [Interim Progress Report](#) for the 2024-2025 reporting year.

Supporting a Continuous Cycle of Improvement

The Interim Progress Report provides information on the district's continuous improvement processes, with a focus on processes included within the Continuous Improvement Cycle:

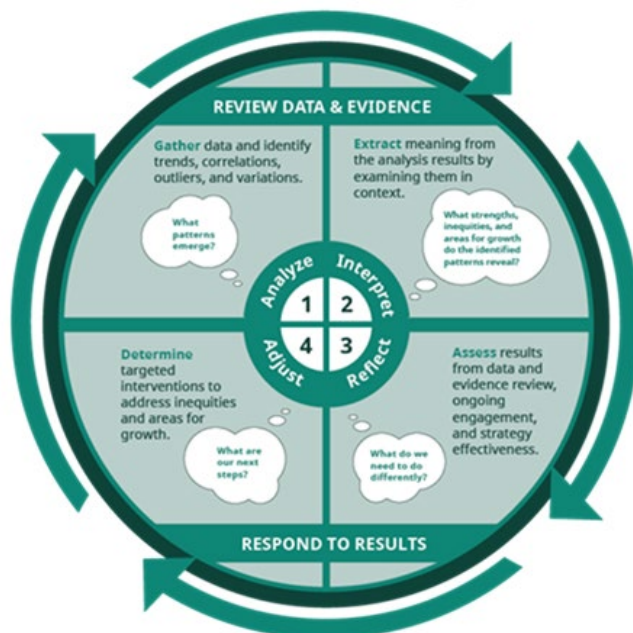


A continuous improvement cycle is a critical element of the ongoing commitment to raising system performance. District Continuous improvement cycles are developed by senior team and ensure a focus on the educational success of every student and effective and efficient district operations. The continuous improvement cycle is actioned annually by district teams and allows them to implement, monitor, review and respond, and align targeted strategies and resources to improve student learning outcomes.

District Strategy Review and Implementation

District teams must evaluate and adjust strategies to meet objectives to best target areas for growth and improve learning outcomes for all students. Adjustments are based on evidence-informed decisions uncovered in the analysis and interpretation of provincial and district-level data and evidence. Districts must evaluate data and evidence and adjust strategies based on the results of this review. This "Review and Respond Cycle" is actioned within the "Review and Respond" portion of the Continuous Improvement Cycle and the outcomes are summarized and reported out on in the annual Enhancing Student Learning Report.

Review and Respond Cycle:



Important Notes About the Report

- The use of Local First Nation(s) refers to a First Nation, a Treaty First Nation or the Nisga'a Nation in whose traditional territory the board operates.
- Indigenous students, children and youth in care, and students with disabilities or diverse abilities (students with a Ministry of Education and Child Care inclusive education designation) are identified in the Enhancing Student Learning report as **priority populations** or **priority learners**.
- The plan created by superintendents to operationalize the board's Strategic Plan within the district is referred to as an "implementation plan". The name of this plan may vary between districts, with other names such as an operational plan or action plan.

FRAMEWORK FOR ENHANCING STUDENT LEARNING INTERIM PROGRESS REPORT

PART 1: REVIEW DATA AND EVIDENCE – ANALYZE AND INTERPRET

IMPORTANT INFORMATION ABOUT DATA AND EVIDENCE

This section of the Interim Progress Report includes charts and graphs provided by the Ministry of Education and Child Care (MECC). These visuals represent the required provincial data measures set out in the Enhancing Student Learning Reporting Order. The data is grouped into three categories:

- **Intellectual Development** measures literacy and numeracy proficiency. Data from the Foundation Skills Assessment (FSA) grade 4 and grade 7 and the Graduation Literacy Assessment (GLA) grade 10 is used to support this measure.
- **Human and Social Development** measures student feelings of welcome, safety, belonging and connections. Data from the MECC's Student Learning Survey is used to support this measure.
- **Career Development** measures graduation and life and career core competencies. 5-year completion rate data and post-secondary transitions within 3 years of graduating are used to support this measure.

Also included in this section of the report is a summary of the district's analysis and interpretation of the data. For each data set, analysis includes information about **key context, trends and comparisons** as well as **patterns that emerge**. The interpretation of the data focuses on **strengths, inequities and the areas of growth** that the identified patterns reveal.

Please note, as per the [Protection of Personal Information when Reporting on Small Populations](#) this report does not display data points that reflect groups of nine student or fewer, or post a risk of individual student identification through the mosaic effect.

Ministry data for Indigenous learners is categorized into three groups: Indigenous resident students, Indigenous students on reserve and Indigenous students off reserve. In VSB, the cohort size for Indigenous learners on reserve is often nine or fewer in many of the data measures required. When on reserve data is masked, off reserve data is also masked.

Similarly, data for children and youth in care (CYIC) is masked for most data measures due to small cohort sizes in the VSB. Please refer to the participation charts at the beginning of each data set for more information about cohort sizes.

INTELLECTUAL DEVELOPMENT

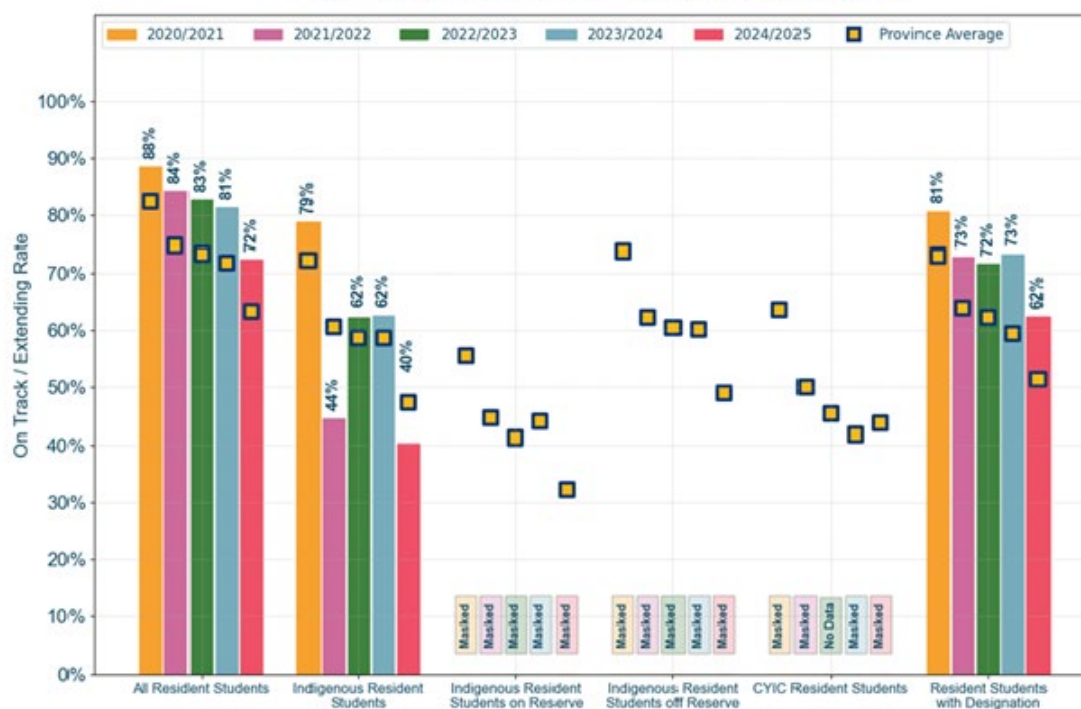
Educational Outcome 1: Literacy

Measure 1.1: Grade 4 and Grade 7 Literacy Expectations

VSB - Grade 4 FSA Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	3633 43%	3523 47%	3487 51%	3631 60%	3688 65%
Indigenous Resident Students	179 18%	185 19%	172 26%	168 38%	187 39%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	11 0%	Masked	Masked
Resident Students with Designation	369 24%	391 25%	351 25%	356 38%	371 38%

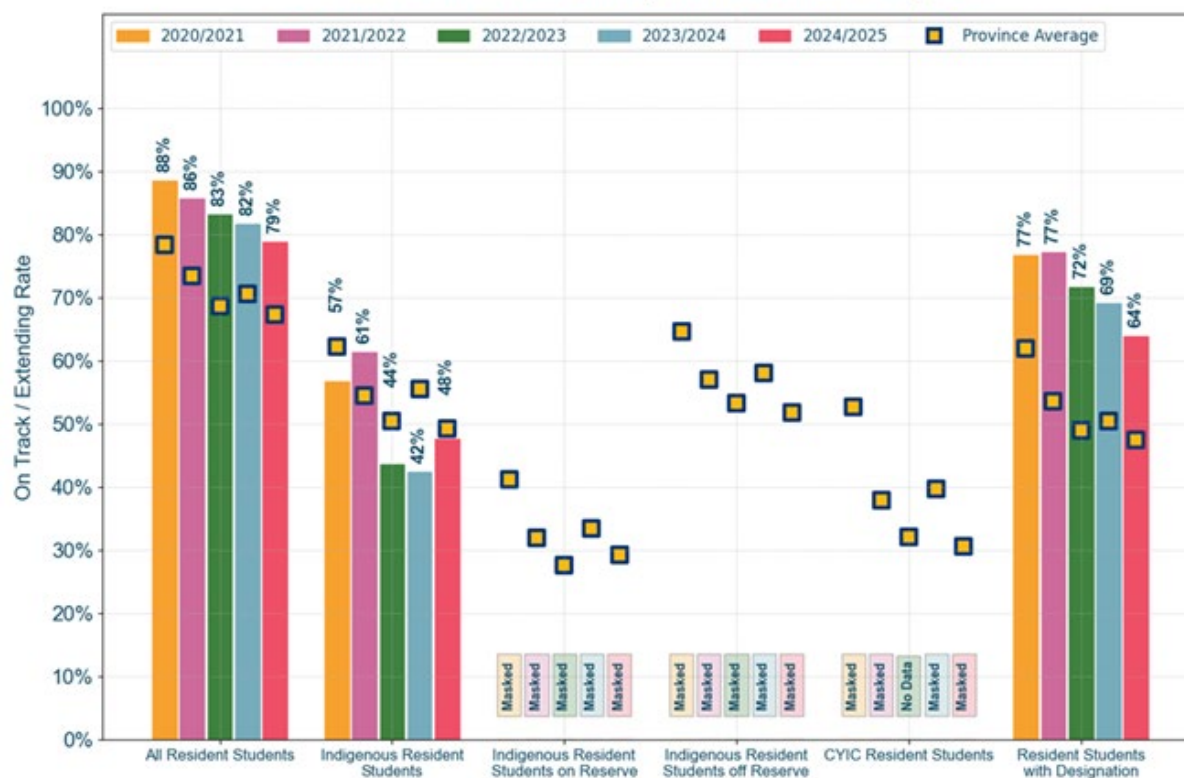
VSB - Grade 4 FSA Literacy - On Track / Extending Rate



VSB - Grade 7 FSA Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	3736 38%	3658 46%	3623 50%	3835 52%	3876 61%
Indigenous Resident Students	198 15%	181 17%	187 29%	180 33%	174 36%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	15 0%	Masked	Masked
Resident Students with Designation	588 22%	564 27%	519 31%	557 37%	576 45%

VSB - Grade 7 FSA Literacy - On Track / Extending Rate



Measure 1.2: Grade 10 Literacy Expectations

VSB - Grade 10 Graduation Assessment Literacy - Expected Count | Participation Rate

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	3985 63%	3899 85%	3820 87%	4028 89%	4127 89%
Indigenous Resident Students	196 34%	146 43%	163 40%	191 54%	187 51%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	31 42%	32 31%	31 32%	Masked
Resident Students with Designation	552 44%	605 68%	565 66%	697 70%	679 71%

VSB - Grade 10 Graduation Assessment Literacy - Proficient / Extending Rate



Analysis:

Outcome 1 – Literacy

Grade 4, 7, and 10 Literacy Expectations

Key Context, Trends and Comparisons

Participation rates in the literacy portion of the grade 4 and 7 Foundation Skills Assessment (FSA) for all resident students in VSB schools have steadily increased by 22% from 2020-2021 to 2024-2025. Although Indigenous students and students with disabilities or diverse abilities have shown an increase in participation, their participation remains 20% lower than that of all resident students. Data for children and youth care in grades 4 and 7 has been consistently masked over the last five years due to small cohort sizes. Similarly, data for Indigenous students identifying as on reserve is also masked.

Participation rates in the grade 10 Graduation Literacy Assessment (GLA) are strong and have increased by 26% since 2019-2020 and have remained close to 90% over the past three years. While Indigenous students and students with diverse learning needs have also experienced an increase in participation rates, gaps remain. Participation rates for learners with diverse abilities are approximately 20% lower, and for Indigenous students, about 40% lower than those of all resident students. Children and youth in care represent a very small cohort size in grade 10. This limited data set indicates the lowest participation rate among all priority learners. It is important to note that small cohort sizes can significantly affect both participation and proficiency rates compared to larger data sets.

Proficiency in the literacy skills assessed through the FSA is measured as “on-track” or “extending”. For all resident students and students with diverse learning needs in grades 4 and 7, literacy proficiency rates are consistently above the provincial average but have been on a downward trend over the last five years. Proficiency rates for all resident students are approximately 20% higher than those for students with disabilities or diverse abilities and about 30% higher than those for Indigenous learners each year. All populations of learners, both in the district and provincial data, show a downward trend in literacy proficiency over the past five years.

Proficiency in the GLA is measured as the percentage of students scoring “proficient” or “extending” and shows similar trends to grade 4 and 7 literacy rates. VSB grade 10 all resident students and students with diverse abilities score higher than the provincial average, but there has been a slight downward trend. Students with diverse abilities typically score about 20% lower than all resident students. Indigenous learners' proficiency results have been consistent over the last four years at around 50% proficient or extending but remain significantly lower than all resident students.

Patterns that Emerge

Literacy data indicates that participation rates for VSB students are trending upward, however, grade 4 and 7 are below the provincial average. VSB has higher proficiency rates for all student populations and grades compared to the provincial average, except for Indigenous learners. Gaps in achievement follow a similar pattern at all three grade levels; all resident student proficiency rates average around 80%, with students with disabilities or diverse abilities consistently 20% lower and Indigenous learners about 30% lower. All populations in all grades are on a downward trend in literacy proficiency, both in the VSB and across the province.

Interpretation:

Outcome 1 – Literacy

Grade 4, 7, and 10 Literacy Expectations

What strengths, inequities and areas of growth do the identified patterns reveal?

Literacy results in the VSB have consistently been strong, typically surpassing the provincial average across all grades. Report cards indicate that most students are proficient or extending in their June summary of learning in the English language arts curriculum. Literacy is a priority for the VSB, as reflected in the [Education Plan](#), School Learning Plans, and VSB's [Responsive Literacy Framework K-7](#). However, there is a downward trend in literacy results, particularly among students in the current grade 4 cohort who were in kindergarten and grade 1 during the pandemic-impacted years. Remote learning and partial attendance during these early years may have affected foundational literacy skills.

Participation rates in the VSB for the FSA and the GLA have been steadily increasing, resulting in more diverse student data being collected, including students with learning differences related to literacy. This may explain some recent dips in proficiency.

In the 2024-2025 school year, the VSB worked to improve FSA participation rates. We engaged with families in several ways to provide information about the purpose of the FSA and how the data is used. We hosted a virtual parent/caregiver information session, attended by over 400 families of grade 4 and 7 students. Letters from the superintendent were sent to families to communicate the value of the FSA and the available adaptations for all students. Additionally, the superintendent and the three host nations sent a letter to Indigenous families, encouraging their participation and stressing the need for better data to support appropriate interventions for Indigenous learners. Targeted initiatives to bolster participation rates will continue in the upcoming school year.

Literacy data for all grade levels shows inequities in proficiency for students who are Indigenous, have disabilities or diverse abilities, and children and youth in care. Early identification of students struggling with foundational literacy skills is essential. The Ministry of Education and Child Care's (MECC) new [K-12 Literacy Supports Initiative](#) focuses on universal literacy screening for all K-3 learners across the district and will support consistency in identifying students requiring additional supports. Students will be screened several times a year to assess the development of their foundational literacy skills. This data will help support earlier interventions for students and help to better align learning support teacher staffing allocations.

VSB will continue to focus on quality instructional practice in all classrooms to support strong, evidence-based literacy programs that are responsive to student needs. This includes not only K-3 but also grades 4-12 where some students may continue to need additional literacy supports. A clear transition and articulation process for students moving from grade 7 to grade 8 is essential to ensure that students are identified and provided with interventions and appropriate courses to support their literacy skill development at the secondary level.

Ongoing professional learning opportunities for educators will support effective teaching practices, screener administration, and the use of data to design lessons and activities to teach the necessary skills for literacy success K-12. The ultimate goal is to close the gap between all resident students and priority learners, ensuring high expectations and equity of outcomes for all.

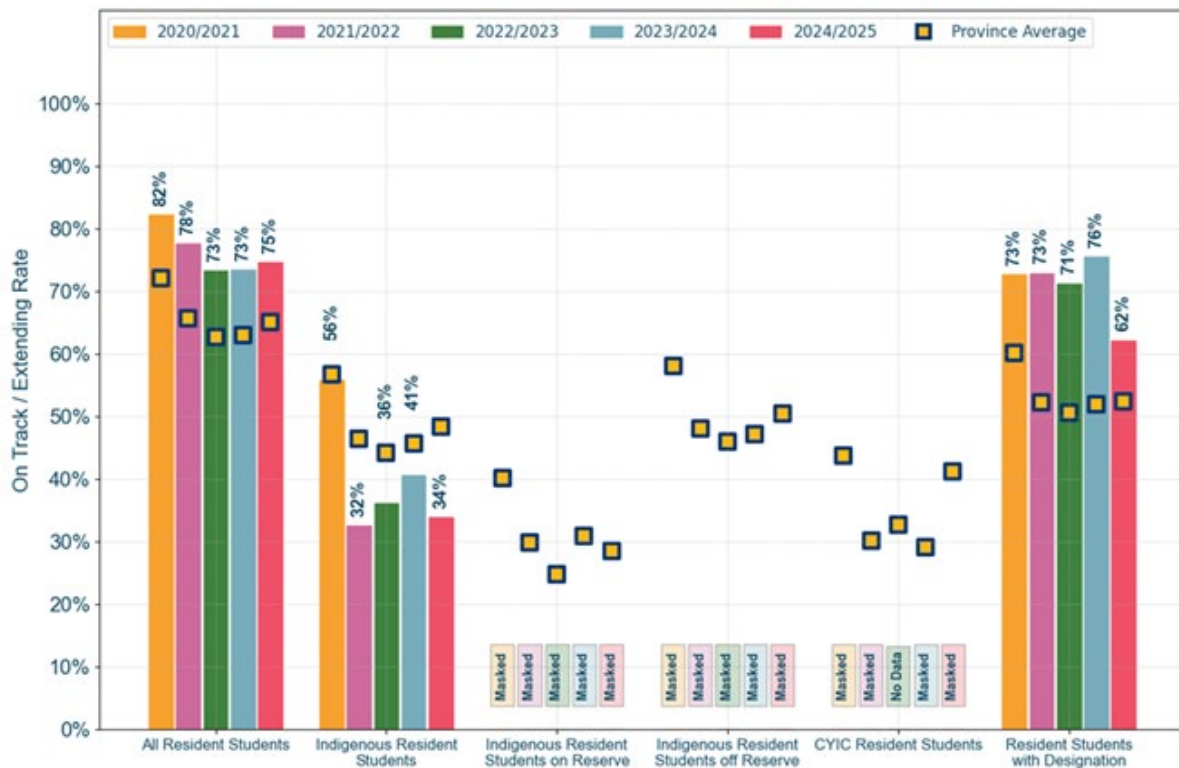
Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 and Grade 7 Numeracy Expectations

VSB - Grade 4 FSA Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	3633 43%	3523 48%	3487 51%	3631 50%	3688 64%
Indigenous Resident Students	179 19%	185 22%	172 27%	168 38%	187 38%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	11 0%	Masked	Masked
Resident Students with Designation	369 24%	391 25%	351 25%	356 38%	371 38%

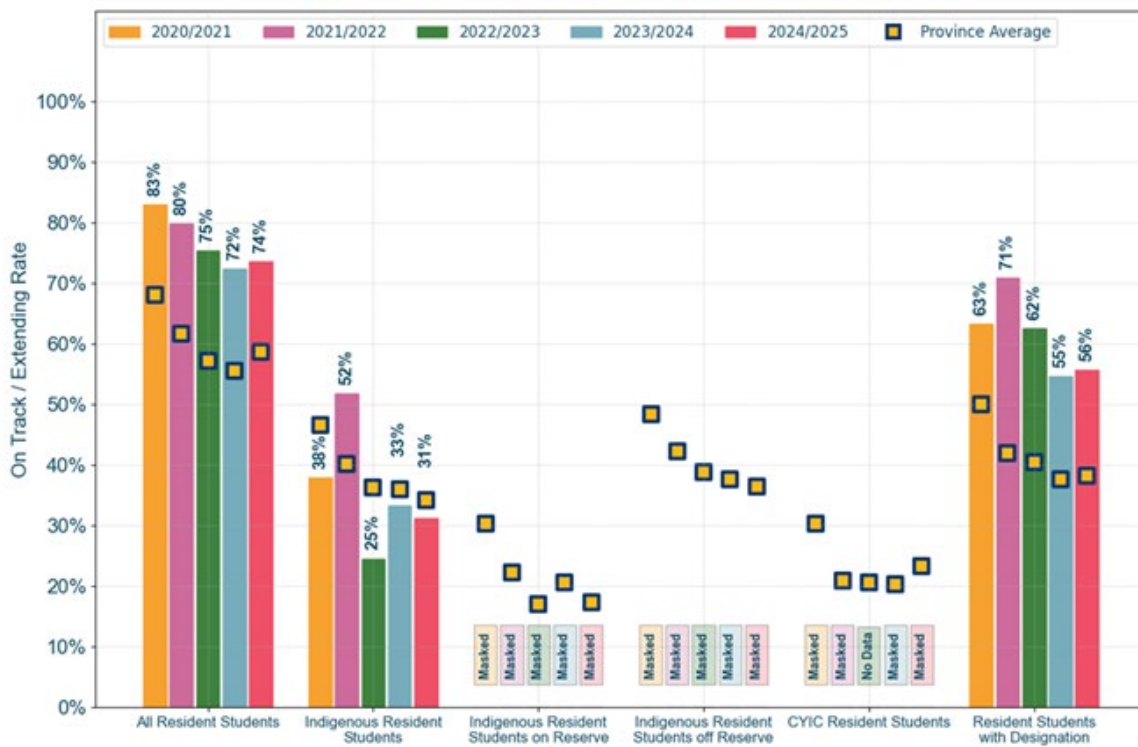
VSB - Grade 4 FSA Numeracy - On Track / Extending Rate



VSB - Grade 7 FSA Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	3736 38%	3658 45%	3623 50%	3835 52%	3876 60%
Indigenous Resident Students	198 15%	181 16%	187 28%	180 32%	174 35%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	15 0%	Masked	Masked
Resident Students with Designation	588 22%	564 27%	519 31%	557 37%	576 45%

VSB - Grade 7 FSA Numeracy - On Track / Extending Rate

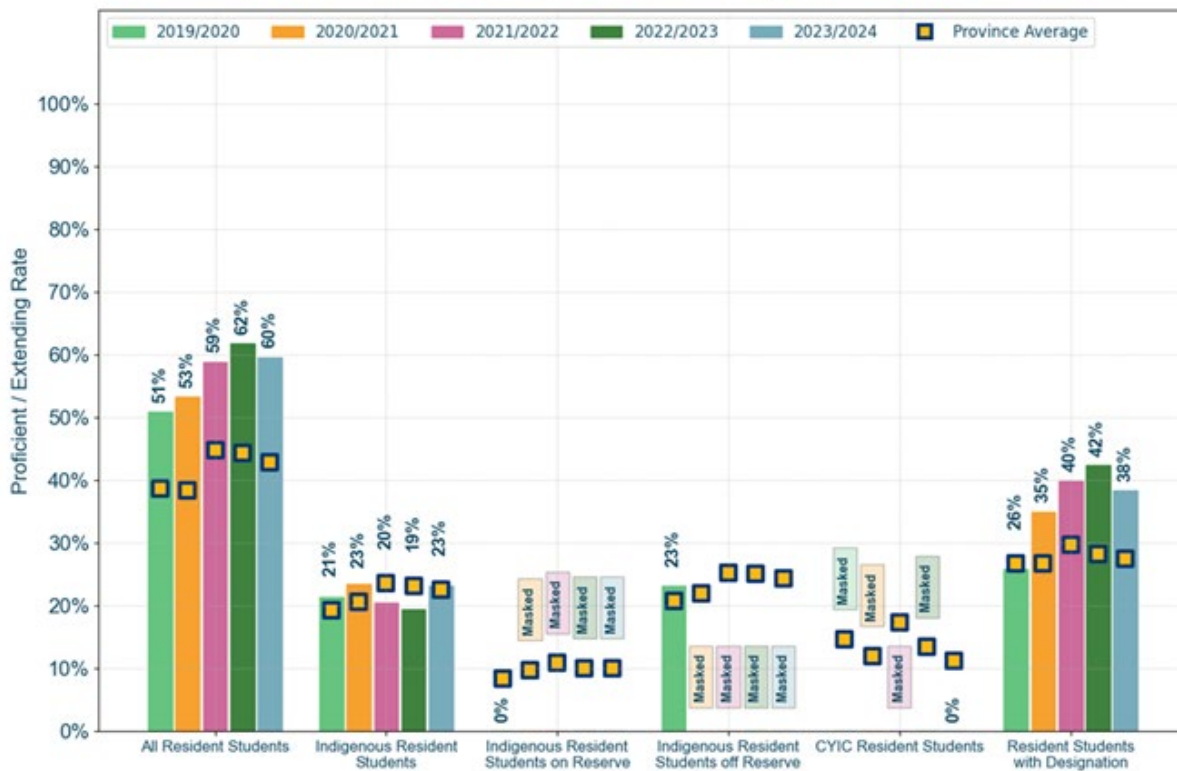


Measure 2.2: Grade 10 Numeracy Expectations

VSB - Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	3959 56%	3851 76%	3808 72%	4017 86%	4124 86%
Indigenous Resident Students	199 43%	147 38%	164 51%	191 56%	187 52%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	36 31%	Masked	33 48%	31 42%	31 32%
Resident Students with Designation	550 48%	600 63%	564 61%	694 68%	677 68%

VSB - Grade 10 Graduation Assessment Numeracy - Proficient / Extending Rate



Analysis:

Outcome 2 – Numeracy

Grade 4, 7, and 10 Numeracy Expectations

Key Context, Trends and Comparisons

Participation rates for the numeracy component of the Foundations Skills Assessment (FSA) have increased by 21% from 2020-2021 to 2024-2025 for all VSB resident students. Rates for Indigenous students and students with disabilities or diverse abilities have also increased, but their participation remains 25% lower than all resident students. Data for children and youth in care and Indigenous students identifying as on reserve in grades 4 and 7 has been consistently masked due to small cohort sizes.

Participation rates for the grade 10 Graduation Numeracy Assessment (GNA) are strong, have increased by 30% since 2019-2020, and have been stable at 86% in the last two years. While rates for Indigenous students and students with disabilities or diverse abilities have also increased, gaps remain. Participation rates for diverse learners are about 20% lower, and for Indigenous students, about 30% lower than all resident students over the last five years. Children and youth in care are a very small cohort size and reflect the lowest participation rate among all priority learners (between 31%-48%).

FSA numeracy proficiency, measured as “on-track” or “extending,” is consistently above the provincial average for all resident students and diverse students in grades 4 and 7. Grade 4 proficiency was on a downward trend from 2020 to 2022 but has shown consistency at 73% in subsequent years and a slight upward trend to 75% in 2024-2025. Students with disabilities or diverse abilities in grade 4 were on par with all resident students from 2020-2024 but dropped to 62% in 2024-2025. Indigenous learners in grade 4 have significantly lower proficiency, averaging 36% over the last four years. Grade 7 students show similar trends, with proficiency rates trending at about 73% for the last three years. All populations of learners show a downward trend in numeracy proficiency over the last five years.

GNA numeracy proficiency, measured as the percentage of students scoring “proficient” or “extending”, is significantly lower at grade 10 compared to grades 4 and 7. However, all resident student rates are trending upward, averaging about 60% proficient or extending, which is about 20% higher than the provincial average. VSB learners with diverse abilities also score higher than the provincial average. Grade 10 Indigenous learners are below, but closer to provincial rates than grade 4 and 7 results. Within VSB, diverse learners score about 20% lower than all resident students, and Indigenous learners' proficiency results are also lower than both all resident students and diverse learners.

Patterns that Emerge

Numeracy results, like literacy, reveal gaps between all resident students and priority learners. Grade 4 and 7 numeracy rates are similar across student populations and are on a downward trend in both the VSB and the province. Grade 10 numeracy proficiency is significantly lower than grade 4 and 7 in all populations, but participation is increasing. Literacy and numeracy results in grades 4 and 7 show similar patterns of participation and proficiency. Over the last five years, grade 10 literacy proficiency in all populations of learners has been significantly higher than grade 10 numeracy proficiency.

Interpretation:

Outcome 2 – Numeracy

Grade 4, 7, and 10 Numeracy Expectations

What strengths, inequities and areas of growth do the identified patterns reveal?

Numeracy results in the VSB have been relatively strong and typically above the provincial average for all grades, with the exception of Indigenous learners who are trending lower than the province. Report card data confirms that the majority of students in grades 4 and 7 are proficient or extending in math in their June summary of learning. Grade 10 report card data for the math curriculum shows an average of 70% of all resident students proficient or extending. Report card results for grade 10 math are 10% higher than the grade 10 numeracy results for all resident students, suggesting a misalignment between skills taught in math and skills required for the numeracy assessment. Indigenous and diverse learners trend below all resident students in both report card data and Graduation Numeracy Assessment data.

Like literacy, numeracy is a priority in the VSB, as shown in the Education Plan and evidenced in School Learning Plans. However, there is a downward trend in grade 4 and 7 numeracy results over the last 5 years. Indigenous students and students with disabilities or diverse abilities continue to trend lower than all resident students in numeracy skills. Of particular note are students in grade 10. Grade 10 results are on an upward trend for all resident students but continue to be significantly lower than grade 4 and 7 results. Grade 10 is a pivotal year for numeracy. Students can select from three pathways to complete the graduation requirements for the math curriculum, and although the GNA is meant to include the application of math skills up to the grade 10 year, students on different pathways may not have the confidence or skills to complete the assessment proficiently the first time they write it. The fact that grade 10 literacy results are over 15% higher than numeracy results suggests that the development of numeracy skills from K-12 may require more intentional skill development and targeted supports for learners who may have challenges. A deeper look at the pedagogy and practice of teaching math is also required to ensure alignment with the learning standards of the BC math curriculum. Numeracy skills are supported by a strong understanding of how to apply math skills and solve problems in real life situations.

VSB participation rates for the FSA and the GNA have been steadily increasing. This increase means more comprehensive student data is being collected, including students with learning differences. As noted in the literacy interpretation, VSB will continue to focus on improving participation rates in upcoming school years.

Data shows inequities in outcomes for students who are Indigenous, have disabilities or diverse abilities, and children and youth in care at all grade levels. Areas of growth include improving parent/caregiver education about the FSA and supporting teachers to provide necessary adaptations. VSB is currently working on the creation of a Responsive Numeracy Framework, as a companion document to the VSB Responsive Literacy Framework. The framework will support consistency of instruction and assessment and provide a greater alignment with the competencies and concepts of the BC math curriculum. The ultimate goal is to improve numeracy results and close the numeracy gap between all resident students and priority learners, ensuring high expectations and an equity of outcomes for all students.

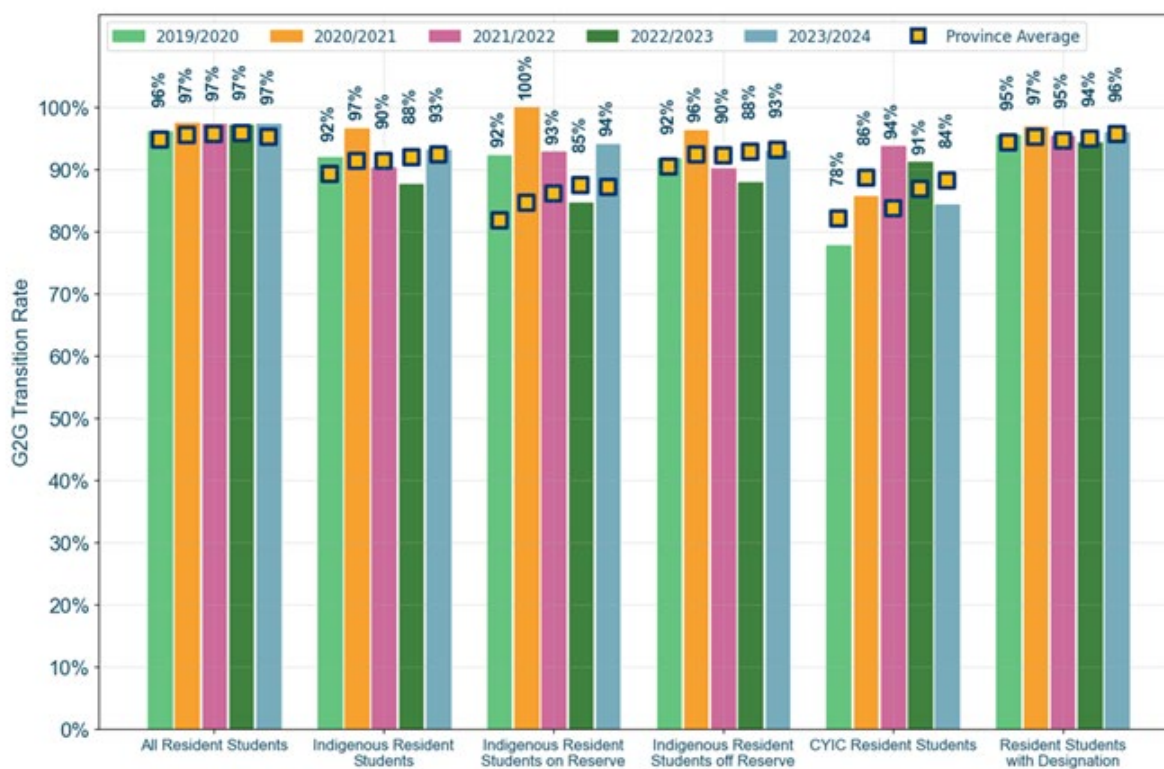
Educational Outcome 2A: Grade-to-Grade Transitions

Measure 2A: Grade-to-Grade Transitions

VSB - Grade 10 to 11 Transition - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	3986	3941	3847	4064	4173
Indigenous Resident Students	198	148	166	195	190
Indigenous Resident Students on Reserve	13	12	14	13	17
Indigenous Resident Students off Reserve	185	136	152	182	173
CYIC Resident Students	36	28	32	34	32
Resident Students with Designation	553	603	568	699	685

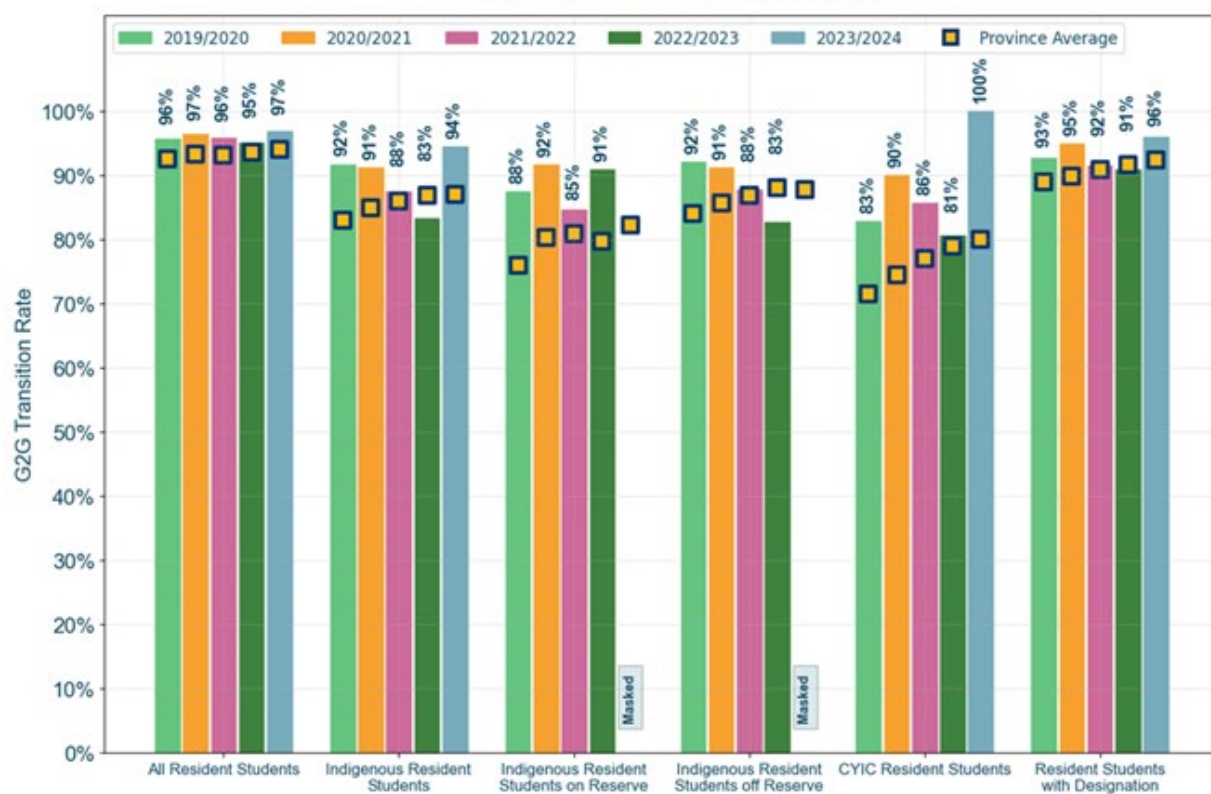
VSB - Grade 10 to 11 Transition Rate



VSB - Grade 11 to 12 Transition - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	4032	3967	4000	4021	4248
Indigenous Resident Students	181	193	152	150	180
Indigenous Resident Students on Reserve	16	12	13	11	Masked
Indigenous Resident Students off Reserve	165	181	139	139	Masked
CYIC Resident Students	35	30	35	36	40
Resident Students with Designation	601	577	671	626	754

VSB - Grade 11 to 12 Transition Rate



Analysis:
Outcome 2A
Grade-to-Grade Transitions

Key Context, Trends and Comparisons

Grade 10-11:

Transition rates, defined as the number of students moving to the next grade level year to year, are consistently high in VSB. In the last 5 years, 97% of all resident students and 96% of students with disabilities or diverse abilities have consistently transitioned from grade 10 to grade 11. Indigenous students, both on and off reserve, also transition successfully to grade 11, with an average rate of 92%. Children and youth in care represent small cohort sizes (about 32 students yearly) and an average an 87% transition rate, which is lower than the other populations.

Grade 11-12:

The data for grade 11 to 12 aligns with grade 10 to 11 data, with all resident and diverse learners consistently having high rates of transition (about 95% yearly). Indigenous students and children and youth in care have more fluctuations in yearly transition rates, however, their transition rates overall remain high. Indigenous students' average rate of transition is 90% and children and youth in care average an 88% transition rate over five years, with an upward trend noted in 2023-2024.

Patterns that Emerge

Patterns indicate that transition rates from grade 10 to 11 and grade 11 to 12 are typically high in all populations and are usually at or above provincial averages, with slight fluctuations in some years for Indigenous learners and children and youth in care.

Interpretation:
Outcome 2A
Grade-to-Grade Transitions

What strengths, inequities and areas of growth do the identified patterns reveal?

Grade-to-grade transition rates in the VSB are consistently high for all populations of learners and are at or above the provincial average. Indigenous students, students with disabilities and diverse abilities, and children and youth in care have slightly lower transition rates. Occasionally, some students may repeat a grade due to prolonged illness or absence, but the goal is to keep students moving forward with their peers and adapt the curriculum as necessary to support the completion of all curricular competencies, concepts, and content at each grade level. Students who do not transition may have stopped attending, have withdrawn from the VSB, or moved out of the province or country.

Although the patterns reveal strong transition rates, it is important to track students entering and leaving the school district, especially those who may have withdrawn, remain in the province, but do not return to VSB or any other school in British Columbia. These students may require outreach, mental health supports, or alternate pathways to graduation, such as online learning, alternate education programs, career programs or adult education.

HUMAN AND SOCIAL DEVELOPMENT

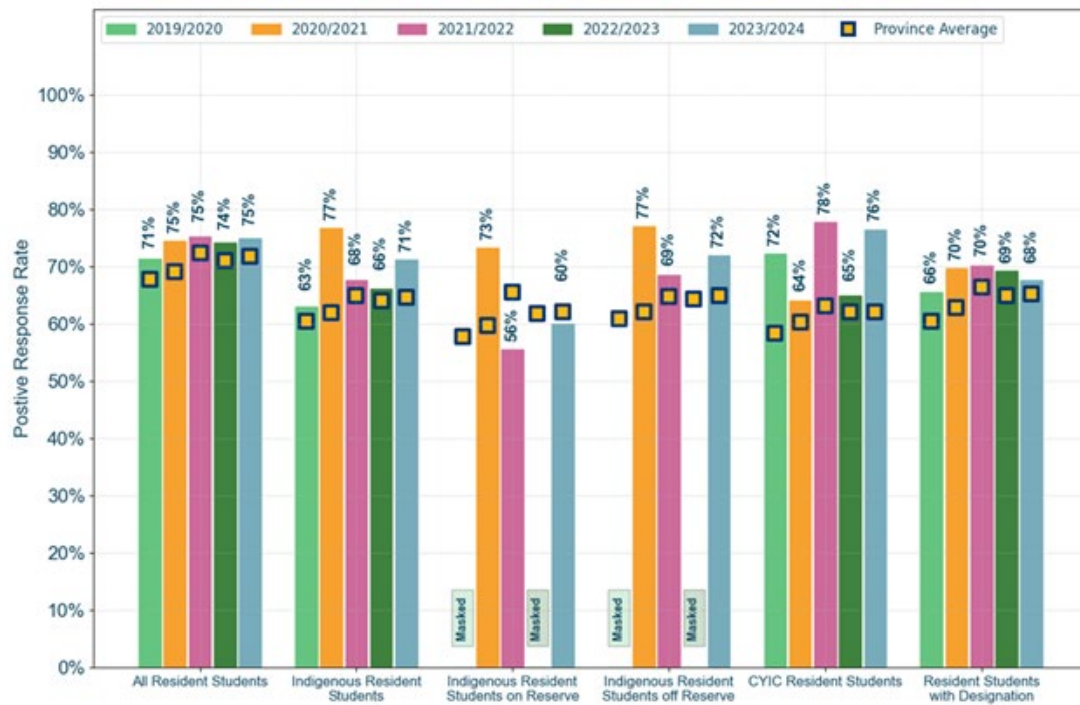
Educational Outcome 3: Feel Welcome, Safe, and Connected

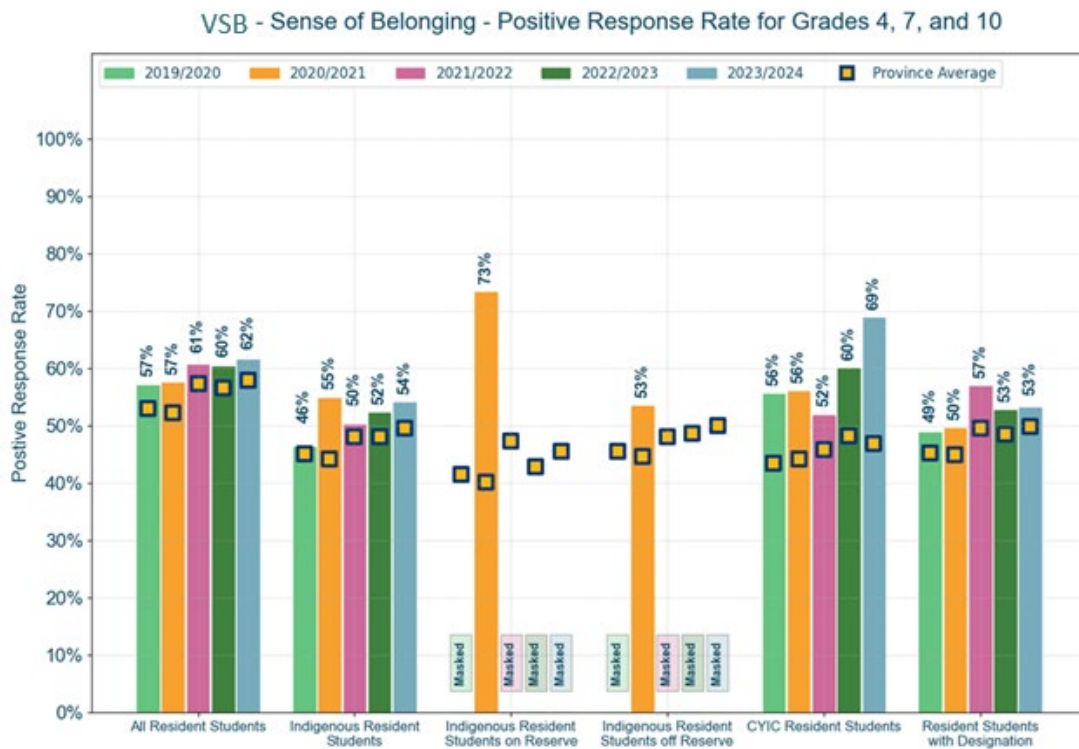
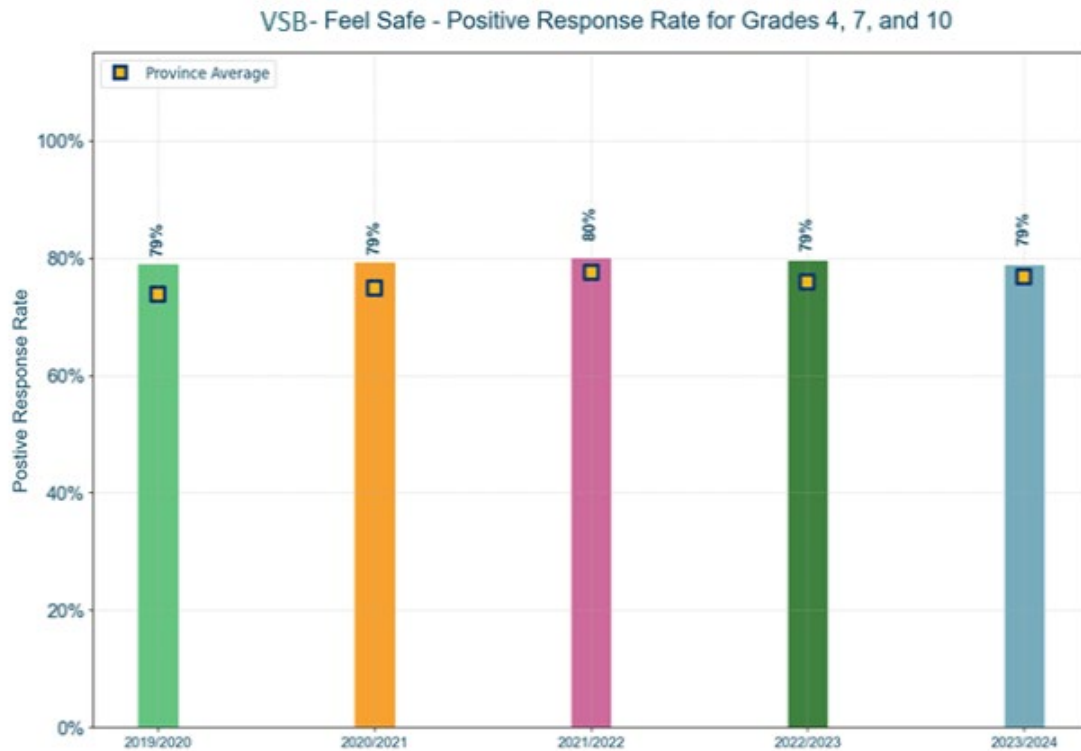
Measure 3.1: Students Feel Welcome and Safe, and Have a Sense of Belonging at School

VSb- Student Learning Survey - Expected Count | Participation Rate for Grades 4, 7, and 10

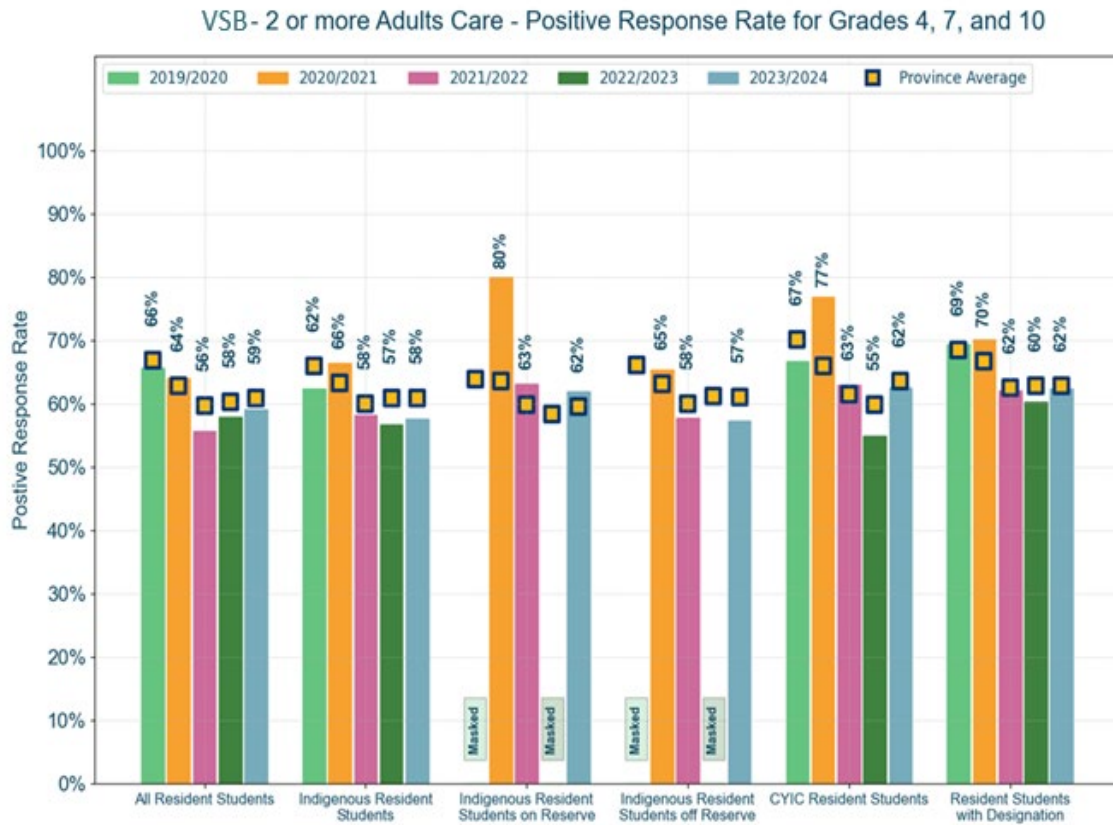
	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	11096 49%	11131 61%	10938 71%	11126 72%	11596 79%
Indigenous Resident Students	561 27%	511 41%	529 51%	550 51%	536 58%
Indigenous Resident Students on Reserve	Masked	40 40%	36 50%	36 42%	43 49%
Indigenous Resident Students off Reserve	Masked	471 41%	493 51%	514 52%	493 59%
CYIC Resident Students	76 24%	70 37%	75 36%	60 33%	62 29%
Resident Students with Designation	1502 39%	1496 47%	1518 56%	1567 57%	1594 64%

VSb- Feel Welcome - Positive Response Rate for Grades 4, 7, and 10





Measure 3.2: Students Feel that Adults Care About Them at School



Analysis:

Outcome 3 – Feel Welcome, Safe, and Connected

Feel Welcome, Feel Safe, Sense of Belonging

Key Context, Trends and Comparisons

Human and social development is foundational to student success and well-being. This section reflects student perception data from the Ministry of Education's annual Student Learning Survey (SLS), which captures student experiences related to feelings of welcome, belonging, safety, as well as adult-student relationships. The VSB conducts further disaggregation of the SLS data by grade level (grade 4, 7, 10, and 12) and by priority populations. This local analysis offers a more detailed understanding of the student experience, helping to identify patterns and gaps that may be masked in the overall provincial data. Participation rates have increased across most groups, with 79% of all resident students completing the survey. The detailed analysis below focuses on the disaggregated student populations.

Student responses related to feeling welcome are highest in grade 4 (79%) but decline in later grades, particularly among priority populations. Students with disabilities or diverse abilities report a lower sense of welcome (63%), and the lowest results are seen among Indigenous students living on reserve (60%). The average rate of feeling welcome for all resident students in all grades is 74%. Trends in belonging over the last five years follow a similar pattern, showing a decline from grade 4 through grade 10. The average rate of sense of belonging for all resident students in all grades is 60%. Indigenous and diverse learners are typically about 10% lower than all resident students. The results for safety are presented by the Ministry as a single population total and cannot be disaggregated by grade level or student population. Student perceptions of safety are stable over time, ranging from 75% to 81% across grades, with a slight dip at grade 10. The results for the aggregated data for all grades have remained consistent at 79% over the past five years and is above the provincial rate.

Adult-student connections are defined in the Student Learning Survey as students reporting that there are at least two adults at school who care about them, and this is strongest in grade 4 and grade 12. In grade 4, 72% of students agree with this statement, and in grade 12, the rate is 70%. Grade 7 shows a noticeable decline at 65% and grade 10 is lower at 63%. Across all grades, these results are slightly below provincial averages and on a slight downward trend. This is notable, given that the district's results for feelings of welcome and belonging are above the provincial average, suggesting a potential disconnect between how students experience school climate in general and their relationships with adults in the building. Interestingly, the results shared by Indigenous students in this area remain relatively consistent across grades and are similar to the provincial averages.

Patterns that Emerge

Over the past five years, responses for safety, welcome, and belonging have consistently been at or above provincial levels. However, adult connections are trending slightly lower than the provincial average for all populations. In VSB, safety and welcome are reported at higher levels compared to belonging and adult connections, with priority populations consistently reporting lower levels of belonging and welcome. Grade 10 shows a significant dip across several measures, while grade 12 shows some improvement. Year-to-year improvements in safety, welcome, belonging, and adult connections have been limited and inconsistent.

Interpretation:

Outcome 3 – Feel Welcome, Safe, and Connected

Feel Welcome, Feel Safe, Sense of Belonging

What strengths, inequities and areas of growth do the identified patterns reveal?

In the last several years, VSB has worked with district staff, principals, vice-principals and students in a wide variety of ways to try to better understand why data on safety, welcome, belonging and adult connections is not showing significant improvements year to year, and in some cases, why it is trending downward. Local data, including results from the Middle Years Development Instrument (MDI), administered to all grade 6 students, and targeted conversations with student groups reveal similar data trends.

The goal is that all students will feel a sense of belonging, welcome, safety, and connections to adults in VSB schools. Although our data for welcome and belonging shows a slight upward trend in some populations and is typically above the province, welcome ranges from about 65% to 75% over the last five years and belonging typically ranges from 52% to 62%. Although the sense of safety for all students in all populations has consistently been at 79% for the past five years and is above the provincial average, we need to continue to focus on the 21% of students who require more support. Students feel that two or more adults care about them at school an average of about 62%, which is trending at or slightly below the province across all grades and populations. A strength over the last five years has been the increasing trend of participation rates across all grades.

Through our analysis of both provincial and local data, we have identified areas for improvement. While intentional, targeted, and ongoing interventions are being implemented at the district level and in schools to support students' well-being and connections, we are committed to continuing our efforts to achieve measurable results. The perception that adults have of our work and its impact on students differs from what the students are experiencing and reporting to us. We believe that additional work in the following areas is essential:

- Work with students to clearly define what belonging, safety, welcome and adult connections mean to ensure a shared understanding.
- Increase participation rates and the quality of responses by supporting students to understand the importance and purpose of the Student Learning Survey (SLS) and help them to better engage it in by clearly explaining the questions and the response scales.
- Amplify student voice and agency through targeted conversations and engagement activities with a wide variety of diverse K-12 students. Focus on listening, responding, providing feedback, and acting on what students are telling us to improve their school experiences.
- Focus on attendance at all grades. Attendance is a key indicator of belonging, safety, welcome, and adult connections. Provide earlier intervention, outreach, and family support for students with inconsistent attendance.
- Continue to work alongside the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səilwətał (Tsleil-Waututh Nation) and the Indigenous Education Council (IEC) to better meet the needs of Indigenous learners.
- Continue to improve the identification of children and youth in care and work in partnership with the Ministry of Children and Family Development (MCFD) and the Vancouver Aboriginal Child and Family Services Society (VACFSS) to provide connections and support.

CAREER DEVELOPMENT

Educational Outcome 4 - Graduation

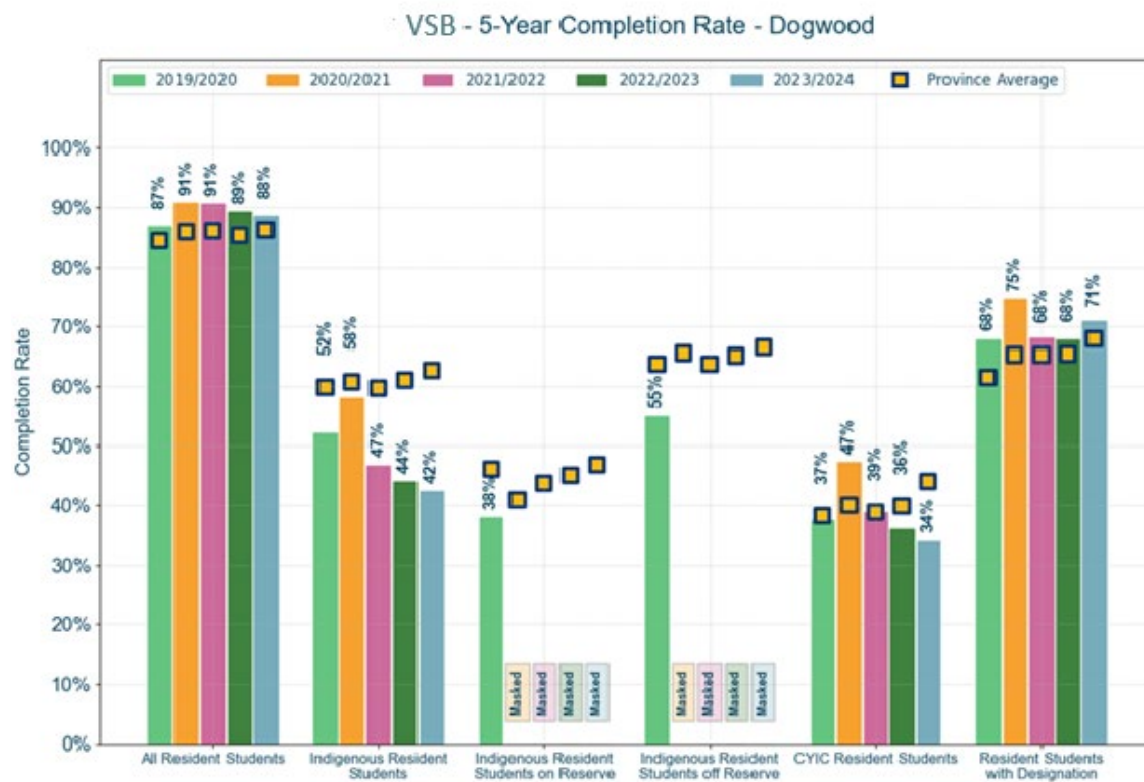
Measure 4.1: Achieved Dogwood within 5 Years

VSB - Completion Rate - Cohort Count | Outmigration Estimation

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	4316 431	4218 461	4193 450	4291 457	4324 450
Indigenous Resident Students	191 18	184 19	205 21	170 18	179 19
Indigenous Resident Students on Reserve	32 3	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	159 15	Masked	Masked	Masked	Masked
CYIC Resident Students	128 13	119 13	133 14	115 12	112 12
Resident Students with Designation	764 67	736 72	779 76	799 79	784 75

VSB - 5-Year Completion Rate - Dogwood + Adult Dogwood





Analysis:

Outcome 4 – Graduation

Achieved Dogwood Within 5 Years

Key Context, Trends and Comparisons

VSB continuously monitors graduation trends across its vibrant and diverse student population, recognizing that pathways to completion are not always linear. While most students graduate with a Dogwood Diploma within five years of entering grade 8, some require more time or pursue alternative routes. The six-year completion rate provides a broader perspective on student success, with approximately 94% of students completing graduation requirements within six years, compared to 89% within five years for 2023/2024 school year.

In addition to the traditional Dogwood Diploma, VSB students may transition into alternate pathways such as the Adult Dogwood or the Evergreen Certificate. The Evergreen Certificate recognizes the accomplishments of students with disabilities or diverse abilities who complete a more personalized program based on their Individual Education Plan (IEP) goals. However, students receiving an Evergreen Certificate are considered "non-graduates" in Ministry data, as they have not completed BC graduation requirements. VSB typically has about 75 students yearly who complete an Evergreen Certificate.

English language learners (ELL) are not an official priority population in MECC policy. However, VSB includes these students in local data analysis because they represent a significant population of learners. Graduation rates for ELL students in the VSB are strong and only slightly below those of all resident students.

Data for priority populations reveals significant gaps. Students with disabilities or diverse abilities exhibit more varied outcomes, with five-year graduation rates approximately 20% lower than those of all resident students, and six-year rates about 14% lower. However, VSB's completion rates for diverse learners have been consistently higher than provincial rates over the last five years, ranging from 2% to 6% higher.

Indigenous students' five-year graduation rates have shown a downward trend and remain lower than both the VSB average and the provincial average at about 49% over five years. Notably, the six-year completion rates for Indigenous learners show a significant increase of about 10-15% yearly. Seven and eight-year completion rates, provided in the yearly MECC's [How Are We Doing Report?](#) indicate an increased completion rate to 75% for Indigenous learners.

For children and youth in care, cohort sizes remain small and fluctuate year to year. However, available data shows consistently lower five and six-year graduation rates for this population of learners, which mirrors provincial data.

Patterns that Emerge

Overall, VSB continues to have strong completion rates, with the six-year rate on average about 5% higher than the five-year rate. Compared to provincial averages, VSB is performing at or above the province for all resident students, ELL students, and students with disabilities or diverse abilities. However, the data also highlights gaps for priority learners that require ongoing attention, particularly for Indigenous learners and children and youth in care, whose five and six-year graduation rates are significantly lower.

Interpretation:

Outcome 4 – Graduation

Achieved Dogwood Within 5 Years

What strengths, inequities and areas of growth do the identified patterns reveal?

Graduation data shows that most students graduate with a Dogwood Diploma within five years of starting grade 8, with even higher completion rates within six years. This indicates that the programs, strategies, and pathways offered for student success are effective for most students. However, gaps for priority learners, particularly Indigenous students and children and youth in care, are evident.

The six-year measure is considered a more accurate representation of completion, as some students may need additional time to complete graduation requirements. Illness, travel, high-level sports participation, family circumstances, additional course requirements for specific post-secondary programs, and participation in dual credit career opportunities can all impact the time required to graduate. The six-year completion rate is consistently higher than the five-year rate for all populations, confirming the benefits of additional time and flexibility.

Most students in the VSB with disabilities or diverse abilities graduate with a Dogwood Diploma within five or six years. We also acknowledge the achievements of students who earn an Evergreen Certificate. However, the Ministry's data does not account for the Evergreen pathway in completion rates. Including this data would provide a more accurate representation of student success.

Students who have received English language learning support display completion rates close to those of all students, reflecting the effectiveness of targeted programs for language acquisition.

Several key themes emerged in the interpretation of both the five and six-year completion rate data:

- Graduation is a shared responsibility starting in kindergarten. Indicators such as strong attendance, proficiency in literacy and numeracy skills, and ongoing engagement and connections at school support all students to graduate. Identifying students at risk of non-graduation early and providing targeted supports is crucial.
- Flexible and personalized pathways to graduation beyond mainstream schools have a direct impact. VSB's alternate and alternative programs report strong five and six-year completion rates. Career programs, dual credit options, adult education and online learning programs also provide personalized and flexible pathways for all learners.
- The five-year completion rate for Indigenous students in the VSB has declined in recent years and now falls below the provincial average. This decline contrasts with the upward trend of completion rates evident in some other districts. By establishing stronger cross-district communication and collaboration, VSB can learn new approaches that may better support Indigenous success.
- Providing safe, caring, welcoming, and supportive spaces for Indigenous students and their families is essential. This underscores the need for culturally responsive supports and an unwavering commitment to continue to work alongside Indigenous communities to enhance student success.

VSB's priority is the successful completion for **all** learners. By promoting high expectations and academic excellence through various pathways to graduation, students can achieve clear and attainable career and life goals.

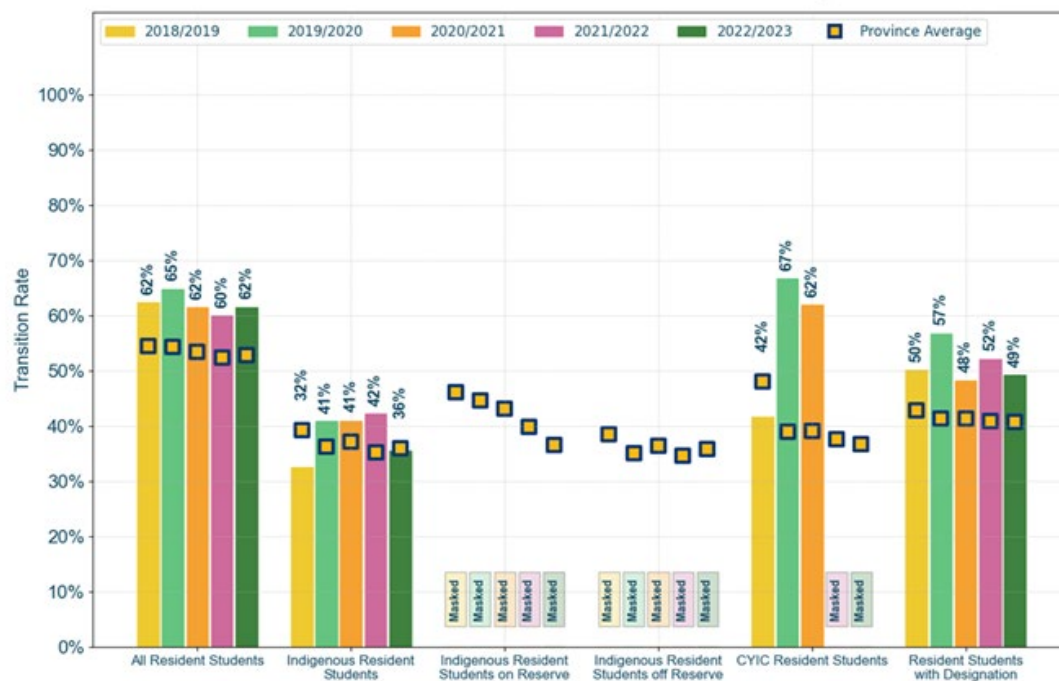
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

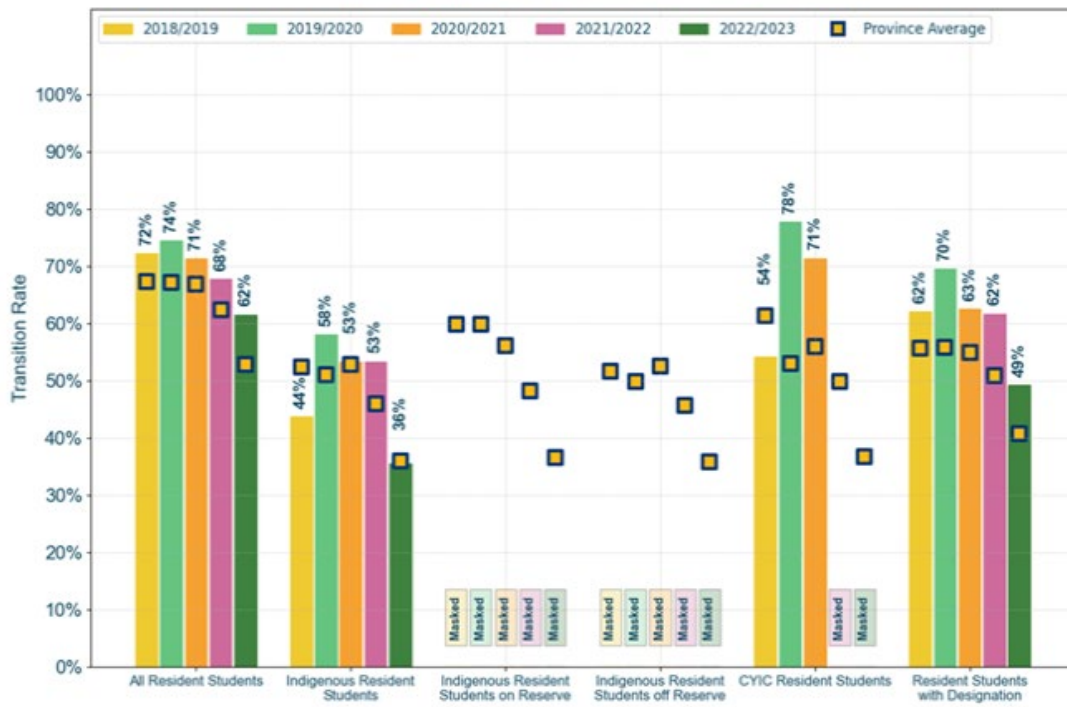
VSB - Transition to Post-Secondary - Cohort Count

	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
All Resident Students	3364	3503	3504	3460	3544
Indigenous Resident Students	80	93	105	90	76
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	24	18	21	Masked	Masked
Resident Students with Designation	377	407	435	418	461

VSB - Immediate Transition to Post-Secondary



VSB - Within 3 Years Transition to Post-Secondary



Analysis:

Outcome 5 – Life and Career Core Competencies

Post-Secondary Transitions

Key Context, Trends and Comparisons

Post-Secondary Institutions (PSI) include universities, colleges, and institutions. They offer a range of programs, including degrees, diplomas, and certificates, as well as continuing education and trades training. Understanding student transitions from secondary school to post-secondary pathways offers insight into how effectively the K-12 system supports learners beyond graduation. However, the available data provides a limited perspective.

The graphs presented by the Ministry of Education and Child Care reflect only those students who transition to public post-secondary institutions within British Columbia, and do not account for those attending institutions in other provinces or countries. VSB's PSI transition rates would be higher if the out-of-province/country data was tracked and included. Each year, some VSB graduates pursue alternative career pathways such as entering the workforce, beginning apprenticeships, travelling, or taking a gap year to better understand their career opportunities. These post-secondary trajectories are not represented in the PSI data sets.

The post-secondary data provided by the Ministry is represented in two graphs, immediate transition rates that capture direct entry to a PSI in the September after June graduation, and transition within three years of graduating. Note that the three-year transition graph uses a rolling three-year window, meaning that data for the most recent graduation years is incomplete. This should be kept in mind when interpreting trends, particularly for more recent cohorts' years where the transition rates do not appear to be increasing.

Patterns that Emerge

Over the past 3–5 years, VSB consistently exceeds the provincial average in the proportion of graduates attending B.C. public post-secondary institutions. About 70% of all resident VSB students transition to B.C. public post-secondary institution within 3 years. Students with disabilities or diverse abilities are also transitioning at higher-than-provincial-average rates, although still below the average for all resident students. For students who are children and youth in care, outcomes vary significantly due to small and fluctuating cohort sizes. While Indigenous students in VSB are also transitioning to B.C. post-secondary institutions at rates above the provincial average for Indigenous learners, their transition rate—approximately 53%—remains significantly below that of all resident students.

Interpretation:

Outcome 5 – Life and Career Core Competencies

Post-Secondary Transitions

What strengths, inequities and areas of growth do the identified patterns reveal?

Interpretation of post-secondary transition data must consider that out-of-province/country transitions are not included. Based on qualitative information from secondary school counsellors and administrators, over 75% of students transition to a post-secondary institution (PSI) in BC, Canada, or globally immediately after graduating, and over 80% do so within three years. Other valid transitions include direct entry into the workforce or apprenticeships, which indicate ongoing learning and career success.

Overall, post-secondary transitions are a strength in the VSB, with data showing that the majority of students are well-prepared for their futures. However, persistent disparities for priority populations highlight the need for action. Supporting all students in reaching their aspirations—whether through Dogwood completion, Adult Dogwood, or alternate pathways—requires a broader, more inclusive understanding of post-secondary success. Sustained, equity-driven, supportive approaches to transition planning, stronger community partnerships, and ongoing exposure to various career opportunities are essential.

Addressing these disparities aligns with the district's commitment to equity, ensuring that every student has access to a meaningful and attainable future.

FRAMEWORK FOR ENHANCING STUDENT LEARNING INTERIM PROGRESS REPORT

PART 2: RESPOND TO RESULTS - REFLECT AND ADJUST CHART

This section of the Interim Progress Report highlights VSB's efforts to support the data analysis and interpretation outlined in Part 1. Across all schools, programs and departments, VSB collaborates to enhance, expand and implement strategies, initiatives and processes to support the [Education Plan](#) goals. These goals align with the student success measures in the [Framework for Enhancing Student Learning](#) (FESL). VSB has specifically prioritized literacy and numeracy proficiency, quality instruction and assessment, and well-being and connections, to further support our focus on priority learners.

The Reflect and Adjust Chart showcases key initiatives and strategies implemented in the 2024-2025 school year, along with adjustments and adaptations for the upcoming school year. We take pride in our efforts to support student success, the progress we are making, and our intentional approach to moving this important work forward.

VSB EDUCATION PLAN GOAL 1:

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

Objective 1.1 Encouraging students to reach beyond previous boundaries in knowledge and experience.

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
What targeted actions are being taken?	What gap or problem of practice does this strategy aim to address for a specific cohort of students? Why was this particular strategy chosen?	Based on the review of data and evidence and feedback from engagement, how effectively has this strategy addressed the identified gap or problem of practice to improve student learning outcomes?	Based on their effectiveness, which strategies will the district team: <ul style="list-style-type: none"> • Continue? • Discontinue? • Adapt? • Introduce and implement?
Provide opportunities for varied and flexible graduation and career pathways.	Students need a variety of ways to meet graduation requirements. Different pathways to graduation support student interests, passions and their unique identity. Flexibility in course delivery supports students who may be struggling in mainstream schools.	Data indicates that graduation rates are strong for students in alternate, alternative and career programs. Eighty-nine students in 2024-2025 enrolled in dual credit trade programs and worked toward graduation requirements through continuing/adult education. The flexibility of course offerings and schedules (face-to-face and self-paced courses) supported students working in their trade four days a week. Enrolment in online learning, summer learning and adult/continuing education courses continues to be strong. These programs support a wide variety of students to meet their graduation requirements.	Continue to provide different pathways to graduation and collect data on graduation rates from these programs. Continue to explore and expand partnerships with post-secondary institutions (PSI) for more dual-credit opportunities and with employers for apprenticeship opportunities, particularly in health care and the sciences. Adapt by reimagining and strengthening the Vancouver Learning Network (VLN) as the umbrella program that supports online, summer learning, adult/continuing education, and career programs by providing face-to-face, online, self-paced and hybrid learning experiences offered at flexible dates/times throughout the year.

Indigenous Youth Leadership Cohort	<p>Indigenous youth are underrepresented in student councils and student leadership opportunities. Leadership supports belonging and connections.</p> <p>Providing students with leadership opportunities both at school and in the community will help them to see themselves as leaders.</p>	<p>Student engagement in this initiative has been particularly high, and attendance at events has been strong.</p> <p>Monthly gatherings explored drum making, post-secondary transitions, cultural events, an Elders gathering at Squamish Nation and a Musqueam Day of Learning to explore leadership pathways.</p>	<p>Continue to provide this leadership opportunity for Indigenous students.</p> <p>Adapt by providing cross collaboration opportunities with other school districts working on Indigenous student leadership to expand opportunities and make better connections.</p>
Student Agency Framework K-12	<p>Many students, particularly those from equity-deserving groups, report feeling unheard or excluded from decision-making. Student Learning Survey (SLS) data analysis and consultation with students confirms this.</p> <p>Student voice is strongly correlated with increased engagement, belonging, and learning outcomes — especially for students who have felt disengaged from traditional school systems.</p> <p>Creating consistent structures across schools to support authentic student leadership and agency will improve student engagement.</p>	<p>High levels of student engagement during the consultation phase indicated strong interest and enthusiasm to create structures to enhance student agency.</p> <p>Raised awareness of student voice as a cultural priority, not just a project.</p> <p>Early signs of greater inclusion of student perspectives in some school learning planning processes.</p>	<p>Continue this initiative. Co-create the framework with a diverse group of students. Plan professional learning for school staff to support implementation.</p> <p>Incorporate student storytelling and district-level exemplars to show how voice leads to action.</p> <p>Embed equity-focused language in the framework to centre diverse and often underrepresented student experiences.</p> <p>Adjust the rollout to include school-based pilots before broad implementation.</p>

Objective 1.2: Improving student environments to ensure that they are safe, caring, welcoming and inclusive places for students and families.

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Inclusive Education Advisory Committee (IEAC) (formerly known as Special Education Advisory Committee (SEAC))	<p>Students with disabilities or diverse abilities continue to show gaps in literacy and numeracy proficiency, connections and engagement at school, and timely graduation.</p> <p>Inherent rights holders, stakeholders, and district staff need to continue to work together to support a common language and understanding of inclusion, including universal design for learning practices at the classroom level to support better outcomes and programming for students with disabilities or diverse abilities.</p>	<p>The IEAC convenes three times annually, bringing together VSB staff, families, external agencies, and partner organizations to collaborate on initiatives to better support students with disabilities or diverse abilities.</p> <p>This longstanding collaboration has cultivated strong relationships that have resulted in positive outcomes for the students.</p>	Continue to leverage the strong relationships established through this committee to support all aspects of inclusion.
<p>Community partnerships* to better support student well-being.</p> <p>*Vancouver Coastal Health (VCH), Ministry of Children and Family Development (MCFD), Child and Youth Mental Health and Substance Use (CYMHSU), Watari STAR Program, PLEA Community Services, VCH Vapour Reduction Program and Exploitation Education Institute</p>	<p>Strong community partnerships can support students to make good decisions about their health and well-being and understand when and how to get support.</p> <p>Input from school counsellors and Physical and Health Education (PHE) teachers support the identification of student needs at each school.</p>	<p>Ongoing partnerships have provided students with information that aligns with the learning standards and core competencies related to health and well-being in the Physical and Health Education curriculum.</p> <p>Opportunities to engage in conversations about substances, vapour/nicotine, online personal safety, sextortion, and exploitation support a harm reduction approach.</p>	<p>Continue to support this work, as the goal is to have every school engage with and benefit from these community partnerships.</p> <p>Adapt the scheduling of the programs to ensure that every school has access to these learning opportunities at least once every other year.</p>
<p>Community partnerships* to provide collaborative supports for students with disabilities or diverse abilities.</p> <p>*Vancouver Coastal Health (VCH), Child and Youth with Support Needs (CYSN), Child and Youth Mental Health (CYMH)</p>	<p>Students with disabilities or diverse abilities, along with their families, are prioritized learners for both the VSB and external organizations.</p> <p>It is essential to adopt a collaborative approach to ensure success for students in school and for students and families at home. A sharing of best practices and a wrap-around approach between home and school teams can</p>	<p>These partnerships have effectively supported students with complex learning profiles to attend and engage in school in increasingly inclusive ways.</p> <p>The integrated case management (ICM) process, which may include district staff, families and community partners, takes a proactive problem-solving approach to ensure ongoing and progressive support at school and at home</p>	<p>Continue efforts to enhance collaboration between the VSB and external agencies. As student learning profiles evolve, collaborative opportunities must be adjusted accordingly. Currently, the VSB and VCH convene regularly throughout the school year.</p> <p>Introduce regular meetings between the VSB, CYSN, and CYMH. Although informal meetings are frequently held,</p>

	significantly impact the meaningful inclusion of all learners.	for students with complex needs.	there is also potential for growth by adding ongoing, regular communication and collaboration with these partners.
Provide targeted professional development and easy to use resources to support social and emotional learning (SEL) and mental health literacy.	<p>Students' social and emotional learning needs are foundational to academic proficiency. Building the capacity of classroom teachers to effectively teach social and emotional learning, mental health literacy, and healthy relationships can support students to self-regulate, interact appropriately with others, and understand their feelings, emotions, and behavior.</p> <p>Student Learning Survey (SLS) data and the Middle Years Development Instrument (MDI) data over the last several years indicate that social emotional learning continues to be a priority.</p>	<p>Professional development opportunities, including both in-person sessions and self-paced learning have been well attended by administrators, teachers and support staff for the last two years. VSB continues to offer Complex Trauma Resources professional learning sessions and provides access to a variety of SEL programs, including Second Step and EASE.</p> <p>The SEL/Mental Health district SharePoint site provides a wide variety of teaching resources, including lesson and unit plans as well as access to programs that can be used in classrooms. Data indicates that teachers are consistently accessing this site.</p>	<p>Continue to provide professional learning opportunities and resources to support SEL/MH foundational work in schools. Continue to collect feedback from teachers, students, and administrators to provide more responsive support.</p> <p>Introduce an SEL/MH initiative based on school-specific data. Identify a smaller number of schools that have the most vulnerable populations in relation to SEL/MH measures. Provide targeted, ongoing classroom support through a partnership with the classroom teacher and the district SEL/MH team over a school term. Collect data to measure the efficacy of this more intensive approach.</p>
Support ongoing accessibility initiatives.	Accessibility for all students and staff supports an inclusive and engaged learning environment.	<p>Throughout the 2024–2025 school year, the Accessibility Committee collaborated with stakeholders and staff to develop a dynamic plan for 2025–2028. This evolving plan has been shaped by the Accessibility Committee and enriched through community input gathered via surveys, an advisory panel, and focus groups. The plan contains four priority areas:</p> <ol style="list-style-type: none"> 1. universal awareness and understanding of accessibility issues 2. physically accessible spaces 3. clear, transparent, and accessible communication 4. policy and procedures that ensure an environment that is accessible to students, families, staff, 	<p>Continue to monitor and evaluate the accessibility plan through the work of the Accessibility Committee.</p> <p>Implement and prepare an annual review, to be published during Accessibility week (end of May) that will include:</p> <ul style="list-style-type: none"> • a summary of the barriers identified through the accessibility reporting tool, what barrier category they relate to and how those barriers were addressed (including timeline where possible). • updates about the action items identified in the accessibility plan, providing metrics where applicable (e.g. number of playground upgrades, number of

		and broader school communities	gatherings with students and staff about accessibility issues, professional learning opportunities, etc.).
Specialized professional development for school staff focused on inclusive practices and the use of anti-ableist language and methodologies.	Students with disabilities or diverse abilities require an inclusive environment supported by staff who fully understand inclusive practices.	<p>Throughout the school year, the Learning Services department offered numerous professional development opportunities for resource teachers, classroom teachers, and SSAs on topics such as Individual Education Plans (IEPs), understanding complex behaviour, and Universal Design for Learning (UDL).</p> <p>These sessions are generally well-attended and are available in various formats—such as in-person, online, before, after, and during school hours. However, not all staff members attend.</p>	<p>Implement mandatory district-wide training for resource teachers and School and Student Support Category A (SSA) workers in 2025-2026 and onward to ensure that all staff are aligned with best practices for supporting learners with disabilities or diverse abilities.</p> <p>Continue to explore options to provide mandatory training for classroom teachers.</p>
Language modernization to support students with disabilities or diverse abilities.	Previous terminology used at both the provincial and district level did not support a strengths-based approach to inclusion and may have stigmatized some learners.	<p>Following the release of the Ministry of Education and Child Care's Language Modernization Guide, VSB systematically integrated the updated terminology in all practices, processes, and procedures to eliminate the use of the term "special needs".</p> <p>This involved revising language in documents, administrative procedures, written text, and verbal communications. These changes aim to accurately identify and support students as learners.</p>	<p>Continue to work with VSB departments and schools to ensure that their practices and processes reflect the modernized language to accurately represent students with disabilities or diverse abilities.</p> <p>Continue to identify and update ableist language as necessary.</p>
Foster and strengthen connections between home and school for Indigenous students and their families.	<p>Connections between home and school can support a stronger sense of belonging and community for both Indigenous students and their families so that they feel safe to come to school.</p> <p>Increased engagement and attendance in a school supports academic achievement.</p>	Indigenous Education Enhancement Workers (IEEW) and Indigenous Education Enhancement Teachers (IEET) provided a number of connection opportunities by hosting coffee mornings, feast nights, and by meeting and greeting students and families as they arrive to school.	<p>Continue to provide direct support and engagement with Indigenous students and families.</p> <p>Adapt to include an introduction to kindergarten package and welcome events for incoming Indigenous Kindergarten students for the 2025-2026 school year.</p>

		Anecdotal feedback and consistent parent participation are evidence that this is having a positive impact on increasing belonging and sense of community.	
--	--	---	--

Objective 1.3: Increasing literacy and numeracy and deep critical and creative thinking.

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Support all students to be proficient or extending in all areas of literacy.	<p>Foundation Skills Assessment (FSA) grade 4 and 7 and the Graduation Literacy Assessment (GLA) data show strong historical performance, but literacy proficiency has been on a downward trend over the past five years.</p> <p>Significant gaps remain for Indigenous students, children and youth in care (CYIC), and students with disabilities or diverse abilities.</p> <p>The Ministry of Education and Child Care has also identified literacy as an area of growth and has introduced K-12 Literacy Initiatives.</p>	<p>Many schools have literacy goals in their school learning plans and use some form of initial assessment to identify students needing support.</p> <p>VSB's Responsive Literacy Framework K-7 created in 2022-2023, continues to support the alignment of literacy instruction, assessment and interventions to support all students.</p> <p>In 2024-2025, six schools hosted literacy residencies, reaching over 100 teachers, led by literacy experts Heather Willms, Robin Bright, Anne-Marie Bilton (French Immersion) and Matt Glover. These literacy residencies supported strong literacy pedagogy and practice in classroom instruction.</p>	<p>Implement K-12 Literacy Initiatives over the 2025-2027 school years by:</p> <ul style="list-style-type: none"> creating a training plan to implement a Ministry mandated universal literacy screener for all K-3 students. reviewing and refining literacy programming K-12, with a focus on priority learners. continuing literacy professional development residencies in elementary schools and expanding to secondary schools. building capacity in literacy instruction through the work of 18 Curriculum Enhancement Teachers (CET) embedded in schools. expanding the VSB Responsive Literacy Framework to include grade 8-12 providing education to families about literacy development.
Strengthen assessment practices and communication with families about student progress.	<p>There is a need for clearer, more comprehensive communication about student learning and more inclusive, responsive assessment practices.</p> <p>The VSB's current online reporting tool is outdated and reaching end-of-life.</p>	<p>In 2024-2025, 12 elementary schools successfully piloted Spaces EDU, a digital assessment and reporting tool supporting varied ways to communicate evidence of learning and student self-reflection.</p> <p>Feedback from teachers and parent/caregivers on Spaces EDU has been positive.</p>	<p>Continue to expand the use of Spaces EDU to 30 more elementary schools in 2025-2026 and all remaining schools in 2026-2027.</p> <p>Continue to strengthen the capacity for teachers to provide quality feedback on student learning through ongoing professional development.</p>

		Calibration of the Ministry of Education's proficiency scale and strength-based assessment efforts continue, supported by assessment expert Katie White and District Resource Teachers (DRTs) at the secondary level.	<p>Continue to support secondary teachers to use SpacesEDU for MECC's required Core Competency self-assessment.</p> <p>Continue K-12 assessment support with a focus on shared understanding of MECC's proficiency scale and strengths-based reporting.</p>
Develop a K-12 numeracy framework.	<p>FSA (grade 4 and 7) and GNA (grade 10) show numeracy scores trending downward over the last 5 years. Gaps in numeracy proficiency are evident for priority populations. Numeracy results for all students in all grades and all populations are significantly lower than literacy results.</p> <p>A numeracy framework, aligned with the VSB's Responsive Literacy Framework, will provide consistency in numeracy instruction and assessment K-12.</p>	<p>Initial numeracy framework development began in 2024-2025 starting with grade 6 through 9 as GNA results indicate a significant decline in proficiency at grade 10.</p> <p>Math expert Marian Small's MathUp program and math fluency kits were introduced at elementary schools to support foundational math skills and problem solving.</p> <p>Many schools have identified numeracy goals in their school learning plans.</p>	<p>Continue professional development in real-world math instruction.</p> <p>Continue to finalize and launch the numeracy framework in 2026-2027.</p> <p>Continue to expand the implementation of MathUp across both English and French programs in the VSB.</p> <p>Create "First 30 Days of Math" resources with a neighbouring school district to support strong math instruction, specifically for K-3 early career teachers.</p>
Improve FSA participation.	<p>FSA participation rates in grade 4 and 7, although trending upward, remain below provincial levels. Approximately 60% of all students in VSB participated in the assessment in 2024-2025.</p> <p>Greater participation rates will provide more robust data sets and provide a better understanding of students requiring additional support or targeted interventions.</p>	<p>FSA participation increased 10% in 2024-2025 through:</p> <ul style="list-style-type: none"> • Superintendent and the three host nations communication to families. • inclusive adaptations for students with disabilities or diverse abilities. • virtual parent information night (attended by over 400 participants). • VSB podcast and staff slide decks to support a better understanding of the FSA. <p>VSB reinstated teacher markers for the FSA in 2024-2025. This supported greater teacher understanding of the value of strong participation in the FSA.</p>	<p>Continue existing outreach and engagement strategies to reach > 80% participation over the next several years.</p> <p>Continue to work with teachers and union partners to support the effective administration of the FSA and to provide a clear understanding of the value and use of the FSA data to support student success in literacy.</p>

Reading Coach Program	English Language Learners (ELL) at the secondary level may need additional individualized literacy support beyond classroom instruction.	In 2024-2025, 18 volunteer reading coaches supported approximately 80 students across 11 secondary schools, contributing to hundreds of hours of in-person help. Teachers have reported increased student confidence and strong interest in continuing the program.	Create and implement a phonics-based curriculum for older ELL students, to launch in the fall of 2025.
Targeted literacy and communication support for students with disabilities or diverse abilities.	Students using Augmentative and Alternative Communication devices (AAC) require individualized programming to support literacy development.	A pilot involving 25 students showed significant gains in AAC use and stronger results on literacy assessments.	Continue to expand the pilot program beyond 25 students in 2025-26 and introduce an additional program with IMPAACT (a non-profit that supports better use of AAC) to continue to enhance AAC usage.
Chapter One – Tutoring for K-7 Indigenous students.	Literacy data shows significant achievement gaps for Indigenous learners.	In 2024-2025 over 80 students received 1:1 tutoring support and made measurable reading gains. <ul style="list-style-type: none"> • Strathcona Elementary +3.5 reading level increase (16 students, 1356 sessions). • Southlands Elementary +6.5 reading level increase (15 students, 1279 sessions). 	Continue to expand the Chapter One program to all eligible K-7 Indigenous students across the district.

Objective 1.4: Ensuring that students develop and can implement a plan for successful transition upon the completion of secondary school.

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Transition planning for all learners.	Graduation begins in kindergarten, with indicators such as attendance, proficiency in literacy and numeracy, and connection and engagement at school as the foundation to prepare students to be life long, persistent learners. A continued focus on transition support at all levels will help to prepare students for life beyond K-12.	In 2024-2025, principals and vice-principals continued to strengthen transition processes across all grades, including welcome events for new kindergarten students and families, and articulation processes from grade 7 to grade 8.	Continue to build transition supports for all grade levels so students feel a sense of welcome and connection when they enter school, transition grade-to-grade or move to a new school. Continue to expand the use of the K-12 careers curriculum, including mentorship, work experience, and trades training to support the transition to post-secondary and career pathways.

Transition planning for students with disabilities or diverse abilities.	Students with diverse abilities often need additional, individualized transition support, especially in preparing for employment and community participation.	<p>Programs such as Gateway to Adulthood, Gateway to Post-Secondary (in partnership with Vancouver Community College), Community Transitions, and Diverse Abilities Work Experience (WEX) supported students with disabilities or diverse abilities.</p> <p>In 2024-2025, 242 students with disabilities or diverse abilities successfully completed WEX with employers across the Lower Mainland.</p>	<p>Continue to explore new partnerships with community colleges, agencies and employers to further enhance transitions.</p> <p>Adapt programming annually to align with student learning profiles and needs.</p>
Transition planning for Indigenous learners.	Data indicates lower post-secondary transition rates for Indigenous learners compared to all resident students.	<p>In 2024-2025, Indigenous students accessed several targeted supports:</p> <ul style="list-style-type: none"> • UBC Sauder School of Business offered specialized transition training. • the Learn and Earn program, in partnership with UBC and VSB, provided dual credit and pathways to UBC and Teacher Education for Indigenous learners. Over 20 students enrolled. • the Horizons Program (grade 10-12) provided activities including field trips to the Vancouver Airport (YVR) and healthcare training at Vancouver General Hospital (VGH) to expand opportunities for Indigenous students in a variety of career pathways. 	<p>Continue to expand these experiences and encourage increased participation for Indigenous learners.</p>

Objective 1.5: Ensuring the alignment among school, District and provincial education plans.

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Ongoing implementation of the Framework for Enhancing Student Learning (FESL) policy .	Continued alignment between the VSB Education Plan , department operational plans, school learning plans, and professional growth plans is ongoing.	<p>Educational Services and Business departments in VSB continue to collaborate to better align operational plans with FESL and Education Plan priorities.</p> <p>Over the past 2 years, School Learning Plans have been created using a district template that embeds the Education Plan goals and FESL priorities, as well as requiring the analysis and interpretation of school level data to support goal setting.</p>	<p>Continue to refine operational and school plans to better align with the VSB's Education Plan and FESL priorities.</p> <p>Implement a strengthened alignment between professional growth plans and system-wide goals.</p>

Objective 1.6: Reporting student results about performance, well-being and outcomes to the community and using the results to improve the quality and effectiveness of the education and support provided to students.

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Strengthen structures for data sharing and feedback.	Need for ongoing, clear communication of student outcomes to inform planning for student success.	<p>Student success data has been communicated, and feedback has been gathered through:</p> <ul style="list-style-type: none"> FESL Advisory Committee, which includes representation from inherent rights holders, trustees and formal stakeholder groups (unions, associations, DPAC, and students) Senior Leadership and Learning team Admin Leadership Community (ALC): all principals and vice-principals and district educational services staff Education Plan Committee Vancouver District Student Council (VDSC) Indigenous Education Council (IEC) <p>The implementation of VSB's PowerBI dashboard provides</p>	Continue with the current communication structures and engagement strategies to share and respond to student outcomes.

		<p>current data for school administrators to monitor attendance, literacy and numeracy proficiency, and report card data in an easily accessible way.</p> <p>The annual FESL report is shared publicly at the September Education Plan Committee and September Board meeting and posted on the VSB website.</p>	
--	--	---	--

VSB EDUCATION PLAN GOAL 2:

The Vancouver School Board will increase equity.

Objective 2.1: Eliminating gaps in achievement and outcomes among students.

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Implement Professional Learning Communities (PLC) in elementary schools	<p>Teachers benefit from embedded, just-in-time professional learning that supports inclusive, high-quality instruction for all students, especially priority populations.</p> <p>Strong classroom instruction is the foundation to support all learners.</p>	<p>In 2024-2025 all elementary schools in the VSB were part of the PLC model. Nine PLCs made up of approximately nine schools each were supported by elementary district learning and instruction teachers who provided support with literacy and numeracy instruction, building classroom communities and curricular projects.</p> <p>Participating teachers reported strong appreciation for the job-embedded collaborative model which involved co-planning and co-teaching to support the diverse needs of students.</p>	<p>Continue the PLC model in future years and continue to align schools with similar needs to deepen collaboration within and across PLC schools.</p>
Develop Multi-Tiered Systems of Support (MTSS) at the district and school levels.	<p>To address achievement gaps and promote inclusion, Universal Design for Learning (UDL) and tiered supports at both the district and school level are needed.</p> <p>Multi-tiered support systems help to identify learning opportunities that benefit <i>all</i> learners (Tier 1 universal support), support for <i>some</i> learners (Tier 2, targeted support) and support for a <i>few</i> learners (Tier 3, intensive support).</p>	<p>In 2024-2025, various district departments, including Learning Services, Learning and Instruction, Indigenous Education, Equity and Anti-oppression, Careers and SEL/MH began joint learning on the MTSS model, focusing on equitable Tier 1 (universal) classroom practices and ways the district could better support schools in this approach.</p>	<p>Continue district-wide MTSS development.</p> <p>Adapt operational plans to reflect MTSS priorities. This includes supporting the collaborative work of classroom teachers, resource teachers, SSAs, principals and vice-principals, and school-based teams to meet the needs of all learners.</p>

Ongoing review of specialized programs.	Ensure specialized programs meet student needs and promote inclusive education in neighbourhood/catchment schools.	<p>A reduction of referrals of students with disabilities or diverse abilities to specialized programs was observed in 2024-2025.</p> <p>This reflects increased capacity to support students in their neighbourhood schools.</p>	<p>Continue annual program reviews and provide the necessary support for students to remain at their neighborhood school, which may include physical and accessibility improvements.</p> <p>Adapt specialized programs to meet the needs of learners on a regular basis.</p> <p>Discontinue programs that are no longer responsive to student needs.</p>
Track and support children and youth in care (CYIC)	CYIC are a small population in VSB and are among the most vulnerable learners, with persistent gaps in literacy, numeracy, well-being, connections and graduation rates.	<p>A new tracking system was implemented in MyEducation BC to improve the monitoring of CYIC status and transitions.</p> <p>Regular meetings between VSB district staff and the Ministry of Children and Family Development (MCFD) and Vancouver Aboriginal Child and Family Service Society (VACFSS) managers have strengthened collaboration and coordinated support for CYIC.</p>	<p>Continue this initiative and further develop the partnership with MCFD and VACFSS.</p> <p>Explore additional funding, grants, and resources to improve outcomes for CYIC. By providing information sessions and ongoing communication to caregivers, timely graduation and access to post-secondary opportunities can be better supported.</p>

Objective 2.2: Eliminating racism and discrimination in all forms.

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Build school staff capacity to respond to racism and discrimination.	With a vibrant and diverse population of staff and students, it is imperative that we work toward the elimination of racism and discrimination.	<p>Since 2021, all VSB staff are required to complete 6 hours of online training in equity and anti-oppression as a part of their on-boarding.</p> <p>District Equity and Anti-Oppression (EAO) staff continue to provide restorative practices training on an ongoing basis to help to build the capacity of staff to navigate acts of racism and support students and families through a trauma informed approach. They also provide ongoing professional learning, resources and support to schools when acts of racism or oppression are reported.</p> <p>Through anecdotal data, school-based administrators are showing growing confidence in managing and supporting incidents at their school sites.</p>	<p>Continue to utilize the expertise of the EAO team to provide ongoing professional learning and resources for staff.</p> <p>Revise and adapt the EAO online training for staff to better align with updated language and revised resources. Review the training regularly.</p>
Use a strength-based, trauma-informed, student-centered approach to lift the voices of a diverse population of students.	District supported initiatives and events provide opportunities for students to become involved in their own learning of equity and anti-oppression.	<p>The Diversity, Equity and Inclusion (DEI) Youth Conference has been offered for 5 years in the VSB. This event is planned and organized by students which ensures engagement and student leadership for Indigenous, Black, students of color and gender diverse students.</p> <p>The Diverse Story Studio created by staff and students of the VSB features stories and perspectives of diverse people from the Metro Vancouver area. Students see positive and accurate portrayals of members of their communities that aim to counter stereotypes.</p> <p>The Day of Pink celebration draws both elementary and secondary students to learn</p>	<p>Continue to provide learning and leadership opportunities for BIPOC and 2SLGBTQIA+ students so they can see themselves in their individual and collective learning journeys.</p> <p>Begin an affinity group in collaboration with Indigenous Education for BIPOC students in the 2025-2026 school year.</p> <p>Continue to provide support and resources for <i>Diversity</i> and <i>Gay Straight Alliance (GSA)</i> clubs in schools.</p>

		about folks who are part of the 2SLGBTQIA+ communities. Data shows an increase in new SOGI-inclusion clubs created in 2024-2025.	
Build capacity for educators to incorporate equity and inclusion into their work by using culturally relevant pedagogy.	All students deserve to be seen and accurately represented in the curriculum they are learning.	The Equity and Anti-Oppression (EAO) team continues to provide classroom visits, professional development, and monthly drop-ins where strategies to embed equity and inclusion in lessons are modeled and discussed. Resource kits were created for classroom teachers to sign out and use in their lessons about equity and anti-oppression.	Continue to utilize the support of the EAO district resource teachers in classrooms where teachers and students can experience culturally relevant pedagogy in action. Continue to encourage the use of district curated and culturally appropriate resources.

Objective 2.3: Evaluating and renewing plans for the improvement of Indigenous learners' education.

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Seasonal rounds-academic visits.	The six-year graduation rate for Indigenous students has remained steady at 62% for the past two years. However, the five-year rate is lower and declining. Both remain below the rates for all resident students and the provincial average for Indigenous learners. Improving outcomes requires a collective responsibility across K-12 staff, district teams, families, and community partners.	Seasonal round visits occur three times a year (Fall, Winter, Spring) at secondary schools and Alternate programs. The Director of Instruction, Indigenous Education, meets with principals and vice-principals to monitor graduation progress for Indigenous students in grades 10-12 and identify supports or interventions as needed. These visits facilitate collaborative, real time planning to ensure students remain on track to graduate.	Continue with the seasonal-round model. Adapt to expand participation to include additional Indigenous Education department staff, counsellors and resource teachers to strengthen wraparound supports.

Objective 2.4: Improving stewardship of the district's resources by focusing on effectiveness, efficiency, and sustainability.

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Refine the VSB budget processes to better support student success.	Improved coordination and communication is needed between Education Services, Finance, and Employee Services to ensure schools are effectively and efficiently staffed.	In 2024-2025 staffing allocations were reviewed to ensure compliance with applicable collective agreements and optimization of staffing.	Continue to expand cross-departmental communication and coordination to optimize funding sources in support of student needs.

Refine the enrolment projection model.	Accurate enrolment projections are essential for making informed decisions about staffing, budget allocation, and facility planning.	Enrolment projection methodologies were updated to align with data from the City of Vancouver, the University of British Columbia, and provincial legislation on densification and population growth targets, support VSB to more accurately project enrolment.	Continue refining enrolment projections and integrating findings into the five-year Capital Plan, land management strategies, and long-term planning documents.
Prioritize annual facility and accessibility upgrades and focus on sustainability in new facility design and construction.	<p>Upgraded and well-maintained facilities enhance student learning, safety, and a sense of belonging.</p> <p>Work within Ministry funding constraints to explore the use of sustainable building materials such as mass timber to support improved internal useability and long-term operational benefits.</p>	<p>Annual Facility Grants were used to efficiently maintain sites, with project selection based on school-specific needs and the goal of sustaining positive learning environments.</p> <p>New designs emphasize energy-efficient, accessible, modern, and welcoming spaces that positively impact student learning and feelings of belonging, as well as foster stewardship of the building and school environment.</p>	<p>Continue to prioritize grants to support safe, inclusive, accessible and engaging learning environments and seek out new partnerships.</p> <p>Implement/Introduce sustainable design principles, including the use of mass timber and wood finishes, where feasible, into all new school construction and major capital projects.</p>

VSBC EDUCATION PLAN GOAL 3:

The Vancouver School Board will continue its Reconciliation journey with First Nations, Métis and Inuit.

Objective 3.1 Increasing knowledge, awareness, appreciation of, and respect for Indigenous histories, traditions, cultures and contributions.

Strategy	Area of Growth	Strategy Effectiveness	Adjustments and Adaptations
<p>Continue to provide ongoing learning opportunities through land-based experiences, cultural experiences, storytelling and through the use of authentic resources.</p> <p>Support district and school-based staff groups and committees such as <i>Allies and Leads</i> and the <i>Shared Responsibility Group</i> to allow for greater engagement in actions that support truth and reconciliation and promote a deeper understanding of Indigenous culture.</p>	<p>Deepen staff and student understanding of Indigenous histories and cultures to better support Indigenous learners.</p> <p>Ongoing learning for staff and students about Indigenous histories, traditions, culture, and contributions is a continued priority.</p>	<p>Staff continue to engage in diverse learning opportunities provided by the Indigenous Education department in partnership with the three host nations. Events, ceremonies and days of learning included:</p> <ul style="list-style-type: none"> Indigenous Veterans Day, Orange Shirt Day, Red Dress Day. Musqueam Day of Learning, National Day for Truth and Reconciliation, Indigenous Peoples Day, First Peoples Festival. Indigenous Focused Professional Development Day (over 4,500 employees attended). Welcome Figure/House Post unveiling, carving projects, and community events. 	<p>Continue building staff and student knowledge through experiential learning, storytelling, and shared gatherings that support reconciliation, cultural understanding and respect.</p>

Objective 3.2: Aligning its policies and practices in a manner consistent with the United Nations Declaration on the Rights of Indigenous Peoples and the calls to Action of the Truth and Reconciliation Committee.

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
<p>Identify and revise policies and procedures to honor Indigenous rights as outlined in UNDRIPA and the Truth and Reconciliation Commission's Calls to Action.</p>	<p>Further align Indigenous rights across all policies and practices through a lens of humility and shared learning.</p>	<p>Initiatives this year included:</p> <ul style="list-style-type: none"> revising AP 300 Admission to School to reflect the rights of the three host nations to identify a school of choice. collaborating with the three host nations on school naming, including the new elementary school at Coal Harbour. 	<p>Continue reviewing and updating policies and procedures in partnership with Indigenous communities.</p>

Objective 3.3: Engaging and gathering with xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səlilwətaʔ (Tseil-Waututh Nation).

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Align the Indigenous Education Council (IEC) with Ministry mandates alongside xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səlilwətaʔ (Tseil-Waututh Nation).	<p>Continue to work alongside the three host nations to support the important work of the IEC.</p> <p>The council must reflect and integrate the distinct languages, cultures, customs, protocols, traditions, practices and the history of the local First Nations into the learning environments and staff training of the VSB.</p>	<p>The IEC met seven times in the 2024-2025 school year. IEC meetings were held on the lands of each of the three host nations to ensure good relations.</p> <p>Terms of reference were co-constructed by the three host nations to guide the work of the IEC.</p>	Continue to build trusting and supportive relationships that honour the important work of the IEC.
Continue to maintain good relations with the three host nations.	<p>Shifting from colonial structures by learning and gathering in community can support a deeper understanding of the First Peoples Principles of Learning.</p> <p>Centering relational responsibility with the nations will build trust and respect, and amplify the voices of Indigenous staff, students and families.</p>	<p>Many gatherings have occurred in the community throughout the 2024-2025 school year:</p> <ul style="list-style-type: none"> Administrators gathered on Musqueam land in August 2024 for a half day of experiential learning. Elder's Gathering at Squamish Nation with students in support of Indigenous Youth Leadership. Staff and student participation in a canoe journey at Tseil-Waututh Nation. Inherent rights holders are invited to participate and be witnesses in all Board Standing Committees and Advisory Committees. Ceremonial gatherings for Welcome Figure/House Post unveilings, school openings, and Indigenous student celebrations. 	Continue to provide further opportunities for shared learning and relationship building on ancestral and unceded lands.

October 1, 2025

TO: Board of Education

FROM: Education Plan Committee

RE: School Learning Plans

*Reference to
[Education Plan](#)*

GOAL:

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

OBJECTIVE:

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

INTRODUCTION

This report includes a recommendation from the Education Plan Committee for the Board to approve the [School Learning Plans](#) and direct the Superintendent of Schools to make the school learning plans available to parents/guardians of students attending each school in the Vancouver school district.

BACKGROUND

In accordance with Section 8.3 (1) of the *School Act*, School Learning Plans will be presented to the Board for approval. The school plans are an essential component of the Ministry of Education and Child Care's Framework for Enhancing Student Learning (FESL). They are collaboratively developed at the school level, reviewed by the Directors of Instruction, and approved by the Superintendent.

Section 8.3 (1) of the *School Act* states that "In each school year, a board must approve a school plan for every school in the school district." Throughout this academic year, there will be a strong emphasis on aligning School Learning Plans with the *VSB Framework for Enhancing Student Learning Annual Report*, in accordance with the Framework requirements. This report includes a [link](#) to School Learning Plans.

RECOMMENDATION

That the Board in accordance with section 8.3 (1) of the *School Act* approve the school learning plans and direct the Superintendent of Schools to make the school learning plans available to parents/guardians of students attending each school in the Vancouver school district.

October 1, 2025

TO: Board of Education

FROM: Audit Committee

RE: Audited Financial Statements June 30, 2025

[Reference to
Education Plan](#)**GOALS AND
OBJECTIVES:**

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

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

The Vancouver School Board will increase equity by:

- Improving stewardship of the district's resources by focusing on effectiveness, efficiency, and sustainability.

INTRODUCTION

This report includes a recommendation from the Audit Committee for approval of the Audited Financial Statements of School District No. 39 (Vancouver) by the Board.

BACKGROUND

In accordance with Section 157(5) of the *School Act* and [2024/25 Financial Statement Instructions](#) from the Ministry of Education and Child Care, Boards of Education must prepare and approve financial statements with respect to the preceding fiscal year and forward a copy to the Ministry of Education and Child Care by October 1st, together with the auditor's report.

The financial statements have been prepared by staff 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.

While the preparation and presentation of the Financial Statements Discussion and Analysis is not a legislative requirement, it is recommended by the Ministry of Education and Child Care.

The purpose of the Financial Statement Discussion and Analysis is to highlight information and provide explanations that enhance the reader's understanding of the VSB's financial statements and the factors that influenced the financial results presented in the financial statements.

The Financial Statement Discussion and Analysis and the Financial Statements for the Board of Education of School District No. 39 (Vancouver) for the fiscal year ended June 30, 2025, were presented at the September 10, 2025 Audit Committee meeting and at the September 17, 2025 Finance and Personnel Committee meeting.

AUDIT FINDINGS AND INDEPENDENT AUDITOR'S REPORT

The financial statements were audited by KPMG LLP. The Independent Auditor's Report for the year ended June 30, 2025 is included with the Audited Financial Statements.

In their report, KPMG LLP states: "In our opinion, the accompanying financial statements are prepared, in all material respects, in accordance with the financial reporting provisions of Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia."

RECOMMENDATION

That the Board approve the Audited Financial Statements of School District No. 39 (Vancouver) for the year ended June 30, 2025.

Attachments:

- A. Financial Statement Discussion and Analysis June 30, 2025
- B. Audited Financial Statements June 30, 2025



Financial Statements Discussion and Analysis

For the year ended June 30, 2025



Table of Contents

Introduction	1
Education Plan	2
Financial Statements Discussion and Analysis	4
Accounting Policies	4
Statement of Financial Position	6
Financial Assets	7
Current Liabilities	9
Deferred Capital Revenue	11
Other Liabilities	12
Tangible Capital Assets	13
Consolidated Statement of Operations	15
Revenue	15
Expense	15
Statement of Operations - Operating Fund	18
Revenues	19
Expenses	21
Accumulated Operating Surplus	23
Special Purpose Funds	26
Capital Fund	30
Local Capital	31
Deferred Capital Revenue	32
Tangible Capital Assets - Buildings	33
Risk Factors	38
Structural Deficit	38
Capital Projects	38
Contingent Assets	39
Contingent Liabilities	39
Enterprise Risk Management	40

Introduction

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

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

We are privileged to work closely with the three Host Nations, *xʷməθkʷəy̓əm* (Musqueam), *Sḵwxwú7mesh Úxwumixw* (Squamish Nation) & *səlilwətaʔ* (Tsleil-Waututh Nation). We embrace Indigenous ways of knowing and learning and work to expand Indigenous perspectives across the curriculum and within our 110 schools and programs, where more than 50,000 students learn and grow.

Equity and inclusivity are at the forefront of our approach to education. More than 7,700 staff work to create learning environments where every student thrives by prioritizing students' needs, applying evidence-informed practices and building relationships.

VSB's culture reflects the diversity of our city. Students enrolled in VSB come from varied backgrounds and lived experiences and are encouraged to explore and share their unique selves and gifts. Our commitment to students goes beyond academics. Students' overall well-being and sense of belonging are equally important. We strive to build a school system where every student can be their authentic self and succeed throughout their learning journey. In doing this work, we champion equity and accountability by making evidence-based decisions. As a learning community, we seek to continually improve student outcomes in service to them, their families, and the broader community.

This report provides a discussion and analysis of the school district's financial results for the fiscal year ending June 30, 2025. It summarizes the school district's financial activities based on current facts, decisions, and conditions. The financial results for this year are compared with those from the fiscal year ending June 30, 2024, and the amended annual budget for the 2024-25 fiscal year. For a complete understanding, this report should be read alongside the School District's audited financial statements for the year ending June 30, 2025.

For more information about our school district, visit <https://www.vsb.bc.ca>.

Education Plan

VSb's Education Plan, created through consultation with students, their families, staff and stakeholders, guides the school district's work. The Board approved the following statements, goals and objectives, which are included in [Policy 1 – Foundational Statements](#).



Values Statement

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

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

Equity Statement

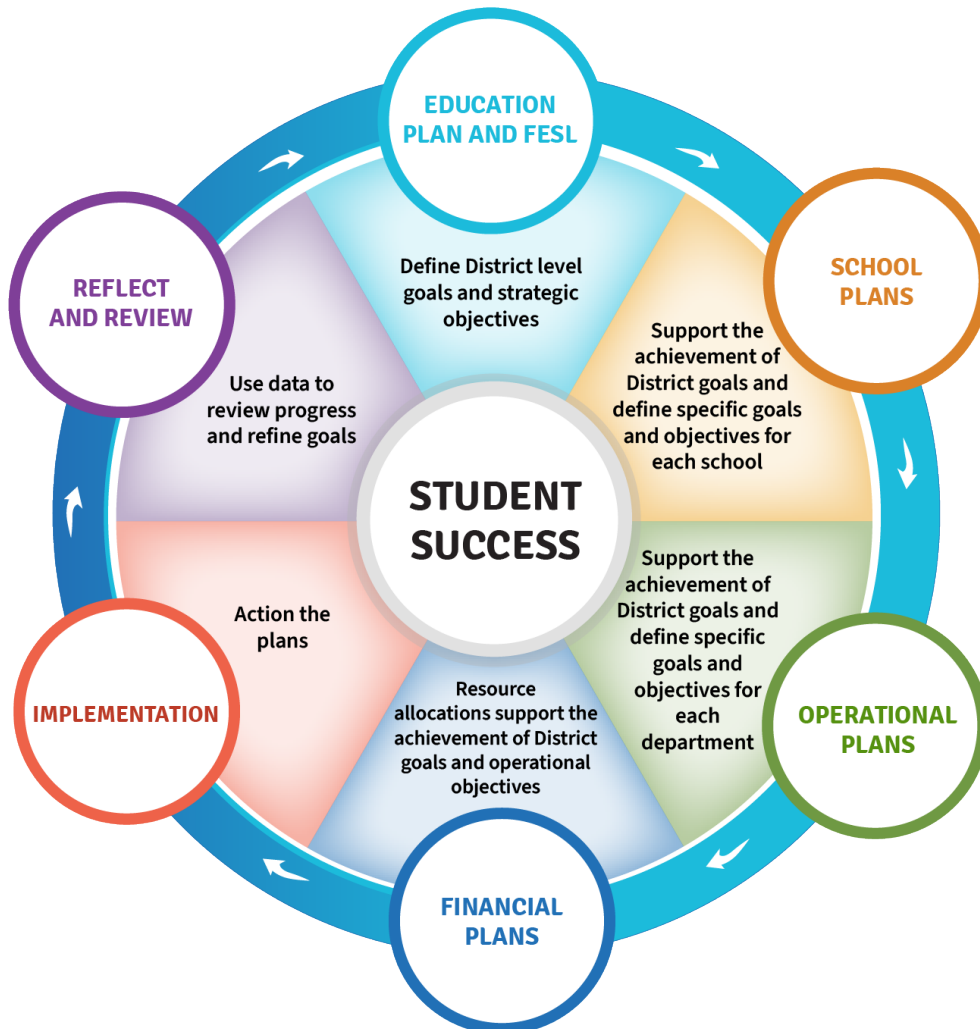
The Vancouver School Board – a large, urban school district located on the unceded, traditional lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) and səliłwətał (Tsleil-Waututh Nation) – respects and supports Indigenous ways of knowing and learning.

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.

Continuous Cycle of Improvement

Continuous improvement of student outcomes is guided by the Framework for Enhancing Student Learning and our Education Plan. School learning plans and other operational plans are interconnected and aligned with multi-year financial plans. The development of financial plans is supported by engagement with rights holders and stakeholders.





Financial Statements Discussion and Analysis

The Financial Statements Discussion and Analysis should be read in conjunction with the audited financial statements of School District No. 39 (Vancouver) for the year ended June 30, 2025.

The purpose of the Financial Statements Discussion and Analysis is to highlight information and provide explanations that enhance the reader's understanding of the school district's financial statements and the factors that influenced the financial results presented in these statements.

While the preparation and presentation of the Financial Statements Discussion and Analysis is not a legislative requirement, they are recommended by MECC.

The preparation of the Financial Statements Discussion and Analysis is the responsibility of school district management.

Accounting Policies

The financial statements of School District No. 39 (Vancouver) have been prepared in accordance with Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia, supplemented by Regulations 257/2010 and 198/2011 issued by the Province of British Columbia Treasury Board.

Significant accounting and reporting practices are summarized in Note 2 of the financial statements. These include the following:

- operating expenses are recorded in the year the good or service is received;
- operating grants are not restricted in use and are recorded as revenue when received or receivable;
- restricted contributions are recorded as deferred contributions until the funds are expended;
- contributions for capital projects are recorded as deferred capital contributions once they are invested in capital assets;
- capital assets and deferred capital contributions are amortized over the estimated useful life of the assets.

To meet reporting requirements, the following funds are utilized:

OPERATING FUND	SPECIAL PURPOSE FUNDS	CAPITAL FUND
The operating fund includes operating grants and other revenues used to fund instructional programs, school and district administration, facilities operations, maintenance, and transportation.	Special purpose funds consist of targeted funding provided to the school district for a specific purpose. 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.”	Capital funds include 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 Accounting Practices Order of the Ministry of Education and Child Care.

Statement of Financial Position

The following table provides a comparative analysis of the School District's net financial position for VSB's fiscal years ending June 30, 2021, through June 30, 2025.

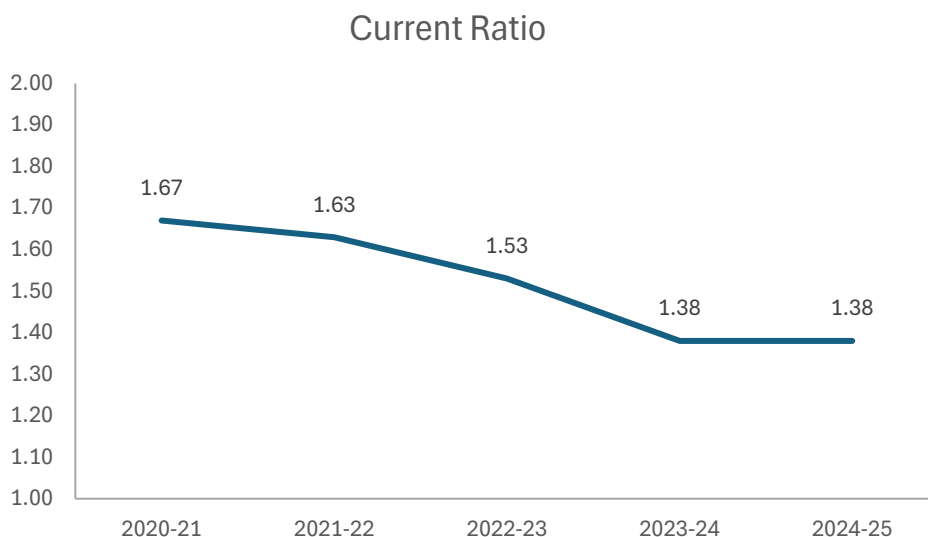
Figure 1 – Statement of Financial Position

(\$ millions)	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Actual	2024-25 Actual
Financial Assets					
Cash and Cash Equivalents	\$ 263.95	\$ 246.30	\$ 260.85	\$ 207.57	\$ 204.88
Accounts Receivable					
Due from MECC	6.04	10.26	5.70	5.39	5.18
Due from Province– Other	-	-	0.09	0.14	-
Other	4.36	8.50	18.79	32.45	30.17
Portfolio Investments	0.43	0.42	0.44	50.40	30.21
Total Financial Assets	274.78	265.48	285.87	295.95	270.44
Liabilities					
Accounts Payable and Accrued Liabilities					
Due to Province– Other	3.74	0.61	0.64	0.23	0.23
Other	83.63	83.91	87.40	115.57	93.38
Unearned Revenue	52.12	52.61	56.32	57.06	63.08
Deferred Revenue	25.33	25.38	42.29	41.66	38.96
Deferred Capital Revenue	783.06	860.97	917.56	953.31	966.41
Employee Future Benefits	31.07	32.39	33.24	33.85	33.89
Asset Retirement Obligation	-	67.12	67.12	66.97	70.32
Capital Lease Obligation	3.92	5.52	3.68	2.57	2.61
Other	0.37	0.10	-	-	-
Total Liabilities	983.24	1,128.61	1,208.25	1,271.22	1,268.88
Net Debt	(708.46)	(863.13)	(922.38)	(975.27)	(998.44)
Non-Financial Assets					
Tangible Capital Assets	863.85	1,007.48	991.05	1,045.75	1,056.65
Prepaid Expenses	1.98	1.41	1.69	3.05	3.02
Supplies Inventory	0.95	0.99	1.11	1.29	1.41
Total Non-Financial Assets	866.78	1,009.88	993.85	1,050.09	1,061.08
Accumulated Surplus (Deficit)	\$ 158.32	\$ 146.75	\$ 71.47	\$ 74.82	\$ 62.64

Current Ratio

VSB's current ratio, which is calculated as current assets divided by current liabilities, was 1.38 which is unchanged from the 2023-24 year end ratio.

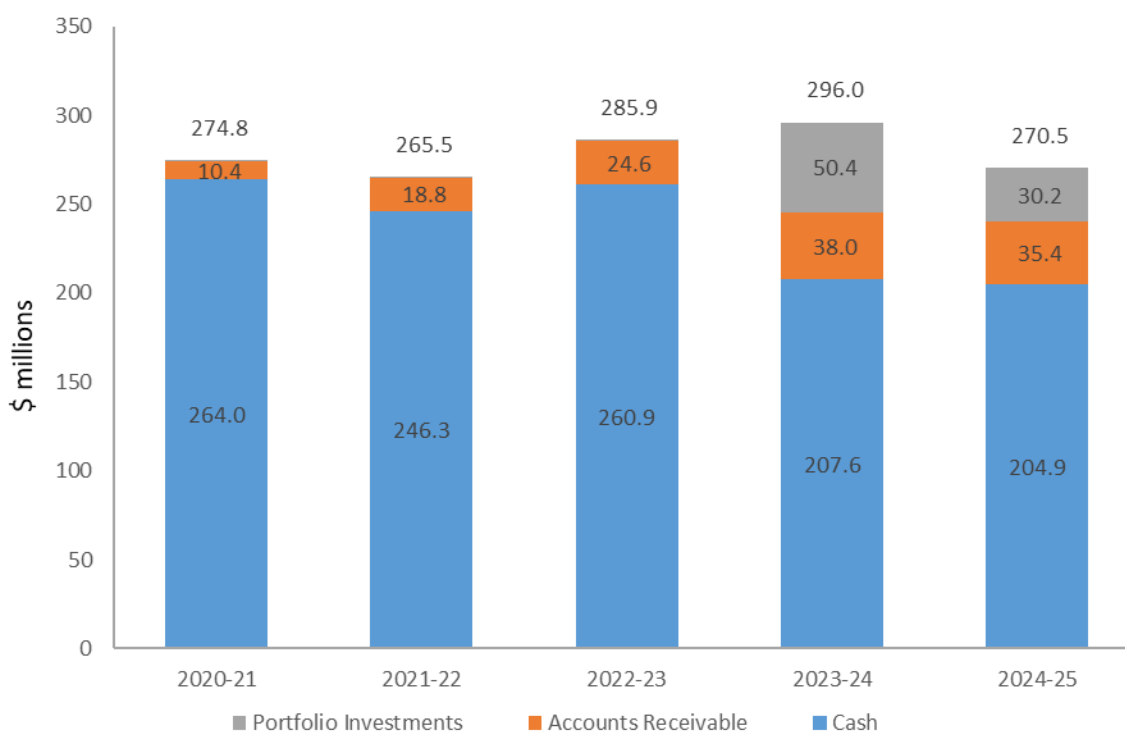
Figure 2 – Current Ratio



Financial Assets

Financial assets include cash and cash equivalents, accounts receivable and portfolio investments.

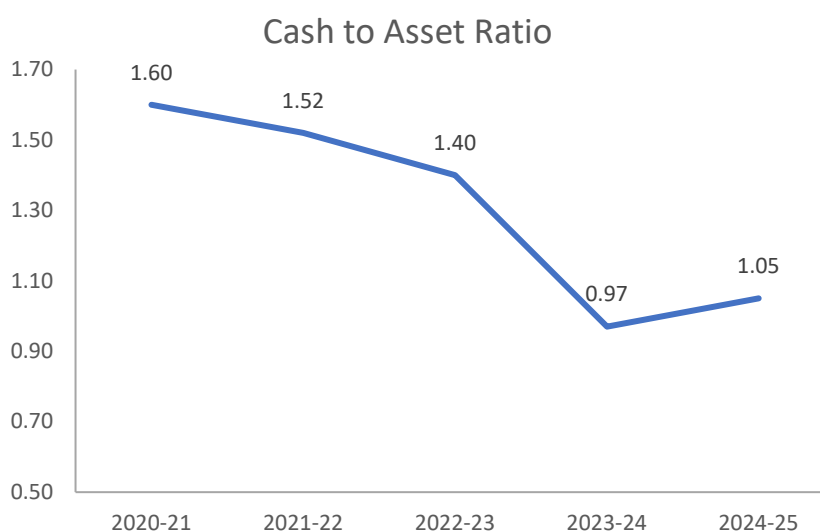
Figure 3 – Financial Assets



Cash and Cash Equivalents

Cash and cash equivalents comprise \$204.88 million of the \$270.44 million of financial assets as at June 30, 2025, compared to \$207.57 million a year ago. VSB earns interest on cash balances held with Bank of Montreal and deposits with the provincial Central Deposit Program at rates based on Bank of Canada's target overnight interest rate.

Figure 4 – Cash to Asset Ratio



The cash to asset ratio is the ratio of cash and cash equivalents to current liabilities. This ratio declined in the 2023-24 year as the VSB held \$50 million in short-term investment certificates at year-end, which are not included in the cash and cash equivalents for purposes of calculating the cash to asset ratio. Those investments matured during the 2024-25 year, and the VSB invested \$30 million of the proceeds in a guaranteed investment certificate. The VSB's accounts payable balances declined by \$22.19 million during the 2024-25 year which also contributed to the increase in the cash to asset ratio from 0.97 to 1.05 during the year.

Accounts Receivable

VSB's accounts receivable were \$35.35 million as at June 30, 2025, compared to \$37.98 million a year ago.

Figure 5 – Accounts Receivable

(\$ millions)	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Actual	2024-25 Actual
Due from MECC	\$ 6.04	\$ 10.26	\$ 5.70	\$ 5.39	\$ 5.18
Due from Province - Other	-	-	0.09	0.14	-
Due from Federal Government	0.56	0.40	0.52	0.49	1.25
Due from Municipalities	2.37	3.63	10.65	18.05	19.69
Due from Other School Districts	-	-	0.20	0.30	0.19
Rentals and Leases	0.53	40.90	48.46	56.77	3.99
Other Receivables	0.90	3.96	7.36	13.20	5.05
	10.40	59.15	72.98	94.34	35.35
Allowance for Doubtful Accounts	-	(40.39)	(48.40)	(56.36)	-
	\$ 10.40	\$ 18.76	\$ 24.58	\$ 37.98	\$ 35.35

The receivable from MECC includes anticipated funding for work in progress expenditures related to capital projects expenditures incurred prior to the end of the fiscal year and amounts due from MECC for Classroom Enhancement Fund remedies.

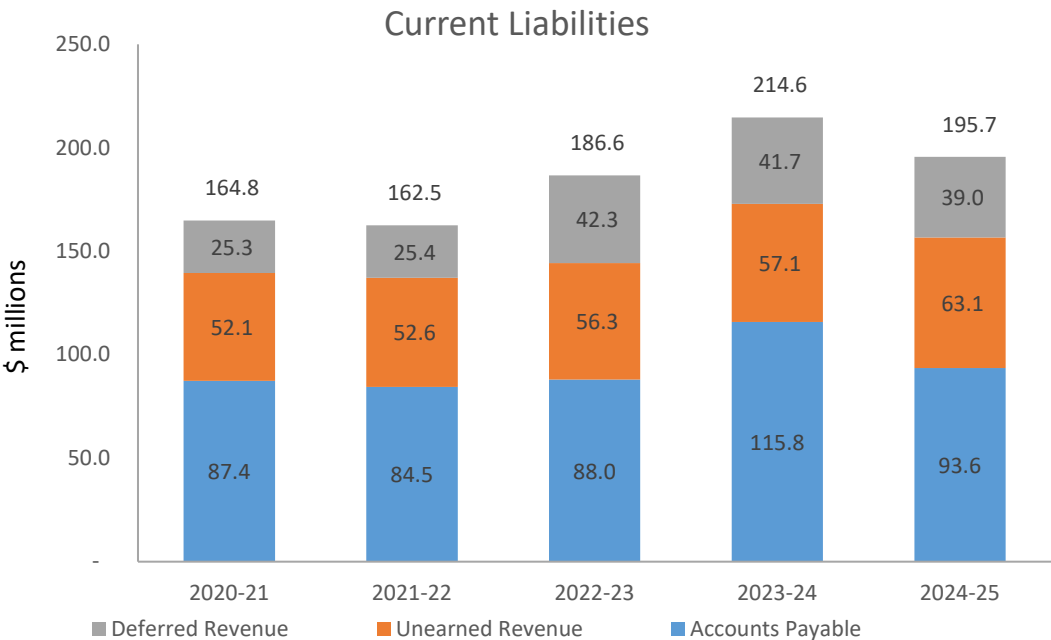
The amounts Due from Municipalities are for construction costs of child care spaces built in VSB schools. This is primarily for amounts due from the City of Vancouver for child care spaces built in VSB schools.

As noted in the Risk Factors section below, on December 22, 2024, the court set aside an arbitration award related to market value of Kingsgate Mall for setting rent on the property. As a result of this ruling, the District now invoices the tenant a lower amount and the balance due from the tenant based on the arbitration award has been reduced with a corresponding reduction in the allowance for doubtful accounts. Previously, the District had been invoicing the tenant based on an arbitration ruling and the tenant had been paying a lower rental amount which resulted in the difference being included in the allowance for doubtful accounts.

Current Liabilities

Current liabilities include accounts payable, unearned revenue and deferred revenue.

Figure 6 – Current Liabilities



Accounts Payable

Accounts payable totaled \$93.61 million as at June 30, 2025, compared to \$115.80 million a year ago. The City of Vancouver is building the Coal Harbour mixed use development which will include an elementary school that VSB will fund through a combination of MECC Restricted Capital and Local Capital as described in the Capital Fund section below. The VSB made its progress payment on the project during the year, which reduced the accrued liabilities for the City of Vancouver from \$25.00 million as at June 30, 2024, to \$6.39 million as at June 30, 2025.

Figure 7 – Accounts Payable

(\$ millions)	2020-21	2021-22	2022-23	2023-24	2024-25
	Actual	Actual	Actual	Actual	Actual
Due to Province	\$ 3.73	\$ 0.61	\$ 0.64	\$ 0.23	\$ 0.23
Accrued vacation payable	11.58	11.20	11.27	11.43	12.01
Salaries and benefits payable	41.84	36.52	40.36	43.98	46.92
Trade payables	12.77	16.51	15.39	12.91	9.24
Other	17.45	19.68	20.38	47.25	25.21
	<u>\$ 87.37</u>	<u>\$ 84.52</u>	<u>\$ 88.04</u>	<u>\$ 115.80</u>	<u>\$ 93.61</u>

The year-over-year increase of \$2.94 million in Salaries and Benefits reflects increase in employee benefits contribution rates for extended health and dental benefits as well as general wage increases.

Unearned Revenue

Unearned Revenue represents amounts that have been collected by the school district in advance of providing the related programming or service. These unearned revenues are comprised of international student tuition fees, prepaid program of choice fees, and facilities rentals and leases.

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 (Fleming). In alignment with PSAB revenue recognition principles, the proceeds of \$8.52 million have been recorded as unearned revenue and the VSB will recognize these lease proceeds over the term of the ground lease. The annual lease income of approximately \$86 thousand will be recognized as lease revenue in Local Capital.

Deferred Revenue

Deferred Revenue consists of non-capital amounts that are subject to a legislative or contractual stipulation or restriction as to their use. These amounts will be recognized as revenue in the special purpose fund when eligible expenses are incurred. Details on the deferred revenue balances are provided in the table below.

Figure 8 – Deferred Revenue

(\$ millions)	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Actual	2024-25 Actual
Assistive Technology BC (AT-BC)	\$ 9.70	\$ 10.64	\$ 12.23	\$ 13.61	\$ 14.47
Communication Assistance for Youth and Adults (CAYA)	3.65	3.65	18.93	16.44	12.82
Classroom Enhancement Fund (CEF)	1.54	0.89	1.32	1.37	1.39
CommunityLINK	0.17	0.38	0.37	0.06	0.58
CommunityLINK - Other	0.88	0.78	0.47	0.44	0.41
Early Childhood Education Dual Credit Program	-	-	-	-	0.07
Early Care & Learning (ECL)	-	0.04	0.09	0.06	0.03
Learning Improvement Fund (LIF)	0.43	0.48	0.59	0.59	0.83
Mental Health in School	-	0.05	0.04	-	0.03
Miscellaneous	1.06	0.65	0.63	0.51	0.66
National School Food Program					0.12
Official Languages in Education French Program (OLEP)	0.09	0.19	0.18	0.25	0.18
Professional Learning Grant					0.20
Provincial Resource Centre for the Visually Impaired (PRCVI)	0.44	0.63	0.86	1.01	1.25
Provincial Resource Programs (PRP)	0.19	0.31	0.28	0.15	0.15
Ready, Set, Learn	-	-	-	-	0.04
Safe Return to School	-	1.08	-	-	-
Scholarships and Bursaries	0.53	0.53	0.57	0.56	0.58
School Generated Funds	4.38	4.02	3.85	4.36	4.48
Seamless Day Kindergarten Funding	-	-	0.05	-	-
Settlement Workers in School (SWIS)	0.41	0.39	0.30	-	-
Strengthening Early Years Transition to Kindergarten Transition (SEY2KT)	-	-	-	-	0.03
Special Education Technology (SET-BC)	1.86	0.67	0.49	0.21	0.19
Student & Family Affordability Fund	-	-	1.04	2.04	0.40
Work Experience Grant	-	-	-	-	0.05
	\$ 25.33	\$ 25.38	\$ 42.29	\$ 41.66	\$ 38.96

Deferred Capital Revenue

Deferred Capital Revenue (DCR) is accounted for in accordance with Treasury Board Regulation 198/2011. These contributions are recorded in DCR and over time this liability is reduced and recognized as revenue over the expected life of the asset acquired. The DCR balance consists of amounts related to completed capital projects, work in progress and contributions received that have not been spent. Capital grants received and related interest income are initially accounted for as unspent DCR. The balance in DCR related to completed projects is amortized to revenue throughout the expected life of the completed assets. The balance in DCR is explained in the following table.

During the year, the Henry Hudson Elementary project was substantially completed which represents \$28.39 million of the \$62.76 million transferred from DCR, Work in Progress (WIP) to DCR during the year. Expenditures incurred to complete Seismic Mitigation Program projects declared substantially completed in prior years and minor capital projects completed during the year are also including in the \$62.76 million reported in the table.

Additional details are provided in the Capital Fund section.

Figure 9 – Deferred Capital Revenue (DCR)

(\$ millions)	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Actual	2024-25 Actual
Deferred Capital Revenue, beginning of year	\$555.15	\$624.65	\$669.33	\$754.01	\$870.74
Transferred from DCR, Work in Progress	90.02	67.11	109.23	141.50	62.76
Other items, net	-	-	-	1.76	(0.29)
Transfers from DCR to DCR, Unspent	-	-	-	-	(1.42)
Amount Recognized in Revenue	(20.52)	(22.43)	(24.55)	(26.53)	(30.29)
Deferred Capital Revenue, end of year	624.65	669.33	754.01	870.74	901.50
DCR, Work in Progress, beginning of year	121.07	116.29	149.53	120.56	59.82
Transfers from Deferred Revenue, unspent	85.24	100.35	80.26	80.76	47.59
Transferred to DCR, completed projects	(90.02)	(67.11)	(109.23)	(141.50)	(62.76)
Write-off/down of Buildings and Sites	-	-	-	-	(0.56)
DCR, Work in Progress, end of year	116.29	149.53	120.56	59.82	44.09
DCR, Unspent, beginning of year	41.52	42.12	42.11	42.99	22.75
Provincial Grants	81.98	94.56	70.38	51.85	40.98
Other Grants	3.72	5.21	8.75	8.55	3.56
Investment Income	0.61	0.51	2.01	2.39	0.94
Transfers to DCR, WIP	(85.24)	(100.35)	(80.26)	(80.92)	(47.59)
Transfers from DCR to DCR, Unspent	-	-	-	-	1.42
Other items, net	(0.47)	0.06	-	(2.11)	(1.24)
DCR, Unspent, end of year	42.12	42.11	42.99	22.75	20.82
TOTAL	\$783.06	\$860.97	\$917.56	\$953.31	\$966.41

Other Liabilities

Other liabilities include asset retirement obligations, employee future benefits and capital lease obligations.

Employee Future Benefits

Employee Future Benefits is a liability that measures the estimated future cost to the school district to provide employee benefits such as retirement allowances, vacation, and sick pay, as well as other leave benefits. The annual increase is linear and predictable, suggesting that the cost of benefits increases over time as wages increase and the workforce ages. MECC provides this amount annually to the school district based on actuarial valuations and the school district's benefit plans. Although no plan assets are uniquely identified, the school district provided for the payment of these benefits.

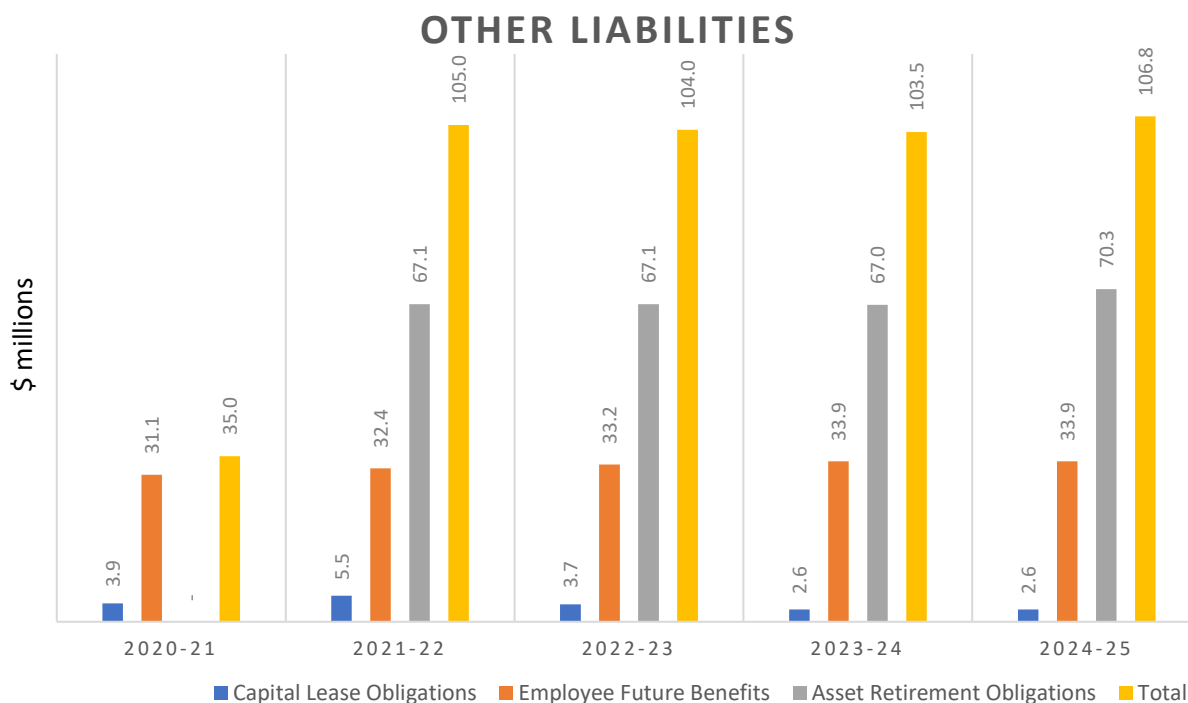
Asset Retirement Obligations

The school district adopted a new accounting standard in 2023 related to legal liabilities that exist for the removal and disposal of asbestos and other environmentally hazardous materials within some school district-owned buildings that will undergo major renovations or demolition in the future. A reasonable estimate of the fair value of the obligation has been recorded in the current year.

Capital Lease Obligations

Capital Lease Obligations increased by \$0.04 million during the year, which is the net change from assets acquired under capital leases of \$1.84 million and principal payments of \$1.80 million paid during the year.

Figure 10 – Other Liabilities



Tangible Capital Assets

The school district undertakes capital work each year by upgrading and extending the life of existing buildings. The funds expended on these capital projects, as well as those spent on furniture and equipment, vehicles and computer hardware and software are reported as tangible capital assets. The costs of these assets are amortized over their expected useful lives.

These assets are deemed to be disposed of at the end of their useful life and the asset value and corresponding accumulated amortization are removed from the asset register.

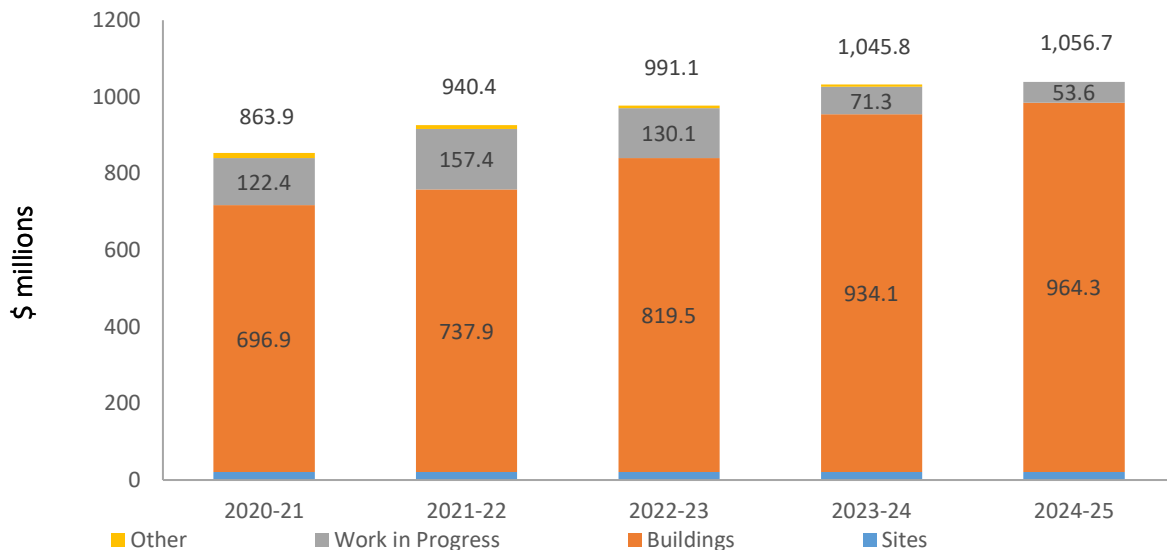
Tangible capital assets were \$1,056.65 million as at June 30, 2025, compared to \$1,045.75 million the previous year. During the year, the work-in-progress of \$4.28 million was written off as it represents costs incurred to complete Project Definition Reports for capital projects that have not been funded by the province. This adjustment is recognized in the capital fund.

A summary of the school district's tangible capital assets is provided below.

Figure 11 – Tangible Capital Assets

Tangible Capital Assets (\$ millions)	Sites	Buildings	Furniture and Equipment	Vehicles	Computer Software	Computer Hardware	2024-25	2023-24
Cost, beginning of year	\$ 20.78	\$ 1,486.47	\$ 21.02	\$ 1.73	\$ 0.10	\$ 16.01	\$ 1,546.11	\$ 1,405.34
Additions	-	63.62	1.67	-	-	2.17	67.46	148.83
Disposals	-	-	1.43	0.19	-	2.24	3.86	7.99
Other items, net	-	(0.07)	-	-	-	-	(0.07)	(0.07)
Cost, end of year	20.78	1,550.02	21.26	1.54	0.10	15.94	1,609.64	1,546.11
Add: WIP Balance	-	53.56	-	-	-	-	53.56	71.27
Cost and WIP, end of year	20.78	1,603.58	21.26	1.54	0.10	15.94	1,663.20	1,617.38
Accumulated Amortization - Opening	-	552.40	8.32	1.05	0.05	9.81	571.63	544.38
Amortization Expense	-	33.30	2.11	0.16	0.02	3.19	38.78	35.24
Deemed Disposal Recapture	-	-	1.43	0.19	-	2.24	3.86	7.99
Accumulated Amortization - Closing	-	585.70	9.00	1.02	0.07	10.76	606.55	571.63
Tangible Capital Assets - Net Book Value	\$ 20.78	\$ 1,017.88	\$ 12.26	\$ 0.52	\$ 0.03	\$ 5.18	\$ 1,056.65	\$ 1,045.75

Figure 12 – Tangible Capital Assets Net Book Value



Consolidated Statement of Operations

Statement 2 includes the revenues and expenses for all three funds, with expenses shown by function. The following schedule shows the consolidated results of operations of the school district.

Figure 13 – Consolidated Statement of Operations

(\$ millions)	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Actual	2024-25 Budget	2024-25 Actual
Revenue						
Provincial Grants - MECC	\$ 570.43	\$ 547.61	\$ 590.03	\$ 646.11	\$ 681.57	\$ 682.30
Provincial Grants - Other	6.36	7.31	7.91	9.21	8.87	10.06
Federal Grants	2.35	2.38	2.69	3.19	3.41	3.38
Tuition	22.28	22.27	23.47	26.79	24.84	26.40
Other Revenue	22.14	25.42	27.85	27.65	25.51	31.36
Rentals and Leases	4.10	9.44	7.73	7.98	7.73	8.92
Investment Income	2.44	2.02	7.24	9.24	6.25	7.53
Amortization of Deferred Capital Revenue	20.52	22.43	24.55	26.53	30.16	30.29
Total Revenue	650.62	638.88	691.47	756.70	788.34	800.24
Expense						
Salaries and Benefits	543.01	545.33	578.77	629.46	667.54	669.25
Services and Supplies	66.88	72.74	86.62	88.64	97.93	97.32
Amortization of Tangible Capital Assets	29.61	32.38	34.35	35.25	38.67	38.79
Write-off/down of Buildings and Sites	-	-	-	-	-	3.71
ARO Accretion	-	-	-	-	-	3.35
Total Expense	639.50	650.45	699.74	753.35	804.14	812.42
Net Revenue (Expense)	11.12	(11.57)	(8.27)	3.35	(15.80)	(12.18)
Capital Assets Purchased	(8.42)	(5.28)	(4.74)	(4.13)	(4.58)	(3.11)
Net Transfers (to) from other funds	8.42	5.28	4.74	4.13	4.58	3.11
Surplus (Deficit) for the year	\$ 11.12	\$ (11.57)	\$ (8.27)	\$ 3.35	\$ (15.80)	\$ (12.18)

Revenue

Consolidated revenues were \$11.90 million higher than budget due to several factors. Other revenue was \$5.85 million higher than budget as school generated funds exceeded budget by \$1.92 million and other grants exceeded budget by \$1.00 million. Additionally, tuition revenues were \$1.56 million higher than budget and investment income was \$1.29 million higher than budget.

Consolidated revenues increased by \$43.54 million compared to the 2023-24 year, primarily due to a \$28.06 million increase in the operating grant for 2024-25. Additionally, MECC provincial grants revenue reported in the special purpose fund rose by \$11.70 million. Provincial grants recognized under the Classroom Enhancement Fund increased by \$12.63 million, while grant revenue recognized in the Annual Facilities grant declined by \$1.47 million. Additional details are included in the special purpose funds section below.

Expense

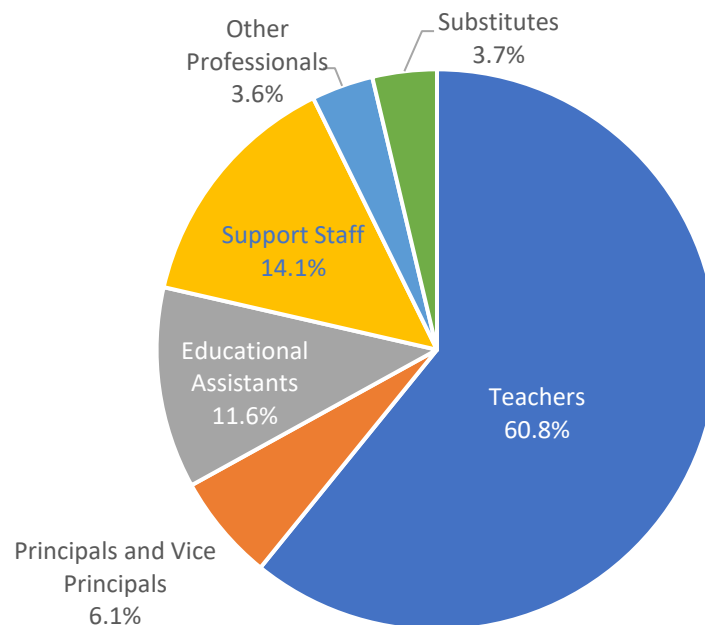
Consolidated expenses were \$8.28 million higher than budget, reflecting a one-time adjustment to write off work-in-progress of \$3.71 million and a \$3.35 million increase in the estimated costs of asset retirement obligations. This totalled \$7.06 million in unbudgeted expenses which are reported in the capital fund.

Actual consolidated expenses were \$59.07 million higher in 2024-25 compared to the prior year due to a combination of factors including the \$7.06 million noted above. Salaries and benefits were \$39.79 million higher than 2023-24 reflecting general wage increases for unionized staff and performance-based pay increases for exempt staff, increased staff complement related to increased enrolment and increases in monthly contribution rates for the provision of dental and extended health benefits.

Salaries and Benefits

Teachers, educational assistants and support staff comprise the majority of VSB's personnel and together they accounted for 86.5 per cent of total salaries in the 2024-25 year as depicted in the chart below.

Figure 14 – Salaries by Employee Group – All Funds



Employee salaries and benefits are primarily reported in the operating fund, but VSB also administers a series of special purpose funds which include funding for salaries and benefits. The table below reports total salaries across all funds from 2020-21 to 2024-25.

Figure 15 – Salaries and Benefits - All Funds

(\$ millions)	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Actual	2024-25 Budget	2024-25 Actual
Teachers	\$ 261.74	\$ 262.83	\$ 275.24	\$ 299.79	\$ 315.43	\$ 316.88
Principals and Vice Principals	28.55	27.27	28.40	32.10	32.11	31.96
Educational Assistants	47.96	50.82	52.33	56.33	62.93	60.48
Support Staff	64.06	62.45	66.53	72.07	74.64	73.64
Other Professionals	16.00	15.80	16.20	16.86	17.66	18.57
Substitutes	12.10	16.10	17.23	18.48	19.85	19.33
Total Salaries	430.41	435.27	455.93	495.63	522.62	520.86
Employee Benefits	112.60	110.07	122.84	133.83	144.92	148.39
Total Salaries and Benefits	\$ 543.01	\$ 545.34	\$ 578.77	\$ 629.46	\$ 667.54	\$ 669.25

The key drivers of the variances between budgeted salaries and actual salaries are summarized below.

Teacher salaries were \$17.09 million higher than 2023-24, and \$1.45 million higher than budgeted for the 2024-25 year. The year-over-year increase reflects additional teachers hired to accommodate enrolment growth and wage increases for existing staff. Average teacher salaries were higher than budgeted which resulted in actual salaries exceeding budget for the year. Current year and prior year remedy costs totalled \$1.40 million over budget, of which \$1.10 million was budgeted as substitutes - TTOC. Variances in average salaries, vacancies, and summer teaching costs resulted in the remaining \$0.05 million teacher salaries.

Principal and Vice Principal salaries were \$0.14 million lower than 2023-24, and \$0.15 million lower than budgeted for the 2024-25 year. Vacancy savings realized during the year that were partially offset by higher than anticipated vacation and leave entitlements.

Educational Assistant salaries were \$4.15 million higher than 2023-24, but \$2.45 million lower than budgeted for the 2024-25 year. The VSB hired additional educational assistants in 2024-25 to support students with disabilities or diverse abilities. The budget variance is a result of vacancies from both unpaid leaves and temporarily vacant positions that are actively being filled (\$2.62 million in operating, and \$0.21 million in special purpose funds), additional vacation payouts of \$0.20 million, and additional replacement costs of \$0.18 million.

Support Staff salaries were \$1.57 million higher than 2023-24, but \$1.00 million lower than budgeted for the 2024-25 year. The year-over-year increase reflects general wage increases for support staff, while the variance to budget is primarily attributable to lower overtime and replacement costs than anticipated (\$0.84 million), and vacancies (\$0.16 million).

Other Professionals salaries were \$1.71 million higher than 2023-24 and exceeded the 2024-25 budget by \$0.91 million. The variance is primarily due to unbudgeted salary costs for facilities staff (Vancouver Project Office staff working on projects for other school districts \$0.27 million, rental revenue and grant funded staffing \$0.18 million). Although these costs were offset by revenue, both the revenue and related expenses were unbudgeted, resulting in the overall increased cost compared to budget. Additional costs stemmed from performance-based increases, temporary staffing supporting ongoing litigation and vacation payouts on retirement.

Substitute salaries were \$0.85 million higher than 2023-24, but \$0.52 million lower than budgeted for the 2024-25 year. The year-over-year increase reflects general wage increases and increased staff complement to support enrolment growth. The budget variance reflects a positive variance of \$1.10 million in special purpose funds (remedy costs lower than budgeted) and a \$0.58 million negative variance in the operating fund reflecting higher than expected teacher replacement costs. Principal and vice principal substitute salaries were aligned with the budget (\$0.01 million over budget). Teachers teaching on call (TTOC) were \$1.11 million lower than budget. Remedy costs budgeted as substitute salaries (TTOC) were accrued as teacher costs as per the agreements for alternative use of outstanding remedy reached with Vancouver Secondary Teachers Association (VSTA) and Vancouver Elementary and Adult Educators' Society (VEAES). This was partially offset by school-based TTOC costs which were \$0.63 million higher than budgeted. An additional \$0.03 million was spent for TTOCs to support district programs.

Employee Benefits were \$14.56 million higher than in 2023-24, and \$3.47 million higher than budgeted for the 2024-25 year. The year-over-year increase reflects an increased staff complement as well as increased monthly premiums for dental and extended health benefits. The negative budget variance is primarily attributable to increased dental and extended health premiums (\$2.15 million).

Additional details on the revenues and expenses reported in the operating, special purpose and capital funds are provided in the sections that follow.

Statement of Operations - Operating Fund

Activity in the school district's operating fund is comprised of normal operations and operations related to school generated funds (SGF) that do not meet the criteria to be reported as Special Purpose Funds as they do not have a restriction on their use. These SGF are maintained in schools and any surplus accumulated at the school level funds school operations.

The schedule below illustrates the operating fund results for the school district for the years ending June 30, 2024 and June 30, 2025. Revenues are shown as presented on Schedule 2 of the Financial Statements and the expenses are shown by object as presented on Schedule 2B of the Financial Statements.

Figure 16 – Operating Fund

Operating Fund (\$ millions)	2024-25 Budget	2024-25 Actual	Variance to Budget	2023-24 Actual	Variance to 2023-24
Revenue					
Provincial Grants - MECC	\$ 593.18	\$ 594.09	\$ 0.91	\$ 569.43	\$ 24.66
Provincial Grants - Other	0.08	0.06	(0.02)	0.06	-
Federal Grants	3.41	3.38	(0.03)	3.19	0.19
Tuition	24.84	26.40	1.56	26.79	(0.39)
Other Revenue	18.01	23.01	5.00	19.71	3.30
Rentals and Leases	5.63	6.70	1.07	5.67	1.03
Investment Income	5.58	6.28	0.70	7.61	(1.33)
Total Revenue	650.73	659.92	9.19	632.46	27.46
Expense					
Salaries					
Teachers	275.30	275.78	0.48	267.76	8.02
Principals and Vice Principals	31.31	31.07	(0.24)	31.18	(0.11)
Educational Assistants	55.33	53.24	(2.09)	48.46	4.78
Support Staff	67.56	66.54	(1.02)	63.63	2.91
Other Professionals	13.77	14.69	0.92	13.20	1.49
Substitutes	17.87	18.45	0.58	17.73	0.72
Total Salaries	461.14	459.77	(1.37)	441.96	17.81
Employee Benefits	127.25	130.70	3.45	118.05	12.65
Total Salaries and Benefits	588.39	590.47	2.08	560.01	30.46
Services and Supplies					
Services	23.95	21.06	(2.89)	16.73	4.33
Student Transportation	4.47	4.26	(0.21)	3.52	0.74
Professional Development and Travel	2.22	1.44	(0.78)	0.97	0.47
Rentals and Leases	0.95	0.76	(0.19)	0.83	(0.07)
Dues and Fees	1.04	1.06	0.02	0.74	0.32
Insurance	1.76	1.59	(0.17)	1.53	0.06
Supplies	26.37	27.02	0.65	27.85	(0.83)
Utilities	11.49	11.43	(0.06)	11.40	0.03
Total Services and Supplies	72.25	68.62	(3.63)	63.57	5.05
Total Operating Expense	660.64	659.09	(1.55)	623.58	35.51
Net Revenue (Expense)	(9.91)	0.83	10.74	8.88	(8.05)
Capital Assets Purchased	(3.91)	(2.93)	0.98	(3.61)	0.68
Interfund Transfers	-	1.04	1.04	-	1.04
Surplus (Deficit) for the Year	\$ (13.82)	\$ (1.06)	\$ 12.76	\$ 5.27	\$ (6.33)

The operating fund reported a deficit of \$1.06 million for the year, compared to a budgeted deficit of \$13.82 million and a surplus of \$5.27 million in the 2023-24 year.

When analyzing the variances in the operating fund in the following sections, it should be noted that the income from school generated funds is shown in Other Revenue and the expense side is shown in Supplies as illustrated below.

Figure 17 – School Generated Funds

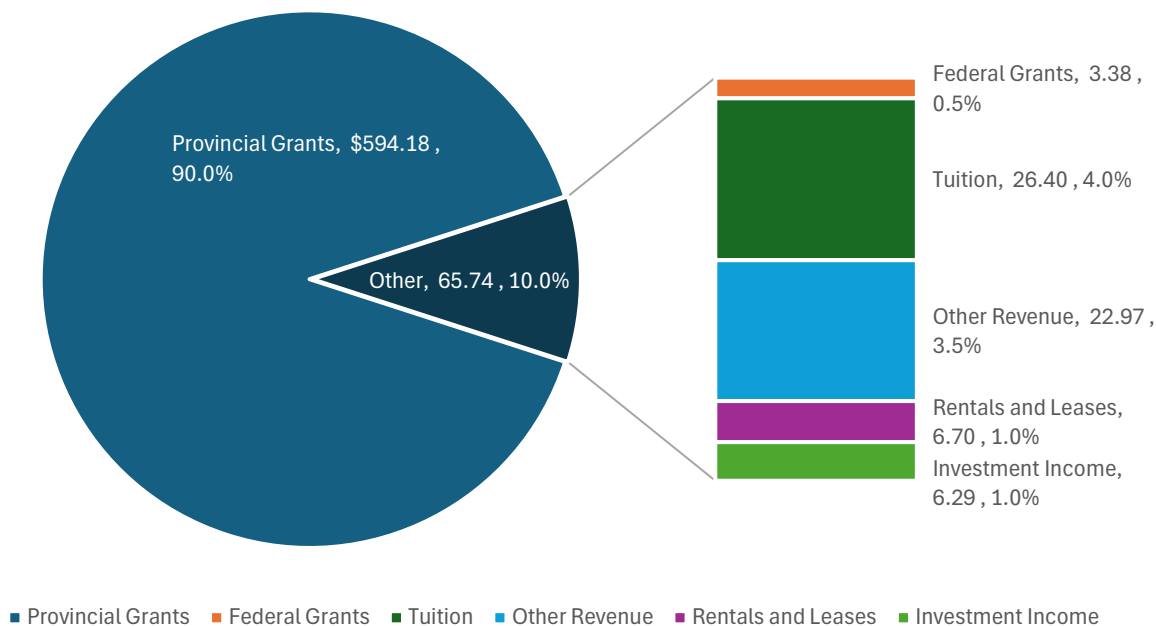
School Generated Funds (SGF) (\$ millions)	2024-25 Budget	2024-25 Actual	2023-24 Actual
SGF - Other Revenue	12.64	14.56	13.18
SGF - Supplies	14.05	14.48	12.67

The \$1.06 million deficit in the operating fund is impacted by the breakdown between normal operations and school generated funds. There is a net surplus balance of \$0.08 million of school generated funds transactions included in the operating fund (\$14.56 in Other Revenue and \$14.48 in Supplies) and the surplus is not available for school district operations. It will remain in schools and be used to support school-based initiatives.

Revenues

Grants from MECC are VSB's largest source of revenue (approximately 90%). The chart below depicts the contributions to total operating fund revenue for the 2024-25 year.

Figure 18 – Operating Fund - Revenue Sources



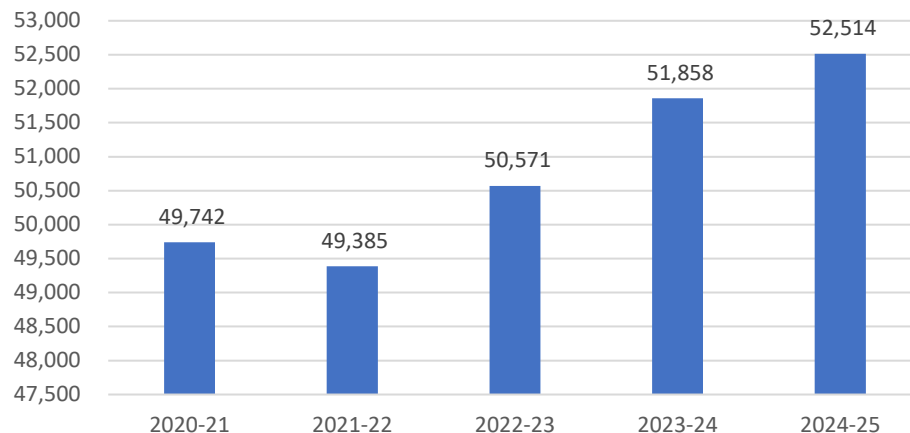
MECC Grants

The annual operating grant is the primary source of funding for the operating fund which is determined based on student enrolments. In 2024-25, operating grant revenue was \$0.29 million higher than budgeted due to higher than estimated student enrolment in May.

The graph below reports actual enrolment for the 2020-21 school year through the 2024-25 year. After several years of declining enrolments, VSB has seen a year-over-year increases for the last 3 years. Enrolment increased by 1,186 students in 2022-23, by 1,287 students in 2023-24 and an additional 656 students in 2024-25.

The amounts reported in the figure below are the regular, alternate, online learning (school-age), continuing education (school-age), summer learning and non-graduated learners full time equivalent (FTE) student enrolment amounts.

Figure 19 – MECC Funded Student Enrolment



Enrolment data is collected by MECC from school districts in July, September, February, and May. The table below provides details of VSB's actual MECC funded student enrolment for 2020-21 to 2024-25 and budgeted for 2024-25.

Figure 20 – MECC Funded Student Enrolment

MECC Funded FTE Students	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Actual	2024-25 Budget	2024-25 Actual
Enrolment Categories						
Standard (Regular) Schools	47,408	47,123	48,323	49,254	49,822	49,822
Continuing Education (School-Age)	77	64	68	84	77	77
Alternate Schools	364	308	307	343	339	339
Online Learning (School-Age)	1,243	893	707	845	849	880
Non-Graduated Adults	219	182	167	182	135	137
Summer Learning	419	813	970	1,111	1,243	1,243
Newcomer Refugees	1	1	27	34	16	16
Youth Train in Trades	11	1	2	5	2	-
Total Funded Enrolment	49,742	49,385	50,571	51,858	52,483	52,514
Supplemental Funding						
Level 1 - Inclusive Education	65	68	62	61	69	69
Level 2 - Inclusive Education	2,210	2,343	2,524	2,709	2,941	2,941
Level 3 - Inclusive Education	542	519	504	505	485	485
English Language Learners	8,405	7,927	8,712	9,274	9,536	9,536
Indigenous Education	2,091	2,154	2,161	2,109	2,065	2,065

The table below outlines grants received from MECC.

Figure 21 – MECC Grants

(\$ millions)	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Actual	2024-25 Budget	2024-25 Actual
Operating Grant	\$ 462.72	\$ 476.99	\$ 492.19	\$ 551.13	\$ 578.90	\$ 579.19
Pay Equity	7.29	7.29	7.29	7.29	7.29	7.29
Funding for Graduated Adults	1.55	1.15	1.00	1.53	1.11	1.68
Early Career Mentorship Funding	1.06	-	-	-	-	-
Labour Settlement Funding	13.51	-	19.79	9.38	5.78	5.78
Other	0.14	0.10	0.10	0.10	0.10	0.15
	<u>\$ 486.27</u>	<u>\$ 485.53</u>	<u>\$ 520.37</u>	<u>\$ 569.43</u>	<u>\$ 593.18</u>	<u>\$ 594.09</u>

Other Revenue

VSB's other sources of operating fund revenues are summarized in the table below.

Figure 22 – Other Revenue

(\$ millions)	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Actual	2024-25 Budget	2024-25 Actual
Other Provincial Grants	\$ 0.06	\$ 0.06	\$ 0.06	\$ 0.06	\$ 0.08	\$ 0.06
Federal Grants	2.35	2.38	2.69	3.19	3.41	3.38
Tuition	22.28	22.27	23.47	26.79	24.84	26.40
Other Revenue	18.41	18.19	18.66	19.71	18.01	23.01
Rentals and Leases	2.75	3.85	5.11	5.67	5.63	6.70
Investment Income	1.85	1.62	5.80	7.61	5.58	6.28
	<u>\$ 47.70</u>	<u>\$ 48.37</u>	<u>\$ 55.79</u>	<u>\$ 63.03</u>	<u>\$ 57.55</u>	<u>\$ 65.83</u>

Other revenue was \$3.30 million higher than in 2023-24 and \$5.00 million above the budget. This includes School Generated Funds, which were \$1.92 million greater than budgeted, other grants of \$1.03 million, \$0.57 million from other school districts for services provided by the Vancouver Project Office, \$0.48 million for projects completed by the Facilities department for external clients, \$0.13 million from parking revenues, and \$0.26 million from other fees and miscellaneous sources to cover program costs. The variance from other school districts includes \$0.30 million from the Vancouver Project Office. The related school-based expenditures exceeded budget by \$0.43 million for a net variance to budget of \$1.49 million. Tuition revenue exceeded the budget by \$1.56 million due to higher-than-expected international student enrolment and application fees. Additionally, rental and lease income increased by \$1.07 million compared to 2023-24 mainly due to additional rental agreements entered into during the 2023-24 and 2024-25 fiscal years. Investment income exceeded budget by \$0.70 million as interest rates were higher than anticipated during the period.

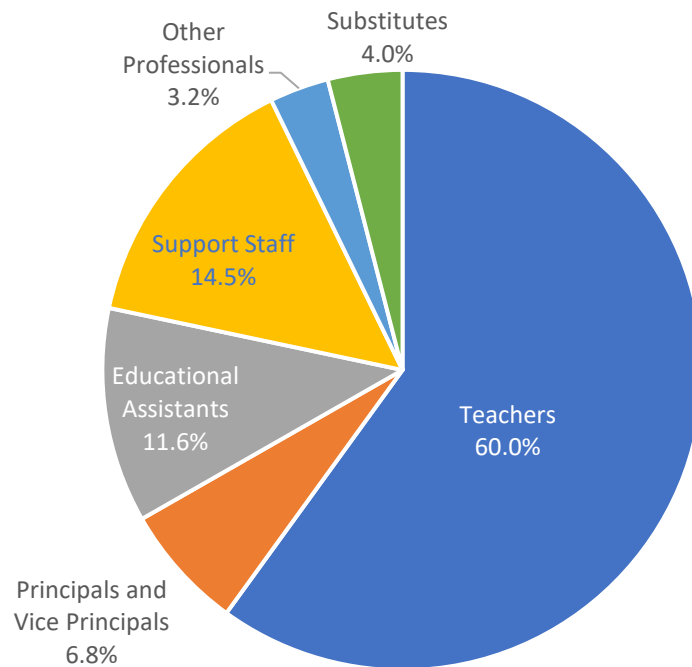
Expenses

Salaries and Benefits typically account for approximately 90 per cent of annual expenses in the operating fund, with services and supplies making up the remainder.

Salaries and Benefits

Total salaries and benefits amounted to \$590.47 million, which is \$2.08 million more than the budgeted amount of \$588.39 million. As illustrated in the chart below, 86.1% of the 2024-25 salaries were allocated to Teachers, Support Staff, and Educational Assistants.

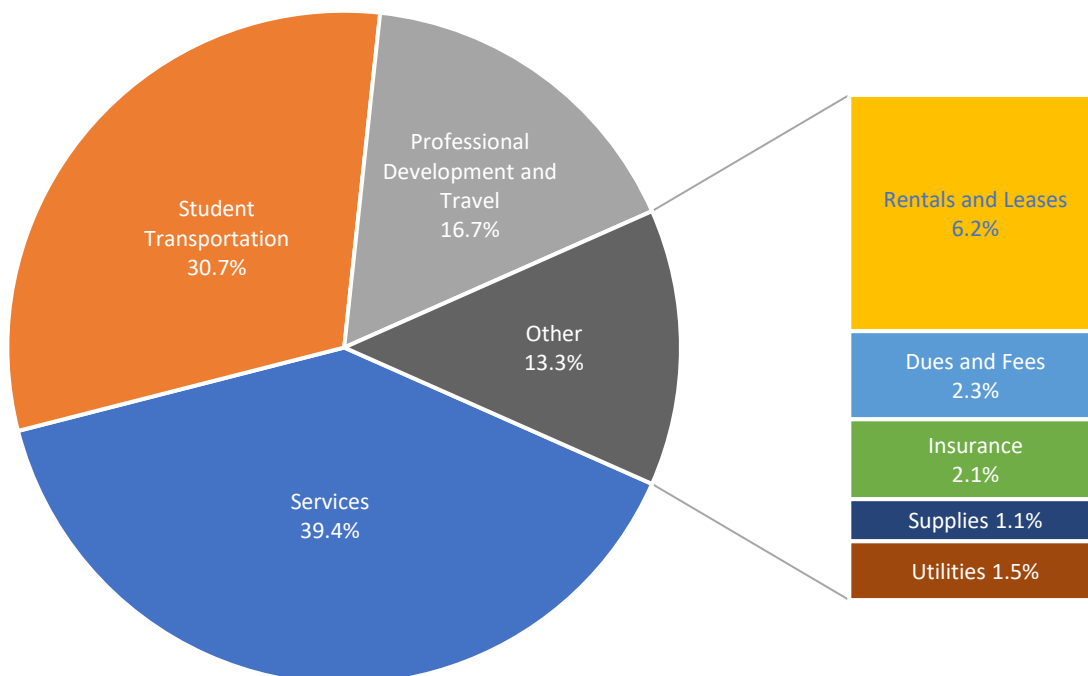
Figure 23 – Operating Fund Salaries by Employee Group



Services and Supplies

Services and Supplies in the operating fund were \$68.62 million, compared to a budgeted amount of \$72.25 million and \$63.57 million in the 2023-24 year. The chart below highlights the components of services and supplies expense.

Figure 24 – Services and Supplies



Services were \$2.89 million lower than budget for the year, but up \$4.33 million compared to 2023-24. Services expense includes professional fees incurred related to legal proceedings described in the Risk Factors section of the document. Legal fees were \$1.23 million less than budgeted, but \$3.06 million higher than 2023-24. Use of appropriated surplus from prior years was \$0.73 million lower than anticipated due to lower use of school generated funds, and lower costs of purchase order commitments.

Student Transportation expenditures were \$0.21 million less than budget, but up \$0.74 million compared to 2023-24 reflecting increased use of the busing services for students with disabilities and diverse abilities.

Professional Development and Travel expenses were \$0.78 million less than budget, but \$0.47 million higher than 2023-24. During the year, some discretionary professional development allocations were not fully utilized. On the other hand, professional development amounts which the VSB provides to unions to administer on behalf of their members increased.

Rentals and Leases expenses were \$0.19 million less than budgeted, and \$0.07 million less than 2023-24. Overall lease costs for the VSB's vehicle fleet were lower than anticipated which results in both a positive variance compared to budget and a positive variance compared to 2023-24. Vehicle leases costs were \$0.09 million lower than budgeted due to a lease contract that was not renewed, and \$0.10 million lower from overhead recoveries.

Dues and Fees were \$0.02 million higher than budgeted and \$0.32 million higher than 2023-24. The 2023-24 expense included a one-time recovery which resulted in the expense in 2024-25 being higher than the prior year.

Insurance costs for the school district were \$0.17 million less than budget, but \$0.06 million higher than 2023-24. Insurance premiums for vehicles were \$0.16 million less than anticipated.

Supplies were \$0.65 million higher than budget, but \$0.83 million less than 2023-24. A portion of the increase compared to budget is an offset of \$0.43 million to the increase in school generated funds noted above. Maintenance and custodial supplies were \$0.89 million higher than budgeted, but \$1.00 million lower than in 2023-24. The variances were partially offset by changes in instructional supplies and computer software and hardware costs.

Utilities were \$0.06 million less than budget, but \$0.03 million higher than the amount reported in 2023-24. Internet service costs exceeded budget by \$0.15 million, while savings from natural gas and other utilities totalled \$0.18 million.

Accumulated Operating 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
 - Planned operations spanning multiple years
 - Anticipated future requirements
 - Restricted due to constraints on funds
- Restricted for Future Capital Cost Share
- Unrestricted Operating Surplus (Contingency)

The policy establishes 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.

Schedule 2 of the financial statements shows an operating deficit of \$1.06 million for the year ending June 30, 2025, after transfers for capital projects. With an opening accumulated surplus balance of \$26.06 million, the School District's accumulated operating surplus balance is \$25.00 million on June 30, 2025.

Figure 25 – Operating Fund Surplus



Application of the policy results in the accumulated operating surplus balances as follows:

Under Policy 19, the minimum Contingency required is \$6.59 million as at June 30, 2025, whereas the Contingency reported below is \$6.09 million. For VSB to achieve its targeted Contingency level in future years, additional strategies to reduce the structural deficit will be required.

Figure 26 – Operating Fund Accumulated Surplus

Operating Fund Accumulated Surplus (\$ millions)	2023-24 Actual	2024-25 Actual
Internally Restricted (Appropriated) by the Board for:		
Planned Future Operations Spanning Multiple Years		
Cafeteria Upgrades	\$ 0.05	\$ -
Contractual Professional Development	0.20	-
Education Plan	0.06	0.06
Equity and Anti-Oppression	0.15	0.26
Indigenous Education	0.15	0.29
IT Capital Plan	0.29	0.16
Long Range Facilities Plan	0.12	0.12
Online Learning Funding for Courses in Progress	0.32	0.41
Purchase Order Commitments	1.01	0.79
Recruitment Strategy Review and Improvement	0.05	-
School Budget Balances	1.77	2.85
Total Planned Future Operations Spanning Multiple Years	4.17	4.94
Anticipated Future Requirements		
Financial Provisions	7.30	1.36
Risk Mitigation - Systems and Processes	0.70	0.67
Total Anticipated Future Requirements	8.00	2.03
Restricted Due to Constraints on Funds		
Early Career Mentorship	0.45	0.26
Grants and Donations	2.91	3.13
Scholarships	0.82	0.81
School Generated Funds	6.97	7.74
Total Restricted Due to Constraints on Funds	11.15	11.94
Total Internally Restricted Operating Surplus	23.32	18.91
Operating Fund Contingency	12.09	15.44
Unfunded Litigation Costs	(9.35)	(9.35)
Unrestricted Operating Fund Surplus (Contingency)	2.74	6.09
Operating Fund Accumulated Surplus	\$ 26.06	\$ 25.00

Special Purpose Funds

Special Purpose Funds are restricted funds that are designated for specific use. The school district receives funds from MECC, the federal government and from third parties that have restrictions to 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 to its use other than a contribution or part of contribution that is of, or the purpose of acquiring, land”.

Figure 27 – Special Purpose Funds Summary

Special Purpose Funds (\$ millions)	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Actual	2024-25 Budget	2024-25 Actual
Revenue						
Provincial Grants - MECC	\$ 84.17	\$ 62.08	\$ 69.66	\$ 76.60	\$ 88.39	\$ 88.21
Provincial Grants - Other	6.30	7.25	7.85	9.15	8.79	10.00
Other Revenue	3.33	6.79	7.55	7.48	7.06	7.90
Investment Income	0.37	0.22	0.82	0.95	0.12	0.89
Total Revenue	94.17	76.34	85.88	94.18	104.36	107.00
Expense						
Salaries and Benefits	68.85	56.83	60.01	69.45	79.15	78.78
Services and Supplies	22.50	18.57	25.21	24.21	24.54	28.04
Total Expense	91.35	75.40	85.22	93.66	103.69	106.82
Net Revenue (Expense)	2.82	0.94	0.66	0.52	0.67	0.18
Capital Assets Purchased	(2.82)	(0.94)	(0.66)	(0.52)	(0.67)	(0.18)
Surplus (Deficit) for the year	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

The special purpose grants that meet the definition of restricted contribution per Treasury Board Regulation 198/2011 are reported in the table below.

Figure 28 – SPF Details

Fund	Intended Use
Annual Facility Grant (AFG)	Routine maintenance and upgrading of school facilities, especially new roofs, mechanical and electrical upgrades, flooring and safety improvements.
Assistive Technology BC (AT-BC)	Provides assistive technology resources to make learning environments usable for people with disabilities.
Communication Assistance for Youth and Adults (CAYA)	A province wide service program that supports adults aged 19 years and older who require an augmentative or alternative communication system due to a severe communication disability.
Changing Results for Young Children (CR4YC)/Early Learning Framework Implementation Funds	To support district capacity building in high quality early learning and care experiences for children.
Classroom Enhancement Fund (CEF)	Funding to implement the Memorandum of Agreement regarding Letter of Understanding No. 17.
CommunityLINK	Support programs, including food programs, and services to improve the educational performance of vulnerable students, including both academic achievement and social functioning.

Fund	Intended Use
CommunityLINK – Other	Support programs, including food programs, and services to improve the educational performance of vulnerable students, including both academic achievement and social functioning.
Early Care & Learning (ECL)	Support School Districts in creating a focused early learning and care portfolio to fulfill future directions and potential added responsibilities in early learning.
Feeding Futures Fund	Funding to make sure all students are fed and ready to learn by expanding existing school fund programs in districts and schools.
First Nation Student Transportation	Funding to provide busing to/from school for First Nations students living on reserve.
Learning Improvement Fund (LIF)	Supplementary funding to school districts for additional teacher assistants and other paraprofessionals and/or additional services to students.
Mental Health in Schools	To build capacity in mental health and well-being related to knowledge, skills and resources in school communities.
Miscellaneous	Most of these funds are for career education and school playground projects.
National School Food Program (NSFP)	Federal Funding to support the delivery of meals to students facing food insecurity.
Official Languages in Education French Program (OLEP)	Federal Funds received by school districts that must be spent entirely in support of French Immersion Programs, Core French Courses or French Immersion growth initiatives.
K12-Pandemic Recovery Team	Funding for the District to provide support to schools and school districts in the Vancouver Coastal Health region in responding to COVID-19 cases.
Provincial Resource Centre for the Visually Impaired (PRCVI)	Outreach program that supports school districts' goal of ensuring equitable access and enhanced educational opportunities for students with visual impairments.
Provincial Resource Program (PRP)	Provides outreach services to support educators, students, and families to meet the needs of students with disabilities and diverse abilities.
Ready, Set, Learn	Intended for families and their three to five-year old children, Ready, Set, Learn is all about providing good information about how to support a young child's early learning and development. It also develops positive connections between families, the school system and local community agencies.
Safe Return to School /Restart: Health & Safety Grant	Provincial funding provided to assist districts with implementing new health and safety measures during the COVID-19 pandemic.
Federal Safe Return to Class/Ventilation Fund	Funding provided to support districts with their return to school plans during the COVID-19 pandemic.
Scholarships and Bursaries	Distributed to students to recognize academic achievement.
School Generated Funds	Funds generated by schools for various purposes.
Seamless Day Kindergarten Funding	Kindergarten plot project to provide a full day for students, including before and after-school care.
Settlement Workers in Schools (SWIS)	School based settlement service for immigrants, refugees and other eligible clients to meet their immediate settlement or ongoing needs after their arrival in Canada.

Fund	Intended Use
Strengthening Early Years to Kindergarten Transitions (SEY2KT)	Provides opportunities for school districts and communities to work together to support young children and their families in the smooth transition from home to school.
Special Education Technology (SET-BC)	Provincial program established to assist school districts in utilizing technology to support the diverse needs of students.
Strong Start	A free early learning program located in schools, for preschool children accompanied by a parent, other adult family member or caregiver, created through an agreement between school districts and MECC.
Student & Family Affordability Fund	Funding to help make back to school more affordable for students and their families who are struggling with the rising cost of living due to inflation.

Total revenue for special purpose funds was \$107.00 million for the 2024-25 year, compared to a budgeted amount of \$104.36 million and \$94.18 million a year ago. Detailed revenue by special purpose fund is summarized in Figure 29.

On March 10, 2017, MECC, the BC Public School Employers Association (BCPSEA) and the BC Teachers' Federation (BCTF) ratified a Memorandum of Understanding (the Memorandum) pursuant to Letter of Understanding No. 17 to the 2013-19 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 CEF to address the additional teacher and corresponding overhead costs throughout the province associated with this Memorandum. VSB recognized \$49.66 million in CEF grant funding in the 2024-25 year, compared to \$37.03 million in 2023-24. This funding is intended to offset the costs incurred by school districts to implement restored collective agreement language for class size and district non-enrolling teacher staffing requirements. VSB estimates that it incurred an additional \$1.40 million to meet these requirements which is reported as expenses in the operating fund.

Figure 29 – SPF Revenue by Fund

SPF Revenue by Fund (\$ millions)	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Actual	2024-25 Budget	2024-25 Actual
AFG	\$ 2.24	\$ 2.20	\$ 2.26	\$ 3.15	\$ 1.35	\$ 1.68
AT-BC	3.50	4.17	5.07	5.87	5.21	6.48
CAYA	2.90	3.06	3.05	3.47	3.59	4.19
CR4YC	0.02	0.01	0.01	0.01	0.02	0.01
CEF	33.67	32.80	36.37	37.03	48.06	49.65
CommunityLINK	9.36	9.39	9.93	10.78	10.65	10.13
CommunityLINK - Other	0.45	0.28	0.37	0.29	0.23	0.23
COVID Rapid Response	0.18	-	-	-	-	-
Early Childhood Education Dual Credit Program	-	-	-	-	0.04	0.04
ECL	-	-	0.08	0.21	0.20	0.21
Feeding Futures Fund	-	-	-	5.57	5.65	5.65
First Nation Student Transportation Fund	0.05	0.13	0.13	0.15	0.15	0.15
LIF	1.52	1.63	1.56	2.03	2.06	1.82
Mental Health in Schools	0.07	0.08	0.06	0.08	0.05	0.02
Miscellaneous	0.70	0.43	0.27	0.44	0.41	0.13
National School Food Program	-	-	-	-	-	0.01
OLEP	0.79	0.60	0.75	0.78	0.80	0.82
Pandemic Recovery Team	-	0.31	-	-	-	-
PRCVI	2.24	2.20	2.53	2.91	3.29	2.88
PRP	2.29	2.20	2.41	2.86	3.18	3.03
Professional Learning Grant	-	-	-	-	0.20	0.01
Ready Set Learn	0.22	0.23	0.23	0.22	0.22	0.18
Safe Return to School	23.21	1.20	1.09	-	-	-
Scholarships and Bursaries	0.02	0.05	0.10	0.08	0.11	0.02
School Generated Funds	2.21	5.65	6.99	6.70	6.33	7.63
Seamless Day Kindergarten Funding	-	0.01	0.04	0.15	0.06	0.06
SWIS	0.01	0.03	0.10	0.32	-	-
SEY2KT	-	-	-	0.01	0.04	0.01
SET-BC	7.89	9.08	8.20	9.43	9.77	9.69
Strong Start	0.63	0.62	0.61	0.61	0.61	0.61
Student & Family Affordability Fund	-	-	3.67	1.03	2.03	1.66
Work Experience Enhancement	-	-	-	-	0.05	-
TOTAL	\$94.17	\$76.36	\$85.88	\$94.18	\$104.36	\$ 107.00

Capital Fund

Capital funds enable the school district to move towards its long-term goals by building new schools, replacing, upgrading or expanding existing schools. Funding sources include MECC Bylaw Capital, MECC Restricted Capital, Other Provincially Restricted Capital, and Local Capital. These funding sources include capital expenditures related to equipment and facility purchases as well as equipment and facility enhancements.

The net value of capital assets (historical cost less accumulated amortization) was \$1,056.65 million as at June 30, 2025 (see Schedule 4A). Of this amount, \$20.78 million represents net investment in sites, \$1,017.88 million in buildings and \$17.99 million in furniture and equipment as well as vehicles, computer software and computer hardware.

These net costs represent the historical cost net of accumulated amortization of all VSB capital assets; they do not reflect current market value.

Details on the capital fund are provided in the table below.

Figure 30 – Capital Fund Summary

Capital Fund (\$ millions)	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Actual	2024-25 Budget	2024-25 Actual
Revenue						
Provincial Grants - MECC	\$ -	\$ -	\$ -	\$ 0.08	\$ -	\$ -
Other Revenue	0.40	0.44	1.64	0.46	0.44	0.45
Rentals and Leases	1.35	5.59	2.62	2.31	2.10	2.22
Investment Income	0.22	0.18	0.62	0.68	0.55	0.36
Amortization of Deferred Capital Revenue	20.52	22.43	24.55	26.53	30.16	30.29
Total Revenue	22.49	28.64	29.43	30.06	33.25	33.32
Expense						
Services and Supplies	0.71	0.82	0.53	0.86	1.14	0.66
Amortization of Tangible Capital Assets	29.61	32.38	34.35	35.25	38.67	38.79
Write-off/down of Buildings and Sites	-	-	-	-	-	3.71
ARO Accretion	-	-	-	-	-	3.35
Total Expense	30.32	33.20	34.88	36.11	39.81	46.51
Net Revenue (Expense)	(7.83)	(4.56)	(5.45)	(6.05)	(6.56)	(13.19)
Net Transfers (to) from other funds	8.42	5.28	4.74	4.13	4.58	2.07
Surplus (Deficit) for the year	\$ 0.59	\$ 0.72	\$ (0.71)	\$ (1.92)	\$ (1.98)	\$ (11.12)

The balance in the capital fund at year end is the surplus from capital operations over time that is invested in tangible capital assets, and the local capital funds that the school district has generated.

Figure 31 – Invested in Tangible Capital Assets

Invested in Tangible Capital Assets (\$ millions)	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Actual	2024-25 Budget	2024-25 Actual
Revenue						
Provincial Grants - MECC	\$ -	\$ -	\$ -	\$ 0.08	\$ -	\$ -
Other Revenue	0.19	0.17	0.17	0.17	0.17	0.17
Amortization of Deferred Capital Revenue	20.52	22.43	24.55	26.53	30.16	30.29
Total Revenue	20.71	22.60	24.72	26.78	30.33	30.46
Expense						
Amortization of Tangible Capital Assets	29.61	32.38	34.35	35.25	38.67	38.79
Write-off/down of Buildings and Sites	-	-	-	-	-	3.71
ARO Accretion	-	-	-	-	-	3.35
Total Expense	29.61	32.38	34.35	35.25	38.67	45.85
Net Revenue (Expense)	(8.90)	(9.78)	(9.63)	(8.47)	(8.34)	(15.39)
Net Transfers from other funds						
Interfund Transfers	-	-	-	-	-	(1.04)
Tangible Capital Assets Purchased	5.94	2.75	2.38	2.53	2.50	1.20
	5.94	2.75	2.38	2.53	2.50	0.16
Other Adjustments to Fund Balances						
Tangible Capital Assets Purchased From LCR	1.02	1.79	1.94	6.24	3.79	3.42
Capital Lease Principal Payments	2.30	2.42	2.19	1.47	1.89	1.80
Capital Assets Purchased	3.32	4.21	4.13	7.71	5.68	5.22
Surplus (Deficit) for the year	\$ 0.36	\$ (2.82)	\$ (3.12)	\$ 1.77	\$ (0.16)	\$ (10.01)

Local Capital

The local capital fund balance of \$11.78 million captures the school district's capital surplus from activities that are under the control of the school district. The primary sources of revenue in Local Capital are rentals and leases of school district facilities, investment income, and childcare capital project management fees. Local Capital is spent on minor capital projects and the interest on capital leases. Local Capital is also decreased by transfers to Invested in Tangible Capital Assets for Work in Progress.

Figure 32 – Local Capital

Local Capital (LC) (\$ millions)	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Actual	2024-25 Budget	2024-25 Actual
Revenue						
Other Revenue	\$ 0.21	\$ 0.27	\$ 1.47	\$ 0.29	\$ 0.27	\$ 0.28
Rentals and Leases	1.35	5.59	2.62	2.31	2.10	2.22
Investment Income	0.22	0.18	0.62	0.68	0.55	0.36
Total Revenue	1.78	6.04	4.71	3.28	2.92	2.86
Expense						
Operations and Maintenance	0.52	0.71	0.34	0.73	0.95	0.55
Capital Lease Interest	0.19	0.11	0.19	0.13	0.19	0.11
Total Expense	0.71	0.82	0.53	0.86	1.14	0.66
Net Revenue (Expense)	1.07	5.22	4.18	2.42	1.78	2.20
Net Transfers from other funds						
Capital Lease Payments	2.49	2.53	2.37	1.60	2.08	1.91
Other Adjustments to Fund Balances						
Tangible Capital Assets Purchased From LC	(1.01)	(1.79)	(1.94)	(6.24)	(3.79)	(3.42)
Capital Lease Principal Payments	(2.30)	(2.42)	(2.19)	(1.47)	(1.89)	(1.80)
Capital Assets Purchased	(3.31)	(4.21)	(4.13)	(7.71)	(5.68)	(5.22)
Surplus (Deficit) for the year	\$ 0.25	\$ 3.54	\$ 2.42	\$ (3.69)	\$ (1.82)	\$ (1.11)

The accumulated local capital surplus is planned to be spent as shown in the following table.

Figure 33 – Local Capital Uses of Fund Balance

(\$ millions)	2023-24 Actual	2024-25 Actual
Capital Projects Cost Share		
New Elementary School at Coal Harbour	\$ 4.21	\$ 2.00
Eric Hamber Secondary	0.28	-
Henry Hudson Elementary	0.32	-
Kitsilano Secondary	0.05	0.01
Automated External Defibrillators	-	0.25
Equipment Replacement	0.50	0.87
Financial Provisions	0.20	0.20
Parkade and Paid Parking Lots Renewal	0.62	0.65
Renewal of Leased Facilities	-	0.24
Replacement School at Lord Roberts Annex	3.42	3.23
Technology for Student Learning		0.01
Contingency Reserve for Local Capital	3.29	4.32
Total Local Capital	<u>\$ 12.89</u>	<u>\$ 11.78</u>

Deferred Capital Revenue

Deferred Capital Revenue includes grants and contributions received that are restricted by the contributor for the acquisition of tangible capital assets that meet the description of a restricted contribution in Treasury Board Regulation 198/2011 and is comprised of the amounts related to completed projects, work in progress, and the amount that is unspent. (Schedule 4C, 4D and Note 8)

MECC Restricted Capital

These are funds held on behalf of MECC and represent MECC's portion of proceeds on disposal of land and buildings and any surpluses from completed projects that were funded by MECC, plus associated investment income. The balance decreased by \$5.39 million, consisting of spending associated with MECC approved uses for major capital projects (\$6.33 million) net of investment income (\$0.94 million). The majority of these costs are related to the new elementary school at Coal Harbour project. As of June 30, 2025, the balance remaining in MECC Restricted Capital was \$17.37 million.

MECC Bylaw Capital

Bylaw Capital include MECC 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.

The purchases under Bylaw Capital for the year were \$37.26 million as reported in Schedule 4D. This is the total spending related to new school construction and seismic mitigation, and other minor capital projects.

Other Capital Funding Sources

Funds are provided by the Ministry of Children and Family Development for the construction of new child care spaces and VSB reported capital additions of \$1.64 million under this program in 2024-25. In addition, VSB reported \$2.36 million in addition to work in progress for projects funded by the City of Vancouver.

Figure 34 – Capital Projects

Project (\$ millions)	Bylaw Funding	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Actual	2024-25 Budget	2024-25 Actual
Bylaw Capital							
Bylaw Capital School Replacement							
Nelson	\$ 17.89	\$ 1.34	\$ 0.45	\$ -	\$ -	\$ -	\$ -
Fleming	18.95	1.23	1.53	0.20	-	0.03	-
Kitsilano	59.80	-	0.04	-	-	-	-
Maple Grove	24.44	4.17	0.21	-	-	-	-
Tennyson	22.88	4.86	2.82	0.55	0.09	-	-
Bayview	24.46	8.63	9.03	3.03	0.20	-	0.27
wəkwəhəs təsyaqwəm	21.38	9.96	5.99	2.19	0.28	0.75	0.22
Lloyd George	20.27	2.67	5.50	8.23	1.88	3.60	0.71
Hamber	93.52	8.33	24.91	26.38	20.24	7.41	2.92
Hudson	29.67	0.81	0.86	7.15	13.35	6.37	5.60
Hudson Addition	10.64	-	-	-	0.40	6.50	6.27
Olympic Village	39.06	-	-	-	0.43	1.42	0.82
Bylaw Capital Seismic Mitigation							
Lord Byng	13.96	7.14	2.45	0.03	-	-	-
Maquinna	8.23	5.36	0.31	-	-	-	(0.06)
Selkirk	4.69	1.87	0.16	-	-	-	-
Wolfe	16.99	9.12	1.74	0.01	-	-	-
Cavell	17.97	3.17	9.23	4.33	0.11	-	0.01
Livingstone	14.82	0.88	7.46	4.72	0.09	-	0.02
Weir	16.71	3.30	10.49	1.64	(0.23)	0.12	0.28
Grenfell	12.67	0.11	-	-	1.05	3.22	4.32
Annual Facilities Grant	12.07	9.00	11.08	9.76	11.77	12.07	12.07
MECC Minor Capital Programs	7.76	-	-	-	2.11	0.12	3.81
Total Bylaw Capital	\$508.83	\$ 81.95	\$ 94.26	\$ 68.22	\$ 51.77	\$ 41.61	\$ 37.26
Ministry of Education Restricted Capital							
Coal Harbour	\$ 31.66	\$ -	\$ -	\$ -	\$ 19.22	\$ 6.41	6.28
Lord Roberts Annex	-	-	-	-	-	0.41	0.05
Total Ministry of Education Restricted Capital	\$ 31.66	\$ -	\$ -	\$ -	\$ 19.22	\$ 6.82	\$ 6.33

Tangible Capital Assets - Buildings

Seismic Mitigation Program (SMP)

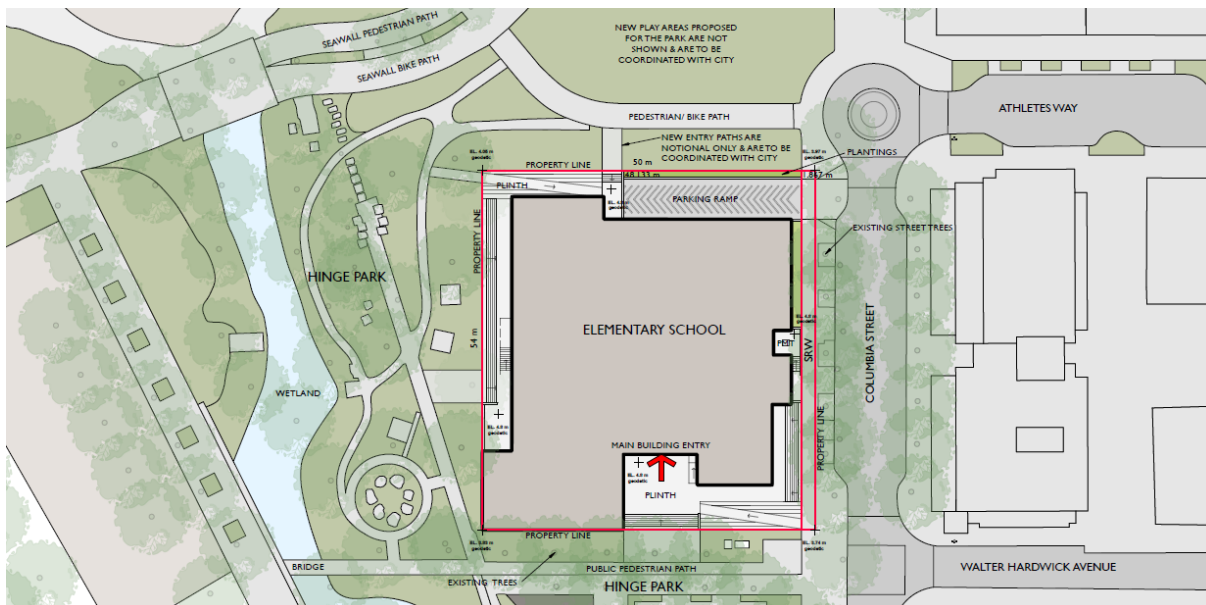
The following schools are currently under design or construction with expected occupancy:

- Henry Hudson Elementary – Completed during 2024-25
- Henry Hudson Addition – Fall 2025
- Sir Wilfred Grenfell Elementary – Fall 2026

New School Construction



Coal Harbour: This project includes a new school on a site next to the Coal Harbour Community Centre, as part of a larger City of Vancouver mixed-use development that will include child care and non-market housing. The school's construction is funded from the proceeds of the subsurface air parcel at the Lord Roberts Annex site to BC Hydro in 2018. Construction of the mixed-use development began in February 2022. The project is scheduled to be completed for student occupancy during the 2025-26 school year.



Olympic Village: Funding for a new elementary school in Olympic Village (\$150 million) was approved by MECC, and a Project Agreement was signed in May 2024. The anticipated timeline for rezoning, design and permitting is about 2.5 years, followed by about 2.5 years of construction. The school is expected to open in Fall 2029.

School Enhancement Funded Projects (SEP)

The School Enhancement Program provides funding to help school districts extend the life of their facilities through a wide range of improvement projects, including:

- Electrical upgrades (power supply, distribution systems)
- Energy upgrades (LED lighting, high-efficiency boilers)
- Health and Safety upgrades (fire systems, indoor air quality)
- Mechanical upgrades (heating, ventilation, plumbing)
- Building enclosure upgrades (roofing, exterior walls, windows)
- Washroom upgrades
- Flooring upgrades

The following table details the projects that were completed during the year and projects that are currently in progress.

Project type	Facility	Funding	Spending	Expected Completion
Exterior Wall Systems - Design	Vancouver Technical Secondary	140,000	84,786	Completed
Exterior Wall Systems - Construction	Vancouver Technical Secondary	900,000	880,620	Completed
Roofing Upgrade	Southlands Elementary	200,000	200,000	Completed
HVAC Upgrades	Crosstown Elementary	1,470,000	55,604	September 2026
		<u>2,710,000</u>	<u>1,221,010</u>	

Carbon Neutral Capital Funded Projects (CNCP)

The school district has received the funding to complete the heating, ventilation, and air conditioning (HVAC) upgrade projects. See the following table for the ongoing projects.

Project Type	Facility	Funding	Spending	Expected Completion
HVAC Upgrades	Magee Secondary	667,880	710,064	Completed
HVAC Upgrades	Killarney Secondary	30,000	31,022	Completed
HVAC Upgrades	Britannia Community Elementary	500,000	252,774	Completed
HVAC Upgrades	University Hill Elementary	526,750	79,322	September 2025
HVAC Upgrades	Windermere Community Secondary	475,000	73,526	October 2025
		<u>2,199,630</u>	<u>1,146,708</u>	

Building Envelope Program (BEP)

Funding is provided to help school districts with remediation of schools suffering damage from water ingress due to premature building envelope failure. Eligible school facilities under this program were built between 1980 and 2000 and have a risk assessment report facilitated by B.C. Housing. The school district received funding for the design and construction phase for the building envelope remediation of Sir Winston Churchill Secondary. See the following table detailing the funding and spending.

Project Type	Facility	Funding	Spending	Expected Completion
Design Phase	Sir Winston Churchill Secondary	34,500	45,879	Completed
Construction Phase	Sir Winston Churchill Secondary	2,195,500	2,008,469	December 2025
		<u>2,230,000</u>	<u>2,054,348</u>	

Playground Equipment Program (PEP)

This annual funding program provides for the purchase and installation of new or replacement playground equipment. The program will provide capital funding grants for universally accessible playground equipment.

Project Type	Facility	Funding	Spending	Expected Completion
Accessible Playground Equipment	Pierre Elliott Trudeau Elementary	195,000	-	August 2025
Accessible Playground Equipment	Britannia Secondary	200,000	-	March 2025
		<u>395,000</u>	<u>-</u>	

Food Infrastructure Program (FIP)

This annual funding program to assist school districts in creating, improving or expanding infrastructure to feed students in communities across the province. FIP projects include minor upgrades such as refrigerated vehicles to support the delivery of prepared meals, the purchase and installation of kitchen equipment, improvements to ensure kitchens meet local health authority requirements and food storage. FIP fund cannot be used to construct new kitchens or to expand existing kitchen facilities.

Project Type	Facility	Funding	Spending	Expected Completion
Kitchen Equipment	Templeton Secondary	100,000	100,000	Completed
Kitchen Equipment	Prince of Wales Secondary	20,000	20,000	Completed
Kitchen Equipment and Upgrade	Britannia Secondary	50,000	77	September 2025
Kitchen Equipment and Upgrade	Gladstone Secondary	28,000	-	September 2025
Kitchen Equipment	Magee Secondary	25,000	-	September 2025
		<u>223,000</u>	<u>120,077</u>	

Annual Facility Grant (AFG)

The Annual Facility Grant is funding provided by MECC for designated school capital or maintenance upgrades.

Project Type	Number of Schools	2024-25 Spending
Accessibility Upgrades	12	1,023,167
Asbestos Abatement	12	672,000
Electrical	47	1,973,000
Exterior Wall Systems	32	966,199
HVAC	40	1,515,886
Interior Construction	62	3,087,890
Plumbing	30	1,252,500
Roofing	10	2,098,544
Site Upgrades	42	1,527,047
Total		<u>14,116,233</u>

Child Care Centers



VSBC remains committed to expanding access to high-quality child care in our facilities. The school district submitted multiple child care expansion proposals to MECC, of which three were approved and funded by MECC.

In addition, 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.

School	Funding	Status	Occupancy	Cost
Eric Hamber Secondary	City of Vancouver	Completed	August 2024	\$8.5 million
Henry Hudson Elementary	City of Vancouver	Completed	November 2024	\$12.4 million
Cunningham Elementary	Ministry of Children and Family Development	Completed	September 2025	\$0.4 million
Moberly Elementary	Ministry of Children and Family Development	Completed	December 2025	\$0.5 million
Queen Victoria Annex	Ministry of Children and Family Development	Completed	December 2025	\$0.4 million

Risk Factors

There are several risk factors that may have a financial impact on the school district, 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.

Structural Deficit

A structural deficit occurs when an organization's ongoing expenditures are 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 decline in revenues and necessary items remain unfunded.

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 school district's structural deficit are:

- ongoing budgeted spending funded from one-time savings or revenue;
- higher costs associated with maintaining many old buildings and operating more sites and programs than are required to meet the current educational needs of students;
- continued impacts of past enrolment decline experienced over more than a decade;
- creation of programs that do not have a funding source or that rely on surplus funds;
- provision of services that do not have a funding source;
- collective agreement wage lifts and exempt staff wage lifts that are 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 are impacted by factors that are outside the control of the district. This makes it difficult to quantify the impact of the structural deficit on each fiscal period. Addressing the structural deficit is critical to ensure the long-term financial stability of the VSB. Without sufficient funding and revenue to cover all expenses, the VSB risks ongoing financial challenges that could impact its ability to provide quality education and services.

Capital Projects

Due to their magnitude, capital projects have the potential to significantly impact the financial position of the school 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 MECC 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 for the site that Kingsgate Mall occupies. The district has been invoicing the tenant annual rent based on the arbitration award ruling, and the tenant has been paying a lower rent amount. Beedie Development LP challenged the arbitration award determining the fair market value of Kingsgate Mall for setting rent for the next renewal period. On December 20, 2024, the court set aside the 2022 award and determined the market value based on the 1.0 FSR outright use, setting the rent for the third renewal period at \$1,650,000 per annum.

The VSB is appealing the decision. The collectability of the amounts invoiced depends on the appeal outcome. Contingent assets are not recognized in VSB's financial statements.

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 District. 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 9-month long trial, the British Columbia Supreme Court issued reasons for judgment. Regarding the claims against the VSB, the Court dismissed the Conseil's claim that fee simple transfers were necessary to give effect to s. 23 rights under the Canadian Charter of Rights and Freedoms (minority French language education rights). Instead, the Court found that s. 23 rights could be fulfilled through the use of long-term leases as suggested by the VSB. The Court ordered that a transfer of tenure, either long term lease or fee simple, of QEA be made and the VSB is working diligently to fulfill that order. The Court ordered that the VSB must make Laurier Annex site available for a transfer of tenure, again either long term lease or fee simple transfer, subject to decisions being made by the MECC and the Conseil. The Court dismissed the Conseil's claim in relation to the Dr. A.R. Lord site because there was insufficient evidence of failed negotiations between the VSB and the Conseil at this point in the time to justify an order.

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

An estimate of the remaining costs to defend the legal case are reported under Accumulated Operating Appropriated Surplus as Unfunded Litigation Expenses. The outcome of these legal proceedings is uncertain, and the financial impact on the School District cannot be determined at this time. The School District continues to defend against the Conseil's claims.

According to a directive from MECC, funding remedies through the CEF require an agreement with the school district's teachers' associations. As of September 10, 2025, VSB had not secured agreements with the teachers' associations for remedies earned during the 2024-25 fiscal year, making both the amount and likelihood of a payout indeterminable.

Enterprise Risk Management

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

The risk assessment identified 20 key areas of risk. Some of the major areas of risk for the school district are outlined below.

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

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

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

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

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

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

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

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

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

International Education – The school district relies on enrolment in the International Education Program to supplement MECC funding. However, changing federal immigration policies, including tighter restrictions on internal 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 arrive in the province until just before the start of the school year, adding to the uncertainty. Managing these risks involves proactive budgeting, exploring alternative recruitment strategies, and staying informed about changes in immigration policies to anticipate and mitigate potential impacts.

Audited Financial Statements of

School District No. 39 (Vancouver)

And Independent Auditors' Report thereon

June 30, 2025

School District No. 39 (Vancouver)

June 30, 2025

Table of Contents

Management Report	1
Independent Auditors' Report	2-4
Statement of Financial Position - Statement 1	5
Statement of Operations - Statement 2	6
Statement of Changes in Net Debt - Statement 4	7
Statement of Cash Flows - Statement 5	8
Notes to the Financial Statements	9-29
Schedule of Changes in Accumulated Surplus (Deficit) by Fund - Schedule 1 (Unaudited)	30
Schedule of Operating Operations - Schedule 2 (Unaudited)	31
Schedule 2A - Schedule of Operating Revenue by Source (Unaudited)	32
Schedule 2B - Schedule of Operating Expense by Object (Unaudited)	33
Schedule 2C - Operating Expense by Function, Program and Object (Unaudited)	34
Schedule of Special Purpose Operations - Schedule 3 (Unaudited)	36
Schedule 3A - Changes in Special Purpose Funds and Expense by Object (Unaudited)	37
Schedule of Capital Operations - Schedule 4 (Unaudited)	41
Schedule 4A - Tangible Capital Assets (Unaudited)	42
Schedule 4B - Tangible Capital Assets - Work in Progress (Unaudited)	43
Schedule 4C - Deferred Capital Revenue (Unaudited)	44
Schedule 4D - Changes in Unspent Deferred Capital Revenue (Unaudited)	45

School District No. 39 (Vancouver)

MANAGEMENT REPORT

Version: 4682-3937-1954

Management's Responsibility for the Financial Statements.

The accompanying financial statements of School District No. 39 (Vancouver) have been prepared by management in accordance with the accounting requirements of Section 23.1 of the Budget Transparency and Accountability Act of British Columbia, supplemented by Regulations 257/2010 and 198/2011 issued by the Province of British Columbia Treasury Board, and the integrity and objectivity of these statements are management's responsibility. Management is also responsible for all of the notes to the financial statements and schedules, and for ensuring that this information is consistent, where appropriate, with the information contained in the financial statements.

The preparation of financial statements necessarily involves the use of estimates based on management's judgment particularly when transactions affecting the current accounting period cannot be finalized with certainty until future periods.

Management is also responsible for implementing and maintaining a system of internal controls to provide reasonable assurance that assets are safeguarded, transactions are properly authorized and reliable financial information is produced.

The Board of Education of School District No. 39 (Vancouver) (called the "Board") is responsible for ensuring that management fulfills its responsibilities for financial reporting and internal control and exercises these responsibilities through the Board. The Board reviews internal financial statements on a monthly basis and externally audited financial statements yearly.

The external auditors, KPMG LLP, conduct an independent examination, in accordance with Canadian generally accepted auditing standards, and express their opinion on the financial statements. The external auditors have full and free access to financial management of School District No. 39 (Vancouver) and meet when required. The accompanying Independent Auditors' Report outlines their responsibilities, the scope of their examination and their opinion on the School District's financial statements.

On behalf of School District No. 39 (Vancouver)

Signature of the Chairperson of the Board of Education

Date Signed

Signature of the Superintendent

Date Signed

Signature of the Secretary Treasurer

Date Signed



KPMG LLP

PO Box 10426, 777 Dunsmuir Street
Vancouver, BC V7Y 1K3
Canada
Telephone (604) 691-3000
Fax (604) 691-3031

INDEPENDENT AUDITOR'S REPORT

To the Board of Education of School District No. 39 (Vancouver)
To the Minister of Education and Child Care, Province of British Columbia

Opinion

We have audited the financial statements of School District No. 39 (Vancouver) (the "Entity"), which comprise:

- The statement of financial position as at June 30, 2025
- the statement of operations for the year then ended
- the statement of changes in net debt for the year then ended
- the statement of cash flows for the year then ended
- and notes to the financial statements, including a summary of significant accounting policies

(Hereinafter referred to as the "financial statements").

In our opinion, the accompanying financial statements are prepared, in all material respects, in accordance with the financial reporting provisions of Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia.

Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the "**Auditor's Responsibilities for the Audit of the Financial Statements**" section of our auditor's report.

We are independent of the Entity in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada and we have fulfilled our other ethical responsibilities in accordance with these requirements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Emphasis of Matter – Financial Reporting Framework

We draw attention to Note 2(a) to the financial statements which describes the applicable financial reporting framework and the significant differences between the financial reporting framework and Canadian public sector accounting standards.

Our opinion is not modified in respect of this matter.



Other Information

Management is responsible for the other information. Other information comprises:

- Unaudited Schedules 1 - 4 attached to the audited financial statements; and
- Information, other than the financial statements and the auditor's report thereon, included in the Financial Statement Discussion and Analysis document.

Our opinion on the financial statements does not cover the other information and we do not and will not express any form of assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information identified above and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated.

We obtained unaudited Schedules 1 - 4 attached to the audited financial statements and Information, other than the financial statements and the auditor's report thereon, included in the Financial Statement Discussion and Analysis document as at the date of this auditor's report. If, based on the work we have performed on this other information, we conclude that there is a material misstatement of this other information, we are required to report that fact in the auditor's report.

We have nothing to report in this regard.

Responsibilities of Management and Those Charged with Governance for the Financial Statements

Management is responsible for the preparation of the financial statements in accordance with the financial reporting provisions of Section 23.1 of the Budget and Transparency and Accountability Act of the Province of British Columbia and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Entity's ability to continue as a going concern, disclosing as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Entity or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Entity's financial reporting process.



Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists.

Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of the financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit.

We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion.

The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Entity's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Entity's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Entity to cease to continue as a going concern.
- Communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Chartered Professional Accountants

Vancouver, Canada
[DATE]

School District No. 39 (Vancouver)

Statement 1

Statement of Financial Position

As at June 30, 2025

	2025 Actual	2024 Actual
	\$	\$
Financial Assets		
Cash and Cash Equivalents	204,874,430	207,569,433
Accounts Receivable		
Due from Province - Ministry of Education and Child Care	5,187,360	5,392,460
Due from Province - Other		140,408
Other (Note 3)	30,175,838	32,445,386
Portfolio Investments (Note 4)	30,208,956	50,410,724
Total Financial Assets	270,446,584	295,958,411
Liabilities		
Accounts Payable and Accrued Liabilities		
Due to Province - Other	233,539	234,839
Other (Note 5)	93,376,357	115,565,109
Unearned Revenue (Note 6)	63,079,517	57,056,260
Deferred Revenue (Note 7)	38,960,835	41,662,438
Deferred Capital Revenue (Note 8)	966,409,034	953,310,706
Employee Future Benefits (Note 9)	33,892,379	33,850,560
Asset Retirement Obligation (Note 10)	70,320,233	66,971,650
Capital Lease Obligations (Note 11)	2,607,996	2,572,960
Total Liabilities	1,268,879,890	1,271,224,522
Net Debt	(998,433,306)	(975,266,111)
Non-Financial Assets		
Tangible Capital Assets (Note 12)	1,056,645,885	1,045,745,806
Prepaid Expenses	3,008,153	3,051,811
Supplies Inventory	1,411,838	1,285,659
Other Assets	-	-
Total Non-Financial Assets	1,061,065,876	1,050,083,276
Accumulated Surplus (Deficit) (Note 14)	62,632,570	74,817,165
Contractual Obligations (Note 15)		
Contingent Assets (Note 16)		
Contingent Liabilities (Note 17)		

Approved by the Board

Signature of the Chairperson of the Board of Education	Date Signed
--	-------------

Signature of the Superintendent	Date Signed
---------------------------------	-------------

Signature of the Secretary Treasurer	Date Signed
--------------------------------------	-------------

School District No. 39 (Vancouver)

Statement 2

Statement of Operations

Year Ended June 30, 2025

	2025 Budget (Note 18) \$	2025 Actual \$	2024 Actual \$
Revenues			
Provincial Grants			
Ministry of Education and Child Care	681,578,366	682,302,605	646,100,708
Other	8,872,382	10,062,363	9,211,318
Federal Grants	3,407,449	3,375,678	3,192,037
Tuition	24,842,423	26,400,962	26,789,970
Other Revenue	25,507,536	31,365,552	27,649,234
Rentals and Leases	7,730,139	8,925,174	7,988,402
Investment Income	6,247,968	7,521,963	9,235,795
Amortization of Deferred Capital Revenue	30,157,151	30,286,834	26,533,602
Total Revenue	<u>788,343,414</u>	<u>800,241,131</u>	<u>756,701,066</u>
Expenses (Note 19)			
Instruction	638,753,229	640,907,933	601,753,079
District Administration	34,134,395	32,601,794	28,750,251
Operations and Maintenance	126,424,971	127,294,158	119,009,276
Transportation and Housing	4,651,884	4,450,335	3,720,473
Debt Services	186,498	108,274	129,538
Write-off/down of Buildings and Sites		3,714,650	
ARO Accretion		3,348,582	
Total Expense	<u>804,150,977</u>	<u>812,425,726</u>	<u>753,362,617</u>
Surplus (Deficit) for the year	<u>(15,807,563)</u>	<u>(12,184,595)</u>	<u>3,338,449</u>
Accumulated Surplus (Deficit) from Operations, beginning of year		74,817,165	71,478,716
Accumulated Surplus (Deficit) from Operations, end of year		<u><u>62,632,570</u></u>	<u><u>74,817,165</u></u>

School District No. 39 (Vancouver)

Statement 4

Statement of Changes in Net Debt

Year Ended June 30, 2025

	2025 Budget (Note 18)	2025 Actual	2024 Actual
	\$	\$	\$
Surplus (Deficit) for the year	(15,807,563)	(12,184,595)	3,338,449
Effect of change in Tangible Capital Assets			
Acquisition of Tangible Capital Assets	(61,389,591)	(49,769,179)	(90,168,921)
Amortization of Tangible Capital Assets	38,673,698	38,792,405	35,252,334
ARO Change in Estimate			215,950
ARO Retirement		76,695	
Total Effect of change in Tangible Capital Assets	(22,715,893)	(10,900,079)	(54,700,637)
Acquisition of Prepaid Expenses		(5,731,916)	(7,285,114)
Use of Prepaid Expenses		5,775,574	5,919,330
Acquisition of Supplies Inventory		(1,469,009)	(1,702,603)
Use of Supplies Inventory		1,342,830	1,529,062
Total Effect of change in Other Non-Financial Assets	-	(82,521)	(1,539,325)
(Increase) Decrease in Net Debt, before Net Remeasurement Gains (Losses)	(38,523,456)	(23,167,195)	(52,901,513)
Net Remeasurement Gains (Losses)			
(Increase) Decrease in Net Debt		(23,167,195)	(52,901,513)
Net Debt, beginning of year		(975,266,111)	(922,364,598)
Net Debt, end of year		(998,433,306)	(975,266,111)

School District No. 39 (Vancouver)

Statement 5

Statement of Cash Flows

Year Ended June 30, 2025

	2025 Actual	2024 Actual
	\$	\$
Operating Transactions		
Surplus (Deficit) for the year	(12,184,595)	3,338,449
Changes in Non-Cash Working Capital		
Decrease (Increase)		
Accounts Receivable	2,615,056	(13,375,770)
Supplies Inventories	(126,179)	(173,541)
Prepaid Expenses	43,658	(1,365,784)
Increase (Decrease)		
Accounts Payable and Accrued Liabilities	(22,190,052)	27,765,982
Unearned Revenue	6,023,257	738,199
Deferred Revenue	(2,701,603)	(632,100)
Employee Future Benefits	41,819	614,446
Asset Retirement Obligations	3,348,583	(146,061)
Amortization of Tangible Capital Assets	38,792,405	35,252,334
Amortization of Deferred Capital Revenue	(30,286,834)	(26,533,602)
Write-Off Work in Progress	3,714,650	
Total Operating Transactions	(12,909,835)	25,482,552
Capital Transactions		
Tangible Capital Assets Purchased	(1,696,872)	(2,542,379)
Tangible Capital Assets -WIP Purchased	(50,516,302)	(87,119,917)
Tangible Capital Assets - WIP Purchased Prior Period		1,599,972
Total Capital Transactions	(52,213,174)	(88,062,324)
Financing Transactions		
Capital Revenue Received	45,858,650	60,757,905
Capital Lease Payments	(1,804,084)	(1,466,624)
DCR Transfers and other items	(1,828,328)	
Total Financing Transactions	42,226,238	59,291,281
Investing Transactions		
Investments in Portfolio Investments	20,201,768	(49,991,208)
Total Investing Transactions	20,201,768	(49,991,208)
Net Increase (Decrease) in Cash and Cash Equivalents	(2,695,003)	(53,279,699)
Cash and Cash Equivalents, beginning of year	207,569,433	260,849,132
Cash and Cash Equivalents, end of year	204,874,430	207,569,433
Cash and Cash Equivalents, end of year, is made up of:		
Cash	204,874,430	207,569,433
	204,874,430	207,569,433

SCHOOL DISTRICT NO. 39 (VANCOUVER)
NOTES TO FINANCIAL STATEMENTS FOR THE YEAR
ENDED JUNE 30, 2025

1 Authority and Purpose

The School District, established on April 12, 1946, operates under authority of the *School Act* of British Columbia as a corporation under the name of "The Board of Education of School District No. 39 (Vancouver)", and operates as "School District No. 39 (Vancouver)." A Board of Education (Board) elected for a four-year term governs the School District. The School District provides educational programs to students enrolled in schools in the District, and is principally funded by the Province of British Columbia through the Ministry of Education and Child Care ("MECC"). School District No. 39 (Vancouver) is exempt from federal and provincial income taxes.

2 Summary of Significant Accounting Policies

a) Basis of Accounting

These financial statements have been prepared in accordance with Section 23.1 of the *Budget Transparency and Accountability Act of the Province of British Columbia*. This Section requires that the financial statements be prepared in accordance with Canadian public sector accounting standards except in regard to the accounting for government transfers as set out in Notes 2(f) and 2(n).

In November 2011, Treasury Board provided a directive through Restricted Contributions Regulation 198/2011 providing direction for the reporting of restricted contributions whether they are received or receivable by the School District before or after this regulation was in effect.

As noted in Notes 2(f) and 2(n), Section 23.1 of the *Budget Transparency and Accountability Act* and its related regulations require the School District to recognize government transfers for the acquisition of capital assets into revenue on the same basis as the related amortization expense. As these transfers do not contain stipulations that create a liability, Canadian public sector accounting standards would require these grants to be fully recognized into revenue.

b) Cash and Cash Equivalents

Cash and cash equivalents include cash and securities that are readily convertible to known amounts of cash and that are subject to an insignificant risk of change in value. These cash equivalents generally have a maturity of three months or less at acquisition and are held for the purpose of meeting short-term cash commitments rather than for investing.

c) Accounts Receivable

Accounts receivable are measured at amortized cost and shown net of allowance for doubtful accounts.

d) Portfolio Investments

The School District has investments in Guaranteed Investment Certificates (GIC's), Short-term Investment Certificate and bonds that have a period to maturity of greater than three months at the time of acquisition. These investments are not quoted in an active market and are reported at amortized cost, and the associated transaction costs are added to the carrying value of these investments upon initial recognition. Transaction costs are incremental costs directly attributable to the acquisition or issuance of a financial asset.

SCHOOL DISTRICT NO. 39 (VANCOUVER)
NOTES TO FINANCIAL STATEMENTS FOR THE YEAR
ENDED JUNE 30, 2025

2 Summary of Significant Accounting Policies (continued)

e) Unearned Revenue

Unearned revenue includes tuition fees received for courses to be delivered in future periods, receipt of proceeds for services or products to be delivered in a future period and the remaining balance of a 99-year ground lease. For tuition fees and the receipt of proceeds for services or products to be delivered, revenue will be recognized in that future period when the courses, services, or products are provided. For the ground lease, revenue will be recognized on a straight-line basis over the remaining term of the lease.

f) Deferred Revenue and Deferred Capital 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 in the fiscal year in a manner consistent with the circumstances and evidence used to support the initial recognition of the contributions received as a liability, as detailed in Note 2(n).

Funding received for the acquisition of depreciable tangible capital assets is recorded as deferred capital revenue and amortized over the life of the asset acquired as revenue in the statement of operations. This accounting treatment is not consistent with the requirements of Canadian public sector accounting standards which require that government transfers be recognized as revenue when approved by the transferor and eligibility criteria have been met, unless the transfer contains a stipulation that creates a liability, in which case the transfer is recognized as revenue over the period that the liability is extinguished.

g) Employee Future Benefits

i) Post-employment benefits

The School District provides certain post-employment benefits, including vested and non-vested benefits, for certain employees pursuant to certain contracts and union agreements. The School District accrues its obligations and related costs, including both vested and non-vested benefits under employee future benefit plans. Benefits include vested sick leave, accumulating non-vested sick leave, early retirement, retirement/severance, vacation, overtime and death benefits.

The benefits cost is actuarially determined using the projected unit credit method pro-rated on service and using management's best estimate of expected salary escalation, termination rates, retirement rates and mortality.

The discount rate used to measure obligations is based on the cost of borrowing. The cumulative unrecognized actuarial gains and losses are amortized over the expected average remaining service lifetime of active employees covered under the plan.

The most recent valuation of the obligation was performed at March 31, 2025 and projected to June 30, 2025. The next valuation will be performed at March 31, 2028 for use at June 30, 2028. For the purposes of determining the financial position of the plans and the employee future benefit costs, a measurement date of March 31 was adopted for all periods subsequent to July 1, 2004.

SCHOOL DISTRICT NO. 39 (VANCOUVER)
NOTES TO FINANCIAL STATEMENTS FOR THE YEAR
ENDED JUNE 30, 2025

2 Summary of Significant Accounting Policies (continued)

i) Pension Plans

The School District and its employees make contributions to the Teachers' Pension Plan and Municipal Pension Plan. The plans are multi-employer plans where assets and obligations are not separated. The costs are expensed as incurred.

h) Tangible Capital Assets

- Tangible capital assets acquired or constructed are recorded at cost which includes amounts that are directly related to the acquisition, design, construction, development, improvement or betterment of the assets. Cost also includes overhead directly attributable to construction, as well as interest costs that are directly attributable to the acquisition or construction of the asset.
- Donated tangible capital assets are recorded at their fair market value on the date of donation, except in circumstances where fair value cannot be reasonably determined in which case the assets are recognized at nominal value. Transfers of capital assets from related parties are recorded at carrying value.
- Work-in-progress is recorded as an acquisition to the applicable asset class at substantial completion.
- Amortization of tangible capital assets commences when the asset is available for productive use.
- Tangible capital assets are written down to residual value when conditions indicate they no longer contribute to the ability of the School District to provide services or when the value of future economic benefits associated with the sites and buildings are less than their net book value. The write-downs are accounted for as expenses in the Statement of Operations.
- Buildings that are demolished or destroyed are written-off.
- Works of art, historic assets and other intangible assets are not recorded as assets in these financial statements.
- The cost, less residual value, of tangible capital assets (excluding sites), is amortized on a straight-line basis over the estimated useful life of the asset. It is management's responsibility to determine the appropriate useful lives for tangible capital assets. These useful lives are reviewed on a regular basis or if significant events indicate the need to revise.

Estimated useful life is as follows:

Buildings	40 years
Furniture & Equipment	10 years
Vehicles	10 years
Computer Software	5 years
Computer Hardware	5 years

SCHOOL DISTRICT NO. 39 (VANCOUVER)
NOTES TO FINANCIAL STATEMENTS FOR THE YEAR
ENDED JUNE 30, 2025

2 Summary of Significant Accounting Policies (continued)

i) Asset Retirement Obligations

A liability is recognized when, as at the financial reporting date:

- (a) there is a legal obligation to incur retirement costs in relation to a tangible capital asset;
- (b) the past transaction or event giving rise to the liability has occurred;
- (c) it is expected that future economic benefits will be given up; and
- (d) a reasonable estimate of the amount can be made.

The liability for the removal of asbestos and other hazardous material in several of the buildings owned by the School District has been initially recognized using the modified retroactive method. The liability has been measured at current cost as the timing and amounts of future cash flows cannot be estimated. The resulting costs have been capitalized into the carrying amount of tangible capital assets and are being amortized on the same basis as the related tangible capital asset (see Note 2h). Assumptions used in the calculations are reviewed annually.

j) Capital Leases

Leases that, from the point of view of the lessee, transfer substantially all the benefits and risks incident to ownership of the property to the School District are considered capital leases. These are accounted for as an asset and an obligation. Capital lease obligations are recorded at the present value of the minimum lease payments excluding executory costs, e.g., insurance or maintenance costs. The discount rate used to determine the present value of the lease payments is the lower of the School District's rate for incremental borrowing or the interest rate implicit in the lease.

All other leases are accounted for as operating leases and the related payments are charged to expenses as incurred.

k) Prepaid Expenses

Prepaid annual maintenance contracts, prepaid rent and membership dues are included as a prepaid expense and stated at acquisition cost, and are charged to expense over the periods expected to benefit from it.

l) Supplies Inventory

Supplies inventory held for consumption or use are recorded at the lower of historical cost and replacement cost.

m) Funds and Reserves

Certain amounts, as approved by the Board, are set aside in accumulated surplus for future operating and capital purposes. Transfers to and from funds and reserves are an adjustment to the respective fund when approved.

SCHOOL DISTRICT NO. 39 (VANCOUVER)
NOTES TO FINANCIAL STATEMENTS FOR THE YEAR
ENDED JUNE 30, 2025

2 Summary of Significant Accounting Policies (continued)

n) Revenue Recognition

Revenues are recorded on an accrual basis in the period in which the transactions or events occurred that gave rise to the revenues, the amounts are considered to be collectible and can be reasonably estimated.

Contributions received, or where eligibility criteria have been met, are recognized as revenue except where the contribution meets the criteria for deferral as described below. Eligibility criteria are the criteria that the School District has to meet in order to receive the contributions, including authorization by the transferring government.

For contributions subject to a legislative or contractual stipulation or restriction as to their use, revenue is recognized as follows:

- non-capital contributions for specific purposes are recorded as deferred revenue and recognized as revenue in the year related expenses are incurred;
- contributions restricted for site acquisitions are recorded as revenue when the sites are purchased; and
- contributions restricted for tangible capital assets acquisitions other than sites are recorded as deferred capital revenue and amortized over the useful life of the related assets.

Donated tangible capital assets other than sites are recorded at fair market value and amortized over the useful lives of the assets. Donated sites are recorded as revenue at fair market value when received or receivable.

The accounting treatment for restricted contributions that are government transfers is not consistent with the requirements of Canadian public sector accounting standards which require that governments transfers be recognized as revenue when approved by the transferor and eligibility criteria have been met, unless the transfer contains a stipulation that meets the criteria for liability recognition, in which case the transfer is recognized over the period that the liability is extinguished.

Revenue from transactions with performance obligations is recognized when (or as) the performance obligation is satisfied (by providing the promised goods or services to a payer).

Revenue from transactions with no performance obligations is recognized when the School District:

- (a) has the authority to claim or retain an inflow of economic resources; and
- (b) identifies a past transaction or event that gives rise to the asset.

Investment income is reported in the period earned. When required by the funding party or related Act, investment income earned on deferred revenue is added to the deferred revenue balance.

SCHOOL DISTRICT NO. 39 (VANCOUVER)
NOTES TO FINANCIAL STATEMENTS FOR THE YEAR
ENDED JUNE 30, 2025

2 Summary of Significant Accounting Policies (continued)

o) Expenditures

Expenses are reported on an accrual basis. The cost of all goods consumed and services received during the year is expensed.

Categories of Salaries

- Principals, Vice-Principals, and Directors of Instruction employed under an administrative officer contract are categorized as Principals and Vice-Principals.
- The Superintendent, Deputy Superintendent, Associate Superintendents, Secretary-Treasurer, Directors, Trustees and other employees excluded from union contracts are categorized as Other Professionals.

Allocation of Costs

- Operating expenses are reported by function, program, and object. Whenever possible expenditures are determined by actual identification. Additional costs pertaining to specific instructional programs, such as special and aboriginal education, are allocated to these programs. All other costs are allocated to related programs.
- Actual salaries of personnel assigned to two or more functions or programs are allocated based on the time spent in each function and program. School-based clerical salaries are allocated to school administration and partially to other programs to which they may be assigned. Principals' and Vice-Principals' salaries are allocated to school administration and may be partially allocated to other programs to recognize their other responsibilities.
- Employee benefits and allowances are allocated to the same programs, and in the same proportions, as the individual's salary.
- Supplies and services are allocated based on actual program identification.

p) Financial Instruments

A contract establishing a financial instrument creates, at its inception, rights and obligations to receive or deliver economic benefits. The financial assets and financial liabilities portray these rights and obligations in the financial statements. The School District recognizes a financial instrument when it becomes a party to a financial instrument contract.

Financial instruments consist of cash and cash equivalents, portfolio investments, accounts receivable, accounts payable and other current liabilities.

Except for portfolio investments in equity instruments quoted in an active market, or items designated by management, that are recorded at fair value, all financial assets and liabilities are recorded at cost or amortized cost and the associated transaction costs are added to the carrying value of these investments upon initial recognition. Transaction costs are incremental costs directly attributable to the acquisition or issue of a financial asset or a financial liability.

The School District has not invested in any equity instruments that are actively quoted in the market and has not designated any financial instruments to be recorded at fair value. The School District has no instruments in the fair value category.

For financial instruments measured using amortized cost, the effective interest rate method is used to determine interest revenue or expense. Interest and dividends attributable to financial instruments are reported in the statement of operations.

SCHOOL DISTRICT NO. 39 (VANCOUVER)
NOTES TO FINANCIAL STATEMENTS FOR THE YEAR
ENDED JUNE 30, 2025

2 Summary of Significant Accounting Policies (continued)

p) Financial Instruments (continued)

Unless otherwise noted, it is management's opinion that the School District is not exposed to significant interest, currency or credit risks arising from its financial instruments. The fair values of these financial instruments approximate their carrying value, unless otherwise noted.

All financial assets except derivatives are tested annually for impairment. When financial assets are impaired, impairment losses are recorded in the statement of operations. A write-down of a portfolio investment to reflect a loss in value is not reversed for a subsequent increase in value.

q) Liability for Contaminated Sites

Contaminated sites are a result of contamination being introduced into air, soil, water or sediment of a chemical, organic or radioactive material or live organism that exceeds an environmental standard. The liability is recorded net of any expected recoveries. A liability for remediation of contaminated sites is recognized when a site is not in productive use and all the following criteria are met:

- an environmental standard exists;
- contamination exceeds the environmental standard;
- the School District:
 - is directly responsible; or
 - accepts responsibility;
- it is expected that future economic benefits will be given up; and
- a reasonable estimate of the amount can be made.

The liability is recognized as management's estimate of the cost of post-remediation including operation, maintenance and monitoring that are an integral part of the remediation strategy for a contaminated site.

r) Measurement Uncertainty

Preparation of financial statements in accordance with the basis of accounting described in Note 2(a) requires management to make estimates and assumptions that impact reported amounts of assets and liabilities at the date of the financial statements and revenues and expenses during the reporting periods. Significant areas requiring the use of management estimates relate to the potential impairment of assets, liabilities for contaminated sites, rates for amortization and estimated employee future benefits. Actual results could differ from those estimates.

SCHOOL DISTRICT NO. 39 (VANCOUVER)
NOTES TO FINANCIAL STATEMENTS FOR THE YEAR
ENDED JUNE 30, 2025

3 Other Receivables

Other Receivables include an amount for unpaid ground lease revenue. On December 22, 2024, the Supreme Court Of British Columbia set aside an arbitration award related to market value of Kingsgate Mall for setting rent on the property. As a result of this ruling, the District now invoices the tenant a lower amount and the balance due from the tenant based on the arbitration award has been reduced with a corresponding reduction in the allowance for doubtful accounts. Previously, the District had been invoicing the tenant based on the initial arbitration ruling and the tenant had been paying a lower rental amount which resulted in the difference being included in the allowance for doubtful accounts.

	<u>June 30, 2025</u>	<u>June 30, 2024</u>
Due from Federal Government	\$ 1,253,366	\$ 488,059
Due from Municipalities	19,695,743	18,046,322
Due from Other School Districts	192,325	305,000
Rentals and Leases	3,995,814	56,766,410
Other Receivables	5,038,590	13,199,305
Total Receivables	30,175,838	88,805,096
Allowance for Doubtful Accounts	-	(56,359,710)
Net Balance	<u>\$ 30,175,838</u>	<u>\$ 32,445,386</u>

4 Portfolio Investments

Investments included in portfolio investments are Guaranteed Investment Certificates (GIC's) held with local banking institutions and earn average interest at 3.77%. Senior government bonds held earn average interest at 2.71% (2024 – 2.56%).

	<u>June 30, 2025</u>	<u>June 30, 2024</u>
Short-term Investment Certificate	\$ -	\$ 50,000,000
Senior Government Bonds	107,910	309,139
GIC's	30,101,046	101,585
Net Balance	<u>\$ 30,208,956</u>	<u>\$ 50,410,724</u>

5 Accounts Payable and Accrued Liabilities – Other

	<u>June 30, 2025</u>	<u>June 30, 2024</u>
Trade Payables	\$ 9,239,004	\$ 12,906,605
Salaries and Benefits Payable	46,918,812	43,978,045
Accrued Vacation Pay	12,007,994	11,430,503
Other	25,210,547	47,249,956
	<u>\$ 93,376,357</u>	<u>\$ 115,565,109</u>

SCHOOL DISTRICT NO. 39 (VANCOUVER)
NOTES TO FINANCIAL STATEMENTS FOR THE YEAR
ENDED JUNE 30, 2025

6 Unearned Revenue

	<u>June 30, 2025</u>	<u>June 30, 2024</u>
Balance, beginning of year		
Tuition fees	\$ 23,904,730	\$ 24,072,040
Rental and lease of facilities	13,369,523	13,398,856
Other	19,782,007	18,847,165
	<u>57,056,260</u>	<u>56,318,061</u>
 Amounts received		
Tuition fees	22,328,544	25,557,293
Rental and lease of facilities	24,046,924	7,889,069
Other	742,712	934,842
	<u>47,118,180</u>	<u>34,381,204</u>
 Amounts recognized in revenue		
Tuition fees	24,840,975	25,724,603
Rental and lease of facilities	16,253,948	7,918,402
Other	-	-
	<u>41,094,923</u>	<u>33,643,005</u>
 Balance, end of year		
Tuition fees	21,392,299	23,904,730
Rentals and lease of facilities	21,162,499	13,369,523
Other	20,524,719	19,782,007
	<u>\$ 63,079,517</u>	<u>\$ 57,056,260</u>

7 Deferred Revenue

Deferred revenue includes unspent grants and contributions received that meet the description of a restricted contribution in the Restricted Contributions Regulation 198/2011 issued by the Treasury Board, i.e., the stipulations associated with those grants and contributions have not yet been fulfilled.

SCHOOL DISTRICT NO. 39 (VANCOUVER)
NOTES TO FINANCIAL STATEMENTS FOR THE YEAR
ENDED JUNE 30, 2025

7 Deferred Revenue (continued)

	<u>June 30, 2025</u>	<u>June 30, 2024</u>
Balance, beginning of year		
Provincial Grants - Ministry of Education and Child Care	\$ 5,529,722	\$ 5,001,078
Provincial Grants - Other	28,574,738	30,831,936
Other Grants	6,034,264	5,971,894
Investment Income	1,523,714	489,630
	<u>41,662,438</u>	<u>42,294,538</u>
Increases during the year		
Provincial Grants - Ministry of Education and Child Care	89,785,748	78,189,881
Provincial Grants - Other	7,086,507	6,891,871
Other	8,157,842	7,544,821
Interest Income	1,241,225	1,982,248
	<u>106,271,322</u>	<u>94,608,821</u>
Allocated to Revenue		
Provincial Grants - Ministry of Education and Child Care	88,213,490	76,601,848
Provincial Grants - Other	10,000,114	9,149,069
Other Grants	7,903,665	7,482,451
Interest Income	888,037	948,164
	<u>107,005,306</u>	<u>94,181,532</u>
Recoveries		
Provincial Grants - Ministry of Education and Child Care	<u>1,967,619</u>	<u>1,059,389</u>
Balance, end of year		
Provincial Grants - Ministry of Education and Child Care	5,134,361	5,529,722
Provincial Grants - Other	25,661,131	28,574,738
Other Grants	6,288,441	6,034,264
Investment Income	1,876,902	1,523,714
	<u>\$ 38,960,835</u>	<u>\$ 41,662,438</u>

SCHOOL DISTRICT NO. 39 (VANCOUVER)
NOTES TO FINANCIAL STATEMENTS FOR THE YEAR
ENDED JUNE 30, 2025

8 Deferred Capital Revenue

Deferred Capital Revenue (DCR) includes grants and contributions received that are restricted by the contributor for the acquisition of tangible capital assets that meet the description of a restricted contribution in Regulation 198/2011 issued by the Treasury Board. Once spent, the contributions are amortized into revenue over the life of the asset acquired.

	<u>June 30, 2025</u>	<u>June 30, 2024</u>
Deferred Capital Revenue, Completed Projects		
Balance, beginning of year	\$ 870,737,396	\$ 754,002,130
Increases		
Transfers from Work in Progress	62,761,884	141,496,348
Transferred to Deferred Revenue Other from Bylaw	-	1,853,508
	<u>62,761,884</u>	<u>143,349,856</u>
Decreases		
Amortization - ByLaw Capital	28,676,459	25,378,458
Amortization - Other Provincial Capital	443,404	424,933
Amortization - Other Capital	1,166,971	730,211
ARO Settlement	-	76,695
Transfer from Completed DCR to Unspent DCR	1,634,413	-
Other items, net	76,695	4,293
	<u>31,997,942</u>	<u>26,614,590</u>
Balance, end of year	<u>901,501,338</u>	<u>870,737,396</u>
Deferred Capital Revenue, Work in Progress		
Balance, beginning of year	59,820,334	120,562,774
Increases		
Transfers from Deferred Revenue – Unspent funds	47,595,064	80,918,603
Decreases		
Transfers to Deferred Revenue Other from Bylaw	-	164,695
Transfers to Deferred Capital Revenue – Completed projects	62,761,884	141,496,348
Funding for Project Definition Reports for capital projects not funded	568,465	-
Balance, end of year	<u>44,085,049</u>	<u>59,820,334</u>
Balance DCR - Completed Projects and WIP, end of year	<u>945,586,387</u>	<u>930,557,730</u>
Deferred Capital Revenue, Unspent		
Balance, beginning of year	22,752,976	42,990,369
Increases		
Provincial Grants – Ministry of Education and Child Care	39,636,921	51,851,883
Other Grants	3,570,873	8,552,315
Investment Income	939,748	2,392,327
Transfer from Completed DCR to Unspent DCR	1,634,413	-
Others	76,695	-
	<u>45,858,650</u>	<u>62,796,525</u>
Decreases		
Transferred to Deferred Capital Revenue, WIP	47,595,064	80,918,603
Reversal of investment income	193,915	-
Settlement of Asset Retirement Obligations	-	76,695
Transfers to Deferred Revenue Other from Bylaw	-	2,038,620
	<u>47,788,979</u>	<u>83,033,918</u>
Balance, DCR - Unspent, end of year	<u>20,822,647</u>	<u>22,752,976</u>
Total Deferred Capital Revenue	<u>\$ 966,409,034</u>	<u>\$ 953,310,706</u>

SCHOOL DISTRICT NO. 39 (VANCOUVER)
NOTES TO FINANCIAL STATEMENTS FOR THE YEAR
ENDED JUNE 30, 2025

9 Employee Future Benefits

Benefits include vested sick leave, accumulating non-vested sick leave, early retirement, retirement/severance, vacation, overtime and death benefits. Funding is provided when the benefits are paid and accordingly, there are no plan assets. Although no plan assets are uniquely identified, the School District has provided for the payment of these benefits.

	<u>June 30, 2025</u>	<u>June 30, 2024</u>
Reconciliation of Accrued Benefit Obligation		
Accrued Benefit Obligation – April 1	\$ 25,988,416	\$ 26,388,850
Service Cost	1,702,176	1,730,689
Interest Cost	1,123,534	1,070,063
Benefit Payments	(2,020,968)	(1,909,561)
Increase (Decrease) in obligation due to Plan Amendment	-	-
Actuarial (Gain) Loss	1,730,962	(1,291,625)
Accrued Benefit Obligation – March 31	<u>\$ 28,524,120</u>	<u>\$ 25,988,416</u>
Reconciliation of Funded Status at End of Fiscal Year		
Accrued Benefit Obligation - March 31	\$ 28,524,120	\$ 25,988,416
Market Value of Plan Assets - March 31	-	-
Funded Status - Surplus (Deficit)	(28,524,120)	(25,988,416)
Employer Contributions After Measurement Date	1,419,325	1,357,261
Benefits Expense After Measurement Date	(735,425)	(706,428)
Unamortized Net Actuarial (Gain) Loss	(6,052,159)	(8,512,977)
Accrued Benefit Asset (Liability) - June 30	<u>\$ (33,892,379)</u>	<u>\$ (33,850,560)</u>
Reconciliation of Change in Accrued Benefit Liability		
Accrued Benefit Liability (Asset) - July 1	\$ 33,850,559	\$ 33,236,114
Net Expense for Fiscal Year	2,124,851	2,720,471
Employer Contributions	(2,083,031)	(2,106,025)
Accrued Benefit Liability (Asset) - June 30	<u>\$ 33,892,379</u>	<u>\$ 33,850,560</u>
Components of Net Benefit Expense		
Service Cost	1,726,420	1,723,561
Interest Cost	1,128,287	1,083,431
Immediate Recognition of Plan Amendment	-	-
Amortization of Net Actuarial (Gain)/Loss	(729,856)	(86,521)
Net Benefit Expense (Income)	<u>\$ 2,124,851</u>	<u>\$ 2,720,471</u>

SCHOOL DISTRICT NO. 39 (VANCOUVER)
NOTES TO FINANCIAL STATEMENTS FOR THE YEAR
ENDED JUNE 30, 2025

9 Employee Future Benefits (continued)

	<u>June 30, 2025</u>	<u>June 30, 2024</u>
Assumptions		
Discount Rate - April 1	4.25%	4.00%
Discount Rate - March 31	4.00%	4.25%
Long Term Salary Growth - April 1	2.50% + seniority	2.50% + seniority
Long Term Salary Growth - March 31	2.50% + seniority	2.50% + seniority
EARSL - March 31	11.1	11.0

The impact of changes in assumptions between the March 31, 2025 measurement date and June 30, 2025 reporting date have been considered and are not considered to be material.

10 Asset Retirement Obligation

Legal liabilities exist for the removal and disposal of asbestos and other environmentally hazardous materials (lead in paint, fuel tanks) within some School District owned buildings that will undergo major renovations or demolition in the future. The obligation has been measured at current cost as the timing of future cash flows cannot be reasonably determined. These costs have been capitalized as part of the assets' carrying value and are amortized over the assets' estimated useful lives.

	<u>June 30, 2025</u>	<u>June 30, 2024</u>
Asset Retirement Obligation, beginning of year	\$ 66,971,650	\$ 67,117,711
Change of accounting estimate	-	146,585
Settlements during the year	-	(292,646)
Accretion Expense	3,348,583	
Asset Retirement Obligation, end of year	<u>\$ 70,320,233</u>	<u>\$ 66,971,650</u>

11 Capital Lease Obligations

Repayments are due as follows:

	<u>June 30, 2025</u>	<u>June 30, 2024</u>
Fiscal year ended		
2025	\$ -	1,587,477
2026	1,587,178	1,057,384
2027	632,838	101,024
2028	499,192	-
	<u>2,719,208</u>	<u>2,745,885</u>
Interest portion	(111,212)	(172,925)
Total	<u>\$ 2,607,996</u>	<u>\$ 2,572,960</u>

SCHOOL DISTRICT NO. 39 (VANCOUVER)
NOTES TO FINANCIAL STATEMENTS FOR THE YEAR
ENDED JUNE 30, 2025

12 Tangible Capital Assets

2025

Cost	July 1, 2024	Additions & ARO	Disposals & ARO	Transfers	June 30, 2025
Sites	\$ 20,781,543	\$ -	\$ -	\$ -	\$ 20,781,543
Buildings	1,486,467,041	-	(76,695)	63,622,455	1,550,012,801
Buildings – WIP	71,270,110	50,201,141	(4,283,115)	(63,622,455)	53,565,681
Furniture & Equipment	21,014,530	1,363,882	(1,432,938)	315,161	21,260,635
Furniture & Equipment - WIP	-	315,161	-	(315,161)	-
Vehicles	1,727,699	-	(191,448)	-	1,536,251
Computer Software	100,244	-	-	-	100,244
Computer Hardware	16,014,429	2,172,110	(2,244,045)	-	15,942,494
Total	\$ 1,617,375,596	\$ 54,052,294	\$ (8,228,241)	\$ -	\$ 1,663,199,649

Accumulated Amortization	July 1, 2024	Amortization & ARO	Disposals & ARO	June 30, 2025
Buildings	\$ 552,397,841	\$ 33,299,707	\$ -	\$ 585,697,548
Furniture & Equipment	8,319,273	2,113,758	1,432,938	9,000,093
Vehicles	1,051,429	163,197	191,448	1,023,178
Computer Software	51,612	20,049	-	71,661
Computer Hardware	9,809,635	3,195,694	2,244,045	10,761,284
Total	\$ 571,629,790	\$ 38,792,405	\$ 3,868,431	\$ 606,553,764

2024

Cost	July 1, 2023	Additions & ARO	Disposals & ARO	Transfers	June 30, 2024
Sites	\$ 20,781,543	\$ -	\$ -	\$ -	\$ 20,781,543
Buildings	1,342,488,647	-	(68,842)	144,047,236	1,486,467,041
Buildings – WIP	130,060,761	85,256,585	-	(144,047,236)	71,270,110
Furniture & Equipment	19,275,665	2,185,791	(2,324,151)	1,877,225	21,014,530
Furniture & Equipment - WIP	13,893	1,863,332	-	(1,877,225)	-
Vehicles	1,930,326	-	(202,627)	-	1,727,699
Computer Software	339,791	10,113	(249,660)	-	100,244
Computer Hardware	20,528,739	705,992	(5,220,302)	-	16,014,429
Total	\$ 1,535,419,365	\$ 90,021,813	\$ (8,065,582)	\$ -	\$ 1,617,375,596

Accumulated Amortization	July 1, 2023	Amortization & ARO	Disposals & ARO	June 30, 2024
Buildings	\$ 523,041,238	\$ 29,356,603	\$ -	\$ 552,397,841
Furniture & Equipment	8,628,915	2,014,509	2,324,151	8,319,273
Vehicles	1,071,155	182,901	202,627	1,051,429
Computer Software	257,269	44,003	249,660	51,612
Computer Hardware	11,375,619	3,654,318	5,220,302	9,809,635
Total	\$ 544,374,196	\$ 35,252,334	\$ 7,996,740	\$ 571,629,790

Net Book Value	June 30, 2025	June 30, 2024
Sites	\$ 20,781,543	\$ 20,781,543
Buildings	964,315,253	934,069,200
Buildings - WIP	53,565,681	71,270,110
Furniture & Equipment	12,260,542	12,695,257
Furniture & Equipment - WIP	-	-
Vehicles	513,073	676,270
Computer Software	28,583	48,632
Computer Hardware	5,181,210	6,204,794
Total	\$ 1,056,645,885	\$ 1,045,745,806

SCHOOL DISTRICT NO. 39 (VANCOUVER)
NOTES TO FINANCIAL STATEMENTS FOR THE YEAR
ENDED JUNE 30, 2025

12 Tangible Capital Assets (continued)

As at June 30, 2025, there was work in progress of \$53,565,681 (2024 – \$71,270,110) included in Buildings and Furniture & Equipment and not being amortized. Included in disposals is a write down of WIP of \$3,714,650 (2024 - \$nil).

Included within tangible capital assets purchases is \$1,839,120 (2024 – \$359,517) of assets acquired through capital lease.

13 Employee Pension Plans

The School District and its employees contribute to the Teachers' Pension Plan and Municipal Pension Plan (jointly trustee pension plans). The boards of trustees for these plans, representing plan members and employers, are responsible for administering the pension plans, including investing assets and administering benefits. The plans are multi-employer defined benefit pension plans. Basic pension benefits are based on a formula. As at December 31, 2024, the Teachers' Pension Plan has about 52,000 active members and approximately 43,000 retired members. As of December 31, 2024, the Municipal Pension Plan has about 273,000 active members, including approximately 32,000 from School Districts.

Every three years, an actuarial valuation is performed to assess the financial position of the plans and adequacy of plan funding. The actuary determines an appropriate combined employer and member contribution rate to fund the plans. The actuary's calculated contribution rate is based on the entry-age normal cost method, which produces the long-term rate of member and employer contributions sufficient to provide benefits for average future entrants to the plans. This rate may be adjusted for the amortization of any actuarial funding surplus and will be adjusted for the amortization of any unfunded actuarial liability.

The most recent actuarial valuation of the Teachers' Pension Plan as at December 31, 2023, indicated a \$4,572 million surplus for basic pension benefits on a going concern basis.

The most recent actuarial valuation for the Municipal Pension Plan as at December 31, 2021, indicated a \$3,761 million funding surplus for basic pension benefits on a going concern basis.

The School District paid \$54,146,757 (2024 – \$51,103,565) for employer contributions to these plans in the year ended June 30, 2025.

The next valuation for the Teachers' Pension Plan will be as at December 31, 2026 with results available in late 2027. The next valuation for the Municipal Pension Plan will be as at December 31, 2024, with results available in late 2025.

Employers participating in the plans record their pension expense as the amount of employer contributions made during the fiscal year (defined contribution pension plan accounting). This is because the plans record accrued liabilities and accrued assets for each plan in aggregate, resulting in no consistent and reliable basis for allocating the obligation, assets and cost to individual employers participating in the plans.

SCHOOL DISTRICT NO. 39 (VANCOUVER)
NOTES TO FINANCIAL STATEMENTS FOR THE YEAR
ENDED JUNE 30, 2025

14 Accumulated Surplus

	<u>June 30, 2025</u>	<u>June 30, 2024</u>
Local Capital Surplus		
Internally Restricted (Appropriated) by the Board for:		
Restricted for Future Capital Cost Share		
New Elementary School at Coal Harbour	\$ 1,996,488	\$ 4,208,190
Eric Hamber Secondary	-	280,000
Henry Hudson Elementary	-	322,500
Kitsilano Secondary	14,364	50,798
Equipment Replacement	867,971	500,000
Financial Provisions	200,000	200,000
Parkade and Paid Parking Lots Renewal	653,761	622,257
Renewal of Leased Facilities	240,000	-
Replacement School at Lord Roberts Annex	3,235,396	3,418,029
Technology for Student Learning	5,245	-
Automated External Defibrillators	247,931	-
Contingency Reserve for Local Capital	4,316,312	3,284,142
Total Internally Restricted Local Capital Surplus	<u>11,777,468</u>	<u>12,885,916</u>
Invested in Capital Assets	<u>25,856,261</u>	<u>35,870,972</u>
Total Local Capital Surplus	<u>37,633,729</u>	<u>48,756,888</u>
 Accumulated Operating Surplus		
Internally Restricted (Appropriated) by the Board for:		
Planned Future Operations Spanning Multiple Years		
Cafeteria Upgrades	-	50,000
Contractual Professional Development	-	200,000
Education Plan	62,714	62,714
Equity and Anti-Oppression	260,069	150,954
Indigenous Education	295,461	150,315
IT Capital Plan	155,924	294,759
Long Range Facilities Plan	120,000	120,000
Online Learning Funding for Courses in Progress	411,064	313,467
Purchase Order Commitments	786,527	1,007,020
Recruitment Strategy Review and Improvement	-	50,000
School Budget Balances	2,850,281	1,769,617
Total Planned Future Operations Spanning Multiple Years	<u>4,942,040</u>	<u>4,168,846</u>
Anticipated Future Requirements		
Financial Provisions	1,352,974	7,300,000
Risk Mitigation - Systems and Processes	673,151	700,000
Total Anticipated Future Requirements	<u>2,026,125</u>	<u>8,000,000</u>
Restricted Due to Constraints on Funds		
Early Career Mentorship	257,976	449,443
Grants and Donations	3,131,454	2,904,611
Scholarships	813,527	822,965
School Generated Funds	7,735,493	6,973,706
Total Restricted Due to Constraints on Funds	<u>11,938,450</u>	<u>11,150,725</u>
Total Internally Restricted Operating Surplus	<u>18,906,615</u>	<u>23,319,571</u>
Operating Fund Contingency	15,443,012	12,091,492
Unfunded Litigation Costs	(9,350,786)	(9,350,786)
Unrestricted Operating Fund Surplus (Contingency)	<u>6,092,226</u>	<u>2,740,706</u>
Total Accumulated Operating Accumulated Surplus	<u>24,998,841</u>	<u>26,060,277</u>
Accumulated Surplus	<u>\$ 62,632,570</u>	<u>\$ 74,817,165</u>

SCHOOL DISTRICT NO. 39 (VANCOUVER)
NOTES TO FINANCIAL STATEMENTS FOR THE YEAR
ENDED JUNE 30, 2025

15 Contractual Obligations

The School District has entered into a number of multiple-year contracts for the delivery of services and the construction of tangible capital assets. These contractual obligations will become liabilities in the future when the terms of the contracts are met.

	2026	2027	2028	2029
Approved Capital Projects	\$ 22,118,804	\$ 1,654,250	\$ 803,159	\$ 267,614
Future operating lease payments	407,918	190,917	160,658	-
	<u>\$ 22,526,722</u>	<u>\$ 1,845,167</u>	<u>\$ 963,817</u>	<u>\$ 267,614</u>

16 Contingent Assets

In fiscal year ended June 30, 2019, the School District entered into an agreement with BC Hydro for the sale of an underground air parcel at Lord Roberts Annex for the construction of an electrical substation. As a result of that sale, a contingent contractual right exists in the form of a construction lease. The issuance of the construction lease is dependent on BC Hydro receiving a Certificate of Public Convenience and Necessity from the British Columbia Utilities Commission for the construction of the substation.

In January 2022, the School District received an arbitration award regarding the annual ground lease rent for the site on which Kingsgate Mall occupies. The School District has invoiced 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 School District is appealing this decision. The collectability of the amount invoiced is dependent on the outcome of the appeal.

Contingent assets are not recorded in the financial statements.

17 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 District. 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.

SCHOOL DISTRICT NO. 39 (VANCOUVER)
NOTES TO FINANCIAL STATEMENTS FOR THE YEAR
ENDED JUNE 30, 2025

17 Contingent Liabilities (continued)

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 9 month long trial, the British Columbia Supreme Court issued reasons for judgment. Regarding the claims against the VSB, the Court dismissed the Conseil's claim that fee simple transfers were necessary to give effect to s. 23 rights under the Canadian Charter of Rights and Freedoms (minority French language education rights). Instead, the Court found that s. 23 rights could be fulfilled through the use of long term leases as suggested by the VSB.

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

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

An estimate of the remaining costs to defend the legal case are reported under Accumulated Operating Appropriated Surplus as Unfunded Litigation Expenses. The outcome of these legal proceedings is uncertain, and the financial impact on the School District cannot be determined at this time. The School District continues to defend against the Conseil's claims.

According to a directive from MECC, funding remedies through the CEF require an agreement with the school district's teachers' associations. As of September 10, 2025, VSB had not secured agreements with the teachers' associations for remedies earned during the 2024-25 fiscal year, making both the amount and likelihood of a payout indeterminable.

18 Budget Figures

Budget figures reflect the amended annual budget approved by the Board on March 11, 2025. The School District has elected to present the amended annual budget as it reflects a budget based on funding as a result of final enrollment numbers versus estimated annual projections. As the 2024/25 Amended Annual Budget is used for comparative purposes, a reconciliation between the 2024/25 Annual and the 2024/25

SCHOOL DISTRICT NO. 39 (VANCOUVER)
NOTES TO FINANCIAL STATEMENTS FOR THE YEAR
ENDED JUNE 30, 2025

Amended Annual Budgets is provided:

	<u>Annual Budget</u>	<u>Change</u>	<u>Amended Budget</u>
Revenues			
Provincial Grants			
Ministry of Education and Child Care	\$ 676,802,286	\$ 4,776,080	\$ 681,578,366
Other	8,872,382	-	8,872,382
Federal Grants	3,408,597	(1,148)	3,407,449
Tuition	24,494,729	347,694	24,842,423
Other Revenue	22,801,867	2,705,669	25,507,536
Rentals and Leases	7,518,248	211,891	7,730,139
Investment Income	6,810,010	(562,042)	6,247,968
Amortization of Deferred Capital Revenue	29,137,830	1,019,321	30,157,151
Total Revenue	<u>779,845,949</u>	<u>8,497,465</u>	<u>788,343,414</u>
Expenses			
Instruction	627,533,618	11,219,611	638,753,229
District Administration	27,694,373	6,440,022	34,134,395
Operations and Maintenance	122,714,197	3,710,774	126,424,971
Transportation and Housing	3,478,818	1,173,066	4,651,884
Debt Services	187,521	(1,023)	186,498
Total Expense	<u>781,608,527</u>	<u>22,542,450</u>	<u>804,150,977</u>
Surplus (Deficit) for the year	<u>(1,762,578)</u>	<u>(14,044,985)</u>	<u>(15,807,563)</u>
Budgeted Allocation of Surplus	929,104	12,894,469	13,823,573
Budgeted Surplus (Deficit), for the year	<u>\$ (833,474)</u>	<u>\$ (1,150,516)</u>	<u>\$ (1,983,990)</u>
 Budgeted Surplus (Deficit), for the year	 <u>\$ (1,762,578)</u>	 <u>\$ (14,044,985)</u>	 <u>\$ (15,807,563)</u>
Effect of change in Tangible Capital Assets			
Acquisition of Tangible Capital Assets	(54,479,293)	(6,910,298)	(61,389,591)
Amortization of Tangible Capital Assets	37,358,698	1,315,000	38,673,698
Total Effect of Change in Tangible Capital Assets	<u>(17,120,595)</u>	<u>(5,595,298)</u>	<u>(22,715,893)</u>
Increase (Decrease) in Net Financial Debt	<u>\$ (18,883,173)</u>	<u>\$ (19,640,283)</u>	<u>\$ (38,523,456)</u>

SCHOOL DISTRICT NO. 39 (VANCOUVER)
NOTES TO FINANCIAL STATEMENTS FOR THE YEAR
ENDED JUNE 30, 2025

19 Expense by Object

	2025	2024
	Actual	Actual
Salaries		
Teachers	\$ 316,876,687	\$ 299,794,225
Principals and Vice Principals	31,959,569	32,239,192
Educational Assistants	60,481,519	56,329,934
Support Staff	73,638,981	72,286,652
Other Professionals	18,569,341	17,877,806
Substitutes	19,336,312	18,483,764
	<u>520,862,409</u>	<u>497,011,573</u>
Employee Benefits	148,383,898	134,187,878
Services and supplies	100,930,157	86,781,293
Amortization	42,140,987	35,252,335
Interest	108,275	129,538
	<u>\$ 812,425,726</u>	<u>\$ 753,362,617</u>

20 Interfund Transfers

Interfund Transfers between the operating, special purpose and capital funds for the year were as follows:

- \$1,029,238 from operating to capital for capital assets purchased
- \$1,901,262 from operating to capital for capital lease payments
- 1,039,780 from capital to operating for capital financing costs in prior periods
- \$170,285 from special purpose to capital for capital assets purchased
- \$11,098 from special purpose to capital for capital lease payments

21 Economic Dependence

The operations of the School District are dependent on continued funding from MECC and various governmental agencies to carry out its programs. These financial statements have been prepared on a going concern basis.

22 Related Party Transactions

The School District is related through common ownership to all Province of British Columbia ministries, agencies, school districts, health authorities, colleges, universities and crown corporations. The School District is also related to key management personnel who have the authority and responsibility for planning, directing and controlling the activities of the School District. The key management personnel are the Board of Education, Superintendent of Schools and the Secretary Treasurer. All transactions with these entities, unless disclosed separately, are considered to be in the normal course of operations and are recorded at the exchange amount.

23 Risk Management

The School District has exposure to the following risks from its use of financial instruments: credit risk, market risk and liquidity risk.

The Board ensures that the School District has identified its risks and ensures that management monitors and controls them.

SCHOOL DISTRICT NO. 39 (VANCOUVER)
NOTES TO FINANCIAL STATEMENTS FOR THE YEAR
ENDED JUNE 30, 2025

23 Risk Management (continued)

a) Credit risk

Credit risk is the risk of financial loss to an institution if a customer or counterparty to a financial instrument fails to meet its contractual obligations. Such risks arise principally from certain financial assets held consisting of cash, amounts receivable and investments.

It is management's opinion that the School District is not exposed to significant credit risk associated with its cash deposits and investments as they are held by recognized British Columbia institutions and the School District invests solely in guaranteed investment certificates, term deposits, Senior Government Bonds and the Central Deposit Program of BC.

b) Market risk

Market risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market prices. Market risk is comprised of currency risk and interest rate risk.

Currency risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in the foreign exchange rates.

It is management's opinion that the School District is not exposed to significant currency risk, as amounts held and purchases made in foreign currency are insignificant.

Interest rate risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in the market interest rates. The School District is exposed to interest rate risk through its investments. It is management's opinion that the School District is not exposed to significant interest rate risk because it invests solely in guaranteed investment certificates, term deposits, and Senior Government Bonds.

c) Liquidity risk

Liquidity risk is the risk that the School District will not be able to meet its financial obligations as they become due.

The School District manages liquidity risk by continually monitoring actual and forecasted cash flows from operations and anticipated investing activities to ensure, as far as possible, that it will always have sufficient liquidity to meet its liabilities when due, under both normal and stressed conditions, without incurring unacceptable losses or risking damage to the School District's reputation.

Risk management and insurance services for all School Districts in British Columbia are provided by the Risk Management Branch of the Ministry of Finance. There have been no changes to risk exposure from 2024 related to credit, market or liquidity risks, with the exception of additional exposure to market risks from tariffs. The School District is monitoring the potential impacts and options to mitigate risks arising from tariffs and cross border trade.

School District No. 39 (Vancouver)

Schedule 1 (Unaudited)

Schedule of Changes in Accumulated Surplus (Deficit) by Fund
Year Ended June 30, 2025

	Operating Fund	Special Purpose Fund	Capital Fund	2025 Actual	2024 Actual
	\$	\$	\$	\$	\$
Accumulated Surplus (Deficit), beginning of year	26,060,277		48,756,888	74,817,165	71,478,716
Changes for the year					
Surplus (Deficit) for the year	829,284	181,383	(13,195,262)	(12,184,595)	3,338,449
Interfund Transfers					
Tangible Capital Assets Purchased	(1,029,238)	(170,285)	1,199,523	-	
Other	(861,482)	(11,098)	872,580	-	
Net Changes for the year	(1,061,436)	-	(11,123,159)	(12,184,595)	3,338,449
Accumulated Surplus (Deficit), end of year - Statement 2	24,998,841	-	37,633,729	62,632,570	74,817,165

School District No. 39 (Vancouver)

Schedule 2 (Unaudited)

Schedule of Operating Operations

Year Ended June 30, 2025

	2025 Budget (Note 18)	2025 Actual	2024 Actual
	\$	\$	\$
Revenues			
Provincial Grants			
Ministry of Education and Child Care	593,184,509	594,089,115	569,422,165
Other	78,135	62,249	62,249
Federal Grants	3,407,449	3,375,678	3,192,037
Tuition	24,842,423	26,400,962	26,789,970
Other Revenue	18,010,710	23,010,327	19,709,498
Rentals and Leases	5,631,738	6,697,240	5,674,966
Investment Income	5,583,506	6,282,119	7,611,518
Total Revenue	650,738,470	659,917,690	632,462,403
Expenses			
Instruction	537,188,344	536,552,340	512,138,877
District Administration	33,506,773	31,960,231	27,986,277
Operations and Maintenance	85,448,522	86,272,194	79,887,539
Transportation and Housing	4,505,190	4,303,641	3,573,966
Total Expense	660,648,829	659,088,406	623,586,659
Operating Surplus (Deficit) for the year	(9,910,359)	829,284	8,875,744
Budgeted Appropriation (Retirement) of Surplus (Deficit)	13,823,573		
Net Transfers (to) from other funds			
Tangible Capital Assets Purchased	(1,841,066)	(1,029,238)	(2,024,567)
Local Capital	-	-	-
Other	(2,072,148)	(861,482)	(1,584,110)
Total Net Transfers	(3,913,214)	(1,890,720)	(3,608,677)
Total Operating Surplus (Deficit), for the year	-	(1,061,436)	5,267,067
Operating Surplus (Deficit), beginning of year		26,060,277	20,793,210
Operating Surplus (Deficit), end of year		24,998,841	26,060,277
Operating Surplus (Deficit), end of year			
Internally Restricted (Note 14)		18,906,615	23,319,571
Unrestricted		6,092,226	2,740,706
Total Operating Surplus (Deficit), end of year		24,998,841	26,060,277

School District No. 39 (Vancouver)

Schedule 2A (Unaudited)

Schedule of Operating Revenue by Source

Year Ended June 30, 2025

	2025 Budget (Note 18)	2025 Actual	2024 Actual
	\$	\$	\$
Provincial Grants - Ministry of Education and Child Care			
Operating Grant, Ministry of Education and Child Care	577,658,415	579,188,435	551,127,508
Other Ministry of Education and Child Care Grants			
Pay Equity	7,294,124	7,294,124	7,294,124
Funding for Graduated Adults	1,109,550	1,683,352	1,525,321
Student Transportation Fund	53,423	53,423	53,423
FSA Scorer Grant	43,871	43,871	41,621
Child Care Funding	-	44,495	-
Labour Settlement Funding	5,781,415	5,781,415	9,375,668
Forecasted Enrolment Increase	1,243,711	-	-
Premier's Award for Excellence in Education - bursary funds	-	-	3,000
Equity Scan	-	-	1,500
Total Provincial Grants - Ministry of Education and Child Care	593,184,509	594,089,115	569,422,165
Provincial Grants - Other	78,135	62,249	62,249
Federal Grants	3,407,449	3,375,678	3,192,037
Tuition			
Summer School Fees	886,453	897,373	679,539
Continuing Education	422,300	471,518	385,828
International and Out of Province Students	23,533,670	25,032,071	25,724,603
Total Tuition	24,842,423	26,400,962	26,789,970
Other Revenues			
Other School District/Education Authorities	1,804,825	2,374,831	1,675,000
Miscellaneous			
Instructional Cafeteria Revenue	1,096,108	945,774	874,837
Miscellaneous Fees and Revenue	2,668,618	3,884,042	4,177,535
School Generated Funds	12,159,539	14,558,775	12,418,243
Other Grants	257,300	1,246,905	563,883
Other Grants - Child Care	24,320		
Total Other Revenue	18,010,710	23,010,327	19,709,498
Rentals and Leases	5,631,738	6,697,240	5,674,966
Investment Income	5,583,506	6,282,119	7,611,518
Total Operating Revenue	650,738,470	659,917,690	632,462,403

School District No. 39 (Vancouver)

Schedule 2B (Unaudited)

Schedule of Operating Expense by Object

Year Ended June 30, 2025

	2025 Budget (Note 18)	2025 Actual	2024 Actual
	\$	\$	\$
Salaries			
Teachers	275,299,958	275,775,846	267,750,776
Principals and Vice Principals	31,313,342	31,073,774	31,184,491
Educational Assistants	55,328,397	53,240,124	48,461,067
Support Staff	67,560,217	66,540,040	63,630,878
Other Professionals	13,771,044	14,691,110	13,202,853
Substitutes	17,874,622	18,452,188	17,733,813
Total Salaries	461,147,580	459,773,082	441,963,878
Employee Benefits	127,250,081	130,694,721	118,048,543
Total Salaries and Benefits	588,397,661	590,467,803	560,012,421
Services and Supplies			
Services	23,940,842	21,055,363	16,732,549
Student Transportation	4,469,353	4,257,455	3,521,351
Professional Development and Travel	2,220,359	1,439,884	969,717
Rentals and Leases	954,016	759,439	828,267
Dues and Fees	1,040,840	1,060,360	744,045
Insurance	1,762,295	1,588,197	1,525,976
Supplies	26,374,309	27,024,501	27,848,954
Utilities	11,489,154	11,435,404	11,403,379
Total Services and Supplies	72,251,168	68,620,603	63,574,238
Total Operating Expense	660,648,829	659,088,406	623,586,659

School District No. 39 (Vancouver)

Schedule 2C (Unaudited)

Operating Expense by Function, Program and Object

Year Ended June 30, 2025

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	205,919,713	4,206,572	266,797	4,154,879	4,715	13,322,406	227,875,082
1.03 Career Programs	98,313	183,732	146	89,808	-	20,203	392,202
1.07 Library Services	6,714,021	-	1,316	144,539	-	444,571	7,304,447
1.08 Counselling	8,527,270	-	177	505	273,033	564,993	9,365,978
1.10 Inclusive Education	33,083,217	1,419,173	48,033,077	913,788	347,628	2,017,935	85,814,818
1.20 Early Learning and Child Care	-	-	167,884	3,917	-	-	171,801
1.30 English Language Learning	11,496,988	171,223	2,855,799	486,538	221,970	797,849	16,030,367
1.31 Indigenous Education	1,006,273	393,165	1,195,165	190,328	-	9,911	2,794,842
1.41 School Administration	-	21,414,943	570	11,901,742	3,072	949,953	34,270,280
1.60 Summer School	2,032,937	311,703	516,863	235,917	-	-	3,097,420
1.61 Continuing Education	-	-	-	-	-	-	-
1.62 International and Out of Province Students	6,897,114	175,878	183,790	536,489	355,219	280,427	8,428,917
1.64 Other	-	-	-	902,226	177,000	372	1,079,598
Total Function 1	275,775,846	28,276,389	53,221,584	19,560,676	1,382,637	18,408,620	396,625,752
4 District Administration							
4.11 Educational Administration	-	2,579,920	-	495,151	1,678,665	2,092	4,755,828
4.20 Early Learning and Child Care	-	-	-	-	-	-	-
4.40 School District Governance	-	-	-	79,689	886,969	7,456	974,114
4.41 Business Administration	-	217,465	17,714	3,260,384	6,029,900	34,020	9,559,483
Total Function 4	-	2,797,385	17,714	3,835,224	8,595,534	43,568	15,289,425
5 Operations and Maintenance							
5.20 Early Learning and Child Care	-	-	-	-	89,269	-	89,269
5.41 Operations and Maintenance Administration	-	-	-	1,718,500	4,604,204	-	6,322,704
5.50 Maintenance Operations	-	-	826	37,508,776	-	-	37,509,602
5.52 Maintenance of Grounds	-	-	-	3,859,684	19,466	-	3,879,150
5.56 Utilities	-	-	-	-	-	-	-
Total Function 5	-	-	826	43,086,960	4,712,939	-	47,800,725
7 Transportation and Housing							
7.70 Student Transportation	-	-	-	57,180	-	-	57,180
Total Function 7	-	-	-	57,180	-	-	57,180
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	275,775,846	31,073,774	53,240,124	66,540,040	14,691,110	18,452,188	459,773,082

School District No. 39 (Vancouver)

Schedule 2C (Unaudited)

Operating Expense by Function, Program and Object

Year Ended June 30, 2025

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2025 Actual	2025 Budget (Note 18)	2024 Actual
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	227,875,082	61,338,767	289,213,849	17,149,909	306,363,758	309,913,919	298,218,235
1.03 Career Programs	392,202	114,318	506,520	655,327	1,161,847	1,779,074	1,941,804
1.07 Library Services	7,304,447	2,061,775	9,366,222	2,003,895	11,370,117	12,202,573	11,935,025
1.08 Counselling	9,365,978	2,643,618	12,009,596	489,406	12,499,002	13,819,415	13,390,132
1.10 Inclusive Education	85,814,818	27,287,724	113,102,542	2,237,856	115,340,398	109,230,166	96,426,272
1.20 Early Learning and Child Care	171,801	48,676	220,477	5,351	225,828	302,863	250,315
1.30 English Language Learning	16,030,367	4,547,238	20,577,605	462,086	21,039,691	25,877,963	25,368,811
1.31 Indigenous Education	2,794,842	802,272	3,597,114	538,377	4,135,491	4,377,648	3,819,059
1.41 School Administration	34,270,280	9,673,202	43,943,482	1,476,462	45,419,944	43,335,545	41,761,109
1.60 Summer School	3,097,420	874,278	3,971,698	230,979	4,202,677	4,262,102	4,090,015
1.61 Continuing Education	-	-	-	-	-	-	-
1.62 International and Out of Province Students	8,428,917	2,386,020	10,814,937	2,065,709	12,880,646	12,087,076	14,938,100
1.64 Other	1,079,598	273,963	1,353,561	559,380	1,912,941	-	-
Total Function 1	396,625,752	112,051,851	508,677,603	27,874,737	536,552,340	537,188,344	512,138,877
4 District Administration							
4.11 Educational Administration	4,755,828	1,378,556	6,134,384	1,346,514	7,480,898	7,818,346	7,945,663
4.20 Early Learning and Child Care	-	-	-	-	-	-	-
4.40 School District Governance	974,114	275,401	1,249,515	240,937	1,490,452	1,406,978	1,404,333
4.41 Business Administration	9,559,483	3,031,323	12,590,806	10,398,075	22,988,881	24,281,449	18,636,281
Total Function 4	15,289,425	4,685,280	19,974,705	11,985,526	31,960,231	33,506,773	27,986,277
5 Operations and Maintenance							
5.20 Early Learning and Child Care	89,269	25,195	114,464	-	114,464	168,712	-
5.41 Operations and Maintenance Administration	6,322,704	1,559,462	7,882,166	2,915,896	10,798,062	9,033,200	8,420,779
5.50 Maintenance Operations	37,509,602	11,166,607	48,676,209	8,443,710	57,119,919	57,970,047	53,995,272
5.52 Maintenance of Grounds	3,879,150	1,190,188	5,069,338	1,684,148	6,753,486	6,791,707	6,217,723
5.56 Utilities	-	-	-	11,486,263	11,486,263	11,484,856	11,253,765
Total Function 5	47,800,725	13,941,452	61,742,177	24,530,017	86,272,194	85,448,522	79,887,539
7 Transportation and Housing							
7.70 Student Transportation	57,180	16,138	73,318	4,230,323	4,303,641	4,505,190	3,573,966
Total Function 7	57,180	16,138	73,318	4,230,323	4,303,641	4,505,190	3,573,966
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	459,773,082	130,694,721	590,467,803	68,620,603	659,088,406	660,648,829	623,586,659

School District No. 39 (Vancouver)

Schedule 3 (Unaudited)

Schedule of Special Purpose Operations

Year Ended June 30, 2025

	2025 Budget (Note 18)	2025 Actual	2024 Actual
	\$	\$	\$
Revenues			
Provincial Grants			
Ministry of Education and Child Care	88,393,857	88,213,490	76,601,848
Other	8,794,247	10,000,114	9,149,069
Other Revenue	7,050,304	7,903,665	7,482,451
Investment Income	118,516	888,037	948,164
Total Revenue	<u>104,356,924</u>	<u>107,005,306</u>	<u>94,181,532</u>
Expenses			
Instruction	101,564,885	104,355,593	89,614,202
District Administration	627,622	641,563	763,974
Operations and Maintenance	1,350,489	1,680,073	3,139,824
Transportation and Housing	146,694	146,694	146,507
Total Expense	<u>103,689,690</u>	<u>106,823,923</u>	<u>93,664,507</u>
Special Purpose Surplus (Deficit) for the year	<u>667,234</u>	<u>181,383</u>	<u>517,025</u>
Net Transfers (to) from other funds			
Tangible Capital Assets Purchased	(661,685)	(170,285)	(504,973)
Other	(5,549)	(11,098)	(12,052)
Total Net Transfers	<u>(667,234)</u>	<u>(181,383)</u>	<u>(517,025)</u>
Total Special Purpose Surplus (Deficit) for the year	<u>-</u>	<u>-</u>	<u>-</u>
Special Purpose Surplus (Deficit), beginning of year			
Special Purpose Surplus (Deficit), end of year		<u>-</u>	<u>-</u>

School District No. 39 (Vancouver)

Schedule 3A (Unaudited)

Changes in Special Purpose Funds and Expense by Object
Year Ended June 30, 2025

	Annual Facility Grant	Learning Improvement Fund	Special Education Equipment	Scholarships and Bursaries	Special Education Technology	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year		590,674	-	564,323	210,369	4,360,912		11,632	253,654
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	2,238,403	2,063,515			9,792,997		608,000	218,050	763,817
Provincial Grants - Other				10,360		7,753,438			
Other				18,291	37,918				18,045
Investment Income									(30,000)
Accrued Provincial Grants - Ministry of Education and Child Care	(558,330)								
	1,680,073	2,063,515	-	28,651	9,830,915	7,753,438	608,000	218,050	751,862
Less: Allocated to Revenue	1,680,073	1,823,925	-	15,350	9,684,461	7,634,170	608,000	187,771	824,404
Recovered					166,529				
Recovered Funds - Accounts Payable									
Deferred Revenue, end of year	-	830,264	-	577,624	190,294	4,480,180	-	41,911	181,112
Revenues									
Provincial Grants - Ministry of Education and Child Care	1,680,073	1,823,925			9,646,543		608,000	187,771	806,359
Provincial Grants - Other									
Federal Grants				-					
Other Revenue				15,350		7,634,170			
Investment Income					37,918				18,045
	1,680,073	1,823,925	-	15,350	9,684,461	7,634,170	608,000	187,771	824,404
Expenses									
Salaries									
Teachers					2,542,630				115,636
Principals and Vice Principals					329,522				13,089
Educational Assistants		1,338,061			367	522	424,053	143	
Support Staff	1,023,265				1,340,161	70,266		59,081	
Other Professionals					25,699				
Substitutes					2,556			25,514	58,621
	1,023,265	1,338,061	-	-	4,240,935	70,788	424,053	84,738	187,346
Employee Benefits	288,300	485,864			1,289,627	14,067	155,327	27,486	46,385
Services and Supplies	368,508			15,350	4,153,899	7,455,746	28,620	75,547	590,673
	1,680,073	1,823,925	-	15,350	9,684,461	7,540,601	608,000	187,771	824,404
Net Revenue (Expense) before Interfund Transfers	-	-	-	-	-	93,569	-	-	-
Interfund Transfers									
Tangible Capital Assets Purchased						(82,471)			
Other						(11,098)			
	-	-	-	-	-	(93,569)	-	-	-
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-
Additional Expenses funded by, and reported in, the Operating Fund									

School District No. 39 (Vancouver)

Schedule 3A (Unaudited)

Changes in Special Purpose Funds and Expense by Object
Year Ended June 30, 2025

	CommunityLINK	Classroom Enhancement Fund - Overhead	Classroom Enhancement Fund - Staffing	Classroom Enhancement Fund - Remedies	First Nation Student Transportation	Mental Health in Schools	Changing Results for Young Children	Seamless Day Kindergarten	Early Childhood Education Dual Credit Program
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	64,971			1,370,830		4,902	6,173		44,634
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	10,647,334	4,604,881	41,910,572	3,345,582	146,694	47,000	11,250	55,400	70,000
Provincial Grants - Other									
Other									
Investment Income									
Accrued Provincial Grants - Ministry of Education and Child Care				1,183,981					
	10,647,334	4,604,881	41,910,572	4,529,563	146,694	47,000	11,250	55,400	70,000
Less: Allocated to Revenue	10,127,669	4,604,881	41,873,584	3,174,257	146,694	20,402	15,196	55,400	41,074
Recovered				1,971,247					
Recovered Funds - Accounts Payable				(600,417)					
Deferred Revenue, end of year	584,636	-	36,988	1,355,306	-	31,500	2,227	-	73,560
Revenues									
Provincial Grants - Ministry of Education and Child Care	10,127,669	4,604,881	41,873,584	3,174,257	146,694	20,402	15,196	55,400	41,074
Provincial Grants - Other									
Federal Grants									
Other Revenue									
Investment Income									
	10,127,669	4,604,881	41,873,584	3,174,257	146,694	20,402	15,196	55,400	41,074
Expenses									
Salaries									
Teachers	2,122,789		32,834,301	1,420,053					14,308
Principals and Vice Principals	187,973								
Educational Assistants	2,993,751	2,337,417						40,658	
Support Staff	230,110								
Other Professionals	1,572,239	503,187							
Substitutes	17,347	576,971		155,429			6,325		
	7,124,209	3,417,575	32,834,301	1,575,482	-	-	6,325	40,658	14,308
Employee Benefits	2,181,069	1,107,173	9,039,283	425,667			1,421	14,742	3,939
Services and Supplies	822,391	80,133		1,173,108	146,694	20,402	7,450		22,827
	10,127,669	4,604,881	41,873,584	3,174,257	146,694	20,402	15,196	55,400	41,074
Net Revenue (Expense) before Interfund Transfers	-	-	-	-	-	-	-	-	-
Interfund Transfers									
Tangible Capital Assets Purchased									
Other	-	-	-	-	-	-	-	-	-
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-
Additional Expenses funded by, and reported in, the Operating Fund		1,398,289							

School District No. 39 (Vancouver)

Schedule 3A (Unaudited)

Changes in Special Purpose Funds and Expense by Object
Year Ended June 30, 2025

	Student & Family Affordability	SEY2KT (Early Years to Kindergarten)	ECL (Early Care & Learning)	Feeding Futures Fund	Professional Learning Grant	National School Food Program	Community Link Other	CAYA	Assistive Technology AT-BC
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	2,038,068	20,101	61,738				438,863	16,442,900	13,606,313
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	-	19,000	175,000	5,653,374	204,125	125,725			
Provincial Grants - Other							170,000		6,828,507
Other							29,990		
Investment Income								576,337	511,866
Accrued Provincial Grants - Ministry of Education and Child Care	-	19,000	175,000	5,653,374	204,125	125,725	199,990	576,337	7,340,373
Less: Allocated to Revenue	1,649,037	11,753	210,926	5,653,374	6,668	8,812	226,543	4,195,641	6,479,696
Recovered									
Recovered Funds - Accounts Payable									
Deferred Revenue, end of year	389,031	27,348	25,812	-	197,457	116,913	412,310	12,823,596	14,466,990
Revenues									
Provincial Grants - Ministry of Education and Child Care	1,649,037	11,753	210,926	5,653,374	6,668	8,812			
Provincial Grants - Other							104,780	3,896,902	5,998,432
Federal Grants									
Other Revenue							121,763		
Investment Income								298,739	481,264
	1,649,037	11,753	210,926	5,653,374	6,668	8,812	226,543	4,195,641	6,479,696
Expenses									
Salaries									
Teachers									
Principals and Vice Principals			170,067						
Educational Assistants		1,780							
Support Staff				1,907,653		5,665		713,458	732,871
Other Professionals				84,404				301,662	1,029,163
Substitutes		2,016			5,345				
	-	3,796	170,067	1,992,057	5,345	5,665	-	1,015,120	1,762,034
Employee Benefits		741	39,910	618,122	1,201	1,457		340,978	507,171
Services and Supplies	1,649,037	7,216	949	3,043,195	122	1,690	226,543	2,839,543	4,210,491
	1,649,037	11,753	210,926	5,653,374	6,668	8,812	226,543	4,195,641	6,479,696
Net Revenue (Expense) before Interfund Transfers	-	-	-	-	-	-	-	-	-
Interfund Transfers									
Tangible Capital Assets Purchased									
Other	-	-	-	-	-	-	-	-	-
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-
Additional Expenses funded by, and reported in, the Operating Fund									

School District No. 39 (Vancouver)

Changes in Special Purpose Funds and Expense by Object

Year Ended June 30, 2025

Schedule 3A (Unaudited)

	PRP	PRCVI	Miscellaneous	Work Experience Grant	TOTAL
	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	151,352	1,012,352	407,677		41,662,438
Add: Restricted Grants					
Provincial Grants - Ministry of Education and Child Care	3,178,553	3,260,825	-	50,000	89,190,097
Provincial Grants - Other		88,000			7,086,507
Other			364,054		8,157,842
Investment Income		54,071	24,697		1,241,225
Accrued Provincial Grants - Ministry of Education and Child Care					595,651
	3,178,553	3,402,896	388,751	50,000	106,271,322
Less: Allocated to Revenue	3,025,952	2,887,148	132,382	63	107,005,306
Recovered	151,352	278,908			2,568,036
Recovered Funds - Accounts Payable					(600,417)
Deferred Revenue, end of year	152,601	1,249,192	664,046	49,937	38,960,835
Revenues					
Provincial Grants - Ministry of Education and Child Care	3,025,952	2,835,077		63	88,213,490
Provincial Grants - Other					10,000,114
Federal Grants					-
Other Revenue			132,382		7,903,665
Investment Income	-	52,071			888,037
	3,025,952	2,887,148	132,382	63	107,005,306
Expenses					
Salaries					
Teachers	1,829,616	221,508			41,100,841
Principals and Vice Principals	185,144				885,795
Educational Assistants	97,110		7,533		7,241,395
Support Staff	135,705	880,706			7,098,941
Other Professionals	12,108	349,769			3,878,231
Substitutes	34,000				884,124
	2,293,683	1,451,983	7,533	-	61,089,327
Employee Benefits	631,842	464,671	2,734		17,689,177
Services and Supplies	100,427	970,494	34,301	63	28,045,419
	3,025,952	2,887,148	44,568	63	106,823,923
Net Revenue (Expense) before Interfund Transfers	-	-	87,814	-	181,383
Interfund Transfers					
Tangible Capital Assets Purchased			(87,814)		(170,285)
Other					(11,098)
	-	-	(87,814)	-	(181,383)
Net Revenue (Expense)	-	-	-	-	-
Additional Expenses funded by, and reported in, the Operating Fund					1,398,289

School District No. 39 (Vancouver)

Schedule 4 (Unaudited)

Schedule of Capital Operations

Year Ended June 30, 2025

	2025 Budget (Note 18)	2025 Actual			2024 Actual
		Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$	\$
Revenues					
Provincial Grants					
Ministry of Education and Child Care				-	76,695
Other Revenue	446,522	171,678	279,882	451,560	457,285
Rentals and Leases	2,098,401		2,227,934	2,227,934	2,313,436
Investment Income	545,946		351,807	351,807	676,113
Amortization of Deferred Capital Revenue	30,157,151	30,286,834		30,286,834	26,533,602
Total Revenue	33,248,020	30,458,512	2,859,623	33,318,135	30,057,131
Expenses					
Operations and Maintenance	952,262		549,486	549,486	729,579
Amortization of Tangible Capital Assets					
Operations and Maintenance	38,673,698	38,792,405		38,792,405	35,252,334
Write-off/down of Buildings and Sites		3,714,650		3,714,650	
Debt Services					
Capital Lease Interest	186,498		108,274	108,274	129,538
ARO Accretion		3,348,582		3,348,582	
Total Expense	39,812,458	45,855,637	657,760	46,513,397	36,111,451
Capital Surplus (Deficit) for the year	(6,564,438)	(15,397,125)	2,201,863	(13,195,262)	(6,054,320)
Net Transfers (to) from other funds					
Tangible Capital Assets Purchased	2,502,751	1,199,523		1,199,523	2,529,540
Tangible Capital Assets - Work in Progress	-			-	
Capital Lease Payment	2,077,697		1,912,360	1,912,360	1,596,162
Other		(1,039,780)		(1,039,780)	
Total Net Transfers	4,580,448	159,743	1,912,360	2,072,103	4,125,702
Other Adjustments to Fund Balances					
Tangible Capital Assets Purchased from Local Capital		497,349	(497,349)	-	
Tangible Capital Assets WIP Purchased from Local Capital		2,921,238	(2,921,238)	-	
Principal Payment					
Capital Lease		1,804,084	(1,804,084)	-	
Total Other Adjustments to Fund Balances		5,222,671	(5,222,671)	-	
Total Capital Surplus (Deficit) for the year	(1,983,990)	(10,014,711)	(1,108,448)	(11,123,159)	(1,928,618)
Capital Surplus (Deficit), beginning of year		35,870,972	12,885,916	48,756,888	50,685,506
Capital Surplus (Deficit), end of year		25,856,261	11,777,468	37,633,729	48,756,888

School District No. 39 (Vancouver)

Schedule 4A (Unaudited)

Tangible Capital Assets
Year Ended June 30, 2025

	Sites	Buildings	Furniture and Equipment	Vehicles	Computer Software	Computer Hardware	Total
	\$	\$	\$	\$	\$	\$	\$
Cost, beginning of year	20,781,543	1,486,467,041	21,014,530	1,727,699	100,244	16,014,429	1,546,105,486
Changes for the Year							
Increase:							
Purchases from:							
Operating Fund			755,591			273,647	1,029,238
Special Purpose Funds			110,942			59,343	170,285
Local Capital			497,349				497,349
Capital Lease						1,839,120	1,839,120
Transferred from Work in Progress		63,622,455	315,161				63,937,616
	-	63,622,455	1,679,043	-	-	2,172,110	67,473,608
Decrease:							
Deemed Disposals			1,432,938	191,448		2,244,045	3,868,431
ARO Retirement		76,695					76,695
	-	76,695	1,432,938	191,448	-	2,244,045	3,945,126
Cost, end of year	20,781,543	1,550,012,801	21,260,635	1,536,251	100,244	15,942,494	1,609,633,968
Work in Progress, end of year		53,565,681					53,565,681
Cost and Work in Progress, end of year	20,781,543	1,603,578,482	21,260,635	1,536,251	100,244	15,942,494	1,663,199,649
Accumulated Amortization, beginning of year		552,397,841	8,319,273	1,051,429	51,612	9,809,635	571,629,790
Changes for the Year							
Increase: Amortization for the Year		33,299,707	2,113,765	163,193	20,048	3,195,692	38,792,405
Decrease:							
Deemed Disposals			1,432,938	191,448		2,244,045	3,868,431
		-	1,432,938	191,448	-	2,244,045	3,868,431
Accumulated Amortization, end of year		585,697,548	9,000,100	1,023,174	71,660	10,761,282	606,553,764
Tangible Capital Assets - Net	20,781,543	1,017,880,934	12,260,535	513,077	28,584	5,181,212	1,056,645,885

School District No. 39 (Vancouver)

Schedule 4B (Unaudited)

Tangible Capital Assets - Work in Progress

Year Ended June 30, 2025

	Buildings	Furniture and Equipment	Computer Software	Computer Hardware	Total
	\$	\$	\$	\$	\$
Work in Progress, beginning of year	71,270,110				71,270,110
Changes for the Year					
Increase:					
Deferred Capital Revenue - Bylaw	37,106,355	157,857			37,264,212
Deferred Capital Revenue - Other	10,173,548	157,304			10,330,852
Local Capital	2,921,238				2,921,238
	<u>50,201,141</u>	<u>315,161</u>	<u>-</u>	<u>-</u>	<u>50,516,302</u>
Decrease:					
Transferred to Tangible Capital Assets	63,622,455	315,161			63,937,616
Cost of PDR's for Capital Projects Not Approved	4,283,115				4,283,115
	<u>67,905,570</u>	<u>315,161</u>	<u>-</u>	<u>-</u>	<u>68,220,731</u>
Net Changes for the Year	<u>(17,704,429)</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>(17,704,429)</u>
Work in Progress, end of year	<u>53,565,681</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>53,565,681</u>

School District No. 39 (Vancouver)

Schedule 4C (Unaudited)

Deferred Capital Revenue

Year Ended June 30, 2025

	Bylaw Capital	Other Provincial	Other Capital	Total Capital
	\$	\$	\$	\$
Deferred Capital Revenue, beginning of year	818,755,849	13,457,359	38,524,188	870,737,396
Changes for the Year				
Increase:				
Transferred from Work in Progress	50,658,377	208,604	11,894,903	62,761,884
Transfer from Bylaw Capital to Other Provincial	(2,926,557)	2,926,557		-
	<u>47,731,820</u>	<u>3,135,161</u>	<u>11,894,903</u>	<u>62,761,884</u>
Decrease:				
Amortization of Deferred Capital Revenue	28,676,459	443,404	1,166,971	30,286,834
Transfer from DCR to Unspent DCR	217,710	1,416,703		1,634,413
ARO Retirement	76,695			76,695
	<u>28,970,864</u>	<u>1,860,107</u>	<u>1,166,971</u>	<u>31,997,942</u>
Net Changes for the Year	<u>18,760,956</u>	<u>1,275,054</u>	<u>10,727,932</u>	<u>30,763,942</u>
Deferred Capital Revenue, end of year	<u><u>837,516,805</u></u>	<u><u>14,732,413</u></u>	<u><u>49,252,120</u></u>	<u><u>901,501,338</u></u>
Work in Progress, beginning of year	31,085,811	19,197,830	9,536,693	59,820,334
Changes for the Year				
Increase				
Transferred from Deferred Revenue - Work in Progress	37,264,212	7,972,642	2,358,210	47,595,064
	<u>37,264,212</u>	<u>7,972,642</u>	<u>2,358,210</u>	<u>47,595,064</u>
Decrease				
Transferred to Deferred Capital Revenue	50,658,377	208,604	11,894,903	62,761,884
Funding for Cost of PDR's for Capital Projects Not Approved	568,465			568,465
	<u>51,226,842</u>	<u>208,604</u>	<u>11,894,903</u>	<u>63,330,349</u>
Net Changes for the Year	<u>(13,962,630)</u>	<u>7,764,038</u>	<u>(9,536,693)</u>	<u>(15,735,285)</u>
Work in Progress, end of year	<u>17,123,181</u>	<u>26,961,868</u>	<u>-</u>	<u>44,085,049</u>
Total Deferred Capital Revenue, end of year	<u><u>854,639,986</u></u>	<u><u>41,694,281</u></u>	<u><u>49,252,120</u></u>	<u><u>945,586,387</u></u>

School District No. 39 (Vancouver)

Schedule 4D (Unaudited)

Changes in Unspent Deferred Capital Revenue

Year Ended June 30, 2025

	Bylaw Capital	MECC Restricted Capital	Other Provincial Capital	Land Capital	Other Capital	Total
	\$	\$	\$	\$	\$	\$
Balance, beginning of year		22,752,976				22,752,976
Changes for the Year						
Increase:						
Provincial Grants - Ministry of Education and Child Care	40,989,292					40,989,292
Provincial Grants - Other			1,212,663			1,212,663
Other					2,358,210	2,358,210
Investment Income		939,748				939,748
Transfer from DCR to Unspent DCR			1,416,703			1,416,703
Other items, net	(1,057,966)					(1,057,966)
	39,931,326	939,748	2,629,366	-	2,358,210	45,858,650
Decrease:						
Transferred to DCR - Work in Progress	37,264,212	6,334,042	1,638,600		2,358,210	47,595,064
Reversal of Investment Income Credited in Prior Years			193,915			193,915
	37,264,212	6,334,042	1,832,515	-	2,358,210	47,788,979
Net Changes for the Year	2,667,114	(5,394,294)	796,851	-	-	(1,930,329)
Balance, end of year	2,667,114	17,358,682	796,851	-	-	20,822,647

FINANCE AND PERSONNEL COMMITTEE

Wednesday, September 17, 2025

Committee Report to the Board, October 1, 2025

The Chairperson of the Committee called the meeting to order at 5:00 pm and acknowledged with deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səliłwətał (Tsleil-Waututh Nation).

This meeting was live-streamed, and both the audio and visual recordings were also available to the public for viewing after the meeting. Footage from this meeting may be viewed from Canada or anywhere else in the world.

A presentation detailing the flow of the agenda was shown throughout the meeting, a copy of which is on file with the meeting agenda.

1. Audited Financial Statements June 30, 2025

The Executive Director of Finance presented a report dated September 17, 2025, titled **Audited Financial Statements June 30, 2025**. He noted that the school district's financial statements had been prepared in accordance with Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia supplemented by Regulations 257 /2010 and 198/2011 issued by the Province of British Columbia Treasury Board.

The Executive Director of Finance informed the committee that in the draft Independent Auditor's Report, KPMG LLP states: "In our opinion, the accompanying financial statements are prepared, in all material aspects, in accordance with the financial reporting provisions of Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia."

He reviewed key elements of the statement of financial position, the breakdown of the operating fund sources and operating fund revenue and expenses and identified key financial risk factors to the school district. He noted that the financial statements have been recommended by the Audit Committee for Board approval at the October 1, 2025 Board meeting.

Committee members, trustees, and stakeholder representatives asked questions and staff answered and provided clarification on various points.

This report was provided for information.

2. Recruitment Update

The Executive Director of Employee Services presented a report dated September 17, 2025 titled **Recruitment Update**. The report includes information on the recruitment efforts by the Employee Services department for the 2024-2025 school year.

He highlighted the number of teaching, bargaining unit and other positions filled to meet system needs and collective agreement obligations and noted that the Employee Services Department will continue to engage in creative solutions with union partners and inherent rights holders to facilitate staffing and recruitment efforts with a focus on SSAs and specialized teaching positions. He noted that the District continues to attend career fairs and work with local universities to support teacher education programs and support worker programs in an effort to fill positions in a competitive and challenging labour market. Further, he noted the focus on efficiencies to expedite the time from posting to onboarding.

Committee members, trustees, and stakeholder representatives provided feedback and staff answered questions and provided clarification on various points.

4. Wellness and Occupational Health and Safety Update

The Executive Director of Employee Services presented a report dated September 17, 2025 titled ***Wellness and Occupational Health and Safety Update***. The report includes information on wellness updates and the response to unexpected health emergencies.

He highlighted professional development sessions offered over the summer of 2025 and the upcoming ProD Health Fair. He further noted a current review of the Employee and Family Assistance Program (EFAP) to better meet staff needs and improve access.

Committee members, trustees, and stakeholder representatives provided feedback and staff answered questions and provided clarification on various points.

The meeting adjourned at 6:41 pm.

Janet Fraser, Chairperson

Committee Members Present:	Janet Fraser (Chair) Preeti Faridkot Lois Chan-Pedley (Alternate)
Committee Members Absent:	Alfred Chien (Vice-Chair) Joshua Zhang Jennifer Reddy (Alternate)
Other Trustees Present:	Victoria Jung Christopher Richardson
Senior Team Members Present:	Flavia Coughlan, Secretary Treasurer Helen McGregor, Superintendent Dan Blue, Executive Director, Finance Michel Gray, Executive Director, Employee Services Maureen McRae-Stanger, Associate Superintendent Alison Ogden, Associate Superintendent

**Inherent Rights Holder
Representatives Present:**

Kirsten Baker-Williams, Skwxwú7mesh Úxwumixw
(Squamish Nation)

Association Representatives Present:

Warren Williams, CUPE 15
Henry Munns, CUPE 407 (arrived at 5:13 pm)
David Schaub, DPAC
Tyson Shmyr, PASA
Benita Kwon, VASSA
Jody Polukoshko, VEAES
Dana Aweida, VEPVPA
Carl Janze, VSTA

Also Present:

Paul Rosberg
Cherry Mak
Cornelia Haack (recorder)

FACILITIES PLANNING COMMITTEE

Wednesday, September 17, 2025

Committee Report to the Board, October 1, 2025

The Chairperson of the Committee called the meeting to order at 7:00 pm and acknowledged with deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the xʷməθkʷəy̓əm (Musqueam), Sḵwxwú7mesh Úxwumixw (Squamish Nation) & səliłwətaʔ (Tsleil-Waututh Nation).

This meeting was live-streamed, and both the audio and visual recordings were also available to the public for viewing after the meeting. Footage from this meeting may be viewed from Canada or anywhere else in the world.

A presentation detailing the flow of the agenda was shown throughout the meeting, a copy of which is on file with the meeting agenda.

1. 2026-2027 Minor Capital Plan

The Executive Director of Facilities presented a report dated September 17, 2025, titled **2026-2027 Minor Capital Plan**. The report outlines a list of projects proposed for funding in the 2026–2027 Minor Capital Plan submission for the School Enhancement Program (SEP), Carbon Neutral Capital Program (CNCP), Playground Equipment Program (PEP), and Food Infrastructure Program (FIP).

Committee members, trustees and stakeholder representatives provided feedback and staff answered questions and provided clarification on various points.

There was unanimous consent from committee members to forward the following recommendation to the Board for consideration:

THAT The Board of Education of School District No. 39 (Vancouver) approve the 2026-2027 Minor Capital Plan for submission to the Ministry of Infrastructure.

2. Downtown Catchment Boundary Change Process

The Executive Director of Facilities presented a report dated September 17, 2025, titled **Downtown Catchment Boundary Change Process**. The report was presented for information and the initiation of the public engagement process for boundary catchment changes in the downtown area of Vancouver.

The proposed changes will enable families to plan for future school enrolment and will provide administrative clarity to the school district in terms of student enrolment for the new school in Coal Harbour.

Three proposed options for changes in catchment boundaries were presented based on factors such as population distribution, natural boundaries, walking distance, neighbourhood continuity and connectivity, and student safety.

An initial email was sent to families in the downtown area on September 12, 2025, to inform them of the upcoming public engagement process. Engagement sessions will be launched to collect community feedback, which will help refine the proposed catchment boundary recommendations prior to their presentation to the Board. Once finalized, Board-approved catchment areas will be implemented for student registration and placement beginning in the 2026–2027 school year.

Additional information was provided in the presentation.

After presenting the report, the Executive Director of Facilities invited trustees and stakeholder representatives to review the proposed catchment options and timeline, and to provide comments. Participants were divided into two groups: one group reviewed and provided feedback on the existing catchment and proposed options, while the other group focused on discussing the engagement process. The groups then switched to ensure everyone had the opportunity to provide feedback on both aspects of the process. Committee members, trustees and stakeholder representatives provided feedback and staff answered questions and provided clarification on various points.

The feedback received on the options indicated a strong preference for Option C, with five participants ranking it their preferred option compared to no participants for Option A and two participants for Option B. Option A was identified as the least desirable.

Feedback on the proposed engagement process was generally positive and identified opportunities and considerations including:

- Ensuring information was kept simple and understandable
- Using parent networks to increase engagement
- Identifying a district contact for individual questions during the process
- Considering the need for translation of materials
- Ensuring there was sufficient opportunity to engage.

The meeting adjourned at 8:07 pm.

Preeti Faridkot, Chairperson

Committee Members Present:	Preeti Faridkot (Chair) Victoria Jung Christopher Richardson Suzie Mah (Alternate)
Committee Members Absent:	Joshua Zhang
Other Trustees Present:	Janet Fraser

Senior Team Members Present:

Flavia Coughlan, Secretary Treasurer
Helen McGregor, Superintendent
Maureen McRae-Stanger, Associate Superintendent
Janis Myers, Associate Superintendent
Alison Ogden, Associate Superintendent
Jessie Gresley-Jones, Executive Director, Facilities

Association Representatives Present:

Suzette Magri, CUPE 15
Melanie Cheng, DPAC
Tim Chester, IUOE
Paul Loeman, PASA
Dale Ambrose, VASSA
Laura Rhead, VEPVPA
Carl Janze, VSTA

Also Present:

Doug Roch
Dmytro Plakhotnyk
Jiana Chow
Ana Chau (recorder)

October 1, 2025

ITEM 6.4.2.1

TO: Board of Education

FROM: Facilities Planning Committee

RE: **2026-2027 Minor Capital Plan**

*Reference to
Education Plan*

**GOALS AND
OBJECTIVES:**

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

- Improving school environments to ensure they are safe, caring, welcoming, and inclusive places for students and families.

INTRODUCTION

This report contains a recommendation from the Facilities Planning Committee for the Board to approve the submission of the 2026-2027 Minor Capital Plan to the Ministry of Infrastructure ("the Ministry").

BACKGROUND

The school district submits annually to the Ministry, a list of projects for funding consideration under several minor capital programs. Submissions are due by September 30, 2025. By March 2026, the Ministry provides school districts with a Capital Plan Response Letter which outlines the projects that will be funded.

This report describes the proposed 2026-2027 Minor Capital Plan submission for each of the following Capital Programs:

- School Enhancement Program (SEP)
- Carbon Neutral Capital Program (CNCP)
- Playground Equipment Program (PEP)
- Food Infrastructure Program (FIP)

Eligibility requirements for each program are provided annually by the Ministry through the [Capital Planning Instructions](#).

MINOR CAPITAL PROGRAMS

School Enhancement Program (SEP)

The School Enhancement Program (SEP) provides capital funding for projects that will improve the safety, facility condition, operational efficiency, and functionality of existing schools, with the objective to extend their useful physical life. Projects are permitted in six categories of upgrade defined as: roofing, exterior wall systems, interior construction, HVAC (i.e. heating ventilation and cooling), electrical, and plumbing upgrades. There are criteria for the cost range and eligibility of projects. Five requests are permitted annually for submission.

SEP eligibility is focused on singular projects – typically with a substantial cost - which can be challenging to fit within the Annual Facilities Grant (AFG) spending plan. VSB submissions are typically single-site, medium to large value projects, rather than a bundle of smaller dollar value projects.

Projects included in the proposed plan are selected based on:

- The urgency of the need, focusing on systems that have failed or are well past end of life.
- Critical systems – required for core functionality or life safety of the facilities.
- Substantive dollar value projects (over 200k) and including a mix of project cost ranges.
- Alignment with the priorities of the Major Capital Plan. Enhancement project submissions are avoided for sites in the Project Definition Report (PDR) process of the capital plan and avoided wherever possible for sites at the top of the capital plan.
- Opportunities to augment the scope of seismic mitigation projects where possible.

MECC approved Phase 1 of the Crosstown Elementary ventilation project in the 2025/2026 response letter. The remaining 2025/2026 projects – including Quilchena and Gladstone went through a scope review and were then partially or fully funded through the AFG project list because of their criticality.

The proposed SEP project submissions for 2026-2027 includes the Phase 2 Crosstown Elementary as a critical priority to complete this project as well as additional priorities for safety and public announcements (PA) systems, and steam pipe replacements as shown in Table 1.

Table 1: School Enhancement Program (SEP) submission for 2026-2027

Priority	School	Project Scope	Project Cost
1	Crosstown Elementary	<p>The school currently has ventilation and heating, but no dedicated cooling. The designed ventilation capacity provides occupants with required minimum ventilation levels but does not have extra air flow capacity to support thermal comfort. Indoor temperatures have been uncomfortable for building occupants since the school opened in 2017.</p> <p>To remediate this situation the existing systems will be upgraded in two phases. The first phase was approved in the 2025-2026 submission and is already being implemented. The value of phase 1 is \$1,470,000 and it includes the following measures to address both ventilation and thermal comfort:</p> <ul style="list-style-type: none"> ○ Modifications to AHU Motors-Filters-Coils & 1ST VRF Heat Pump – addresses facility’s ventilation. ○ Rooftop mechanical room construction - to accommodate Heat Pumps that will be addressed in phase 2, as well as the heat exchanger for a water-cooling supply and distribution system. <p>To finalize the project the funding required for the second phase is \$1,350,000 and includes the following measures to address air cooling equipment installation in the classrooms and learning areas:</p> <ul style="list-style-type: none"> ○ Second and Third VRF Heat Pumps. ○ Hybrid Refrigerant-CHW Distribution – ceiling-mounted cooling air circulation units. ○ Chilled water fan-coil units to address cooling needs in common areas like gyms and auditoriums. 	\$1,350,000
2	Killarney Secondary	Fire alarm annunciator panel upgrade to the existing building along with wiring and devices replacement as needed.	\$475,000
3	Elsie Roy Elementary	Fire alarm annunciator panel upgrade to the existing building along with wiring and devices replacement as needed.	\$375,000

Priority	School	Project Scope	Project Cost
4	Point Grey Secondary	Steam heat piping replacement to address multiple steam leaks occurring in the under-building concrete slabs and foundation due to the aging infrastructure. This will prevent further concrete structure damage from the leaks and extend the life of the building.	\$800,000
TOTAL			\$3,000,000

Carbon Neutral Capital Program (CNCP)

The Carbon Neutral Capital Program (CNCP) is a program that provides capital funding specifically for energy-efficiency projects that lower a school district's carbon emissions. The benefits of this capital funding include operational cost savings, reduced facility condition index, renewed infrastructure, and potential to supplement funding to major capital programs. A maximum of five requests are permitted annually for submission.

Project submissions are determined based on the urgency of the needs (e.g., failing system), opportunities to support unfunded seismic mitigation projects, improvements to our control systems, and elimination of obsolete or problematic equipment.

The Ministry approved University Hill (priority 1) and Windermere (priority 2) HVAC projects in the 2025/2026 response letter. The remaining project priorities remain on the proposed list in addition to new priority projects that have been prioritized in order of criticality. Proposed CNCP project submissions for 2026-2027 are shown in Table 2.

Table 2 – Carbon Neutral Capital Program (CNCP) Submission for 2026-2027

Priority	School	Description	Annual Savings*	Project Cost
1	Cavell Elementary	New Heating Plant & District Hot Water (DHW) upgrade for the ageing boiler plant for the main building with modern high-efficiency boilers will achieve substantial energy savings. <i>Projected total annual avoided emissions – 17.47 tCO₂</i>	Fuel Savings - \$3,500 Total Savings - \$3,500	\$ 625,000
2	Charles Dickens Annex	New Heating Plant & DHW upgrade for the ageing boiler plant with modern high-efficiency boilers will achieve substantial energy savings. <i>Projected total annual avoided emissions - 7.59 tCO₂</i>	Fuel Savings - \$1,520 Total Savings - \$1,520	\$ 450,000
3	General Brock Elementary	New Heating & DHW Plant upgrade for the ageing boiler plant for the Frame building with modern high-efficiency boilers will achieve substantial energy savings. This project is for the frame building only. <i>Projected total annual avoided emissions - TBD</i>	Fuel Savings – \$3706 Total Savings - \$370	\$ 462,500
4	Shaughnessy Elementary	New Heating & DHW Plant upgrade for the ageing boiler plant with modern high-efficiency boilers will achieve substantial energy savings. This project is for the main building and gym building. <i>Projected total annual avoided emissions - TBD</i>	Fuel savings - \$5,840 Total savings - \$5,840	\$ 815,000
5	General Wolfe Elementary	New Heating Plant & DHW upgrade for the ageing boiler plant for the frame building with modern high-efficiency boilers will achieve substantial energy savings. This project is for the frame building only. <i>Projected total annual avoided emissions – 1.60 tCO₂</i>	Fuel Savings - \$320 Total Savings - \$320	\$ 412,500
TOTAL				\$2,765,000

*Annual Savings: Natural Gas Consumption (GJ); Carbon emissions (tonnes CO₂e)

Playground Equipment Program (PEP)

The Playground Equipment Program (PEP) provides playground equipment for schools that do not have sufficient playground equipment and supports the replacement of aging equipment that could pose a safety hazard. The PEP program provides specific direction to support accessibility features. Three submissions are permitted annually.

The projects that are suggested for consideration are chosen primarily to create new play structures for schools that do not have sufficient, or right-sized playgrounds. Accessibility is a key consideration, and the grounds team work closely with the Learning Services staff to identify areas of need for students at specific sites which can change year-over-year. As PEP submissions include a focus on accessibility, they address playground elements and surfaces for a range of student needs.

Proposed PEP project submissions for 2026-2027 are shown in Table 3.

Table 3 – Playground Equipment Program (PEP) Submission for 2026-2027

Priority	School	Type of Work	Project Cost
1	Southlands Elementary	New accessible playground	\$ 200,000
2	Sexsmith Elementary	New accessible playground	\$ 200,000
3	Sir Wilfred Grenfell Elementary	New accessible playground	\$200,000
TOTAL			\$ 600,000

Food Infrastructure Program (FIP)

The Food Infrastructure Program (FIP) is a new capital funding program that supports the rehabilitation and upgrade to food provision and delivery infrastructure at school sites. Proposed FIP projects should be focused on minor upgrades such as:

- Refrigerated vehicles to support the delivery of prepared meals from centralized kitchen facilities to schools.
- The purchase and installation of new or used kitchen equipment (e.g. refrigerators, freezers, dishwashers, stoves, ovens, etc.)
- Electrical, plumbing and ventilation upgrades to accommodate the installation of commercial kitchen equipment.
- Improvements to ensure kitchens meet local health authority requirements.
- Equipment and infrastructure to support traditional food gathering and preparation (e.g. fishing equipment, smokehouses, non-fur trapping equipment).
- Food storage (refrigerated or dry storage).

At present, the FIP program is not directed for the construction of new kitchens, or the creation of new spaces for kitchens. As a new capital program, the criteria may evolve in the future. Selection of project submissions is determined by the Food Services team to align with their program objectives.

The FIP project submissions are directed to the secondary kitchens that are suitable for increased food production. The project list is based on the capital needs defined by the food services team.

Proposed FIP project submissions for 2026-2027 funding are shown in Table 4.

Table 4 – Food Infrastructure Program (FIP) Project Submission for 2026-2027

Priority	School	Type of Work	Project Cost
1	Sir Winston Churchill Secondary	<p>Summary: To improve meal prep capacity and service efficiency, key kitchen equipment requires replacement:</p> <ul style="list-style-type: none"> • Rational Oven (10-shelf): 20 years old, beyond repair, and no longer energy/code compliant. • Steam Tables (x2): Needed to maintain safe food temperatures during lunch service. Existing units are obsolete and will be relocated to the service line to improve speed and efficiency. <p>Proposal: Replace and upgrade essential kitchen equipment to support safe, efficient, and code-compliant operations.</p>	\$55,000
2	Killarney Secondary	<p>Summary: The kitchen's existing walk-in cooler was decommissioned due to safety concerns and is beyond repair. It has been temporarily replaced with six reach-in coolers/freezers, all of which are now at end of life and will soon be non-serviceable due to parts unavailability.</p> <p>In addition, the Rational oven (10-shelf unit), which is the primary appliance used for lunch preparation, is 20 years old and has reached the end of its service life. Its replacement is critical to maintaining meal production capacity and ensuring food safety standards.</p> <p>Proposal: Replace the aging reach-in units with a new commercial-grade walk-in cooler and replace the Rational oven to ensure reliable, efficient, and safe kitchen operations.</p>	\$90,000
3	Vancouver Technical Secondary	<p>Summary: The existing steam tables, essential for maintaining safe hot food temperatures during lunch service, are aging and starting to fail. Replacement parts are no longer available due to the age of the equipment.</p> <p>Proposal: Replace failing steam tables to ensure continued compliance with food safety standards and uninterrupted meal service.</p>	\$20,000
4	Windermere Community Secondary	<p>Summary: The existing Rational oven (10-shelf) and soup kettle, both critical for lunch preparation, are 20 years old and showing signs of failure. Due to space constraints and the need to resize the oven, it is operationally efficient to replace the soup kettle at the same time, as both units are positioned side by side.</p> <p>Proposal: Replace the aging gas burner/stove, Rational oven, and soup kettle – with a smaller stove, new Rational oven, new soup kettle, and add a skillet to support production, improve efficiency, and optimize kitchen layout.</p> <p><i>Note: The cost of project estimate includes all underlying electrical, plumbing, and structural modifications as needed.</i></p>	\$100,000
TOTAL			\$265,000

RECOMMENDATION

That the Board approve the 2026-2027 Minor Capital Plan for submission to the Ministry of Infrastructure.

ATTACHMENTS:

- Capital Plan 2026-2027 – Minor Capital Project Submission Summary
- Capital Plan 2026-2027 – Minor Capital FIP Project Submission Summary

ATTACHMENT A

Report run: Thursday, August 7, 2025

Run By: # Dmytro Plakhotnyk



Submission Summary

Submission Summary:	Minor 2026/2027 2025-09-30 MAIN - K12
Submission Type:	Capital Plan
School District:	Vancouver (SD39)
Open Date:	2025-04-07
Close Date:	2025-09-30
Submission Status:	Draft

Submission Category	Sum Total Funding Requested
CNCP	\$2,765,000
SEP	\$3,000,000
PEP	\$600,000
Total	\$6,365,000

CNCP					
SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Funding Requested
1	159195	Edith Cavell Elementary	HVAC (CNCP)	New Heating Plant & DHW upgrade for the aging boiler plant for the main building with modern high-efficiency boilers will achieve substantial energy savings.	\$625,000
2	167680	Charles Dickens Annex	HVAC (CNCP)	New Heating Plant & DHW upgrade for the ageing boiler plant with modern high-efficiency boilers will achieve substantial energy savings.	\$450,000
3	171151	General Brock Elementary	HVAC (CNCP)	New Heating & DHW Plant upgrade for the ageing boiler plant for the Frame building with modern high-efficiency boilers will achieve substantial energy savings. This project is for the frame building only.	\$462,500
4	171152	Shaughnessy Elementary	HVAC (CNCP)	New Heating & DHW Plant upgrade for the ageing boiler plant with modern high-efficiency boilers will achieve substantial energy savings. This project is for the main building and gym building.	\$815,000
5	163360	General Wolfe Elementary	HVAC (CNCP)	New Heating Plant & DHW upgrade for the ageing boiler plant for the frame building with modern high-efficiency boilers will achieve substantial energy savings. This project is for the frame building only.	\$412,500
Submission Category Total:					\$2,765,000

ATTACHMENT A

Report run: Thursday, August 7, 2025

Run By: # Dmytro Plakhotnyk



Submission Summary

PEP					
SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Funding Requested
1	171193	Southlands Elementary	New (PEP)	New accessible playground	\$200,000
2	171194	J.W. Sexsmith Community Elementary	New (PEP)	New accessible playground installation	\$200,000
3	171195	Sir Wilfred Grenfell Community	New (PEP)	New accessible playground installation	\$200,000
				Submission Category Total:	\$600,000
SEP					
SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Funding Requested
1	167697	Crosstown Elementary	HVAC (SEP)	Phase 2 of the project consists of: 1. Installation of 2ND & 3RD VRF Heat Pumps 2. Installation of the hybrid Refrigerant-CHW Distribution 3. Installation of the Chilled Water Fan-Coil Units	\$1,350,000
2	171190	Killarney Secondary	Electrical (SEP)	Fire alarm annunciator panel upgrade to the existing building along with wiring and devices replacement as needed.	\$475,000
4	171192	Point Grey Secondary	Plumbing	Steam heat piping replacement to address multiple steam leaks occurring in the under-building concrete slabs and foundation due to the aging infrastructure. This will allow us to be proactive in addressing further concrete structure damage from the leaks and extending the life of the building.	\$800,000
5	171191	Elsie Roy Elementary	Electrical (SEP)	Fire alarm annunciator panel upgrade to the existing building along with wiring and devices replacement as needed.	\$375,000
				Submission Category Total:	\$3,000,000



Submission Summary

Submission Summary:	Minor 2026/2027 2025-10-01 FIP
Submission Type:	Capital Plan
School District:	Vancouver (SD39)
Open Date:	2025-04-07
Close Date:	2025-10-01
Submission	Draft

Submission Category	Sum Total Funding Requested
SEP	\$265,000
Total	\$265,000

SEP					
SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Funding Requested
1	171196	Sir Winston Churchill Secondary	Food Infrastructure (SEP)	<p>Summary: To improve meal prep capacity and service efficiency, key kitchen equipment requires replacement:</p> <ul style="list-style-type: none">• Rational Oven (10-shelf): 20 years old, beyond repair, and no longer energy/code compliant.• Steam Tables (x2): Needed to maintain safe food temperatures during lunch service. Existing units are obsolete and will be relocated to the service line to improve speed and efficiency. <p>Proposal: Replace and upgrade essential kitchen equipment to support safe, efficient, and code-compliant operations.</p>	\$55,000

ATTACHMENT B

Report run: Thursday, August 7, 2025

Run By: # Dmytro Plakhotnyk



Submission Summary

SEP					
SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Funding Requested
2	171197	Killarney Secondary	Food Infrastructure (SEP)	<p>Summary: The kitchen's existing walk-in cooler was decommissioned due to safety concerns and is beyond repair. It has been temporarily replaced with six reach-in coolers/freezers, all of which are now at end of life and will soon be non-serviceable due to parts unavailability.</p> <p>In addition, the Rational oven (10-shelf unit), which is the primary appliance used for lunch preparation, is 20 years old and has reached the end of its service life. Its replacement is critical to maintaining meal production capacity and ensuring food safety standards.</p> <p>Proposal: Replace the aging reach-in units with a new commercial-grade walk-in cooler and replace the Rational oven to ensure reliable, efficient, and safe kitchen operations.</p>	\$90,000
4	171199	Windermere Community Secondary	Food Infrastructure (SEP)	<p>Summary: The existing rational oven (10-shelf) and soup kettle, both critical for lunch preparation, are 20 years old and showing signs of failure. Due to space constraints and the need to resize the oven, it is operationally efficient to replace the soup kettle at the same time, as both units are positioned side by side.</p> <p>Proposal: Replace the aging gas burner/stove, rational oven, and soup kettle – with a smaller electrical stove, new rational oven, new soup kettle, and add a skillet to support production, improve efficiency, and optimize kitchen layout.</p> <p>Note: The cost of project estimate includes all underlying electrical, plumbing, and structural modifications as needed.</p>	\$100,000
5	171198	Vancouver Technical Secondary	Food Infrastructure (SEP)	<p>Summary: The existing steam tables, essential for maintaining safe hot food temperatures during lunch service, are aging and starting to fail. Replacement parts are no longer available due to the age of the equipment.</p>	\$20,000
Submission Category Total:					\$265,000

LIAISON TRUSTEE REPORT

Name of Committee/Organization: Urban Indigenous Peoples' Advisory Committee

Liaison Trustee: Janet Fraser

Date of Meeting: May 26, 2025

I was not able to attend this meeting as it was the same date as board meetings and am reporting from the minutes. I did submit a liaison update to this meeting.

Topics Discussed Most Relevant to the VSB:

- The committee suspended the rule of section 15.13 of the Procedure By-law in order to allow modified decision-making methods during the meeting.
- The staff liaison spoke on the Urban Indigenous Engagement Framework Update and responded to questions and comments.
- A June working session was scheduled to take place at the Vancouver Public Library Main Branch, pending space availability, in order to review the draft Urban Indigenous Engagement Framework.

October 1, 2025

ITEM 9.1

TO: Board of Education

FROM: Flavia Coughlan, Secretary Treasurer | CFO
Jessie Gresley-Jones, Executive Director Facilities

RE: Britannia Centre Pool Building Lease Bylaw 2025

*Reference to
Education Plan*

**GOALS AND
OBJECTIVES:**

- Goal 1: The Vancouver School Board will improve student achievement, physical and mental well-being, and belonging by...
- Improving school environments to ensure they are safe, caring, welcoming, and inclusive places for students and families.
- Goal 2: The Vancouver School Board will increase equity by ...
- Improving stewardship of the District's resources by focusing on effectiveness, efficiency and sustainability.

INTRODUCTION

This report contains a recommendation to adopt a bylaw.

BACKGROUND

The Britannia site comprises two parcels, one owned by the City of Vancouver (City) and the other owned by the VSB, totaling approximately 18 acres. The long-term Britannia renewal project has been planned in a phased approach as funding becomes available. The project had dedicated funding for some building design and early rezoning planning for the renewal. The necessary funding for future phases, including construction, is currently unavailable.

It has become necessary to address maintenance and repairs for the pool and ice rink to maintain service for the short to medium term. These repairs and reinvestments will be needed to extend the life of the facilities and bridge the gap to any longer-term renewal scenarios. The City is now focusing on assessing critical maintenance needs and prioritizing this work.

In 2017, operation of the rink (City-owned facility located on City property) and the pool (VSB-owned facility straddling City and VSB property line) was transferred to the City. At that time a lease term of 10 years less a day was granted to the City to lease the pool building. The current lease expires May 5, 2027. For context, a plan of the Britannia site is attached as Attachment A.

The scale of necessary investments in the swimming pool requires that the City have certainty of tenure for a longer period than the current lease provides. The pool is expected to continue to operate for a number of years and the City has identified several capital renewal requirements and is preparing to make investments into the facility. The capital investment is estimated at \$7M for the pool. Without certainty of tenure, the City would be challenged to make such large-scale investments.

DISCUSSION

It is proposed that a new lease for term of 10 years less a day be advanced to the City. This would provide the investment certainty the City requires and would limit the need to revisit this arrangement again before any long-term renewal plans are potentially finalized.

Consistent with VSB legal advice, a new lease agreement can be granted based on the same terms and conditions as the existing lease, except for the term (which term shall be 10 years less a day). The existing cancellation clause and other provisions will form part of the new lease. Both the City and VSB staff support granting a new lease effective the day following natural expiry of the current agreement.

Lease terms of less than 10 years do not require ministerial approval pursuant to the Disposal of Land or Improvements Ministerial Order M193/08. As the City of Vancouver is a public authority, the VSB would not need to initiate a public request for proposals or tender process unless the Board, in its discretion, so elects by resolution in accordance with Board Policy 20 – Disposal of Land or Improvements.

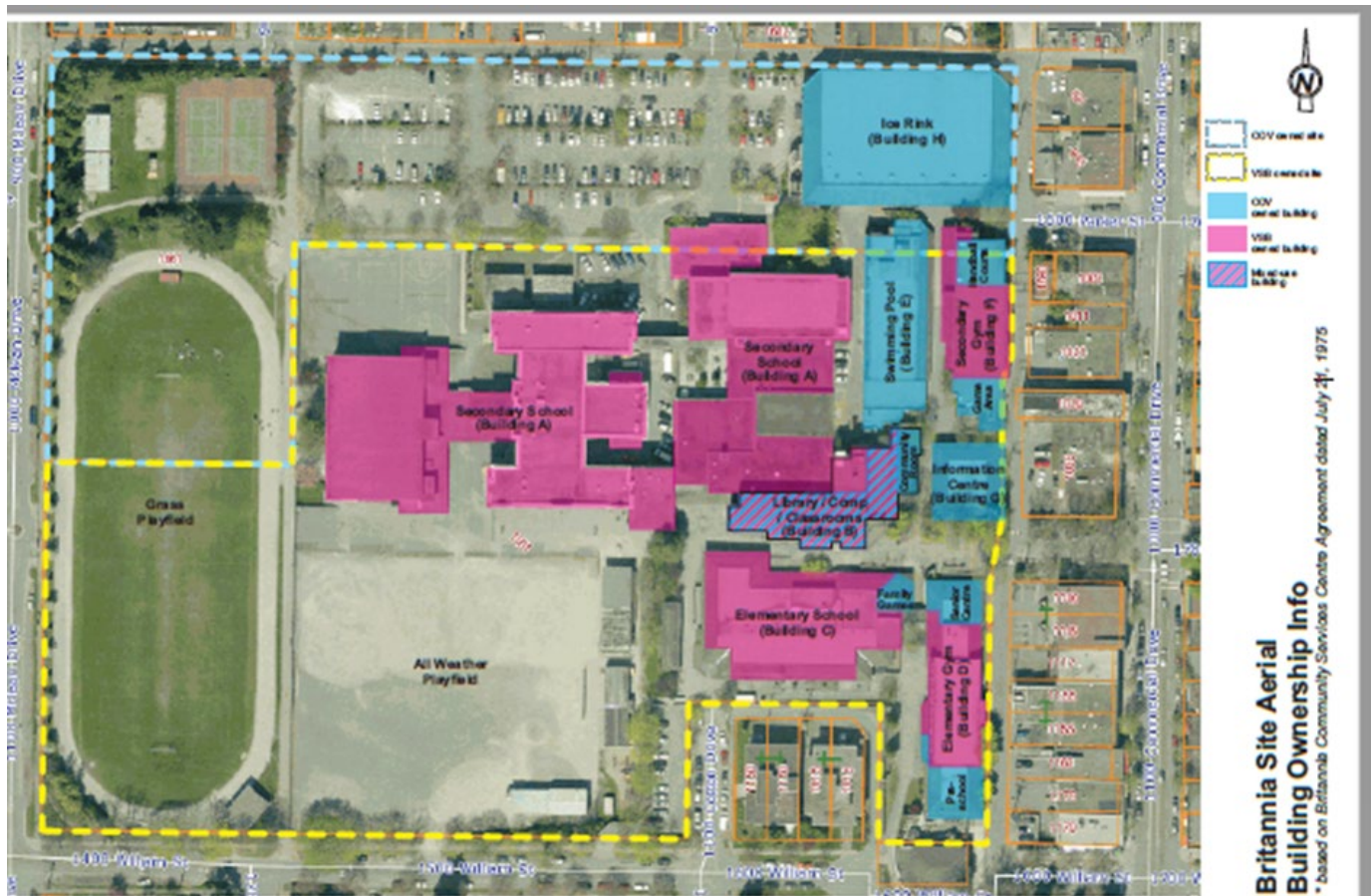
RECOMMENDATION

- (1) That School District No. 39 (Vancouver) Britannia Centre Pool Building Lease Bylaw 2025 be given three (3) readings at this meeting. (VOTE MUST BE UNANIMOUS)
- (2) That School District No. 39 (Vancouver) Britannia Centre Pool Building Lease Bylaw 2025 be:
 - Read a first time the 1st day of October, 2025;
 - Read a second time the 1st day of October, 2025;
 - Read a third and final time, passed and adopted this 1st day of October, 2025.

Attachments:

- A. Britannia Site Ownership Plan
- B. Britannia Centre Pool Building Lease Bylaw 2025

BRITANNIA SITE OWNERSHIP PLAN



THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 39 (VANCOUVER) BRITANNIA CENTRE POOL BUILDING LEASE BYLAW 2025

WHEREAS a board of education may dispose of land or improvements owned or administered by the board under the authority of Section 96(3) of the *School Act* (British Columbia), subject to the Orders of the British Columbia Minister of Education and Child Care (the “**Minister**”);

AND WHEREAS the *Interpretation Act* (British Columbia) defines the word “dispose” to mean to transfer by any method and includes, among other things, a lease;

AND WHEREAS the Minister issued Order M193/08 effective September 3, 2008 requiring fee simple sales and leases of land or improvements for a term of ten years or more to be specifically approved by the Minister, unless the transferee is an independent school or another school board;

AND WHEREAS Section 65(5) of the *School Act* (British Columbia) requires a board of education to exercise a power with respect to the acquisition or disposal of property owned or administered by the board of education only by bylaw;

AND WHEREAS:

- (i) The Board of Education of School District No. 39 (Vancouver) (the “**Board**”) is the registered owner of the lands and premises with a civic address of 1661 Napier Street, Vancouver, B.C., V5L 4X4 and legally described as follows:

Parcel Identifier: 007-622-104
Legal Description: Block 178 District Lot 264A Plan 1572

(the “**Property**”);

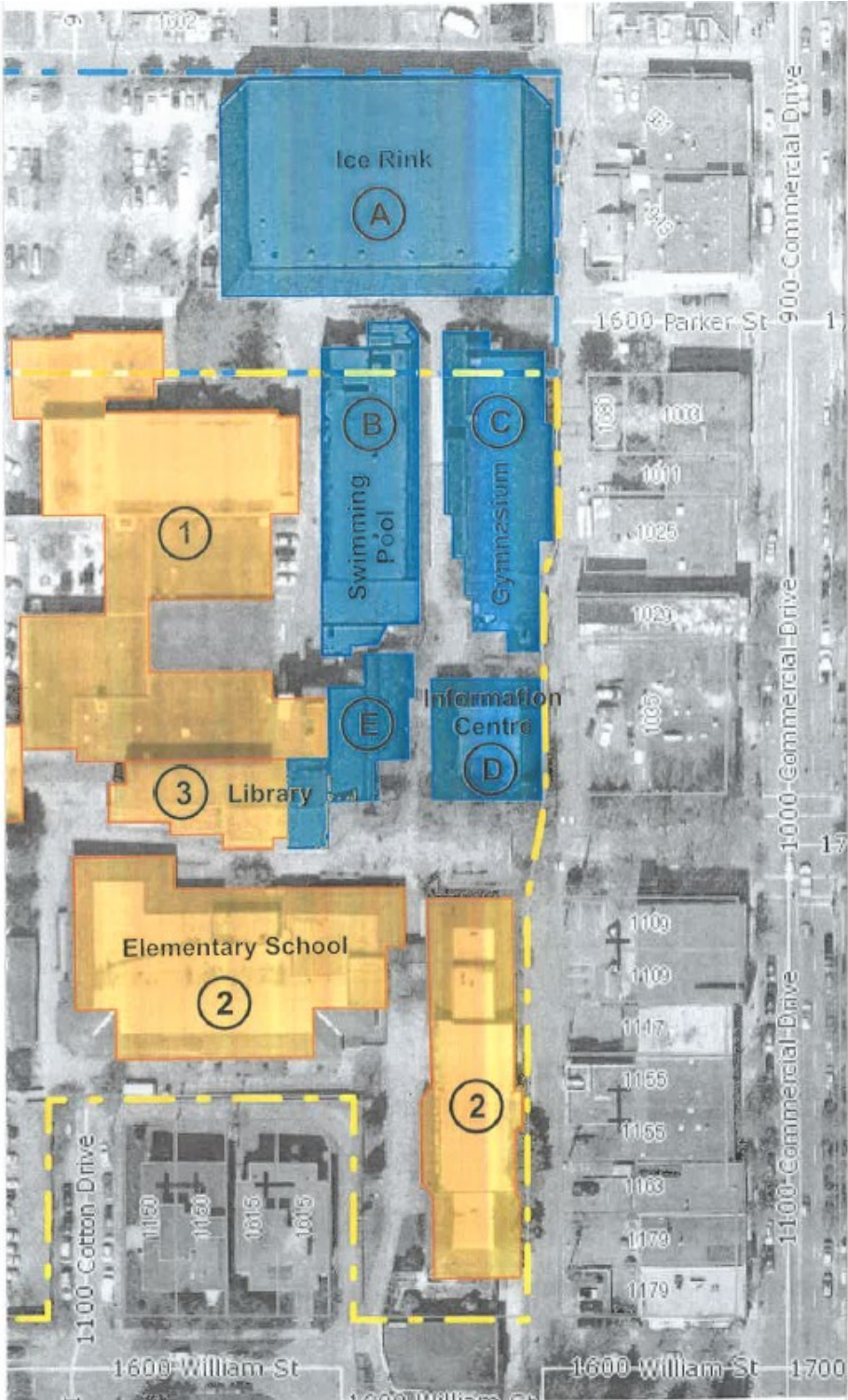
- (ii) the Property is facility number 03939004;
- (iii) the Board has determined and hereby confirms that the Board will not require a portion of the land and improvements identified as Building B on Schedule A attached hereto (the “**Premises**”) located on the Property for future educational purposes;
- (iv) the Board has received an offer from the City of Vancouver (the “**Tenant**”) to lease the Premises for a term of ten (10) years less one day, on the terms and conditions set out in a lease dated May 6, 2027 (the “**Lease**”); and
- (v) the Board is satisfied that it would be in the best interests of the Board to enter into the Lease with the Tenant for a lease of the Premises and that the granting of the lease will neither conflict with nor detract from the regular or extracurricular program of the Board or the current or future educational needs of the school district.

NOW THEREFORE be it resolved as a Bylaw of the Board that the Board lease the Premises to the Tenant on the terms and subject to the conditions set out in the Lease be and is hereby authorized, ratified and approved, and that the execution and delivery of the Lease by the Board be and is hereby authorized, ratified and approved.

BE IT FURTHER resolved as a Bylaw of the Board that the Secretary-Treasurer be and is hereby authorized, on behalf of the Board, to grant the lease of the Premises to the Tenant and execute and deliver the Lease and all related documents required to complete the lease of the Premises to the Tenant pursuant to the terms of the Lease, with such changes or amendments thereto as the Secretary-Treasurer may consider advisable, and that all past actions of the Secretary-Treasurer in this regard be and are hereby authorized, ratified and approved.

This Bylaw may be cited as "School District No. 39 (Vancouver) Britannia Centre Pool Building Lease Bylaw 2025".

**SCHEDULE A
PREMISES**



Vancouver School District Open Board Meeting

October 1, 2025



LAND ACKNOWLEDGEMENT

With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the x^wməθk^wəyəm (Musqueam), Sk̓wxwú7mesh Úxwumixw (Squamish Nation) & səlilwətał (Tsleil-Waututh Nation).



x^wməθk^wəyəm
(Musqueam)



Sk̓wxwú7mesh Úxwumixw
(Squamish Nation)



səlilwətał
(Tsleil-Waututh Nation)

Meeting Decorum

The Board has a strong commitment to ethical conduct. It is our collective responsibility to ensure that our meetings are conducted in a safe and respectful manner.

As a Board of Education for a school district, it is important that we model the behaviour that we expect of students in their schools.

Welcome and Opening Remarks

Introductions

Introductions of Trustees and Staff

ITEM 2.0

APPROVAL OF AGENDA

Approval of Agenda

That the agenda be approved as presented.

ITEM 3.0

ADOPTION OF MINUTES

Meeting of June 23, 2025

That the minutes of the June 23, 2025 meeting be adopted.

ITEM 4.0

STUDENT TRUSTEE DECLARATION

OF OFFICE

ITEM 4.1

STUDENT TRUSTEE REPORT

ITEM 5.0

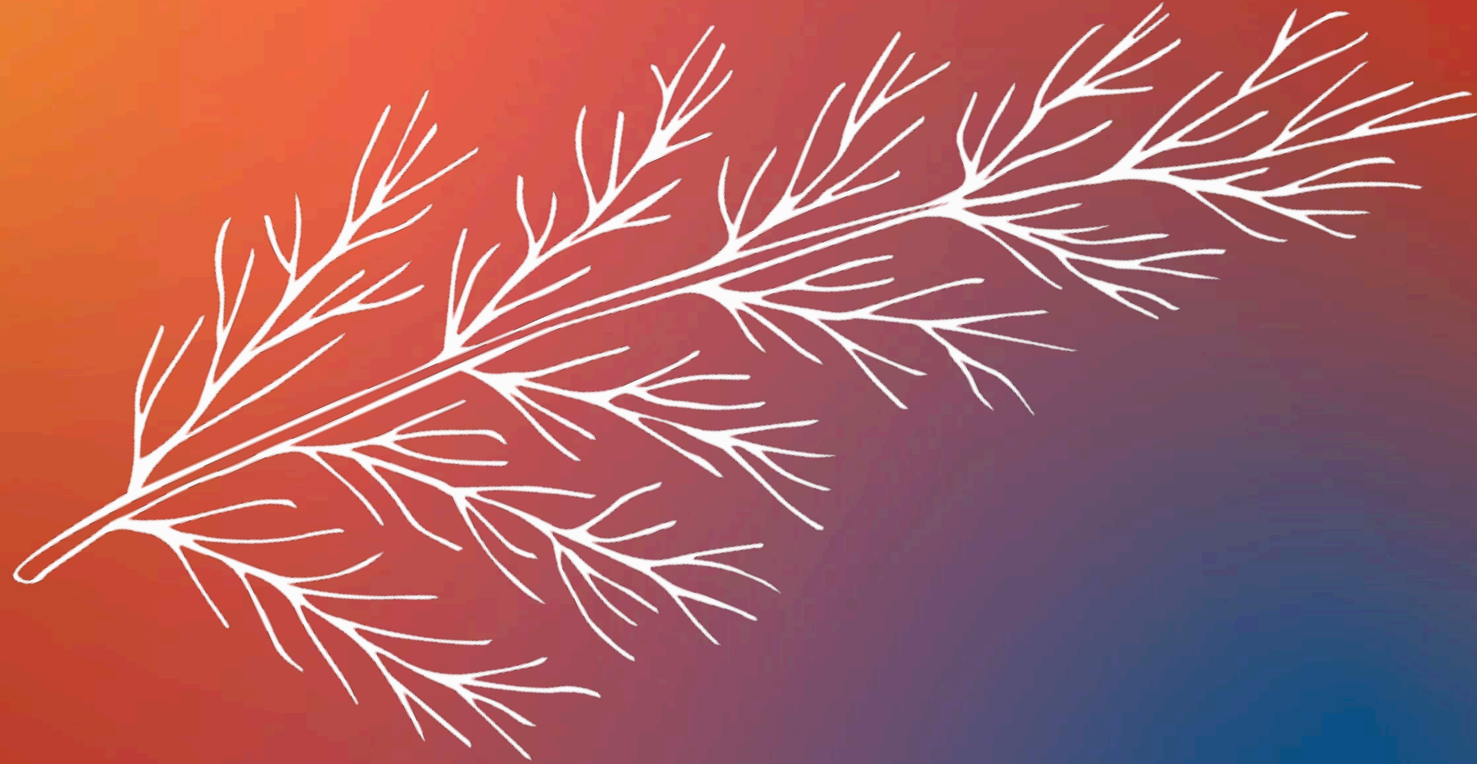
SUPERINTENDENT'S UPDATE

OUR VSB

SUPERINTENDENT HIGHLIGHTS

October 1, 2025

SUPERINTENDENT'S TRIBUTE



Geoff Pearmain
Grounds supervisor

Back to school updates



Family engagement



VSB After the Bell

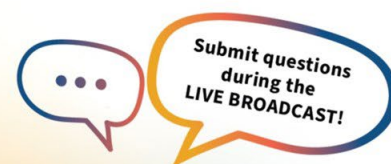


Episode 37

Supporting student success at home

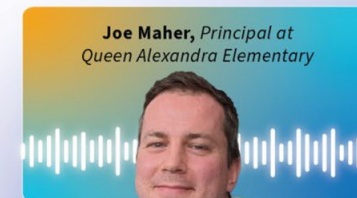


VSB After the Bell: LIVE!
A LEARNING SERIES FOR FAMILIES



DISCUSSING THE
FOUNDATION SKILLS ASSESSMENT (FSA)

**Tune in: September 23, 2025,
6:00 - 7:00 p.m.**



OUR VSB

**Student
leadership**



TRUTH AND RECONCILIATION WEAVING

COME JOIN US AND WEAVE YOUR WORDS OF HEALING AND SUPPORT



ITEM 6.0

COMMITTEE REPORTS

6.1.1 Education Plan Committee Report Meeting of September 10, 2025

That the report of the September 10, 2025 meeting be received.

6.1.2.1 Matters Arising

Framework for Enhancing Student Learning (FESL) Annual Report

That the Board approve the VSB Framework for Enhancing Student Learning Annual Report 2024-2025 for submission to the Ministry of Education and Child Care by October 1, 2025.

School Learning Plans

That the Board, in accordance with section 8.3 (1) of the School Act, approve the school learning plans and direct the Superintendent of Schools to make the school learning plans available to parents/guardians of students attending each school in the Vancouver school district.

6.2 Audit Committee

6.2.1 Matters Arising

Audited Financial Statements June 30, 2025

That the Board approve the Audited Financial Statements of School District No. 39 (Vancouver) for the year ended June 30, 2025.

6.3.1 Finance and Personnel Committee Report Meeting of September 17, 2025

That the report of the September 17, 2025 meeting be received.

6.4.1 Facilities Planning Committee Report Meeting of September 17, 2025

That the report of the September 17, 2025 meeting be received.

6.4.2.1 Matters Arising

2026-2027 Minor Capital Plan

That the Board approve the 2026-2027 Minor Capital Plan for submission to the Ministry of Infrastructure.

ITEM 7.0

REPORT ON PRIVATE SESSION

ITEM 8.0

REPORTS FROM TRUSTEE

REPRESENTATIVES

ITEM 9.0

NEW BUSINESS

ITEM 9.1

BRITANNIA CENTRE POOL

BUILDING LEASE BYLAW 2025

9.1 Britannia Centre Pool Building Lease Bylaw 2025

That School District No. 39 (Vancouver) Britannia Centre Pool Building Lease Bylaw 2025 be given three (3) readings at this meeting.

(VOTE MUST BE UNANIMOUS)

9.1 Britannia Centre Pool Building Lease Bylaw 2025

That School District No. 39 (Vancouver) Britannia Centre Pool Building Lease Bylaw 2025 be:

Read a first time the 1st day of October, 2025;

Read a second time the 1st day of October, 2025;

Read a third and final time, passed and adopted this 1st day of October, 2025.

OUR VSB

Vancouver School District Meeting in session

The meeting will resume shortly

ITEM 11

PUBLIC QUESTION PERIOD

ITEM 12

ADJOURNMENT

**THANK YOU
FOR YOUR TIME**
