

BOARD MEETING

AGENDA

**Wednesday, February 25, 2026, 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), Sḵwxwú7mesh Úxwumixw (Squamish Nation) and səlilwətaɬ (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 Public Delegation Meeting of January 26, 2026

3.2 Meeting of January 28, 2025

3.3 Matters Arising from the Minutes

That the minutes of the January 26, 2026 Public Delegation Board meeting and January 28, 2026 Board meeting be adopted as circulated.

4. SUPERINTENDENT'S UPDATE

4.1 Superintendent's Highlights

5. COMMITTEE REPORTS

5.1 EDUCATION PLAN COMMITTEE

5.1.1 Report: Meeting of February 4, 2026

5.1.2 Matters Arising

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

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

5.2 AUDIT COMMITTEE

5.2.1 Matters Arising

5.2.1.1 Appointment of Auditors

That the Board of Education of School District No. 39 (Vancouver) appoint KPMG LLP as the external auditors of the Board for the fiscal years ending June 30, 2026, June 30, 2027, and June 30, 2028;

And Further;

That the Secretary Treasurer is hereby authorized to finalize and execute the audit engagement letter and any related agreements or documentation necessary to give effect to this resolution, provided such documentation is consistent with the Board's approval and the terms of the Request for Proposals.

5.3 FINANCE AND PERSONNEL COMMITTEE

5.3.1 Report: Meeting of February 11, 2026

5.3.2 Matters Arising

5.3.2.1 2025-2026 Amended Annual Budget

(1) *THAT the Board approve the use of up to \$1,110,250 from Local Capital to fund the purchase of replacement fleet vehicles for Facilities staff, and further approve the replenishment of the Local Capital fund through annual transfers of \$ 222,050 from Operating Funds over a five-year period;*

(2) *THAT School District No. 39 (Vancouver) Amended Annual Budget Bylaw for the fiscal year 2025/2026 be given three readings, at the February 25, 2026 Public Board Meeting. (vote must be unanimous)*

(3) *THAT School District No. 39 (Vancouver) Amended Annual Budget Bylaw for the fiscal year 2025/2026 be:*
Read a first time the 25th day of February 2026;
Read a second time the 25th day of February 2026;
Read a third time, passed and adopted the 25th day of February 2026.

5.4 POLICY AND GOVERNANCE COMMITTEE

5.4.1 Report: Meeting of February 11, 2026

5.4.2 Matters Arising

6. STUDENT TRUSTEE REPORT

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

7. REPORTS FROM TRUSTEE REPRESENTATIVES

7.1 Report from Trustee Mah on the City of Vancouver Children, Youth and Families Advisory Committee meeting held on January 29, 2026.

7.2 Report from Trustee Fraser on the City of Vancouver Urban Indigenous Peoples' Advisory Committee meeting held on January 19, 2026.

8. NEW BUSINESS

9. NOTICES OF MOTION

9.1 Notice of Motion from Trustee Jung: School Codes of Conduct Update

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

11. REPORT ON PRIVATE SESSION

11.1 Special Meeting of February 18, 2026

11.2 Meeting of February 25, 2026

12. ADJOURNMENT

PUBLIC DELEGATION BOARD MEETING

MINUTES

Monday, January 26, 2026 at 5:00 pm

The Board of Education of School District No. 39 (Vancouver) met on Teams on Monday, January 26, 2026 at 5:00 pm. 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

Trustees Absent with Regrets:

Joshua Zhang

Senior Team Members Present:

Flavia Coughlan, Secretary Treasurer
Helen McGregor, Superintendent

Also Present:

Cornelia Haack, Executive Assistant (Recorder)

1. CALL MEETING TO ORDER

1.1. Indigenous Land Acknowledgement

The Chairperson called the meeting to order. She acknowledged that 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).

1.2. Opening Remarks

The Chairperson informed everyone the meeting was being live-streamed, and the audio and visual recording would be available to the public for viewing after the meeting. The footage of the meeting could be viewed inside and outside of Canada. She reviewed meeting decorum for respectful behavior.

2. DELEGATIONS

The Chairperson reviewed the Procedure for Delegations to the Board, emphasizing the requirement that delegates address only the delegation topic and avoid referencing specific individuals. The Chairperson further highlighted the obligation to protect the privacy rights of students, staff, and community members by avoiding the disclosure of any personal or identifying information.

She noted that one registered delegate would be presenting on the request for a one-year transition for Grade 7 students enrolled in the Henry Hudson French Immersion Program.

Delegations

1. Lindsey Murphy re: Henry Hudson French Immersion – Grade 7 One-Year Transitional Request

The delegate presented her views regarding the discontinuation of the French Immersion program at Henry Hudson Elementary School after school year 2025-2026 and its impact on the current grade 6 French Immersion cohort.

She requested for a one year, time limited continuation of Grade 7 French Immersion at Henry Hudson to allow the current grade 6 cohort to complete their elementary education in the program at the school.

A report and petition with signatures from parents and community members in support of this request were provided and retained for the Board's records.

Trustees asked questions, and the delegate responded to matters related to her presentation.

3. ADJOURNMENT

Trustees agreed to adjourn by consensus.

The meeting adjourned at 5:15 pm.

Flavia Coughlan, Secretary Treasurer

Victoria Jung, Chairperson

BOARD MEETING MINUTES

Wednesday, January 28, 2026 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 Wednesday, January 28, 2026, 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
Freddie Zhang (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
Janis Myers, Associate Superintendent
Alison Ogden, Associate Superintendent
Michael Gray, Executive Director, Employee Services
Jessie Gresley-Jones, Executive Director, Facilities
Lorelei Russell, Executive Director, Finance
Patricia MacNeil, Communications Director
Judy Mah, Executive Coordinator (Recorder)

Also Present:

1. CALL MEETING TO ORDER

1.1. Land Acknowledgement

The Chairperson called the meeting to order. She 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 səlilwətał (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. She noted that members of the audience could also submit questions for the Public Question Period using the device in the boardroom. She then encouraged all participants to put their phones away or on silent to ensure effective engagement and interactive discussion.

She acknowledged observances for the month of February including Black History Month, White Cane Week (February 1–7), Pink Shirt Day, and Family Day. She noted upcoming activities that would be held at the schools and events in the community such as those at the Vancouver Black Library in Chinatown and the Hogan's Alley Society.

She reminded viewers that the District's financial planning process was currently underway and thanked the Indigenous Education Council and District's stakeholder groups for sharing their feedback early in the process and for their continued participation. She encouraged everyone to complete the budget survey which would be opened until February 2, 2026, then noted the additional ways to share input through email to budget@vsb.bc.ca or mail to the Secretary Treasurer's office. She also provided information regarding the April 15, 2026 Public Delegation Board meeting, informing viewers that registration for this meeting would open following the February 25, 2026 Public Board meeting.

2. APPROVAL OF AGENDA

Moved by V. Jung, seconded by S. Mah, that the agenda be approved as presented.

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

APPROVED UNANIMOUSLY

3. ADOPTION OF MINUTES

3.1 Meeting of November 26, 2025

3.2 Special Meeting of December 17, 2025

3.3 Special Meeting of December 18, 2025

3.4 Matters Arising from the Minutes

Moved by S. Mah, seconded by P. Faridkot, that the minutes of the November 26, 2025 Board meeting, December 17, 2025 Special Board meeting and December 18, 2025 Special Board meeting be adopted as circulated.

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

APPROVED UNANIMOUSLY

4. SUPERINTENDENT'S UPDATE

4.1. 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 and leadership from Kyle Chen, a Grade 12 Churchill Secondary Student and creator of Shoal, an original large scale art installation to be displayed at the VSB Education Centre.
- Official opening of Henry Hudson Elementary in December 2026 with Board Chair Jung, Vice-Chair Fraser and the Honourable Brenda Bailey, MLA for Vancouver South Granville, in attendance.
- District staff raising \$28,981 for the 2025 VSB Gives Back campaign, in support of Vancouver Firefighter Charities' Snacks for Kids program.
- Student Achievement across the VSB with Laurier and Nootka Elementary Schools among the finalists for the CBC Music Challenge, Britannia Secondary's guitar class earning a top 10 spot for their senior instrumental performance of Crabbucket by k-os and Van Tech students winning the Hyatt Regency's annual Gingerbread Lane contest.
- Literacy Day with educators across the VSB exploring strategies for setting foundational literacy at Hudson Elementary.
- John Oliver Secondary students participating in STEAM-based learning while celebrating and learning about Black History at Blackathon hosted by Ethos Lab.
- Recruitment update with the VSB recruitment team attending career fairs at various universities, events at WorkBC and Success and hosting information sessions for VSB's Education Assistant program through Burnaby Continuing Education.
- Engaging families and the community with the December VSB After the Bell podcast featuring the transition from elementary school to grade 8.

- Encouraging students, their families, staff and the broader Vancouver public to participate in the Annual Budget Survey which will be open until February 2, 2026.

5. COMMITTEE REPORTS

5.1. FACILITIES PLANNING COMMITTEE

5.1.1 Report: Meeting of January 14, 2026

The Chairperson of the Committee, P. Faridkot, presented the report of the January 14, 2026 meeting, a copy of which is filed with these minutes. The report includes information on the following items:

- Environmental Sustainability Plan
- Lord Roberts Annex Replacement School Project Funding

Moved by P. Faridkot, seconded by J. Fraser, that the report of the January 14, 2026 meeting be received.

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

APPROVED UNANIMOUSLY

5.1.2 Matters Arising

5.1.2.1 Environmental Sustainability Plan

Moved by P. Faridkot, seconded by C. Richardson, that the Board of Education of School District No.39 (Vancouver) approve the Environmental Sustainability Plan.

Trustees provided comments and shared their views on the Environmental Sustainability Plan. They raised questions and staff provided responses.

In response to a trustee's request, staff agreed to share the updated Sustainability Plan with the Vancouver Park Board to continue their collaboration with data collection related to tree canopy and tree planting priorities.

Following discussion, trustees voted on the motion.

CARRIED

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

Against: J. Zhang

Trustee Faridkot informed the Board that there was a recommendation from the Facilities Planning Committee regarding the Lord Roberts Annex Replacement School Project Funding

5.1.2.2 Lord Roberts Annex Replacement School Project Funding

Moved by P. Faridkot, seconded by C. Richardson, that the Board of Education of School District No. 39 (Vancouver) approve the use of up to \$2,243,000 from Ministry restricted capital for the Lord Roberts Annex Replacement project.

CARRIED UNANIMOUSLY

6. STUDENT TRUSTEE REPORT

The Student Trustee presented a report highlighting recent activities and upcoming key initiatives for the Vancouver District Students' Council (VDSC) for the 2025-2026 school year, including the January 15, 2026 General Meeting, results of the CANley Cup where schools across the District raised nearly 270,000 cans collectively for the Greater Vancouver Food Bank and local charities. He also informed the Board that the VDSC had organized a district-wide spirit day themed "rhyme without a reason," and other upcoming initiatives including the annual Sister School Switch to enhance inter-school collaboration, a post-high school panel for alumni to share their experiences following graduation and supporting student-led projects through the Student Leadership Fund.

Trustees provided comments and asked questions, and the student trustee responded.

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

7. REPORTS FROM TRUSTEE REPRESENTATIVES

The Chairperson noted that the following reports from trustee representatives had been included in the agenda package then thanked Trustees Fraser, Mah and Reddy for their participation in these committees.

7.1 Report from Trustee Fraser on the City of Vancouver Urban Indigenous Peoples' Advisory Committee meeting held on November 17, 2025.

7.2 Report from Trustee Reddy on the City of Vancouver Renters' Advisory Committee meeting held on November 19, 2025.

7.3 Report from Trustee Mah on the City of Vancouver Children, Youth and Families Advisory Committee meeting held on November 20, 2025.

8. NEW BUSINESS

8.1 2026 Trustee Appointments to Committees and External Organizations and Agencies and VBE School Liaison Trustees

Moved by V. Jung, seconded by A. Chien, that the Board approve the 2026 Trustee Appointments to Committees and External Organizations and Agencies and the 2026 Vancouver Board of Education School Liaison Trustees, effective February 2, 2026.

A trustee provided a comment and the Board Chair responded. Trustees voted on the motion.

CARRIED

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

Against: S. Mah, J. Reddy

8.2 National School Food Program Funding

Moved by V. Jung, seconded by P. Faridkot, that the Board approve the 2025-2026 National School Food Program spending plan.

Trustees engaged in discussion regarding the 2025-2026 National School Food Program spending plan, providing comments on funding sources, program restrictions, staffing, equipment, and the impact of fluctuating provincial and city grants.

Board members asked questions and staff provided responses. Following discussion, trustees voted on the motion that was on the floor.

CARRIED

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

Against: A. Chien

The Chairperson introduced the item, Notices of Motion to the BCSTA Annual General Meeting, then passed the chair to Vice-Chair Fraser, so that she could present the Notices of Motion. She informed the Board that the proposed motions had been reviewed at the Advocacy Committee meeting, then asked that they be considered at the meeting.

The Secretary Treasurer responded to procedural questions from Trustees Mah and Reddy regarding the process for the submission of the notices of motion. She informed the Board that Trustee Jung's notices of motion had been submitted in accordance with VSB board policy and reviewed by the Advocacy Subcommittee prior to being presented to the Board for approval.

9. NOTICES OF MOTION

9.1.1 Notice of Motion from Trustee Jung: Review of the \$10-a-Day Child Care Program to Ensure Equitable Access

Moved by V. Jung, seconded by C. Richardson, that the Board approve the following motion to be submitted to the 2026 BC School Trustees Association (BCSTA) AGM:

That BCSTA urge the Provincial Government to complete, within the next 12 months, an equity focused review of the \$10 a Day Child Care Program to ensure equitable access and to prioritize availability for families most in need; and,

That BCSTA request that this review include the development of transparent prioritization criteria, regional equity considerations, performance targets, public reporting, and mechanisms for school district input, particularly where child care is delivered on school district property.

Trustee Jung presented her rationale for the motion.

Trustees provided comments, and discussion ensued.

At the request of the Chair, Trustee Jung shared the feedback received from the members of the Advocacy Subcommittee.

Trustees voted on the motion.

CARRIED

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

Against: S. Mah, J. Reddy

9.1.2 Notice of Motion – BCSTA AGM Motion: Capital Policy Changes to Expand Before and After School Care Capacity in New School Construction

Moved by V. Jung, seconded by P. Faridkot, that the Board approve the following motion to be submitted to the 2026 BC School Trustees Association (BCSTA) AGM:

That BCSTA request the Provincial Government, within the next 12 months, review and revise capital child care policies, guidelines, and funding criteria to enable the creation of additional before and afterschool care spaces within new school construction and major additions, including the explicit eligibility of dual purpose instructional spaces and shared use design features.

Trustee Jung presented her rationale for the motion.

Trustee Mah asked to move an amendment to the motion.

The Chair called a recess at 8:14 pm to allow staff time to capture the amendment to the motion on the screen. The meeting resumed at 8:19 pm.

Amendment to the Motion:

Moved by S. Mah, seconded by J. Reddy, that the following edits in red be made to the title and the motion:

Capital Policy Changes to Expand Before and After School Care Capacity in New School Construction and Existing Spaces

That the Board approve the following motion to be submitted to the 2026 BC School Trustees Association (BCSTA) AGM:

That BCSTA request the Provincial Government, within the next 12 months, review and revise capital child care policies, guidelines, and funding criteria to enable the creation of additional before and afterschool care spaces within new school construction, **and** major additions, **and** existing spaces including the explicit eligibility of dual purpose instructional spaces and shared use design features.

Trustee Mah presented her rationale for the amendment to the motion.

Trustees provided comments. Following discussion, trustees voted on the amendment to the motion.

CARRIED

For: L. Chan-Pedley, P. Faridkot, J. Fraser, S. Mah, J. Reddy, C. Richardson

Against: A. Chien, V. Jung, J. Zhang

Main Motion as Amended:

Trustee returned to the main motion as amended.

Capital Policy Changes to Expand Before and After School Care Capacity in New School Construction and Existing Spaces

That the Board approve the following motion to be submitted to the 2026 BC School Trustees Association (BCSTA) AGM:

That BCSTA request the Provincial Government, within the next 12 months, review and revise capital child care policies, guidelines, and funding criteria to enable the creation of additional before and afterschool care spaces within new school construction, major additions, and existing spaces including the explicit eligibility of dual purpose instructional spaces and shared use design features.

CARRIED UNANIMOUSLY

9.1.3 Notice of Motion BCSTA AGM Motion: School Act Review to Clarify the Roles of DPACs and PACs

Moved by V. Jung, seconded by P. Faridkot, that the Board approve the following motion to be submitted to the 2026 BC School Trustees Association (BCSTA) AGM:

That BCSTA request the Provincial Government, within the next 12 months, review and, where appropriate, amend the *School Act* and associated regulations to provide clear, current, and consistent definitions of the roles, responsibilities, and authorities of District Parent Advisory Councils (DPACs) and Parent Advisory Councils (PACs);

And,

That BCSTA request this review be conducted in consultation with Boards of Education, BCCPAC, DPACs, PACs, and Indigenous Rights holders to ensure alignment with best practices in parent engagement and with other relevant sections of the Act and regulations.

Trustee Jung presented her rationale for the motion, noting that the item had been discussed at the October 2025 Advocacy Subcommittee meeting.

Trustees asked question and provided comments.

Following discussion, trustees voted on the motion.

CARRIED

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

Against: S. Mah, J. Reddy

Trustee Jung assumed the chair, then reported that no questions had been submitted for the public question period.

10. PUBLIC QUESTION PERIOD

11. REPORT ON PRIVATE SESSION

11.1 Special Meeting of December 15, 2025 (6:15 pm)

The Board authorized the Board Chair to report to the January 28, 2026 Public Meeting that, at the Special Private Session of December 15, 2025 the Board discussed a legal matter.

11.2 Special Meeting of December 15, 2025 (7:00 pm)

The Board authorized the Board Chair to report to the January 28, 2026 Public Meeting that, at the second Special Private Session of December 15, 2025 the Board discussed a legal and personnel matter.

11.3 Meeting of January 28, 2026

The Board authorized the Board Chair to report to the January 28, 2026 Public Meeting that, at the Private Session of January 28, 2026 the Board discussed personnel, property, legal matters and business interests.

12. ADJOURNMENT

The meeting adjourned by consensus at 8:40 pm.

Flavia Coughlan, Secretary Treasurer

Victoria Jung, Chairperson

EDUCATION PLAN COMMITTEE

Wednesday, February 4, 2026

Committee Report to the Board, February 25, 2026

The Chairperson of the Committee called the meeting to order at 5.00 pm. He 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) & səlilwətaʔ (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. School Calendars for 2026/27, 2027/28 and 2028/29

Director of Instruction R. Bains and Associate Superintendent M. McRae-Stanger presented a report titled ***School Calendars for 2026/27, 2027/28 and 2028/29***. The report provided information on the proposed School Calendars for 2026–2029. In accordance with Section 87.01 of the *School Act* and the *School Calendar Regulation*, the Board is required to prepare and adopt school calendars for up to three consecutive school calendar years.

The proposed school calendars for 2026/27, 2027/28 and 2028/29 were developed in compliance with legislative, regulatory, and collective agreement requirements, including minimum instructional hours, statutory holidays, and professional development days, and reflect alignment with other Metro Vancouver districts where possible. Engagement in the calendar development process was facilitated through the District Calendar advisory committee, engagement with the education leads from the three Host Nations, and an open public comment period held from December 15, 2025, to January 16, 2026.

Committee members, trustees, inherent rights holder representatives and stakeholder representatives provided comments, and the Director of Instruction and Associate Superintendent 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 approve the District School Calendars for the 2026/27, 2027/28 and 2028/29 school years and the Vancouver Learning Network School Calendars for the 2026/27, 2027/28 and 2028/29 school years.

2. Digital Literacy Update

District Principal Z. Su and Associate Superintendent P. da Silva presented a report titled ***Digital Literacy Update***. The report provided information on the District's approach to artificial intelligence and digital literacy, highlighting the alignment with the VSB Education Plan's focus on equity, student success, and critical thinking. The report outlined current work to build digital literacy capacity through professional learning opportunities and collaboration with advisory committees and stakeholders. Staff engagement, parent information sessions, and community outreach were highlighted as key strategies to support the informed and responsible use of emerging technologies. The presentation also highlighted ongoing preparation for the introduction of Microsoft Copilot 13+ for secondary students, with continued attention to staff readiness, parent communication, and student access to safe and responsible digital tools.

Committee members, trustees, inherent rights holders and stakeholder representatives provided comments, and the District Principal and Associate Superintendent answered questions and provided clarification on various points from the Digital Literacy presentation and report.

3. Supporting the Framework for Enhancing Student Learning (FESL) – Alignment with School Learning Plans

Associate Superintendent M. McRae-Stanger presented a report titled ***Supporting the Framework for Enhancing Student Learning (FESL) – Alignment with School Learning Plans***. The report provided information on the Framework for Enhancing Student Learning (FESL) and the role of school learning plans in supporting continuous improvement and equitable student outcomes. The report outlined legislative requirements under the *School Act*, and the importance of the alignment of school learning plans with FESL and VSB Education Plan goals.

Following the presentation, committee members took part in two learning sessions that highlighted the school learning plans from Elsie Roy Elementary School and Vancouver Technical Secondary School. Administrators from both schools discussed how they utilize student data to inform the creation and execution of their learning plans, detailing their processes for setting goals, implementing actions, and evaluating progress to support student achievement.

The meeting adjourned at 6.45 pm.

Alfred Chien, Chairperson

Committee Members Present:

Alfred Chien (Chair)

Christopher Richardson (Vice-Chair)

Lois Chan-Pedley

Suzie Mah

Janet Fraser

Helen McGregor, Superintendent

Pedro da Silva, Associate Superintendent

Maureen McRae-Stanger, Associate Superintendent

Janis Myers, Associate Superintendent

Alison Ogden, Associate Superintendent

Other Trustees Present:

Senior Team Members Present:

Inherent Rights Holder Representatives Present:

Kirsten Baker-Williams,

Skwxwú7mesh Úxwumixw (Squamish Nation)

Association Representatives Present:

Suzette Magri, CUPE 15

Sherry Breshears, DPAC

Bruce Garnett, VASSA

Theo Huberman, VDSC

Deborah Tin Tun, VEAES

Riley McMitchell, VEPVPA

John Silver, VSTA

Ranjit Bains, Director of Instruction

Shannon Burton, Director of Instruction

Aaron Davis, Director of Instruction

Zhi Su, District Principal, LIT

Megan Davies, Principal, Elsie Roy Elementary School

Katie Clark, Vice-Principal, Elsie Roy Elementary School

Roberto Moro, Principal, Vancouver Technical Secondary School

Janet Thompson, Vice Principal Vancouver Technical Secondary School

Rochita Gondhalekar (Recorder)

Also Present:

February 25, 2026

TO: Board of Education

FROM: Education Plan Committee

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

<i>Reference to Education Plan</i>	GOALS:	Goal 1: The Vancouver School Board will improve student achievement, physical and mental well-being, and belonging by ... • Ensuring the alignment among school, district, and provincial education plans.
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INTRODUCTION

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

This report includes a recommendation from the Education Plan Committee for the Board to approve the District School Calendars for the 2026/27, 2027/28 and 2028/29 school years and the Vancouver Learning Network School Calendars for the 2026/27, 2027/28 and 2028/29 school years.

CALENDAR DEVELOPMENT PROCESS

Legislative Framework

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

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

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

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

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

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

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

Guiding Principles

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

District Calendar Advisory Committee and Consultation

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

Key Considerations and Decisions

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

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

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

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

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

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

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

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

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

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

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

Open Public Comment Period

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

The purpose of the open comment period was to:

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

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

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

What We Heard

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

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

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

RECOMMENDATION

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

Attachments:

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

2026 - 2027

VANCOUVER DISTRICT SCHOOL CALENDAR

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2027 - 2028

VANCOUVER DISTRICT SCHOOL CALENDAR

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2028 - 2029

VANCOUVER DISTRICT SCHOOL CALENDAR

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2026 - 2027

VANCOUVER LEARNING NETWORK SCHOOL CALENDAR

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LEGEND

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

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

2027 - 2028

VANCOUVER LEARNING NETWORK SCHOOL CALENDAR

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2028 - 2029

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What we heard

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

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

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

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Hi there,

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

Cheers,
[REDACTED]

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

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Hi Sirs,

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

Best Regards,
[REDACTED]

[REDACTED]

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

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Hi there,

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

Thank you

[REDACTED]

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

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Hi there,

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

Thanks for your consideration.

[REDACTED]

[REDACTED]

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

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Hello

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

Thank you

[REDACTED]

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

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Hello!

VSB Engage,
Thank you for this information.

Merry Christmas and Advance Happy New Year!

Warm regards,

[REDACTED]

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

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

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

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

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

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

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

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

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Hi,

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

[REDACTED]

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

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

Cheers,

[REDACTED]

[REDACTED]

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

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Hello

I received the 3 year calendar proposal.

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

Thank you

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

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

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

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Hello,

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

[REDACTED]
[REDACTED]
[REDACTED]

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

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HI,

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

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

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

Best regards,

[REDACTED]
[REDACTED]

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

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Hello,

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

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

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

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

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

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Hi there,

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

[REDACTED]

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

To whom it may concern,

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

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

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

Thank you for considering this matter further,

[REDACTED]

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

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Hello

Thank you for asking for feedback on the calendars.

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

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

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Hi,

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

Kind regards,

[REDACTED]

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

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

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

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

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

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

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

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

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Dear VSB Staff,

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

[REDACTED]

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

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

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

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

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

Sincerely,

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

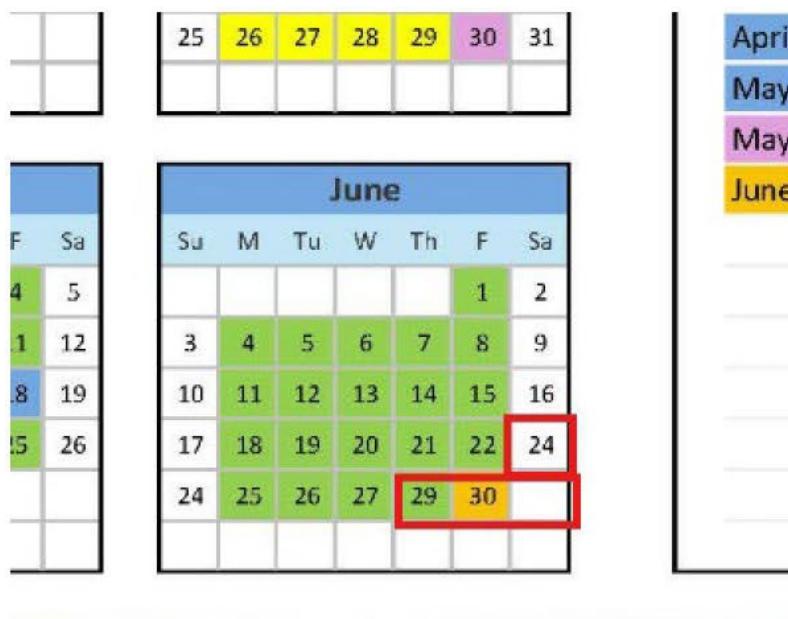
You don't often get email from [REDACTED] [Learn why this is important](#)

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Hi VSB Engage Team,

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

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



Best Regards,

[REDACTED]

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

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

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

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

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

Thanks for understanding.

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

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

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Hi,

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

Thanks,

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

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Hello,

Thank you for sharing the proposed school calendar.

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

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

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

Kind regards,

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

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

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

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

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

Thank you!
[REDACTED]

[Sent from Yahoo Mail for iPhone](#)

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

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Hi VSB,

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

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

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

[REDACTED]

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

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

[REDACTED]

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

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

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

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

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

Thanks for considering it.

Best,

[REDACTED]

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

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

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

[REDACTED]
Sent from my iPhone

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

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Hello,

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

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

From my [REDACTED] perspective, [REDACTED] We had anticipated having 4 weeks to stabilize operations before key management and leadership staff take leave on spring break vacations as usual. With the proposal to start spring break on March 15, 2027, this only allows us 3 weeks to stabilize. The impacts are not limited to just [REDACTED] - there is cross-cutting impact to resources across the city (including other [REDACTED])

[REDACTED] If there is any consideration for shifting the start of Spring Break to start March 22, 2027, we feel this would be in the best interests of all who benefit and will continue to benefit from [REDACTED]

Thank you for your consideration,

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

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

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

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

And the dates are:

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

Thanks.

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

Hi,

Thanks for sharing the calendar.

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

Thanks so much.

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

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

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

Kind regards,

[REDACTED]

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

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

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

Hi,

Thanks for sharing the calendar.

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

Thanks so much.

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

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

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

Please start school on sept 1!

--
[REDACTED]

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

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

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

Thank you for your consideration.

[REDACTED]

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

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

Hi,

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

Thanks for accepting my feedback,

[REDACTED]

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

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

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Hi there,

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

Thanks,
[REDACTED]
[REDACTED]

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

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

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

Regards,
[REDACTED]

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

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

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

[REDACTED]

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

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

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

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

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

[REDACTED]

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

Thanks for the opportunity to comment on this.

[REDACTED]

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

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

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Hello,

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

Thank you!

Sent from my iPhone

[REDACTED]

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

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

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Good day,

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

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

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

Thank you so much for your time, [REDACTED]

[REDACTED]

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

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

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Hi [REDACTED]

Not sure if you received this email.

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

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

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Good morning,

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

Thank you,

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

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

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Dear Members of the School Board,

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

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

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

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

statutory holiday.

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

[REDACTED]

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

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

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Thank you for engaging parents on the school calendars.

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

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

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

Thanks for considering parents' perspectives!

Sincerely,

[REDACTED]

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

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Hi

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

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

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

2026-27

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

2027-28

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

Thanks

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

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

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Hello

Thank you for the opportunity to provide feedback.

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

Thank you.

Sent from my iPhone

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

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

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Hello

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

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

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

September:

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

October:

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

November:

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

January:

1. Add Pro-D day instead of September

May:

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

Please contact me if you have any questions

[REDACTED]
[REDACTED]
[REDACTED]

thank you for considering,

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

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

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Regarding School Calendar development:

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

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

For example:

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

Thank you for the opportunity to provide input.

Sincerely,

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

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

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To VSB Engage,

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

Thank you for your consideration.

Best,
[REDACTED]

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

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

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

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

Thank you for considering this comment.

[REDACTED]

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

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

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

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

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

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Hi there,

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

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

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

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

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

[REDACTED]

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

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

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Hello,

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

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

Thanks for asking for feedback and for your consideration.

Kind regards,

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

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

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Hello,

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

Cheers,

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

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

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Dear VSB team,

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

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

School Year 2026–2027

Start date.

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

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

Spring Break and Easter.

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

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

School Year 2028–2029

Spring Break and Easter.

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

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

Kind regards,

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

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

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Hello,

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

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

[REDACTED]

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

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

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Hello!

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

Thanks,

[REDACTED]

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

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

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

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

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

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

Thanks for reading my thoughts and considering them.



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

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

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

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

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

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

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

[REDACTED]
Sent from my pocket pay phone.

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

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

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Hello,

Thank you for requesting feedback.

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

In your proposed calendars - my opinions are:

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

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

Thank you

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

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

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Regards

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

Thank you

[REDACTED]
null

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

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Hello,

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

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

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

Thank you for considering this feedback.

Sincerely,

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

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

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Hello

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

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

Thank you

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

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

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2026-2027

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

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

2027-2028

no comments

2028-2029

no comments

Thank you,

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

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

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

Thanks [REDACTED]

Get [Outlook for Android](#)

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

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

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Hello,

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

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

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

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

Dear VSB team,

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

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

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

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

Many thanks,

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

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

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To whom it may concern:

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

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

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

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

Regards,

[REDACTED]

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

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Hello,

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

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

Thank you.

[REDACTED]
[REDACTED]

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

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

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

Dear Members of the School Board,

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

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

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

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

Thank you for your time and chat soon.

Sincerely,

[REDACTED]

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

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Dear Members of the School Board,

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

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

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

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

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

Sincerely,

[REDACTED]

[REDACTED]

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

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

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

Dear Vancouver School Board,

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

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

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

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

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

Sincerely,

[REDACTED]

[REDACTED]

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

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

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

[REDACTED]

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

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

Hello,

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

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

Regards,

[REDACTED]

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

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

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Hi there,

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

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

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

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Dear VSB board,

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

Thank you.

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

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

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Dear VSB Engage,

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

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

I look forward to hearing back from you.

Thank you,
[REDACTED]

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

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

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Hi there,

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

Thank you for hearing my concerns.

[REDACTED]

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

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

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

Dear VSB Engage,

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

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

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

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

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

Best regards,

[REDACTED]

February 25, 2026

TO: **Board of Education**

FROM: **Audit Committee**

RE: **Appointment of Auditors**

Reference to Education Plan: **GOALS AND OBJECTIVES:** 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 includes a recommendation from the Audit Committee for the Board to appoint KPMG LLP as external auditors for the Vancouver School Board for the fiscal years ending June 30, 2026, 2027 and 2028, with an option to extend for up to two additional years.

BACKGROUND

Pursuant to sections 158 and 159 of the *School Act*, the Board is required to appoint an auditor to audit the accounts and transactions of the school district. The appointment of an external auditor is a statutory responsibility of the Board and forms a key component of its financial oversight and accountability obligations.

The appointment of the current external auditor, KPMG LLP, expired January 14, 2026.

A competitive procurement process was conducted in accordance with applicable procurement policies and designed to ensure fairness, transparency, and best overall value. Request for Proposals (RFP25-24LG) was issued on December 16, 2025, and closed on January 16, 2026. KPMG LLP is the highest-ranked proponent based on the combined assessment of technical, qualitative, and cost criteria.

The *Auditor General Act* requires that, each year, the Office of the Auditor General (OAG) prepare a Financial Statement Audit Coverage Plan for the appointment of auditors for government organizations for the following three fiscal years. In this plan, the OAG identifies its level of involvement in the audit process for each government organization within the Government Reporting Entity using the following categories:

OAG-direct	High Involvement	Audit performed by the Office of the Auditor.
Oversight	Moderate Involvement	Auditors other than the auditor general are the appointed auditors. However, the auditor general conducts oversight procedures.
Blank	Low involvement	Auditors other than the auditor general are the appointed auditors. The auditor general has limited involvement but may conduct work as required.

The [OAG Financial Statement Audit Coverage Plan dated March 2025](#) indicates on page 15 (Attachment A) that it is planning moderate (oversight) involvement on the audits of the financial statements of School District No. 39 (Vancouver) for each of the fiscal years ending June 30, 2026, 2027 and 2028.

The Audit Committee has reviewed the details of the procurement process and is recommending for the Board to appoint KPMG LLP as external auditors for the Vancouver School Board for the fiscal years ending June 30, 2026, 2027 and 2028.

RECOMMENDATION

THAT the Board of Education of School District No. 39 (Vancouver) appoint KPMG LLP as the external auditors of the Board for the fiscal years ending June 30, 2026, June 30, 2027, and June 30, 2028;

And Further;

THAT the Secretary Treasurer is hereby authorized to finalize and execute the audit engagement letter and any related agreements or documentation necessary to give effect to this resolution, provided such documentation is consistent with the Board's approval and the terms of the Request for Proposals.

Attachment:

- A. OAG Financial Statement Audit Coverage Plan dated March 2025 (page 15)

Appendix A:

Detailed coverage plan for fiscal years ending in 2026, 2027, and 2028

Plan legend		Historical coverage fiscal year ending in					Proposed three-year coverage for fiscal year ending in				
		2024	2025	2026	2027	2028					
School districts											
School District No. 5 (Southeast Kootenay)							Oversight	Oversight			
School District No. 6 (Rocky Mountain)											
School District No. 8 (Kootenay Lake)											
School District No. 10 (Arrow Lakes)											
School District No. 19 (Revelstoke)											
School District No. 20 (Kootenay-Columbia)											
School District No. 22 (Vernon)											
School District No. 23 (Central Okanagan)											
School District No. 27 (Cariboo-Chilcotin)											
School District No. 28 (Quesnel)			Oversight		Oversight						
School District No. 33 (Chilliwack)											
School District No. 34 (Abbotsford)		Oversight		OAG-Direct		OAG-Direct		OAG-Direct		OAG-Direct	
School District No. 35 (Langley)											
School District No. 36 (Surrey)		Oversight		Oversight		Oversight		Oversight		Oversight	
School District No. 37 (Delta)											
School District No. 38 (Richmond)											
School District No. 39 (Vancouver)		Oversight		Oversight		Oversight		Oversight		Oversight	
School District No. 40 (New Westminster)											
School District No. 41 (Burnaby)											



FINANCE AND PERSONNEL COMMITTEE

Wednesday, February 11, 2026

Committee Report to the Board, February 25, 2026

The Chairperson called for a moment of silence to acknowledge the tragic events at Tumbler Ridge. She noted that the Vancouver School Board is deeply saddened by the tragedy and expressed that the Board's thoughts are with the entire Tumbler Ridge community, especially the students, their families, and the staff of Tumbler Ridge Secondary School. She acknowledged that news of this nature can be unsettling, particularly for school communities, and noted that those affected were being held in the Board's thoughts. The Chairperson then invited those present to observe a moment of silence to extend collective sympathy and support.

The Chairperson of the Committee called the meeting to order at 5:02 pm. She 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) & səlilwətaɬ (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. 2025-2026 Amended Annual Budget

The Secretary Treasurer introduced a report dated February 11, 2026, titled **2025-2026 Amended Annual Budget**, a copy of which is on file with the meeting agenda. She reviewed the legislative framework for the preparation and adoption of a district's budget and noted that it must be a balanced budget and prepared in the form specified by the Ministry of Education and Child Care and submitted by February 27, 2026. She further noted that the draft Amended Budget was reviewed by the Audit Committee and recommended for approval by the Board.

The Executive Director of Finance reviewed the enrolment projections, and how that translates into the operating grant from the Ministry of Education and Child Care. She summarized the revenue and expenses for all funds for the 2025-2026 school year and noted that the Amended Budget indicates a surplus of \$0.51M in the operating fund, \$8.45M of internally restricted operating surplus was used to fund one-time expenditures, and a surplus of \$0.01 million is projected for the capital fund. She mentioned that the budgeted operating fund surplus will be used to top up the operating contingency, bringing the balance to \$6.60M, just under 1%, the minimum set by Board Policy. She discussed the changes in revenue and expense and how they impact the Amended Annual Budget.

The Executive Director of Finance continued by providing an overview of local capital revenue and summarized the Board-approved uses of local capital for the year. She mentioned a new item in the 2025-2026 Local Capital Plan, the proposed purchase of eleven fleet vehicles at an estimated total cost of \$1.11M to replace previously leased vehicles that were damaged in a flood in November 2024. She explained that purchasing the vehicles represents a lower-cost option compared to

leasing and that the acquisition will be funded through Local Capital, supported by annual transfers from the Operating Fund.

Lastly, she mentioned the risk factors to the estimates, including enrolment changes leading to unexpected potential lower revenue, increased costs of capital projects and increasing global computer hardware costs.

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

There was unanimous consent to forward the following recommendation to the Board for approval:

THAT the Board approve the use of up to \$1,110,250 from Local Capital to fund the purchase of replacement fleet vehicles for Facilities staff, and further approve the replenishment of the Local Capital fund through annual transfers of \$ 222,050 from Operating Funds over a five-year period;

And,

THAT the Amended Annual Budget Bylaw for the fiscal year 2025/2026 be given three readings, passed and adopted at the February 25, 2026, Public Board Meeting.

2. Three Year Enrolment Projections

The Executive Director of Facilities presented a report dated February 11, 2026, titled ***Three-Year Enrolment Projections***. The report provides an overview of projected enrolment for the VSB over the next three years, which indicates stable enrolment in VSB schools. He noted that the three-year enrolment projections are prepared in response to an annual request from the Ministry of Education and Child Care for the purposes of determining operating grant requirements. They are also a key assumption for VSB's 2026-2027 Financial Plan.

The Executive Director of Facilities summarized the three-year enrolment projection numbers for school age and adult enrolment, Indigenous Education, English Language Learners, and Inclusive Education. He reviewed the assumptions used to generate the numbers in each category, including population projections, and local knowledge of recent and historical enrolment trends.

Lastly, he discussed the risks to enrolment projections highlighting changes to the federal immigration policy, housing affordability and availability in Vancouver as critical risks.

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

This report was provided for information.

3. 2025-2026 Second Quarter Financial Update

The Chairperson advised that the report dated February 11, 2026, titled ***2025-2026 Second Quarter Financial Update***, would not be presented due to time constraints. She noted that the information contained in the report was addressed as part of the ***2025-2026 Amended Annual Budget*** report presentation and is included in the agenda package.

4. 2026-2027 Financial Plan Engagement Update

The Executive Director of Finance and Director of Communications presented a report dated February 11, 2026, titled ***2026-2027 Financial Plan Engagement Update***.

The Director of Communications provided a brief overview of engagement activities undertaken to inform the development of the 2026–2027 Financial Plan and shared key themes identified through these engagement activities. The committee was reminded that written submissions will continue to be accepted until April 16, 2026, and that additional engagement opportunities are forthcoming. Committee attendees were also informed that an interim engagement summary report outlining the input and feedback received during the engagement phase will be provided to the Board and shared publicly in March.

The live broadcast ended as participants engaged in small group discussion about the input collected to date and emerging financial planning priorities for consideration as the 2026-2027 financial plan is developed.

Participants shared detailed feedback about preliminary priorities raised by inherent rights holders and formal stakeholder groups:

- **Enhancing Student Well-Being, Safety and Belonging / Advancing Equity, Inclusion and Access:** Participants highlighted the need to strengthen and stabilize student support services through additional counselling time, psychologists, speech and language pathologists, non-enrolling staff and consistent SSA coverage. Priority was placed on recruitment, training and retention to ensure staffing consistency, particularly for supporting diverse learners. Input emphasized the importance of centering Elders and Knowledge Keepers by improving communication about their availability and providing appropriate supports and honoraria to enable meaningful engagement.
- **Strengthen Staff Capacity and Support / Expand High-Impact Professional Learning:** Suggestions emphasized intentional succession planning through job shadowing, career pipelines and partnerships with post-secondary institutions and local First Nations, along with apprenticeship programs for senior secondary students. Key actions suggested included expanding paid and release-time training (including summer, weekend and in-service days), investing in safety and certification training and increasing in-house and community-based learning opportunities. Perspectives also supported developing internal pathways into specialized roles and embedding training within work schedules to ensure accessibility, consistency and impact.
- **Foster Positive Workplace Culture and Retention** Feedback noted sustaining or increasing current staffing and resource levels, particularly in classrooms and schools. Emphasis was placed on creating intentional opportunities for collaboration and connection, including dedicated collaboration time at elementary schools, structured cross-department engagement and joint professional learning across employee groups.
- **Modernize Technology to Support Learning and Operations** Feedback highlighted that modernizing technology and device availability will require stable, ongoing funding to support a reliable device-refresh cycles and address inequities with access. Participants further mentioned the need to apply an instructional lens to technology investments to ensure tools meaningfully enhance learning and operations, strengthen AI digital-citizenship for students and address challenges related to productivity, device suitability and responsible technology use.

The meeting adjourned at 6:40 pm.

Janet Fraser, Chairperson

Committee Members Present:

Janet Fraser (Chair)
Alfred Chien (Vice-Chair)
Preeti Faridkot
Lois Chan-Pedley (Alternate)

Committee Members Absent:

Joshua Zhang

Other Trustees Present:

Suzie Mah
Christopher Richardson

Senior Team Members Present:

Flavia Coughlan, Secretary Treasurer
Helen McGregor, Superintendent
Janis Myers, Associate Superintendent
Maureen McRae-Stanger, Associate Superintendent
Pedro da Silva, Associate Superintendent
Lorelei Russell, Executive Director, Finance
Jessie Gresley-Jones, Executive Director, Facilities
Michael Gray, Executive Director, Employee Services

Association Representatives Present:

Suzette Magri, CUPE 15
David Schaub, DPAC
Harjit Khangara, IUOE
Tyson Shmyr, PASA
Benita Kwon, VASSA
Floyd Tuting, VDSC
Jody Polukoshko, VEAES
Dana Aweida, VEPVPA
Carl Janze, VSTA

Also Present:

Patricia MacNeil, Director of Communications
Gabrielle Danwich, Director of Finance
Cherry Mak, Supervisor, Accounting and Financial Reporting
Paul Rosberg, Manager, Financial Planning and Analysis
Hayden O'Connor, Facilities Planner
Cornelia Haack (recorder)

February 25, 2026

ITEM 5.3.2.1

TO: **Board of Education**
FROM: **Finance and Personnel Committee**

2025-2026 Amended Annual Budget

<i>Reference to Education Plan</i>	GOALS AND OBJECTIVES:	Goal 2: The Vancouver School Board will increase equity by ... • Improving stewardship of the District's resources by focusing on effectiveness, efficiency, and sustainability.
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INTRODUCTION

The Board of Education of School District No. 39 (Vancouver) is required to prepare and submit a balanced 2025-2026 amended budget to the Ministry of Education and Child Care (the Ministry or MECC) by February 27, 2026.

This report includes a recommendation from the Audit Committee and the Finance and Personnel Committee for the Board to approve the use of up to \$1,110,250 from Local Capital to fund the purchase of replacement fleet vehicles for Facilities staff; approve the replenishment of the Local Capital fund through annual transfers of \$ 222,050 from Operating Funds over a five-year period, and that the Amended Annual Budget Bylaw for the fiscal year 2025/2026 be given three readings, passed and adopted at the February 25, 2026 Public Board Meeting.

BACKGROUND/ANALYSIS

The school district is required to prepare and submit budgets to the Ministry of Education and Child Care (the Ministry or MECC), in the form, with the information and at the time required by the Minister. In December, the Ministry announced interim operating grant allocations for the 2025-2026 year. Under the provisions of Section 113 of the *School Act*, the Board must amend its annual budget "when an operating grant to a board is amended." The Minister is requiring Amended Annual Budgets ("Amended Budget") to be prepared, adopted by bylaw, and submitted to the Ministry by February 27, 2026.

VSB is required to prepare a balanced amended annual budget where revenues plus any appropriated surpluses fully fund the following:

- annual operating expenses,
- annual special purpose fund (SPF) expenses,
- annual capital fund expenses,
- tangible capital asset acquisitions (from Operating, SPF's & Local Capital), and
- any planned reduction of prior years' deficits.

Prior years' accumulated surpluses can be appropriated to fund expenses for 2025-2026.

The Draft 2025-2026 Amended Financial Plan included in Attachment A reflects revenue and expenditure changes resulting from changes in enrolment, provincial funding (operating grant, labour settlement funding), one-time budget reallocations and other known revenue and expenditure changes. The attached report provides an analysis of changes to budgeted revenue and expenditures for the 2025-2026 year.

Facilities fleet vehicles support the safe and efficient maintenance of VSB facilities. Eleven fleet vehicles were significantly damaged as a result of a flood and require replacement. Transferring funds from Operating to Local Capital will allow the District to self-finance these replacements over time, avoid interest and financing costs associated with leasing, and reduce long-term operating expenditures. This approach supports prudent financial management while ensuring facilities staff have reliable vehicles to perform their duties.

In accordance with [Policy 19 Accumulated Surplus](#), the available operating surplus of \$0.51 million will be added to the Board's operating contingency bringing the balance to \$6.60 million (1.00% of operating expense). This is supplemented by the contingency reserve for local capital which is estimated to have a balance at year end of \$3.72 million.

RECOMMENDATIONS

- (1) THAT the Board approve the use of up to \$1,110,250 from Local Capital to fund the purchase of replacement fleet vehicles for Facilities staff, and further approve the replenishment of the Local Capital fund through annual transfers of \$ 222,050 from Operating Funds over a five-year period;**
- (2) THAT School District No. 39 (Vancouver) Amended Annual Budget Bylaw for the fiscal year 2025/2026 be given three readings, at the February 25, 2026 Public Board Meeting.**
(vote must be unanimous)
- (3) THAT School District No. 39 (Vancouver) Amended Annual Budget Bylaw for the fiscal year 2025/2026 be:**
Read a first time the 25th day of February 2026;
Read a second time the 25th day of February 2026;
Read a third time, passed and adopted the 25th day of February 2026.

Attachments:

- A. 2025-2026 Amended Financial Plan
- B. Amended Annual Budget Bylaw

2025-2026 Amended Financial Plan

February 25, 2026



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EXECUTIVE SUMMARY

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

With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & 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 52,000 students learn and grow.

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

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

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

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

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

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

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

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

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

BUDGET OVERVIEW

Student Enrolment

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

Figure 1 – MECC Funded Student Enrolment

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

2025-2026 Operating Budget Summary

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

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

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

Figure 2 – Annual Operating Budget Summary

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

Special Purpose Funds Summary

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

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

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

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

Classroom Enhancement Fund

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

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

Figure 3 – Special Purpose Funds Summary

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

Capital Fund Summary

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

Figure 4 – Capital Fund Summary

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

AMENDED FINANCIAL PLAN DEVELOPMENT

GUIDING PRINCIPLES

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

Education Plan

Values Statement

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

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

Equity Statement

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

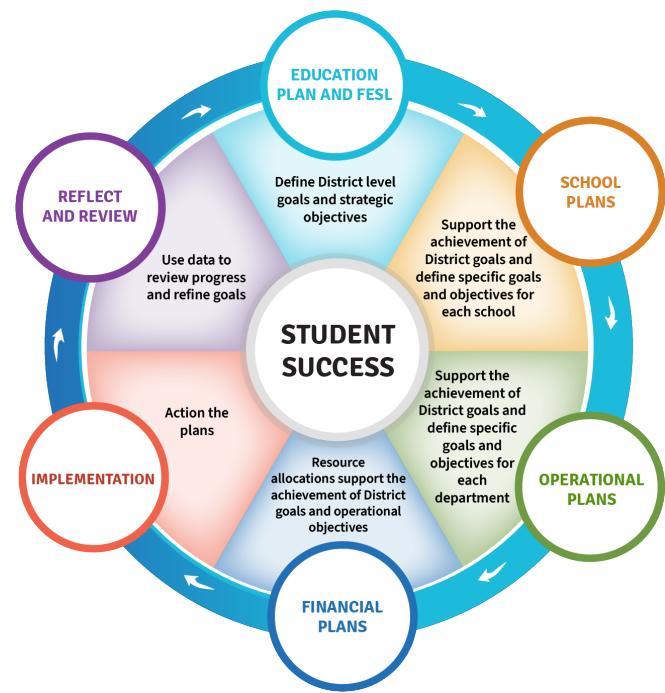
VSB will create an equitable learning environment where every child can experience a deep sense of belonging and is free to pursue pathways of learning in ways that are authentic to themselves. The VSB will achieve this by:

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

Goals and Priorities

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

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



Framework For Enhancing Student Learning

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

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

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

ORGANIZATIONAL INFORMATION

BOARD OF EDUCATION

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

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

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

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

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

DISTRICT ORGANIZATION

Educational Services

School and Program-Based Staffing

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

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

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

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

District Choice Programs

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

Community Schools Team

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

Pathways to Graduation

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

School Budget Allocations

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

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

District Services

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

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

Learning and Instruction

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

Learning Services

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

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

Safe and Caring Schools

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

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

English Language Learning

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

Early Learning and Child Care

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

Communications

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

Business Operations

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

Office of the Secretary Treasurer

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

Risk Management and Privacy Compliance

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

Finance

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

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

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

Facilities

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

Community Connections

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

Employee Services

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

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

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

Learning and Information Technology

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

Education

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

Application Development

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

Service Delivery

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

IT Systems

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

Infrastructure

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

FINANCIAL INFORMATION

BUDGET STRUCTURE

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

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

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

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

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

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

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

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

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

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

PROCESS TO BUILD THE AMENDED ANNUAL BUDGET

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

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

FINANCIAL SUMMARY

Revenue and Expense (All Funds Combined)

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

Figure 5 – Revenue and Expenses All Funds

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

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

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

OPERATING FUND

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

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

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

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

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

Figure 6 – Annual Operating Budget Summary

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

Operating Revenue

Ministry of Education and Child Care Operating Grant

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

Figure 7 – MECC Funded Student Enrolment

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

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

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

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

Other Ministry of Education and Child Care Grants

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

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

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

Federal Grants

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

Other Revenue

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

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

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

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

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

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

Operating Expense

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

Staffing

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

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

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

Salary and Benefit Expenses

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

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

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

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

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

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

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

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

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

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

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

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

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

Services and Supplies

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

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

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

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

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

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

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

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

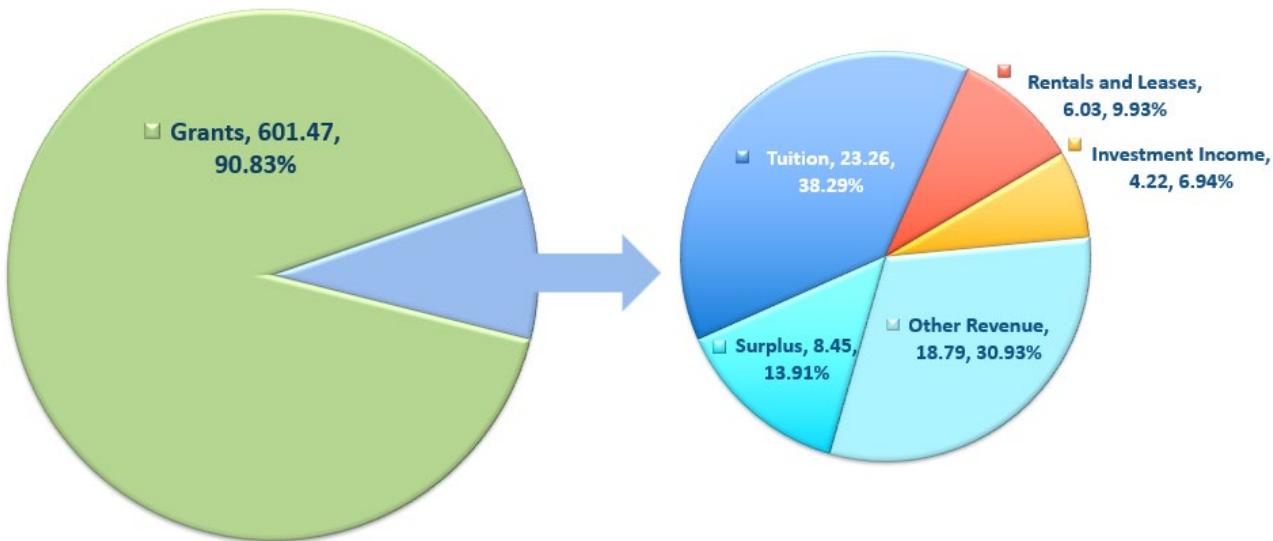
Figure 9 – Operating Fund Accumulated Surplus

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

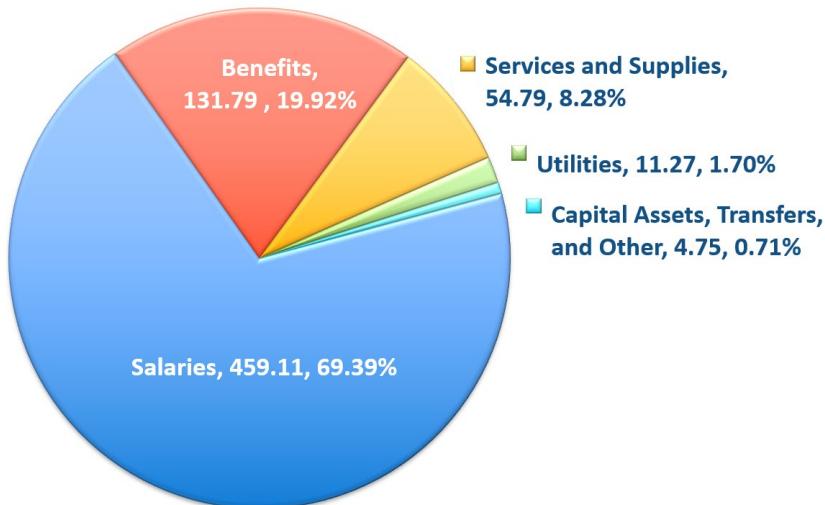
Amended Operating Budget Highlights

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

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



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



Indigenous Education

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

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

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

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

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

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

Figure 10 – Indigenous Education

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

Figure 11 – Indigenous Education Budget by Funding Type

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

Inclusive Education

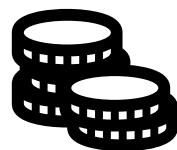
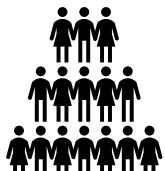
In alignment with the Ministry, VSB promotes an inclusive education system in which students with disabilities or diverse abilities are fully participating members of a community of learners. Inclusion describes the principle that all students are entitled to equitable access to learning, achievement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

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

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

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

Supplemental funding for students with diverse needs is anticipated to be \$90.18 million. This includes Inclusive Education funding of \$86.99 million, as well as \$3.19 million in supplemental funding to support transportation for students with diverse needs.



Educators Psychologists SLPs	Education Assistants	Transportation	Supplies & Other	Supplemental Funding
\$47.17 million	\$83.54 million	\$3.94 million	\$4.09 million	\$90.18 million
\$ 138.74 million				

International Education

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

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

Figure 12 - International Education Summary

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

Food Services

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

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

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

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

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

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

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

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

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

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

Figure 13 – Food Services Summary

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

Operating Budget Summary

The following table summarizes budgeted revenue and expenses by type.

Figure 14 – Operating Revenue and Expense by Type

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

SPECIAL PURPOSE FUNDS

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

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

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

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

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

Figure 15 – Special Purpose Funds

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

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

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

Annual Facility Grant

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

AFG funds may be spent for the purpose of:

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

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

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

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

The 2025-2026 AFG Expenditure Plan is included below.

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

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

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

Figure 17 – Annual Facilities Grant

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

Classroom Enhancement Fund

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

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

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

Restored Collective Agreement Class Size

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

Non-Enrolling Ratios

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

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

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

Figure 18 - Classroom Enhancement Fund Grants

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

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

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

The table below summarizes CEF revenue and expenses.

Figure 19 - Classroom Enhancement Fund

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

CommunityLINK

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

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

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

Figure 20 - CommunityLINK Budget

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

Feeding Futures Fund

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

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

Food

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

Staff

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

Infrastructure and Equipment

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

Other

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

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

Food Supplies (\$2.02 million)

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

Staff (\$2.86 million)

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

Food Delivery (\$0.24 million)

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

Third-Party Food Providers (\$0.43 million)

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

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

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

Figure 21 – Feeding Futures Fund

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

National School Food Program

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

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

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

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

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

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

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

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

Food Supplies (\$0.41 million)

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

Staff (\$0.18 million)

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

Equipment (\$0.43 million)

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

Figure 22 – National School Food Program

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

CAPITAL FUND

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

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

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

Figure 23 – Capital Fund Summary

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

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

Figure 24 – Investment in Capital Assets

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

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

Local Capital

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

Figure 25 – Local Capital

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

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

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

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

Local Capital Revenue

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

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

The key terms of the lease include:

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

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

Local Capital Expense

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

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

Figure 26 - Plan for Local Capital

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

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

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

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

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

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

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

Figure 28 – Estimated Contingency Reserve for Local Capital

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

Bylaw Capital

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

Capital Projects

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

Figure 29 – Capital Projects

Project (\$ millions)	Funding	2025-26 Annual	2025-26 Change	2025-26 Amended
Bylaw Capital School Replacement				
David Lloyd George ¹	\$ 20.27	\$ 1.00	\$ 1.13	\$ 2.13
Eric Hamber	93.52	0.75	0.93	1.68
Henry Hudson ^{1,2}	53.44	7.26	(7.26)	-
New School at Olympic Village	39.06	1.74	(0.42)	1.32
Bylaw Capital Seismic Mitigation				
David Livingstone	14.82	0.90	(0.90)	-
Grenfell	12.67	9.44	2.29	11.73
Annual Facilities Grant³	13.47	13.47	-	13.47
Total Bylaw	\$ 247.25	\$ 34.56	\$ (4.23)	\$ 30.33
Ministry Restricted Capital				
cəwəs Ch'elxwá7elch Skwuláwtxw Seaside	\$ 31.47	\$ 5.76	\$ 0.10	\$ 5.86
Replacement School at Lord Roberts Annex Site	2.24	-	-	-
Total Ministry Restricted Capital	\$ 33.71	\$ 5.76	\$ 0.10	\$ 5.86

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

² Includes both the Hudson Replacement and the Hudson Addition.

³ The Annual Facilities Grant funding for 2025-2026 only.

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

Long Range Facilities Plan

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

Five-Year Capital Plan

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

ACCUMULATED SURPLUS

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

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

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

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

Figure 30 – Accumulated Surplus

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

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

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

RISK FACTORS

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

Revenue

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

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

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

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

Expense

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

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

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

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

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

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

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

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

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

Structural Deficit

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

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

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

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

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

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

Capital Projects

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

Contingent Assets

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

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

Contingent Liabilities

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

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

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

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

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

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

Enterprise Risk Management

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

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

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

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

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

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

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

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

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

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

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

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

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

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

GLOSSARY OF KEY TERMS

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

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

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

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

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

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

Amended Annual Budget

School District No. 39 (Vancouver)

June 30, 2026

School District No. 39 (Vancouver)

June 30, 2026

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*NOTE - Statement 1, Statement 3, Statement 5 and Schedules 4A - 4D are used for Financial Statement reporting only.

AMENDED ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 39 (VANCOUVER) (called the "Board") to adopt the Amended Annual Budget of the Board for the fiscal year 2025/2026 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. The Board has complied with the provisions of the *Act*, Ministerial Orders, and Ministry of Education and Child Care Policies respecting the Amended Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 39 (Vancouver) Amended Annual Budget Bylaw for fiscal year 2025/2026.
3. The attached Statement 2 showing the estimated revenue and expense for the 2025/2026 fiscal year and the total budget bylaw amount of \$820,177,794 for the 2025/2026 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 1 to 4 are adopted as the Amended Annual Budget of the Board for the fiscal year 2025/2026.

READ A FIRST TIME THE _____ DAY OF _____, 2026;

READ A SECOND TIME THE _____ DAY OF _____, 2026;

READ A THIRD TIME, PASSED AND ADOPTED THE _____ DAY OF _____, 2026;

Chairperson of the Board

(Corporate Seal)

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 39 (Vancouver) Amended Annual Budget Bylaw 2025/2026, adopted by the Board the _____ DAY OF _____, 2026.

Secretary Treasurer

School District No. 39 (Vancouver)

Statement 2

Amended Annual Budget - Revenue and Expense

Year Ended June 30, 2026

	2026 Amended Annual Budget	2026 Annual Budget
Ministry Operating Grant Funded FTE's		
School-Age	50,786.625	51,068.000
Adult	167.375	164.000
Other	1,237.063	1,243.000
Total Ministry Operating Grant Funded FTE's	52,191.063	52,475.000
 Revenues	 \$	 \$
Provincial Grants		
Ministry of Education and Child Care	694,181,243	681,214,860
Other	8,987,608	8,757,686
Federal Grants	3,068,057	3,068,057
Tuition	23,257,696	23,687,024
Other Revenue	26,467,243	25,643,443
Rentals and Leases	8,082,871	7,599,706
Investment Income	5,499,661	5,761,766
Amortization of Deferred Capital Revenue	31,416,826	31,959,959
Total Revenue	800,961,205	787,692,501
 Expenses	 \$	 \$
Instruction	648,964,601	631,688,282
District Administration	27,848,782	25,877,630
Operations and Maintenance	127,907,998	128,778,838
Transportation and Housing	4,091,984	3,531,181
Debt Services	79,981	79,981
Total Expense	808,893,346	789,955,912
 Net Revenue (Expense)	 (7,932,141)	 (2,263,411)
 Budgeted Allocation (Retirement) of Surplus (Deficit)	 8,445,016	
 Budgeted Surplus (Deficit), for the year	 512,875	 (2,263,411)
 Budgeted Surplus (Deficit), for the year comprised of:		
Operating Fund Surplus (Deficit)	508,894	
Special Purpose Fund Surplus (Deficit)	3,981	(2,263,411)
Capital Fund Surplus (Deficit)		
Budgeted Surplus (Deficit), for the year	512,875	(2,263,411)

School District No. 39 (Vancouver)

Statement 2

Amended Annual Budget - Revenue and Expense

Year Ended June 30, 2026

Budget Bylaw Amount	2026 Amended Annual Budget	2026 Annual Budget
Operating - Total Expense	656,959,859	648,217,237
Operating - Tangible Capital Assets Purchased	2,823,876	1,158,869
Special Purpose Funds - Total Expense	111,641,787	101,195,768
Special Purpose Funds - Tangible Capital Assets Purchased	1,138,773	661,685
Capital Fund - Total Expense	40,291,700	40,542,907
Capital Fund - Tangible Capital Assets Purchased from Local Capital	7,321,799	2,750,000
Total Budget Bylaw Amount	<u>820,177,794</u>	<u>794,526,466</u>

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 4

Amended Annual Budget - Changes in Net Financial Assets (Debt)

Year Ended June 30, 2026

	2026 Amended Annual Budget	2026 Annual Budget
	\$	\$
Surplus (Deficit) for the year	(7,932,141)	(2,263,411)
Effect of change in Tangible Capital Assets		
Acquisition of Tangible Capital Assets		
From Operating and Special Purpose Funds	(3,962,649)	(1,820,554)
From Local Capital	(7,321,799)	(2,750,000)
From Deferred Capital Revenue	(40,320,000)	(45,070,645)
Total Acquisition of Tangible Capital Assets	(51,604,448)	(49,641,199)
Amortization of Tangible Capital Assets	39,539,438	39,910,664
Total Effect of change in Tangible Capital Assets	(12,065,010)	(9,730,535)
	-	-
(Increase) Decrease in Net Financial Assets (Debt)	(19,997,151)	(11,993,946)

School District No. 39 (Vancouver)

Amended Annual Budget - Schedule of Changes in Accumulated Surplus (Deficit) by Fund

Year Ended June 30, 2026

	Operating Fund	Special Purpose Fund	Capital Fund	2026 Amended Annual Budget
	\$	\$	\$	\$
Accumulated Surplus (Deficit), beginning of year	24,998,841	-	37,633,729	62,632,570
Changes for the year				
Net Revenue (Expense) for the year	(3,188,587)	1,138,773	(5,882,327)	(7,932,141)
Interfund Transfers				
Tangible Capital Assets Purchased	(2,823,876)	(1,138,773)	3,962,649	-
Local Capital	(222,050)		222,050	-
Other	(1,701,609)		1,701,609	-
Net Changes for the year	(7,936,122)	-	3,981	(7,932,141)
Budgeted Accumulated Surplus (Deficit), end of year	17,062,719	-	37,637,710	54,700,429

School District No. 39 (Vancouver)

Amended Annual Budget - Operating Revenue and Expense

Year Ended June 30, 2026

Schedule 2

	2026 Amended Annual Budget	2026 Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	598,313,997	596,048,530
Other	87,498	79,767
Federal Grants	3,068,057	3,068,057
Tuition	23,257,696	23,687,024
Other Revenue	18,793,832	18,020,032
Rentals and Leases	6,032,791	5,549,626
Investment Income	4,217,401	4,479,506
Total Revenue	653,771,272	650,932,542
Expenses		
Instruction	540,497,136	533,606,344
District Administration	27,060,355	25,177,624
Operations and Maintenance	85,457,875	86,048,791
Transportation and Housing	3,944,493	3,384,478
Total Expense	656,959,859	648,217,237
Net Revenue (Expense)	(3,188,587)	2,715,305
Budgeted Prior Year Surplus Appropriation	8,445,016	-
Net Transfers (to) from other funds		
Tangible Capital Assets Purchased	(2,823,876)	(1,158,869)
Local Capital	(222,050)	(222,050)
Other	(1,701,609)	(1,556,436)
Total Net Transfers	(4,747,535)	(2,715,305)
Budgeted Surplus (Deficit), for the year	508,894	-

School District No. 39 (Vancouver)

Schedule 2A

Amended Annual Budget - Schedule of Operating Revenue by Source
Year Ended June 30, 2026

	2026 Amended Annual Budget	2026 Annual Budget
	\$	\$
Provincial Grants - Ministry of Education and Child Care		
Operating Grant, Ministry of Education and Child Care	588,969,826	587,537,137
Other Ministry of Education and Child Care Grants		
Pay Equity	7,294,124	7,294,124
Funding for Graduated Adults	1,955,003	1,122,225
Student Transportation Fund	53,423	53,423
FSA Scorer Grant	41,621	41,621
Total Provincial Grants - Ministry of Education and Child Care	598,313,997	596,048,530
Provincial Grants - Other		
	87,498	79,767
Federal Grants		
	3,068,057	3,068,057
Tuition		
Summer School Fees	947,218	985,186
Continuing Education	422,300	422,300
International and Out of Province Students	21,888,178	22,279,538
Total Tuition	23,257,696	23,687,024
Other Revenues		
Other School District/Education Authorities	1,415,017	1,415,017
Miscellaneous		
Miscellaneous Fees and Revenue	2,997,197	2,788,028
Instructional Cafeteria Revenue	1,206,305	985,148
Other Grants	1,015,774	672,300
School Generated Funds	12,159,539	12,159,539
Total Other Revenue	18,793,832	18,020,032
Rentals and Leases		
	6,032,791	5,549,626
Investment Income		
	4,217,401	4,479,506
Total Operating Revenue	653,771,272	650,932,542

School District No. 39 (Vancouver)

Schedule 2B

Amended Annual Budget - Schedule of Operating Expense by Object

Year Ended June 30, 2026

	2026 Amended Annual Budget	2026 Annual Budget
	\$	\$
Salaries		
Teachers	267,469,281	271,178,116
Principals and Vice Principals	30,405,012	30,507,157
Educational Assistants	60,783,577	60,347,852
Support Staff	67,921,050	67,976,748
Other Professionals	14,169,164	14,054,667
Substitutes	18,359,165	15,422,202
Total Salaries	459,107,249	459,486,742
Employee Benefits	131,790,124	132,292,249
Total Salaries and Benefits	590,897,373	591,778,991
Services and Supplies		
Services	15,991,703	13,254,726
Student Transportation	3,903,893	3,343,754
Professional Development and Travel	1,613,768	1,402,426
Rentals and Leases	871,620	960,801
Dues and Fees	1,241,483	915,456
Insurance	1,824,730	1,769,750
Supplies	29,350,118	23,806,865
Utilities	11,265,171	10,984,468
Total Services and Supplies	66,062,486	56,438,246
Total Operating Expense	656,959,859	648,217,237

School District No. 39 (Vancouver)

Amended Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2026

	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	198,773,829	4,286,126	289,250	4,857,443	-	13,610,742	221,817,390
1.03 Career Programs	361,256	162,260	-	147,028	-	25,138	695,682
1.07 Library Services	6,703,962	-	1,065	136,157	-	460,399	7,301,583
1.08 Counselling	8,517,731	-	-	567	262,591	579,134	9,360,023
1.10 Inclusive Education	32,786,646	1,375,348	55,571,337	1,100,752	126,143	2,122,576	93,082,802
1.30 English Language Learning	12,400,183	172,051	2,645,223	491,998	221,344	829,978	16,760,777
1.31 Indigenous Education	1,020,531	364,614	1,417,899	143,107	-	-	2,946,151
1.41 School Administration	-	21,262,205	118	12,012,900	-	448,241	33,723,464
1.60 Summer School	2,007,847	337,219	639,251	208,773	5,485	-	3,198,575
1.62 International and Out of Province Students	4,897,296	186,494	194,015	349,238	336,091	282,957	6,246,091
1.64 Other	-	-	-	1,044,277	211,895	-	1,256,172
Total Function 1	267,469,281	28,146,317	60,758,158	20,492,240	1,163,549	18,359,165	396,388,710
4 District Administration							
4.11 Educational Administration	2,258,695			435,644	1,363,696		4,058,035
4.40 School District Governance				103,027	868,197		971,224
4.41 Business Administration		8,751		3,714,243	5,941,486		9,664,480
Total Function 4	-	2,258,695	8,751	4,252,914	8,173,379	-	14,693,739
5 Operations and Maintenance							
5.20 Early Learning and Child Care		16,668			103,905		120,573
5.41 Operations and Maintenance Administration			1,871,017		4,728,331		6,599,348
5.50 Maintenance Operations			37,295,360				37,295,360
5.52 Maintenance of Grounds			3,952,656				3,952,656
5.56 Utilities							-
Total Function 5	-	-	16,668	43,119,033	4,832,236	-	47,967,937
7 Transportation and Housing							
7.70 Student Transportation			56,863				56,863
Total Function 7	-	-	-	56,863	-	-	56,863
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	267,469,281	30,405,012	60,783,577	67,921,050	14,169,164	18,359,165	459,107,249

School District No. 39 (Vancouver)

Amended Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2026

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2026 Amended Annual Budget	2026 Annual Budget
	\$	\$	\$	\$	\$	\$
1 Instruction						
1.02 Regular Instruction	221,817,390	59,849,722	281,667,112	20,194,898	301,862,010	298,425,082
1.03 Career Programs	695,682	184,114	879,796	273,018	1,152,814	1,078,906
1.07 Library Services	7,301,583	2,028,472	9,330,055	1,582,083	10,912,138	11,130,761
1.08 Counselling	9,360,023	2,578,833	11,938,856	456,417	12,395,273	12,389,197
1.10 Inclusive Education	93,082,802	30,999,771	124,082,573	1,973,657	126,056,230	126,105,680
1.30 English Language Learning	16,760,777	4,936,017	21,696,794	582,860	22,279,654	21,713,800
1.31 Indigenous Education	2,946,151	984,520	3,930,671	496,429	4,427,100	4,032,403
1.41 School Administration	33,723,464	9,482,283	43,205,747	1,408,737	44,614,484	42,926,374
1.60 Summer School	3,198,575	949,832	4,148,407	238,755	4,387,162	4,253,310
1.62 International and Out of Province Students	6,246,091	1,713,934	7,960,025	1,812,237	9,772,262	9,828,766
1.64 Other	1,256,172	434,838	1,691,010	946,999	2,638,009	1,722,065
Total Function 1	396,388,710	114,142,336	510,531,046	29,966,090	540,497,136	533,606,344
4 District Administration						
4.11 Educational Administration	4,058,035	1,038,147	5,096,182	1,566,176	6,662,358	6,657,762
4.40 School District Governance	971,224	248,555	1,219,779	443,147	1,662,926	1,551,822
4.41 Business Administration	9,664,480	2,837,941	12,502,421	6,232,650	18,735,071	16,968,040
Total Function 4	14,693,739	4,124,643	18,818,382	8,241,973	27,060,355	25,177,624
5 Operations and Maintenance						
5.20 Early Learning and Child Care	120,573	31,358	151,931	3,232	155,163	128,889
5.41 Operations and Maintenance Administration	6,599,348	1,845,954	8,445,302	3,991,171	12,436,473	11,374,807
5.50 Maintenance Operations	37,295,360	10,510,812	47,806,172	7,543,224	55,349,396	57,650,932
5.52 Maintenance of Grounds	3,952,656	1,113,895	5,066,551	1,264,921	6,331,472	5,905,488
5.56 Utilities	-	-	-	11,185,371	11,185,371	10,988,675
Total Function 5	47,967,937	13,502,019	61,469,956	23,987,919	85,457,875	86,048,791
7 Transportation and Housing						
7.70 Student Transportation	56,863	21,126	77,989	3,866,504	3,944,493	3,384,478
Total Function 7	56,863	21,126	77,989	3,866,504	3,944,493	3,384,478
9 Debt Services						
Total Function 9	-	-	-	-	-	-
Total Functions 1 - 9	459,107,249	131,790,124	590,897,373	66,062,486	656,959,859	648,217,237

School District No. 39 (Vancouver)

Schedule 3

Amended Annual Budget - Special Purpose Revenue and Expense

Year Ended June 30, 2026

	2026 Amended Annual Budget	2026 Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	95,867,246	85,166,330
Other	8,900,110	8,677,919
Other Revenue	7,176,890	7,176,890
Investment Income	836,314	836,314
Total Revenue	112,780,560	101,857,453
Expenses		
Instruction	108,467,465	98,081,938
District Administration	788,427	700,006
Operations and Maintenance	2,238,404	2,267,121
Transportation and Housing	147,491	146,703
Total Expense	111,641,787	101,195,768
Net Revenue (Expense)	1,138,773	661,685
Net Transfers (to) from other funds		
Tangible Capital Assets Purchased	(1,138,773)	(661,685)
Total Net Transfers	(1,138,773)	(661,685)
Budgeted Surplus (Deficit), for the year	-	-

School District No. 39 (Vancouver)

Amended Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2026

	Annual Facility Grant	Learning Improvement Fund	Scholarships and Bursaries	Special Education Technology	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK	
	\$	\$	\$	\$	\$	\$	\$	\$	\$	
Deferred Revenue, beginning of year		830,264	577,624	190,294	4,480,180		41,911	181,112	584,636	
Add: Restricted Grants										
Provincial Grants - Ministry of Education and Child Care	2,238,404	2,031,012		9,875,755		646,000	215,601	719,817	10,647,334	
Provincial Grants - Other			86,912		6,455,889					
Other			16,900	2,500				5,850		
Investment Income										
	2,238,404	2,031,012	103,812	9,878,255	6,455,889	646,000	215,601	725,667	10,647,334	
Less: Allocated to Revenue										
Deferred Revenue, end of year		2,238,404	2,031,012	103,812	10,068,549	6,455,889	646,000	257,512	775,817	11,231,970
		-	830,264	577,624	-	4,480,180	-	-	130,962	-
Revenues										
Provincial Grants - Ministry of Education and Child Care	2,238,404	2,031,012		10,066,049		646,000	257,512	769,967	11,231,970	
Provincial Grants - Other			86,912		6,455,889					
Other Revenue			16,900	2,500				5,850		
Investment Income										
	2,238,404	2,031,012	103,812	10,068,549	6,455,889	646,000	257,512	775,817	11,231,970	
Expenses										
Salaries										
Teachers				2,892,962				146,866	2,119,928	
Principals and Vice Principals				323,086					168,530	
Educational Assistants			1,474,419	-	1,119	430,637			3,168,180	
Support Staff	1,266,865			1,338,796	98,311		58,142		233,365	
Other Professionals				25,353					1,569,129	
Substitutes					796		5,122	65,148		
	1,266,865	1,474,419	-	4,580,197	100,226	430,637	63,264	212,014	7,259,132	
Employee Benefits	412,007	556,593		1,381,232	27,916	149,307	23,320	58,721	2,307,117	
Services and Supplies	559,532		103,812	4,107,120	6,102,899	66,056	170,928	505,082	1,630,721	
	2,238,404	2,031,012	103,812	10,068,549	6,231,041	646,000	257,512	775,817	11,196,970	
Net Revenue (Expense) before Interfund Transfers		-	-	-	224,848	-	-	-	35,000	
Interfund Transfers										
Tangible Capital Assets Purchased					(224,848)				(35,000)	
		-	-	-	(224,848)	-	-	-	(35,000)	
Net Revenue (Expense)		-	-	-	-	-	-	-	-	

School District No. 39 (Vancouver)

Amended Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2026

Schedule 3A

	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 (CR4YC)	Seamless Day Kindergarten	Early Childhood Education Dual Credit Program	Student & Family Affordability	
Deferred Revenue, beginning of year		\$ 36,988	\$ 1,355,306		\$ 31,500	\$ 2,227		\$ 73,560	\$ 389,031	
Add: Restricted Grants										
Provincial Grants - Ministry of Education and Child Care	4,604,881	48,766,436	120,810	147,491	47,000	-	55,400			
Provincial Grants - Other										
Other										
Investment Income										
	4,604,881	48,766,436	120,810	147,491	47,000	-	55,400	-	-	
Less: Allocated to Revenue										
Deferred Revenue, end of year		4,604,881	48,803,424	1,476,116	147,491	78,500	2,227	55,400	73,560	389,031
Revenues										
Provincial Grants - Ministry of Education and Child Care	4,604,881	48,803,424	1,476,116	147,491	78,500	2,227	55,400	73,560	389,031	
Provincial Grants - Other										
Other Revenue										
Investment Income										
	4,604,881	48,803,424	1,476,116	147,491	78,500	2,227	55,400	73,560	389,031	
Expenses										
Salaries										
Teachers					38,094,937					
Principals and Vice Principals										
Educational Assistants			2,258,576							
Support Staff			60,113							
Other Professionals			486,404							
Substitutes			556,335	1,164,457						
	3,361,428	38,094,937	1,164,457							
Employee Benefits										
Services and Supplies	1,148,059	10,708,487	311,659							
	95,394			147,491	78,500	2,227		73,560	389,031	
	4,604,881	48,803,424	1,476,116	147,491	78,500	2,227	-	73,560	389,031	
Net Revenue (Expense) before Interfund Transfers							55,400	-	-	
Interfund Transfers										
Tangible Capital Assets Purchased							(55,400)			
	-	-	-	-	-	-	-	(55,400)	-	
Net Revenue (Expense)							-	-	-	

School District No. 39 (Vancouver)

Schedule 3A

Amended Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2026

	SEY2KT (Early Years to Kindergarten)	ECL Early Care & Learning	Feeding Futures Fund	Professional Learning Grant	National School Food Program	Work Experience Enhancement	Assistive Technology	CAYA	CommunityLink Other
Deferred Revenue, beginning of year	\$ 27,348	\$ 25,812	\$ 197,457	\$ 116,913	\$ 49,937	\$ 14,466,990	\$ 12,823,596	\$ 412,310	
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care		175,000	5,548,306	6,668	903,521				5,400,000
Provincial Grants - Other									
Other									
Investment Income									389,638 385,655
	-	175,000	5,548,306	6,668	903,521	-	5,789,638	385,655	-
Less: Allocated to Revenue	27,348	200,812	5,548,306	204,125	1,020,434	49,937	5,618,748	3,968,655	228,433
Deferred Revenue, end of year	-	-	-	-	-	-	14,637,880	9,240,596	183,877
Revenues									
Provincial Grants - Ministry of Education and Child Care	27,348	200,812	5,548,306	204,125	1,020,434	49,937			
Provincial Grants - Other								5,229,110	3,583,000
Other Revenue									228,433
Investment Income								389,638 385,655	
	27,348	200,812	5,548,306	204,125	1,020,434	49,937	5,618,748	3,968,655	228,433
Expenses									
Salaries									
Teachers									
Principals and Vice Principals		160,465				31,365			
Educational Assistants									8,463
Support Staff			2,106,472					803,162	676,146
Other Professionals			74,454		137,132			1,177,116	280,991
Substitutes	16,181			102,063					
	16,181	160,465	2,180,926	102,063	137,132	31,365	1,980,278	957,137	8,463
Employee Benefits	4,332	39,491	678,589	27,322	41,705	8,817	583,351	320,179	3,195
Services and Supplies	6,835	856	2,688,791	74,740	405,867	9,755	3,055,119	2,691,339	215,374
	27,348	200,812	5,548,306	204,125	584,704	49,937	5,618,748	3,968,655	227,032
Net Revenue (Expense) before Interfund Transfers	-	-	-	-	435,730	-	-	-	1,401
Interfund Transfers									
Tangible Capital Assets Purchased					(435,730)				(1,401)
	-	-	-	-	(435,730)	-	-	-	(1,401)
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 39 (Vancouver)

Amended Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2026

	Provincial Resource Programs	Miscellaneous	PRCVI	TOTAL
Deferred Revenue, beginning of year	\$ 152,601	\$ 664,046	\$ 1,249,192	\$ 38,960,835
Add: Restricted Grants				
Provincial Grants - Ministry of Education and Child Care	2,710,000		2,990,000	92,449,436
Provincial Grants - Other				5,400,000
Other		405,656		6,948,457
Investment Income		8,021	27,750	836,314
	2,710,000	413,677	3,017,750	105,634,207
Less: Allocated to Revenue	2,710,000	413,677	3,350,490	112,780,560
Deferred Revenue, end of year	152,601	664,046	916,452	31,814,482
Revenues				
Provincial Grants - Ministry of Education and Child Care	2,710,000		3,234,740	95,867,246
Provincial Grants - Other			88,000	8,900,110
Other Revenue		405,656		7,176,890
Investment Income		8,021	27,750	836,314
	2,710,000	413,677	3,350,490	112,780,560
Expenses				
Salaries				
Teachers	1,587,067		268,726	45,110,486
Principals and Vice Principals	171,531			854,977
Educational Assistants	97,917	8,466		7,447,777
Support Staff	125,620		913,575	7,680,567
Other Professionals	10,324		339,768	4,100,671
Substitutes	41,990			1,952,092
	2,034,449	8,466	1,522,069	67,146,570
Employee Benefits	578,303	3,196	499,261	19,872,159
Services and Supplies	97,248	15,621	1,329,160	24,623,058
	2,710,000	27,283	3,350,490	111,641,787
Net Revenue (Expense) before Interfund Transfers		386,394	-	1,138,773
Interfund Transfers				
Tangible Capital Assets Purchased		(386,394)		(1,138,773)
	-	(386,394)	-	(1,138,773)
Net Revenue (Expense)		-	-	-

School District No. 39 (Vancouver)

Amended Annual Budget - Capital Revenue and Expense

Year Ended June 30, 2026

	2026 Amended Annual Budget		
	Invested in Tangible Capital Assets	Local Capital	Fund Balance
	\$	\$	\$
Revenues			
Other Revenue	171,679	324,842	496,521
Rentals and Leases		2,050,080	2,050,080
Investment Income		445,946	445,946
Gain (Loss) on Disposal of Tangible Capital Assets			-
Amortization of Deferred Capital Revenue	31,416,826		31,416,826
Total Revenue	31,588,505	2,820,868	34,409,373
Expenses			
Operations and Maintenance		672,281	672,281
Amortization of Tangible Capital Assets			
Operations and Maintenance	39,539,438		39,539,438
Debt Services			
Capital Lease Interest		79,981	79,981
Total Expense	39,539,438	752,262	40,291,700
Net Revenue (Expense)	(7,950,933)	2,068,606	(5,882,327)
Net Transfers (to) from other funds			
Tangible Capital Assets Purchased	3,962,649		3,962,649
Local Capital		222,050	222,050
Capital Lease Payment		1,701,609	1,701,609
Total Net Transfers	3,962,649	1,923,659	5,886,308
Other Adjustments to Fund Balances			
Tangible Capital Assets Purchased from Local Capital	7,321,799	(7,321,799)	-
Principal Payment			
Capital Lease	1,621,628	(1,621,628)	-
Total Other Adjustments to Fund Balances	8,943,427	(8,943,427)	-
Budgeted Surplus (Deficit), for the year	4,955,143	(4,951,162)	3,981
			(2,263,411)

POLICY AND GOVERNANCE COMMITTEE

Wednesday, February 11, 2026

Committee Report to the Board, February 25, 2026

The Chairperson called for a moment of silence to acknowledge the tragic events at Tumbler Ridge. She noted that the Vancouver School Board is deeply saddened by the tragedy and expressed that the Board's thoughts are with the entire Tumbler Ridge community, especially the students, their families, and the staff of Tumbler Ridge Secondary School. She acknowledged that news of this nature can be unsettling, particularly for school communities, and noted that those affected were being held in the Board's thoughts. The Chairperson then invited those present to observe a moment of silence to extend collective sympathy and support.

The Chairperson of the Committee called the meeting to order at 7:02 pm. She 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) & səlilwətaʔ (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. Receipt of Advocacy Subcommittee Report

Trustee Richardson, Chair of the Advocacy Subcommittee, and Trustee Mah, Vice-Chair of the Advocacy Subcommittee presented the January 21, 2026 Advocacy Subcommittee report, a copy of which is on file with the meeting agenda.

The Chair highlighted the focus of the January 21, 2026 meeting on the review of three proposed BCSTA advocacy motions with consideration to the clarity and effectiveness of each advocacy request to the Province and their alignment with Vancouver School Board priorities.

The Vice-Chair further noted that the draft motions were considered time-sensitive and, following discussion at the January 21, 2026 Advocacy Subcommittee meeting, were presented and approved at the January 28, 2026 Open Board Meeting.

The report of the January 21, 2026 Advocacy Subcommittee meeting was received by consensus.

2. Draft Policy Review - Trustee Remuneration and Expense Policy

The Secretary Treasurer presented a report dated February 11, 2026 titled ***Draft Policy Review - Trustee Remuneration and Expense Policy***. The report was prepared in response to direction from the Board at the October 29, 2025 Public Board Meeting for an Ad Hoc Committee, in collaboration with the Secretary Treasurer, to develop a draft policy for review by the Policy and Governance Committee and subsequent consideration by the Board.

The Secretary Treasurer provided a brief overview of the current policy and detailed potential options for structuring a defined framework to determine trustee remuneration levels within a new stand-alone policy.

She informed participants that all input received will be compiled and shared with the Ad Hoc Committee and the Board for their review and feedback and will inform the development of a new Draft Trustee Remuneration and Expenses Policy for Board consideration.

The live broadcast ended as Committee members, trustees and stakeholder representatives engaged in small group discussion to gather input on policy options for determining trustee remuneration.

The small group discussion is summarized below.

1. Comparator for Determining Trustee Remuneration Levels

The discussion indicated a preference for school district benchmarking as the primary comparator, with careful selection, transparency around inclusions, and recognition of Vancouver-specific cost pressures.

- Benchmarking against other large B.C. school districts is generally viewed as the most appropriate approach, given the similarity of mandates and work.
- Concerns were raised about relying solely on districts with large student enrolment; there is interest in also considering districts with large geographic or rural complexities to provide additional context.
- Participants emphasized the need for clarity and consistency in what is included in comparator districts' remuneration (e.g., whether expenses such as parking are embedded).
- It was noted that inter-district benchmarking does not fully account for Vancouver's high cost of living, suggesting a possible need for contextual adjustments or supplementary analysis.
- Benchmarking to municipal elected officials was broadly viewed as inappropriate, as the nature of the work, authority, and mandate are not comparable beyond the fact of being elected.

2. Trustee Remuneration Structure

The discussion highlighted support for the adoption of a simple, transparent flat remuneration model, with clearly defined role-based differentials, rather than a meeting-fee-based structure.

- Differentiation in compensation for Chair and Vice-Chair roles is supported, reflecting increased workload, time commitment, and responsibility.
- Compensation is viewed as a means to reduce barriers to participation and ensure that trustees can reasonably take on leadership roles without undue financial impact.
- Committee work is generally seen as passion- and interest-based, rather than something that should be incentivized through per-meeting fees.
- The annual retainer plus meeting fee model raised concerns about complexity, equity, administrative burden, and potential political or governance risks (e.g., committee appointment control, unequal meeting value).
- While meeting fees could incentivize attendance, they also introduce definitional challenges (what counts as a meeting, prep time, private meetings) and risks of inconsistent application.

3. Remuneration Review Cycle and Indexing

The participants identified a preference for the implementation of a once-per-term remuneration review, supplemented by automatic annual indexing (e.g., CPI or a comparable, clearly defined index).

- Conducting a comprehensive review once per term is seen as efficient, predictable, and less resource-intensive.

- Annual adjustments through CPI indexing are viewed as straightforward, transparent, and publicly defensible.
- An alternative approach—linking annual increases to general wage settlements for unionized staff—was noted as a possible option for alignment.
- Reviewing remuneration in the second year of a term was identified as more practical, allowing trustees time to understand the role before engaging in review.
- Annual reviews without a term reset were generally seen as burdensome, less structured, and potentially problematic from a public perception standpoint.

4. Trustee Expenses

Feedback collected supports maintaining the current expense framework, while clarifying ambiguous areas in written policy and reinforcing public disclosure as a transparency measure.

- Specific areas requiring clearer guidance include:
 - Reimbursement for parking at school and graduation events
 - Parameters for reimbursement of printing costs
 - Eligible professional development activities
 - Reimbursement and budgeting for advocacy trips to Victoria
 - Confirmation that BCSTA AGM attendance is covered by the school district
- Expense practices are generally viewed as consistently applied across trustees.
- There was support for public disclosure of trustee expense details to enhance transparency and accountability.
- No major concerns were raised regarding interpretation, consistency, or alignment with broader public-sector practices.

The meeting adjourned at 8:24 pm.

Lois-Chan Pedley, Chairperson

Committee Members Present:

Lois Chan-Pedley (Chair)
Suzie Mah (Vice-Chair)
Janet Fraser
Christopher Richardson

Senior Team Members Present:

Flavia Coughlan, Secretary Treasurer
Helen McGregor, Superintendent
Maureen McRae-Stanger, Associate Superintendent
Janis Myers, Associate Superintendent
Lorelei Russell, Executive Director, Finance

Association Representatives Present:

Suzette Magri, CUPE 15
Ishi Dinim, DPAC
Hayden O'Connor, PASA
Catherine McLean, VASSA
Theo Huberman, VDSC
Trevor Wrinch, VEPVPA
Carl Janze, VSTA

Also Present:

Cornelia Haack (recorder)

STUDENT TRUSTEE REPORT

Date of Meeting: February 25, 2026

Student Trustee: Freddie Zhang

Before I begin my report, I would like to take a moment, on behalf of the VDSC, to acknowledge that our thoughts have been with the students and everyone in the Tumbler Ridge community following the tragedy that occurred earlier this month. We want to let you know that you are not alone, and that Vancouver students stand with you in support through the difficult road ahead.

February has been a full month for the VDSC. The council is working on initiatives and activities to raise student voices, gather student feedback, build connections between schools, and celebrate the diversity of our school communities.

A highlight has been the Student Leadership Grant. We were excited to see 76 applications, which is an increase over last year's submissions. And students are continuing to take initiative in a variety of ways. The projects proposed in this year's applications include arts and culture, STEM and robotics, student-led workshops and peer learning, environmental stewardship and outdoor classrooms, mental health and peer support initiatives, cultural belonging and inclusion, community service, and school-wide community-building events. This grant opportunity continues to be important for students, and the strong ongoing interest shows this support helps students turn their ideas into reality. VDSC is grateful for the funding that has made these opportunities possible. We are looking forward to seeing the results from the grant-supported projects at the Showcase in June.

Planning for the 18th annual Sister School Switch (SSS) is now complete, and the program will begin in March. This year's theme is Passport to Partnership. Application materials have been shared with all secondary schools, and students in grades 10–12 are invited to apply. The SSS initiative provides opportunities for students from different schools to connect and learn about each other's schools. It also gives VDSC an additional way to hear from students beyond the general council and representatives, at the forum wrap-up that closes the event.

With the VSB's 2026–2027 budget consultation process underway, VDSC has prepared a short, student-focused survey to help gather general student input. We want to increase student awareness of the budget process and provide a simple way for students to share their views. Over the past month, VDSC representatives from all secondary schools helped to identify student priorities. Across schools, themes such as improved bathroom facilities, responsible learning on AI technology, mental health supports, STEM education resources, and inclusive school meal programs were shared. The survey is being shared across secondary schools.

February is a busy time for school-based student initiatives. At VDSC's General Meeting this month, student representatives shared information about the events taking place in their schools. Students have worked to organize a variety of activities including recognizing Black History Month, Lunar New Year, Pink Shirt Day, and more. It is interesting to hear what is happening at each school with different approaches to events.

I look forward to updating the board on these discussions and initiatives. Thank you.

LIAISON TRUSTEE REPORT

Name of Committee/Organization: City of Vancouver Children, Youth, and Families Advisory Committee

Liaison Trustee: Suzie Mah

Date of Meeting: January 29, 2026

Topics Discussed Most Relevant to the VSB: Vision Zero Action Plan presented by the City of Vancouver, VSB 2026-27 Budget Setting Process

Committee / Organization Actions:

City of Vancouver Employee Paul Krueger presented the CoV's Vision Zero Action Plan which has the goal to eliminate traffic fatalities and serious injuries. Five action strategies from this plan are: safe speeds, safe streets, safe people, safe vehicles, and post-crash response.

Trustee Suzie Mah presented the VSB's Budget Setting Process and Timeline and encouraged committee members to engage either by completing the survey, emailing or mailing in comments, or presenting as a public delegation at the April 15th Special Public Delegation Meeting.

LIAISON TRUSTEE REPORT

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

Liaison Trustee: Janet Fraser

Date of Meeting: January 19, 2026

Topics Discussed Most Relevant to the VSB:

Committee / Organization Actions:

Motion:

THAT the Urban Indigenous Peoples' Advisory Committee approve the [Annual Report](#) as presented.

Committee members discussed the following topics:

- 2026 [JANT Fest](#), taking place March 15–20, 2026 (event is seeking volunteers);
- Committee input on the MVAEC Liaison's upcoming presentation to the BC government on the [distinction-based approach](#);
- Indigenous Relations and Social Policy are coordinating to develop a grant based on a \$100,000 donation to support the Missing Person Alert Protocol.

February 25, 2026

TO: Board of Education

FROM: Victoria Jung, Trustee

RE: Notice of Motion – School Codes of Conduct Update

*Reference to
Education Plan*

GOAL:

OBJECTIVE:

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.

REFERENCE TO VSB POLICY

Please indicate if the proposed motion relates to an existing policy from the [Board Policy Handbook](#). You must check one or more boxes.

Relates to Policy No. #

This is an action motion and does not change or contradict any existing policies from the Board Policy Handbook

PROPOSED MOTION

That the following motion be referred to the Education Plan Committee:

That the Board direct the Superintendent to update VSB School Codes of Conduct to restrict student use of personal digital devices and to develop associated implementation guidelines in collaboration with school leaders, with the updated Codes of Conduct and guidelines to be in place by September 1, 2026;

And further;

That the updated Codes of Conduct require students in kindergarten through grade twelve to keep digital devices on silent and out of sight for the entire school day unless explicit permission is granted by an educator.

RATIONALE

Excessive use of electronic devices, including cell phone use among young students has been linked to distractions, potential negative impacts on social development, and interfere with academic performance.