

SPECIAL PUBLIC DELEGATION BOARD MEETING AGENDA

Wednesday, April 15, 2026, 5:00 to 7:00 pm
In the Boardroom
VSB Education Centre

1. CALL MEETING TO ORDER

1.1 LAND ACKNOWLEDGEMENT

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

1.2 OPENING REMARKS

2. DELEGATIONS RE: DRAFT 2026-2027 FINANCIAL PLAN

Delegations are estimated to begin at approximately 5:00 PM.

2.1 Delegations

- 2.1.1 Joanne Carman
- 2.1.2 Tomomi Suzuki
- 2.1.3 Audrey Liang, Point Grey Secondary Debate Club
- 2.1.4 Jenna Otto-Wray, Friends of School Libraries
- 2.1.5 Nate Stanley and Sam Smart, COPE Vancouver
- 2.1.6 Sherry Breshears
- 2.1.7 Linda Kemp
- 2.1.8 Mae Price
- 2.1.9 Liz McDowell
- 2.1.10 Ela Gunad
- 2.1.11 Rachel Tetrault
- 2.1.12 Christopher Lee
- 2.1.13 Justin Sekiguchi
- 2.1.14 Dan Ward
- 2.1.15 Harper Keenan

3. ADJOURNMENT

Excerpt from Policy 7 – Board Operations

Public Delegation Board Meetings

Public Delegation Board meetings are intended to provide community members with the opportunity to share their thoughts about Board policies, Board decisions and the budget. Topics about specific employees or individual students cannot be discussed at these meetings. Also, presentations that are commercial in nature cannot be made at these meetings. No Board business, other than the receipt of public delegations, shall be conducted at this meeting and as such, no matter raised by a delegation shall be considered at this meeting.

Public Delegation Board meetings may be conducted in person or by electronic means, depending on the needs of the Board and the availability of appropriate technology. Delegations presenting in either format are subject to the same rules of conduct, time limits, and procedural expectations.

Procedures for Delegations:

- The time allotted for the delegation's presentation will be five minutes.
- Delegations are welcome to present information, perspectives, and opinions for the consideration of the Board.
- Any presentation slides or written comments that the delegation wants to have shared at the meeting must be submitted to the Secretary Treasurer's Office no later than noon the business day before the meeting.
- Delegates are expected to comply with Board norms of conduct and decorum at meetings. Personal, inflammatory, or accusatory language will not be tolerated.
- Board members may direct questions for clarification through the spokesperson for the delegation; however, the matter will not be debated.
- Board member questions for staff in relation to delegation presentation will be emailed to the Superintendent who shall determine how best to provide the information requested.
- Presentations may be delivered in person or online, depending on the delegation's preference and the Board's technical capacity.

Expected Behaviour of Audience and Presenters

All attendees, including the audience and presenters, are expected to behave respectfully and professionally. Audience members should listen attentively, avoid disruptions, and show respect to everyone present. They should follow the established procedures for commenting or asking questions and refrain from personal attacks or derogatory language. Presenters should deliver clear and concise presentations, treat all participants with respect, and support their arguments with relevant information. Following these expectations will create a productive and respectful environment for meaningful discussions and decision-making.

Recording the meeting in either video or audio format is not permitted.

Individuals who fail to comply with these guidelines, or who disrupt the proceedings, will be asked to leave the meeting by the Board Chairperson.

Use of Props in Board Meetings

To preserve public trust and to maintain a respectful, orderly, and professional environment during Board meetings, the use of props by trustees and delegations is not permitted. This includes any objects, signs, costumes, or visual aids that are not part of the official meeting materials or presentations approved in advance.

Exceptions may be made for approved presentation materials that support agenda items, provided they are submitted in advance to the Secretary Treasurer's Office, are not disruptive to the decorum of the meeting, and have been included in the meeting agenda materials.

This policy supports the Board's commitment to respectful dialogue, impartial governance, and the preservation of public trust in its proceedings.

Data and information to **support** parents and student learning.

This report provides a comprehensive set of data and information about each school district in the province, highlighting intellectual, human and social, and career development.

Our mandate the for education system assists in the development of human potential and improves the well-being of every British Columbian. The B.C. school system develops educated citizens by supporting each student's intellectual, social, and career development while considering a wide range of information related to all of these areas.



Intellectual Development

Includes the ability to analyze critically, to reason, to think independently, and to acquire important skills and bodies of knowledge

Literacy and Numeracy	5
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Human and Social Development

Includes developing a sense of self-worth and well being, personal initiative, social responsibility, and a tolerance and respect for the ideas and beliefs of others.

Student Satisfaction	10
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Career Development

Includes preparing students to attain their career objectives and to develop effective work habits and the flexibility to deal with change in the workplace.

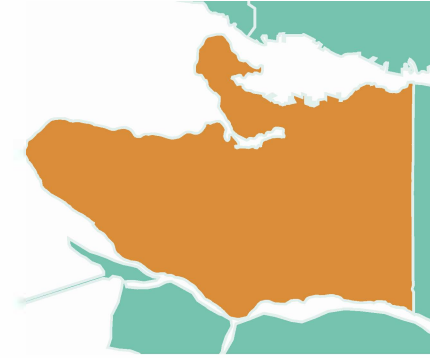
Post-Secondary and Career Development	11
Transition to B.C. Post-Secondary Education	11

About Your School District

When reviewing district results, it is important to consider various factors that can influence student learning.

Community demographic and student enrolment information is provided to help inform local planning and continuous improvement efforts.

For information about this district and their plans for enhancing student learning, please refer to: <http://www.vsb.bc.ca>



Population Size

in 2024 (estimated by BC Stats)

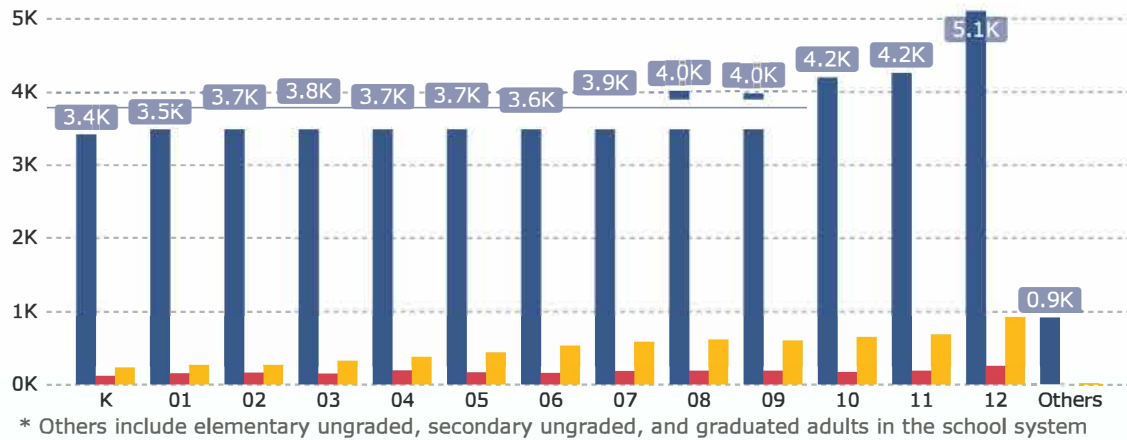
755,245

Number of Active Public Schools

110

Total Students across All Grades (2024/2025)

● All Residents ● Indigenous Students ● Students with Diverse Needs

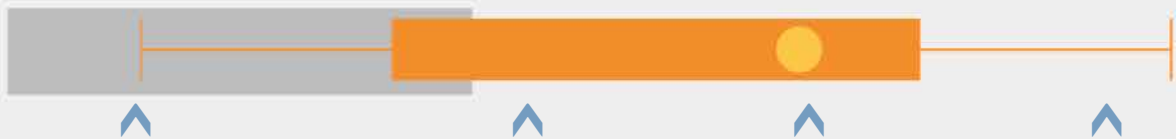


Community Demographics

The demographic information displayed was based on the 2021 Census of Population conducted by [Statistics Canada](https://www150.statcan.gc.ca/n1/pub/92-62-0001/2021001/article/00001-eng.htm).

	EI Unemployment Rate	Percent of 25-64 with Post-Secondary Credentials	Percent of Lone-Parent Families	Median Family Income Economic Families	Population Density (People per sq. km of land area)
B.C. Public Schools	8.27%	42.06%	4.29%	\$113,137	3,644
Vancouver	9.5%	49.34%	4.62%	\$114,952	9,246

How to Read the Charts in This Report



The grey band represents the **typical range across B.C. (middle 50% of all school districts)**

The orange band shows this district's **typical range over the past five years (middle 50%)**.

The yellow dot shows **the most recent result** for this school district

The orange line represents this school district's **whole range over the past 5 years**.

Enrolment

Enrolment counts include the records of all adults and school-age persons who are enrolled in the B.C. K-12 Public School system, based on September 30th data collection. Registered homeschooled children are not considered an enrolment.

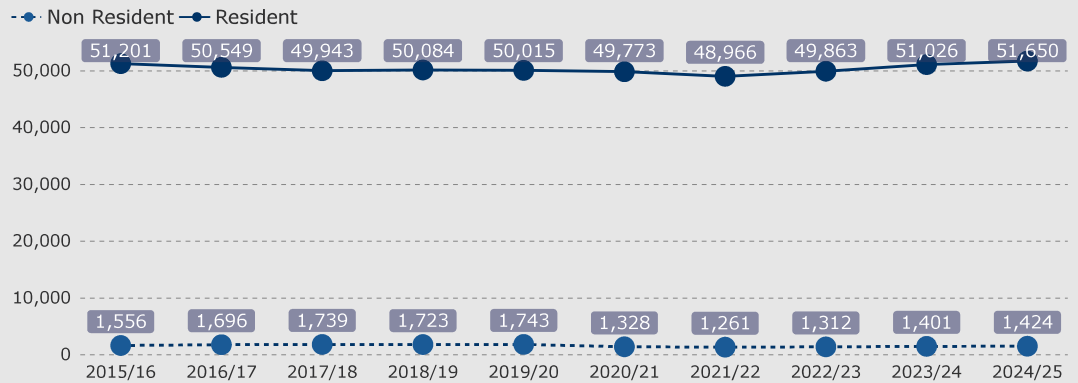
For a more complete set including additional years and subpopulations, view the open data for [Student Enrolment and FTE by Grade](#).



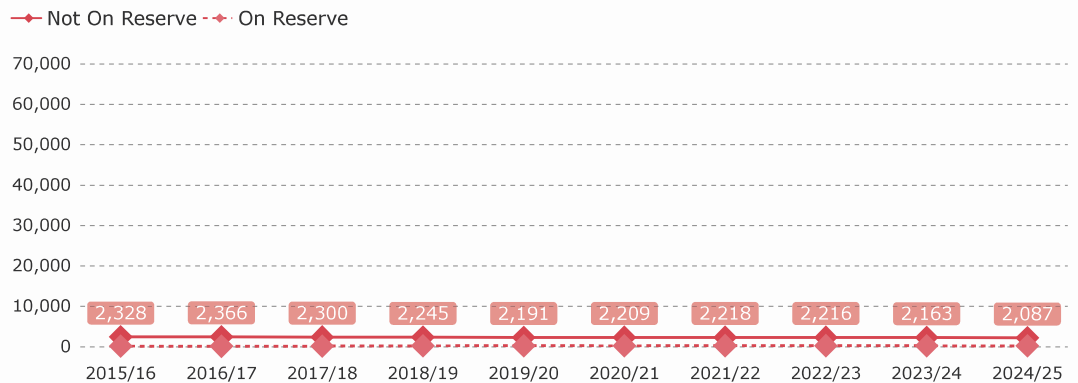
**September 2024
Total Headcount**
(All students)

53,074

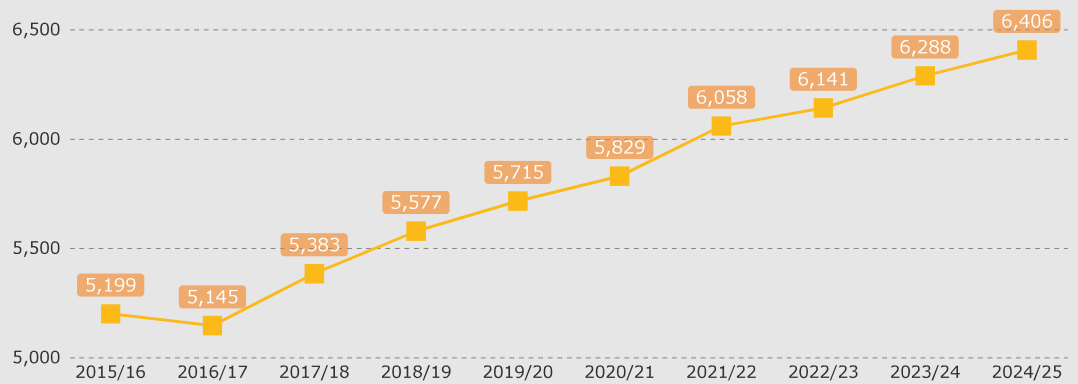
Resident and Non-Resident



Indigenous



Inclusive Education (Resident)



Students identified in an Inclusive Education Category (2024/2025)

Autism Spectrum Disorder	Deaf or Hard of Hearing	Deafblind	Gifted	Intensive Behaviour Intervention /Serious Mental Illness	Learning Disability	Mild Intellectual Disability	Moderate Behaviour Support/ Mental Illness	Moderate to Profound Intellectual Disability	Physical Disability or Chronic Health Impairment	Physically Dependent	Visual Impairment
1,685	114	Msk	536	472	1,898	124	556	102	726	56	16

Enrolment Projection

The ministry generates estimates of future enrolment growth for the province and each of the school districts, leveraging internal enrolment data and external data sources like BC Statistics and Statistics Canada. Projections for both Student Headcount and Funded FTE are produced to inform future project planning and funding decisions.

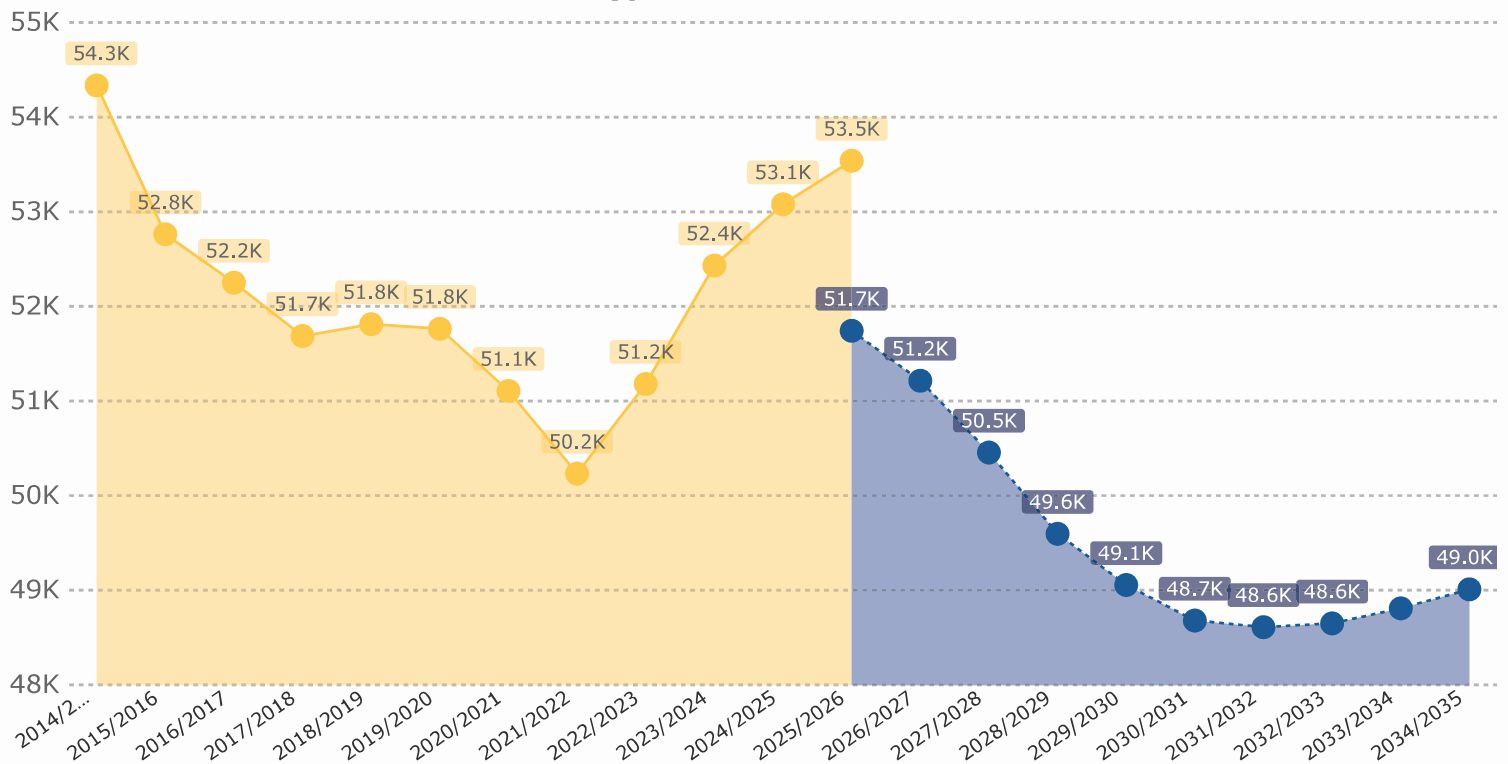


Projected 10-year change (All students)

↓ -3,624

Historically, immigration to B.C. has been the largest source of new students in the public school system. Other sources of students, such as incoming kindergarten students, movement between the public and independent school systems and between school districts are also incorporated into enrolment projections.

Data Type: ● Actual ● Forecast



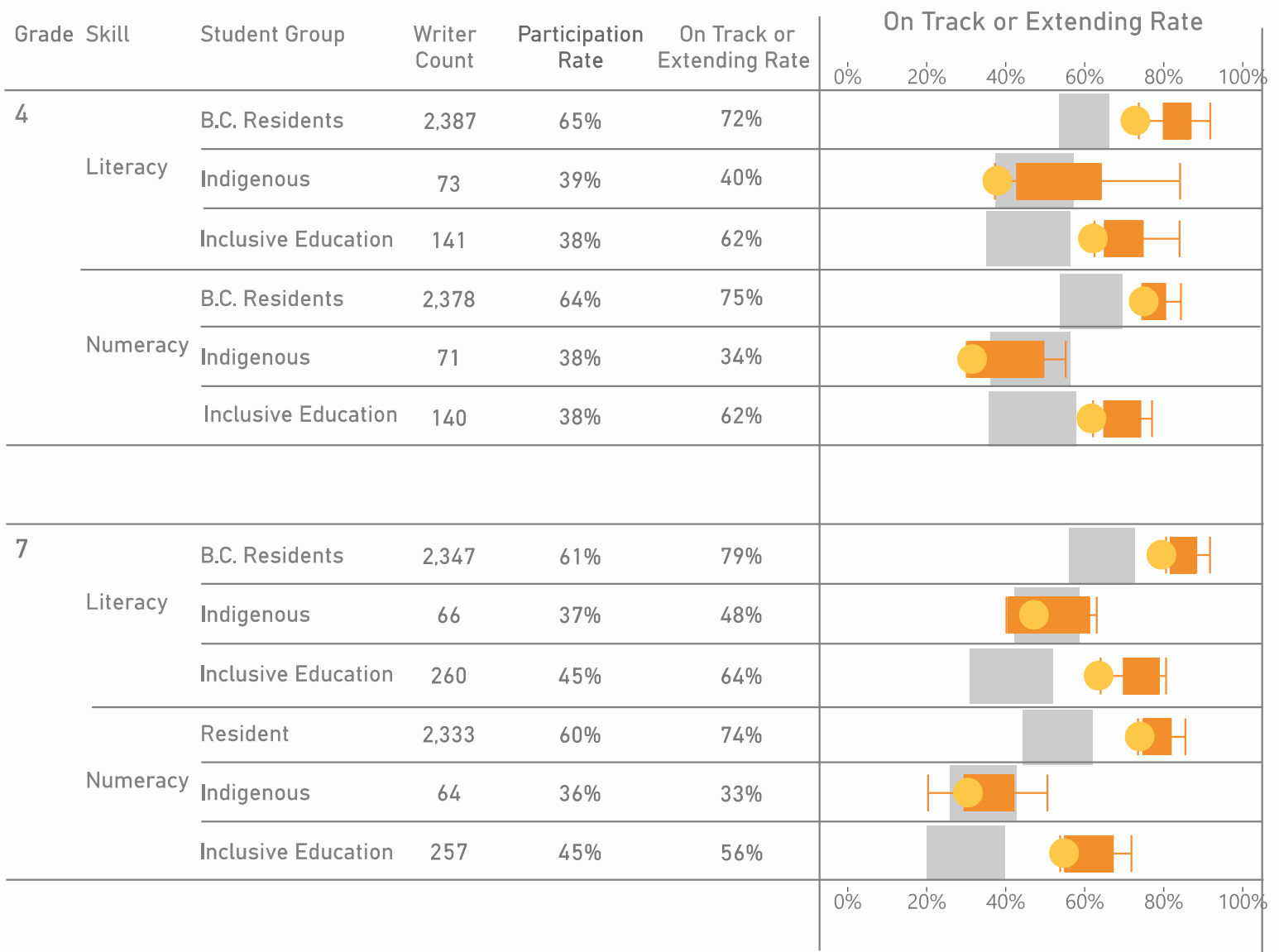
Foundation Skills Assessment

A goal of B.C.'s education system, supported by the family and community, is intellectual development – enabling our students to think critically, independently, and to acquire important skills and knowledge that will enable them to thrive in a rapidly changing world.



Literacy, and Numeracy (2024/25)

The Foundation Skills Assessment (FSA) is a set of literacy and numeracy tests administered each year to students in grades 4 and 7. In the 2021/2022 school year, reading and writing assessments were replaced with a single literacy assessment. The FSA is a valuable indicator of where individual students might have challenges in literacy and numeracy and can be used to help plan their education. It also provides a snapshot of how our education system is meeting the needs of students in these key areas.



FSA Progression Over Time

The following charts provide a comparison of the previous performance of the Grade 4 cohort to their current performance in the Grade 7 FSA literacy and numeracy assessments.





Literacy


Proficiency Level in Grade 4 (2021/2022)	Student Count	Proficiency Level in Grade 7 (2024/2025)			
		Extending	On Track	Emerging	Not Participated
Extending	315	24%	53%	2%	21%
On Track	1,091	4%	58%	8%	30%
Emerging	274	0%	36%	23%	41%
Not Participated	1,853	2%	32%	12%	54%

Numeracy

Proficiency Level in Grade 4 (2021/2022)	Student Count	Proficiency Level in Grade 7 (2024/2025)			
		Extending	On Track	Emerging	Not Participated
Extending	225	52%	27%	4%	17%
On Track	1,076	14%	48%	10%	28%
Emerging	384	1%	24%	32%	42%
Not Participated	1,846	5%	24%	17%	54%

 Rate of student with the same level of proficiency Grades 4 and 7.

 Rate of student with the higher level of proficiency Grades 4 and 7.

 Rate of student with the lower level of proficiency Grades 4 and 7.

Grade-to-Grade Transition

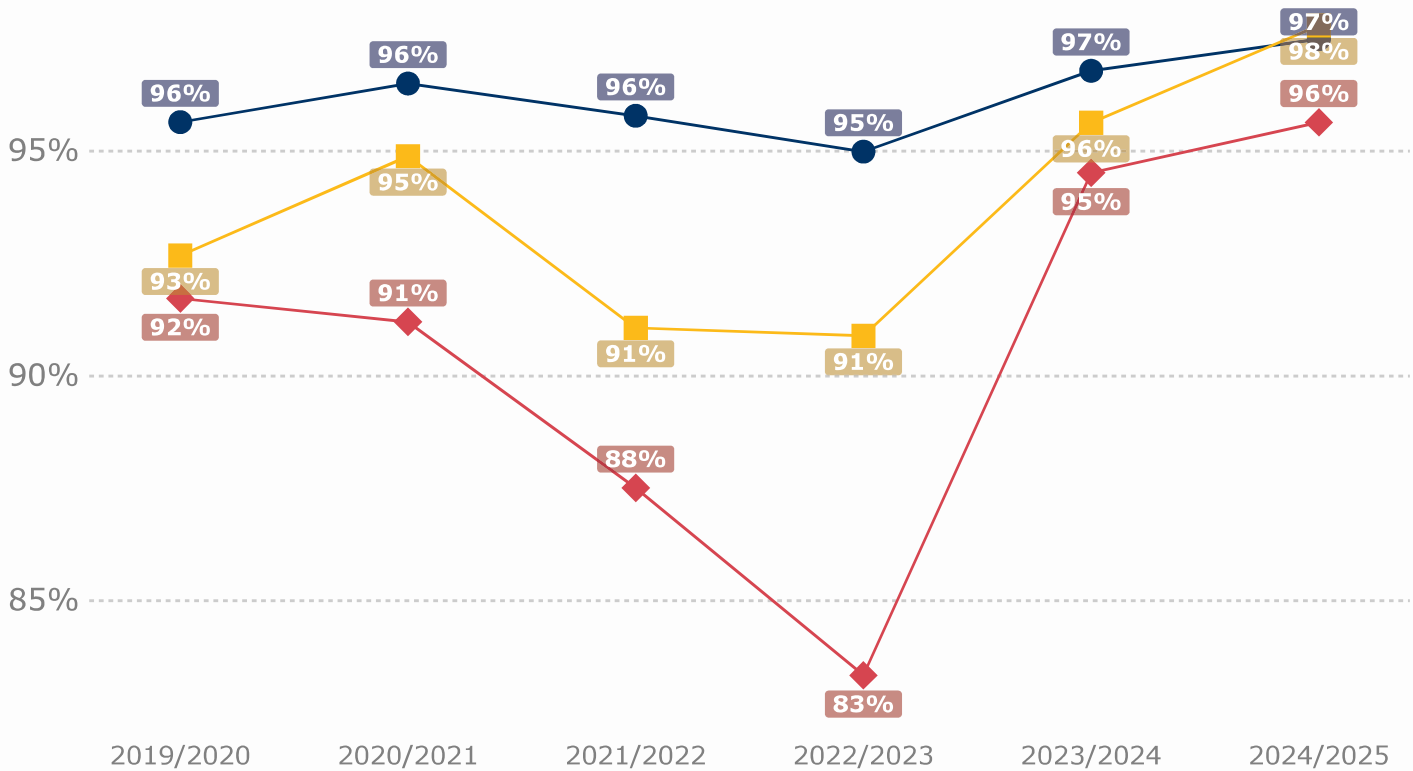
Grade-to-Grade transition is the percentage of students who enter a grade for the first time from a lower grade and make the transition to a higher grade in the next school year.

For a more complete set including additional years and subpopulations, view the open dataset for [Grade to Grade Transition](#).



Transition from Grade 11 to Grade 12 Over Time

● All Residents ■ Inclusive Education ◆ Indigenous



Grade-to-Grade Transition for All Grades in 2024/2025

Base Grade	KF	01	02	03	04	05	06	07	08	09	10	11
All Residents	97%	97%	97%	97%	97%	97%	97%	98%	98%	98%	97%	97%
Inclusive Education	98%	97%	97%	98%	99%	97%	98%	99%	99%	99%	96%	96%
Indigenous	97%	97%	99%	98%	98%	96%	97%	98%	97%	98%	93%	95%

Graduation Assessments (2024/25)



Provincial Assessment results are displayed for:

- Grade 10 Literacy Assessment (Introduced in 2019/2020)
- Grade 10 Numeracy Assessment (Introduced in 2017/2018)
- Grade 12 Literacy Assessment (Introduced in 2021/2022)

The purpose of Graduation Assessments is to measure the extent to which students are literate and numerate and to provide students and educators with information about their proficiency. As part of the updated graduation requirements, students will have to complete two provincial assessments focusing on their demonstration and application of numeracy and literacy.



[Learn more about Graduation Assessments](#)

For a more complete set including additional years and subpopulations, view the open data for [Graduation Assessments](#).

Assessment	Graduation Assessment Participation	Graduation Assessment Proficiency									
		Writer Count	Participation Rate	Writer Count	Proficient or Extending Rate	Percent Proficient or Extending					
						0%	20%	40%	60%	80%	100%
Literacy 10	B.C. Residents	3,709	89%	4,171	79%						
	Indigenous	91	55%	124	48%						
	Inclusive Education	461	72%	548	58%						
Numeracy 10	B.C. Residents	3,619	87%	4,316	62%						
	Indigenous	81	49%	111	24%						
	Inclusive Education	444	70%	546	38%						
Literacy 12	B.C. Residents	3,931	85%	4,110	85%						
	Indigenous	117	50%	122	53%						
	Inclusive Education	567	65%	589	69%						

Completion Rates (2024/25)

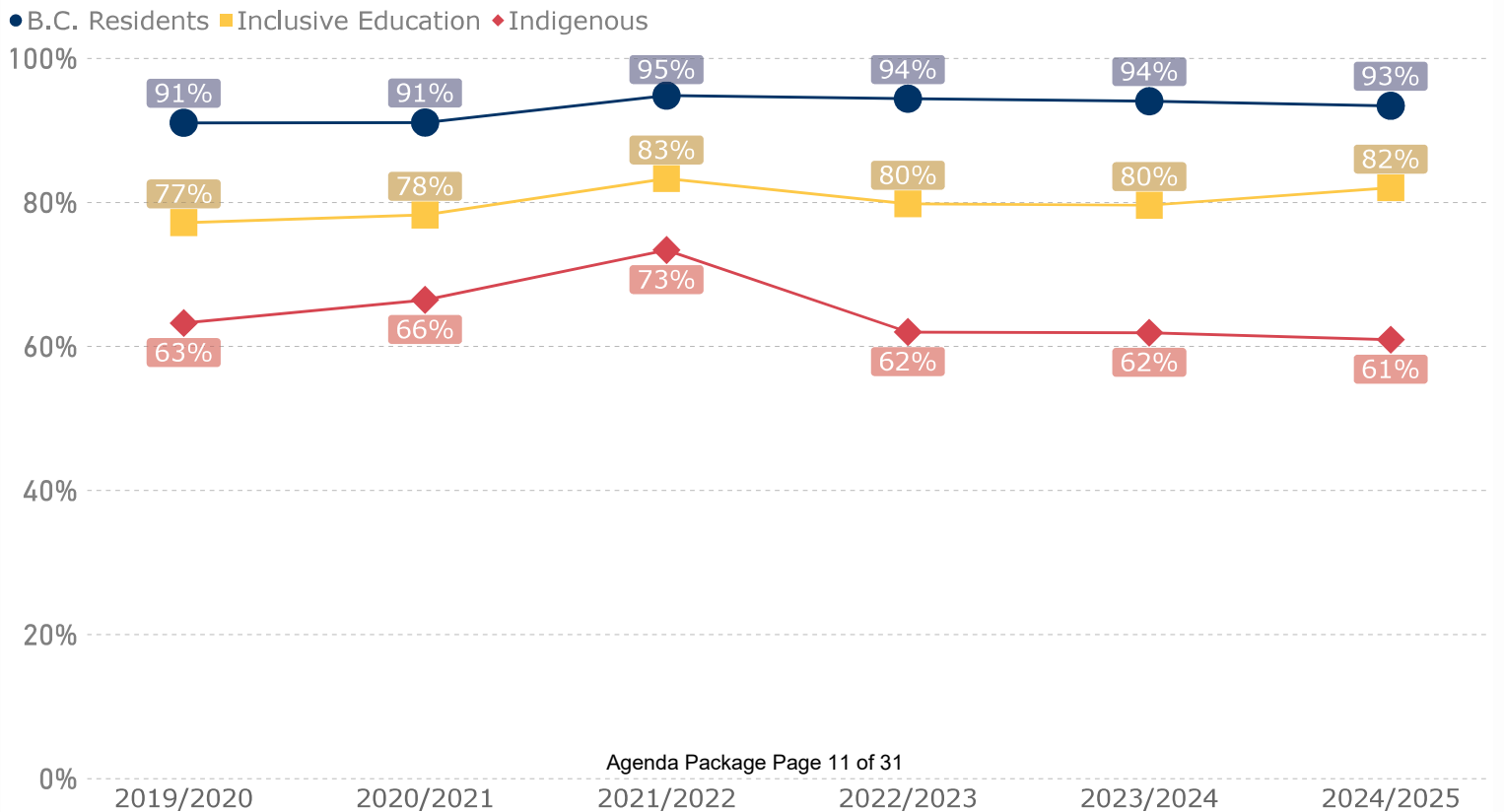
The six-year completion rate is the proportion of students who graduate with a British Columbia Certificate of Graduation (Dogwood) or a British Columbia Adult Graduation Diploma (Adult Dogwood) within six years from the first time they enrol in Grade 8, adjusted for migration into and out of British Columbia. A six-year rate provides students with an additional year beyond the five years required to move through Grades 8-12.



For a more complete set including additional years and subpopulations, please see open data for [Six Year Completion Rates](#).

Student Group	Total Students (2019/2020 cohort)	Completion Rate (2024/2025)	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
B.C. Residents	4,321	93%											
Indigenous	183	61%											
Inclusive Education	788	82%											
All Students	4,716	91%											

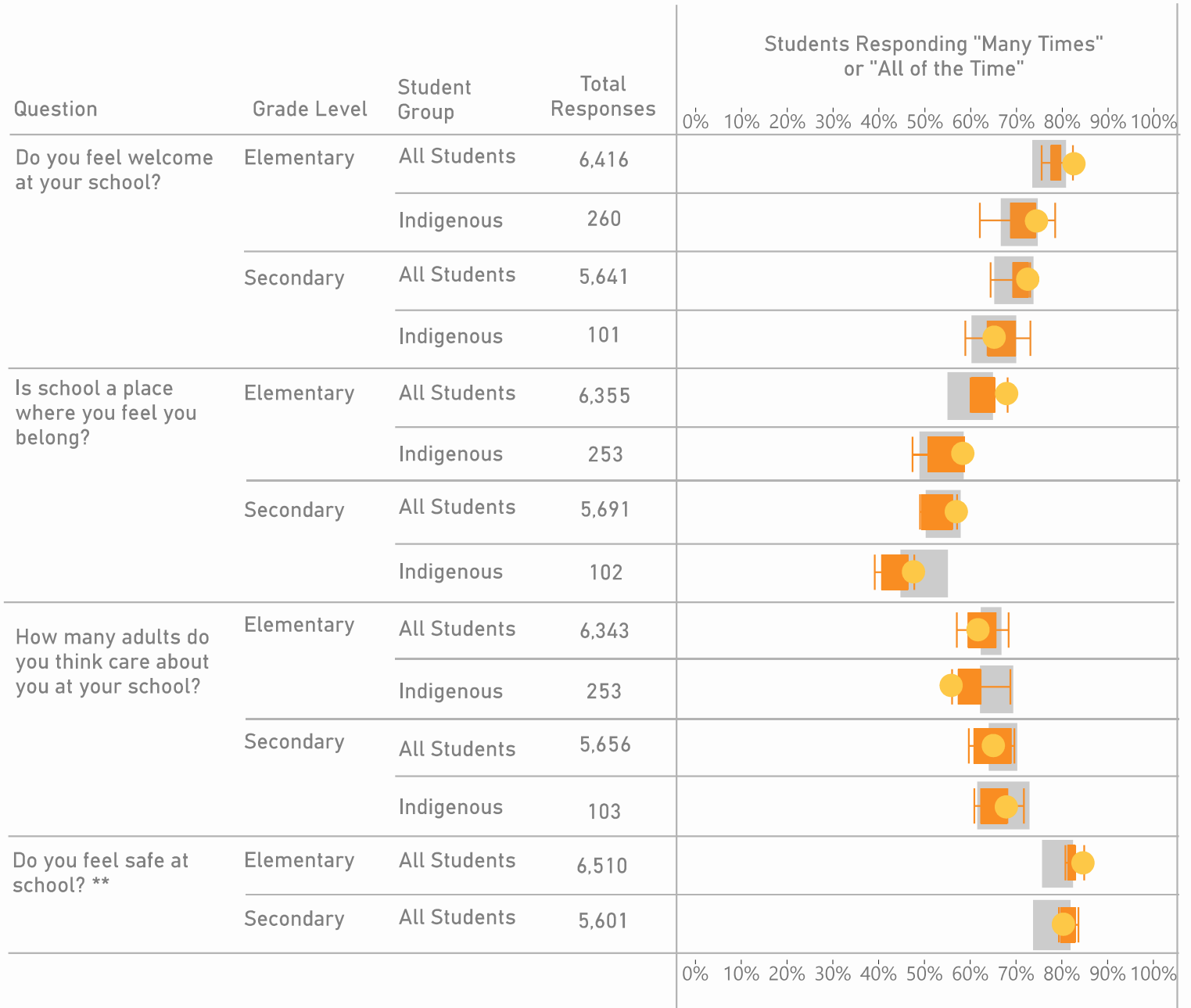
Completion Rate Over Time



Student Learning Survey (2024/25)

Every year, students in Grades 4, 7, 10, and 12, their parents, and all staff in B.C. public schools are invited to participate in the annual online Student Learning Survey (SLS) about their school experience. Results for elementary students (Grades 4 and 7) and secondary students (Grades 10 and 12) are provided.

[Learn more about the Student Learning Survey.](#)



**NOTE: THIS QUESTION IS ANONYMIZED

Post-Secondary and Career Preparation (2024/2025)

Schools are expected to play a major role, along with families and communities, in helping each student develop a sense of self-worth and well being, personal initiative, social responsibility, and a tolerance and respect for the ideas and beliefs of others.



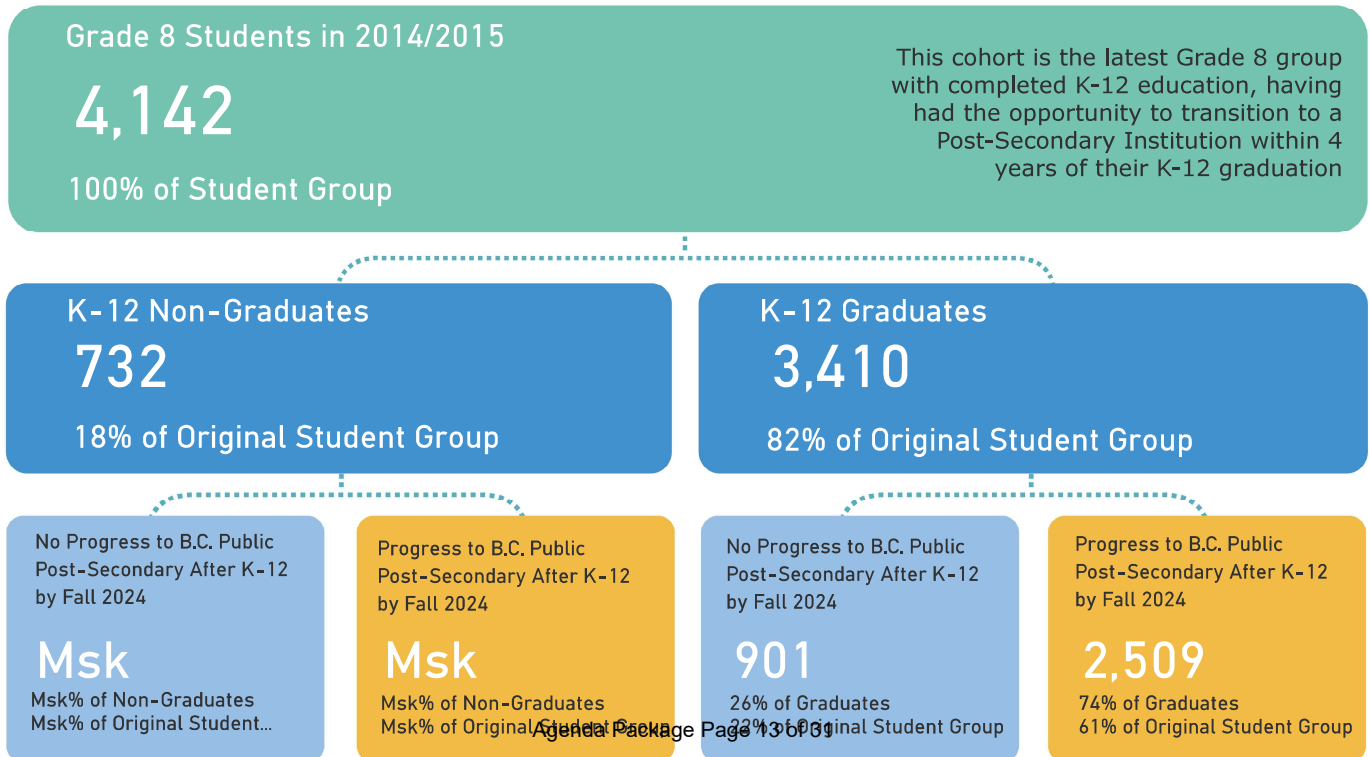
Question	Grade Level	Student Group	Total Responses	Students Responding "Many Times" or "All of the Time"										
				0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Are you satisfied that school is preparing you for a job in the future?	Secondary	All Students	5,488	[Progress indicator: ~25%]										
		Indigenous	98	[Progress indicator: ~20%]										
Are you satisfied that school is preparing you for post-secondary education?	Secondary	All Students	5,477	[Progress indicator: ~35%]										
		Indigenous	99	[Progress indicator: ~25%]										

Transition to B.C. Public Post-Secondary Education (data as of 2024/2025)

The following information shows the transitions of a cohort of B.C. resident students in this district, and:
 How many of these students graduated from the B.C. school system by Fall 2020
 How many of these students enrolled in a B.C. public post-secondary institution by Fall 2024*

* Note, these results do not include those who enrolled in private post-secondary institutions in B.C. or post-secondary institutions outside of B.C.

[Find out more about the transition to B.C. post-secondary education.](#)



About this Report

This report provides an overview of information collected by B.C. Ministry of Education and Child Care for all school districts across the province. It compliments new planning and reporting effects that are underway to enhance student learning in every school and school district in British Columbia.



For more data, visit DataBC Catalogue at:

<https://catalogue.data.gov.bc.ca/organization/ministry-of-education>

Questions to Consider When Reviewing Results

Some questions you might consider when reviewing information in this report include:



- To what extent do the results align with what you expected to see?*
- How do the results compare with other information that exists?*
- What are areas of strength?*
- What areas may need further attention?*
- Where do you see growth over time?*
- What patterns do you see across particular groups of students?*
- What efforts are underway to support student success, and what role can you play?*

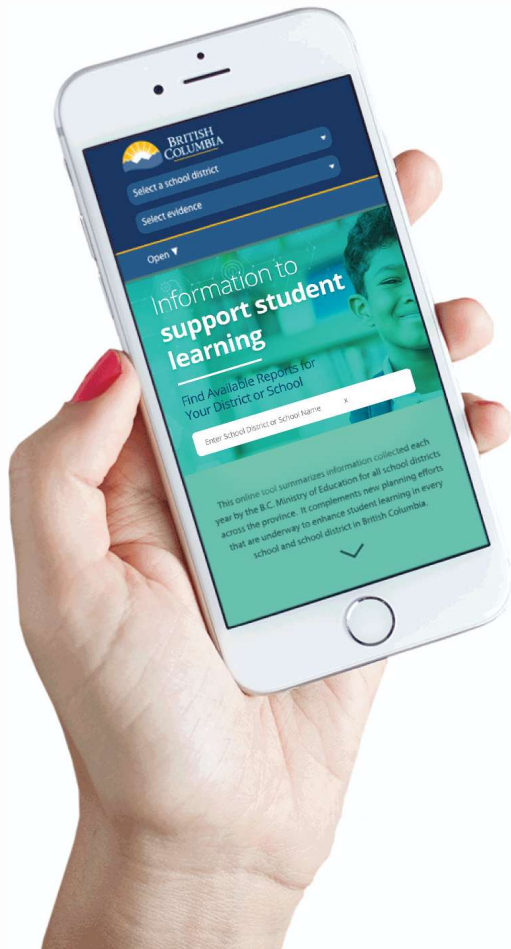
We Value Your Feedback

The B.C. Ministry of Education and Child Care welcomes your feedback on this new way of displaying student information. Please send any questions, comments, or suggestions for improvement to educ.systemperformance@gov.bc.ca

Throughout this report, please note:

- (1) **Indigenous Students:** students who have self-identified as being of Aboriginal ancestry (First Nations, Métis, or Inuit).
- (2) **Students with Disabilities or Diverse Abilities:** when the Ministry of Education and Child Care reports on the total number and performance of students with disabilities or diverse abilities, all categories are included.
- (3) **Transitions to B.C. Public Post-Secondary:** for more information, please refer to: <http://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/data-research/student-transitions-project>

Msk - Throughout this report, some numbers are "masked" to protect the privacy of potentially identifiable populations of students. For more information on the masking policy, visit: <https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/protection-of-personal-information-when-reporting-on-small-populations>



Chair and Trustees,

In your planning documents, the district has identified an enterprise risk: that students with disabilities and diverse learning needs may not be adequately supported.

That means the risk has been acknowledged.

The responsibility that follows is to ensure it is actively managed and reduced over time.

At the same time, the purpose of public education in British Columbia is clear: to develop the intellectual, social, and career potential of every student so they can participate equally in society.

The Ministry's 2025 School District Report provides measurable evidence of current outcomes.

In Vancouver, the five-year completion rate is 93% for all students, compared to significantly lower rates for students with disabilities and diverse abilities and for Indigenous learners.

Across literacy, numeracy, and graduation measures, both groups continue to underperform relative to the general student population.

This pattern is consistent across multiple indicators and is reflected in the Ministry data included in your agenda materials.

Taken together, this shows that outcome gaps for priority populations remain significant.

The Ministry's report, which I have included for your convenience, should be familiar to you in your role as decision-makers for this budget—particularly in assessing progress over the past three years.

The data shows that these gaps have not meaningfully improved.

For Indigenous learners, the gap has increased.

For students with disabilities and diverse abilities, progress in closing the gap has been limited.

This is concerning at a time when the district is purportedly working toward equity and inclusion.

At the same time, enterprise risks related to supporting students with disabilities and diverse abilities have been identified over multiple years.

Administrative procedures such as AP 507 describe how these risks are to be identified, monitored, and managed by the district.

Based on available evidence, it is not yet clear how these risks have been reduced.

This raises a central governance question:

What level of inequitable outcomes is considered acceptable?

From a human rights perspective, access to education must be equitable and non-discriminatory.

From a governance perspective, trustees are responsible for ensuring that the system is designed and resourced so all students can reach their potential.

This includes ensuring that students with disabilities can access classrooms, supports, and services that align with their needs, and that barriers are actively identified and removed.

One problem: the data available is incomplete.

It provides only a partial view of system performance.

Without more comprehensive and transparent data collection, the district cannot determine whether students are accessing education equitably, whether interventions are effective, or whether risks are being meaningfully reduced.

Need is increasing.

Outcomes remain unequal.

This reflects a gap between identified risk and system performance.

What exists is not yet a coherent effective or efficient system.

Expectations are not sufficiently defined to ensure consistent implementation across schools or to measure outcomes reliably.

As a result:

Implementation varies across schools.

Staff operate without consistent structures.

Families experience inconsistency.
System performance cannot be reliably measured.

You have also identified organizational capacity as a significant enterprise risk.

These risks are connected.

When expectations are not clearly defined and supported through coordinated structures and policies, responsibility shifts to individual staff.

In a constrained labour environment, this leads to variability, strain, and reduced system reliability.

There is also a structural issue that requires attention.

When families raise concerns, conflict resolution and appeal processes are not consistently experienced as unbiased, fair, or responsive.

When accountability mechanisms are not functioning effectively, system-level issues persist with poor results for students.

This limits the district's ability to identify and address barriers and contributes to the ongoing disparities reflected in Ministry outcomes.

Strengthening accountability—including meaningful participation and oversight from the disability community—is necessary to reduce this risk.

At present, there is no clear, public reporting that allows this Board or the public to answer basic questions:

Are students with disabilities accessing education equitably?
Are they graduating?
Where are the barriers?

Without knowing this, risk cannot be effectively managed.

The budget is the mechanism through which systemic changes can be made.

A budget establishes priorities, defines expectations, and enables accountability.

If supporting students with disabilities and diverse abilities is a priority, it must be operationalized.

That requires:

A clear, district-wide framework that defines expectations and guides implementation.
Measurement and reporting that track access, progress, outcomes, and barriers.
Investment in capacity—staffing models, expertise, and coordinated supports aligned with those expectations.

Public education determines whether students complete school, access post-secondary pathways, and participate fully in society.

The risk has been identified.

The responsibility is to demonstrate how it will be reduced.

Through defined actions, measurable outcomes, and sustained accountability.

Thank you.

Hello my name is Jenna Otto-Wray, and I am here today representing 'Friends of School Libraries'.

I'm a parent from AR Lord Elementary in East Vancouver. I'm an avid reader, and weekly public library visitor. Working in neighbourhood houses, I'm a huge believer in belonging, connection and the importance of community spaces - like libraries.

As a young child, like my daughter is today, I was a library kid. Finding leadership opportunities, belonging, safety and refuge from the rain at my elementary school library in South East Vancouver.

I'm here to advocate for the imperativeness of school libraries, the role they play as a part of education, and the places of belonging they create in school communities. I'm also here to call on this group to address discrepancies and inequities across the district, and implore that you consider them when making your budgetary decisions.

My kid is in grade five. She is shy, she is quiet, she is an observer and she is a reader. Her school, AR Lord in North-East Vancouver, is one of the lucky ones. While being a small school with only nine divisions, they have a permanent teacher librarian, Barb Parkin, who through combining library and resource hours, is able to ensure their library is open five days a week. This means that a kid like mine, who struggles with anxiety, has found consistency, belonging and leadership opportunities during times of uncertainty or inconsistency in other aspects of her school life. The library, where she is now a monitor two days a week, has been consistent for her throughout her six years at AR Lord - and I know how lucky we are, which is not the case for schools across the district.

We know that library resourcing is inequitable for a variety of reasons, but urge this group to allocate funds to narrow the gaps.

Annexes and smaller schools, because of their size, are allocated 1 or as little as .5 days of library support, meaning these schools aren't able to provide that consistent space for the kids who need the reliable landing place. This is felt especially in schools in communities where pay inequity, marginalization and language barriers are disproportionately present compared to the rest of the city. In these neighbourhoods, like mine in Hastings Sunrise, having regular access to school libraries = healthy school communities.

Currently libraries, especially in elementary schools, can't keep up with the insatiable thirst for books, an incredible problem to have. School libraries have to rely on their PACs' financial support, and communities that are living pay-cheque-to-pay-cheque can't be called upon to stock our libraries - so wealthier communities have better resourced libraries. It is impossible to keep up with inflation, with the current allocations and budgets, which means the librarians' buying power has gone down significantly. Leaving less books in the schools who need them the most.

Lastly, I implore this group to reconsider the planned defunding of the Teacher-Librarian Mentor role. This singular Full-Time position is pivotal to the entire District, connecting and supporting Teacher Librarians in both elementary and secondary schools. Their role touches libraries across the 100+ schools in Vancouver. They provide professional development workshops and organize entire conference days, support Teacher Librarians with maintaining diverse library collections and building lessons on digital literacy, work with new Teacher Librarians who are learning about the role, and act as a communications hub to help problem solve and keep our libraries running smoothly. Losing this cross-district role will be felt across the 100+ schools throughout Vancouver, the librarians that teach at those schools and the learners who attend them.

I have watched my kid grow this year as a leader in her school community, and that has much to do with the role she plays within Barb Parkin's library. Our libraries are not only integral in education and literacy, but also ensure kids find community, belonging and consistency, no matter what is going on in their lives. Thank you for your time.

April 15, 2026
Vancouver School Board Budget Delegation Board Meeting
Presented by Sherry Breshears, VSB Parent

Good evening, Trustees,

Thank you for the opportunity to speak with you this evening about the proposed budget.

I speak to you as a parent of a child with a disability at the VSB. Over the years, I, along with several other parents and caregivers of kids with disabilities, have been paying close attention to how the VSB supports our kids, and we are observing continued gaps in support. We continue to see families choosing to pull their kids out of the VSB, sending them to expensive private schools, online learning, or simply homeschooling because conditions in schools are often so challenging for these kids. Data in the Framework for Enhanced Student Learning (FESL) continues to show poor learning outcomes for students with disabilities and Indigenous students. In many cases, achievement gaps between these vulnerable students and the majority are widening.

Given this reality, I am concerned about how the proposed budget fails to meaningfully address these persistent gaps. The draft budget appears to further reduce frontline supports.

Last year, Trustees approved an increase of 38 SSA positions, which was a neutral increase given the rise in number of designated students in the system. However, many of those positions were never filled. In fact, the current year's budget update showed a surplus in the SSA budget, reflecting the district's ongoing difficulty in recruiting and retaining staff in these roles.

To fund that SSA increase last year, Trustees approved the elimination of 9 SSB positions from the Safe and Caring Schools program. This program provides critical support for students who struggle with school attendance, mental health challenges, and systemic exclusion. These are precisely the students that FESL is meant to serve. The loss of those 9 positions severely undermined the program's capacity to function.

Next year's proposed budget goes further, with additional cuts to essential, in-school positions that directly support our most vulnerable students. Although there is little detail provided in the document, some impacts are clear:

- The elimination of 39 full-time teacher positions
- The removal of youth and family worker positions at schools such as Britannia and Gladstone
- The loss of settlement workers who assist newcomer students and families as they adjust to schooling in Canada

- The reduction of non-enrolling and district-level positions without any clear reinvestment of those resources into direct, school-based student supports

At the same time, despite a stated commitment to desegregation, the district plans to open yet another Life Skills program. This occurs alongside the quiet elimination of specialized programs that often serve neurodiverse students, while elite programs such as mini-schools remain protected.

The Board's own Enterprise Risk Management statement acknowledges limited availability of SSAs and insufficient resources to adequately support students with disabilities. So, why would this budget propose to add positions to job categories you can't seem to fill? And, why are you eliminating positions and programs that support the most vulnerable students in schools?

I urge Trustees to seek clearer answers before voting on this budget and to propose amendments where necessary. Specifically, I encourage you to ask staff:

- Exactly which positions and programs are being eliminated, particularly those listed on pages 22–23 of the Draft Financial Plan
- How the district plans to successfully hire an additional 20 SSA positions when so many existing ones remain unfilled
- What corresponding reductions, if any, are being made at the upper administrative level

Thank you for your time and for your careful consideration of these concerns.

Sherry Breshears

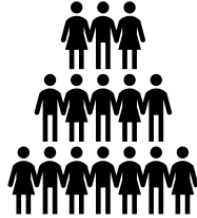
Inclusion Funding in BCED

Changing the Narrative to better Support Inclusive Education



**Educators
Psychologists
SLPs**

\$53.74 million



**Education
Assistants**

\$76.78 million



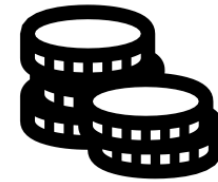
Transportation

\$3.95 million



**Supplies
& Other**

\$3.31 million



**Supplemental
Operating
Funding**

\$94.58 million

Total Operating Expense \$ 137.78 million

Difference = \$43.2M

“In a perfect world the Ministry would provide the extra \$43.2M”

K-12 Funding - Inclusive Education

✦ Publication date: September 5, 2023

Policy statement

Students with disabilities or diverse abilities may require additional support and accommodations to enable them to access and participate in educational programs. The Basic Allocation, a standard amount of money provided per school age student enrolled in a school district, includes funds to support the learning needs of students who are identified as having learning disabilities, mild intellectual disabilities, students requiring moderate behaviour supports and students who are gifted.

Additional supplementary funding recognizes the additional cost of providing programs for students with disabilities or diverse abilities in the following categories: physically dependent, deafblind, moderate to profound intellectually disabled, physically disabled or chronic health impaired, visually impaired, deaf or hard of hearing, Autism Spectrum Disorder, and intensive behaviour interventions or serious mental illness.

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/k-12-funding-inclusive-education>



K-12 Funding - Inclusive Education

✦ Publication date: September 5, 2023

The Basic Allocation provided for all students includes funds to support students with other disabilities or diverse abilities, including students with mild intellectual disabilities, learning disabilities, moderate behaviour support or mental illness, and students who are gifted. The Basic Allocation also includes funds to support boards of education in providing learning assistance, speech-language pathology services and physiotherapy services, hospital homebound services, and assessment services.

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/k-12-funding-inclusive-education>

Changing the Narrative to better Support Inclusive Education

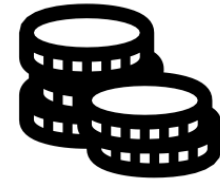
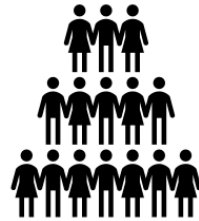
- * Parents of kids with invisible disabilities are regularly told that their child's designation is 'not funded', which is not true (per Ministry Policy)
- * Budget documents are misleading and suggest that the inclusion efforts of the District are generous rather than a required obligation to support the right for access to education



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

Funding Category	Projected Student Enrolment 2026-27	Projected Funding Level (\$)	Projected Funding 2026-27 (\$)
July Enrolment			
Grade 1-7	5,546	\$ 260	\$ 1,441,960
Summer Learning Grade 8-9	1,635	\$ 260	\$ 425,100
Summer Learning Grade 10-12	2,686	\$ 510	\$ 1,369,605
Supplemental Summer Learning			\$ 1,038,791
Cross-Enrolment (Grade 8 & 9)	30	\$ 510	\$ 15,300
Base Allocation - September			
Standard School	49,244	\$ 9,015	\$ 443,930,153

VSB gets ~ \$444 M through the Basic Allocation for 2026/2027 (\$9015 per FTE pupil)



**Educators
Psychologists
SLPs**

\$53.74 million

**Education
Assistants**

\$76.78 million

Transportation

\$3.95 million

**Supplies
& Other**

\$3.31 million

**Supplemental
Operating
Funding**

**plus
X% of Base Allocation**

~~**\$94.58 million**~~

\$ 137.78 M

Total Operating Expense \$ 137.78 million

In a perfect world the Ministry would provide sufficient funding within the Basic Allocation to support all students both with and without diverse needs.

Changing the Narrative to better Support Inclusive Education

- * Parents of kids with invisible disabilities would never be told that their child's designation is 'not funded'
- * Budget documents would be aligned with Ministry website information
- * Budget documents would not mislead readers to think that the inclusion efforts of the District are generous rather than a required obligation to support the right for access to education

April 9, 2026

Dear VSB Trustees,

I'm a parent with two kids in East Vancouver schools, one in kindergarten and the other in grade 11.

Our family, like so many across the city, depends on safe and reliable out of school care to be able to do our jobs. Myself and my husband have demanding full time jobs and no grandparents or other extended family close by, which means we simply wouldn't be able to meet our work obligations without childcare.

With our older daughter, we were able to secure a spot at a neighborhood house when she was in Grade 2. We were lucky we were offered that space, because it took us six more years before we finally got a call back from another OSC program that we had been on the waitlist for - by that time she was 13 years old! (And we never heard back from the third waitlist.)

With my second child, things have somehow become even more impossibly difficult. Now getting into a licensed facility is practically like the hunger games. We're currently in a private childcare facility where the out of school care fees will be nearly \$700 a month next year - costs that are out of reach for many families. And before we secured that spot, we were doing an impossible juggle that involved working late into the evening to make up hours after arriving late because of 9am school drop off or leaving early for 3pm school pick up.

Our story is far from unique. Too many families across this city are being forced to choose between working to put food on the table and ensuring their kids are safe and looked after. You only have to glance at the City of Vancouver's 2022 childcare analysis to see the data - it shows a significant shortage of licensed childcare spaces across the city, especially for school-aged children. This shortage is most pronounced in neighbourhoods like mine with more low-income, newcomer and Indigenous families. This is a systemic failing, but it's one that the VSB can do something about.

Increasing the number of licensed out of school care spots on school grounds would be life-changing for thousands of families. The facilities are already safe and appropriate for childcare, and spaces like gyms or music rooms are often empty outside of school hours. In addition, childcare services onsite could provide additional hours for qualified SSAs if they were interested in earning additional income.

By allocating \$50,000 to a pilot program of a VSB-led model of out of school care, VSB Trustees can take the first meaningful step towards solving this problem. I urge you to support this motion and make space in next year's budget to pilot a program that could transform life for thousands of Vancouver families with school-aged kids.

With hope,

Liz McDowell