

# BOARD MEETING

## AGENDA

Wednesday, January 28, 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), Skwxwú7mesh Úxwumixw (Squamish Nation) and səliłwətał (Tsleil-Waututh Nation).

#### 1.2 OPENING REMARKS

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

### 2. APPROVAL OF AGENDA

*That the agenda be approved as presented.*

### 3. ADOPTION OF MINUTES

3.1 Meeting of 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

*That the minutes of the November 26, 2025 Board meeting, December 17 Special Board meeting and December 18, 2025 Special Board meeting be adopted as circulated.*

### 4. SUPERINTENDENT'S UPDATE

4.1 Superintendent's Highlights

### 5. COMMITTEE REPORTS

#### 5.1 FACILITIES PLANNING COMMITTEE

5.1.1 Report: Meeting of January 14, 2026

5.1.2 Matters Arising

5.1.2.1 Environmental Sustainability Plan

*That the Board of Education of School District No.39 (Vancouver) approve the Environmental Sustainability Plan.*

5.1.2.2 Lord Roberts Annex Replacement School Project Funding

*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.*

### 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 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  
*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.*
- 8.2 National School Food Program Funding  
*That the Board approve the 2025-2026 National School Food Program spending plan.*

**9. NOTICES OF MOTION**

- 9.1 Notices of Motion to BCSTA Annual General Meeting
  - 9.1.1 Notice of Motion from Trustee Jung: Review of the \$10-a-Day Child Care Program to Ensure Equitable Access
  - 9.1.2 Notice of Motion from Trustee Jung: Capital Policy Changes to Expand Before and After School Care Capacity in New School Construction
  - 9.1.3 Notice of Motion from Trustee Jung: School Act Review to Clarify the Roles of DPACs and PACs

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

**11. REPORT ON PRIVATE SESSION**

- 11.1 Special Meeting of December 15, 2025
- 11.2 Special Meeting of December 15, 2025
- 11.3 Meeting of January 28, 2026

**12. ADJOURNMENT**

# BOARD MEETING MINUTES

Wednesday, November 26, 2025 at 7:00pm

The Board of Education of School District No. 39 (Vancouver) met in room 114 (the Boardroom), VSB Education Centre, 1580 West Broadway, Vancouver, B.C. on Wednesday, November 26, 2025, at 7:00pm. The meeting was live streamed.

**Trustees Present:**

Victoria Jung, Chairperson  
 Janet Fraser, Vice-Chairperson  
 Lois Chan-Pedley  
 Alfred Chien  
 Preeti Faridkot  
 Suzie Mah  
 Jennifer Reddy  
 Christopher Richardson  
 Joshua Zhang  
 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

**Also Present:**

Shannon Burton, Director of Instruction  
 Dr. Chas Desjarlais, Director of Instruction  
 Jiana Chow, Communications Manager  
 Judy Mah, Executive Coordinator (Recorder)

## 1. CALL MEETING TO ORDER

### 1.1. Land Acknowledgement

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

### 1.2. Opening Remarks

The Chairperson welcomed members of the audience to the meeting. She reviewed meeting decorum, and the process for submitting questions to the Board during question period. She asked board members to introduce themselves then briefly explained that the evening's meeting agenda was comprised of two parts: annual organizational meeting matters followed by the regular board meeting proceedings.

## 2. ANNUAL ORGANIZATIONAL MEETING MATTERS

### 2.1. Annual Report – Board Chair

The Chairperson presented the Board Chair's Annual Report and reflected on the accomplishments achieved by the Board this year. She expressed her appreciation to fellow trustees, inherent Rights Holders, VSB stakeholder groups, the school community and staff for their contributions towards

community engagement and supporting the work of the Board in fostering inclusive, supportive learning environments and highlighting student achievement.

## **2.2 Election of Chairperson and Vice-Chairperson of the Board**

The Chair informed the Board that in accordance with Board Policy 7, the Secretary Treasurer would conduct the election of Chairperson and Vice Chairperson of the Board following the Chairperson and Vice Chairperson Nomination and Election Procedure. She passed the Chair to the Secretary Treasurer, who then introduced the election procedure and asked that the Board consider the recommendation for the appointment of scrutineers.

**Moved by S. Mah, seconded by V. Jung, that Alison Ogden and Lorelei Russell be appointed scrutineers for the election of Board Chairperson and Vice-Chairperson.**

**CARRIED UNANIMOUSLY**

### **Nominations for Board Chairperson:**

The Secretary Treasurer outlined the process for nomination of Board Chairperson by ballot and asked the scrutineers to distribute to each trustee one nomination ballot for Chairperson. The ballots for the nomination of Board Chairperson were collected and tallied by the scrutineers and the results shared with the Secretary Treasurer. The following trustees were nominated for the office of Board Chairperson:

- Trustee Janet Fraser
- Trustee Victoria Jung
- Trustee Jennifer Reddy

Trustees Fraser and Reddy expressed gratitude for being nominated but did not accept the nomination to let their names stand for election.

**The Secretary Treasurer declared Trustee Jung as the duly elected Chairperson for the Board of Education of School District No. 39 (Vancouver) for a one-year period ending November 2026.**

### **Nominations for Board Vice-Chairperson:**

The Secretary Treasurer called for nominations by ballot for the office of Board Vice-Chairperson. She asked trustees to submit their nominations once the scrutineers had distributed one nomination ballot to each trustee. The ballots were collected and tallied by the scrutineers and the results for the nomination of Board Vice-Chairperson shared with the Secretary Treasurer. The following trustees accepted their nomination for the office of Board Vice-Chairperson and provided comments in support of their election.

- Trustee Preeti Faridkot
- Trustee Janet Fraser
- Trustee Christopher Richardson

The Secretary Treasurer asked the scrutineers to distribute election ballot number one for Board Vice-Chairperson, then asked trustees to cast their votes for one of the three nominees. The ballots were collected and tallied by the scrutineers and the results of election ballot number one was shared with the Secretary Treasurer. She informed the Board that Trustee Faridkot and Trustee Fraser had received the highest number of votes and would therefore advance to the second ballot. The election by second ballot was then conducted similarly to the first election and concluded with the results being shared with the Secretary Treasurer.

**The Secretary Treasurer declared Trustee Janet Fraser as the duly elected Vice-Chairperson for the Board of Education of School District No. 39 (Vancouver) for a one-year period ending November 2026.**



The Secretary Treasurer called for the following motion that was moved and seconded:

**Moved by S. Mah seconded by V. Jung, that the scrutineers destroy the ballots for the nomination of Chairperson and Vice-Chairperson and election of Vice-Chairperson, and that the scrutineers are discharged.**

**CARRIED UNANIMOUSLY**

The Secretary Treasurer congratulated Trustee Jung and Trustee Fraser on their election and passed the Chair to Trustee Jung.

### **3.1.1 Board Chairperson and Board Vice-Chairperson Remarks**

The Board Chairperson and the Board Vice-Chairperson provided remarks on their election.

## **3. APPROVAL OF AGENDA**

**Moved by V. Jung, seconded by C. Richardson, 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**

## **4. ADOPTION OF MINUTES**

### **4.1 Public Delegation Meeting of October 27, 2025**

### **4.2 Meeting of October 29, 2025**

### **4.3 Matters Arising from the Minutes**

**Moved by P. Faridkot, seconded by J. Fraser, that the minutes of the October 27, 2025 Public Delegation Board meeting and October 29, 2025 Board meeting be adopted as circulated.**

A trustee asked questions, and the Secretary Treasurer and Board Vice-Chair responded.

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

**APPROVED UNANIMOUSLY**

## **5. 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 Ben Sheppard, VSB Grounds Maintenance.
- Honouring support staff on Support Staff Appreciation Day and introducing Support Staff Recognition Scholarships.
- Professional development highlights including Inclusion in Action at John Oliver Secondary School, VSB food staff visit of the Greater Vancouver Food Bank, and a District-wide student forum at Eric Hamber Secondary School.
- Construction trades info night and career education week for students and families to explore how trades training and apprenticeships can support graduation pathways.
- VSB After the Bell featuring a session for families on Learning Updates, formerly known as report cards.
- Learning by Nature with BC Parks Foundation where students from Grenfell and David Lloyd George Elementary Schools participated in design and learning sessions.
- Third Annual VSB Gives Back Campaign supporting the Vancouver Firefighters Charity and their Snacks for Kids Program this year.
- Indigenous Grade 12 Retreat at the Cheakamus Centre.

## 6. COMMITTEE REPORTS

### 6.1. EDUCATION PLAN COMMITTEE

#### 6.1.1 Report: Meeting of November 5, 2025

The Chairperson of the Committee, A. Chien, presented the report of the November 5, 2025 meeting, a copy of which is filed with these minutes. The report includes information on the following item:

- Supporting Framework for Enhancing Student Learning (FESL) Priorities

**Moved by A. Chien, seconded by S. Mah, that the report of the November 5, 2025 meeting be received.**

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

**APPROVED UNANIMOUSLY**

### 6.2. FACILITIES PLANNING COMMITTEE

#### 6.2.1 Report: Meeting of November 5, 2025

The Chairperson of the Committee, P. Faridkot, presented the report of the November 5, 2025 meeting, a copy of which is filed with these minutes. The report includes information on the following items:

- Downtown Catchment Boundary Change
- Naming of Elementary School at Coal Harbour
- Potential Closure of Sir Guy Carleton Elementary
- Child Care Update
- Facilities Updates: Major Capital Projects, Annual Facilities Grant, and BC Parks Foundation Grants

**Moved by P. Faridkot, seconded by J. Fraser, that the report of the November 5, 2025 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**

#### 6.2.2 Matters Arising

##### 6.2.2.1 Downtown Catchment Boundary Change

**Moved by P. Faridkot, seconded by C. Richardson, that the Board approve the school catchment boundary change outlined in Option C for the downtown area and that staff implement the new catchment boundary for the 2026 - 2027 school year.**

Trustees provided comments and shared their views on the Downtown Catchment Boundary Change. Following discussion, trustees voted on the motion.

**CARRIED UNANIMOUSLY**

Trustee Faridkot informed the Board that there was a recommendation from the Facilities Planning Committee regarding the naming of the Elementary School at Coal Harbour and asked Director of Instruction S. Burton to present the item.

##### 6.2.2.12 Naming of Elementary School at Coal Harbour

The Director of Instruction provided the Board with an overview of the naming process for the new elementary school at Coal Harbour. She referred to the guidelines established in **Administrative Procedure 541: Naming New Facilities** and noted that a naming committee had been formed to support the naming process. She concluded her update by presenting the recommendation from the Facilities Planning Committee for the Board to adopt the English language name, Seaside Elementary and the gifted names: “cəw as” gifted by the xʷməθkʷəyəm (Musqueam) and səliwətaʔ (Tsleil-

Waututh Nation) and the name “Ch’elxwá7elch Skwuláwtxw” gifted by the Skwxwú7mesh Úxwumixw (Squamish Nation).

**Moved by P. Faridkot, seconded by C. Richardson, that the Board approve the name “Seaside Elementary School”, the name “cəw as” gifted by the xʷməθkʷəyəm (Musqueam) & səliwətaʔ (Tsleil-Waututh Nation) and the name “Ch’elxwá7elch Skwuláwtxw” gifted by the Skwxwú7mesh Úxwumixw for the new school facility located at 482 Broughton Street.**

**CARRIED UNANIMOUSLY**

The Board Chair asked the Principal and the Chair of Seaside Elementary PAC to introduce themselves.

Under matters arising for the Facilities Planning Committee, a trustee asked questions and staff responded.

### **6.3. FINANCE AND PERSONNEL COMMITTEE**

#### **6.3.1 Report: Meeting of November 12, 2025**

The Chairperson of the Committee, J. Fraser, presented the report of the November 12, 2025 meeting, a copy of which is filed with these minutes. The report includes information on the following items:

- Statement of Financial Information (SOFI)
- 2026-2027 Financial Planning Process
- National School Food Program
- 2025-26 First Quarter Financial Update

**Moved by J. Fraser, seconded by P. Faridkot, that the report of the November 12, 2025 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**

#### **6.2.2 Matters Arising**

##### **6.2.2.1 Statement of Financial Information (SOFI)**

**Moved by J. Fraser, seconded by J. Zhang, that the Board approve the Statement of Financial Information for the fiscal year ended June 30, 2025.**

Trustee Fraser informed the Board that there was unanimous consent from Finance and Personnel Committee members to forward the recommendation to the Board for approval. Trustees voted on the motion.

**CARRIED UNANIMOUSLY**

##### **6.2.2.2 2026-2027 Financial Planning Process**

**Moved by J. Fraser, seconded by P. Faridkot, that the Board approve the 2026-2027 Financial Planning Process.**

Trustees provided comments and asked questions pertaining to the financial planning timeline and staff responded. In response to a trustee’s question, the Board Chair informed the Board that trustees would have until April 17, 2026 to submit motions to amend the draft financial plan, and that this deadline was an exception to the standard four-week advance notice requirement for notices of motion outlined in Policy 7, Board Operations. Following discussion, board members voted on the motion.

**CARRIED**

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

**Against: S. Mah, J. Reddy**

**Abstained: P. Faridkot**

#### **6.4. POLICY AND GOVERNANCE COMMITTEE**

##### **6.4.1 Report: Meeting of November 12, 2025**

The Chairperson of the Committee, L. Chan-Pedley, presented the report of the November 12, 2025 meeting, a copy of which is filed with these minutes. The report includes information on the following items:

- Receipt of Advocacy Subcommittee Report
- Policies Review: Policy 1: Foundational Statements, Policy 18: Student Trustee, Policy 21: Anti-racism & Non-discrimination

**Moved by L. Chan-Pedley, seconded by P. Faridkot, that the report of the November 12, 2025 meeting be received.**

In response to an inquiry from a trustee, the Secretary Treasurer informed the Board that should a committee member whose presence is required for quorum leaves prior to adjournment, their departure would be documented in the meeting minutes.

To ensure consistency with the format of other committee minutes, Trustee Fraser requested that the report be amended to remove the name of the staff members who had left the meeting before it concluded.

##### **AMENDMENT TO THE MOTION:**

**Moved by J. Fraser, seconded by P. Faridkot, that the Policy and Governance Committee minutes be amended to remove the names of the staff members who had left the meeting.**

**CARRIED**

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

**Abstained: J. Reddy**

##### **MAIN MOTION AS AMENDED:**

**Moved by L. Chan-Pedley, seconded by P. Faridkot, that the report of the November 12, 2025 meeting be received as amended.**

**APPROVED UNANIMOUSLY**

#### **7. 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 launch of VDSC's CANley Cup Fundraiser on November 3, 2025 and VDSC's Annual leadership retreat on November 25, 2025 where student representatives participated in workshops to develop leadership skills, strengthen collaboration, and discuss ways to increase student engagement. He concluded his presentation by updating the Board on VDSC's efforts to promote the VSB Leadership Fund through a short informational video on Instagram.

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. She called a recess at 8:43 pm. The meeting resumed at 9:00 pm.

#### **8. REPORTS FROM TRUSTEE REPRESENTATIVES**

There were no reports from trustee representatives.

#### **9. NEW BUSINESS**

There were no items under New Business.

The Chairperson passed the chair to Vice-Chair Fraser, then presented her notice of motion on Reinstating funding for graduated students under the age of 19 who are continuing the second year of their trades training program with school districts.

## **10. NOTICES OF MOTION**

### **10.1 Notice of Motion from Trustee Jung: Reinstating funding for graduated students under the age of 19 who are continuing the second year of their trades training program with school districts**

**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 the BCSTA write to the Minister of Education and Child Care and the Minister of Finance asking them to reinstate funding for graduated students under the age of 19 who are continuing the second year of their trades training program with school districts.**

*(Supported by BCSTA October 2020 Provincial Council)*

**That the Board authorize the Board Chairperson to advocate to industry leaders, trade organizations and post-secondary institutions to garner support for reinstating funding for graduated students under the age of 19 who are continuing the second year of their trades training program with school districts**

Trustee Jung presented her rationale for the motion, noting that the item had been discussed at the October 2025 Advocacy Subcommittee meeting. Discussion incurred on whether the motion should be referred to a committee for further discussion or presented for approval at the November 26, 2025 Board meeting. Trustee Jung requested that the motion be considered for approval at the November 26, 2025 meeting.

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

**CARRIED UNANIMOUSLY**

Trustee Jung assumed the chair.

### **10.2 Notice of Motion from Trustee Faridkot: Feasibility and Cost Assessment for Secure Bike Storage at Elementary Schools**

**Moved by P. Faridkot, seconded by A. Chien, that the Board direct staff to investigate the feasibility and cost of installing secure bicycle storage infrastructure — such as locked bike cages — at all elementary schools within the District, and report back to the Board with findings and recommendations.**

Trustee Faridkot shared her rationale for the motion and responded to a trustee's question.

Trustee Mah asked to move an amendment to the motion.

#### **Amendment #1:**

**Moved by S. Mah, seconded by L. Chan-Pedley, that the word, “staff” be replaced with “the Superintendent”**

**CARRIED UNANIMOUSLY**

Trustee Mah asked to move another amendment to the motion.

#### **Amendment #2:**

**Moved by S. Mah, seconded by J. Reddy, that the wording “and secondary” be added following “at all elementary”.**

**CARRIED UNANIMOUSLY**

Trustees provided comments and asked questions and staff responded. In response to an inquiry from a trustee, the Secretary Treasurer informed the Board that since this motion relates to facilities and capital

investment, it would be appropriate for staff to prepare the findings report prior to September 2026 when the District's capital plan is submitted to the Ministry of Infrastructure.

Following discussion, trustees voted on the main motion as amended.

**Main motion as amended:**

**That the Board direct the Superintendent to investigate the feasibility and cost of installing secure bicycle storage infrastructure — such as locked bike cages — at all elementary and secondary schools within the District, and report back to the Board with findings and recommendations.**

**CARRIED UNANIMOUSLY**

## **11. PUBLIC QUESTION PERIOD**

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

- Recording and photography during public meetings
- Staff presenting at public delegation board meetings
- Timing of financial planning process
- Quorum and noting trustee absences in committee meetings

## **12. REPORT ON PRIVATE SESSION**

### **7.1 Special Meeting of November 6, 2025**

The Board authorized the Board Chair to report to the November 26, 2025 Public Meeting that, at the Special Private Session of November 6, 2025 the Board discussed a legal matter.

### **7.2 Special Meeting of November 14, 2025**

The Board authorized the Board Chair to report to the November 26, 2025 Public Meeting that, at the Special Private Session of November 14, 2025 the Board discussed a legal matter.

### **7.3 Special Meeting of November 26, 2025**

The Board authorized the Board Chair to report to the November 26, 2025 Public Meeting that, at the Special Private Session of November 26, 2025 the Board discussed a personnel matter.

### **7.4 Meeting of November 26, 2025**

The Board authorized the Board Chair to report to the November 26, 2025 Public Meeting that, at the Private Session of November 26, 2025 the Board discussed personnel, property, legal matters, business interests and a bargaining matter;

That Trustees Faridkot, Fraser, and Richardson recused themselves for part of the meeting due to a potential conflict of interest; and,

That Trustee Richardson had recused himself for part of the October 29, 2025 Private Board meeting due to a potential conflict of interest.

## **13. ADJOURNMENT**

The meeting adjourned by consensus at 9:20 pm.

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Flavia Coughlan, Secretary Treasurer

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Victoria Jung, Chairperson

# SPECIAL BOARD MEETING MINUTES

Wednesday, December 17, 2025 at 5:00pm

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, December 17, 2025, at 5:00pm. The meeting was live streamed.

<b>Trustees Present:</b>	Victoria Jung, Chairperson Janet Fraser, Vice-Chairperson Lois Chan-Pedley Alfred Chien Preeti Faridkot Suzie Mah Jennifer Reddy Christopher Richardson
<b>Trustees Absent with Regrets:</b>	Joshua Zhang
<b>Senior Team Members Present:</b>	Helen McGregor, Superintendent of Schools Flavia Coughlan, Secretary Treasurer Pedro da Silva, Associate Superintendent Alison Ogden, Associate Superintendent Jessie Gresley-Jones, Executive Director, Facilities
<b>Also Present:</b>	Patricia MacNeil, Communications Director Shara Lee, Communications Advisor Judy Mah, Executive Coordinator (Recorder)

## 1. CALL MEETING TO ORDER

### 1.1. Land Acknowledgement

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

### 1.2. Opening Remarks

The Chairperson welcomed members of the audience to the meeting. She acknowledged the opening of the new Henry Hudson Elementary School on December 12, 2025. She reviewed meeting decorum and invited board members to introduce themselves. In closing, she expressed gratitude to inherent rights holders, stakeholders, students and members of the school community and the broader public for sharing their views and perspectives on the Proposed Closure of Sir Guy Carleton Elementary School, which would be presented as item 3.1 on the December 17, 2025 Special Public Board agenda.

## 2. ADOPTION OF MINUTES

### 2.1 Public Delegation Meeting of November 24, 2025

### 2.2 Special Public Delegation Meeting of December 15, 2025

### 2.3 Matters Arising from the Minutes

**Moved by S. Mah, seconded by P. Faridkot, that the minutes of the November 24, 2025 Public Delegation Board meeting and December 15, 2025 Special Public Delegation Board meeting be adopted.**

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

**APPROVED UNANIMOUSLY**



### 3. NEW BUSINESS

#### 3.1 Proposed Closure of Sir Guy Carleton Elementary School

The Superintendent provided an overview on the Proposed Closure of Sir Guy Carleton Elementary School. She referred to a presentation and the report included in the agenda package that provided background, rationale and engagement outcomes concerning the proposed closure of Carleton Elementary. She reminded the Board that the matter before them for consideration this evening was the proposed closure of Carleton Elementary, as guided by Policy 14, **School Closures**, and that trustees should consider the materials presented and the engagement feedback received during the VSB engagement process when forming their decision.

The Executive Director of Facilities continued the presentation by reviewing background on the school site, the timeline and steps related to the closure, and the rationale considered in making the consideration of closure recommendation to the Board. He summarized the key factors in the rationale for closure including the inability to use the building in its current state, cost for maintaining a building with a high seismic risk rating, lack of funding support from the provincial government to restore the school, the fact that the school building has not accommodated students since 2016, the Supreme Court ruling for the VSB to reasonably consider and balance minority language education as per section 23 of the *Canadian Charter of Rights and Freedoms* and the request from the Conseil scolaire francophone (CSF) to acquire the building for a secondary school. He concluded his presentation by noting that before the Board could consider the sale or lease (disposal) of a site, it must first make the decision on the proposed school closure.

The Director of Communications outlined the public engagement process and timeline for the proposed closure of Sir Guy Carleton Elementary, noting that engagement began on October 2, 2025. She informed the Board that VSB follows the International Association for Public Participation (IAP2) standards and Administrative Procedure 106, **District Public Engagement** to ensure an equitable engagement process. She summarized the various engagement opportunities that occurred throughout October and November 2025 with inherent rights holders, stakeholders, PAC Executives from Cunningham, Weir and MacCorkindale Elementary Schools, and members of the public. She outlined how these opportunities were promoted, noting the availability of translation support and child minding at community sessions to allow for increased attendance. She reported that a public survey was available from October 22 to November 26, 2025 and briefly reviewed the feedback collected from the 1478 submissions received.

The Superintendent concluded the presentation by reminding the Board that the recommendation pertains to the proposed school closure and does not address future use of the property, which will be decided by the Board at a later date.

Trustees asked questions and staff provided clarifying responses.

Following discussion, the Board considered the following motion:

**Moved by L. Chan-Pedley, seconded by C. Richardson, that School District No. 39 (Vancouver) Sir Guy Carleton Elementary School Closure Bylaw 2025 be given three (3) readings at this meeting.**

In response to an inquiry from the Board Chair, the Secretary Treasurer clarified that the Board would first deliberate on whether to proceed with the three readings at the meeting, noting that this decision was separate to that of the closure bylaw.

Trustee Mah asked the Chair if she could move a substitution motion, which the Chair agreed to. She distributed a hard copy of her recommendation to the Secretary Treasurer. She also distributed copies of the City of Vancouver's draft Official Development Plan of October 2025 to board members.



**Moved by S. Mah, seconded by J. Reddy, that there be a further pause to the proposed closure of Carleton Elementary until we:**

- 1. Make a renewed request with an updated business case to the Minister of Education and Child Care and the Minister of Infrastructure to fund the repair, restoration, and seismic upgrading of Carleton for the school to be reopened,**
- 2. Hear back from our request as to whether our request is approved or denied, and**
- 3. Consult with community organizations and the City of Vancouver on uses for the property that serve the residents of the area, and in particular, a focus on how it reflects the Vancouver Official Development Plan.**

Trustee Mah reviewed the substitution motion, addressing the three points of the motion and explaining her rationale for pausing the proposed closure of Carleton Elementary.

Trustees provided comments in support or opposition of the substitution motion, with some members citing the need to make a well-informed and substantiated decision in order to consider the immediate circumstances and long-term impacts on the community such as impact on job opportunities and potential increase in enrollment. Others voiced their concerns that the substitution motion did not consider the urgency and legal considerations of section 23 of the Charter and the recent decision by Justice Gomery; unsuccessful past attempts to secure funding from the Ministry and the fact that the matter being decided pertained to closure, not the sale or use of land.

Trustees asked questions and staff responded. In response to a trustee's question, the Secretary Treasurer informed the Board that the decision to close a school is not irreversible and that the Board could decide to reopen a school.

Following discussion, trustees voted on the substitution motion.

**DEFEATED**

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

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

Trustee Mah called a point of order to ask a procedural question.

Trustees voted on the motion below:

**That School District No. 39 (Vancouver) Sir Guy Carleton Elementary School Closure Bylaw 2025 be given three (3) readings at this meeting.**

**DEFEATED**

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

**Against: P. Faridkot, S. Mah, J. Reddy**

The Board Chair noted that another board meeting would need to be scheduled to approve the third reading of School District No. 39 (Vancouver) Sir Guy Carleton Elementary School Closure Bylaw 2025 since the motion to hold the three readings at this meeting was not unanimous.

The motion to conduct the first two readings of the closure bylaw was then moved and seconded.

**Moved by C. Richardson, seconded by L. Chan-Pedley, that School District No. 39 (Vancouver) Sir Guy Carleton Elementary School Closure Bylaw 2025 be:**

**Read a first time the 17th day of December, 2025;**

**Read a second time the 17th day of December, 2025;**

Trustees engaged in discussion and provided their rationale for their support or opposition of the closure of Sir Guy Carleton Elementary School.

Trustee Richardson spoke in favour of the closure of Sir Guy Carleton Elementary. He read a statement that provided his rationale for the decision including the failure to secure funding from the Ministry of Education to restore the school after a fire, the District's financial position, the need to align with provincial policies and legal obligations resulting from the Supreme Court of Canada ruling in the CSF matter, and the importance of efficient resource allocation and long-term district planning. He acknowledged the complexity of his decision in considering the needs of the community, while meeting VSB's legal and constitutional obligations to proportionally balance the importance of minority language education in support of both VSB and CSF students.

Trustee Chan-Pedley shared her rationale for supporting the closure of Sir Guy Carlton Elementary, including the need for responsible stewardship of public resources, VSB's legal and constitutional responsibility to consider and balance minority language education rights, as directed by the Supreme Court of Canada ruling in the CSF matter, and the interest from the CSF in acquiring the site for a francophone secondary school. She emphasized that the school has remained vacant since the fire, incurring significant maintenance costs without benefiting students and noted the lack of viable options for reopening it due to denied restoration funding and high seismic risk.

Trustee Reddy called a point of order to ask if full debate on the matter should be permitted at this time given the motion to conduct the three readings at the meeting was not unanimous. In response to the question, the Secretary Treasurer informed the Board that it is at the discretion of the Chairperson to allow board members to express their views before the vote.

Trustee Faridkot spoke in opposition of the closure of Sir Guy Carleton Elementary noting how the community would be negatively impacted by the decision. She explained how the school was located in a rapidly growing, high-density neighborhood where demand from families and child care needs were on the rise. She also stressed the importance of keeping the school open to preserve future opportunities for public education and community support in East Vancouver, including alternative options such as shared use of the site with the CSF.

Trustee Fraser provided her rationale for supporting the closure of Sir Guy Carleton Elementary noting the importance of VSB's ownership of the site regardless of the outcome, safety concerns following the 2016 fire, and lack of provincial funding to restore the site which had left the building vacant and unusable as some of the reasons for her decision. She also highlighted the CSF's interest in the site and VSB's responsibility to proportionately consider s 23 of the *Charter* and the constitutional minority language education rights.

Trustee Mah spoke in opposition of the closure of Sir Guy Carleton Elementary, emphasizing the impact to the community and surrounding schools, including restricted access to neighborhood education, extracurricular programs, and community facilities. She acknowledged the CSF's interest in the Carleton site and their constitutional rights under section 23 of the Charter. She expressed concerns that the decision process had been expedited too quickly, questioned if sufficient information had been received, whether enrolment data presented aligned with city development plans, and the need to ensure other options had been explored including further efforts to advocate for funding to restore the site.

Trustee Reddy spoke in opposition of the closure of Sir Carlton Elementary, citing her concerns with the decision making process, the need to continue advocacy efforts with the Ministry of Education, and for additional engagement with inherent rights holders and the public. She highlighted the impact to the community, stressed the need for increased public infrastructure in the growing neighbourhood, and questioned the data used to justify closure. She also acknowledged the ruling from the Supreme Court of Canada in favour of the CSF but stressed the need to retain Carleton.

Trustee Chien expressed support for the closure of Sir Guy Carleton Elementary explaining that closing the school would enable further discussion and open up potential opportunities for reimagining and improving the site, such as constructing a seismically safe school that would offer future benefits for the community.

Trustee Jung provided her rationale for supporting the closure of Sir Guy Carleton Elementary citing the school's long period of disuse and safety concerns. She noted that keeping it open was costly, efforts to secure funding for the renovation had failed, and that resources would be better spent on classrooms to prioritise student needs and ensure effective use of district funds. She also affirmed her support for section 23 of the Charter and acknowledged VSB's legal and constitutional responsibility to consider and proportionately balance minority language education rights.

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

**That School District No. 39 (Vancouver) Sir Guy Carleton Elementary School Closure Bylaw 2025 be:  
Read a first time the 17th day of December, 2025;  
Read a second time the 17th day of December, 2025;**

**CARRIED**

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

**Against: P. Faridkot, S. Mah, J. Reddy**

In response to a question from a trustee, the Secretary Treasurer informed the Board that according to Board Policy only trustees are required to receive notice of a board meeting, which had already been provided. She also noted that the public had access to the information under consideration, and that no new details would be released before the December 18, 2025 Board meeting.

#### **4. ADJOURNMENT**

The meeting adjourned by consensus at 7:08 pm.

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Flavia Coughlan, Secretary Treasurer

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Victoria Jung, Chairperson

# SPECIAL BOARD MEETING MINUTES

Thursday, December 18, 2025 at 12:00pm

The Board of Education of School District No. 39 (Vancouver) met in room 110, VSB Education Centre, 1580 West Broadway, Vancouver, B.C. and on Teams on Thursday, December 18, 2025, at 12:00pm. The meeting was live streamed.

<b>Trustees Present:</b>	Victoria Jung, Chairperson (in the room) Janet Fraser, Vice-Chairperson Lois Chan-Pedley Alfred Chien Preeti Faridkot Suzie Mah Jennifer Reddy Christopher Richardson
<b>Trustees Absent with Regrets:</b>	Joshua Zhang
<b>Senior Team Members Present:</b>	Helen McGregor, Superintendent of Schools Flavia Coughlan, Secretary Treasurer Jessie Gresley-Jones, Executive Director, Facilities
<b>Also Present:</b>	Judy Mah, Executive Coordinator (Recorder)

## 1. CALL MEETING TO ORDER

### 1.1. Land Acknowledgement

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

### 1.2. Opening Remarks

The Chairperson reviewed meeting decorum then welcomed trustees and staff. She introduced the board members who had joined the meeting online and noted that she was attending the meeting from the Education Centre.

## 2. OLD BUSINESS

### 2.1 Proposed Closure of Sir Guy Carleton Elementary School

The Chairperson reported that at the December 17, 2025 Special Public Board meeting, the Board considered the adoption of School District No. 39 (Vancouver) Sir Guy Carleton Elementary School Closure Bylaw 2025. She noted that in accordance with Section 68(4) of the *School Act*, the bylaw was given the first two readings at this meeting and was read a third time at the December 18, 2025 Special Board meeting.

She announced that Trustee Richardson had joined the meeting at 12:03 pm.

**Moved by V. Jung, seconded by L. Chan-Pedley, that School District No. 39 (Vancouver) Sir Guy Carleton Elementary School Closure Bylaw 2025 be:**

**Read a third and final time, passed and adopted this 18th day of December, 2025.**

The chairperson noted that board members had presented their perspectives and rationale concerning School District No. 39 (Vancouver) Sir Guy Carleton Elementary School Closure Bylaw 2025 at the December

17, 2025 Special Board meeting and asked if trustees had any final remarks. As no further comments were provided, trustees voted on the motion.

**CARRIED**

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

**Against: P. Faridkot, S. Mah, J. Reddy**

### **3. ADJOURNMENT**

The meeting adjourned by consensus at 12:04 pm.

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Flavia Coughlan, Secretary Treasurer

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Victoria Jung, Chairperson

January 28, 2026

**TO:** Board of Education

**FROM:** Facilities Planning Committee

**RE:** Environmental Sustainability Plan

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*Reference to  
Education Plan*

**GOAL 2:** The Vancouver School Board will increase equity by...

**OBJECTIVE:** Improving stewardship of the District's resources by focusing on effectiveness, efficiency, and sustainability.

## INTRODUCTION

The Vancouver School Board (VSB) serves over 50,000 students across 107 schools. VSB plays a vital role in shaping sustainability and climate action. Building on the foundations of the [2018 Environmental Sustainability Plan](#), this updated plan outlines VSB's next phase in advancing sustainability and climate action and incorporates input from inherent rights holders, formal stakeholders, educators, students, and their families. While many elements of the original plan remain relevant, this update introduces new actions and initiatives to address emerging priorities.

This report contains a recommendation from the Facilities Planning Committee for the Board to approve the updated Environmental Sustainability Plan.

## BACKGROUND

The updated plan was guided by an internal evaluation of progress to date and an engagement process.

### Internal Review

The internal review found that many sustainability initiatives were successfully completed at both the district and school levels. Key findings include:

- Each of the plan's five theme areas has seen activity.
- The breadth of the plan has allowed both planned and opportunistic activities.
- Guidelines for sustainability-related infrastructure and initiatives have been well received.
- Relationships with the partners have contributed to the goals by increasing the number of opportunities and resources available to students and educators.
- VSB's sustainability goals and actions apply across all areas of VSB operations. Achieving them requires the committed participation of all district departments and stakeholders.

## Engagement Summary

Engagement with inherent rights holders and stakeholders helped shape this updated plan with valuable insights to identify sustainability priorities at necessary areas of focus.

The following groups participated in the engagement process:

- Teachers, principals, and vice principals
- Inherent rights holder representatives
- Formal stakeholders representatives
- Students and their families

Engagement activities included two online surveys and two in-person workshops:

- January 15, 2025 – Facilities Planning Committee Meeting (in-person)
- April 14, 2025 – Online Survey for Educators
- April 28, 2025 – Student Sustainability Conference (in-person)
- May 14, 2025 – Online Survey for Families
- May 28, 2025 – Inherent Rights Holders and Stakeholders workshop (in-person)

The survey for educators received 198 responses, while the survey for families received 2,541 responses. The student engagement activity had approximately 42 participants, and the workshop was attended by 10 representatives from inherent rights holders and stakeholder groups.

## THEME AREAS

The updated plan is structured around five sustainability theme areas with updated objectives and actions that reflect current sustainability priorities at the VSB.

1. **Leadership in Sustainability** – Embed sustainability in VSB’s culture and decision-making, ensuring accountability and transparency.
2. **Sustainability in Education** – Empower students and educators with hands-on sustainability learning and land-based education opportunities.
3. **Green Spaces** – Enhance biodiversity and outdoor learning environments across school sites.
4. **Sustainable Transportation** – Promote active travel and electrify fleet vehicles to reduce emissions.
5. **Resource Conservation & Climate Action** – Reduce waste, cut greenhouse gas emissions, and improve efficiency in energy, water, and resource use while improving our schools’ climate resilience.

## PLAN’S IMPACT

VSB’s Environmental Sustainability Plan reflects both continuity and alignment with the current context. Some of the anticipated impacts of the updated plan are as follows:

- By 2030, electrifying 25% of eligible fleet vehicles is projected to reduce greenhouse gas emissions by approximately 100 tCO<sub>2</sub>e annually. In addition, utilizing renewable fuels where feasible, such as 100% renewable diesel, will further decrease fleet-related emissions and advance our transition to a low-carbon transportation fleet.
- The proposed capital investment strategy included in the plan identifies 51 priority projects requiring approximately \$1.4 billion in funding through major and minor capital programs. Full implementation of the plan would deliver significant sustainability outcomes, including an estimated reduction of 1,612 tCO<sub>2</sub>e in building-related GHG emissions, and delivering annual energy cost savings of approximately \$359K.
- By 2032, it is anticipated that most VSB schools will have improved access to nature and outdoor learning spaces.

## CONCLUSION

The updated objectives and actions in this plan aim to create healthier schools, reduce environmental impact, and empower educators and students to lead sustainability efforts. It guides actions that combine operational improvements with educational benefits. Successful implementation of the plan relies on sustained provincial capital funding and grant funding to ensure continuous progress and upholds VSB's commitment to providing safe, healthy, and climate-resilient learning environments.

## RECOMMENDATION

**That the Board of Education of School District No.39 (Vancouver) approve the Environmental Sustainability Plan.**

**Attachments:**

- A. Environmental Sustainability Plan
- B. Five Year Review (January 2024)
- C. Engagement Summary



# Environmental Sustainability Plan

## 2026 - 2032



# Acknowledgements

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*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).*

This plan was prepared by Jessie Gresley-Jones, Chris Lum, and Ashley Bangsund with invaluable contributions from the following:

**Vancouver School Board**

- Board of Education
- Business Development
- Communications Department
- Educators, Students and Families
- Indigenous Education Department
- Maintenance & Construction Department
- Operations Department
- Planning Department
- Procurement Department
- Senior Leadership Team
- Sustainability Department
- Vancouver Project Office

**Inherent Rights Holders**

- xʷməθkʷəy̓əm (Musqueam)
- Skwxwú7mesh Úxwumixw (Squamish Nation)
- səlilwətaʔ (Tsleil-Waututh Nation)

**Stakeholder Groups**

- District Parent Advisory Council (DPAC)
- Professional & Administrative Staff Association (PASA)
- Vancouver Association of Secondary School Administrators (VASSA)
- Vancouver District Student Council (VDSC)
- Vancouver Elementary and Adult Educators’ Society (VEAES)
- Vancouver Elementary Principals and Vice-Principals Association (VEPVPA)

**Student Groups**

- VSU Sustainability Connection

# Executive Summary

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The Vancouver School Board (VSB) serves over 50,000 students across 107 schools. VSB plays a vital role in shaping sustainability and climate action. This Environmental Sustainability Plan (2026–2032) builds on the 2018 plan and incorporates input from formal stakeholders, inherent rights holders, educators, students and their families. It aligns with provincial GHG emissions reduction targets and VSB’s Education Plan, ensuring our actions support both environmental stewardship and student learning. The updated plan is structured around five sustainability theme areas with updated objectives and actions that reflect current sustainability priorities at the VSB.

## Five Theme Areas:

- **Leadership in Sustainability** – Embed sustainability in VSB’s culture and decision-making, ensuring accountability and transparency.
- **Sustainability in Education** – Empower students and educators with hands-on sustainability learning and land-based education opportunities.
- **Green Spaces** – Enhance biodiversity and outdoor learning environments across school sites.
- **Sustainable Transportation** – Promote active travel and electrify fleet vehicles to reduce emissions.
- **Resource Conservation & Climate Action** – Reduce waste, cut greenhouse gas emissions, and improve efficiency in energy, water, and resource use while improving our schools’ climate resilience.

## Plan Highlights:

- The proposed capital investment strategy contained in the plan identifies 51 priority projects requiring approximately \$1.4 billion in funding through major and minor capital programs. Full implementation of the plan would deliver significant sustainability outcomes, including an estimated reduction of 1,612 tCO<sub>2</sub>e annually in building-related GHG emissions, and delivering annual energy cost savings of approximately \$359K.
- By 2032, it is anticipated that most VSB schools will have improved access to nature, outdoor learning spaces, and receive biodiversity improvements through implementation of physical improvements facilitated by external grants.
- By 2030, electrifying 25% of eligible fleet vehicles is projected to reduce greenhouse gas emissions by approximately 100 tCO<sub>2</sub>e annually. In addition, utilizing renewable fuels where feasible, such as 100% renewable diesel, will further decrease fleet-related emissions and advance our transition to a low-carbon transportation fleet.

## Advancing Climate Action and Sustainability

The updated objectives and actions in this plan aim to create healthier schools, reduce environmental impact, and empower educators and students to lead sustainability efforts. It guides actions that combine operational improvements with educational benefits. Successful implementation of the plan relies on sustained capital and grant funding to ensure continuous progress and upholds VSB’s commitment to providing safe, healthy, and climate-resilient learning environments.

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# Introduction

The Vancouver School Board (VSB) is an urban and diverse school district, serving approximately 50,000 students, including adult learners and students from Kindergarten to Grade 12 across 107 enrolling facilities. To continue to thrive, VSB's diverse student population needs safe, healthy, and climate-resilient learning environments. The VSB plays a critical role in advancing sustainability and climate action for future generations.

The Environmental Sustainability Plan 2026-2032 builds on the foundations of the 2018 Sustainability Plan, deepening VSB's commitment to climate leadership and environmental stewardship. This update aligns with VSB's core values, as outlined in [VSB Education Plan 2026](#), which envisions students as well-educated, respectful and critical thinkers, leading them to become compassionate individuals who care for themselves, others and the planet.

## Scope

This plan is applicable to all VSB-owned buildings and sites, including elementary and secondary schools and administrative facilities. Alongside improvements to facilities, the plan also aims to support students in becoming conscientious, engaged citizens who can make a positive impact beyond their time at VSB. The actions detailed in the plan focus on four priority areas:

- 1. Adapting to Climate Change**  
Making changes to buildings and outdoor spaces to prepare for climate-related risks.
- 2. Improving Operational Efficiency**  
Finding ways to better manage water, energy, and waste across our facilities.
- 3. Supporting Sustainability Education**  
Helping educators and students lead school-based sustainability projects and learn about sustainability – connecting students to the natural world, empowering personal action, and building critical thinking skills in all our learners.
- 4. Reducing Greenhouse Gas (GHG) emissions**  
Looking at ways to lower emissions from our buildings, vehicles, and paper use.



## Developing Conscientious Citizens

In 2013, VSB conducted a sustainability audit to help assess our progress and identify opportunities for meaningful sustainability measures.

The audit identified a need for a strong focus on the educational aspects of sustainability – connecting students to the natural world, empowering personal action, and supporting critical thinking in all our learners. Student learning and the ability to help develop conscientious citizens continues to be relevant today, and a strength of VSB as an organization.

*“...the VSB will address all its activities that directly and indirectly impact the environment. Our most significant opportunity is developing conscientious citizens.”*

Environmental sustainability often highlights important issues like waste, water use, air quality, and climate change. While these topics can inspire action, research shows that introducing serious environmental problems to children too early or in the wrong way can lead to stress and anxiety. This reaction is known as eco-anxiety or ecophobia — a fear of environmental disaster that may discourage children from engaging with nature.

To support student well-being, it is important to:

- Share age-appropriate information,
- Focus on positive, hopeful actions, and
- Encourage hands-on experiences with the natural world.

An effective approach begins with helping students understand their place within nature. Simple opportunities to explore and connect with the outdoors offer hands-on educational experiences. This land-based approach is grounded in Indigenous principles, allowing learners to reflect on their identities, their role in the environment, and their understanding of the world around them.

By fostering curiosity and connection, we can help students build a healthy relationship with nature and feel empowered to make a difference.

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*“If we want children to flourish, we need to give them time to connect with nature and love the Earth before we ask them to save it!”*  
*David Sobel, “Beyond Ecophobia”*

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# Context

## Provincial Framework

The B.C. provincial government sets targets for public sector organizations to reduce overall Greenhouse Gas (GHG) emissions. B.C.'s [Climate Change Accountability Act](#) sets province-wide GHG reduction targets (based on 2007 emissions data):

- 16% reduction by 2025
- 40% reduction by 2030
- 60% reduction by 2040
- 80% reduction by 2050

According to the [CleanBC Roadmap to 2030](#) plan, targets for public sector organizations (PSO) are defined as:

- [50% reduction below 2010 levels in building emissions by 2030](#)
- [40% reduction below 2010 levels in fleet emissions by 2030](#)

## VSB's Greenhouse Gas Emissions

VSB has been tracking its GHG emissions annually since 2007, as shown in Figure 1. This is part of the annual reporting requirements of the British Columbia's [Carbon Neutral Government Regulation](#), which mandates public sector organizations to measure, reduce and offset their emissions each year to achieve carbon neutrality. VSB has implemented initiatives to reduce its GHG emissions. These include upgrading boilers, adding heat pumps, and adjusting heating and cooling systems to operate more efficiently.

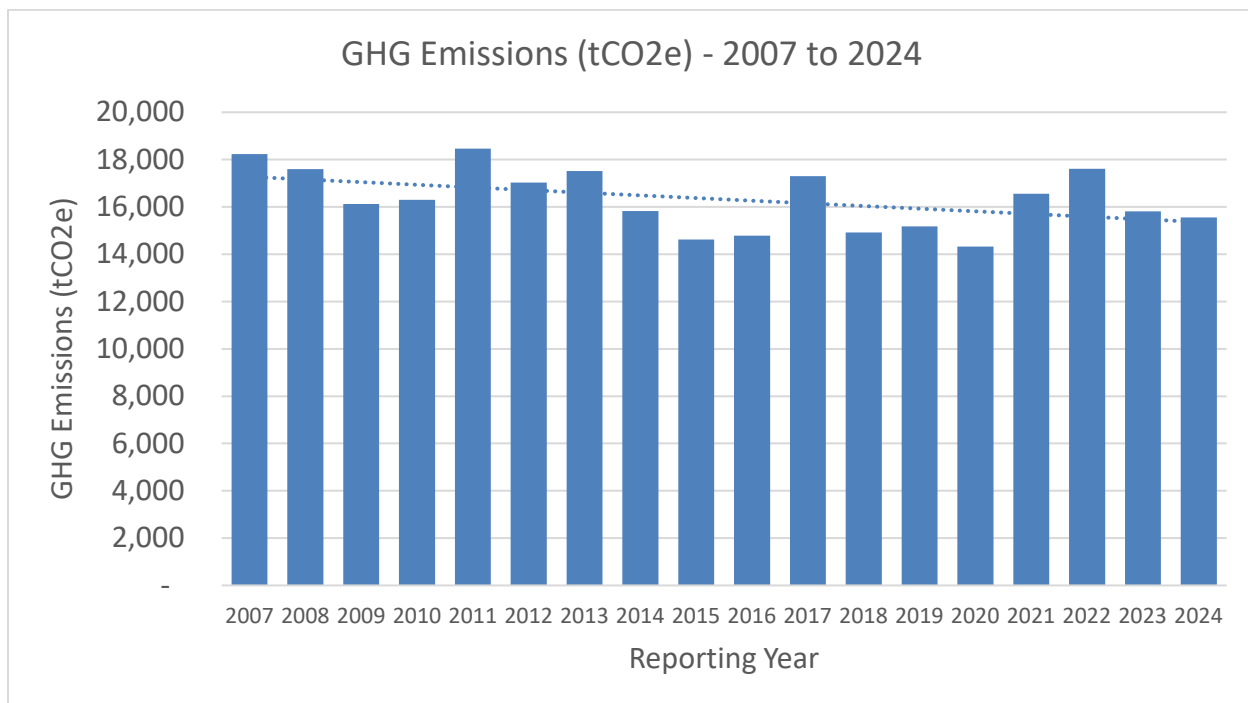


Figure 1: Historical VSB GHG Emissions (all reportable sources) in tonnes of carbon dioxide equivalent (tCO<sub>2</sub>e)

In 2007, VSB’s GHG emissions were 18,232 tCO<sub>2</sub>e. By 2024, emissions lowered to 15,548 tCO<sub>2</sub>e – representing a 15% decrease compared to the 2007 baseline.

Most of VSB’s GHG emissions come from the natural gas used to heat buildings and hot water. This makes up 93% of all emissions. Using paper adds 4%, electricity adds 2%, and fleet vehicles add 1% (see Figure 2).

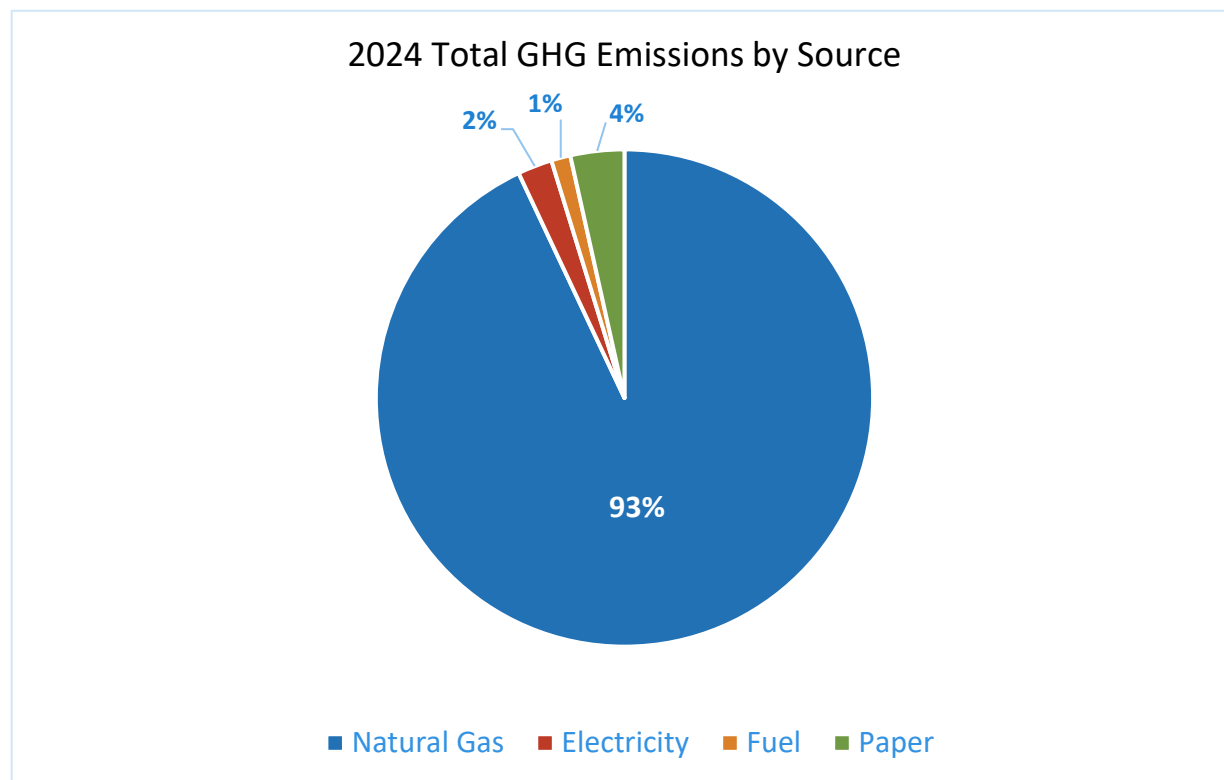


Figure 2: 2024 Total GHG emissions by reportable source



# Our Plan and Approach

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The Environmental Sustainability Plan 2026-2032 outlines VSB's next phase in advancing sustainability and climate action. Growing from the groundwork established by the [2018 Environmental Sustainability Plan](#), this updated version reflects an internal evaluation of progress to date, a renewed engagement process, and an action plan for the years ahead.

## Internal Review

To help guide updates to the plan and subsequent actions, an internal review and evaluation of the progress made on the 2018 plan was completed. This review found that many sustainability initiatives were successfully completed at both the district and school levels. While much of the original plan is still relevant, new actions and initiatives to address emerging priorities are needed. Key findings include:

- Each of the plan's five theme areas has seen activity, which is carried out at all levels of the district in multiple departments.
- The breadth of the plan has allowed both planned and opportunistic activities, and the guiding principles have provided a focused way to evaluate activities as they arise.
- Guidelines for sustainability-related infrastructure and initiatives have been well received by schools and district departments and have made approval processes easier.
- Relationships with the City of Vancouver, post-secondary institutions, and not-for-profit organizations have contributed to the goals by increasing the number of opportunities and resources available to students and educators.
- VSB's sustainability goals and actions apply across all areas of VSB operations. Achieving them requires the committed participation of all district departments and stakeholders.

All 17 actions were evaluated to determine whether they had been completed, if they still have room for progress, or if they were no longer relevant. The five theme areas will remain consistent:

- Eight actions are advancing into the new plan with updated language to reflect the current context.
- Two actions will broaden to become objectives (formerly called goals).
- Four actions will be expanded to encompass more specific measures and initiatives.
- Two actions will be combined.
- Three actions will be updated and relocated into other themes.
- Two new objectives (formerly called goals) will be created, with one goal removed in favour of the new expanded objectives.

Further information about the plan's internal evaluation can be found in Attachment B.

Engagement Summary

Engagement with inherent rights holders and stakeholder groups has helped shape this updated plan. The valuable insights helped to identify sustainability priorities across all five of VSB’s sustainability themes. Engagement activities included two online surveys and three in-person sessions, as illustrated in Figure 3.



Figure 3: Engagement activities timeline

The Facilities Planning Committee was engaged at the outset of the process to provide guidance. The educator survey received 198 responses, while the families survey received 2,541 responses. The student engagement activity had approximately 42 participants, and the inherent rights holders and stakeholder workshop was attended by 10 representatives. Engagement activities were structured around the five theme areas to guide conversations, reflect on past work and develop future actions.

Key takeaways included:

Theme:	Key Takeaways:
Education	<ul style="list-style-type: none"><li>• Strong support for outdoor and nature-based learning – educators, families, students, inherent rights holders, and formal stakeholders all highly value hands-on, experiential, land-based learning.</li><li>• Concerns about eco-anxiety highlight the need for age-appropriate, empowering education.</li><li>• Students prefer to take a leadership role in their learning.</li><li>• Students benefit from hands-on, solutions-oriented learning that fosters leadership and agency.</li><li>• Students value everyday sustainability actions and prefer participating in them over studying them in depth. They see visible efforts, like walking or biking to school, as meaningful ways to make a difference.</li></ul>
Resource Conservation and Climate Action	<ul style="list-style-type: none"><li>• Climate-resilient infrastructure (e.g. heat pumps, insulation, solar panels) are seen as important.</li><li>• Families and educators support practical sustainability actions like energy and water conservation.</li><li>• Waste reduction, especially through expanded recycling and composting, is a strong priority.</li></ul>
Active Transportation	<ul style="list-style-type: none"><li>• Many staff and families live within walking or cycling distance, but bike infrastructure is lacking, not secure, and underutilized.</li><li>• There is limited awareness of and participation in active transportation programs happening at schools.</li></ul>
Green Spaces	<ul style="list-style-type: none"><li>• Strong calls for more green spaces and covered areas to support outdoor learning.</li></ul>

	<ul style="list-style-type: none"> <li>Existing outdoor infrastructure is valued and utilized but could benefit from enhancements.</li> <li>Equity concerns were raised by families about uneven access to green spaces and differences in school upgrades across neighborhoods.</li> </ul>
<b>Leadership</b>	<ul style="list-style-type: none"> <li>Families want more communication and involvement opportunities in school sustainability efforts.</li> <li>There is a call for demonstrable leadership in sustainability, including clearer sustainability directives, and equitable investment in infrastructure improvements.</li> <li>High engagement with Indigenous education resources shows strong alignment with sustainability goals.</li> <li>Intrinsic motivation and peer collaboration are key enablers of sustainability education.</li> <li>Administrative support is helpful but secondary to educator initiative.</li> <li>Sustainability efforts vary widely between schools, often depending on individual staff.</li> </ul>

Further information about the stakeholder engagement can be found in Attachment C.

## Environmental Sustainability Plan 2026-2032

Building on the insights gained through the internal evaluation of the 2018 Environmental Sustainability plan and engagement process, VSB’s Environmental Sustainability Plan 2026-2032 reflects both continuity and alignment with the current context. The internal review confirmed the value of many existing actions while identifying opportunities to expand, refine, or reframe others. Engagement feedback added depth and clarity to VSB’s sustainability priorities, ensuring the revised plan is responsive, inclusive, and forward-looking.

### Guiding Principles

The following principles will help advance the objectives in the plan. They are built upon the values statement from the Education Plan, offer strategic alignment to the organization, and will guide sustainability efforts for the district.

#### 1. Empowering our VSB community

The actions in this plan are shaped by the needs and interests of students, educators, and staff. We will support and facilitate the efforts of the many people across VSB who are already leading sustainability, while empowering others to join the effort.

#### 2. Enhancing Learning through Sustainability

VSB’s most unique opportunity to advance sustainability is through our mandate to help prepare students to be active, productive and socially responsible citizens. Sustainability initiatives should support student learning and be connected to the curriculum, enabling educators to bring these topics into the classroom.

#### 3. Aligning Projects for Lasting Improvements

VSB will focus on projects that have the biggest impact. This includes work that supports climate goals and fits with long-term plans for building upgrades and safety improvements. Projects will be prioritized when they offer lasting benefits through the asset’s useful life and align with other major initiatives.

## Action Tables

To help navigate the plan, Figure 4 explains the purpose and structure of the **action tables**. Each table shows what is being worked on, who is responsible for coordinating efforts and highlights shared roles across teams, time commitments, and where funding is expected to come from. Point-form lists highlight more detailed actions; these are included to make the plan easier to follow and more transparent for all readers.

**Status** indicates if the action is new in this update, or advancing from the previous plan

**Who** indicates the department leading on each action

**Funding** indicates the intended source of funds for each action

**Each table starts with the objectives for that theme:**

**1. Objective statements are listed at the top**

**Objectives are elaborated as needed.**

Action		Status	Who	Funding
1.1	The complexity of each action varies. Descriptions will start here...	New	Sustainability	Operating, Grants
	<ul style="list-style-type: none"> <li>Some actions have point-form lists to describe details.</li> </ul>			
Actions that require extensive details will use additional space like this.				
1.2	Improve awareness about VSB's sustainability goals and progress both internally and externally.	Advancing	Sustainability	Operating

Figure 4: Example of an action table and how to interpret the information.

## Theme 1: Leadership in Sustainability



Solar panels at wə́kʷaḥəs tə syaqʷəm Elementary

Creating a more sustainable future at VSB requires strong leadership and commitment from all departments and parts of the organization. Each action in the plan identifies a lead department to ensure this commitment is achieved. Continuous, step-by-step improvements in how the VSB operates will shift the culture to embed sustainability and help meet our climate goals. To track progress, VSB is committed to transparent and honest reporting through monitoring actions and sharing updates so our community can see how we are moving forward.

VSB is also positioned to lead and learn alongside other school districts. Many of the challenges we face, such as climate change and resource management, are shared across British Columbia. By working together, we can share solutions and build a stronger, more sustainable education system.



## Objectives for Theme 1: Leadership in Sustainability

### 1. Foster sustainability in VSB's organizational culture

*Meaningful progress in sustainability will require a concerted effort from all areas of the organization.*

Action		Status	Who	Funding
1.1	Identify and advocate for funding and resources to implement the plan by ensuring actions are tangible, costed, and ready to advance if funding is available.	New	Sustainability	Minor Capital, Major Capital, AFG, External grants
1.2	Increase awareness about VSB's sustainability goals and progress, both internally and externally, by tapping into existing communications channels to share stories and updates.	New	Sustainability, Communications	Operating
1.3	Foster opportunities for collaboration to aid the expansion and adoption of sustainability practices across operations. <ul style="list-style-type: none"> <li>All teams within the organization will be included in advancing sustainability.</li> </ul>	New	Sustainability	Operating
1.4	Implement a system to track, analyze, and report on school-based sustainability initiatives to recognize their contributions as part of the VSB sustainability plan.  Gain further insight into "scope 3" emissions data, which includes sources of greenhouse gas related to schools that are not directly produced by school operations, such as waste collection and disposal, and commuting habits of families and staff to understand a more complete picture of ongoing impacts.	New	Sustainability	Operating
1.5	Share and exchange learnings and ideas with other school districts, local and regional governments, and other relevant agencies.	Advancing	Sustainability	Operating
1.6	Continue to engage in the learning standards of the BC curriculum at all grade levels that specifically support the skills and attitudes to foster sustainability including: <ul style="list-style-type: none"> <li>Student- and staff-led sustainability measures such as waste reduction, gardening, etc.</li> <li>Teaching and learning initiatives such as land-based learning and climate action.</li> </ul>	New	Sustainability	Operating
1.7	Review and update administrative procedure 546 to increase infrastructure and facilities support for land-based learning and student-led action projects. <ul style="list-style-type: none"> <li>Complete review and provide recommendations in 2026/27</li> </ul>	New	Facilities	Operating

## Theme 2: Sustainability in Education



VSB supports and encourages land-based learning in our schools and programs. Rooted in Indigenous ways of knowing and being, land-based learning recognizes the land as a teacher and emphasizes hands-on experiences outside the classroom. This approach helps students:

- Build a strong connection to nature and place
- Understand their role and responsibility in caring for the land
- Experience learning through reconciliation, respect, reciprocity, and stewardship

Land-based learning is more than spending time outdoors; it is about forming meaningful relationships with the natural world. It offers a broader and more positive scope for education than focusing solely on environmental problems. By exploring the interconnectedness of the biosphere, students gain a deeper understanding of themselves, their place in the world, and their ability to make a difference.

Educators, families, students, inherent rights holders and stakeholder groups across VSB value this experiential approach. It also helps address concerns about eco-anxiety, especially among younger learners. An experiential learning model supports a natural progression that ensures students engage with sustainability in age-appropriate, empowering ways — building confidence, curiosity, and care for the world around them:

- Primary years: discover and connect
- Intermediate years: grow awareness
- Secondary years: take informed action



## Objectives for Theme 2: Sustainability in Education

### 1. Foster connection to the natural world

*Land-based learning provides opportunities for students to connect with their environment and embody Indigenous ways of knowing and being.*

### 2. Support learning initiatives that develop environmentally conscientious citizens

*Following a strong connection to the natural world, students will be ready for deeper engagement with environmental issues that matter to them.*

Action		Status	Who	Funding
2.1	Offer professional development opportunities for educators to build capacity for carrying out sustainability-focused learning including land-based learning and student-led action projects. <ul style="list-style-type: none"> <li>Offer at least one Pro-D session per year</li> </ul>	Advancing	Sustainability and other VSB departments	Operating
2.2	Continue to provide support to school administrators to enable more land-based learning and student-led action projects.	New	Associate Superintendents and Directors of Instruction	Operating
2.3	Facilitate opportunities for peer mentorship and collaboration among educators in collaboration with the Environmental Educators Provincial Specialist Association (EEPSA).	Advancing	Sustainability	BCTF, Operating
2.4	Facilitate opportunities for student leadership, peer mentorship and collaboration among students. <ul style="list-style-type: none"> <li>Through the annual Sustainability Conference and other opportunities</li> <li>Continue to encourage students to participate in the student leadership grant process through the VDSC</li> <li>Seek out external grant opportunities as they arise</li> </ul>	Advancing	Sustainability	VSB Funding, External Grants
2.5	Create learning opportunities from sustainability actions in our facilities (for example, solar panels, passive house designs, energy conservation, etc.). <ul style="list-style-type: none"> <li>Highlight at least three features by 2030</li> </ul>	Advancing	Sustainability	Operating



### Theme 3: Green Spaces



VSBC's school grounds offer valuable opportunities for learning, play, and environmental stewardship. These green spaces contribute to Vancouver's urban ecosystem by supporting biodiversity, improving air quality, managing rainwater, and helping cool the city.

Educators, families, and students are increasingly interested in using school grounds for learning through activities such as gardening, nature exploration, art projects, biodiversity improvements, and more. In addition, visits from Indigenous knowledge keepers help connect students to the land and enrich their educational experience.

We have a unique opportunity to make green spaces a central part of every school's learning environment. To do this, outdoor infrastructure must be:

- Durable, safe and resilient
- Accessible to all students
- Respectful of the past, present, and future of the land

Learning outdoors is not limited to school property. Local parks and regional resources also offer rich opportunities for students to explore, connect with nature, and deepen their understanding of sustainability.

## Objectives for Theme 3: Green Spaces

### 1. Support and improve outdoor focused spaces and activities at schools

*Invest in the improvement and maintenance of our school grounds as extensions of the learning environment to empower educators and students to access and steward these places.*

Action	Status	Who	Funding
<p><b>3.1</b> Increase biodiversity at schools, prioritizing native and culturally significant plants wherever possible.</p> <ul style="list-style-type: none"> <li>Improvement to approximately 10 sites per year</li> <li>Targeted annual spending based on grant availability of approximately \$30,000</li> <li>Students and educators will co-lead these improvements</li> <li>Plant selection and maintenance procedures will be reviewed and adjusted</li> <li>School-led gardens continue to be a high priority</li> </ul>	New	Facilities	BC Parks Foundation Grants
<p>Increasing biodiversity means improving the variety of plants and organisms that live in our environment. This aids in pollinator habitat, rainwater management, air quality, soil quality, and access to nature. VSB aims to increase biodiversity at all sites through landscaping installation and maintenance practices (including trees). VSB continues to support and encourage schools to install, expand, and maintain raised garden beds for educational purposes. These gardens offer accessible and rich opportunities for cross-curricular hands-on learning. They also contribute greatly to the biodiversity on school grounds. In particular, native plant species attract beneficial insects and birds, are suited to local water/drought cycles, and offer opportunities for cultural learnings.</p> <p>To support this action, VSB is committed to the BC Parks Foundation Learning by Nature movement, which provides resources to improve access to nature across the province. By 2032, it is anticipated that many VSB schools will have received improvements through this program, which includes school-led initiatives, and Facilities-led projects.</p>			
<p><b>3.2</b> Improve outdoor infrastructure to enhance opportunities for accessible outdoor learning.</p> <ul style="list-style-type: none"> <li>Improvements to approximately 4 sites per year based on available grant funding</li> <li>Anticipated annual spending of approximately \$400,000</li> <li>Students and staff will co-develop improvements wherever possible</li> <li>Guidelines for changes and improvements will be developed, adjusted, and maintained as needed</li> </ul>	New	Facilities	Grants, Minor Capital
<p>Outdoor infrastructure includes school gardens, outdoor learning areas, shade and shelter, fields, and other enhancements to the outdoor learning environment at schools.</p> <p>This action will be supported through the BC Parks Foundation Learning by Nature program, which provides limited, large grants to develop sustainable and functional areas for land-based learning at schools throughout BC.</p>			

	<p>These innovative projects will provide assets to encourage educators and students to bring learning outdoors without leaving the school grounds. This will reduce barriers and increase access to nature. Types of installations can include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Trees and groves</li> <li>• Lawn alternatives</li> <li>• Mud kitchens</li> <li>• Raised garden beds</li> <li>• Gathering spaces with seating</li> <li>• Pollinator meadows</li> <li>• Rainwater management solutions</li> </ul>			
<b>3.3</b>	<p>Engage with the not-for-profit sector to bring diverse outdoor learning activities to schools and to bring students to offsite outdoor learning places.</p> <ul style="list-style-type: none"> <li>• Track services provided by the not-for-profit sector</li> </ul>	Advancing	Sustainability, Community Connections	Grants, Donations
<b>3.4</b>	<p>Improve understanding of the connection between Indigenous principles of learning and environmental sustainability through outdoor land-based learning.</p> <ul style="list-style-type: none"> <li>• Increasing awareness, appreciation of, and respect for the oral traditions and living history of the land and environment of the school neighbourhoods and broader region supports VSB's journey of truth and reconciliation, while fostering ongoing environmental stewardship in our learners.</li> </ul>	Advancing	Indigenous Education, Sustainability	Operating
<b>3.5</b>	<p>Evaluate access to, and quality of green spaces across the VSB.</p> <ul style="list-style-type: none"> <li>• Identify priority areas for increased access and report on findings by 2028</li> </ul>	New	Facilities	Operating
<p>In response to concerns about the distribution of green spaces across the district, VSB is committed to evaluating green assets at schools and identifying potential improvements. This assessment and evaluation will involve a review of VSB's outdoor infrastructure contextualized in the broader community. It is expected that a report will quantify the availability and access to nature that VSB students have, and where there are opportunities for VSB to improve upon inequities.</p>				



## Theme 4: Sustainable Transportation



Active transportation to-and-from school promotes physical activity, reduces greenhouse gas emissions, improves air quality, and eases vehicle traffic around schools. Many school catchments are well-suited for walking and biking. Where active transportation is not an option, we encourage the lowest carbon-emitting options for families and staff alike.

We are planning a range of strategic actions in collaboration with municipal partners, not-for-profit organizations, and regional authorities. These actions include maintaining key partnerships, enhancing infrastructure, promoting sustainable commuting for students and staff, and transitioning our fleet toward low-carbon alternatives. These efforts will help reduce transportation-related emissions, improve accessibility, and support vibrant, walkable school communities.

## Objectives for Theme 4: Sustainable Transportation

### 1. Support active transportation choices for school communities and staff

*Empowering school communities to choose active transportation which supports healthier lifestyles, cleaner air, and more connected, vibrant neighbourhoods.*

### 2. Operate an efficient and low-carbon fleet

*Transitioning to cleaner vehicles will build a fleet ready for a sustainable future.*

Action	Status	Who	Funding
<p><b>4.1</b> Maintain and expand the “School Active Travel Program Partnership” agreement with the City of Vancouver’s Transportation Department.</p> <p>VSB works with the City of Vancouver’s Transportation team to support and encourage active transportation initiatives and opportunities for school communities. The primary goal is to increase the number of families choosing active transportation to and from school.</p> <p>Initiatives to support this have included:</p> <ul style="list-style-type: none"> <li>• <b>School Streets</b> (and the National Active School Streets Initiative): Temporary street closures in front of schools to allow space for active arrival and pick-ups.</li> <li>• <b>Walk Bike Roll Mini Grants</b>: City of Vancouver has provided annual small-scale grants directly to schools to support active travel activities, celebrations, and incentives.</li> <li>• <b>Walking School Bus and Bike Bus</b>: A leader walks or rides a group of students to and from school on a predetermined route with scheduled meeting spots along the way like bus stops.</li> <li>• <b>Better Bike Parking Initiative</b>: City of Vancouver has provided funding for VSB to increase the number of bike parking spaces at numerous schools.</li> <li>• <b>Ride the Road Active Travel Program</b>: bike and pedestrian training program for grades 6 and 7: City of Vancouver provides bike proficiency and safe walking education for grades 6 and 7 annually.</li> <li>• <b>School Travel Planning Program</b>: City of Vancouver works with 3 to 6 school communities annually on this comprehensive process to improve active transportation safety for families.</li> </ul>	Advancing	Sustainability, Planning	Operating
<p><b>4.2</b> Continue to work with local not-for-profit groups, regional governments, and transit authorities to increase awareness of active travel resources and programs for families.</p> <p>Many local organizations offer active travel programs and support that VSB school communities can pursue to increase active transportation choices and decrease reliance on cars. We endeavor to promote and encourage these opportunities. Examples include:</p> <ul style="list-style-type: none"> <li>• TransLink: Walking School Bus, Kids Ride Free</li> <li>• HUB Cycling: Bike Bus, Ride the Road, Bike to School Week</li> <li>• Vancouver Bike Share: Mobi Youth Community Pass</li> </ul>	Advancing	Sustainability	Operating



4.3	Enhance and expand bike and scooter parking infrastructure to improve security and usability.	Advancing	Facilities	Grants
4.4	Explore incentive programs for staff to choose active and low carbon modes of travel for commuting to and from their place of work.	New	Sustainability, Employee Services	Grants
4.5	Promote the use of car- and bike-sharing services for staff trips, where practical.	Advancing	Sustainability	Operating
4.6	Replace 25% of eligible gasoline fleet vehicles with electric vehicle models by 2030. <ul style="list-style-type: none"> <li>• Install electrical charging infrastructure</li> <li>• Apply for eligible rebates/incentives</li> </ul>	New	Facilities	Local Capital, Grants

VSU is advancing an efficient and low carbon fleet, replacing existing gas-combustion vehicles with suitable electric vehicles where possible, and transitioning away from burning fossil fuels.

#### Current Fleet Overview

As of 2025, VSU operates a fleet of 77 vehicles, including 44 gasoline-powered, 32 diesel-powered and 1 electric vehicle (EV). Of the total fleet, 62 are leased and 15 are owned. Of the leased vehicles, 38 are committed for purchase in 2027/28 when their leases end. This leaves 24 vehicles (20 gasoline, 1 electric and 3 diesel) available for potential replacement with EVs. Electrification is most feasible for light-duty gasoline vehicles, as diesel vehicles already operate on a low-carbon fuel (i.e. 100% renewable diesel or R100) and suitable electric alternatives for these types are limited. See Table 1 for an inventory of fleet vehicles.

Subject to budget availability for new EVs and the electrical infrastructure provisions required, VSU can add up to 11 new EVs in 2025/26. In addition, based on existing lease agreements, the fleet could expand to as many as 21 additional EVs by 2026/27, representing approximately 25% of the total fleet.

Assuming an average light duty gasoline vehicle emits approximately 4-5 tCO<sub>2</sub>e per year, the estimated annual GHG reduction from replacing 21 gasoline vehicles with EVs is approximately 100 tCO<sub>2</sub>e per year or 0.60% of total emissions.

Fleet Inventory and Leases					
Vehicle Fuel Type	Purchased Vehicles	Leased Vehicles			Total
		Expiring 25/26	Expiring 26/27	Expiring 27/28	
Gasoline	2	7	13	22 *	44
Diesel	13	3	-	16 *	32
Electric	-	-	1	-	1
<b>Total</b>	<b>15</b>	<b>10</b>	<b>14</b>	<b>38</b>	<b>77</b>
Eligible EV replacements	-	7	14	N/A	21

Table 1: Fleet inventory and leases

\* At the end of the lease, vehicles are committed to being purchased at their residual value

	<p><b>EV Charging Infrastructure</b></p> <p>To support the transition to EVs, capital investment in EV charging infrastructure is required. This ensures there is available charging capacity at overnight parking sites. Some locations may require electrical upgrades to accommodate the increased load requirements. Advancements in EV charger technology, such as power sharing or load management, can support up to 10 chargers on a single circuit – though charging times will take longer when multiple vehicles are actively charging at once.</p> <p>Preliminary assessments of electrical capacity at overnight parking sites at both the maintenance and grounds yards (where most fleet vehicles are stationed overnight) indicate that electrical service upgrades may be required to support full electrification of the fleet. A detailed electrical capacity assessment will need to be completed to align with the fleet renewal strategy – anticipated to be complete by 2026/2027.</p>			
<b>4.7</b>	Purchase 100% renewable diesel or low carbon fuels for all eligible fleet vehicles where available.	New	Facilities	Operating
	As part of VSB's strategy to reduce GHG emissions from fleet operations, VSB will continue to purchase 100% renewable diesel (R100) for applicable diesel vehicles. R100 is produced from vegetable oils, contains no petroleum content, and offers significant emission reductions compared to conventional diesel. Unlike some biodiesel blends, R100 is certified to the same standard as petroleum diesel, allowing it to be used in existing diesel engines without any modifications. This makes it a practical and impactful solution for transitioning fleet operations toward low-carbon alternatives.			
<b>4.8</b>	<p>Assess school facilities to identify opportunities to expand EV charging infrastructure through new construction or retrofit opportunities.</p> <ul style="list-style-type: none"> <li>Collaborate with local utilities and municipalities to coordinate opportunities to enhance EV infrastructure for the public where feasible</li> </ul>	New	Sustainability	Grants, Major Capital
<b>4.9</b>	Conduct an annual review of EV charging rates to ensure they reflect current market rates.	New	Sustainability	Operating
<b>4.10</b>	Explore bike and scooter parking solutions at school sites that encourage sustainable transportation choices and reduce vehicle congestion at schools.	New	Sustainability, Business Development	AFG, External Grants



## Theme 5: Resource Conservation and Climate Action



VSB is uniquely positioned to build a more sustainable school district by managing our resources, reducing waste, and responding to climate change. In 2026, we are increasing focus on reducing carbon emissions and adapting to climate risks, guided by data and aligned with available budgets.

Efforts will focus on:

- Reducing greenhouse gas emissions, especially from natural gas use (93% of our total emissions)
- Improving operational efficiency in energy, water, and waste
- Supporting climate literacy through staff training and student learning
- Planning for long-term emission reductions, including costed pathways for future decision-making

Success will be measured by:

- Tracking and reporting annual GHG emissions
- Benchmarking progress against provincial climate targets
- Engaging school communities in sustainability initiatives
- Demonstrating reductions in emissions from key sources like heating, paper use, and fleet vehicles

By combining operational improvements with meaningful education, VSB is preparing for a low-carbon, climate-resilient future.

## Objectives for Theme 5: Resource Conservation

### 1. Reduce waste and consumption of resources

*Improve resource consumption and expand waste reduction initiatives throughout VSB*

Action	Status	Who	Funding
<p><b>5.1</b> Maintain an active energy management and conservation program, leveraging the funding opportunities available from FortisBC and BC Hydro.</p> <ul style="list-style-type: none"> <li>Participate in at least two energy efficiency programs per year that aim to improve building efficiency and performance</li> </ul> <p>VSB has been an active participant in the BC Hydro Energy Manager program since 2009. Participation in the program provides support and training for energy efficiency initiatives and exclusive access to rebates and incentives. VSB will continue to maintain its partnership with BC Hydro and participate in commercially available programs that support improving building energy performance, including BC Hydro's Custom Program and Continuous Optimization Program.</p>	Advancing	Sustainability	Grants, Rebates
<p><b>5.2</b> Determine whether expanding recycling systems and waste diversion programs can be achieved with a target for improvements by 2030</p> <ul style="list-style-type: none"> <li>Determine the feasibility of launching a long-term flexible plastic collection program</li> <li>Improve recovery of refundable containers from the Food4Schools program</li> </ul>	Advancing	Sustainability, Food Services, Operations	Operating
<p><b>5.3</b> Upgrade district facilities with efficient low-flow water fixtures and infrastructure by 2030</p> <ul style="list-style-type: none"> <li>Apply for applicable grants and rebate programs</li> </ul>	Advancing	Maintenance	AFG
<p><b>5.4</b> Review purchasing guidelines to reduce the availability of non-recycled paper (i.e. limiting the purchase of paper to 30%, 50% or 100% recycled content when available).</p> <ul style="list-style-type: none"> <li>Seek opportunities to explore alternative fibres</li> </ul> <p>Paper consumption is the VSB's second largest source of reportable GHG emissions. VSB is exploring ways to reduce the environmental impact of paper use across schools and offices, where possible. This includes:</p> <p><b>Increasing Digitization</b></p> <p>Reduce paper use by shifting more processes and communications to digital formats where possible. This includes online forms, digital learning materials, and electronic record-keeping.</p> <p><b>Using More Recycled Content</b></p> <p>Increase the amount of recycled content in the paper we purchase. This helps lessen the environmental impact of the paper we do use for our operations and reduces the cost of carbon offset purchases.</p>	Advancing	Sustainability, Procurement	Operating

**Exploring Alternative Fibres**

Explore the feasibility of paper made from alternative sources such as sugarcane bagasse, a byproduct of sugar production. These fibres offer a more sustainable option compared to traditional wood-based paper and can help reduce deforestation and carbon emissions.

**Track the impacts of utilizing VSB Printshop**

Centralize printing through the VSB Printshop, may help reduce misprints, printing errors, paper and toner waste. This facility is operated by trained staff who use efficient equipment and processes that can optimize layouts to minimize excess pages and offer various sustainable paper options. Establish reporting metrics on printshop use and the impacts on paper use, cost and overall efficiency.

By combining these strategies, VSB is committed to making paper use more sustainable while supporting learning and administrative needs.

Figure 5 illustrates that in 2024, there were more than 43 million paper sheets purchased at the VSB, with elementary schools as the largest consumers using more than 23 million sheets (54%), followed by secondary schools consuming more than 16 million sheets (38%) and administrative offices consuming 3.6 million sheets (8%).

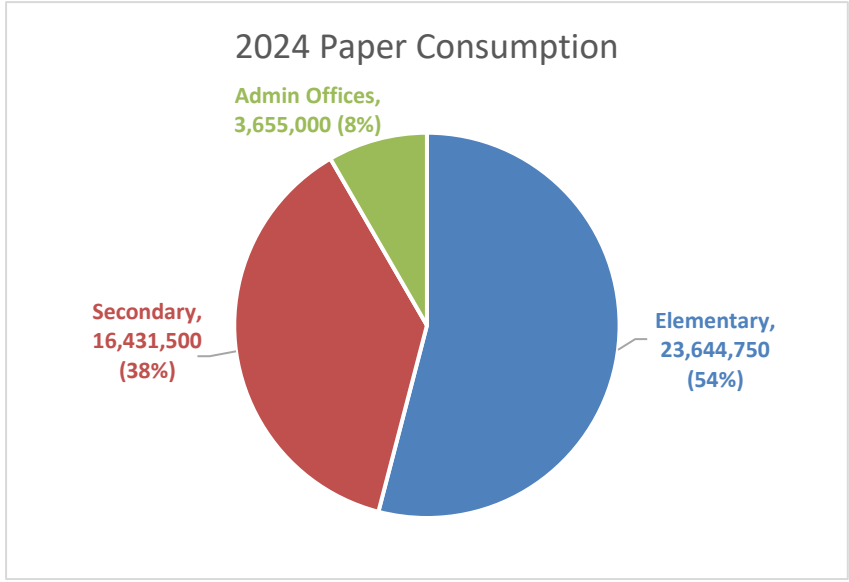


Figure 5: 2024 paper consumption breakdown



## Objectives for Theme 5: Climate Action

### 2. Prepare for climate change and its impacts

*Prepare facilities and outdoor spaces to adapt to climate-related risks, and support climate education for students*

Action	Status	Who	Funding
<b>5.5</b> Develop a climate readiness plan that identifies climate preparedness and response mitigation measures by 2030. <ul style="list-style-type: none"> <li>High level assessment of vulnerabilities</li> <li>Targeted building-level assessments</li> <li>Integrate measures into facilities planning processes</li> </ul> <p>This plan will outline how the VSB can prepare for and respond to the current and future impacts of climate change. This includes improving resiliency to climate related risks to its facilities such as extreme heat, drought and increased rainfall events.</p>	Advancing	Sustainability	Grants & Operating
<b>5.6</b> Review and update VSB building design standards to ensure new and replacement facilities are designed and constructed to include low-carbon heating/cooling systems and climate-resilient materials. <ul style="list-style-type: none"> <li>Climate risk assessments will be considered for new and replacement seismic projects</li> </ul>	Advancing	Vancouver Project Office	Major or Minor Capital
<b>5.7</b> Identify curriculum opportunities and develop ready-to-use resources to increase education and awareness about the impacts of climate change.	Advancing	Sustainability	Operating

## Objectives for Theme 5: Climate Action – GHG Emissions

### 3. Reduce energy consumption and GHG emissions

*Focusing on energy efficiency and carbon reduction will advance our progress towards provincial targets*

Action	Status	Who	Funding
<b>5.8</b> Develop a <b>strategic framework for reducing GHG emissions</b> and advancing the use of clean and renewable energy by 2030. <p>Explore renewable natural gas (RNG) investment as an option to achieve GHG reduction targets</p> <p>This framework outlines how the VSB can manage its energy use (and its associated GHG emissions) to support provincial climate goals and GHG reduction targets. It includes a structured approach to advancing GHG reduction targets through a <i>capital investment strategy</i> (see 5.7.2) as well as <i>supplementary measures</i> (see 5.7.3), including phasing in renewable fuels, such as renewable natural gas (RNG), over time.</p> <p><b>The framework is outlined on pages 27-37.</b></p>	New	Sustainability	Operating
<b>5.9</b> Prioritize projects that directly contribute to GHG reduction and climate change preparedness, including adaptations to HVAC systems, operational efficiencies, innovative technologies <p>Target a minimum GHG reduction of 5% by 2030</p>	Advancing	Sustainability, Maintenance, Operations	AFG
<b>5.10</b> Replace at least 50% of all eligible gasoline-powered tools with electric alternatives by 2030, where feasible	New	Grounds	Operating

# Strategic Framework for Reducing GHG Emissions

## 5.8.1 History of Projects and Work to date

VSB has implemented numerous HVAC projects that aim to reduce energy consumption and to improve building performance. From building control measures to infrastructure upgrades, VSB has participated in energy management initiatives, minor capital, and major capital programs offered through the Ministry of Education and Child Care and Ministry of Infrastructure.

### Energy Management Projects

In 2009, VSB joined the BC Hydro Energy Manager program and implemented numerous energy management and conservation projects, leveraging utility incentives to make these projects more cost-effective. A summary of the projects implemented since 2014 is shown in Table 2 below. Total energy savings of \$1.1 million can be attributable to the Energy Management Program.

Energy Management Projects				
Year	Electricity Conservation Projects		Natural Gas Conservation Projects	
	Project Locations (number)	Total Electricity Savings (kWh/ year)	Project Locations (number)	Total Natural Gas Savings (GJ / year)
2014/15	8	495,000	8	1,470
2015/16	7	536,000	15	0
2016/17	18	662,000	2	4,500
2017/18	13	1,302,000	2	9,500
2018/19	7	587,000	1	1,175
2019/20	14	709,000	4	6,880
2020/21	6	455,000	5	3,300
2021/22	5	341,000	2	1,200
2022/23	10	325,000	9	4,500
2023/24	12	412,000	6	5,696
2024/25	8	317,668	3	2,000
<b>Totals</b>	<b>108</b>	<b>6,141,668</b>	<b>57</b>	<b>40,221</b>
<b>Annual Utility Savings</b>		<b>\$ 698,000</b>		<b>\$ 458,000</b>
<b>Total (Electricity and Gas savings)</b>		<b>\$1,156,000</b>		

Table 2: Energy Management Projects

### Carbon Reduction achieved through Minor Capital Projects

Over the past decade, VSB has upgraded its mechanical systems and heating plants through the Carbon Neutral Capital Program (CNCP). CNCP is a program that provides capital funding specifically for projects that improve overall energy efficiency and reduce GHG emissions. The benefits of this capital funding include operational cost savings, reduced facility condition index, renewed infrastructure, and potential to supplement funding to major capital programs. A summary of the projects implemented since 2017 is shown in Table 3 below. The impacts of these projects on GHG emissions varies. Since 2017, seven heating plant upgrades were completed, achieving a net GHG reduction of 42 tCO<sub>2</sub>e (representing a 6% reduction).



Minor Capital Program – Completed Projects							
Year	Type	School	Funding Program	GHG Emissions Before (tCO <sub>2</sub> e)	GHG Emissions After (tCO <sub>2</sub> e)	GHG Change (tCO <sub>2</sub> e)	% change
2017	Elementary	McBride	AFG	105	59	(45)	(43)%
2019	Elementary	Roberts	CNCP	141	126	(14)	(10)%
2020	Elementary	Hastings	CNCP	153	113	(40)	(26)%
2020	Elementary	Selkirk	CNCP	115	133	18	15%
2021	Elementary	Norquay	CNCP	119	161	42	35%
2022	Elementary	MacCorkindale	CNCP	76	75	(1)	(1)%
2024	Elementary	Beaconsfield	AFG	-	-	-	-
2024	Elementary	Britannia	CNCP	-	-	-	-
2024	Secondary	Magee	CNCP	-	-	-	-
			<b>TOTAL</b>	<b>709</b>	<b>667</b>	<b>(42)</b>	<b>(6)%</b>

Table 3: Projects completed through the Minor Capital Program

### Carbon Reduction achieved through Major Capital Projects

The Seismic Mitigation Program (SMP) has delivered seismically safe facilities while improving infrastructure, energy efficiency and reducing overall GHG Emissions. A summary of the projects implemented since 2016 is shown in Table 4 below. The impacts of these projects on GHG emissions varies. Since 2016, twenty-three SMP projects have been completed, achieving a net GHG reduction of 703 tCO<sub>2</sub>e (representing a 26% reduction).

Seismic Mitigation Program – Completed Projects								
Year	Type	School	Heat Pump	Project Type	GHG emissions Before(tCO <sub>2</sub> e)	GHG Emissions After(tCO <sub>2</sub> e)	GHG Change (tCO <sub>2</sub> e)	% change
2016	Elementary	Queen Mary	-	Partial	171	72	(99)	(58)%
2016	Elementary	Gordon	Yes	Replacement	115	25	(90)	(78)%
2016	Elementary	L'Ecole Bilingue	-	Replacement	110	48	(62)	(57)%
2017	Secondary	Kitsilano	Yes	Replacement	475	240	(236)	(50)%
2017	Elementary	Strathcona	-	Upgrade	332	345	14	4%
2018	Elementary	Jamieson	-	Upgrade	87	70	(17)	(20)%
2018	Elementary	Kingsford-Smith	-	Upgrade	74	85	11	16%
2019	Elementary	Nelson	-	Replacement	101	69	(32)	(32)%
2020	Elementary	Maple Grove	Yes	Replacement	108	41	(67)	(62)%
2020	Elementary	Fleming	-	Replacement	76	52	(24)	(32)%
2020	Elementary	Tennyson	-	Replacement	78	70	(7)	(9)%
2021	Secondary	Byng	-	Upgrade	293	305	12	4%
2021	Elementary	Maquinna	-	Upgrade	47	93	46	96%
2021	Elementary	Selkirk	-	Upgrade	121	133	12	10%
2021	Elementary	Wolfe	-	Upgrade	86	85	(1)	(1)%
2022	Elementary	Weir	Yes	Partial	58	13	(45)	(78)%
2022	Elementary	wək ʷaṇəs tə syaqʷəm	-	Replacement	81	39	(42)	(52)%
2023	Elementary	Bayview	Yes	Replacement	69	22	(47)	(68)%
2023	Elementary	Lloyd George	-	Replacement	103	66	(37)	(36)%
2023	Elementary	Cavell	-	Upgrade	77	77	0	0%
2023	Elementary	Livingstone	-	Upgrade	57	66	9	16%
2024	Secondary	Hamber	Yes	Replacement	--	--	--	--
2024	Elementary	Hudson	Yes	Replacement	--	--	--	--
<b>Total</b>					<b>2,719</b>	<b>2,015</b>	<b>(703)</b>	<b>(26)%</b>

Table 4: Projects completed through the SMP

Note: Totals do not include recent projects that do not have post-project data (i.e. Hamber and Hudson).



## 5.8.2 Capital Investment Strategy

This investment plan outlines a prioritized list of 51 projects aimed at advancing energy efficiency and GHG reduction through the renewal of aging heating, cooling, and ventilation (HVAC) systems, integration of low carbon technology and high efficiency equipment in new construction and retrofit opportunities.

The prioritization process was guided by a set of criteria to ensure alignment with organizational and operational needs:

- Alignment with the 2026/27 Major and Minor Capital Plan priorities
- Renewal of appliances and equipment at, or reaching end of service life
- Energy Management Score rank higher than the median of 57

The Energy Management (EM) Score allows for a high-level comparative assessment through a ranking system using defined weighted criteria. The system provides each building with an EM Score and respective ranking from 1 to 113 – where 1 is the best performing school overall and 113 being the poorest performing overall. See Appendix A for EM scores.

The factors and their weighted criteria in determining scores are shown in Table 5 below.

Energy Management Score Factors	
Factor	Weight
Facility Condition Index (FCI)	0.4
Energy Use Intensity (EUI)	0.25
Energy-related GHG emissions	0.35
<b>Total</b>	<b>1</b>

Table 5: Energy Management Score factors

### Energy Use Intensity

As buildings represent such a significant portion of VSB's emissions, it is important to understand where opportunities exist. Energy Use Intensity (EUI) is a metric that measures a building's energy performance. It represents the amount of energy consumed per unit of floor area – to allow for fair comparisons between buildings. For context, a typical older mechanical system such as an inefficient gas boiler might correspond to an EUI of approximately 150 - 300 ekWh/m<sup>2</sup> per year, whereas a modern high-efficiency system or heat pump system can achieve EUIs closer to 50 - 150 ekWh/m<sup>2</sup> per year. This comparison highlights the potential for significant reductions in energy use and emissions through system upgrades.

#### Energy Use Intensity: Elementary Schools

VSB operates 89 elementary schools, each averaging 4,700 m<sup>2</sup> in floor area. Figure 6a and 6b below shows total EUI values range between 34 to 250 ekWh/m<sup>2</sup>, with an average EUI of 128 ekWh/m<sup>2</sup> across all elementary schools. Note: due to page size constraints, the figure is split into two parts: 6a shows the lowest 50% of EUIs, while 6b shows the highest 50% of EUIs - both share axis and color schemes to maintain comparability.

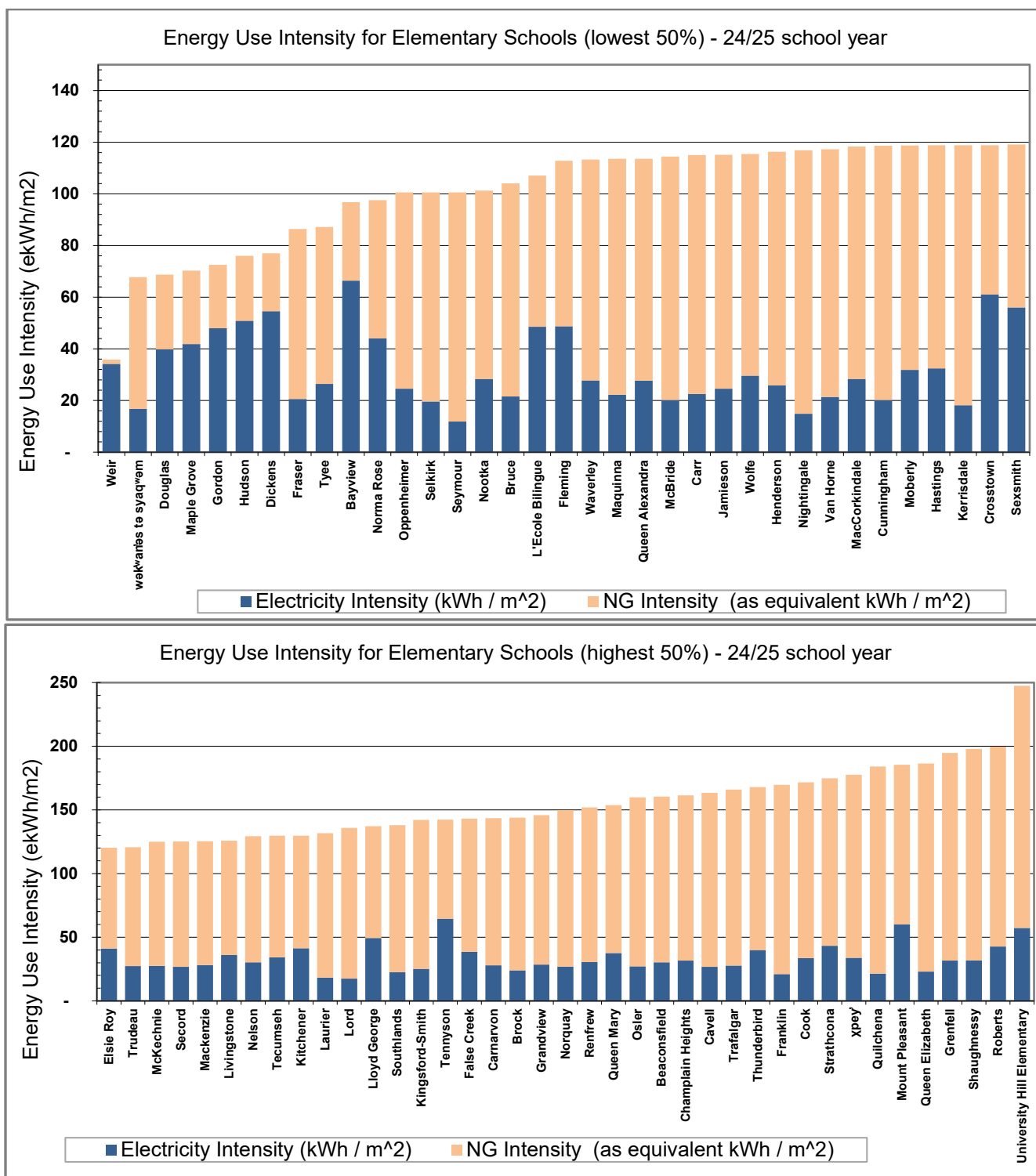


Figure 6a & 6b: Energy Use Intensity – Lowest and Highest 50% of Elementary Schools.

Note: Energy data for Britannia Elementary is not known due to insufficient sub-metering within the Britannia School and Community Center Complex.

### Energy Use Intensity: Annexes

Annexes average 1,758 m<sup>2</sup> in floor area. Figure 7 shows total EUI's range between 103 to 177 ekWh/m<sup>2</sup>, with an average EUI of 131 ekWh/m<sup>2</sup> across all annexes.

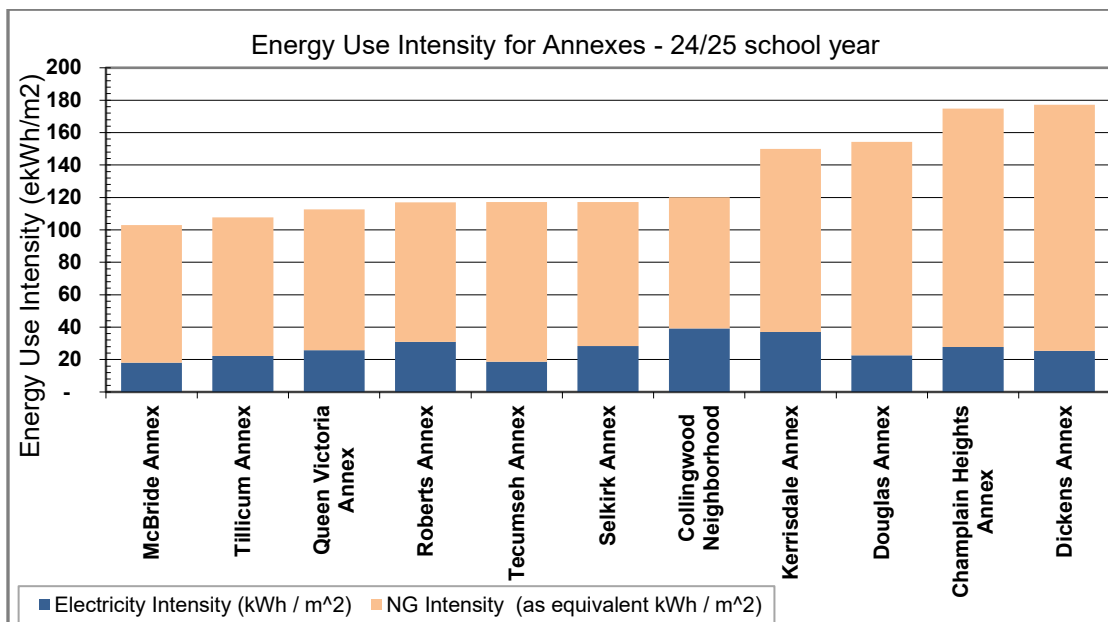


Figure 7: Energy Use Intensity – Annexes

### Energy Use Intensity: Secondary Schools

VSB operates 18 secondary schools, each averaging 19,000 m<sup>2</sup> in floor area. Figure 8 shows total EUI's range between 89 to 188 ekWh/m<sup>2</sup>, with an average EUI of 132 ekWh/m<sup>2</sup> across all secondary schools.

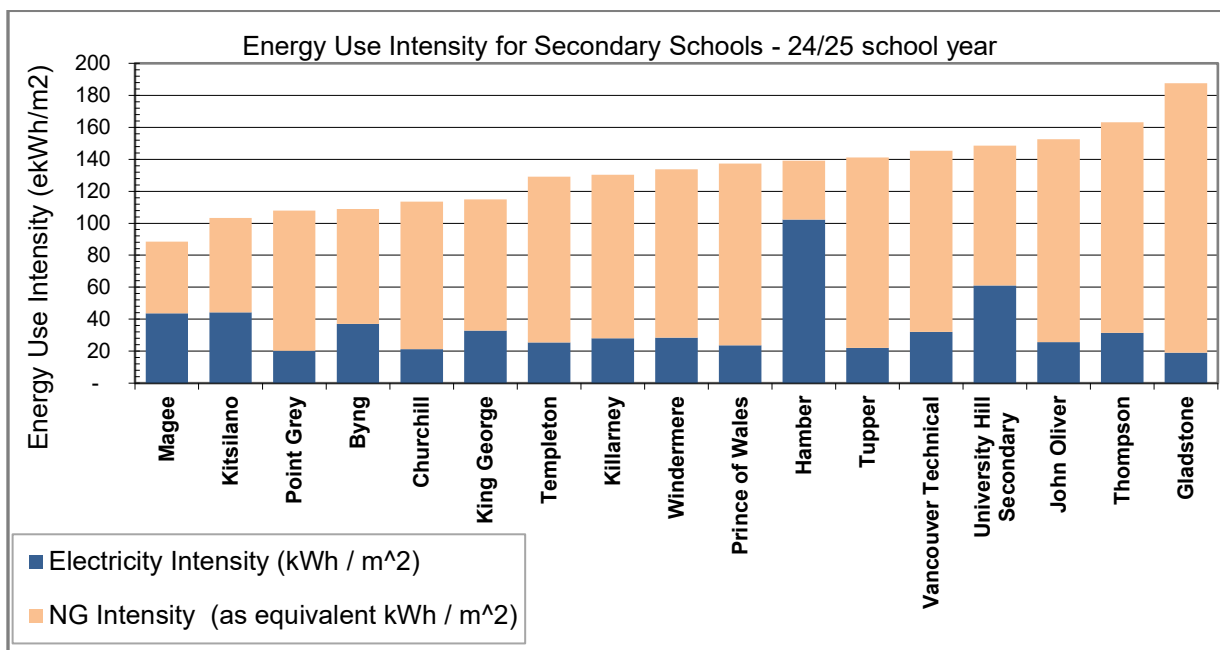


Figure 8: Energy Use Intensity – Secondary schools

Note: Energy data for Britannia Secondary is not known due to insufficient sub-metering within the Britannia School and Community center complex.

## Energy Use Intensity: Other Buildings

Other buildings comprise of district facilities, closed sites (i.e. Carleton, Lloyd George), and sites used as Swing Spaces (i.e. wəkwānəs tə syaqwəm, Hamber, Maple Grove, South Hill). These buildings average 4,912 m<sup>2</sup> in floor area. Figure 9 shows total EUI's range between 49 to 247 ekWh/m<sup>2</sup>, with an average EUI of 131 ekWh/m<sup>2</sup>.

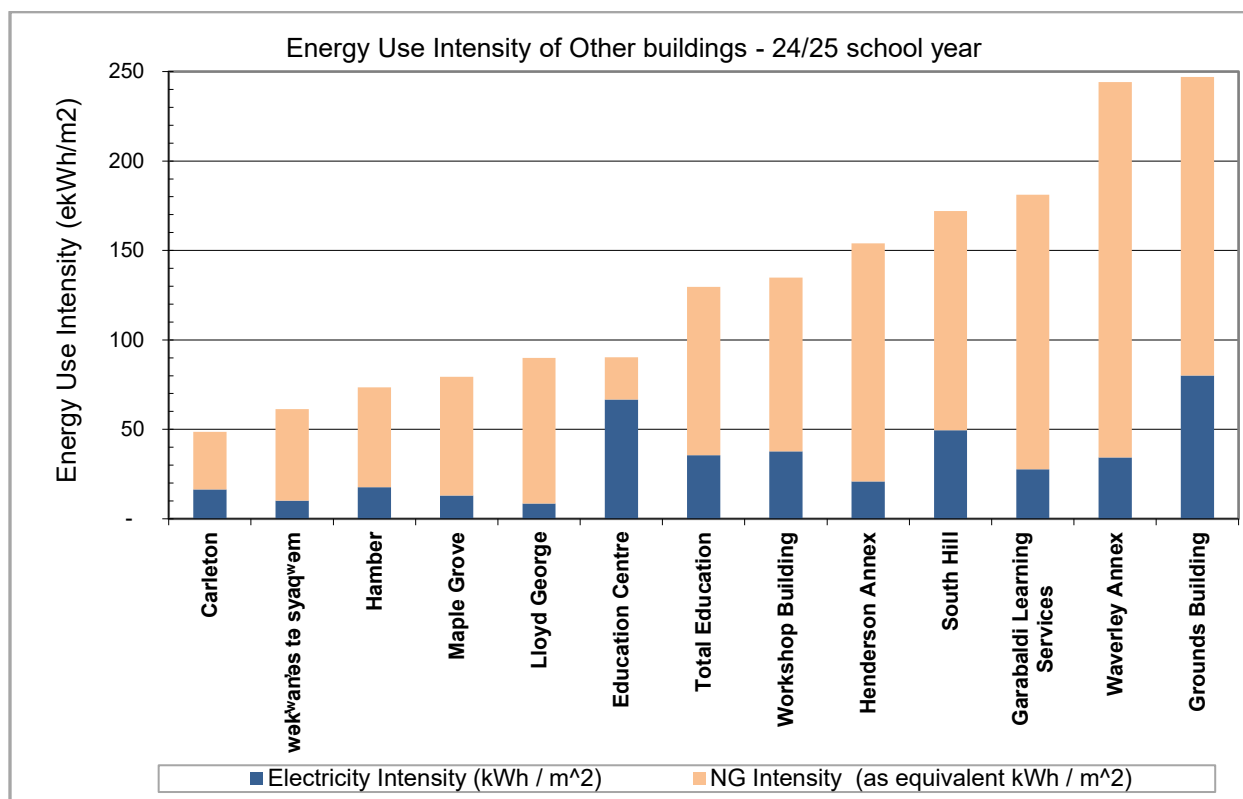


Figure 9: Energy Use Intensity – Other Buildings

Note: Leased sites are excluded as utility data is available for some, but not all locations.

## Project Priorities

The projects fall into the following categories:

- HVAC upgrades
- major capital projects
- efficient lighting upgrades
- building controls optimization

The project list below comprises of various project types, many of which are anticipated to be funded through different sources including: Major Capital programs - including the SMP and School Expansion Program (EXP), Minor Capital programs including CNCP, AFG or School Enhancement Program (SEP). These funding sources are administered by the Ministry of Infrastructure and the completion of these projects relies on their sustained funding. Note that the project list may evolve over the course of the plan as priorities shift.

The project list has identified 51 projects that have the potential to achieve total GHG reductions of 1,612 tCO<sub>2</sub>e annually, \$359K annual energy savings, requiring total capital funding of approximately \$1.4 billion.

### Project Priorities: HVAC Upgrades

Many existing school facilities operate ageing and inefficient HVAC equipment, resulting in higher energy consumption, increased GHG emissions and rising operation and maintenance costs. HVAC upgrades included in this plan are selected based on the urgency of the need, focusing on systems that have reached end of service life, as well as critical systems required for core functionality of the facilities. All boiler upgrade projects listed have an end-of-life heating plant which is the primary factor determining their timing. Table 6 shows there are 25 opportunities identified requiring approximately \$15 million in funding, total GHG reductions of 315 tCO<sub>2</sub>e annually and \$68K annual energy savings.

HVAC Upgrades							
Year	Facility/Site	Project Type	Total Project Cost (Estimated)	Annual Energy Savings	Payback (years)	Annual GHG Reduction (tCO <sub>2</sub> e)	Anticipated Funding Source
2025	University Hill Elementary *	Boiler Upgrade	\$530,000	\$7,500	> equipment life	31	Minor Capital
2025	Windermere Secondary (Shop Wing) *	Boiler Upgrade	\$475,000	\$960	> equipment life	4	Minor Capital
2026	Education Centre	Chiller Upgrade	\$903,700	\$1,500	> equipment life	1	AFG
2026	Grounds Building	Furnace Upgrade	\$15, 000	\$480	31	2	AFG
2026	Xpey Elementary	Furnace Upgrade	\$15,000	\$720	21	3	AFG
2026	Queen Alexander Elementary Portable	Furnace Upgrade	\$15,000	\$480	31	2	AFG
2026	Kerrisdale Annex Elementary	Boiler Upgrade	\$420,000	\$2,784	> equipment life	12	AFG
2026	Waverly Annex	Boiler Upgrade	\$210,000	\$2,400	> equipment life	10	AFG
2026	Brock Elementary (Frame)	Boiler Upgrade	\$460,000	\$480	> equipment life	2	Minor Capital
2026	Cavell Elementary	Boiler Upgrade	\$630,000	\$4,320	> equipment life	18	Minor Capital
2027	Crosstown Elementary (Phase 1 & 2) *	HVAC Upgrade	\$2,820,000	N/A	N/A	N/A	Minor Capital
2027	Kingsford Smith Elementary	Steam to Hot Water Conversion	\$1,600,000	\$2,988	> equipment life	12	Minor Capital
2027	Shaughnessy Elementary	Boiler Upgrade	\$800,000	\$7,200	> equipment life	30	AFG
2027	Dickens Annex	Boiler Upgrade	\$450,000	\$1,872	> equipment life	8	Minor Capital
2028	Nootka Elementary	Boiler Upgrade	\$420,000	\$2,280	> equipment life	10	Minor Capital
2028	Tillicum Annex	Boiler Upgrade	\$350,000	\$2,400	> equipment life	10	AFG
2028	Queen Elizabeth Elementary	Boiler Upgrade	\$560,000	\$4,800	> equipment life	20	AFG
2029	South Hill Elementary	Boiler Upgrade	\$700,000	\$7,200	> equipment life	30	AFG
2029	Jamieson Elementary	Steam to Hot Water Conversion	\$1,600,000	\$2,592	> equipment life	11	Minor Capital
2030	Carnarvon Elementary	Boiler Upgrade	\$560,000	\$4,116	> equipment life	17	AFG
2030	McBride Annex	Boiler Upgrade	\$280,000	\$2,400	> equipment life	10	AFG
2030	Queen Victoria Elementary	Boiler Upgrade	\$560,000	\$4,800	> equipment life	20	Minor Capital
2030	Selkirk Annex	Boiler Upgrade	\$420,000	\$2,400	> equipment life	10	AFG
<b>Total</b>			<b>\$14,793,700</b>	<b>\$66,672</b>	<b>-</b>	<b>273</b>	

Table 6: HVAC projects (2026 – 2032)

\*Funding Approved

### Project Priorities: Major Capital

Each year, VSB prepares and submits a five-year major capital plan to the provincial government for funding consideration. Table 7 below shows the capital plan priorities, forecasting 14 projects requiring approximately \$1.3 Billion in funding, total GHG reductions of 1,173 tCO<sub>2</sub>e annually, and \$213K in annual energy savings.

Note: Seismic mitigation replacement projects are assumed to include mechanical system provisions and low carbon infrastructure, as implementation of such projects have typically included heat pumps and high efficiency heating plant upgrades.

Major Capital						
Year	Facility/Site	Project Type	Total Project Cost (Estimated)	Annual Energy Savings	Annual GHG Reduction (tCO <sub>2</sub> e)	Anticipated Funding Source
2026	Seaside cəwas Ch'elxwá7elch Skwuláwtxw Elementary *	New School	\$42,000,000	N/A	(5)	Various
2026	Grenfell Elementary *	Upgrade	\$29,200,000	\$2,400	10	SMP
2029	Olympic Village Elementary *	New School	\$150,607,519	N/A	(10)	EXP
2029	Mackenzie Elementary	Replacement	\$49,599,313	\$18,960	79	SMP
2029	Renfrew Elementary	Replacement	\$51,838,315	\$20,800	145	SMP
2030	Thompson Secondary	Upgrade	\$153,806,841	\$5,060	23	SMP
2030	Killarney Secondary	Upgrade	\$164,640,000	\$9,680	44	SMP
2030	Carr Elementary	Replacement	\$33,898,845	\$13,680	57	SMP, EXP
2030	Waverley Elementary	Replacement	\$43,035,291	\$14,880	62	SMP
2030	Nightingale Elementary	Replacement	\$37,886,380	\$19,440	81	SMP
2030	King George Secondary	Replacement	\$99,750,785	\$17,760	74	SMP, EXP
2032	Roberts Annex	Replacement	\$194,164,993	\$6,960	29	EXP
2032	Churchill Secondary	Replacement	\$180,777,273	\$36,540	257	SMP
2032	John Oliver Secondary	Replacement	\$167,203,776	\$46,940	327	SMP
<b>Total</b>			<b>\$1,398,409,331</b>	<b>\$213,100</b>	<b>1,173</b>	

Table 7: Major Capital Projects (2026 - 2032)

\*Funding Approved

### Project Priorities: Lighting Upgrades

Lighting retrofit opportunities at VSB are nearing completion. However, some facilities remain that operate inefficient lighting technologies. Upgrading to modern lighting solutions, such as LED technology, offers significant energy savings and operational improvements. Additionally, lighting upgrades typically involve ceiling access, creating a strategic opportunity to address seismic safety requirements for overhead lighting components. Table 8 below shows there are 6 identified lighting upgrades requiring approximately \$550K in funding, total GHG reductions of 8.5 tCO<sub>2</sub>e annually and \$52K annual energy savings.



Lighting Upgrades							
Year	Facility/Site	Project Type	Total Project Cost (Estimated)	Annual Energy Savings	Payback (years)	Annual GHG Reduction (tCO <sub>2</sub> e)	Anticipated Funding Source
2026	Norquay Elementary	LED upgrade	\$50,000	\$7,500	7	1	AFG
2027	Hastings Elementary	LED upgrade	\$50,000	\$7,500	7	1	AFG
2028	Elsie Roy Elementary	LED upgrade	\$50,000	\$7,500	7	1	AFG
2029	Kerrisdale Elementary	LED upgrade	\$50,000	\$7,500	7	1	AFG
2030	McKechnie Elementary	LED upgrade	\$50,000	\$7,500	7	1.5	AFG
2031	Killarney Secondary	LED upgrade	\$300,000	\$15,000	21	3	AFG
<b>Total</b>			<b>\$550,000</b>	<b>\$52,500</b>	<b>10</b>	<b>8.5</b>	

Table 8: Lighting Upgrades (2026 – 2032)

### Project Priorities: Building Controls Optimization

Building controls optimization, also known as building tune-ups, is the process of systematically inspecting, testing, and adjusting an existing building's systems to ensure they operate as intended and at optimal efficiency. Table 9 below shows there are 6 building tune-ups identified requiring approximately \$45K in funding, total GHG reductions of 115 tCO<sub>2</sub>e annually and \$25K annual energy savings.

Building Controls Optimization							
Year	Facility/Site	Project Type	Total Project Cost (Estimated)	Annual Energy Savings	Payback (years)	Annual GHG Reduction (tCO <sub>2</sub> e)	Anticipated Funding Source
2026	Tennyson Elementary	Controls Optimization	\$8,760	\$4,960	1	12	AFG
2026	L'ecole Bilingue Elementary	Controls Optimization	\$7,309	\$3,570	2	7	AFG
2027	Norma Rose Elementary	Controls Optimization	\$3,102	\$5,383	1	65	AFG
2028	Gordon Elementary	Controls Optimization	\$3,309	\$3,900	1	10	AFG
2029	Queen Mary Elementary	Controls Optimization	\$13,155	\$4,170	3	11	AFG
2031	Secord Elementary	Controls Optimization	\$10,000	\$4,000	2	10	AFG
<b>Total</b>			<b>\$45,635</b>	<b>\$25,983</b>	<b>2</b>	<b>115</b>	
<b>Total (All Projects 2026 – 2032)</b>			<b>\$1,414,613,666</b>	<b>\$359,595</b>	<b>-</b>	<b>1,612</b>	

Table 9: Building Controls Optimization Projects (2026 - 2032)

### Capital Investment Outlook

The 2030 provincial GHG reduction target aims for a 40% reduction from the 2007 baseline (VSB's emissions were 18,232 tCO<sub>2</sub>e in 2007). In 2024, VSB has successfully reduced overall emissions (2024 emissions were 15,548 tCO<sub>2</sub>e), however, emissions must decrease to 10,939 tCO<sub>2</sub>e to meet the 2030 target.

If the proposed plan is fully funded and implemented, including the completion of all planned seismic mitigation projects and HVAC upgrades, it could achieve an estimated annual reduction of 972 tCO<sub>2</sub>e - lowering total emissions to 14,576 tCO<sub>2</sub>e by 2030, representing a 20% decrease from the 2007 baseline. This leaves a remaining gap of 3,637 tCO<sub>2</sub>e, a shortfall of approximately 20% from the 2030 target. Figure 10 presents a modelled projection of this outlook, highlighting that despite the proposed completion of all planned projects, additional measures will be needed to fully meet the target.

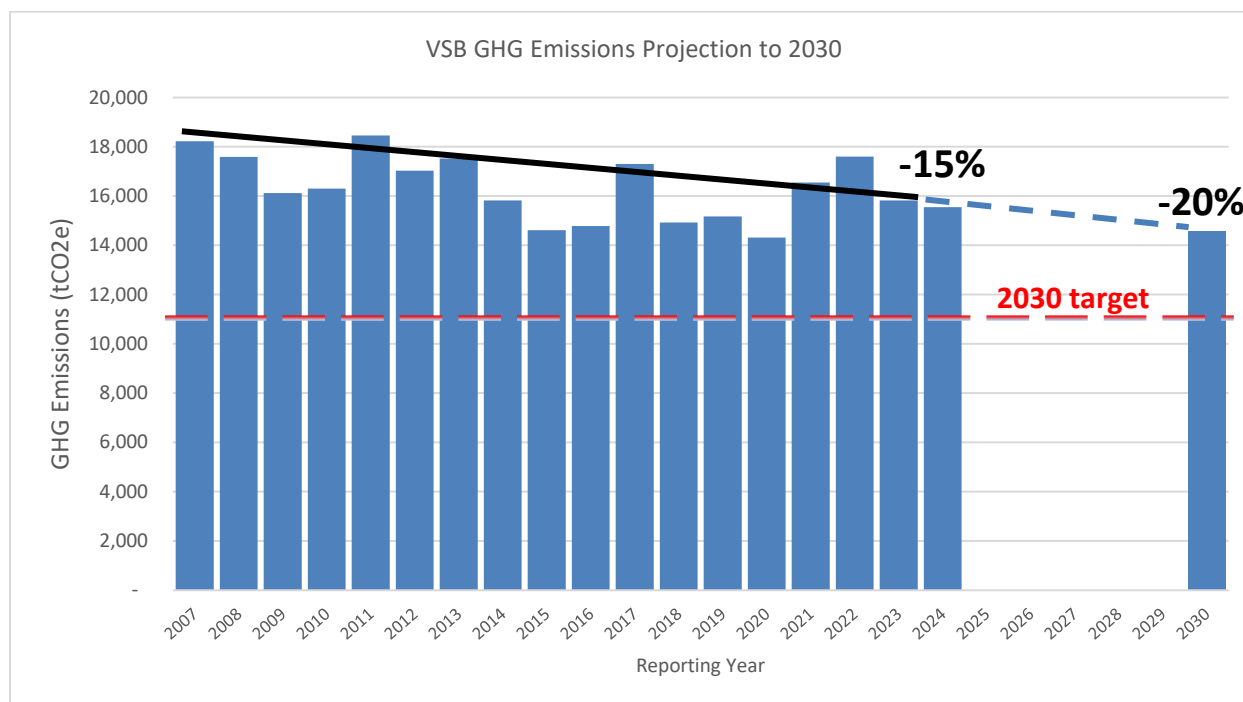


Figure 10: VSB GHG Emissions Projection to 2030

Additional efforts are needed to close the gap to meet the 2030 provincial target. VSB is exploring other strategies to improve progress towards these targets, such as evaluating alternative fuel blends with renewable components for both fleet vehicles and building heating systems.

### 5.8.3 Supplemental Strategies

#### Renewable Natural Gas

Renewable Natural Gas (RNG) is a low carbon alternative to conventional natural gas and can serve as a pathway to reducing GHG emissions in buildings, particularly when fuel-switching to clean electricity is technically challenging or cost-prohibitive. Produced from organic waste sources, such as food scraps, RNG can be seamlessly integrated into existing natural gas infrastructure. VSB currently buys natural gas from FortisBC, which includes 2% RNG as part of its standard gas supply. This percentage is expected to grow as more RNG supply becomes available over time.

As of July 2025, VSB can elect to purchase additional RNG at a premium – roughly four times the cost of conventional natural gas. However, because RNG is considered a low carbon fuel, purchasing RNG avoids the requirement to purchase carbon offsets for the proportion of RNG used.

As outlined in section 5.7.2, even with full funding and implementation of the plan, a gap remains in meeting the 2030 GHG reduction target. RNG presents a strategy to help address this gap, especially where upgrading heating systems cannot be achieved. Addressing this gap with RNG is estimated to cost approximately \$650K annually, while saving approximately \$100K annually in carbon offset costs. Although purchasing RNG can lead to significant emissions reductions, the cost far exceeds the offset savings and represents a negative-value investment strategy. Full adoption of RNG would cost millions annually, therefore only a partial strategy is financially prudent.

Figure 11 below illustrates the projected GHG emissions in 2030 and how various initiatives contribute to closing the gap toward the 2030 emissions reduction target. It also highlights the remaining shortfall, and illustrates the proportion of RNG that could be utilized to meet the 2030 target.

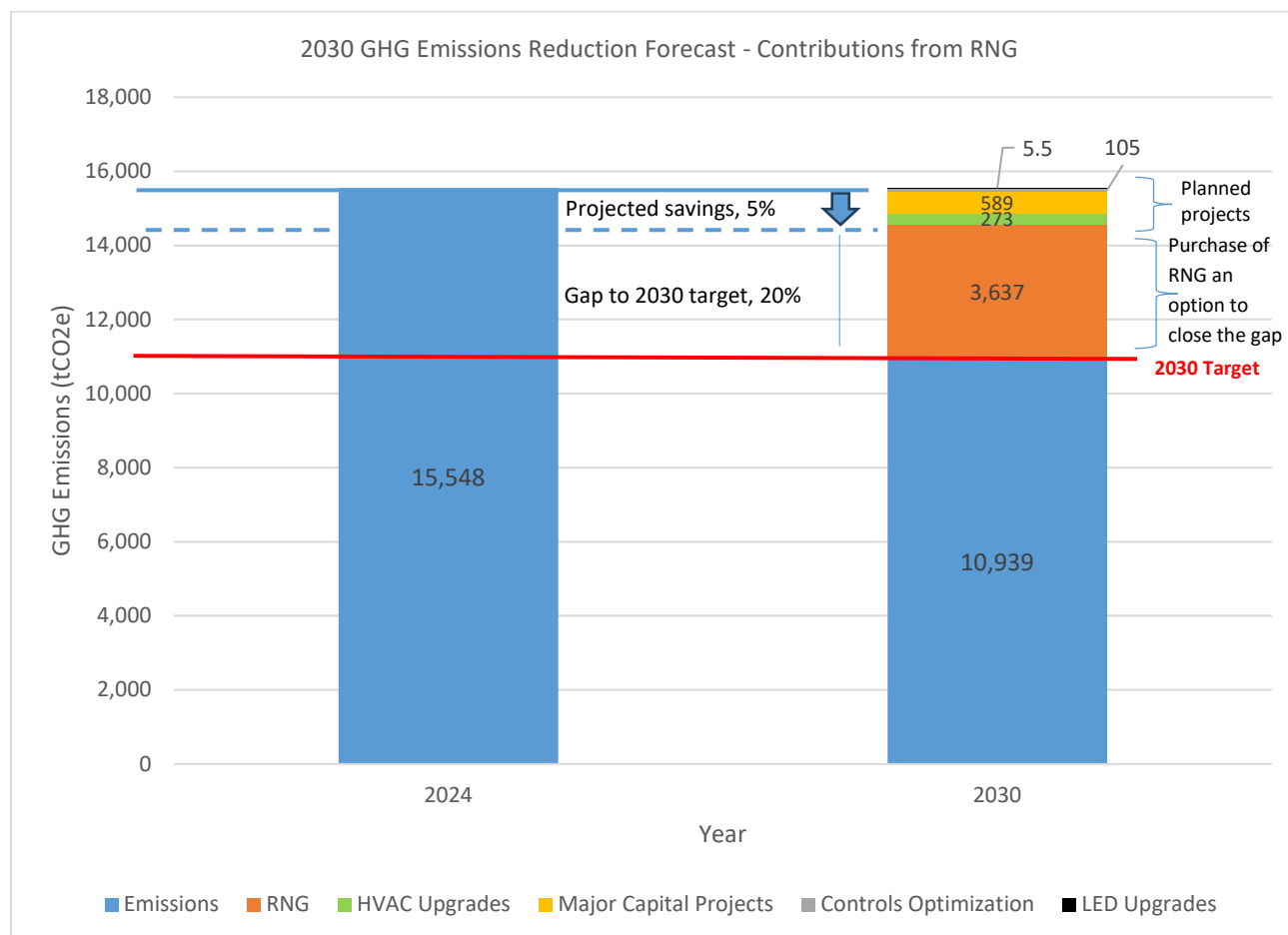


Figure 11: 2030 GHG Emissions Reduction Forecast – Contributions from Renewable Natural Gas (RNG)



## Implementation

## Risk Assessment

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The following challenges may impact the plan's implementation:

- **Uncertain funding:**  
We rely on capital funding from the province and others to complete many of our projects. Insufficient funding may prevent us from completing enough projects to meet greenhouse gas (GHG) reduction goals.
- **Building performance of new schools:**  
New schools are designed to be energy-efficient, but their actual performance may differ from what was predicted. This could lead to lower GHG emission reductions than planned.
- **Competing priorities for heating and cooling upgrades:**  
Although the plan lists HVAC upgrades by year, projects may proceed based on operational needs, even if they do not offer the largest GHG reductions.
- **Environmental conditions:**  
Changes in climate and other environmental factors may affect how buildings perform and how much energy they use, which could impact our ability to reduce emissions.

## Funding the Plan

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To carry out this plan successfully, funding is essential for all identified project activities. At present, VSB relies on external grants and provincial funding. These funding sources will continue to support our work, but consistent multi-year funding will better allow us to achieve our sustainability goals. We will continue to advocate for stable funding, both internally and externally, to support:

- Upgrades to buildings and equipment that help reduce greenhouse gas emissions.
- Expanded services to save energy, water, and reduce waste.
- More green spaces that support learning and help the environment.
- Educational tools to support sustainability learning in classrooms.
- Sustainability department to lead initiatives, track progress, and share regular reporting.

This will be achieved by maintaining a costed Capital Investment Strategy that enables clear decision making and an ability to clearly articulate trade-offs, while advocating for multi-year funding commitments, identify recurring grant programs and build reserve funds where possible.

## Monitoring and Evaluation

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Progress on the Sustainability Plan will be monitored and evaluated on an ongoing basis by the sustainability department. Updates on key initiatives, milestones, and performance metrics will be reported quarterly to senior leadership.

An annual progress report and review of the Environmental Sustainability Plan, including achievements, challenges, and future priorities, will be prepared by the sustainability department and reported through the Facilities Planning Committee to the Board.

## Glossary of Terms

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**AFG (Annual Facilities Grant)** – A provincial grant provided to school boards to help maintain and extend the life of school buildings.

**CNCP (Carbon Neutral Capital Program)** – A provincial grant available to school boards that help reduce carbon emissions and improve energy efficiency.

**EUI (Energy Use Intensity)** – A measure of the energy used by a building on a “per floor area” basis (typically kWh/m<sup>2</sup>).

**EXP (School Expansion Program)** – A provincial grant which funds site acquisition, construction of new schools, and additions to existing facilities.

**FCI (Facility Condition Index)** – A measure of a building’s physical condition relative to its replacement cost.

**GHG (Greenhouse Gas)** – Heat-trapping gases contributing to climate change; VSB tracks emissions from reportable sources including natural gas, electricity, fleet vehicles, and paper use.

**GJ (Giga Joule)** – A unit of energy most commonly used in the context of natural gas consumed over time.

**HVAC (Heating, Ventilation, and Air Conditioning)** – Systems responsible for indoor climate control

**kWh (Kilowatt-hour)** – A unit of energy most commonly used in the context of electricity consumed over time.

**Land-Based Learning** – Experiential education rooted in Indigenous knowledge, emphasizing connection to nature and stewardship.

**Major Capital** – Funding for large-scale projects that involve seismic upgrades and school expansions/additions.

**Minor Capital** – Funding for smaller-scale infrastructure upgrades, such as HVAC improvements.

**Operating Budget** – The portion of a school district’s annual financial plan allocated for recurring expenses such as salaries, supplies, etc. It excludes major capital projects and is intended to cover day-to-day operational costs.

**R100 (Renewable Diesel)** – A 100% renewable fuel that is an alternative to petroleum diesel compatible with existing diesel engines.

**RNG (Renewable Natural Gas)** – A low-carbon alternative to conventional natural gas, produced from organic waste.

**SEP (School Enhancement Program)** – A provincial program that supports targeted upgrades in existing schools, including roofing, safety improvements, and other critical infrastructure.

**SMP (Seismic Mitigation Program)** – A provincial program that ensures public K–12 schools are protected against earthquakes and meet life-safety standards.

**tCO<sub>2</sub>e (tonnes of carbon dioxide equivalent)** – A standard unit for measuring greenhouse gas emissions by converting different sources into the equivalent amount of CO<sub>2</sub>.



## Appendix A: VSB Energy Management Scores

The energy management (EM) scores for VSB facilities are shown in Table 10 below. Buildings with an EM score between 56 to 113 could benefit from a detailed energy assessment during the development of any capital projects that have the potential to impact their energy use and GHG emissions. Facility Condition Index (FCI) data was sourced from the BC Ministry of Education and Child Care's VFA database (2025), while energy use intensity (EUI) and GHG emissions data reflects the 2024/25 school year.

Building	FCI Rank	EUI Rank	GHG Emissions Rank	EM Score	EM Score Rank
Gladstone Secondary	104	107	113	108	113
John Oliver Secondary	90	86	112	97	112
Thompson Secondary	90	91	107	96	111
Workshop Building	93	77	94	89	110
South Hill Education Centre	93	96	77	88	109
Champlain Heights Annex	93	90	81	88	108
Queen Elizabeth Elementary	66	106	99	88	107
Prince of Wales Secondary	82	68	103	86	106
Windermere Secondary	81	65	104	85	105
Kerrisdale Elementary	102	48	92	85	104
Lord Elementary	112	66	67	85	103
Carnarvon Elementary	105	75	68	85	102
Quilchena Elementary	62	104	88	82	101
Waverley Annex	98	111	37	80	100
Tupper Secondary	62	71	106	80	99
Cook Elementary	70	97	78	80	98
Templeton Secondary	66	59	105	78	97
Grenfell Elementary	60	108	76	78	96
Britannia Secondary	44	82	111	77	95
Churchill Secondary	78	30	108	77	94
Killarney Secondary	56	63	109	76	93
Osler Elementary	72	88	71	76	92
Vancouver Technical Secondary	44	78	110	76	91
Garibaldi Learning Services	86	103	39	74	90
Xpey Elementary	106	102	15	73	89
University Hill Elementary	34	112	90	73	88
Renfrew Elementary	42	85	98	72	87
Brock Elementary	72	76	70	72	86
Van Horne Elementary	93	43	69	72	85
Douglas Annex	87	100	34	72	84
Strathcona Elementary	28	99	102	72	83
Grounds Building	98	113	11	71	82
Franklin Elementary	47	95	82	71	81
Shaughnessy Elementary	30	109	91	71	80

Building	FCI Rank	EUI Rank	GHG Emissions Rank	EM Score	EM Score Rank
Tecumseh Elementary	84	61	63	71	79
MacCorkindale Elementary	106	44	48	70	78
Laurier Elementary	79	64	62	69	77
King George Secondary	87	34	74	69	76
Henderson Elementary	98	38	57	69	74
Thunderbird Elementary	28	94	97	69	74
Waverley Elementary	98	29	61	68	73
Mackenzie Elementary	62	56	80	67	72
Trafalgar Elementary	32	93	87	67	71
Mount Pleasant Elementary	27	105	84	66	70
Total Education	111	58	18	65	69
Carr Elementary	90	35	58	65	68
False Creek Elementary	72	74	50	65	66
Grandview Elementary	40	79	83	65	66
Seymour Elementary	82	17	75	63	65
Roberts Elementary	44	110	51	63	64
Beaconsfield Elementary	26	89	86	63	63
Nightingale Elementary	62	39	79	62	62
Selkirk Annex	109	42	23	62	61
Kerrisdale Annex	87	84	16	61	59
Point Grey Secondary	51	24	100	61	59
McKechnie Elementary	84	54	40	61	58
Queen Victoria Annex	113	27	25	61	57
Roberts Annex	110	40	17	60	56
Kingsford-Smith Elementary	47	72	65	60	55
Queen Mary Elementary	20	87	85	60	54
Cavell Elementary	70	92	24	59	53
University Hill Secondary	16	80	93	59	52
Norquay Elementary	72	81	28	59	51
Cunningham Elementary	55	45	73	59	50
Nootka Elementary	102	18	36	58	49
Britannia Elementary	39	82	59	57	48
Byng Secondary	36	26	101	56	47
Southlands Elementary	40	69	64	56	46
Champlain Heights Elementary	51	98	29	55	45
Hastings Elementary	47	47	66	54	44
Secord Elementary	21	55	89	53	43
Hamber Secondary	1	70	95	51	42
Magee Secondary	37	11	96	51	41
Queen Alexandra Elementary	56	32	54	49	40
Dickens Elementary	30	100	35	49	39

Building	FCI Rank	EUI Rank	GHG Emissions Rank	EM Score	EM Score Rank
Dickens Annex	106	8	13	49	38
McBride Elementary	97	33	5	49	37
Maquinna Elementary	54	31	55	49	36
Trudeau Elementary	51	53	42	48	35
Oppenheimer Elementary	66	15	52	48	34
Jamieson Elementary	42	36	56	45	33
Moberly Elementary	47	46	41	45	32
Wolfe Elementary	60	37	31	44	31
Tillicum Community Annex	72	23	21	42	30
Livingstone Elementary	56	57	14	42	29
Carleton (closed facility)	72	2	33	41	28
Tyee Elementary	79	10	9	37	27
Bruce Community Elementary	32	21	53	37	26
Lloyd George Elementary	8	67	47	36	25
Elsie Roy Elementary	24	52	38	36	24
Fraser Elementary	66	9	19	35	23
Education Centre	37	12	49	35	22
Quesnel Elementary	18	25	59	34	21
Selkirk Elementary	34	16	45	33	20
Kitchener Elementary	6	62	44	33	19
Sexsmith Elementary	14	50	43	33	18
McBride Annex	59	19	12	33	17
Norma Rose Point Elementary	8	14	72	32	16
Tecumseh Annex	25	41	27	30	15
Collingwood Neighbourhood School	21	51	20	28	14
Nelson Elementary	19	60	8	25	13
Crosstown Elementary	6	49	30	25	12
Douglas Elementary	15	4	46	23	11
Tennyson Elementary	5	73	7	23	10
Fleming Elementary	23	28	3	17	9
L'Ecole Bilingue Elementary	1	22	32	17	8
Maple Grove Elementary	8	5	22	12	7
wək "aṇəs tə syaq"əm Elementary	1	3	26	10	6
Kitsilano Secondary	8	20	4	10	5
Weir Elementary	17	1	1	7	4
Bayview Elementary	8	13	2	7	3
Hudson Elementary	8	7	6	7	2
Gordon Elementary	4	6	10	7	1

Table 10: Energy Management Scores

Note: Leased and Swing sites (temporary school locations used when existing school facilities are undergoing major renovations) are not included in this scoring assessment.

# ENVIRONMENTAL SUSTAINABILITY PLAN

## Five Year Review

January 2024



## Summary

In 2018, the Vancouver Board of Education approved the Vancouver School District's first [Environmental Sustainability Plan](#) (the Plan), which established eight goals and 17 actions structured within five theme areas. This document provides an internal review of the Plan, which will serve as the five-year review as stated in Action 17: Report on Progress (page 12 of the Plan).

The Plan was developed to guide the District's sustainability efforts in Facilities, Operations, and Education, and to provide the opportunity to follow students' and teachers' sustainability priorities. It is now time to consider the future of the Plan to ensure current relevancy and integration.

This internal review of the Plan:

- Evaluates the District's progress on the Plan's goals and actions.
- Summarizes major sustainability projects and activities.
- Assesses whether the Plan's goals and actions are relevant today and for the next five years.

Key findings include:

- Each of the Plan's five theme areas has seen activity from multiple departments.
- The creation of sustainability guidelines has benefited District operations.
- Relationships with external organizations have contributed opportunities and resources to VSB.
- The Plan's implementation necessitates the committed participation of all VSB departments and stakeholders.

Over the next five years the Plan will continue to shape the development of our learners into environmentally conscientious citizens, and lessen the environmental impact of VSB operations through:

- Continuing to implement the Plan's framework and principles.
- Updating the goals and actions within the plan's framework to reflect the review and engagement conducted in 2025.
- Increasing awareness of the Plan and the role that all VSB stakeholders have in contributing to the Plan's goals and actions.



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# Background and Context

In 2018, the Vancouver Board of Education approved the Vancouver School District's first [Environmental Sustainability Plan](#) (the Plan), which established eight goals and 17 actions structured within five theme areas. The Plan was developed under the guidance of a Sustainability Advisory Committee representing the District's stakeholder groups; was based on the [Board-approved "Sustainability Vision and Framework"](#) from 2010; and incorporated input from the organization at multiple levels.

The Plan's eight goals and 17 actions are structured into five theme areas:

## **Theme 1: Sustainability in Education**

- Goal 1: Foster a connection to the natural world.
- Goal 2: Support learning initiatives that develop environmentally conscientious citizens.
  - Action 1: Support nature-focused learning.
  - Action 2: Develop professional development and other resource materials.
  - Action 3: Support networks and relationships between educators.
  - Action 4: Make our facility activities learning opportunities.
  - Action 5: Support Student networks for dialogue and sharing.

## **Theme 2: VSB Green Spaces**

- Goal 3: Support outdoor-focused spaces and activities at school sites.
  - Action 6: Develop guidelines for new types of infrastructure.
  - Action 7: Engage community partner groups and First Nations to enhance outdoor learning activities.

## **Theme 3: Resource Conservation and Climate Change**

- Goal 4: Reduce Energy consumption and greenhouse gas emissions.
- Goal 5: Reduce consumption of resources and waste generation.
  - Action 8: Maintain an active energy management program.
  - Action 9: Develop a Climate Change Adaptation Strategy.
  - Action 10: Implement long-term resource conservation initiatives.
  - Action 11: Support school-level conservation projects.
  - Action 12: Develop VSB-relevant resources and guides for schools.

## **Theme 4: Sustainable Transportation**

- Goal 6: Support active transportation choices for school communities.
- Goal 7: Support low-carbon transportation.
  - Action 13: Promote active transportation events and training.
  - Action 14: Improve infrastructure for cycling, wheeling, and walking.
  - Action 15: Promote low-carbon transportation within the VSB.

## **Theme 5: Leadership in Sustainability**

- Goal 8: Lead by example.
  - Action 16: Continuously improve and update policies and practices.
  - Action 17: Report on progress.

In the creation of the Plan, three guiding principles were developed (also referred to as implementation principles, page 16 of the Plan). These principles provide direction to focus resources and aid implementation.

1. **Education is our leverage** - we can utilize the curriculum to help students reach their potential as conscientious, critical thinkers.
2. **Our people are our leaders** - we support the sustainability interests and priorities of our teachers and students foremost.
3. **Our efforts are lasting** - our precious resources are invested in opportunities that will grow and become sustainable in our organization.

These guiding principles have become the criteria through which activities, both planned and opportunistic, are evaluated. Sustainability activities that the District supports should be educational, should support our learners, and should provide a lasting impact. See [Appendix A](#) for a brochure summarizing the Plan.

## 2018-2024 Context

Since 2018, the District has experienced a number of external influences that have had an effect on sustainability operations and progress.

- The [Board of Trustees' Declaration of a Climate Emergency and related motion in support of student advocacy](#)
- The global COVID-19 pandemic
- The implementation of, and amendments to, sustainability-related Provincial, Regional and municipal policies and bylaws regarding waste, climate change, development and construction, transportation, and trees

Thus, the sustainability practices of students, educators, and District staff have shifted over time.

## Student Learning as a Priority

The recognition of learners as developing citizens is integrated into the Plan. From page 3 of the Plan, (in response to [the 2010 Board motion to approve the District's Vision of becoming the most sustainable school district](#)):

*"A 'sustainable school district' must provide positive exposure to the natural world – not only environmental crises. A positive connection to nature [leads] to deeper engagement and action. Our most significant opportunity as educators is to develop conscientious citizens."*

The importance of this progression has become more evident. Students begin navigating environmental engagement in a phase of Discovery in the primary years, move into Awareness in the intermediate years, and transition to Action in the secondary years. See [Appendix B](#) for an infographic that illustrates these profiles of engagement.

The guiding principles and age-appropriate engagement provide important assistance for implementing the Plan.

### Pandemic Impact

The COVID-19 pandemic caused the focus to shift towards the goals and actions related to outdoor learning. VSB leveraged new digital tools to foster networks and resource sharing in a time when close, in-person contact wasn't possible.

Two online professional learning communities (PLCs) were established and continue to grow:

- Outdoor Learning (for all educators) at 265 members
- Sustainability (Secondary Teachers) at 50 members

The pandemic also influenced the creation of the Vancouver chapter of the Environmental Educators Provincial Specialist Association (EEPSA). Current membership is 45 educators.

## Review

This internal review of the Plan will:

1. Evaluate the District's progress on the Plan's goals and actions since Board approval in 2018.
2. Summarize major sustainability projects and activities throughout the District.
3. Assess whether the Plan's goals and actions are relevant today and for the next five years.

## Evaluation

Every theme area in the Plan has seen progress towards its goals and actions. The number of activities provides only part of the picture; this review considers the activities tracked by the Sustainability team. Many sustainability-related activities are undertaken daily at school sites, by educators, students, and staff, that are not recorded centrally. These activities are difficult to quantify, and they depend on schools sharing details about the learnings, relationships, and incremental changes made at their schools. Where possible, this review includes details shared by schools and educators about their sustainability activities.

To evaluate the quality of progress in each action, a rubric was modeled after student self-assessment scales. The four levels of progress are **planting**, **sprouting**, **growing**, and **thriving**. Actions in the planting stage are in the earliest stages of planning or implementation and are ready for next steps. At the other end of the scale, actions in the thriving stage have developed extensively and are ready for evolution. In between these, actions in the sprouting and growing stages have gained momentum and require sustained stewardship to thrive.



## Theme 1: Sustainability in Education

Efforts have been made to support activities that shape learners into environmentally conscientious citizens.

### Highlights and achievements:





- Expanded and delivered the sustainability grant program which funded 246 student and teacher-led sustainability activities since 2018.
- Built and expanded peer networks of both educators and learners and offered ongoing facilitation and administrative support.
- Offered relevant and engaging professional development opportunities and resources for educators.
- Facilitated connections between educators and numerous experts in non-profit, public sector, and post-secondary organizations.
- Connected educators with district facilities and operations to extend the learning environments beyond classrooms.

### Deferred or incomplete actions:

- Action 4 specified the intention to use sustainability features and practices in VSB facilities to enhance student learning. While there have been numerous sustainability improvements deployed in the operations at many sites, the opportunities to showcase these for learning have been minimal. Conversely, when students are directly involved in implementing school-based sustainability practices, learning is abundant.

### Recommendations for the future:

- Increase opportunities for experiential learning through student-led action.
- Increase professional development and peer mentorship opportunities for educators with an emphasis on capacity building.

Progress	Planting	Sprouting	Growing	Thriving
				
<b>Goal: Foster a connection to the natural world</b>				
Action 1: Support nature-focused learning			✓	
<b>Goal: Support learning initiatives that develop environmentally conscientious citizens</b>				
Action 2: Develop professional development and other resource materials			✓	
Action 3: Support networks and relationships between educators				✓
Action 4: Make our facilities learning opportunities		✓		
Action 5: Support student networks for dialogue and sharing			✓	

## Theme 2: Green Spaces

Support for outdoor-focused spaces and activities at school has increased since 2018.

### Highlights and achievements:





- Developed guidelines for outdoor learning infrastructure improvements on school grounds, leading to streamlined approvals and decreased timelines for installation (school gardens, outdoor learning areas, and tree plantings).
- Deployed 32 outdoor learning areas and numerous other school ground initiatives during the Covid-19 pandemic to support the need for increased outdoor learning.
- Explored new opportunities for outdoor learning via collaborative pilot projects including the Think and Eat Green initiative and the Indigenous Foodscapes project.
- Supported educators in peer mentorship by sharing success stories and proven resources (such as the “Take it Outside” and “(Un)Learning” teacher-led Pro-D conferences).

### Deferred or incomplete actions:

- Action 7 specified engagement with local host nations to enhance outdoor learning activities. While there has been overall progress in integrating [First People’s Principles of Learning](#) and [Aboriginal Ways of Knowing and Being](#) into VSB practice (i.e. learning is connected to the land), direct engagement with local host nations for the purpose of enhancing outdoor learning is ongoing through VSB’s Indigenous Education team.

### Recommendations for the future:

- Offer professional development opportunities and resources for educators to support experiential, land-based learning at school and in the broader community.
- Support K-7 teachers to focus on outdoor learning and small-scale action projects to prepare elementary students for further engagement when they reach secondary school.
- Work with the Indigenous Education department to facilitate more opportunities for educators to incorporate local land-based Indigenous knowledge into their practice.

Progress	Planting	Sprouting	Growing	Thriving
				
<b>Goal: Support outdoor focused spaces and activities at schools</b>				
Action 6: Develop guidelines for new types of infrastructure			✓	
Action 7: Engage community partner groups and First Nations to enhance outdoor learning activities			✓	



## Theme 3: Resource Conservation and Climate Change

The activities supporting the reduction of energy consumption and greenhouse gas emissions contribute progress towards the provincial targets laid out in the VSB Strategic Energy Management Plan (SEMP).

### Highlights and achievements:





- Completed 57 energy conservation projects since the 2018/19 school year. Combined, these projects result in savings (or avoided increases) of \$552,000 annually.
- Funded and installed two solar photovoltaic arrays on schools.
- Implemented a pilot project to convert high-flow water fixtures to low-flow technologies in schools.
- Developed a waste reduction toolkit for schools.
- Maintained and communicated waste sorting guidelines and encouragement.
- Facilitated school-level initiatives for enhanced recycling and waste reduction.

### Deferred or incomplete actions:

- Action 9, “developing a climate change adaptation plan,” was created as a requirement of BC’s “Climate Leadership Plan” which was eventually removed in favour of the “CleanBC” plan, with no such requirement. However, as climate change has advanced, VSB has acknowledged that regardless of a provincial mandate, an adaptation strategy will be essential for preparing for the anticipated potential impacts of climate change on VSB facilities, operations, and school communities.

### Recommendations for the future:

- Set specific Greenhouse gas reduction targets.
- Develop a climate change adaptation strategy informed by a study of facility vulnerabilities.
- Increase participation in resource conservation initiatives, expanding on energy conservation, water conservation and waste diversion programs.

Progress	Planting	Sprouting	Growing	Thriving
				
<b>Goal: Reduce Energy consumption and greenhouse gas emissions.</b>				
Maintain an active energy management program.			✓	
Develop a Climate Change Adaptation Strategy.	✓			
<b>Goal: Reduce consumption of resources and waste generation.</b>				
Implement long-term resource conservation initiatives.		✓		
Support school-level conservation projects.			✓	
Develop VSB-relevant resources and guides for schools.			✓	

## Theme 4: Sustainable Transportation





Active transportation to and from school promotes health, reduces carbon emissions, and reduces vehicle congestion at school sites. With support from the City of Vancouver, the District has seen a surge in the available options for families to choose active travel to and from school.

### Highlights and achievements:

- City of Vancouver funded programs:
  - School active travel planning program
  - Walk Bike Roll Mini Grants to support school-level projects
  - School Streets program
  - Ride the Road bike instruction program (delivered by HUB Cycling)
  - Walking School Bus pilot (with TransLink)
  - Better Bike Parking initiative
- Bike to School Week/Go by Bike Week
- Partnership with Vancouver Bike Share (aka Mobi) to provide subsidy memberships for students
- Installation of 30 EV charging stations
- Deployment of one fully electric fleet van

### Recommendations for the future:

- Support the lowest-carbon emitting options:
  - The deployment of additional electric vehicle (EV) charging infrastructure is underway to support staff in shifting from gas-powered to electric vehicles.
  - Continue to evaluate the feasibility and seek opportunities for electrifying fleet vehicles as leases expire on current fleet.

Progress	Planting	Sprouting	Growing	Thriving
				
<b>Goal: Support active transportation choices for school communities</b>				
Action 13: Promote active transportation events and training			✓	
Action 14: Improve infrastructure for cycling, wheeling, and walking			✓	
<b>Goal: Support low-carbon transportation</b>				
Action 15: Promote low-carbon transportation within the VSB			✓	

## Theme 5: Leadership

Sustainability improvements have been cumulative and continuous. Clarifying policies and standardizing practices places the district as a sustainability leader for educators and students, as well as for other school districts and regional partners.

**Highlights and achievements:**





- Maintained annual climate change accountability report.
- Maintained strategic energy management plan.
- Member of BC Hydro Energy Management program.
- Shifted purchasing practices in Food Services department to prioritize energy efficiency and waste reduction.
- Piloted electrification of 20 landscaping tools to move away from gas-powered tools.
- Fostered knowledge exchange with other school districts, local governments, and post-secondary institutions.

**Deferred or incomplete actions:**

- Action 16 (“continuously improve and update policies and practices”) has seen some progress, and there remain abundant opportunities to review and update policies and practices to improve the VSB’s overall sustainability.

**Recommendations for the future:**

- Foster sustainability in VSB’s organizational culture.
- Improve awareness of the VSB’s sustainability plan through regular communication with all levels of the VSB and its stakeholders.
- Embed sustainability objectives in interdepartmental policies and practices.

Progress	Planting	Sprouting	Growing	Thriving
				
<b>Goal: Lead by example</b>				
Action 16: Continuously improve and update policies and practices		✓		
Action 17: Report on progress			✓	

## Conclusion

The sustainability activities undertaken since 2018 have contributed to all five theme areas of the Plan.

- Each of the Plan's five theme areas has seen activity, which is carried out at all levels of the District in multiple departments.
- The breadth of the Plan has allowed for both planned and opportunistic activities, and the guiding principles have provided a focused way to evaluate activities as they arise.
- Guidelines for sustainability-related infrastructure and initiatives have been well-received by schools and District departments and have made approval processes easier.
- Relationships with the City of Vancouver, post-secondary institutions, and community organizations have contributed to the goals and actions in the Plan by increasing the number of opportunities and resources available to educators and students.
- While the Sustainability Team initiated the Plan, and helps facilitate its realization, its scope spans all aspects of District operations. The goals and actions outlined in the Plan necessitate the committed participation of District Departments and stakeholders.

### **Suggestions for the future Environmental Sustainability Plan:**

Continue to use the Environmental Sustainability Plan framework and principles as approved in 2018 with updated language where required. It is aligned with the [District's Education Plan](#) and has been proven to allow for evolution of the District's needs, and for opportunities to follow student and teacher priorities.

Update the goals and actions within the plan's framework to reflect the review and engagement conducted in 2025.

Increase interdepartmental awareness of the Environmental Sustainability Plan and the role that all District departments have in contributing towards the achievement of goals and actions in the plan.

## Appendix A: Environmental Sustainability Plan Brochure

### EDUCATION

connect to nature and to each other to be better environmental citizens

#### GOALS

Foster a connection to the natural world

Support learning initiatives that develop environmentally conscientious citizens

#### ACTIONS

Support nature-focused learning

Develop professional development and other resource materials

Support networks and relationships between educators

Make our facility activities learning opportunities

Support student networks for dialogue and sharing

### GREEN SPACES

enhance our outdoor spaces for learning

#### GOALS

Support outdoor-focused spaces and activities at school sites

#### ACTIONS

Develop guidelines for new types of infrastructure

Engage community partner groups and First Nations to enhance outdoor learning activities



### RESOURCE CONSERVATION & CLIMATE CHANGE

use less and shrink our footprint

#### GOALS

Reduce energy consumption and greenhouse gas emissions

Reduce consumption of resources and waste generation

#### ACTIONS

Maintain an active energy management program

Develop a Climate Change Adaptation Strategy

Implement long-term resource conservation initiatives

Support school-level conservation projects

Develop VSB-relevant resources and guides for schools

### TRANSPORTATION

make active transportation easier

#### GOALS

Support active transportation choices for school communities

Support low-carbon transportation

#### ACTIONS

Promote active transportation events and training

Improve infrastructure for cycling, wheeling, and walking

Promote low-carbon transportation within the VSB

### LEADERSHIP

share our work and build relationships

#### GOALS

Lead by example

#### ACTIONS

Continuously improve

### Guiding Principles

#### LEVERAGE EDUCATION

Activities will support and enrich our students' education

#### FOLLOW AND SUPPORT OUR PEOPLE

Actions will be guided by student and educator needs and interests

#### MAKE OUR EFFORTS LASTING

Efforts will endeavour to create lasting impact through infrastructure changes and program development



**VSB** Vancouver School Board

### Environmental Sustainability Plan

A "sustainable school district" must provide positive exposure to the natural world – not only environmental crises. A positive connection to nature is a seed from which will grow empathy and understanding, leading to deeper engagement and action. Our most significant opportunity as educators is to develop conscientious citizens.

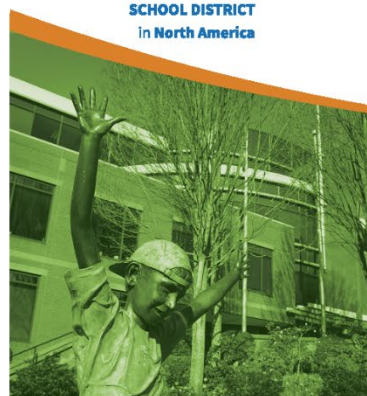
WE WILL GET THERE, TOGETHER. LET'S BE THE GREENEST SCHOOL DISTRICT.

[sustainability@vsb.bc.ca](mailto:sustainability@vsb.bc.ca)

[govsb.ca/sustainability](http://govsb.ca/sustainability)



OUR VISION TO BE the GREENEST, most SUSTAINABLE SCHOOL DISTRICT in North America



If we want children to flourish, we need to give them time to connect with nature and love the Earth before we ask them to save it.

– David Sobel, "Beyond Ecophobia"





## Appendix B: Environmental Engagement Infographic

“Navigating Environmental Engagement” infographic developed by the VSB’s Sustainability Team:





## Appendix C: Previous Activities and Current Highlights

Sustainability in Education	Actions
Administering the annual Sustainability Grant program for elementary and secondary schools, supporting both educator- and student-led sustainability projects. Since the 2018-19 school year, we have funded: <ul style="list-style-type: none"> <li>Elementary: 98 projects totaling \$47,200</li> <li>Secondary: 61 projects totaling \$51,410</li> </ul>	1, 3, 4, 5, 7, 11, 13, 14, 16, 17
Developed the <b>“Rooted in Place”</b> Pro-D book and workshop, delivered annually, including follow-up garden consultations with Society Promoting Environmental Conservation (SPEC).	1, 2, 3, 4, 6, 7, 12, 16
Developed <b>“Your Community, Your Climate”</b> Pro-D program for teachers to engage their students on Climate Change in an action-oriented way. Collaboration with UBC’s Faculty of Forestry (CALP: Collaborative for Advanced Landscape Planning). Expanding the format and offering again in 2024.	2, 3, 7, 11, 12, 16
Facilitating connections with numerous local non-profit and public sector organizations working in the areas of sustainability, outdoor learning, active travel, conservation, and climate change. Examples include: <ul style="list-style-type: none"> <li>Classrooms to Communities</li> <li>Be the Change Earth Alliance</li> <li>Fresh Roots Urban Farm Society</li> <li>Elements Society</li> <li>HUB Cycling</li> <li>Farm to School BC</li> <li>DreamRider Theatre and Planet Protector Academy</li> <li>Society Promoting Environmental Conservation</li> <li>Earthbites</li> <li>City of Vancouver</li> <li>Vancouver Coastal Health</li> <li>Metro Vancouver</li> <li>The University of British Columbia</li> <li>Simon Fraser University</li> </ul>	1, 2, 3, 4, 5, 7, 16
Established two MS Teams Professional Learning Communities to facilitate online networking and collaboration between educators (“Outdoor Learning” and “Sustainability (Secondary Teachers)”. Providing ongoing management of and support for these communities.	3, 16
Supported and facilitated the creation of the first Vancouver chapter of the Environmental Educators Provincial Specialists Association (EEPSA) (named UNITE: Urban Nature Inclusive Teaching Environment) in 2021. Providing ongoing facilitation and administration support.	1, 2, 3, 7, 16
Coordinated the first <b>“Take it Outside”</b> Pro-D conference in collaboration with UNITE and the VSB’s Curriculum Assessment Mentorship team in 2023. Planning subsequent conference for 2024.	1, 2, 3, 4, 7, 16
Providing ongoing support for the annual Student-led VSB Sustainability Conference (VSBSC) and the team’s associated year-round activities.	5
Green Spaces	Actions
Supported the City-funded reboot of <b>Think and Eat Green at School</b> (TEGS) in collaboration with UBC’s Faculty of Land and Food Systems.	1, 2, 3, 7
Developed and maintaining numerous guidelines and toolkits for our staff, educators, learners, and caregivers, including: <ul style="list-style-type: none"> <li><a href="#">Garden Guide</a></li> <li><a href="#">Outdoor Learning Areas Guide</a></li> <li><a href="#">Tree Planting Guide</a></li> </ul>	1, 2, 4, 6, 16

Co-piloted the Indigenous Foodscapes initiative with Farm to School BC, the VSB's Indigenous Education department, and the nine participating schools.	1, 2, 3, 4, 7
Providing ongoing administrative, programming, and utility support to Fresh Roots Urban Farm Society involving their educational farm operations at Vancouver Technical Secondary and David Thompson Secondary schools.	1, 4, 7
<b>Resource Conservation &amp; Climate Change</b>	<b>Actions</b>
Created the "Where does this go?" poster series targeting problem items in the organics, recycling and garbage system. Providing ongoing expansion as needed.	12
Developed and maintaining numerous guidelines and toolkits for our staff, teachers, learners, and caregivers, including: <ul style="list-style-type: none"> <li>• <a href="#">Waste Reduction Toolkit</a></li> <li>• <a href="#">Recycling and Organics Guide</a></li> </ul>	11, 12, 16
Completion of 57 energy conservation projects since the 2018-2019 school year. Combined, these projects result in savings (or avoided increases) of \$552,000 of utility costs annually. Projects are divided into the following categories: <p>Continuous Optimization Program (C.Op)</p> <ul style="list-style-type: none"> <li>• Improving the efficiency of heating, ventilation, and air conditioning (HVAC) systems through tune-up and recommissioning of automated programs and controls.</li> <li>• Displacing fossil fuel consumption through heat pump recommissioning for existing buildings.</li> <li>• Improving the comfort of the learning environment for educators and students.</li> </ul> <p>Lighting Improvements</p> <ul style="list-style-type: none"> <li>• Upgrading low efficiency fluorescent tubes to high efficiency light-emitting diode (LED) technology.</li> <li>• Removing banned fixtures and tubes (i.e., incandescent lightbulbs, mercury vapor lamps, and fluorescent tubes as of 2025).</li> <li>• Enhancing the learning environment for educators and students.</li> </ul> <p>Boiler replacements and heat pump installations</p> <ul style="list-style-type: none"> <li>• Collaborating with the Maintenance Department to upgrade ageing low efficiency equipment to high efficiency options.</li> <li>• Advocating for the installation of low carbon heat pumps in new schools.</li> </ul>	8, 10, 16
Championed and funded the installation of two solar photovoltaic arrays (at Tupper Secondary and wə́k'wə́n əs tə syaq'əm (formerly Begbie) Elementary).	10, 16
Collaborated with the Vancouver Project Office to update electrical and mechanical construction standards to maximize energy efficiency of new schools.	8, 10, 16
Reducing the use of virgin paper by limiting the purchase of paper to 30%, 50% or 100% recycled content (from contracted suppliers). Reducing transport costs and emissions by limiting paper deliveries to District sites to once weekly.	10
Collecting water usage data to identify usage problems and opportunities to make repairs and influence water conservation behaviours.	10
Switching to electric vehicles and equipment at the Workshop, Grounds department, and in the procurement of appliances for food preparation.	15, 16
<b>Transportation</b>	<b>Actions</b>
Established the "School Active Travel Encouragement Partnership" with the City of Vancouver's Community Transportation team to facilitate: <ul style="list-style-type: none"> <li>• School Streets pilot</li> </ul>	13, 14, 15

<ul style="list-style-type: none"> <li>• Walk Bike Roll mini grants</li> <li>• HUB Ride the Road program and companion teacher Pro-D</li> <li>• Walking school bus pilot</li> <li>• Bike to School Week/Go by Bike Week activities and promotion</li> </ul>	
Working with VSB Planning and City of Vancouver Transportation on the <b>School Active Travel Planning Program</b> .	13, 14, 15, 16, 17
Partnered with Mobi to pilot the community pass subsidy program for Britannia Secondary students. Working to expand to six more secondary schools in 2023-24.	13, 15
Developed and maintaining numerous guidelines and toolkits for our staff, teachers, learners, and caregivers, including: <ul style="list-style-type: none"> <li>• <a href="#">Active Travel Toolkit</a></li> <li>• <a href="#">Bike Parking Guide</a></li> </ul>	13, 14, 15
Installed and upgraded electric vehicle charging facilities at various sites across the District as a part of the seismic mitigation program.	15
<b>Leadership</b>	<b>Actions</b>
Maintaining the annual <a href="#">Climate Change Accountability Report</a> .	17
Maintaining the annual <a href="#">Strategic Energy Management Plan</a> .	17
Contributing to BC Hydro's K-12 energy management network by sharing progress, achievements, and best practices. Maintaining accountability to BC Hydro.	16, 17
Working to influence energy efficiency standards throughout the District.	16
Collaborating with North Vancouver School District on Regional Initiatives, amplifying school district presence in municipal and regional sustainability activities.	16, 17



# Engagement Summary

# Executive Summary

## Introduction

The 2018 Environmental Sustainability plan set the foundation for sustainability at the VSB. To understand the VSB's current sustainability priorities, an engagement process was undertaken to help shape updates to the plan.

## Engagement Process

The engagement process ensured that priorities were heard from educators, students, families, inherent rights holders and formal stakeholder groups. Across all engagement activities, more than 2,700 individuals participated.

## Engagement and Analysis

A mix of quantitative and qualitative engagement activities were conducted and information gathered through each was analyzed to arrive at key takeaways.

## Key Takeaways

Feedback gathered through the various engagement activities, indicates strong support for the following priorities:

- Increase biodiversity and nature education at schools
- Foster sustainability into VSB's organizational culture
- Continue to offer more outdoor learning opportunities for students
- Improve awareness, communications and outreach about sustainability initiatives
- Invest in the expansion or enhancement of specific outdoor features to improve user experience and support broader goals like outdoor learning, community engagement, and climate resilience
- Increase professional development (Pro-D) offerings
- Participate in resource conservation initiatives
- Set greenhouse gas (GHG) reduction targets

# 1.0 Context

## Background

The sustainability team has been gathering information and feedback for the purpose of updating the 2018 Sustainability Plan. The update to the plan will maintain existing core sustainability themes, and the original goals and actions will be updated and expanded to reflect VSB's current and future sustainability priorities.

# 2.0 Purpose of Engagement

To guide the process of updating the 2018 Environmental Sustainability Plan, an engagement process was conducted to determine the VSB's current sustainability and climate action priorities. Guidance and input were sought from educators, students and families, and representatives of inherent rights holders and representatives of formal stakeholder groups. This report summarizes the engagement activities and key takeaways.

## Engagement Process

The goal of this engagement was to seek input from key interest groups, ensuring appropriate representation of the VSB community has been considered. The following groups were engaged:

- Inherent rights holders representatives
- Educators, Principals and Vice Principals
- Facilities Planning Committee members
- Formal stakeholder representatives
- Students and their families

The engagement activities included online surveys and in-person activities as shown below.

Participants	Engagement Method	Communications Method	Timing
Facilities Planning Committee	In-person	Facilities Planning Committee meeting	January 15, 2025
Educators	Online Survey	AMC Teams channel & distributed through administrators at each school	April 22 - May 13, 2025
Students, including the District Student Sustainability Club ("VSB Sustainability Connection")	Dotmocracy activity	Students were invited to participate in the activity at the VSB booth at the Student Sustainability Conference	April 28, 2025
Families	Online Survey	MyEd email distribution	May 14 – 21, 2025
Inherent rights holders representatives and formal stakeholder representatives	In-person workshop	Representatives were invited to attend via email	May 28, 2025



# 3.0 What We Heard

This section summarizes the engagement activities and insights shared by participants through the engagement process. This report presents highlighted feedback from the engagement activities. The complete survey results are provided in the Appendices.

## 3.1 Facilities Planning Committee

At the Facilities Planning Committee on January 15, 2025, staff presented a report titled Sustainability Plan Update. The report provided information on sustainability initiatives including energy management during the history of the Vancouver Board of Education. The report provided a proposal to update the 2018 Sustainability Plan to further advance activity on addressing climate adaptation, mitigation and sustainability within the District.

Three key areas of focus were outlined to the committee that would be brought back as part of the updated plan:

- Review and report on all 17 actions from the 2018 Sustainability Plan to determine which goals have been completed, which are no longer relevant, and which need to be continued or modified.
- Conduct a detailed review of all future energy retrofit projects and requirements for the District. This will include a building-by-building assessment of GHG reduction potential, planning-level costs, and recommended steps to improve progress towards provincial targets.
- Advance planning for low-carbon transport and transitioning to electric vehicles (EVs) and equipment.

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

## 3.2 Educator Survey

This online survey was open from April 22, 2025 to May 13, 2025. The survey sought feedback from teachers, principals and vice principals to gain insight into their sustainability-related teaching practices, and to help identify sustainability priorities across five sustainability themes. Periodic reminders were sent to encourage participation in the voluntary survey and improve response rates. The responses were recorded anonymously, and all questions were required to complete the survey.

The survey questions were designed to better understand how aspects of existing infrastructure influence and support sustainability education and activities at the VSB. The survey included a mix of multiple-choice questions, rating scale questions, Likert scale questions and open-ended questions.

There were 198 respondents to the educator survey:

Demographic	Share	Sample
Elementary teachers	55%	109
Secondary teachers	26%	51
Principals & vice principals	15%	30
Other	4%	8
<b>Total</b>	<b>100%</b>	<b>198</b>

## What We Heard

Key insights are included below, with a full summary of each sustainability topic following.

- Educators prioritized highly visible and tangible sustainability themes connected to community and nature, to showcase VSB's leadership in sustainability, while technical and infrastructure-focused initiatives were rated as less important.
- Outdoor infrastructure gaps (covered areas, outdoor classrooms, seating) limit outdoor learning; investments towards these will likely be well received and see increase usage.
- Amongst the majority of educators, there is a perceived lack of adequate bike/scooter parking infrastructure at schools, and a significant majority who do not use bike parking infrastructure. This highlights an opportunity to promote active transportation and enhance bike rack infrastructure.
- When considering the impacts of climate change on education delivery, educators indicated a clear preference for climate adaptation measures that protect both the indoor and outdoor environments against rising temperatures, increased rainfall and drought.

### A) Sustainability in Education

Educators were asked to share all the sustainability themes they incorporate into their teaching practices. All themes were represented to some extent.

Topic	Most Frequently	Moderately	Least Frequently
<b>Sustainability themes incorporated in teaching</b>	Learning outdoors Land-based learning Nature connection Waste reduction Gardening	Active transportation Climate change Water conservation Energy conservation	Environmental justice/activism Climate adaptation

### B) Green Spaces

Educators shared opinions on various outdoor infrastructure at schools and their frequency of use.

Topic	Good	Fair	Poor
<b>Infrastructure quality/conditions that support educational needs</b>	School gardens Sports fields Shade trees Accessibility/inclusivity	Picnic tables Benches Outdoor classrooms	Covered areas Exploration areas

Topic	Most used	Moderately used	Least used
<b>Infrastructure utilization for outdoor learning</b>	School gardens Shade trees Picnic tables and benches	Outdoor classrooms Neighbourhood gardens	Compost systems Portable planters Pollinator habitats

## C) Leadership in Sustainability

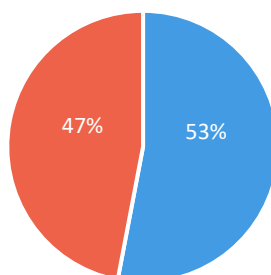
When the survey shifted to leadership in sustainability, educators shared their opinions on what demonstrates VSB's leadership in sustainability.

Topic	High Impact	Medium Impact	Low Impact
<b>Initiatives that best demonstrate VSB's leadership in sustainability</b>	Outdoor classrooms Green infrastructure Waste reduction	Climate adaptation strategy Active transportation programs Efficient building and HVAC systems	Water conservation Energy and carbon reduction plans Electric vehicles

## D) Active Transportation

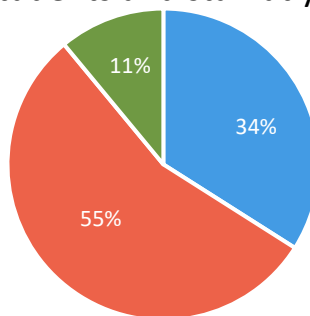
Educators shared opinions about their participation in active transportation and existing bike infrastructure at their places of work.

Do you live within walking or cycling distance of your school or office location?



■ Yes ■ No

Do you feel there is adequate bike and scooter parking for students and staff at your school?



■ Yes ■ No ■ I don't know

### E) Resource Conservation & Climate Change

When the survey shifted to the topic of resource conservation and climate change, educators were asked to indicate how the VSB can best prepare for climate change.

Topic	High Priority	Medium Priority	Lower Priority
<b>VSB actions to address the impacts of climate change</b>	Enhancing outdoor spaces to mitigate extreme heat and drought events and improving those same spaces to manage rain and storm events	Adjusting HVAC systems to better handle warmer temperatures in spring and fall	Implementing backup power and emergency procedures and building improvements to address extreme cold events.

### 3.3 Survey for Families

The online survey for families was distributed to all VSB families via MyEd BC and was open May 14 to May 21, 2025. The survey sought feedback from families to help gain insight into their sustainability-related priority areas. Families had no obligation or incentive to participate in the survey. Their responses were recorded anonymously, and questions were designed for flexibility (questions could be skipped). The survey included a mix of multiple-choice questions, rating scale questions, Likert scale questions and open-ended questions.

There were 2,537 responses.

Demographic	Share	Sample
Elementary families	58%	1,488
Secondary families	26%	662
Both elementary & secondary	16%	387
<b>Total</b>	<b>100%</b>	<b>2,537</b>

#### What We Heard

Key insights are included below, with a full summary of each sustainability topic following.

- A significant majority of families strongly support resource conservation and climate action.
- Outdoor learning opportunities exist but need expansion and infrastructure upgrades.
- Active transportation programs have low visibility and participation.

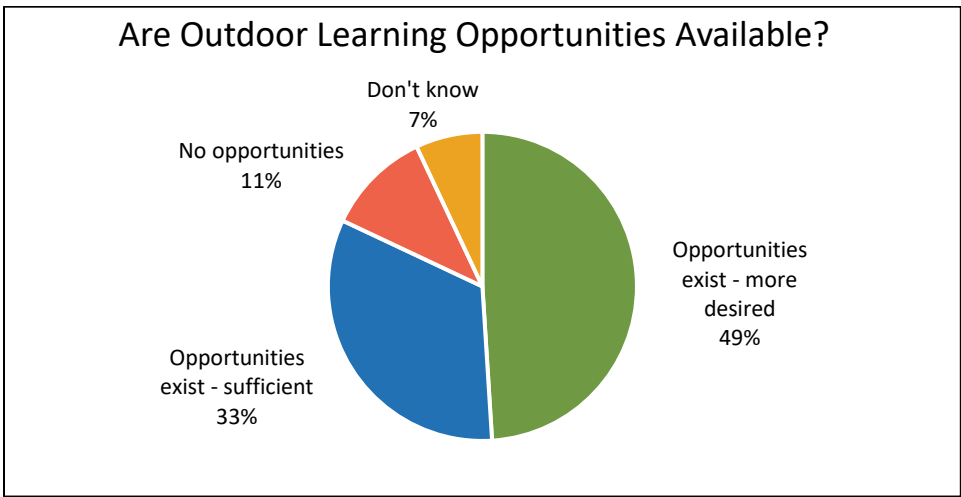
#### A) Sustainability in Education

Most families expressed strong support for all themes, indicating a broad interest in sustainability.

Topic	Most Important	Important	Somewhat important but still valued
<b>Sustainability themes</b>	Resource Conservation	Climate change and adaptation Active Transportation	Land-based learning Environmental justice

#### B) Green Spaces

Most families (82%) recognize that there are opportunities for outdoor learning at schools, and nearly half of respondents (49%) want even more opportunities to be provided.

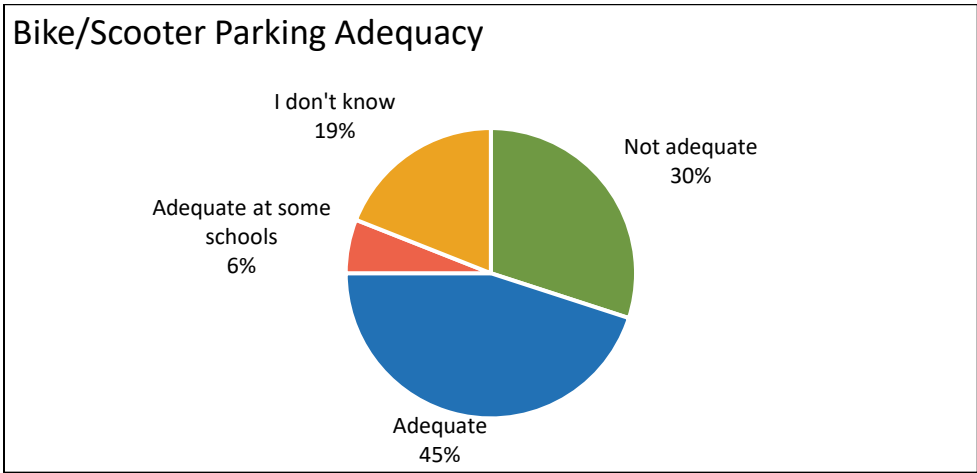


When asked to rate various outdoor infrastructure in terms of how well they support outdoor learning, families shared their opinions from school gardens to covered areas.

Topic	Good	Fair	Poor
Outdoor infrastructure and how well they support outdoor learning	Sports fields School gardens Shade trees Accessibility Exploration areas	Outdoor classrooms Picnic tables	Covered areas

C) Active Transportation

Families were asked about the adequacy of bike and scooter parking at schools:



15% of respondents reported that their school participates in an active transportation program such as Bike to School Week, Schools Streets, Walking School Bus, Bike Bus, and general encouragement from school staff and PAC.

D) Resource Conservation and Climate Change

Families strongly support resource conservation and climate action. Waste reduction was a particularly prominent topic, with strong calls to expand recycling systems and improve student awareness and waste sorting compliance.

The majority of families feel that reducing greenhouse gas (GHG) emissions at the VSB is a priority.

Topic	Very Important or Important	Somewhat Important	Not Important
Reducing GHG emissions	71%	19%	10%



# 3.4 Workshop

On May 28, 2025, inherent rights holders representatives and formal stakeholder group representatives were invited to attend a facilitated workshop. Staff presented an overview of the 2018 Environmental Sustainability Plan, including the summary results from the family survey, educator survey, and student engagement. Following the presentation, a participatory activity focused on five sustainability themes. Representatives were invited to provide their feedback and perspectives through discussions and a post it note activity.

The representatives of the following inherent rights holders were in attendance:

- xʷməθkʷəy̓əm (Musqueam)
- Skwxwú7mesh Úxwumixw (Squamish Nation)

The representatives of the following formal stakeholder groups were in attendance:

- Professional & Administrative Staff Association (PASA)
- Vancouver Association of Secondary School Administrators (VASSA)
- Vancouver District Students’ Council (VDSC)
- Vancouver Elementary Principals and Vice-Principals Association (VEPVPA)
- Vancouver Elementary and Adult Educators’ Society (VEAES)

## What We Heard

Feedback from the workshop was insightful and the following themes emerged:

Themes	What we heard
<b>Connection to land</b>	<ul style="list-style-type: none"><li>• Continue to integrate Indigenous principles of learning into land-based learning at schools</li><li>• Increase biodiversity at school sites</li><li>• Refine definition and design of outdoor classrooms to include more vegetation</li><li>• Increase covered areas at schools</li></ul>
<b>Facilities maintenance and enhancements</b> <b>Climate adaptation and resilience</b>	<ul style="list-style-type: none"><li>• Improve bike and scooter parking infrastructure to encourage active travel choices and mitigate theft issues</li><li>• Implement climate adaptation strategies to protect both indoor and outdoor environments</li></ul>
<b>Recycling and waste reduction</b>	<ul style="list-style-type: none"><li>• Expand recycling systems and waste diversion programs</li></ul>

Staff also received written input from the District Parent Advisory Committee (DPAC), providing additional considerations. These include:

- Opportunities for expanding the tree canopy on school sites in alignment with the City of Vancouver’s broader green infrastructure goals.
- Desire for greener school yards (i.e. preference for grass fields instead of gravel) to improve stormwater absorption, heat mitigation, and more comfortable outdoor play time.
- Suggestions to invest in HVAC improvements as a climate adaptation strategy.

# 3.5 Student Engagement

On April 28, 2025, the Annual Student Sustainability Conference was held at David Thompson Secondary where approximately 100 students attended. The theme of the conference ('Oasis'), highlighted biodiversity and natural systems. VSB staff hosted a booth at the exhibition fair where a dotmocracy activity was presented. Students were given a set number of dots they could use to provide their preference. The dotmocracy activity queried student preferences in the areas of sustainability education, climate change preparedness, and leadership in sustainability. Approximately 42 of the 100 students participated in the activity. Most participants were secondary students from various schools within the VSB.

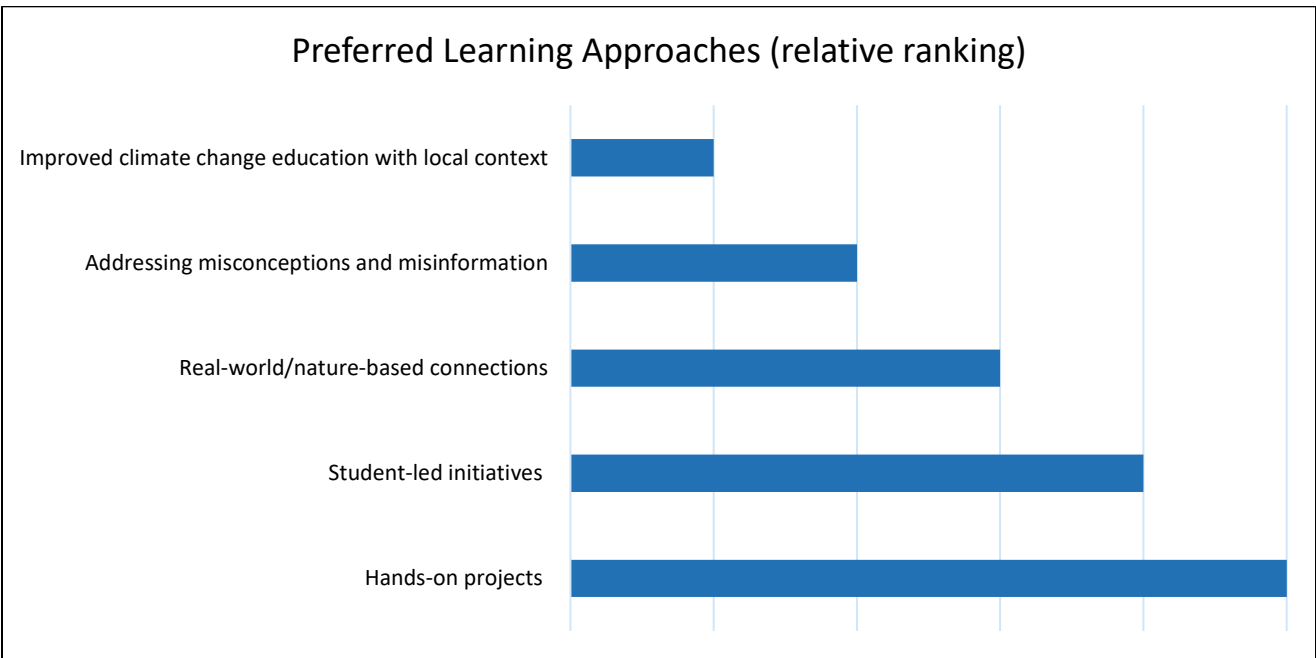
## What We Heard

Key Insights from Student Engagement:

- Students indicated a clear preference for hands-on, student-led, experiential learning methods.
- Students viewed visible and nature-based initiatives that directly engage them as key indicators of VSB's leadership in sustainability.
- There is a contrast between students' learning interests and their views on active transportation. Although it was the least selected learning theme, it was ranked among the top indicators of leadership.

### A) Preferred Learning Approach

Students were asked to identify their most preferred learning approach that would best prepare them for the impacts of climate change.



## B) Sustainability Themes of Interest

Students expressed interest in all themes presented and were asked to choose their top 3. Aggregated results showed:

Topic	Top ranked themes overall	Moderately ranked themes	Lowest ranked themes
<b>Sustainability themes of interest</b>	Environmental justice/activism Climate adaptation Waste reduction	Water conservation Energy conservation Land-based learning	Active transportation

## C) Leadership Priorities

Students were asked to choose the 3 most important actions VSB could do to demonstrate leadership in sustainability.

Topic	Top ranked actions overall	Moderately ranked actions	Lowest ranked actions
<b>Actions that demonstrate leadership</b>	Active transportation Outdoor classrooms Green infrastructure Energy and carbon reduction plans	Efficient building and HVAC systems Waste reduction Water conservation	Climate adaptation strategy Electric vehicles and charging stations

# Conclusion

In consideration of the engagement results across all activities and groups, and the assessments presented in this report, the following key takeaways are presented for consideration.

## Key Takeaways by Theme

### Education

- Strong support for outdoor and nature-based learning – educators, families, students, inherent rightsholders, and formal stakeholders all highly value hands-on, experiential, land-based learning.
- Students prefer getting the chance to take a leadership role in their learning.
- Students benefit from hands-on, solution-oriented learning that fosters leadership and agency.
- Students recognize visible everyday actions (like active transportation) as meaningful, even if they don't want to study them in depth.

### Resource Conservation and Climate Change

- Families and educators support practical sustainability actions like energy and water conservation.
- Climate-resilient infrastructure (e.g., heat pumps, insulation, solar panels) are seen as important.
- Waste reduction, especially through expanded recycling and composting, is a strong priority.

### Active Transportation

- Many staff and families live within walking or cycling distance, but bike infrastructure is lacking, not secure, and underutilized.
- There is low awareness and participation in active transportation programs happening at schools.

### Green Spaces

- Strong call for more green spaces and covered areas to support outdoor learning.
- Existing outdoor infrastructure is valued and utilized but could benefit from enhancements.
- Equity concerns were raised by families about uneven access to green spaces and differences in school upgrades across neighborhoods.

### Leadership

- Families want more communication and involvement opportunities in school sustainability efforts.
- There is a call for demonstrable leadership in sustainability, including clearer sustainability directives, and equitable investment in infrastructure improvements.
- High engagement with Indigenous education resources shows strong alignment with sustainability goals.
- Intrinsic motivation and peer collaboration are key enablers of sustainability education.
  - Administrative support is helpful but secondary to educator initiative.
  - Sustainability efforts vary widely between schools, often depending on individual staff.

January 28, 2026

**TO:** Board of Education

**FROM:** Facilities Planning Committee

**RE:** Lord Roberts Annex Replacement School Project Funding

*Reference to  
Education Plan*

**GOALS AND  
OBJECTIVES:**

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

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

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

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

## INTRODUCTION

This report includes a recommendation from the Facilities Planning Committee for project funding approval and provides an update on the Lord Roberts Annex (LRA) Replacement School Project.

## BACKGROUND

In 2018, the Vancouver School Board (VSB) received \$65 million from the sale of the underground parcel at the LRA site to BC Hydro, along with the grant of access and surface rights. An additional \$8 million will be paid when the site is handed over to BC Hydro for construction. BC Hydro will also construct a play field and greenspace above the substation for the VSB to use as a school grounds, valued at up to \$2 million.

The funds received from BC Hydro were intended to support the design and construction of two schools in the downtown area of Vancouver. cəwəs Ch'elxwá7elch Skwuláwtxw Seaside Elementary is currently under construction and scheduled to be completed and ready for students for the start of the 2026/2027 school year.

The LRA replacement school is being designed to have the enrolment capacity of 450 elementary and 60 kindergarten students. The three-storey school will be constructed above a limited-scope underground parkade that will share the same vehicle entry and ramp as the BC Hydro substation. The school will be located directly adjacent to the underground substation and will be designed to use the waste heat extracted from the substation for heating, supporting enhanced sustainability objectives.

## FUNDING

Since the time of the original agreement, significant cost escalations have occurred across all types of capital projects. This has resulted from material costs, supply chain challenges, shifting labour availability, and overall escalation.

These same cost pressures have impacted the anticipated total cost of the LRA project. As a current reference, the recently approved new school at Olympic Village has a budget of \$140 million and is located on a site that does not have similar challenges with physical integration with another structure.

As a result, there is now a funding gap to develop the LRA replacement school. \$41.96 million has been committed thus far to the cəwās Ch’elxwá7elch Skwuláwtxw Seaside project from the BC Hydro funding.

In recognition of this limitation, this project has been added to the Five-Year Major Capital Plan submissions to the Province to secure full funding of the project. The Project was submitted as the second priority expansion project in the 2025/26 Five Year Major Capital Plan. The project was again submitted in June 2025 as part of the 2026/27 Five Year Major Capital Plan as the first priority in the Expansion (New School) category. This submission identifies an estimated project budget of \$194 million. Capital response letters from the Ministry are typically sent to school districts in February or March and will identify if funding has been allocated for any of the priorities identified in the submission.

## LRA PROJECT UPDATES

Since 2021, VSB and its Architect team have been advancing the school design which has included a series of visioning sessions. Between 2021 and 2025, meetings and engagement workshops were held with VSB leadership, school communities and various stakeholders to confirm objectives, define goals and refine design concepts. Incorporating this feedback, the school design has continued to evolve in parallel with the design of the substation.

Below are the project major milestones to date:

Mar 2017	Feasibility study to examine project options and viability
May 2018	Summary of development approaches to identify costs and risks
Jul 2018	VSB signed the agreement with BC Hydro
Fall 2018	Substation pre-design begins
Jun 2021	School consultant team contracted
Sep 2021	School design begins
2021-2025	Design visioning and engagement
Nov 2021	Project Definition Report (PDR) draft
Jun 2024	Five-Year Capital Plan Submission
Jun 2025	Five-Year Capital Plan Submission
Nov/Dec 2025	Shadow DP submission for substation and school parkade

BC Hydro submitted their Development Permit (DP) with the City of Vancouver in November 2025. The VSB design aligns with this submission as it shares sub-grade elements. Submission of the full DP for the school will also occur in the coming months to ensure these projects remain coordinated in their design and design review. The BC Hydro consultant team is also collaborating to develop the playfield and play areas design which is located above the substation roof. This ensures a harmonized design of exterior BC Hydro elements with the school design.

There are significant benefits to progressing the design, permitting and construction of the school concurrently with the substation. In a recent preliminary procurement process undertaken by BC Hydro, contractors were engaged to seek input on the design and construction feasibility of the hydro substation and school. Contractors emphasized the advantages of constructing the school foundation and underground parkade concurrently with the substation. Commonly cited advantages included improved scheduling, cost savings, avoiding site conflicts and the ability to share resources between the two structures.



BC Hydro has indicated that school construction work undertaken after the substation is complete may disrupt sensitive equipment that has been installed within the substation. The City of Vancouver has also advised that the below-grade components of the site (the substation and the school parkade) should be coordinated within a single Development Permit (DP) submission. They further noted that the full DP for the above-grade school building should be submitted shortly after the below-grade DP to ensure proper integration of both proposals.

Given the complexity and level of integration between the two projects, it is prudent for the VSB to coordinate their design concurrently to avoid conflicts. There is also less risk with a single contractor overseeing construction of both the substation and the school, given the limited site footprint and the interconnected nature of the work. Engaging a separate contractor to share the site with BC Hydro’s contractor and complete work would introduce risks. An even greater risk would arise if a separate contractor were required to work on or near the below grade portions of the substation once the sensitive equipment is operational. For these reasons, design coordination between the VSB and BC Hydro must be well established before construction begins.

## NEXT STEPS AND MITIGATION MEASURES

The following highlights major upcoming milestones:

Feb 2026	Full School Development Permit Submission
Spring 2026	Start of BC Hydro’s pre-construction/construction contract
Spring 2026	School Construction Documents completed
September 2026	Students will be relocated and attending cəwəs Ch’elxwá7elch Skwuláwtxw Seaside
Late Fall 2026	LRA demolition by BC Hydro, construction of substation begins
2027	School Building Permit Submission

VSB will continue to advance design in parallel with the substation. The DP for the school building is scheduled to be submitted in early 2026. BC Hydro has submitted initial documents to the British Columbia Utility Commission (BCUC) for a Certificate of Public Convenience and Necessity to construct the substation. They will advance to construction after they receive approval from the BCUC.

In absence of funding certainty for the construction of the new school, mitigation plans have been developed. This requires that the Development Permit occur concurrently with BC Hydro and that shared elements of construction occur concurrently. The shared elements of the school will be constructed to prepare the site for future construction of the school. This will include building all below-grade structures aligned with the ultimate design.

In September 2025, the Ministry requested the VSB to submit a plan and costing for the minimum viable project scope. The VSB worked with the Design and Cost Consultant teams to define the “Minimum Viable Project” for the school and provided a response to the Ministry in October 2025.

Because of the long timeline for substation construction, the construction of the above grade school components is not anticipated until 2030 or later. With this mitigation strategy in place, the site is future proofed to deliver the school when funding is secured for the construction of the above grade component of the school and can still align with a continuous construction of the entire site as originally envisioned. To enable this mitigation strategy, use of Ministry restricted capital and local capital secured from the original BC Hydro funding agreement is required.

## PROJECT FUNDING

The School District submitted a letter to the Ministry of Infrastructure requesting continuation of Minimum Viable Project at the Lord Roberts Annex site in October 2025. The scope includes designing and constructing a minimal below grade parking and other related soft costs. At a minimum, funding to continue design development, permitting, landscape design, and public engagement associated with preparing the site so that a school replacing the existing Lord Roberts Annex could be accommodated in the future has been requested.

On January 8, 2026, the Ministry provided their approval for the use of up to \$2,243,000 from Ministry restricted capital towards this project. As indicated in the Response Letter (see Attachment A) regarding Project Continuation at Lord Roberts Annex.

To date we have spent \$1.04 million from local capital for the LRA project. Available local capital for LRA project is \$2.96 million. The Ministry approval brings the total funding allocated for the LRA project to \$6.24 million.

## RECOMMENDATION

**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.**

**Attachment:**

A. Capital Response Letter (dated January 8, 2026)



January 8, 2026

Ref: 23965

Flavia Coughlan, Secretary-Treasurer  
School District No. 39 (Vancouver)

Dear Flavia Coughlan:

**Re: Project Continuation at Lord Roberts Annex | Minister-Restricted Capital Request Approval**

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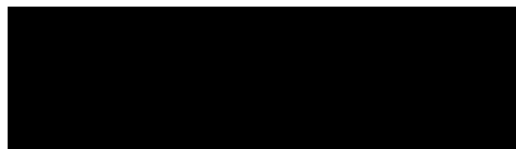
Thank you for the letter dated July 18, 2025, requesting access to Minister-Restricted Capital funding in the amount of \$2,243,000, to continue design development, permitting, landscape design, and public engagement associated with preparing the site so that a school replacing the existing Lord Roberts Annex could be accommodated in the future.

I understand that the Vancouver School District is progressing this work to support coordinated development permitting with BC Hydro (including simultaneous Development Permit submissions) and to enable consideration of constructing below-grade works to accommodate a future school concurrently with the substation. Due to the constrained site, undertaking this work concurrently will reduce schedule, constructability, and cost risks.

I am pleased to advise that the Vancouver School District has received Minister of Infrastructure approval to access up to \$2,243,000 in Minister-Restricted Capital to support these activities.

Thank you for your dedication to the students of the Vancouver School District.

Sincerely,



Damien Crowell  
Executive Director, Education and Child Care Capital Branch

pc: Education and Child Care Capital Branch, Ministry of Infrastructure (CMB@gov.bc.ca)

**Ministry of  
Infrastructure**

Education and Child Care Capital  
Branch  
Community Capital Division

Mailing Address:  
PO Box 9194 Stn Prov Govt  
Victoria BC V8W 9E6

Location:  
835 Humboldt Street  
Victoria BC V8W 9B5

## STUDENT TRUSTEE REPORT

**Date of Meeting:** January 28, 2026

**Student Trustee:** Freddie Zhang

In this report, I will provide an update on VDSC's recent initiatives and ongoing work to support and advocate for students across the District.

VDSC held its January General Meeting on Thursday, January 15, where the winners of the CANley Cup were announced. Prince of Wales and Hamber took fifth and fourth place, respectively, while Tupper placed third, Van Tech took second, and Point Grey took first place. Across the District, secondary schools collectively raised the equivalent of nearly 270,000 cans in support of the Greater Vancouver Food Bank and other local charities providing food support. The incredible success of this initiative highlights the hard work, generosity, creativity, and commitment to their community demonstrated by students throughout the District.

This month, VDSC also organized the second district-wide spirit day this year, with the theme of "rhyme without a reason". We were pleased to see how this initiative brought students together and fostered camaraderie across schools.

VDSC is currently planning our next major initiative, the annual Sister School Switch, which aims to foster connection and collaboration among schools across Vancouver. We are excited to be working with all members of the council to shape and prepare for this event.

Looking ahead, VDSC is organising a post-high school panel featuring alumni who will share the diverse educational and career paths they pursued after graduation.

Finally, we look forward to working with student leaders through the Student Leadership Fund as their projects begin taking shape across the District.

Thank you for your ongoing support.

## **LIAISON TRUSTEE REPORT**

**Name of Committee/Organization:** City of Vancouver Urban Indigenous Peoples' Advisory Committee

**Liaison Trustee:** Janet Fraser

**Date of Meeting:** November 17, 2025

**Topics Discussed Most Relevant to the VSB:**

**Committee / Organization Actions:**

**Gastown Public Spaces Plan**

Staff from Engineering Services provided a presentation and responded to questions and comments.

**FIFA World Cup 26 Vancouver™ (FWC26) Human Rights Framework**

Staff from Arts, Culture and Community Services provided a presentation and responded to questions and comments.

**Annual Report**

The Committee agreed by consensus that the Manager, Civic Agencies, and Staff Liaison would assist members with drafting Committee's Annual Report, for consideration at the next meeting.

**Staff Engagement Intake Process**

The Committee discussed the current approval process for staff engagements.

## **LIAISON TRUSTEE REPORT**

**Name of Committee/Organization:** Renters' Advisory Committee (CoV)

**Liaison Trustee:** Jennifer Reddy

**Date of Meeting:** November 19, 2025

**Key Topics:**

Seismic Risk Assessment of private buildings for 1 in 5 chance of very strong risk every 50 years. Of 90k buildings in the city, 50% of all buildings built prior to 1973. Developing Seismic Risk Reduction Action Plan. Increasing tenant education on seismic risk reduction.

**Committee / Organization Actions:**

Need to support all residents with tools, resources and education with schools as partners in this.



## LIAISON TRUSTEE REPORT

**Name of Committee/Organization:** City of Vancouver Children, Youth, and Families Advisory Committee

**Liaison Trustee:** Suzie Mah

**Date of Meeting:** November 20<sup>th</sup>, 2025

**Topics Discussed Most Relevant to the VSB:** Building Safer Communities

**Committee / Organization Actions:**

The Building Safer Communities Program is part of the City of Vancouver's 2023-2026 Youth Safety and Violence Prevention Strategy. The program focuses on efforts that promote individual and community well-being, safety, and belonging. Through this program, the city works with non-profits, youth, and partners to identify ways to stop and prevent youth violence.

The goals of the program are to work towards addressing the root causes of youth violence in Vancouver, creating safe spaces, and empowering young people and communities to develop and implement solutions.

This program is funded by Public Safety and Emergency Preparedness Canada. Federal funding runs out in March 2026.

For more about the Building Safe Communities Program go to: <https://vancouver.ca/people-programs/building-safer-communities-program.aspx>

A presentation by the City of Vancouver's Arts, Culture, and Community Services was made at the meeting. A "Quality of Life Survey" has been created to target students to ask them about their opinions and views on what they see as a safe, engaging, and liveable city from youth perspectives. The City of Vancouver will be approaching the VSB to ask about agreeing to the survey distribution in secondary schools.

January 28, 2026

**TO: Board of Education**

**FROM: Victoria Jung, Board Chair**

**RE: 2026 Trustee Appointments to Committees and External Organizations and Agencies**

*Reference to  
Education Plan*

**GOAL:**

The Vancouver School Board will increase equity by...

**OBJECTIVE:**

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

## INTRODUCTION

[Policy 8 Board Committees](#) outlines the committees established by the Board to support its governance functions. Standing committee membership includes one trustee appointed as Chairperson, one trustee appointed as Vice Chairperson, two trustees appointed as members and two trustees appointed as alternate members.

In response to requests from external organizations or agencies, the Board may appoint representatives to various external committees, agencies, and organizations. These appointments are made at the Board's discretion to facilitate exchange of information on mutual concerns and to discuss potential agreements between the District and other organizations.

The Board also appoints trustees as liaison for specific schools with responsibilities as outlined in [Policy 9 Board Representatives](#).

Trustee appointments are approved by the Board on the recommendation of the Board Chair. Attachment A outlines the recommended Trustee Appointments to Committees and External Organizations and Agencies while Attachment B details the list of Trustee School Liaisons through October 2026. All appointments are effective February 2, 2026.

## RECOMMENDATION

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.

## 2026 Trustee Appointments to Committees and External Organizations and Agencies

(effective February 2, 2026)

### VBE STANDING COMMITTEES

COMMITTEE	CHAIR	VICE-CHAIR	MEMBERS	ALTERNATES
<b>POLICY AND GOVERNANCE COMMITTEE</b>	Lois Chan-Pedley	<u>Suzie Mah</u>	Janet Fraser <u>Christopher Richardson</u>	<u>Jennifer Reddy</u> Joshua Zhang
<b>FACILITIES PLANNING COMMITTEE</b>	Preeti Faridkot	Joshua Zhang	Victoria Jung <u>Jennifer Reddy</u>	Suzie Mah <u>Christopher Richardson</u>
<b>EDUCATION PLAN COMMITTEE</b>	Alfred Chien	Christopher Richardson	Lois Chan-Pedley Suzie Mah	Victoria Jung Jennifer Reddy
<b>FINANCE AND PERSONNEL COMMITTEE</b>	Janet Fraser	Alfred Chien	Joshua Zhang Preeti Faridkot	Jennifer Reddy Lois Chan-Pedley

### VBE AUDIT COMMITTEE

COMMITTEE	CHAIR	VICE-CHAIR	MEMBERS	ALTERNATES
<b>AUDIT COMMITTEE</b>	Joshua Zhang	Victoria Jung	Alfred Chien Jennifer Reddy	Lois Chan-Pedley Preeti Faridkot

### VBE ADVOCACY SUBCOMMITTEE

COMMITTEE	CHAIR	VICE-CHAIR	MEMBERS	ALTERNATES
<b>ADVOCACY SUBCOMMITTEE</b>	<u>Christopher Richardson</u>	<u>Suzie Mah</u>	Lois Chan-Pedley	Janet Fraser Victoria Jung

## REPRESENTATIVES TO INTERNAL ADMINISTRATIVE COMMITTEES

	Trustee	Alternate
Diversity Advisory Committee	Suzie Mah	Lois Chan-Pedley
FESL Advisory Committee	Alfred Chien	Christopher Richardson
Inclusive Education Advisory Committee	Christopher Richardson	Janet Fraser
School Renaming Policy Working Group	Joshua Zhang and Janet Fraser	
Vancouver District Students' Council	*Lois Chan-Pedley/Freddie Zhang (student trustee)	Preeti Faridkot

*\*Trustee Chan-Pedley is the trustee liaison for the VDSC and the student trustee*

## REPRESENTATIVES TO EXTERNAL COMMITTEES, ORGANIZATIONS & AGENCIES

	Trustee	Alternate
District Parent Advisory Council (DPAC)	Christopher Richardson	Joshua Zhang

	Trustee	Alternate
BCSTA Provincial Council	Preeti Faridkot	Victoria Jung
BCPSEA	Victoria Jung	Joshua Zhang
Britannia Community Services Board	Alfred Chien	Joshua Zhang
BCSTA ELL Consortium	Lois Chan-Pedley	Christopher Richardson

## REPRESENTATIVES TO CIVIC AGENCIES AND EXTERNAL ORGANIZATIONS

Civic Committees:	Trustee	Alternate
2SLGBTQ+ Advisory Committee	Joshua Zhang	Jennifer Reddy
Arts and Culture Advisory Committee	Lois Chan-Pedley	Alfred Chien
Childcare Council of Vancouver (formerly the Joint Childcare Council)	Lois Chan-Pedley	Janet Fraser
Children, Youth and Families Advisory Committee	Suzie Mah	Preeti Faridkot
Older Persons and Elders Advisory Committee	Jennifer Reddy	Alfred Chien
Persons with Disabilities Advisory Committee	Christopher Richardson	Lois Chan-Pedley
Racial and Ethno-Cultural Equity Advisory Committee	Victoria Jung	Preeti Faridkot
Renters Advisory Committee	Jennifer Reddy	Alfred Chien
Vancouver Food Policy Council	Preeti Faridkot	Christopher Richardson
Urban Indigenous Peoples' Advisory Committee	Janet Fraser	Victoria Jung
Women's Advisory Committee	Preeti Faridkot	Lois Chan-Pedley

City of Vancouver and VSB	Trustee	Alternate
Elected Officials Group	Victoria Jung (Co-chair) Janet Fraser Joshua Zhang	Alfred Chien

## 2026 Vancouver Board of Education School Liaison Trustees (effective February 2, 2026)

SECONDARY SCHOOLS	ELEMENTARY SCHOOLS	TRUSTEE
Britannia	Britannia Elementary, ɬuuqinak'uuḡ Grandview, Seymour, Strathcona, Xpey'	Lois Chan-Pedley
Churchill	Jamieson, Laurier, L'Ecole Bilingue, Lloyd George, Sexsmith	Joshua Zhang
David Thompson	Douglas, Douglas Annex, Fleming, Kingsford-Smith, Oppenheimer, Tecumseh, Tecumseh Annex	Janet Fraser
Eric Hamber	Carr, Cavell, Fraser, Osler, Van Horne, Wolfe	Victoria Jung
Gladstone	Beaconsfield, Cunningham, Norquay, Selkirk, Selkirk Annex, Tyee	Victoria Jung
John Oliver	Henderson, Mackenzie, Moberly, Trudeau	Christopher Richardson
Killarney	Champlain Heights, Champlain Heights Annex, Cook, MacCorkindale, Waverly, Weir	Preeti Faridkot
King George	šxʷwəq'əθət Crosstown, Roberts, Roberts Annex, Elsie Roy, New Elementary School at Coal Harbour	Janet Fraser
Kitsilano	Bayview, False Creek, Gordon, Hudson, Tennyson	Joshua Zhang
Lord Byng	Kitchener, Queen Elizabeth, Queen Mary, Jules Quesnel	Lois Chan-Pedley
Magee	McKechnie, Maple Grove	Jennifer Reddy
stəywə:ɳ Point Grey	Kerrisdale, Kerrisdale Annex, Quilchena, Southlands	Suzie Mah
Prince of Wales	Carnarvon, Shaughnessy, Trafalgar	Jennifer Reddy
Templeton	Franklin, Hastings, Lord, Nelson, Tillicum	Suzie Mah
Tupper	Brock, Dickens, Dickens Annex, Livingstone, McBride, McBride Annex, Nightingale	Preeti Faridkot
University Hill	University Hill Elementary, Norma Rose Point Elementary	Alfred Chien
Vancouver Technical	wək'əɳəs tə syaq'əm, Maquinna, Mount Pleasant, Queen Alexandra, Secord, šxʷəx'əʔəs Thunderbird, Queen Victoria Annex	Alfred Chien
Windermere	Bruce, Collingwood, Grenfell, Renfrew, Nootka	Christopher Richardson
Vancouver Alternate Secondary School (VASS)		Janet Fraser
VLN and DL Elementary		Christopher Richardson
Adult Education		Victoria Jung

January 28, 2026

**TO:** Board of Education

**FROM:** Lorelei Russell, Executive Director, Finance

**RE:** National School Food Program Funding

*Reference to  
Education Plan*

**GOALS AND  
OBJECTIVES:**

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

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

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

- Eliminating gaps in achievement and outcomes among students.
- Eliminating racism and discrimination in all forms.
- Improving stewardship of the district's resources by focusing on effectiveness, efficiency, and sustainability.

## INTRODUCTION

In 2025-2026, the Vancouver School District (VSB) will receive \$903,520 from the National School Food Program (NSFP). This report includes a recommendation for approval of the NSFP spending plan.

## BACKGROUND

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 secondary and elementary schools.

VSB directly operates 10 secondary school cafeterias and two commissary kitchens, while also overseeing the operation of seven secondary school cafeterias managed by a third-party contractor.

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

For the 2024–2025 year, VSB received \$125,725 under the Federal Government's National School Food Program. The funding was used to complete a walk-in cooler upgrade which will ensure continuity of food service.

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 fund 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, supply costs and staffing costs.

In the preliminary 2025-2026 budget, estimated expenses for food services are \$7,524,111 (salaries and benefits of \$4,419,706 and services and supplies of \$3,122,405) and estimated revenues are \$7,249,611.



## 2025 -2026 NATIONAL SCHOOL FOOD PROGRAM SPENDING PLAN

For the 2025–2026 year, VSB will receive \$903,520 under the Federal Government’s National School Food Program. A spending plan needs to be prepared and included in the 2025-2026 Amended Annual Budget. This plan must be prepared in accordance with the spending criteria provided by the province and summarized below. Additionally, the [National School Food Policy](#) outlines the federal government’s long-term vision for school food initiatives in Canada.

Both the Feeding Futures Fund and the National School Food Program Fund (NSFP) set out similar criteria for how the grants can be spent. [Feeding Futures & National School Food Program Funding – Instructions to School Districts - Spending Criteria](#)

Both funds may be used for food programs including maintaining and improving nutrition. Funding can also be used to support culinary arts programs, if food is provided to students-in-need. School districts may hire staff directly involved in food program delivery. Funding may also be used for small appliances and equipment to support food preparation and transportation. A small portion may be allocated to home food security.

The one difference is that the NSFP allows for spending on major or minor infrastructure but not for expanding buildings or classrooms. The NSFP cannot be used during school holidays. For example, school 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, school districts may not use NSFP funding to provide meals or snacks to students during school holidays such as summer, spring break or winter holidays.

As we plan, it is important to acknowledge that continued funding from municipal, provincial and federal governments cannot be guaranteed, nor can we assume that funding levels will increase in alignment with rising operational costs. This uncertainty underscores the need to explore diversified and sustainable funding sources to support student nutrition programs.

Feedback collected at the November 12, 2025 Finance and Personnel Committee meeting, emphasized the importance of equity and universal access, advocating for school food programs to be available to all students and families without minimum participation thresholds. Participants highlighted the need to normalize access to food as it is essential for learning, and to reduce associated stigma which may create barriers for student participation.

Recommendations included offering varied meal options at different times, expanding program reach by adding delivery vehicles and upgrading facilities, and employing public sector staff. Additionally, the feedback called for the inclusion of students and families in shaping culturally appropriate and nutritious meals, accommodating dietary needs and restrictions, and using surveys and family feedback to measure program success and accessibility.

The proposed spending plan was developed based on the spending guidelines provided by the Ministry of Education and Child Care and the input received. The proposed spending plan prioritizes areas of greatest impact to improve equity, operational capacity, and meal quality and cultural relevance across the VSB.

The proposed spending plan focuses on two key areas:

- School Food Programs – Expanding access to nutritious meals for students.
- Infrastructure – Strengthening operational capacity to support program growth and sustainability.

Proposed Allocation	Estimated Costs 2025-26	Estimated Costs 2026-27
<b>1. Expansion of Breakfast Program</b> Four secondary schools currently lack a before-school breakfast option, offering meals only during the nutrition break. As a result, many students begin their day without access to a nutritious meal. Principals have expressed strong interest in introducing morning service to better support students who, for a variety of reasons, may not have a reliable breakfast at home. This proposal establishes before-school breakfast programming in the four schools not yet offering it and provides additional funding for the associated increase in supply costs. For the remainder of the 2025–2026 school year, approximately 6,880 breakfasts are expected to be served under the expanded program.		
<b>Temporary staffing increase (IUOE 963 cafeteria staff):</b>	<b>\$65,459</b>	<b>\$137,007</b>
<b>Supplies (food)</b>	<b>\$92,880</b>	<b>\$194,400</b>
<b>2. Expansion of Food4School</b> Food4School promotes equitable access to nutritious meals (breakfast and lunch) in elementary schools. Currently the program is offered in 66 schools. To allow all elementary schools to join the program the following allocations are proposed: <ul style="list-style-type: none"> <li>• Add one Temporary IUOE 963 Food Service Worker (CTA1) for 5.5 hours per day will support breakfast preparation, service, and cleanup, freeing the Baker to focus on expanding production for the Food4School Cold Breakfast. Increase 0.5 hours per day for 5 existing Food Service workers.</li> <li>• Increase delivery capacity by purchasing two additional trucks and hiring two additional drivers.</li> </ul>		
<b>Temporary staffing increase (IUOE 963 cafeteria staff):</b>	<b>\$43,378</b>	<b>\$90,791</b>
<b>Supplies (increased meals for additional schools)</b>	<b>\$70,950</b>	<b>\$148,500</b>
<b>Equipment – 2 Trucks</b>	<b>\$210,000</b>	<b>\$0</b>
<b>Staffing (CUPE 407 Truck Drivers)</b>	<b>\$50,000</b>	<b>\$100,000</b>
<b>3. Fruit &amp; Vegetable Snack Program (Secondary Schools)</b> In partnership with Greater Vancouver Food Bank and community donors, this pilot introduces a program offering fruit, vegetables, and healthy snacks throughout the day. Temporary staffing will support replenishment of snack carts and deliveries of food to 17 secondary schools.		
<b>Temporary staffing increase (IUOE 963 cafeteria staff):</b>	<b>\$20,000</b>	<b>\$41,860</b>
<b>Supplies (food)</b>	<b>\$205,037</b>	<b>\$429,127</b>
<b>Equipment (snack carts)</b>	<b>\$37,000</b>	<b>\$0</b>
<b>4. Replacement of self-serve fridges</b> Replacement of outdated and inefficient self-serve fridges with modern, energy-efficient models will improve reliability and reduce energy consumption. It is recommended to purchase 26 self serve fridges for 13 secondary schools that require replacements.		
<b>Equipment and Installation</b>	<b>\$108,816</b>	<b>\$0</b>
<b>GRAND TOTAL</b>	<b>\$903,520</b>	<b>\$1,141,685</b>

The 2026-2027 cost estimates are provided for information only. The 2026-2027 spending plan will be approved as part of the 2026-2027 Financial Plan.

## RECOMMENDATION

**THAT the Board approve the 2025-2026 National School Food Program spending plan.**

January 28, 2026

**ITEM 9.1.1**

**TO:** Board of Education

**FROM:** Victoria Jung, Trustee

**RE:** Notice of Motion – BCSTA AGM Motion: Review of the \$10-a-Day Child Care Program to Ensure Equitable Access

*Reference to  
Education Plan*

**GOAL:**

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

**OBJECTIVE:**

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

## PROPOSED MOTIONS

*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.*

## RATIONALE

This motion is emergent because families experiencing vulnerability continue to face unequal access to affordable child care in many regions. Uneven implementation of the \$10-a-Day program has created disparities that directly affect children's readiness, attendance, and family stability. School districts hosting child care observe these gaps firsthand. An equity-focused review with clear prioritization criteria will help ensure that scarce spaces are directed to families with the greatest need and will improve alignment between provincial policy and district-level child care partnerships.

January 28, 2026

ITEM 9.1.2

**TO:** Board of Education

**FROM:** Victoria Jung, Trustee

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

[Reference to Education Plan](#)

- GOAL:** Goal 1: The Vancouver School Board will improve student achievement, physical and mental well-being, and belonging by...
- OBJECTIVE:**
- Improving school environments to ensure they are safe, caring, welcoming, and inclusive places for students and families.

## PROPOSED MOTIONS

*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.*

## RATIONALE

The demand for before and after school care far exceeds available spaces, impacting families' employment stability and student well being. School districts are well positioned to host school age care, but current capital funding criteria and design limitations prevent districts from incorporating flexible or dual use spaces into new school construction. Updating these policies will enable cost effective expansion of school age care when schools are built or expanded.

January 28, 2026

**ITEM 9.1.3**

**TO:** Board of Education

**FROM:** Victoria Jung, Trustee

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

*Reference to  
Education Plan*

**GOAL:**

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

**OBJECTIVE:**

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

## PROPOSED MOTIONS

*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.*

## RATIONALE

Over the past decade, the *School Act* has undergone numerous amendments leading to ambiguities regarding the roles, responsibilities, and scopes of DPACs and PACs.

Ambiguities in the current legislative framework create inconsistent practices and avoidable friction at the local level. Clarifying the statutory role and scope of DPACs and PACs, through a collaborative, modernized update, will enhance parental involvement in public education, ensure governance clarity, and support alignment throughout districts.