



AGENDA

1. CALL TO ORDER

With the intention of holding a safe, caring, and orderly meeting for all we pledge: To do our best to maintain a respectful and inclusive working environment. We will hold this meeting to the highest standard of civility and appropriate conduct so that we may attend to our business effectively and productively.

2. ADOPTION OF AGENDA

3. APPROVAL OF MINUTES

- (a) Minutes of the Regular Meeting, Public Session held 2024 04 10 ([attachment](#))
- (b) Minutes of the Special Meeting, Public Session held 2024 04 24 ([attachment](#))

4. IN-CAMERA SUMMARY

- (a) Summary of In-Camera meeting held 2024 04 10 ([attachment](#))

5. BUSINESS ARISING

6. CORRESPONDENCE

7. DELEGATIONS

8. CHAIRPERSON'S REPORT

- (a) BCSTA AGM
- (b) 2024/25 Board Meeting Schedule Discussion ([attachment](#))
- (c) Saltspring Challenge Cup – Request to Serve Alcohol ([attachment](#))
Motion: That the Board of Education waives the 60-day notice prescribed in Policy 3100 Controlled and Intoxicating Substances and approves the Saltspring Challenge Cup's request to serve alcohol at the May Long Weekend Soccer Tournament on May 17, 2024 on Gulf Islands Secondary School grounds.
- (d) Galiano Activity Centre – Request to Serve Alcohol 1 ([attachment](#))
Motion: That in accordance with Policy 3100 Controlled and Intoxicating Substances, the Board of Education approves the request from the Galiano Activity Centre to serve alcohol at the Todd Wolfe Memorial soccer tournament on August 24, 2024.
- (e) Galiano Activity Centre – Request to Serve Alcohol 2 ([attachment](#))
Motion: That in accordance with Policy 3100 Controlled and Intoxicating Substances, the Board of Education approves the request from the Galiano Activity Centre to serve alcohol at the Active/Passive Music Festival's Rave the Roof on August 9, 2024.



9. SUPERINTENDENT'S REPORT

- (a) Staffing
- (b) International Program Proposed Fees for 2025-2026 ([attachments](#))
- (c) Early Learning Update
- (d) Accessibility Plan Update
- (e) Anti-racism Annual Review of Incidents
- (f) McCreary Report ([attachments](#))
- (g) Preventing Disruptive/Aggressive Behavior
- (h) Personal Devices – Updated School Codes of Conduct ([attachment](#))
- (i) AP A1 Development of Administrative Practices ([attachment](#))
- (j) Saturna Ecological Education Centre (SEEC) Field Trip – Calvert Island, BC ([attachment](#))
Motion: *The Board approves the SEEC/PIESS's request for ten students in grades 9 to 12 to travel to Calvert Island, BC, to connect with the Hakai Research Institute from June 2 to June 7, 2024, and participate in beach and lab-based activities with researchers.*
- (k) Gulf Islands Secondary School Field Trip – St. Catherine's, Ontario ([attachment](#))
Motion: *The Board approves the GISS's request for seven students in grades 10 to 12 to travel to St. Catherin's, ON, to attend the Canadian Secondary School Rowing Regatta (CSSRA) from May 27 to June 3, 2024.*

10. SECRETARY TREASURER'S REPORT

- (a) Monthly Financial Report
- (b) 2024/25 Annual Budget Spending Plan
- (c) Transportation & Registration Update

11. COMMITTEE REPORTS

- (a) Committee of the Whole – no report
- (b) Education Committee – no report
- (c) Finance, Audit and Facilities Committee – 2024 04 10 Summary ([attachment](#))
- (d) Policy Committee – 2024 04 24 Summary ([attachment](#))
 - i. Policy 1.40 Board Committees ([attachment](#))
Motion: *That the Board adopts Policy 1.40 Board Committees.*

Motion: *That the Board repeals Policy and Procedure 120 Board Committees.*
 - ii. Policy 1.41 Board Liaison and Representation ([attachment](#))
Motion: *That the Board adopts Policy 1.41 Board Liaison and Representation.*
 - iii. Policy 1.20 Board Authority, Role, and Responsibilities ([attachment](#))
Motion: *That the Board adopts Policy 1.20 Board Authority, Role, and Responsibilities.*



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- iv. Policy 1.21 Role of the Chairperson and Vice-Chairperson (**attachment**)
Motion: *That the Board adopts Policy 1.21 Role of the Chairperson and Vice-Chairperson.*

Motion: *That the Board repeals Policy and Procedure 105 Governance and Administration.*
 - v. Policy 1.22 Trustee Remuneration (**attachment**)
Motion: *That the Board adopts Policy 1.22 Trustee Remuneration.*

Motion: *That the Board repeal Policy 6550 Trustee Remuneration and Expenses.*
 - vi. Policy 2.30 Anti-racism (**attachment**)
Motion: *That the Board combine Policy and Procedure 217 Anti-Racism into a single policy and approve renumbering and amendments to be Policy 2.30 Anti-racism.*
 - vii. Policy 2.70 Use of Board Property for Child Care (**attachment**)
Motion: *That the Board combine Policy and Procedure 6950 Child Care and approve renumbering and amendments to be Policy 2.70 Use of Board Property for Child Care.*
 - viii. Policy 2.80 Freedom of Information and Protection of Privacy Act Designation of Head (**attachment**)
Motion: *That the Board rename, renumber, and amend Policy 130 Access to Information to Policy 2.80 Freedom of Information and Protection of Privacy Act Designation of Head.*
 - ix. 220 Information Systems: Acceptable Use and Protection of Privacy (Policy, Procedure, and Forms 220-1, and 220-2)
Motion: *That the Board repeal Policy and Procedure 220 Acceptable Use and Protection of Privacy, and Forms 220-1 and 220-2.*
 - x. Draft Policy 2.40 Addressing Concerns and Complaints (**attachment**)
Notice of Motion to adopt and circulate. Once adopted, Policy and Procedure 133 Addressing Concerns and Appeals Form 133-1 will be repealed.
 - xi. Draft Policy 2.60 Volunteers (**attachment**)
Notice of Motion to adopt and circulate. Once adopted, Policy and Procedure 140 Partnerships will be repealed.

11. **TRUSTEE SCHOOL REPORTS**

12. **OTHER BUSINESS**

13. **QUESTION PERIOD**



14. **NEXT MEETING DATES**

- (a) Regular Board Meeting – June 12, 2024, at School Board Office
- (b) Policy Committee Meeting – May 22, 2024, on Zoom
- (c) Committee of the Whole – May 22, 2024, on Zoom (tentative)

15. **ADJOURNMENT**



Present:	Tisha Boulter	Board Chair
	Chaya Katrensky	Vice-Chair
	Jeannine Georgeson	Trustee
	Gregory Lucas	Trustee
	Deborah Luporini	Trustee
	Nancy Macdonald	Trustee
	Rob Pingle	Trustee
	Jill Jensen	Superintendent of Schools/ Acting Secretary Treasurer
	Boe Beardsmore	Associate Superintendent
	Lyall Ruehlen	Director of Instruction
Lori Deacon	Director of Corporate Services	
Anna Szul	Executive Assistant	
Guests:	Dan Sparanese	District Principal
	Colin Whyte	Director of Operations
	Janice Shields	CUPE Representative
	Adrien Pendergast	GIPVPA Chair
	Katherine Hazen	DPAC Representative
Regrets:	Ian Mitchell	GITA President

1. CALL TO ORDER

The meeting was called to order at 1:02 p.m. by Chair Boulter. Trustee Georgeson gratefully acknowledged that we held this meeting on the traditional territory of the Coast Salish communities, specifically the Hul’qumi’num, and SENĆOŦEN speaking peoples – huy tseep q’u.

Chair Boulter read the opening statement: With the intention of holding a safe, caring, and orderly meeting for all we pledge: To do our best to maintain a respectful and inclusive working environment. We will hold this meeting to the highest standard of civility and appropriate conduct so that we may attend to our business effectively and productively.

2. ADOPTION OF AGENDA

Moved and seconded that the agenda for the Regular Board Meeting, Public Session held 2024 04 10 be adopted as presented.

CARRIED 33/24

3. APPROVAL OF MINUTES

Moved and seconded that the minutes of the Regular Board Meeting, Public Session held 2024 02 14 be



approved as presented.

CARRIED 34/24

Moved and seconded that the minutes of the Special Board Meeting, Public Session held 2024 03 04 be approved as presented.

CARRIED 35/24

4. **IN-CAMERA SUMMARIES**

The Board of Education received the Regular In-Camera Summary for 2024 02 14 by consensus.

5. **BUSINESS ARISING**

(a) **GISS Playing Fields**

Discussed at length in FAF.

(b) **District Meeting Safety Plan Recommendations**

Bylaw No. 2 Board Procedures, adopted on February 14, 2024, now includes language concerning meeting safety and civil conduct. Discussions highlighted the importance of site-specific safety plans due to variations in meeting locations within the district. The board is poised to consider meeting times and venues with a focus on accessibility and safety.

6. **CORRESPONDENCE**

(a) **Letter from Christina Zacharuk RE: Underspent Indigenous Education funding 2022/23**

This is a standard letter sent following any request to defer targeted funds. Last year's unspent funds were carried forward into this year's amended budget.

7. **DELEGATIONS**

8. **CHAIRPERSON'S REPORT**

(a) **Spring Vista Conference**

The Superintendent and Trustees participated in the spring VISTA conference in Parksville, providing a valuable team-building opportunity.

(b) **Strategic Plan Engagement Process**

The Board of Education is actively engaged in renewing its Strategic Plan. The Superintendent is leading efforts to gather input from students, district staff, and school-based staff, about educational priorities and how to enhance and improve educational experiences. Results from this engagement will be discussed at the Board's April 24 In-Service. The district aims to have a draft ready for input from families and communities in May.



(c) **BCSTA AGM Motions**

Chair Boulter stated that the intention of sharing these motions is to make the work that Trustees are doing on a provincial level visible to the public.

(d) **Trustee In-Service**

Trustees will convene on April 24, 2024, for an in-service aimed at familiarizing themselves with our Trustee Sharepoint and advancing discussions on strategic planning.

9. **SUPERINTENDENT’S REPORT**

(a) **Staffing**

The Vice Principal position at the Saturna Ecological Education Centre (SEEC) has been posted with a closing date of April 22. Staff configuration for the 2024/25 school year is currently underway.

(b) **Aboriginal How Are We Doing Report (AHAWD)**

The Board received the AHAWD report, noting significant progress in the six-year completion rate, which increased by 39.2% from 56.6% in 2018/19 to 95.8% in 2022/23. Grade 4 FSA Literacy results indicate ongoing disparities, with Indigenous students scoring 20 points lower than non-Indigenous students. Public versions of the provincial and local 2022/23 AHAWD reports are available on the Student Success website.

(c) **Feeding Futures at SD64 – Dan Sparanese**

District Principal Dan Sparanese presented on Feeding Futures in SD64, covering how need is assessed, the evolution of school-specific programs, and future infrastructure and program development goals. The program aims to be barrier-free and reduce the stigma associated with food insecurity.

10. **SECRETARY TREASURER’S REPORT**

(a) **Monthly Financial Report**

The monthly operating expense report reveals that expenses are within 2.1% of the amended budget.

(b) **2024/25 Capital Plan Response Letter and Bylaw – 3 Readings**

Lori Deacon shared the CAPITAL BYLAW NO. 2024/25-CPSD64-01. The table below for the minor capital projects was approved. The table identifies School Enhancement Program (SEP), Food Infrastructure Program (FIP), Carbon Neutral Capital Program (CNCP), Building Envelope Program (BEP), Playground Equipment Program (PEP), as well as the Bus Acquisition Program (BUS), if applicable.

Facility Name	Program Project Description	Amount Funded by Ministry	Next Steps & Timing
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Salt Spring Elementary	SEP - HVAC Upgrades	\$1,043,167	Proceed to design, tender & construction. To be completed by March 31, 2025.
Mayne Island School	CNCP - HVAC Upgrades	\$239,750	Proceed to design, tender & construction. To be completed by March 31, 2025.
Gulf Islands Secondary, Pender Islands Elem-Secondary, Salt Spring Elementary	FIP - Kitchen Equipment	\$9,500	Proceed to design, tender & construction. To be completed by March 31, 2025.
Galiano Community School	FIP - Kitchen Equipment and Upgrade	\$40,000	Proceed to design, tender & construction. To be completed by March 31, 2025.
Gulf Islands Secondary	FIP - Kitchen Equipment and Upgrade	\$40,000	Proceed to design, tender & construction. To be completed by March 31, 2025.

Moved and seconded that there be unanimous consent that Capital Plan Bylaw No. 2024/25 -CPSD64-01 receive all three readings at this time.

CARRIED 36/24

Moved and seconded that the Capital Plan Bylaw No. 2024/25 -CPSD64-01 be read for the first time.

CARRIED 37/24

Moved and seconded that the Capital Plan Bylaw No. 2024/25 -CPSD64-01 be read for the second time.

CARRIED 38/24

Moved and seconded that the Capital Plan Bylaw No. 2024/25 -CPSD64-01 be read for the third time and approved.

CARRIED 39/24

11. COMMITTEE REPORTS

(a) **Committee of the Whole** – 2024 02 14 Summary received.

(b) **Education Committee** – no report

(c) **Finance, Audit, and Facilities Committee** – 2024 02 21 Summary received.

The Board initiated discussions regarding estimated Operating Grants for 2024/2025 and budget priorities. With a projected decline in projected enrolment, the district will receive an increase in Funding Protection next year; however, the district will continue to receive 1.5% less in comparable Operating Grants each year until funding aligns with actual enrolment. Additionally, the Board reviewed extensive information regarding the GISS playing fields but postponed further deliberations until the return of Jesse Guy, Secretary Treasurer. The district is also undergoing a



review of the Strategic Plan, with recognition of the need for an updated Long Range Facilities Plan.

- (d) **Policy Committee** – 2024 02 21 Summary received.
- i. Repeal Policies/Procedures 110 Ceremonial Protocols, 111 Representation at Board Meetings, and 115 Election of Board Positions.

Moved and seconded that The Board of Education Repeal Policies/Procedures 110 Ceremonial Protocols, 111 Representation at Board Meetings, and 115 Election of Board Positions.

CARRIED 40/24

- ii. Notice of Motion to adopt and circulate Draft Policy 1.40 Board Committees. Once adopted, repeal policy 120 Board Committees.
- iii. Notice of Motion to adopt and circulate Draft Policy 1.41 Board Liaison and Representation.
- iv. Notice of Motion to adopt and circulate Draft Policy 1.20 Board Authority, Role, and Responsibilities. Once adopted, repeal policy and procedure 105 Governance and Administration.
- v. Notice of Motion to adopt and circulate Draft Policy 1.21 Role of the Chairperson and Vice-Chairperson.
- vi. Notice of Motion to adopt and circulation Draft Policy 1.22 Trustee Remuneration. Once adopted, repeal policy 6550 Trustee Remuneration and Expenses.

12. TRUSTEES' REPORTS

Chair Boulter mentioned that March was relatively quiet, but April is packed with meetings. Additionally, GISS is gearing up for an airband event.

Trustee Macdonald from SSE aims for their school to be recognized for hosting the most clubs, boasting twelve in total. They have various upcoming events, including a spring fling dance, an Earth Day workshop, and Multicultural Week. Notably, due to being an urban school, they are addressing the issue of litter by organizing weekly garbage pick-ups every Monday.

On behalf of the families of Mayne Island, Trustee Luporini extends gratitude to Colin Whyte for his support in the teacherage project and the replacement of the water system. Special commendation is also given to Jackie and her organization for their efforts.

Trustee Pingle participated in the Fernwood PAC meeting, where the need for sensory rooms was highlighted.



Given the existing surplus and prioritization of accessibility, Trustee Pingle is committed to advocating for investment in these spaces to provide crucial support for our most marginalized students.

Trustee Lucas extends congratulations to the Pender School PAC for their successful book contest, which raised \$7000. The winter festival was also a significant success. Furthermore, there are promising developments regarding a substantial infrastructure project, with \$0.5 million allocated to enhance safety for children's mobility from Danny Martin Park to the school. Notably, the community's fundraising efforts of \$0.5 million are being matched by the government.

Trustee Georgeson met with Kadek Okuda to address the question of the month, focusing on integrating indigenous perspectives. Currently, efforts are underway to establish connections between Galiano School and the Penelakut Tribe, exploring avenues for online learning, language support, and cultural integration. Unity is a fundamental principle guiding our approach. Our outreach and networking initiatives continue to expand.

Trustee Katrensky passed.

13. OTHER BUSINESS

14. QUESTION PERIOD

15. NEXT MEETING DATES

- (a) Regular Board Meeting – May 8, 2024
- (b) Policy Committee Meeting – April 24, 2024

16. ADJOURNMENT

Moved to adjourn at 2:58 p.m.

CARRIED 41/24

Date: _____

Chairperson

Certified Correct:

Acting Secretary Treasurer



Present:	Tisha Boulter	Board Chair
	Chaya Katrensky	Vice-Chair
	Jeannine Georgeson	Trustee
	Deborah Luporini	Trustee
	Greg Lucas	Trustee
	Nancy Macdonald	Trustee
	Rob Pingle	Trustee
	Boe Beardsmore	Associate Superintendent
	Lori Deacon	Director of Corporate Services
	Anna Szul	Executive Assistant
Regrets:	Jill Jensen	Superintendent of Schools
	Lyall Ruehlen	Director of Instruction
	Ian Mitchell	GITA President

1. CALL TO ORDER

The meeting was called to order at 12:02 p.m. by Chair Boulter.

Chair Boulter read the opening statement. With the intention of holding a safe, caring, and orderly meeting for all we pledge: To do our best to maintain a respectful and inclusive working environment. We will hold this meeting to the highest standard of civility and appropriate conduct so that we may attend to our business effectively and productively.

Moved and seconded that the Board of Education designate Lori Deacon to perform the duties of the Secretary-Treasurer for this meeting.

CARRIED 42/24

2. ADOPTION OF AGENDA

Moved and seconded that the agenda for the Special Board Meeting, Public Session held 2024 03 04 be adopted as presented.

CARRIED 43/24

3. CHAIRPERSON'S REPORT

(a) Request to serve alcohol - memorial service at GISS

Moved and seconded that the Board of Education waives the 60-day notice prescribed in Policy 3100 Controlled and Intoxicating Substances and approves the request to serve alcohol at a family memorial service at Gulf Islands Secondary School on May 11, 2024.

CARRIED 44/24



4. **ADJOURNMENT**

Moved to adjourn at 12:04 p.m.

CARRIED 45/24

Date: _____

Chairperson

Certified Correct:

Acting Secretary Treasurer

BOARD OF EDUCATION, SCHOOL DISTRICT NO. 64 (GULF ISLANDS)

Reference Section 72 (3) of the *School Act*

Record of Proceedings of the In-Camera Meeting held
at the Galiano Public Library

2024 04 10

Present:	Tisha Boulter	Board Chair
	Chaya Katrensky	Vice-Chair
	Jeannine Georgeson	Trustee
	Gregory Lucas	Trustee
	Deborah Luporini	Trustee
	Nancy Macdonald	Trustee
	Rob Pingle	Trustee
	Jill Jensen	Superintendent of Schools / Acting Secretary-Treasurer
	Boe Beardsmore	Associate Superintendent
	Lyall Ruehlen	Director of Instruction
	Lori Deacon	Director of Corporate Services
Anna Szul	Executive Assistant	
Guest:	Colin Whyte	Director of Operations

The meeting was called to order at 8:56 a.m.

The Board of Education appointed Jill Jensen as the Secretary Treasurer for the day's meetings.

The agenda for the Regular Board meeting, In-Camera session held 2024 04 10 was adopted as presented.

The minutes of the Regular Board meeting, In-Camera session held 2024 02 14, were approved as presented.

Items:

1. Skate Park Expansion

9:23 a.m. Colin Whyte left the meeting.

The Board of Education approved, in principle, a proposal to enhance and expand the skate park.

2. Provincial Teacher Bargaining – Feedback Survey for Boards

9:25 a.m. Trustees Luporini, Macdonald, and Pingle recused themselves as being in conflict.

10:21 a.m. Trustees Luporini, Macdonald, and Pingle rejoined the meeting.

3. Learning Resource Challenge
4. Country Grocer Critical Incident
5. Retirement Recognition

The meeting adjourned at 10:50 a.m.



REGULAR BOARD MEETINGS

3rd Wednesday of the month, excluding December and March

Public sessions of Regular Board Meetings will occur at the School Board Office on Salt Spring Island. Unless otherwise posted, the meetings will begin at 1:00 p.m.

September 18	October 16	November 20
January 15	February 19	April 16
May 21	June 18	

COMMITTEE MEETINGS

1st Wednesday of the month, excluding September and January

The Board of Education will visit each outer island school for one committee meeting day every year. Additional committee meeting days will take place virtually. At the agenda-setting meeting, committee meetings can be added or dropped from this schedule. In-person committee meetings will run from 9:00 a.m. to 4:00 p.m. Virtual Committee meetings will start at 9:00 am and run as long as needed.

October 2	Saturna	COW, Education, FAF, Policy
November 6	Galiano	COW, Education, FAF, Policy
December 4*	Zoom	Policy
February 5	Zoom	FAF, Policy
March 5*	Zoom	Policy
April 2	Pender	COW, Education, FAF, Policy
May 7	Mayne	COW, Education, FAF, Policy
June 4	Zoom	Policy

*As needed

COW	Committee of the Whole
Education	Education Committee
FAF	Finance, Audit & Facilities Committee
Policy	Policy Committee

To participate in any Board or Committee meetings, please refer to Policies and Bylaws regarding representation at meetings.

**SALT SPRING ISLAND CHALLENGE CUP
MAY LONG WEEKEND SOCCER TOURNAMENT**

School District No. 64
112 Rainbow Rd
Salt Spring Island, BC

To School District No. 64 Board Members and / or facility staff,

We, the planning committee for the Salt Spring Island Challenge Cup May Long Weekend Soccer Tournament, would like to officially request the ability to use school district property for our tournament. We intend to host the 37th annual soccer tournament this coming May 17th to 20th, 2024. This tournament started on what is now the middle school field in 1985 and has been held on the school property every year since.

Some information about our tournament - as stated above, we have hosted this tournament on school grounds since 1985. We have had about 16 adult soccer teams for the quietest years, and up to 48 teams in the busiest years. This year we are looking at hosting approximately 28 soccer teams. We host games at the upper high school field, lower high school field, middle school field, Portlock Park, and occasionally Fernwood school field. Our high school field location is our main hub, with referee tents, food vendors and a licenced, fenced-in beer garden area.

Teachers Cairan Ayton and Tom Langdon will be running a fundraising booth for the GISS Soccer Program at the tournament this year and it is their main fundraisers for the year. This is an annual community event that brings revenue to many businesses and has great sponsor support within the island community. Many current and former high school students play in this tournament each year.

We bring our own set up and clean up team, and have never had complaints about how the school grounds are left at the end of the tournament. We have used revenue made through this tournament to benefit the school community. The funds raised from this tournament are dispersed to support both school and community soccer teams. This year we are making a substantial investment on a water well for Portlock Park. This well will be designated to water the fields there to keep them healthy and usable for all of our community soccer teams.

We have booked the school facilities through the booking process. What we need from the school board is to have an exemption granted to be allowed to serve alcohol on school grounds. We have been granted this exemption every year so far. This exemption allows us to run a legal, licenced beer garden at our tournament. We work with the RCMP each year to work out a plan for fencing, hours of operation, security, ect.... We have a very good working relationship with the local RCMP and they support us in this endeavor each year. We have been able to run it successfully without incident.

Of course offering a beer garden at our tournament adds to the atmosphere of the tournament and attracts community to come watch games. However the most important reason for us to run it is for the fundraising aspect. Running this tournament is extremely costly. Entry fees allow us to run at a break even budget. The profits made at our tournament come from the sales in the beer garden. Our soccer community relies on these profits to buy equipment, improve facilities and sponsor teams for unexpected events - like trips to Provincials. It is important to our overall island soccer program to continue to be able to use the May long weekend to raise funds through beer garden sales.

If there are questions or concerns that the board have we would be happy to discuss those and commit to coming up with solutions.

Thank you for your consideration and we would be most appreciative to have formal permission to go ahead with hosting a beer garden at our event on school grounds

Sincerely,

Corina Walde

Chair of the May Long Weekend Soccer Tournament planning committee.

WWW.SALTSPRINGMAYLONG.COM

SALTSPRINGMAYLONG@GMAIL.COM

250-538-8387

From: Keith Erickson <kericksongaliano@gmail.com>
Sent: Thursday, April 18, 2024 2:18 PM
To: Lori Deacon <ldeacon@sd64.org>
Cc: jgeorgeson@sd64.bc.ca; keltie.miles@gmail.com
Subject: Annual soccer tournament liquor license

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Hi Lori

I would like to make a 'request to serve alcohol' from the SD64 Board for the annual Todd Wolfe Memorial soccer tournament. I'm not sure if you are still the right person to contact for this, if not can you let me know who is? I have cc'd Jeanine on this email so she is aware of the request. I hope that I have allowed for adequate time to consider and would like to reiterate my appreciation for last year's last minute scramble:

The Galiano Activity Centre Society Soccer Association is planning to hold its annual Todd Wolfe Memorial Soccer Tournament at the Galiano Community School field on August 24th, 2024. Every year we have a beer garden to raise funds to support soccer programs for adults and youth. The Soccer Association will be prepping the liquor license over the summer and needs permission from the landowners (i.e. the School District) for the beer garden.

The Soccer Association has been putting on the tournament with a beer garden successfully and without incident for over 20 years. RCMP are always aware of the event and often stop by to ensure that we are acting responsibly. The event will be during the day from 10:00 am to 7:00 pm and the beer garden runs from 11:30 - 6:30. There is also a food tent on site serving lunch and dinner items. The tournament area is always left cleaner than when found.

We would like to respectfully request permission to continue to host a beer garden to help fundraise for community soccer programs. I have also copied Keltie Miles, the Chair of the Galiano Activity Centre Society,

Please let me know if you have any further questions about our request.

Warm regards,

Keith Erickson

Board Member, Galiano Activity Centre Society

Todd Wolfe Memorial Soccer Tournament Organizer

From: Keltie Miles <keltie.miles@gmail.com>

Sent: Friday, May 3, 2024 4:31:32 PM

To: Lori Deacon <ldeacon@sd64.org>; Jeannine Georgeson <jgeorgeson@sd64.org>

Subject: Liquor license request for Rave the Roof event on Galiano Island

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Hello Lori,

The Galiano Activity Centre has already sent one 'request to serve alcohol' to the SD64 Board for the annual Todd Wolfe Memorial soccer tournament and we would like to make a second request for Active/Passive music festival's Rave the Roof event on August 9th 2024.

Active/Passive is an annual ambient and experimental electronic music festival that has been holding a variety of events on Galiano Island for the past 6 years. Each event has been a huge success showcasing a diverse assortment of artists. It brings many people to the island each year and is a wonderful community event that many look forward to.

The Rave the Roof portion of the music festival is an accessible, free, family-friendly dance party featuring a variety of local and off island artists. It is a very safe and inclusive event that is held in the afternoon from 1pm to 4pm. The entry for the event is free but each year all profits from food and drink sales and donations go to a different island charity or cause.

This event will be held completely outside with many food and non alcoholic drink options also available. The RCMP will be notified of the event and encouraged to drop by to ensure that things are running smoothly. Active/Passive will be fully responsible for the clean up of the event.

Please let me know if you have any questions or need any further information about the event.

Thank you,

Keltie Miles

Board President, Galiano Activity Centre Society



School District #64
The Gulf Islands International Program
Approved Fees for 2024-2025
All in Canadian Dollars

Application Fee \$400.00
Returning Student Fee \$150
Full year tuition \$14,000
Semester tuition \$7,250
Homestay \$1,050 per month*
Medical - \$120 per month
School Fee – Full Year \$900.00**
School Fee – Semester \$500.00**

*Additional Fee of \$200 per month for students requiring a special diet such as gluten free, celiac, vegetarian, or vegan. Additional daily fee of \$50 for days prior to September 1st and after June 30th.

**Includes custodial fee, airport pickup and delivery fees, school fees, athletic fees, homestay, and academic monitoring, and in school program/school activities.

***Validation Fee of \$200 if required

Total for Full Year: \$27,000 CAD for new students \$26,750 CAD for returning students.

Total for One Semester: \$ 14,000CAD

Payment Due Dates

Application Fees are due before the Letter of Acceptance and Custodial Declaration will be issued.

Full year and first semester program fees are due May 31, 2024

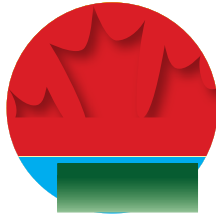
Second semester fees are due by November 30th, 2024.

Specialty Programs and Additional Costs

Eco-Education Adventure Program - \$450.00 for the 5-day program *

GISPA – The Gulf Island School of Performing Arts - \$1500 for the year *

*Subject to increase after 2023



School District #64
The Gulf Islands International Program
Proposed Fees for 2025-2026
All in Canadian Dollars

Application Fee \$400.00
Returning Student Fee \$150
Full year tuition \$15,000
Semester tuition \$7,500
Homestay \$1,250 per month*
Medical - \$125 per month
School Fee – Full Year \$900.00**
School Fee – Semester \$600.00**

*Additional Fee of \$200 per month for students requiring a special diet such as gluten free, celiac, vegetarian, or vegan. Additional daily fee of \$50 for days prior to September 1st and after June 30th.

**Includes custodial fee, airport pickup and delivery fees, school fees, athletic fees, homestay placement, moves, homestay and academic monitoring, and in school program/school activities.

***Validation Fee of \$200 if required

Total for Full Year: \$30,000 CAD for new students \$29,750 CAD for returning students.

Total for One Semester: \$ 15,500CAD.

Payment Due Dates

Application Fees are due before the Letter of Acceptance and Custodial Declaration will be issued.

Full year and first semester program fees are due May 31, 2025

Second semester fees are due by November 30th, 2025.

Specialty Programs and Additional Costs

Eco-Education Adventure Program - \$450.00 for the 5-day program *

GISPA – The Gulf Island School of Performing Arts - \$1500 for the year *

*Subject to increase

Refund Procedures

The Board of Education of School District 64, Gulf Islands (“School District” or “we”, “us “or “our”) is pleased to offer international students an opportunity to attend and participate in educational studies in British Columbia. This document explains our procedures for refunding fees when a student seeks to withdraw or is dismissed from our program.

Making a Request for Refund

Refund requests must be made in writing and addressed to the District Principal of the Gulf Islands International Program. Refund requests should include any relevant documentation supporting the basis for the request. We may request additional documentation to assess your request as needed.

Non- Refundable Fees

Refunds are not available for administrative fees that are paid to the School District for receiving and processing a student’s application or enrollment, for homestay placement or for school class placement and orientation.

These non-refundable fees include:

Application Fee \$400

Program Fee \$600

If the School District has collected any amount of money from a student and paid to a third party, such as medical, then any available refunds will depend on the policies of the third party.

When Refunds are Not Available

We reserve the right to refuse any request for a refund, regardless of the reason for the request, if it is received less than 14 days prior to the commencement of the educational program.

Refunds shall not be issued with respect to Students who:

Are dismissed from the Educational Program or required to withdraw due to their own inappropriate behaviour, such as where the student fails to comply with the School District’s Code of Conduct or any applicable laws or the rules, policies or procedures of the School District or its homestay program; or

Are removed from the Program because information provided in their application for enrollment is determined by the School District to be false or misleading including undisclosed illness, medical or mental health conditions or undisclosed educational needs.

When Refunds will be considered:

- A full refund, less application fee of \$400 and the Program fee of \$600 if the student's application for a Study Permit is rejected by Canadian Immigration. A copy of the letter of rejection must be included with the request for a refund.
- A full refund, less application fee of \$400 and the Program fee of \$600, if a student is unable to travel due to travel restrictions, such as border closures due to pandemics or natural disasters. (Example would be COVID-19).
- 45% of tuition, if the student withdraws prior to the commencement of the Start Date as posted in Section 16 of the Letter of Acceptance.
- Zero refund of the tuition fee, if the student withdraws at any time between the commencement of studies (defined as the first day of classes) and the end of the first calendar month of the program.
- Homestay payments that have not been given to your homestay with a minimum notice of 14 days.

YOUTH HEALTH IN THE GULF ISLANDS: Findings from the BC Adolescent Health Survey



To read more results from the survey and learn about the Youth Action Grants program, please visit mcs.bc.ca.

In 2018...

91% of students exercised on at least one day in the past week, and **18%** did so every day.

32% had smoked tobacco.

48% had used cannabis.

15% had caretaking responsibilities for a relative, and **73%** took care of a pet or other animal.

79% did at least one activity after they were expected to be asleep.

24% were injured seriously enough to require medical attention.

35% skipped school in the past month.

79% planned to attend post-secondary.

In 2023...

90% of students exercised on at least one day in the past week¹, and **16%** did so every day¹.

23% had smoked tobacco.

32% had used cannabis.

17% had caretaking responsibilities for a relative¹, and **72%** took care of a pet or other animal¹.

87% did at least one activity after they were expected to be asleep.

36% were injured seriously enough to require medical attention.

26% skipped school in the past month.

68% planned to attend post-secondary.

Also in 2023...

70% rated their overall health as good or excellent, and **55%** rated their mental health this highly.

32% had vaped.

51% had tried alcohol.

16% missed school in the past month due to family responsibilities.









44% slept for at least 8 hours.

82% of those who needed medical help got the care they needed.

67% felt safe at school, and **56%** felt like a part of their school.

50% worked at a paid job during the school year.

Students reported better health and well-being when they...

-  Participated regularly in physical activity.
-  Had supportive friends.
-  Had supportive adults in their family, school or community.
-  Got at least 8 hours of sleep.
-  Felt connected to culture and community.
-  Could access the services they needed.
-  Felt connected to school.
-  Felt hopeful for the future.

¹ The change over time was not statistically significant.

McCREARY
CENTRE
SOCIETY



THE BIG PICTURE:

AN OVERVIEW OF THE 2023 BC ADOLESCENT
HEALTH SURVEY PROVINCIAL RESULTS

We gratefully acknowledge that the McCreary Centre Society is located on the ancestral, traditional, and unceded territory of the Coast Salish Peoples, including the territories of the xwməθkwəy̓ əm (Musqueam), Skwxwú7mesh (Squamish), and Səl'ílwətaʔ/Selilwitulh (Tseil-Waututh) Nations. We also acknowledge the ancestral and continuing connection to this land of the Métis Nation.

THE BIG PICTURE:

An overview of the 2023 BC Adolescent Health Survey provincial results

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Copies of this report are available at: mcs.bc.ca.
For enquiries about this report, please email: mccreary@mcs.bc.ca.



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This study was approved by the Behavioural Research Ethics Board, University of British Columbia. H22-03063.

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The cover image is a montage of photographs taken from across BC, submitted by young people as a part of a photovoice project conducted for the launch of the 2023 BC AHS results. The images taken by youth are included throughout this report.

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Acknowledgements

The release of this seventh report of the provincial results of the BC Adolescent Health Survey (BC AHS) marks 30 years of the BC AHS. This would be a significant achievement in itself, but is especially remarkable considering the global pandemic, acute staffing shortages in public health, and survey fatigue among school personnel and students. This report stands as an incredible testament to the resilience and perseverance of so many British Columbians who want to ensure they have up-to-date, accurate, and comprehensive data about the health of our young people, with which to make informed and evidence-based decisions.

We particularly want to thank the BC Government for their funding support, as well as the regional health authorities, participating school districts, and nursing schools who supported the development and implementation of the survey. We also want to thank the Grade 7 to 12 students who completed the survey, and who shared so much about themselves. Finally, we would like to thank Dr. Rita Green for her statistical expertise and support.

Listed on **pages 70–72** are the nurses and allied health professionals who administered the survey. They also ensured youth felt comfortable answering the survey honestly, answered any questions participants had, and provided health information and resources to those who needed them. Our gratitude goes out to each and every one of them.

Quotes from survey participants are included throughout the report.

“I enjoyed taking this [survey] and I felt as though all the questions on it weren't too personal, but just enough to still be okay with answering them. I felt welcomed to share what I do through this survey, and would be glad to take it again.”

Grade 7 student

“This survey was long!”

Grade 9 student

“Thanks for the survey and the chance to miss physics class!”

Grade 11 student

“I think it is a really complete survey, covering all the aspects of health.”

Grade 12 student

38,488

completed surveys

2,316

classrooms

553

schools

59

school districts

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Executive summary

The BC Adolescent Health Survey (BC AHS) has been conducted every 5 years for 30 years. Results from the 2023 BC AHS show that the profile of BC youth aged 12–19 continues to diversify, with a greater percentage of youth born abroad and identifying as a gender and sexual minority, and fewer being of European heritage than in previous survey years.

There were also some changes over time in youth's living situations. For example, over the past decade, the percentage who lived in a household that included their grandparent(s) increased. There was also an increase in the percentage who had caretaking responsibilities for a relative (e.g., a relative with a disability or younger sibling) and a pet.

In comparison to past survey years, youth were more likely to have self-harmed in the past year, engaged in disordered eating behaviours, experienced sexual abuse, and been bereaved due to overdose and violence. They were also less likely to rate their overall health and mental health positively, feel they could manage the stress in their life, eat healthily, sleep for at least 8 hours, be satisfied with their quality of life, plan to attend post-secondary, and feel hopeful for their future.

There were also some positive changes over the past 5 years. For example, there was an increase in Indigenous youth who could speak at least a few words of an Indigenous language.

Compared to previous survey years, youth were less likely to have engaged in sexual activity and to have vaped, smoked tobacco, drunk alcohol, and used cannabis. However, those who had tried tobacco, alcohol, and cannabis were more likely than 5 years earlier to have done so before their 13th birthday.

Survey results showed differences between youth at different ages and grade levels. While many health risk and health-promoting behaviours increased or decreased with age, some peaked in the middle grades. For example, youth in the middle grades were the least likely to feel safe at school and that their teachers cared about them. Also, the percentage who attempted suicide in the past year increased between Grade 7 and Grade 9 before decreasing again in higher grades.

Some of the impacts of the COVID-19 pandemic appear to be reflected in the survey results. For example, compared to 5 years earlier, youth were less likely to feel connected to their school and community, and to have in-person friends; and were more likely to have online friends whom they had never met in person. However, the 25-year trend in declining participation in informal sports (without a coach) was halted, and there was a slight increase in regular participation in these types of sports from 5 years earlier. Participation in extreme sports also increased after declining in 2018.

Overall, males were the most likely to report positive health and well-being, and non-binary youth were the least likely. For example, the majority of males rated their mental health as good or excellent, compared to half of females, and around 1 in 5 non-binary youth. Also, non-binary youth were around 4 times as likely as males to have deliberately self-harmed in the past year, and over 4 times as likely to have seriously considered suicide and attempted suicide in that time period.

The survey results highlight factors which negatively affect health and well-being, such as living in poverty and experiencing deprivation and hunger. However, they also clearly show the value of youth feeling connected to family, culture, school, and community.

Introduction

This is the first report to be published from the 2023 BC Adolescent Health Survey (BC AHS). It provides a broad overview of the health of youth in Grades 7–12 across the province. More detailed reports will follow for many of the topic areas in this report, as will reports of more localized regional data.

The 2023 BC AHS was completed by around 38,500 young people aged 12–19 in 59 of BC's 60 school districts. The survey was developed in consultation with young people, parents, and other experts in youth health. It was pilot-tested with diverse young people in communities across BC before being administered by Public Health Nurses and allied health professionals to students in mainstream public schools in the spring of 2023.

The BC AHS was first administered in 1992. Some of the questions on the 2023 survey have been asked since the first survey, and others have been added to reflect new and emerging health issues. This report includes some trend data which shows the changing picture of youth health over the past 30 years, as well as since the COVID-19 pandemic.

The BC AHS is unique in that it can provide data for a representative sample of students at every grade level from Grades 7 to 12. This report therefore offers comparisons of results for youth at different grade levels to illustrate how health behaviours and experiences can change at different stages of an adolescent's development.

One aspect of youth health that has garnered more attention in recent years is gender. The report therefore includes a selection of gender comparisons. These sometimes appear in the different subsections within a chapter, and are sometimes provided at the conclusion of a chapter. The terms male, female, and non-binary are used to describe the three gender identity categories used in the analysis. These terms reflect the preference of BC youth who participated in discussions about terminology, and who particularly disliked being referred to as boys and girls.

Limitations

The 2023 BC AHS is considered representative of 97.6% of BC youth in Grades 7–12 (aged 12–19) who were attending mainstream schools in the province. However, it may not be representative of all youth in this age range. For example, the BC AHS does not include students who were absent on the day the survey was administered, had a health or learning challenge which prevented them from completing the survey, were attending independent schools, or were home-schooled.

Using this report

All 2023 comparisons and associations in this report are statistically significant at $p < .01$. This means there is up to a 1% likelihood that these results occurred by chance. Comparisons to previous survey years (trends over time) were considered statistically significant at $p < .05$.

Where it is not obvious, differences in tables or charts that are not statistically significant are noted.

The terms 'youth' and 'student' are used interchangeably to refer to 2023 BC AHS participants.

A fact sheet detailing the methodology of the 2023 BC AHS is available at mcs.bc.ca.

Profile of young people in BC

Grade 7–12 students who participated in the 2023 BC Adolescent Health Survey reflected diversity in terms of their ethnic, racial, religious, and gender identity, and their sexual orientation

Gender identity

“I am female (non-binary)—Some people aren’t a girl or a boy.”

Grade 11 student

In 2023, around half of youth identified as male, 45% as female, and 5% as non-binary (i.e., they did not identify as male or female, or were not yet sure of their gender identity). The percentage who identified as non-binary increased from 2% in 2018.

For 94% of youth, their gender identity matched their sex assigned at birth (vs. 98% in 2018), and 1% indicated they were transgender (vs. <1% in 2018).

Sexual orientation

Sexual minority is the term used to describe young people who did not identify as straight, and includes those who identified as mostly straight, bisexual, pansexual, gay, lesbian, asexual, were unsure of their sexual orientation, or reported a sexual orientation that was not among the list of options.

“My parents don’t know I am bisexual.”

Grade 7 student

Three quarters of youth identified as straight, which was lower than in previous years (e.g., 82% in 2018).

As might be anticipated, youth in higher grades were less likely to be unsure of their sexual orientation (e.g., 3% of Grade 12s were unsure vs. 5% of Grade 9s). They were also more likely to identify as a sexual minority (e.g., 13% of Grade 12s were bisexual or pansexual vs. 9% of Grade 9s).

Sexual orientation				
	Overall	Males	Females	Non-binary youth
Straight	75%	88%	68%	6%
Mostly straight	6%	3%	9%	3%
Bisexual or pansexual	10%	4%	13%	45%
Gay or lesbian	2%	2%	2%	14%
Asexual	2%	1%	1%	12%
Not sure	5%	3%	6%	15%
Something other than those listed above	<1%	<1%	<1%	4%

Note: Percentages in each column do not add up to 100% due to rounding.

Note: Females were more likely than males to identify as gay or lesbian and asexual.

An in-depth look at the health and well-being of gender and sexual minority youth who completed the 2023 BC AHS will be published in partnership with the Stigma and Resilience Among Vulnerable Youth Centre (SARAVYC).

Ethnic background

“I wish there were more Asians who look like me at school so I could connect with more people.”

Grade 9 student

Reflecting the provincial picture since the first BC AHS in 1992, the most common heritage youth identified with was European.

Family background	
European	43%
East Asian	17%
South Asian	13%
Indigenous	10%
Southeast Asian	8%
Latin American, South American, Central American	5%
Middle Eastern	4%
African	3%
Australian, Pacific Islander	2%
Caribbean	1%
Other	4%
Don't know	12%

Note: Youth could mark all that applied.

Over the past 30 years, the percentage of youth who identified as European has steadily declined while there has been an increase in youth from other backgrounds. For example, between 2003 and 2023, the percentage of youth of European heritage dropped from 61% to 43%, while there was an increase in those who identified as South Asian (from 5% in 2003 to 13%), Southeast Asian (4% to 8%), and African (2% to 3%).

Indigenous students

“I don't know which Indigenous community we belong to (Great-grandmother forgot because she went to residential schools).”

Grade 11 student

One in 10 youth identified as Indigenous which was consistent with results over the past 15 years, and an increase from 7% in 2003.

Among Indigenous youth:

- 61% identified as First Nations, 37% as Métis, 2% as Inuit, and 6% as another Indigenous background (e.g., Native American).
- 11% had previously lived on reserve, and 15% were currently living on reserve.
- 32% could speak at least a few words of an Indigenous language (vs. 28% in 2018). This included 2% who could have a conversation or were fluent.
- 6% identified as Two-Spirit.

Indigenous youth were asked about their family history of residential school. About half (51%) reported that a family member had been in residential school, including at least one of their parents (4%), grandparents (32%), and other relatives (30%). This is likely an under-representation as a third (33%) of Indigenous youth did not know their family history of residential school.

An in-depth look at the health and well-being of Indigenous youth who completed the survey will be published by McCreary's Young Indigenous Research Team (YIRT).

Racial identity

“I feel like a white city person because my parents don’t share about our ancestors.”

Grade 11 student

For the first time, the BC AHS asked youth to describe their racial identity. The majority identified as White, and just under a third as Asian.

Racial identity	
White	57%
Asian	31%
Indigenous	6%
Mixed background	6%
Latin American/Hispanic	4%
Black	3%
Other	5%

Note: Youth could mark all that applied.
 Note: Some youth of mixed heritage selected more than one racial identity, while others selected the option ‘mixed background’.

Religious affiliation

“I am agnostic and I sometimes feel pressured to be dutifully Christian.”

Grade 9 student

The 2023 BC AHS asked youth to identify their religious affiliation. Almost half (48%) indicated they did not identify with a religion, and 8% did not know their religion.

Religious affiliation	
Christian	24%
Sikh	8%
Muslim	4%
Buddhist	3%
Hindu	2%
Traditional (Indigenous) spirituality	2%
Jewish	1%
Other	2%

Note: Youth could mark all that applied.



Time in Canada

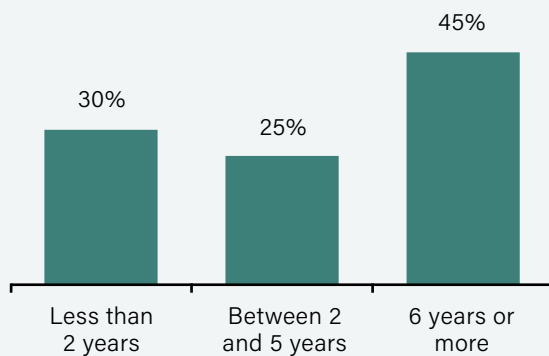
“We came here to Canada in October and started a new life.”

Grade 9 student

In the 2023 survey, 77% of youth were born in Canada. This is the lowest percentage in the history of the BC AHS (e.g., 84% in 1992 and 79% in 2018). Over the past decade, there has been an increase in those who arrived in Canada as international students (from 4% in 2013 to 8%) and as refugees (1% to 2%).

Among youth born abroad, nearly 1 in 3 had been in Canada for less than 2 years (vs. 18% in 1992).

How long students had lived in Canada
(among those born abroad)



In 2024, SARAVYC researchers will begin analysis of the BC AHS data looking at the health and well-being of migrant youth and international students.

Regional variations

There were some regional differences in the demographic profile of youth. For example:

- The Northern region had the highest percentage of youth who identified as Indigenous (31%) and who were born in Canada (92%).
- Vancouver Coastal had the highest percentage of youth who identified as East Asian (35%) and Southeast Asian (12%).
- Vancouver Island, Vancouver Coastal, and Fraser regions had a higher percentage of international students (all 9%) than the Interior (4%) and Northern (2%) regions.
- Fraser had the lowest percentage of youth born in Canada (73%).

Regional reports on the health and well-being of youth in each of the province's 16 Health Service Delivery Areas will be released in 2024.

Home life

“I’ve been living with my aunt for 10 months.”

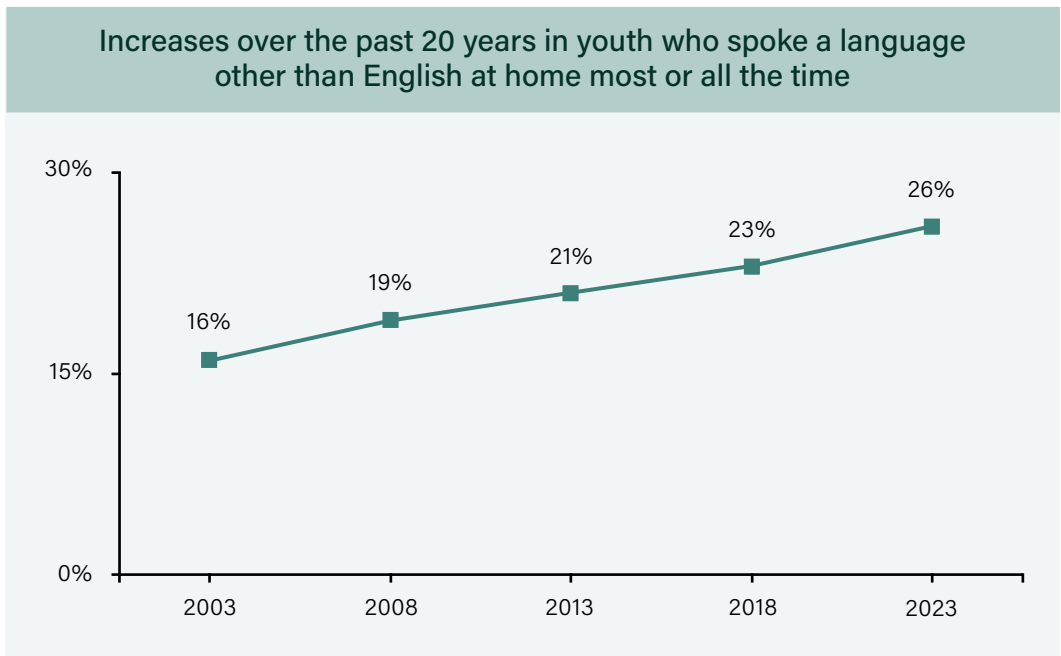
Grade 8 student

Youth most commonly lived with their mother/stepmother, father/stepfather, and siblings. There was an increase in those who lived in a household with their grandparents (from 9% in 2013 to 14%).

Over half of youth (54%) spoke a language other than English at home at least some of the time, including 26% who did so most or all of the time. These percentages have increased over time.

Who youth lived with most of the time	
Mother/stepmother	89%
Father/stepfather	79%
Two mothers or two fathers	1%
Sibling(s)/stepsibling(s)	68%
Grandparent(s)	14%
Foster parent(s)	1%
Their own child or children	<1%
Other children or youth	2%
Other adults related to them	5%
Other adults not related to them	2%
Lived alone	<1%
Lived with both parents at different times	8%

Note: Youth could mark all that applied.



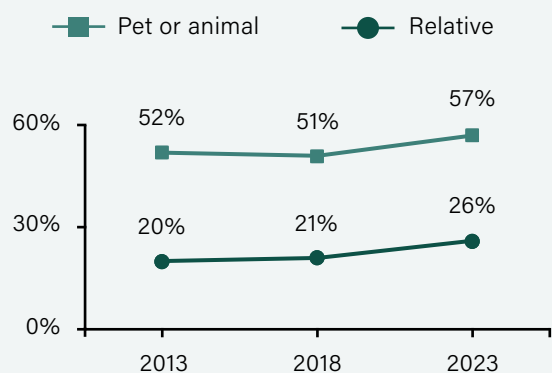
Caretaking responsibilities

"I have a sister in kindergarten and take care of her and my other siblings. It is a lot."

Grade 8 student

On an average school day, 26% of youth took care of a relative (e.g., a relative with a disability or their younger siblings), and 57% took care of a pet or other animal. Females were more likely than males to look after a relative (29% vs. 23%). Youth in 2023 were more likely to have caretaking responsibilities than in previous years.

10-year trend in students' caretaking responsibilities on an average school day



Note: The difference between 2013 and 2018 for taking care of a pet or animal was not statistically significant.

Government care experience

"I got turned away from a Youth Agreement."

Grade 12 student

Youth had experienced various types of government care (including through a delegated agency), as well as alternatives to government care, such as a Youth Agreement.

Types of care youth had experienced

	In the past year	Ever
Extended Family Program or Out of Care Order	1%	3%
Foster home	1%	2%
Group home	1%	2%
Youth Agreement	1%	1%
Custody centre/ detention centre	1%	1%

Note: Youth could mark all that applied.

McCreary's Youth Research Academy (YRA) will be releasing a report considering the health and well-being of youth with care experience.

Parental monitoring

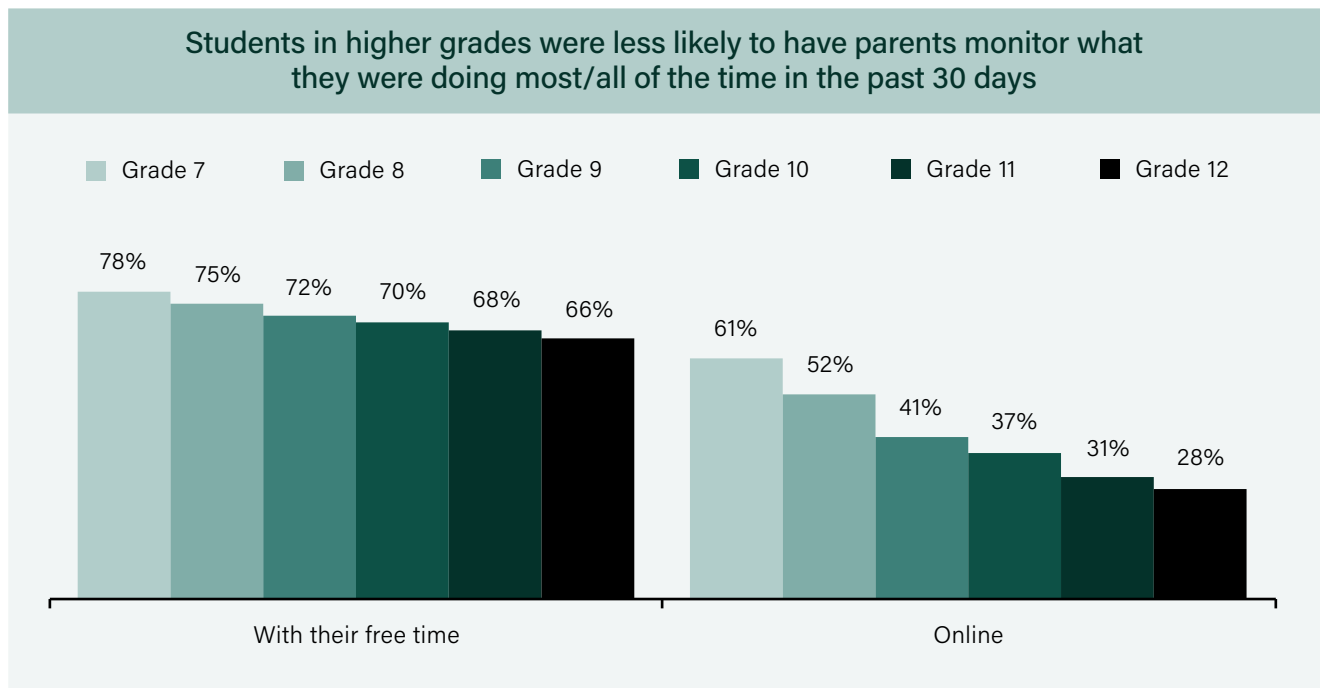
“What do healthy parent-children relationships look like? How much control are children entitled to over their own life?”

Grade 10 student

Youth were more likely to report that their parents/guardians monitored what they were doing in their free time than their time online. However, they were less likely than youth 5 years earlier to feel their parents were monitoring their free time (71% vs. 73% in 2018) and their time online (41% vs. 43%) most or all the time.

In the past 30 days, how often youth felt their parents knew what they were doing ...			
	Never/rarely	Sometimes	Most of the time/always
With their free time	12%	16%	71%
Online	38%	21%	41%

Note: Percentages in each row may not total 100% due to rounding.



Note: For monitoring free time, the differences between Grade 9 and 10, and between Grade 11 and 12 were not statistically significant.

Economic well-being

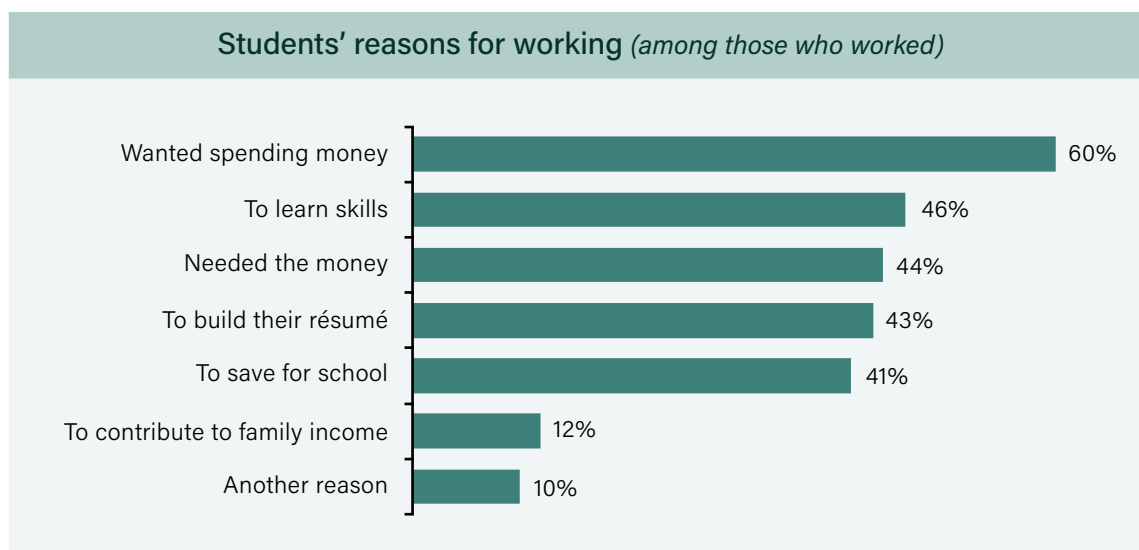
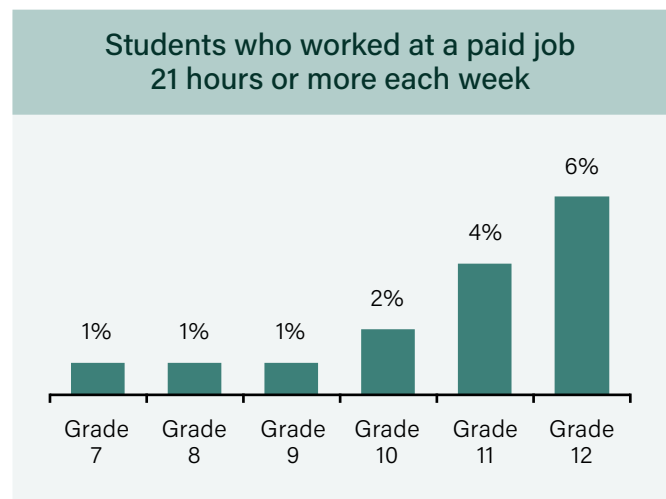
Economic well-being is a key component of young people's overall well-being. It can include access to employment opportunities, stable housing, nutritious meals, and material items.

Employment

During the school year, 32% of youth worked at a paid job, with those in higher grades most likely to work (e.g., 57% in Grade 12 vs. 33% in Grade 10 vs. 15% in Grade 8).

Youth most commonly worked 5 to 12 hours a week (13%), while 9% worked less than 5 hours, 7% worked 13 to 20 hours, and 2% worked 21 or more hours each week. Females were the least likely to work more than 20 hours a week (e.g., 2% vs. 3% of males).

When asked about their main reasons for working, most youth reported they wanted spending money. However, more than 1 in 10 worked to contribute to their family's income.



Note: Youth could mark all that applied.

Unstable housing

“I don’t feel safe at home.”

Grade 10 student

In the past 12 months, 5% of youth had run away from home. This was the lowest rate in 20 years, and dropped from 9% in 2013.

Also, during the past 12 months:

- 4% had been kicked out (a decrease from 6% in 2018).
- 17% moved from one place to another (e.g., house, apartment; vs. 25% in 2018); and 2% moved three or more times.
- 2% had been homeless (including couch surfing, staying on the street, staying in a shelter, etc.).

Non-binary youth were the most likely to have run away, been kicked out, moved multiple times, and been homeless. For example, 8% had been homeless in the past year, compared to 2% of males and females.

Most youth felt safe in their home. However, 3% rarely or never did. Males were the most likely to feel safe at home (95% vs. 92% of females vs. 78% of non-binary youth).

Searching for a place: The health and well-being of homeless and unstably housed youth in BC is available at mcs.bc.ca/hys, and includes some data from the 2023 BC AHS.

Material deprivation

“We are a family with five kids and my parents are really struggling. We need help.”

Grade 9 student

In 2018, McCreary developed a 10-item Youth Deprivation Index with the help of youth across the province. An 11th item (personal hygiene products) was added to the Index in 2023 following further consultations with youth.

Youth generally had each of the items in the Index. However, as in 2018, around a quarter (24% in 2023) lacked but wished they had at least one item, including 4% who were deprived of three or more items.

Rates of material deprivation were similar between 2018 and 2023 with and without the addition of the 11th item.

Youth who lacked but wished they had ...	
Money to spend on themselves	11%
Space of their own to hang out in	6%
Lunch for school/money to buy lunch	5%
Clothes to fit in	4%
Money for school supplies, school trips, and extracurricular activities	4%
Smartphone	4%
Equipment/clothes for extracurricular activities	3%
Access to transportation	3%
A quiet place to sleep	3%
Access to the Internet	1%
Personal hygiene products (e.g., soap, deodorant)	1%

Food security

“I live on my own so there is never food in the house.”

Grade 11 student

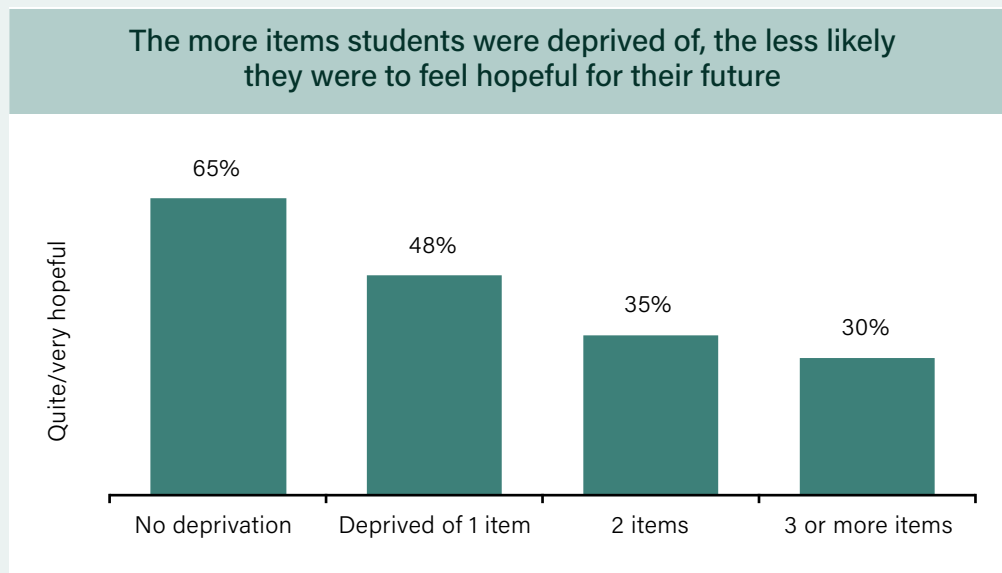
In the past 12 months, 6% of youth had cut the size of their meals or skipped meals because there was not enough money for food.

Also, 9% went to bed hungry at least sometimes because there was not enough money for food. This included 1% who went to bed hungry often or always. The percentage who went to bed hungry at least sometimes was lower than 5 years earlier (10% in 2018), but remained above the rate a decade earlier (7% in 2013).

The day before completing the survey, 3% of youth had eaten food from a food bank.

Why is economic well-being important?

Youth who experience poorer economic well-being are less likely than their peers to report positive health. For example, the more items from the Youth Deprivation Index that youth were deprived of, the less likely they were to report good or excellent mental health, satisfaction with their life, and hopefulness.



Similarly, youth who went to bed hungry at least sometimes were less likely than those who never went to bed hungry to report good or excellent overall health (45% vs. 76%). They were also more likely to experience extreme stress in the past month (29% vs. 11%), and to use substances such as opioids (4% had used heroin, fentanyl, or other opioids vs. 1% who never went to bed hungry).

Physical health

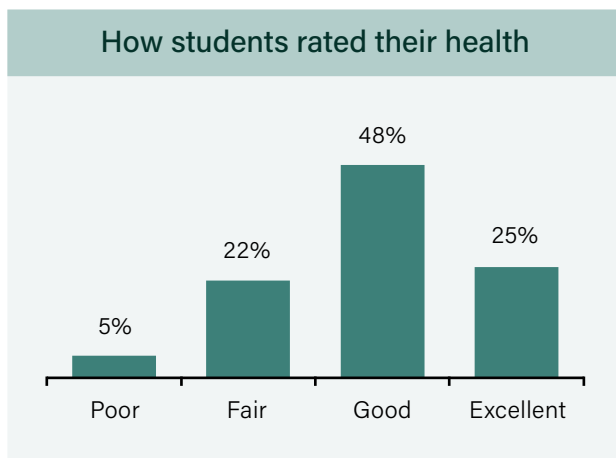
During adolescence, young people begin to make their own decisions around their health, including sleep, nutrition, and physical activity. It is a time when they can learn to make healthy choices that can influence their behaviours into adulthood. It is also a time when they may take risks to their physical health, which can result in accidents and injuries.

Health ratings

"I would like to learn more about physical health (working out, eating properly, etc.)"

Grade 12 student

Most youth rated their health as good or excellent. However, positive ratings decreased over the past decade from 87% in 2013, to 81% in 2018, to 73% in 2023.



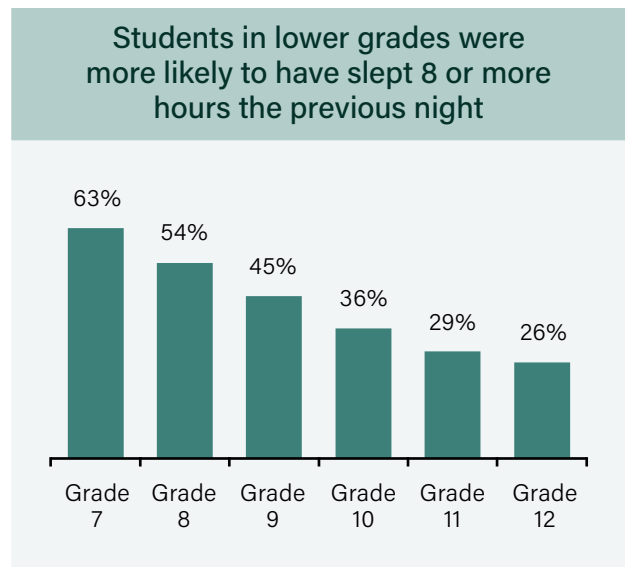
Reflecting results from previous survey years, males were the most likely to rate their health as good or excellent (80% vs. 68% of females vs. 43% of non-binary youth), as were youth in Grades 7 and 8 compared to those in higher grades (e.g., 78% in Grade 7 vs. 70% in Grade 12).

Sleep

"I really get affected if I don't get enough sleep."

Grade 12 student

The night before completing the survey, 42% of youth had slept for at least 8 hours, while 18% had slept 5 hours or less. Youth were less likely to sleep for 8 or more hours than in previous years (e.g., 53% in 2013, and 48% in 2018).



While most youth were able to sleep undisturbed the previous night, 26% reported that their sleep was interrupted.

After the time they were expected to be asleep, most youth engaged in at least one activity. Males were the most likely to be gaming and playing or watching esports. Females were the most likely to be scrolling through social media, chatting or texting, and doing their homework (e.g., 59% were doing homework vs. 49% of non-binary youth vs. 43% of males). One in 10 youth (10%) went offline (e.g., turned their phone off, put it on silent) and did not engage in any activities after they were supposed to be asleep.

Activities youth engaged in after they were expected to be asleep	
Scrolling through social media	67%
Chatting or texting	60%
Doing homework	51%
Gaming (other than esports)	30%
Playing/watching esports	20%
Doing other things online (e.g., watching videos)	66%

Health conditions and disabilities

"I was born with a heart condition."

Grade 9 student

Youth experienced a range of physical and cognitive conditions and disabilities. (Mental health conditions are discussed in the **Mental health and well-being section**.) The percentage who reported having a long-term/chronic medical condition continued to decrease (from 10% in 2013, to 8% in 2018, to 7%), while the percentage who reported having a learning disability doubled (from 4% in 2013 and 2018, to 8%).

Health conditions and disabilities	
Learning disability (e.g., dyslexia)	8%
Long-term/chronic medical condition	7%
Deaf or hard of hearing	2%
Blind or visual impairment which cannot be corrected with glasses/contact lenses	2%
Physical disability (e.g., cerebral palsy, use a wheelchair)	1%

Note: Youth could mark all that applied.

Among those with a health condition or disability, 19% did not have the resources they needed to overcome the barriers they faced.

Injuries

“I had to go to the ER because of 2 broken legs from a skiing incident.”

Grade 7 student

In the past 12 months, 33% of youth had been injured seriously enough to need medical attention (vs. 26% in 2018). Males were the most likely to have been seriously injured (e.g., 35% vs. 30% of females).

Fifteen percent of youth had experienced a concussion in the past 12 months. This was higher than the percentage 5 years earlier (13% in 2018), but slightly lower than 10 years earlier (16% in 2013).

How youth got their most serious concussion in the past 12 months (among those who had been concussed)	
Playing/training for organized sports	40%
Playing recreational sports (without a coach)	15%
Using alcohol or other substances	12%
Riding a bike	11%
Fighting with another person	8%
Riding/driving in a motor vehicle	7%
Working	5%
Skateboarding	5%
Other	22%

Note: Youth could mark all that applied.

Females were the least likely to have experienced a serious concussion in the past 12 months (e.g., 14% vs. 16% of males). There were also some gender differences in how youth got their concussion. For example, males were more likely than females to have been concussed while fighting or participating in physical activity such as biking (14% vs. 5%; among those who had a concussion). Females were more likely to have got their concussion while using substances (e.g., 16% vs. 9% of males).

Among those who experienced a concussion in the past 12 months, fewer than half (42%) had received medical treatment for their head injury.

Access to health care

“We don’t have a family doctor and we really need one because I have 6 members in my family.”

Grade 9 student

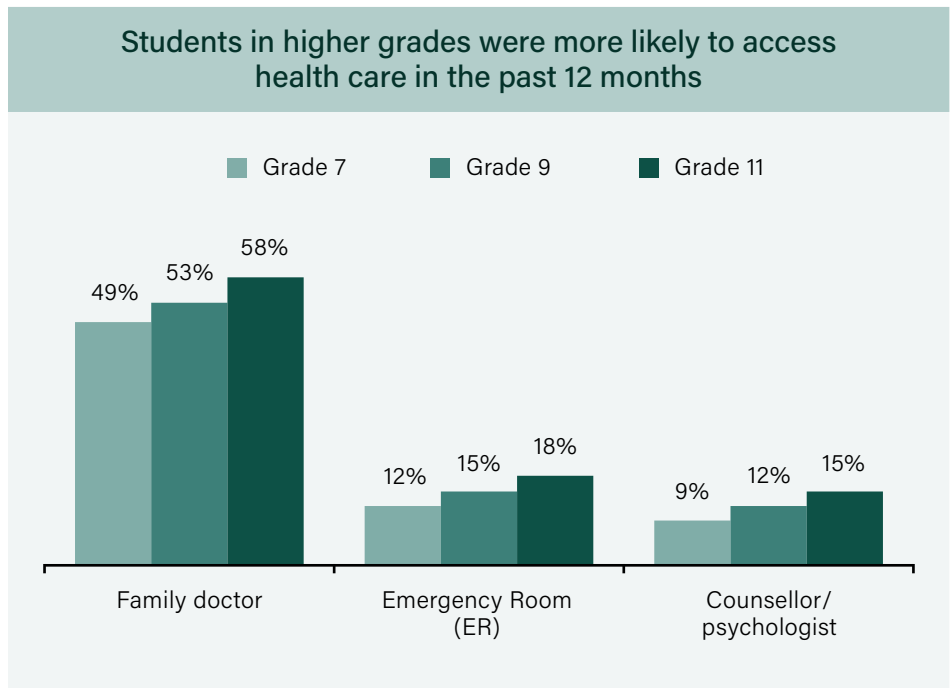
In the past 12 months, 23% of youth had not needed to access health care. However, 3% reported they had not been able to get the care they needed (a decrease from 4% in 2018). Non-binary youth were the most likely to report not getting the care they needed (8% vs. 3% of females vs. 2% of males).

Youth who accessed health care in the past 12 months most commonly did so through a family doctor. However, they were less likely to have seen a family doctor than youth in 2018 (54% vs. 61%), and were also less likely to have accessed a walk-in clinic (24% vs. 35%) and youth clinic (2% vs. 4%). They were slightly more likely to have accessed a counsellor/psychologist (12% vs. 11%).

Where youth got health care in the past 12 months	
Family doctor	54%
Specialist (e.g., dermatologist, psychiatrist)	30%
Walk-in clinic	24%
Emergency Room (ER)	15%
Counsellor/psychologist	12%
Nurse	9%
Youth clinic	2%
School wellness centre	2%
Foundry centre/Foundry Virtual BC	2%
Traditional healer	1%
Other	3%

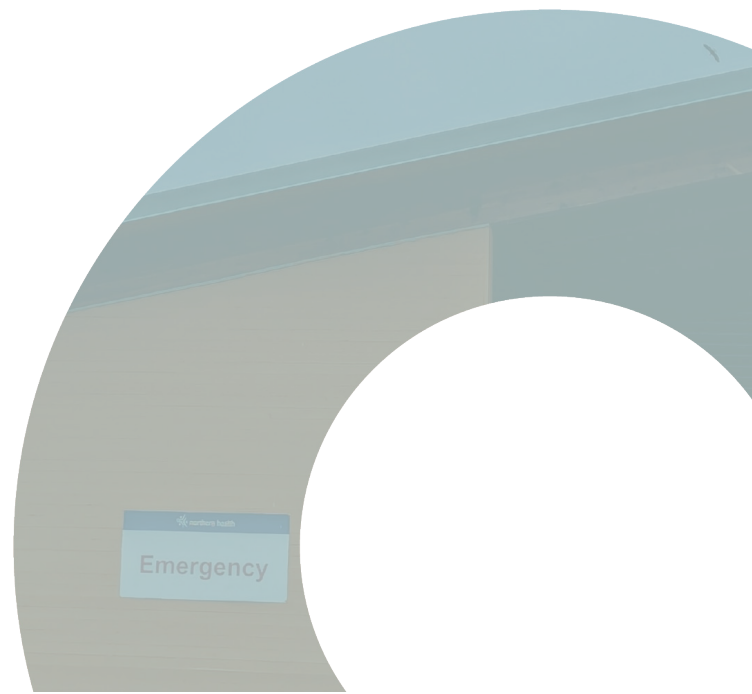
Note: Youth could mark all that applied.

Students in higher grades were the most likely to have accessed health care in the past year (e.g., 74% of those in Grade 7 vs. 78% in Grade 9 vs. 80% in Grade 11).



Around 4 in 10 youth (39%) needed medical treatment in the past 12 months because they were physically sick or hurt, and most (82%) got the care they needed.

Most youth (83%) visited a dentist within the past 12 months, while 10% last went to the dentist 12–24 months ago, and 6% had last been more than 2 years ago. Around 2% of youth had never been to the dentist.



Exercise

The 2023 BC AHS asked about exercise engagement, as well as about youth’s feelings toward exercising. (Engagement in sports and other extracurricular physical activity is discussed in the **Recreational activities section**.)

“Does dog walking count as exercise?”

Grade 8 student

Canadian guidelines for physical activity recommend that youth aged 12–17 do an hour of moderate to vigorous activity every day (csepguidelines.ca/guidelines/children-youth/). Those aged 18 and older should get at least 2.5 hours of this type of exercise per week (csepguidelines.ca/guidelines/adults-18-64/).

Most youth (88%) got at least an hour of moderate to vigorous exercise in the past week.

Number of days in the past week youth got at least 60 minutes of moderate to vigorous exercise

0 days	12%
1 day	7%
2 days	10%
3 days	14%
4 days	13%
5 days	16%
6 days	9%
All 7 days	19%

Among youth aged 12–17, 19% engaged in at least 60 minutes of moderate to vigorous exercise every day in the past week. Youth in lower grades were generally more likely than those in higher grades to have met the guidelines. For example, 23% of students in Grade 7 exercised daily, compared to 20% in Grade 10 (and 13% in Grade 12).

Among youth aged 18 and older, 59% participated in at least 60 minutes of moderate to vigorous exercise on at least 3 days in the past week.

The majority of youth reported that they enjoyed exercising and being physically active at least somewhat (88%), including 35% who enjoyed exercising very much, with no differences by grade.

Gender differences in exercising

Males were the most likely to enjoy exercising very much (45% vs. 26% of females vs. 13% of non-binary youth). They were also the most likely to meet the physical activity guidelines for their age group, which was consistent with previous years’ survey results. For example, 68% of males aged 18 or older exercised on 3 or more days in the past week, compared to 52% of females.

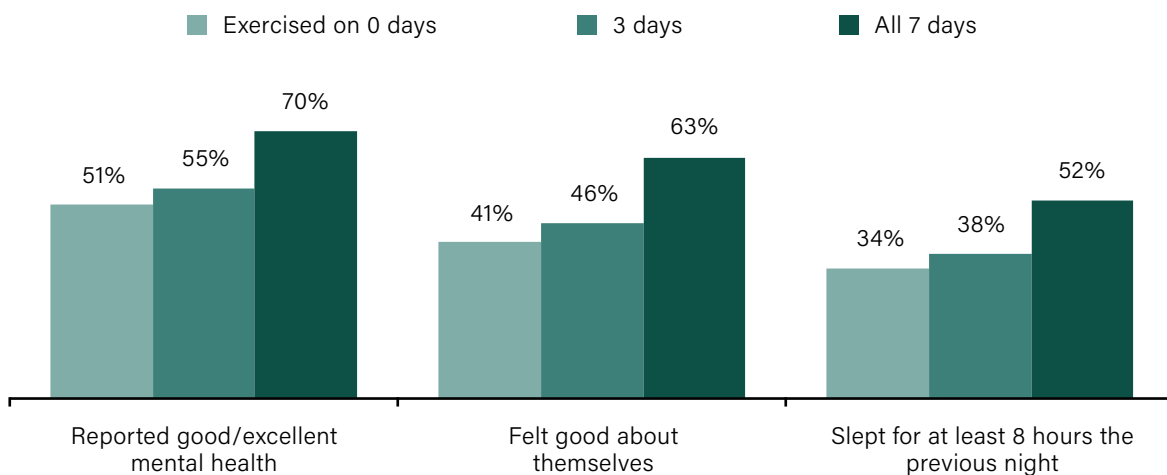
Males aged 12–17 were more likely than those 5 years earlier to exercise daily (26% vs. 24% in 2018), while non-binary youth were less likely to exercise this frequently (10% vs. 13% in 2018). The percentage for females was comparable to 5 years earlier (13% in 2023).

Why is physical health important?

There is a strong link between physical and mental health. For example, youth who rated their health as good or excellent were more likely than those who rated it as fair or poor to feel good about themselves (64% vs. 18%), and to feel they had a good life (86% vs. 47%).

Youth who engaged in health-promoting behaviours were more likely to experience positive mental health and life satisfaction. For example, youth who slept for at least 8 hours were more likely to report good or excellent mental health (76% vs. 48% who slept fewer hours). Also, the more regularly youth exercised, the more likely they were to report positive health and well-being.

The more days on which students exercised in the past week, the more likely they were to report positive health and well-being



Positive outcomes were also seen when youth were able to access needed health care. For example, youth who got the medical help they needed were more likely to report good or excellent mental health (58% vs. 21% who did not get needed medical care), to feel their life was going well (67% vs. 29%), and to feel hopeful for their future (63% vs. 32%).

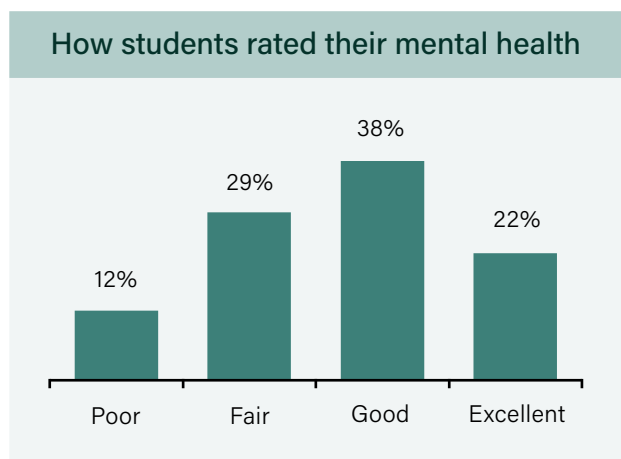
Mental health and well-being

Mental health is a key component of healthy youth development, and can include psychological, social, and emotional well-being.

"I think my life and mental health is pretty good."

Grade 7 student

The majority of youth rated their mental health as good or excellent. However, there was a decrease in positive mental health ratings over the past decade (from 81% in 2013, to 73% in 2018, to 60% in 2023).



Note: Percentages do not total to 100% due to rounding.

Youth in lower grades were more likely than those in higher grades to rate their mental health as good or excellent (e.g., 72% in Grade 7 vs. 60% in Grade 9 vs. 54% in Grade 11).

Quality of life

"I am constantly bombarded with bad news, it makes living not so fun, but my friends and family's lives are worse so I don't want to complain."

Grade 10 student

Youth generally indicated having a good life and that their life was going well, and a minority wished they had a different life. However, they were less likely to rate their quality of life positively compared to youth 5 years earlier.

	2018	2023
They had a good life	79%	76%
Their life was going well	73%	66%
They had what they wanted in life	59%	53%
Their life was going just right	57%	52%
They wished they had a different life	17%	20%

The majority of youth (60%) felt happy most or all of the time in the past month, while 30% felt happy some of the time, 9% only a little of the time, and 1% never felt happy. Those in higher grades were the least likely to feel happy most or all of the time (e.g., 53% in Grade 12 vs. 69% in Grade 7).

The percentage who felt happy most or all of the time decreased over the past decade, from 68% in 2013, to 65% in 2018, to 60% in 2023.

Self-confidence and sense of competence

"I think I'm really good at helping others when they are in tough situations, I think a lot of my friends trust me and come to me when something happens."

Grade 10 student

Just over half of youth (52%) felt good about themselves (vs. 59% in 2018), and 73% could identify something they were good at (vs. 79% in 2018). They commonly listed they were good at sports, the arts, school, relational skills, cooking/baking, and playing video games.

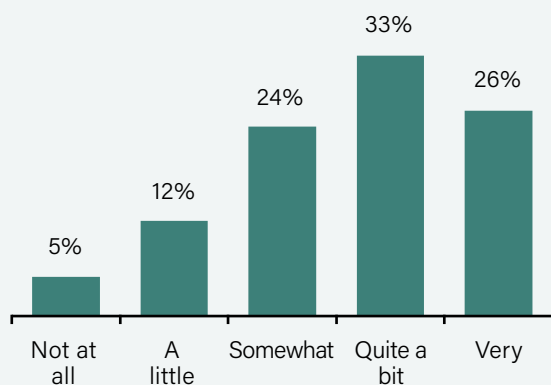
Hopefulness

"I hope that tomorrow is even better."

Grade 10 student

The majority of youth (59%) felt quite or very hopeful for their future (a decrease from 66% in 2018).

How hopeful students felt for their future



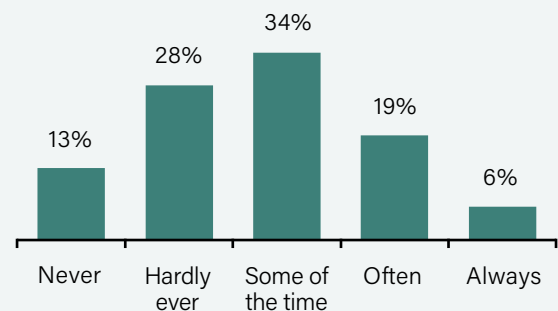
Loneliness

"I feel lonely even though I have what I need."

Grade 11 student

A quarter of youth often or always felt lonely, with students in higher grades more likely to feel this way (e.g., 28% in Grade 12 vs. 16% in Grade 7).

How often students felt lonely

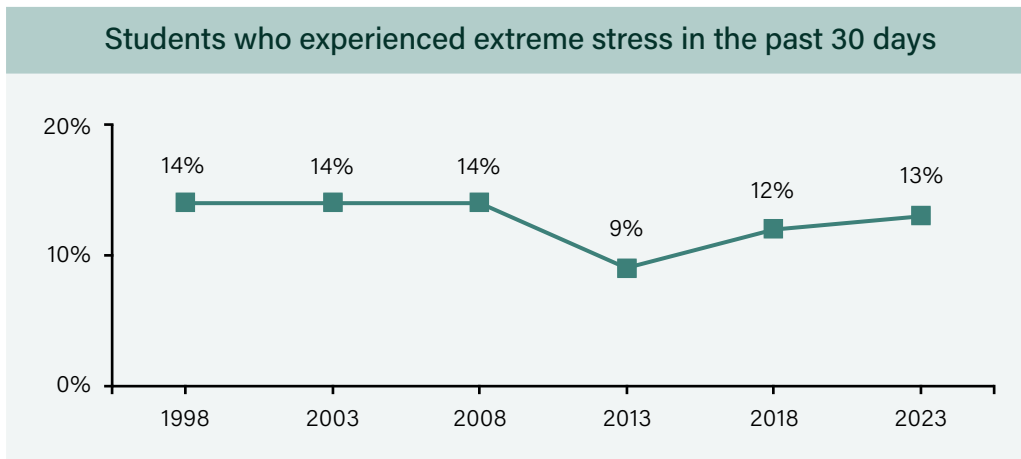


Stress and despair

"I am constantly stressed to the point that I have a headache."

Grade 12 student

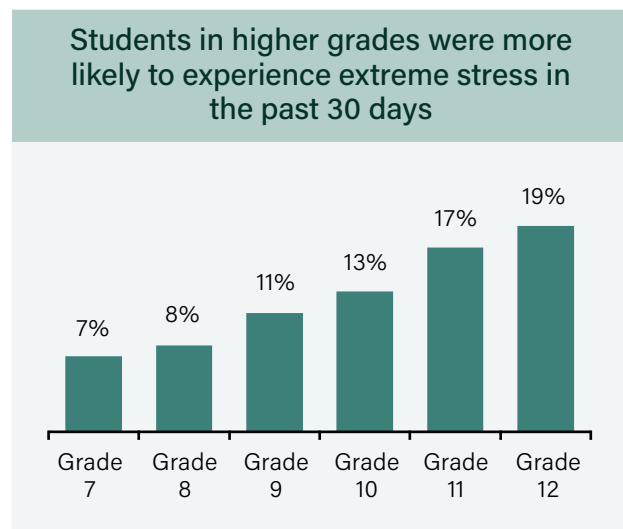
Most youth (89%) experienced at least a little stress in the past month, including 13% who were so stressed they could not function properly. The percentage who experienced extreme stress increased over the past decade, but remained below the rate 15–25 years earlier.



Around half of youth (49%) who experienced stress felt that they handled their stress well or very well, while the rest felt they managed it poorly (20%) or only fairly well (31%). Compared to 5 years earlier, youth were less likely to feel they managed their stress well or very well (54% in 2018).

Students in higher grades were more likely to experience extreme stress, and were less likely to feel they managed their stress well (e.g., 57% in Grade 7 managed their stress well or very well vs. 49% in Grade 9 vs. 46% in Grade 11).

In the past month, 63% of youth experienced some level of despair. This included 8% who felt so sad, hopeless, or discouraged that they wondered if anything was worthwhile. The percentage who experienced extreme despair was similar to 5 years earlier and slightly higher than in other years (e.g., 7% in 1998, 2003, and 2013).



Note: The difference between Grade 11 and Grade 12 was not statistically significant.

Self-harm and suicidality

"I have not cut in the past 2 months."

Grade 10 student

In the past year, 24% of youth had cut or injured themselves on purpose without trying to kill themselves (including 17% who had self-harmed on multiple occasions). The percentage who self-harmed increased over the past decade (15% had self-harmed in 2013, and 17% in 2018).

Students in Grades 7 to 9 were generally more likely to have self-harmed than students in Grades 10 to 12 (e.g., 26% in Grade 7 vs. 21% in Grade 12).

Youth also reported engaging in deliberate self-harm other than cutting in the past year, including starving themselves, over-exercising or exercising with an injury, and using substances.

Types of self-harm youth engaged in during the past 12 months (excluding cutting)

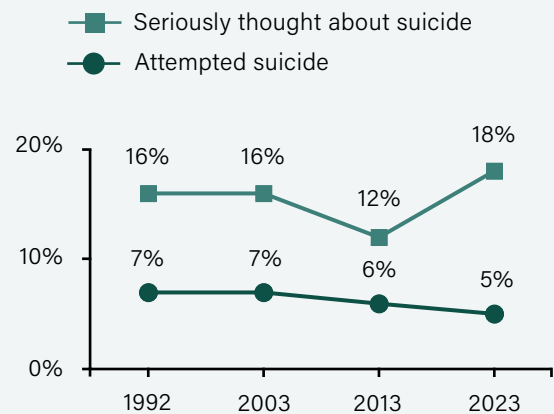
Starved self	17%
Over-exercised or exercised while injured	11%
Used alcohol or other substances	10%
Made a medical situation worse	4%
Got into a physical fight	4%
Had unsafe sex	3%
Drove recklessly	2%
Overdosed	1%
Overused laxatives	1%

Note: Youth could mark all that applied.

In the past 12 months, 18% of youth seriously considered killing themselves. This percentage was comparable to 2018, and higher than previous years.

Just over 5% of youth had attempted suicide in the past 12 months. This was higher than the percentage in 2018 (just under 5%), but lower than the percentages 10 to 30 years previously.

Students who seriously thought about and attempted suicide in the past 12 months



Note: For attempted suicide, the difference between 2003 and 2013 was not statistically significant.

Rates of suicidal ideation increased from Grade 7 to Grade 9 then remained comparable through later grades (e.g., 14% of Grade 7 students seriously considered suicide in the past year vs. 19% in Grade 9 and Grade 12). Rates of suicide attempts also increased from Grade 7 to 9, but then decreased again (e.g., 5% of students in Grade 7 and Grade 11 attempted suicide in the past year vs. 6% in Grade 9).

Overall, 29% of youth had a relative or close friend who had attempted or died by suicide, including 13% who had this experience in the past year.

Specific conditions

“MY ADHD can be a major hindrance when trying to meet deadlines and focus in class.”

Grade 12 student

Youth were asked about some specific conditions. They most commonly reported having an anxiety disorder, followed by ADHD. The percentage with ADHD and autism more than doubled in 5 years, and there were increases in other conditions. However, there was a decrease in those reporting depression.

Students in higher grades were more likely to report having various mental health conditions, including:

- An anxiety disorder (e.g., 23% in Grade 9 vs. 20% in Grade 8).
- Depression (e.g., 17% in Grade 11 vs. 13% in Grade 9 vs. 9% in Grade 7).
- An eating disorder (e.g., 10% in Grade 12 vs. 8% in Grade 10 vs. 6% in Grade 8).
- PTSD (e.g., 6% in Grade 12 vs. 3% in Grade 7).
- A substance use addiction (e.g., 7% in Grade 11 vs. 5% in Grade 9 vs. 2% in Grade 7).

Specific conditions and disabilities		
	2018	2023
Anxiety disorder	18%	22%
Attention deficit hyperactivity disorder (ADHD/ADD)	7%	18%
Depression	15%	14%
Eating disorder	N/A	7%
Obsessive-compulsive disorder (OCD)	N/A	6%
Alcohol or other substance use addiction	3%	5%
Post-traumatic stress disorder (PTSD)	3%	5%
Autism spectrum disorder	1%	4%
Fetal alcohol spectrum disorder (FASD/FAS/FAE)	<1%	1%

Note: Youth could mark all that applied.
N/A: The item was not included on the 2018 survey.



Access to mental health services

“I am not sure as to where I can go to get mental health services other than my family doctor. Most of the places in my community have long waiting lists.”

Grade 12 student

In the past 12 months, 71% of youth felt they had not needed mental health services, while 11% were able to access the services they needed, and 18% did not get the services they felt they needed.

Youth were as likely as 5 years earlier to have missed out on needed mental health services, and more likely to have missed out than a decade earlier (11% in 2013).

Not wanting their parents to know was the most common reason youth missed out on needed mental health care. However, the percentage reporting this reason decreased from 2018.

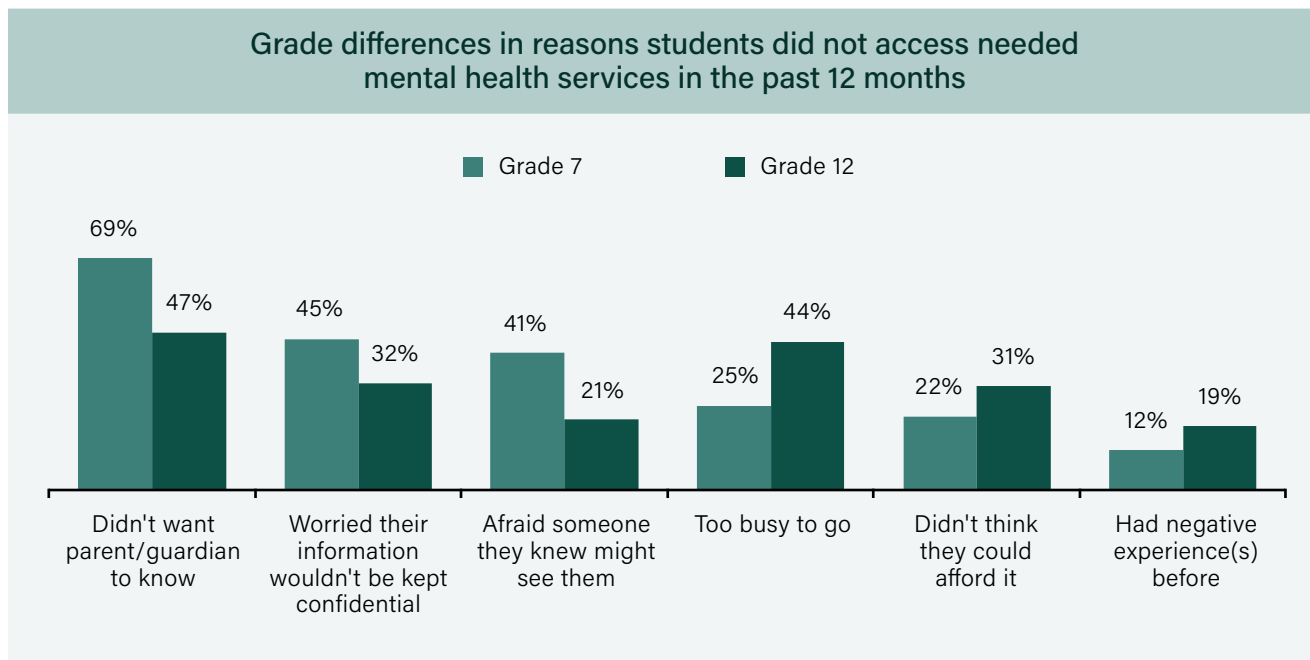
Reasons youth did not access mental health services in the past 12 months (among those who felt they needed these services)		
	2018	2023
Didn't want parent/guardian to know	62%	58%
Thought or hoped the problem would go away	63%	54%
Didn't know where to go	44%	45%
Worried their information wouldn't be kept confidential	N/A	42%
Afraid of what they would be told	44%	37%
Too busy to go	36%	36%
Afraid someone they knew might see them	37%	31%
Didn't think they could afford it	22%	26%
Parent/guardian wouldn't take them	12%	19%
Had negative experience(s) before	14%	16%
Had no transportation	10%	9%
On a waiting list	5%	7%
Couldn't go when it was open	5%	4%
The service was not available in their community	2%	2%

N/A: The item was not included in the 2018 survey.

Note: The change over time was not statistically significant for didn't know where to go and had no transportation.

Note: Youth could mark all that applied.

Students in higher grades were more likely to have missed out on needed mental health services in the past year (e.g., 25% in Grade 12 missed out vs. 18% in Grade 10 vs. 14% in Grade 8). Among youth who did not access the care they needed, those in lower grades were more likely than those in higher grades to be worried about their privacy.

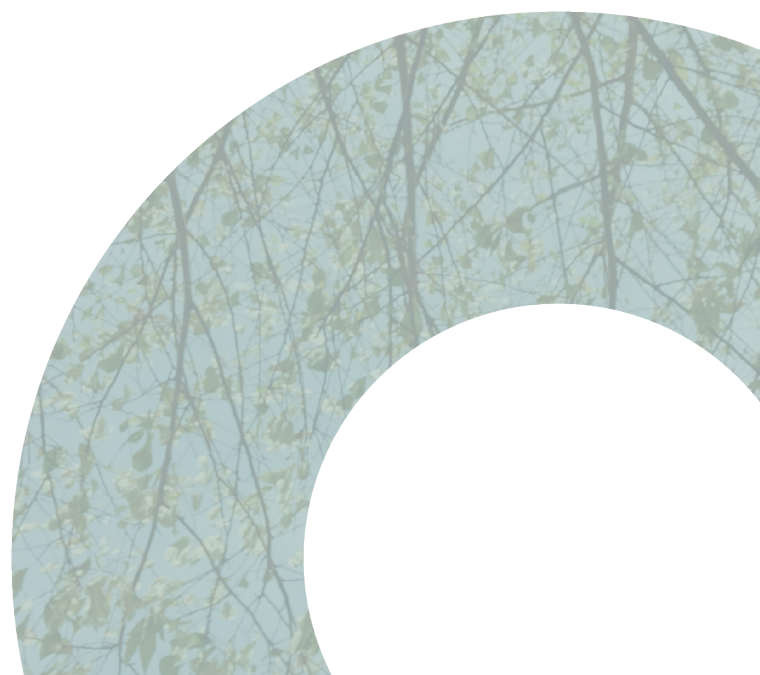


Virtual services

“I’d like to know where online (and private) supports can be found.”

Grade 9 student

In the past 12 months, 14% of youth accessed virtual counselling or treatment for their mental health. This included 9% who preferred it to in-person counselling, and 5% who would have preferred in-person counselling.



Accessing reliable mental health information

“I want to learn more about the process of mental health care and getting a diagnosis.”

Grade 9 student

When asked where they went for reliable information on mental health, youth most commonly reported going to a family member, followed by a friend or peer.

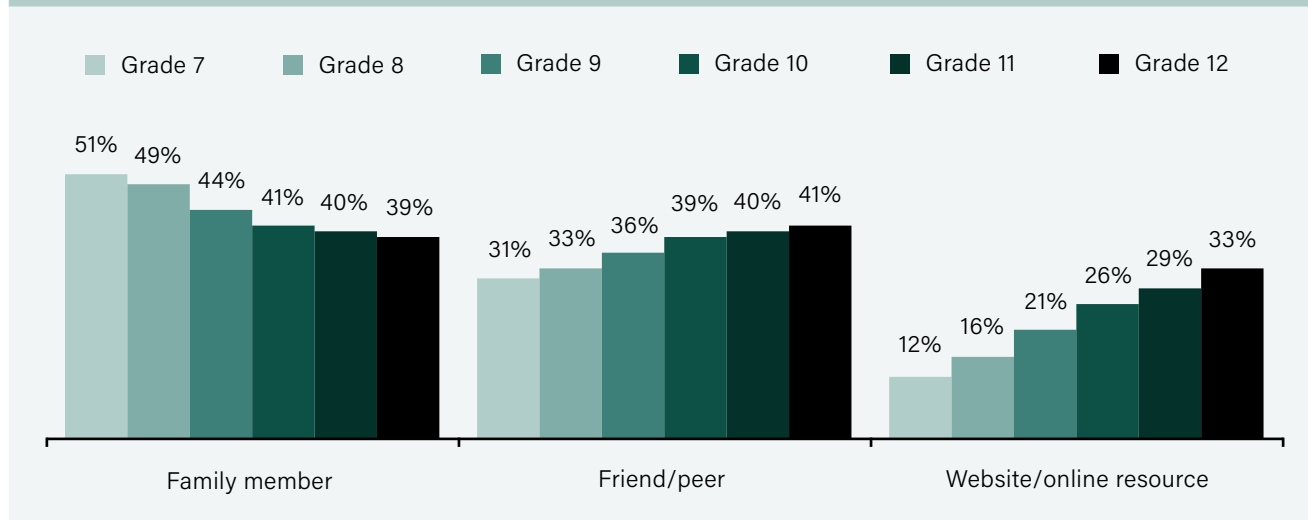
Students in lower grades were more likely than those in higher grades to approach a family member for reliable information on mental health. Students in higher grades were more likely to go to friends/peers, websites/online resources, mental health professionals (e.g., 20% in Grade 12 vs. 12% in Grade 7), and school staff (e.g., 17% in Grade 12 vs. 13% in Grade 7) for this information.

Where youth accessed reliable information about mental health

Family member	44%
Friend/peer	37%
Website/online resource	23%
Mental health professional	16%
School staff	13%
Another source	2%
Didn't know where to go	7%
Didn't go anywhere for this information	27%

Note: Youth could mark all that applied.

Where students in different grades went to access reliable information on mental health



Note: Not all changes across grades were statistically significant.

Gender differences in mental health

“I want to learn more about gender identity and mental health.”

Grade 12 student

Males were the least likely to have engaged in most forms of deliberate self-harm other than cutting, such as starving themselves (6% vs. 27% of females vs. 39% of non-binary youth), over-exercising or exercising while injured (9% vs. 12% vs. 17%), and using substances (6% vs. 13% vs. 16%). However, females were the least likely to deliberately get into a physical fight (3% vs. 5% of males and non-binary youth).

This report shows that females were generally more likely than males to experience social exclusion, trauma, stigma, victimization, abuse, harassment and discrimination; and non-binary youth were the most likely to have these experiences. These are all factors that can affect mental health, and might in part explain why males were the most likely to report positive mental health and well-being, and non-binary youth were the least likely.

Gender differences in mental health and well-being

	Males	Females	Non-binary youth
Rated their mental health as good or excellent	73%	50%	22%
Could identify something they were good at	77%	70%	65%
Experienced extreme despair in the past month	5%	10%	22%
Self-harmed in the past year	14%	31%	55%
Seriously considered suicide in the past year	11%	22%	47%
Attempted suicide in the past year	3%	7%	17%
Did not access needed mental health services in the past year	9%	26%	44%

When it came to accessing reliable information on mental health, males were the least likely to access most sources, and were the most likely to report not going anywhere for this information (e.g., 33% vs. 22% of females). However, non-binary youth were the least likely to go to a family member for mental health information (e.g., 26% vs. 44% of females).

Compared to 2018, there were increases in reporting most mental health conditions for youth of all genders. For example, ADHD increased for males (from 8% to 18%), females (from 5% to 15%), and non-binary youth (from 17% to 37%). An exception was depression, which saw decreases for males (from 10% to 8%), females (from 19% to 17%), and non-binary youth (from 45% to 39%).

Gender differences in specific conditions

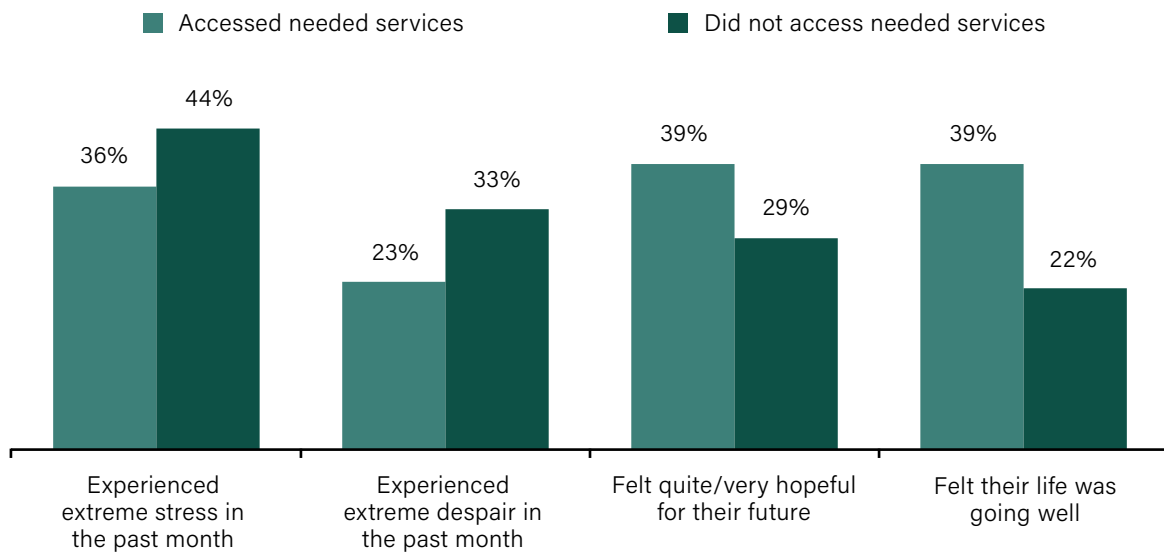
	Males	Females	Non-binary youth
Anxiety disorder	10%	33%	50%
Attention deficit hyperactivity disorder (ADHD/ADD)	18%	15%	37%
Depression	8%	17%	39%
Eating disorder	2%	12%	20%
Obsessive-compulsive disorder (OCD)	4%	7%	12%
Alcohol or other substance use addiction	4%	5%	9%
Post-traumatic stress disorder (PTSD)	2%	6%	13%
Autism spectrum disorder	4%	2%	18%
Fetal alcohol spectrum disorder (FASD/FAS/FAE)	1%	<1%	2%



Why is access to mental health resources important?

Having access to reliable information about mental health and to mental health services can contribute to better mental health and well-being. For example, among youth who reported having a mental health condition (such as depression or bipolar disorder), those who accessed the mental health services they needed in the past year were less likely than those who did not get needed services to report extreme levels of stress and despair in the past month. Also, they were more likely to feel hopeful for their future and to feel their life was going well.

Youth who accessed needed mental health services reported better mental health and well-being (among those who had a mental health condition)



Eating behaviours and body image

As young people gain more autonomy during adolescence, their eating habits may change, including eating out more, snacking, and skipping meals. Their perception of their body shape can also lead them to skip meals and control their eating behaviours.

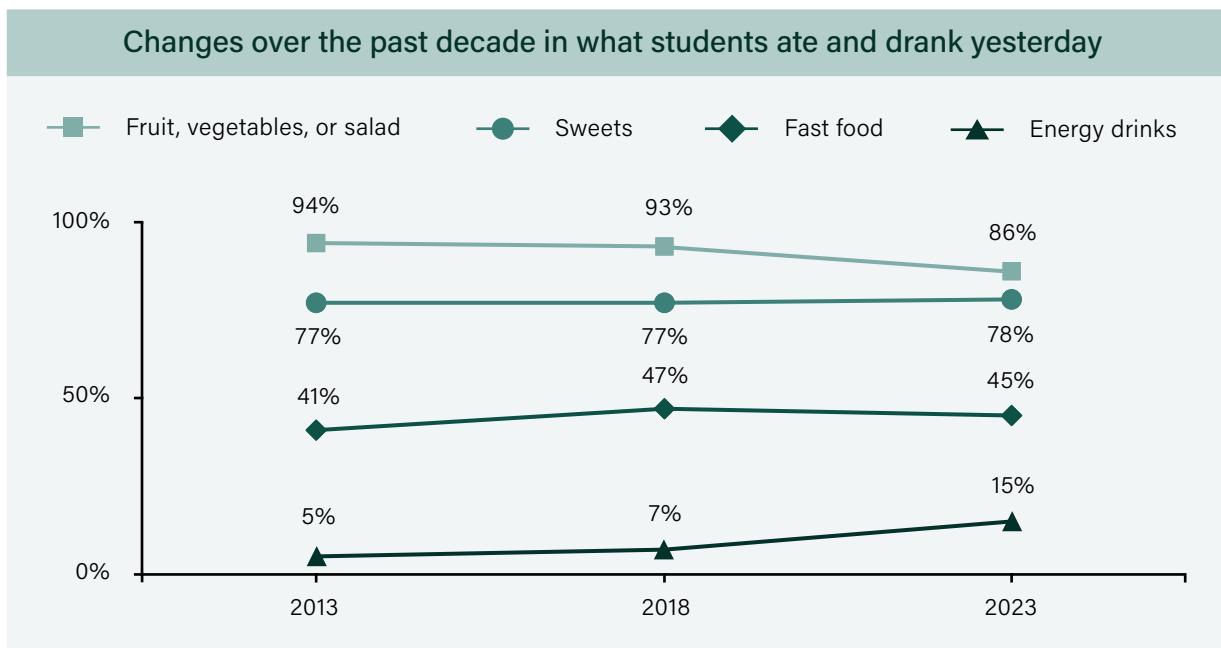
Food consumption

"Food is too expensive."

Grade 12 student

Youth were asked about meals and snacks they had consumed on the day before taking the survey. Around 4 in 10 ate traditional food from their background, which was similar to the rate in 2018 and higher than a decade earlier (42% vs. 38% in 2013).

The percentage who ate fruit, vegetables, and/or salad was the lowest in 15 years (86% vs. 91% in 2008). Compared to a decade earlier, there was a slight rise in eating sweets, and a rise in eating fast food (although fast food consumption was lower than in 2018). The percentage who drank energy drinks more than doubled in the past 5 years.



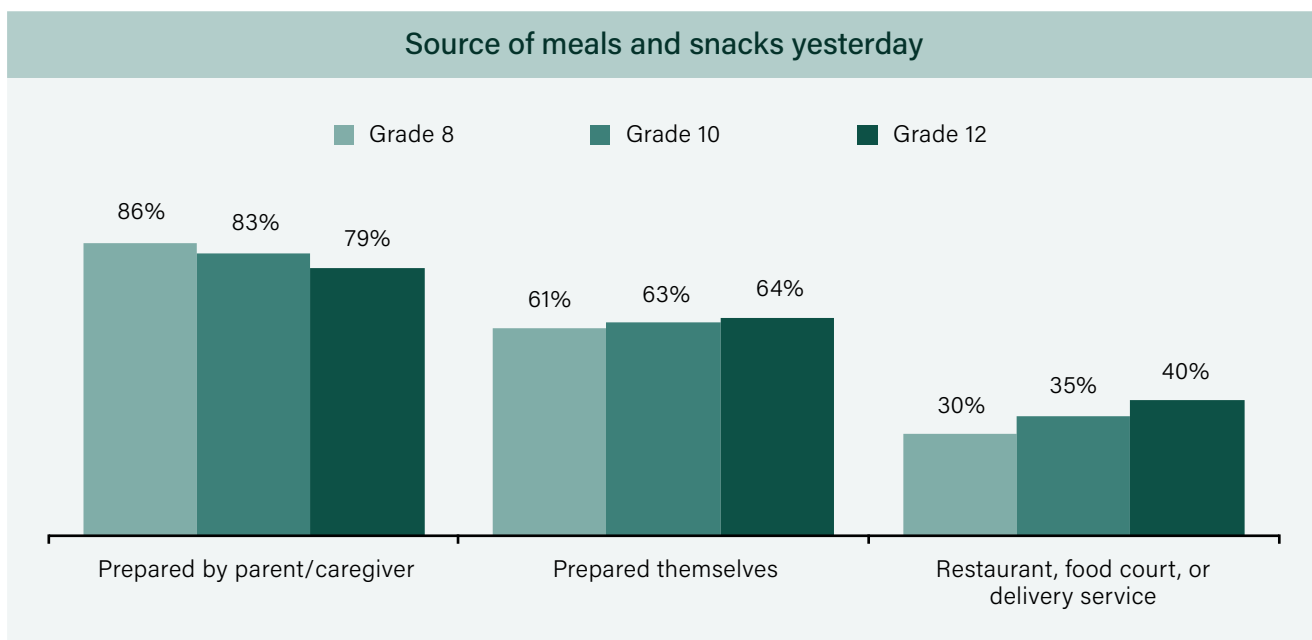
Youth in lower grades were more likely than those in higher grades to eat fruit, vegetables, and/or salad and were less likely to have consumed fast food and energy drinks. For example, 28% of Grade 7 students ate fruit, vegetables, and/or salad at least three times on the day before the survey, compared to 21% of Grade 10 students.

The day before completing the survey, youth most commonly ate food prepared by their parent/care-giver (83%) and food they prepared themselves (62%). Also, 34% had food from a restaurant, food court, or delivery service; and 5% had food they had taken home from a school food program.

Youth in lower grades were more likely to report their food was prepared by a parent/caregiver, whereas those in higher grades were more likely to prepare their own food and to have eaten food from a restaurant, food court, or delivery service.

In the past week, around 4 in 5 youth ate dinner every day but fewer ate breakfast and lunch that regularly. Youth in higher grades were less likely to eat meals consistently over the past week. For example, 74% of Grade 12s ate dinner every day, compared to 78% of Grade 10s and 82% of Grade 8s.

Meals eaten in the past 7 days					
	0 days	1-2 days	3-4 days	5-6 days	All 7 days
Breakfast	15%	17%	12%	14%	42%
Lunch	5%	10%	13%	17%	55%
Dinner	1%	2%	6%	12%	79%



Note: For food students prepared themselves, the differences between Grade 8 and 10 and between Grade 10 and 12 were not statistically significant.

The percentage of students who ate breakfast on school days decreased (71% vs. 82% in 2018), as did the percentage who got their breakfast at school (6% vs. 7% in 2018). Youth in higher grades were the least likely to eat breakfast at home and the most likely to eat breakfast on the way to school. For example, 63% of Grade 12 youth ate breakfast at home on school days (vs. 67% of Grade 9 and 10 students vs. 75% of Grade 7 students).

Where youth got breakfast on school days	
Didn't eat breakfast on school days	29%
At home	68%
At school	6%
On the way to school	6%

Note: Youth could mark all that applied.

Disordered eating and body image

"I have anorexia and bulimia but no one seems to be able to help."

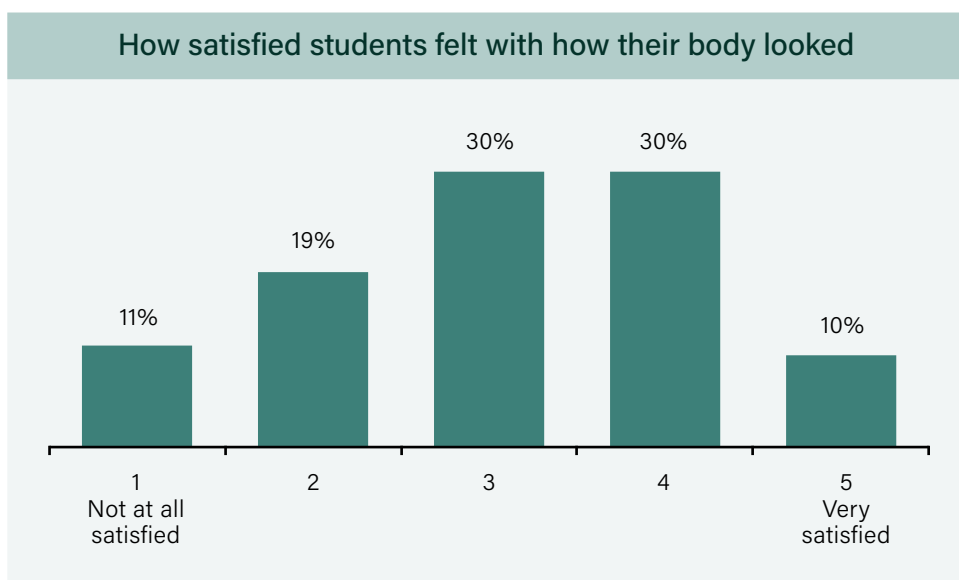
Grade 10 student

In the past 30 days, 32% of youth worried that they had lost control of how much they ate.

Engaging in purging behaviour increased over the past decade. In the past 12 months, 14% of youth vomited on purpose after eating (vs. 12% in 2018 and 8% in 2013), including 2% who did so at least weekly (vs. 1% in both 2018 and 2013).

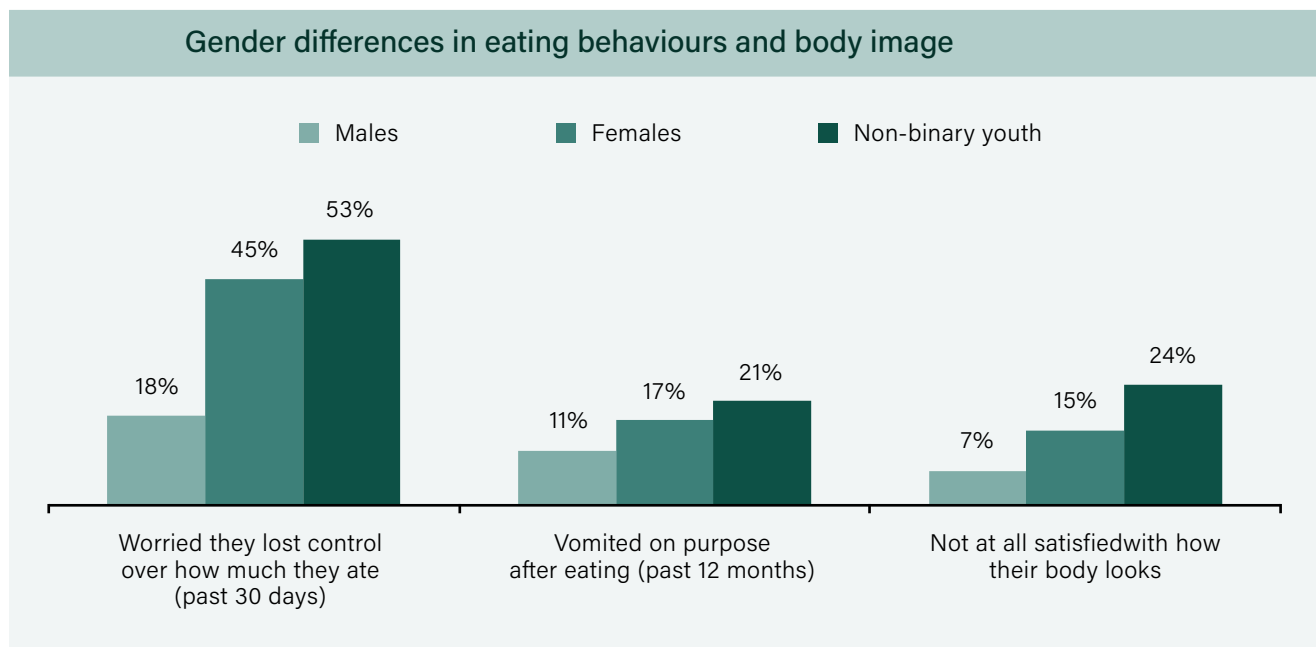
Feeling they had lost control over how much they ate was more common among youth in higher grades (e.g., 37% in Grade 12 vs. 24% in Grade 7); while feeling satisfied with how their body looked decreased from Grade 7 to Grade 9 (from 46% to 38%) and then remained constant through Grade 12. The percentage who purged was generally consistent across grades.

One in 10 youth felt very satisfied with how their body looked, and a similar percentage (11%) were not at all satisfied.



Gender differences in eating behaviours and body image

There were some gender differences in youth's eating behaviours. For example, males were the most likely to have their food prepared by their parent/caregiver, to eat three meals a day, and to eat breakfast at home (74% ate breakfast at home vs. 62% of females vs. 55% of non-binary youth). Non-binary youth were the least likely to be satisfied with how their body looked, and the most likely to be engaging in disordered eating behaviours.



Why is healthy eating important?

Engaging in healthy eating behaviours was associated with both physical and mental well-being. For example, the more often youth ate breakfast in the past week, the more likely they were to report good or excellent mental health (e.g., 76% who ate breakfast daily vs. 44% who did so on 1 or 2 days) and good or excellent overall health (85% vs. 62%).

In addition, those who regularly ate fruit, vegetables, and/or salad reported better sleep. For example, 52% of those who ate these three or more times the previous day had slept for at least 8 hours that night, compared to 41% who ate these once, and 29% who did not eat any that day.

Sexual health

Sexual health can become an increasingly important aspect of health and well-being during adolescence. It is a time when young people need to be supported to develop the knowledge and skills to avoid unwanted sexual activity, protect themselves if they become sexually active, and reduce the risk of a sexually transmitted infection or unwanted pregnancy.

Oral sex

“I want to learn how to lower my risk of an STI during oral sex.”

Grade 12 student

Youth were first asked about oral sex on the 2008 BC AHS. At that time, just over a quarter (26%) reported having had oral sex. The rate has subsequently declined to 17% in 2023.

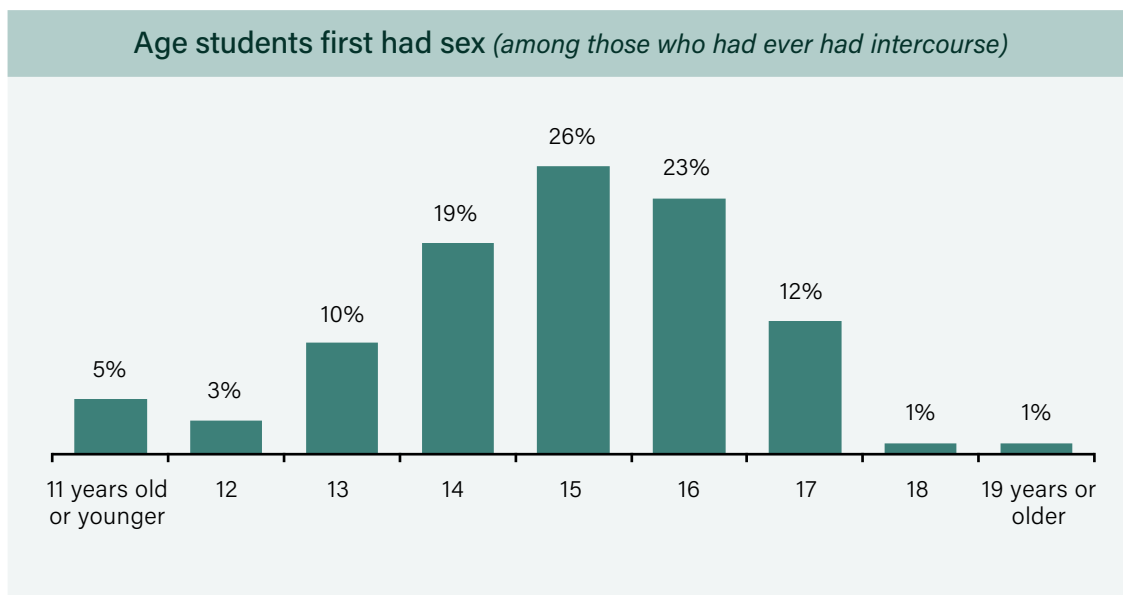
As would be anticipated, students in higher grades were more likely than those in lower grades to have engaged in oral sex. For example, 2% of Grade 7 students had ever had oral sex, compared to 9% of Grade 9 students and 30% of those in Grade 11.

Sexual intercourse

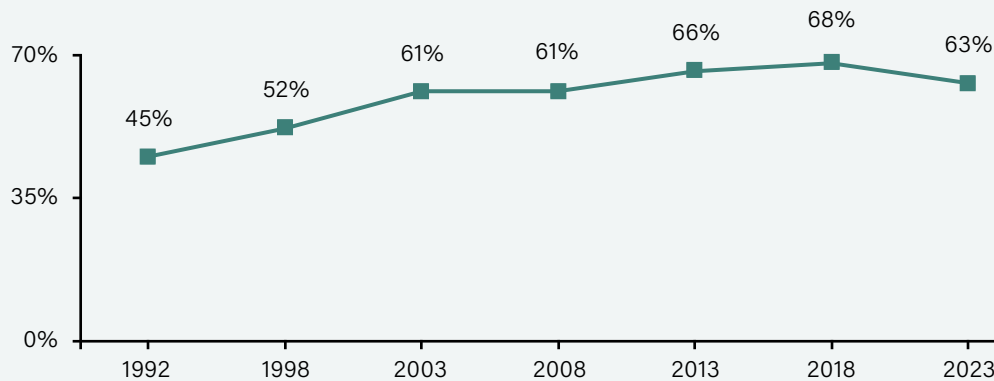
“The lack of sex education given to secondary school students (who may be having sex with one another) is frustrating beyond belief.”

Grade 12 student

The percentage of youth who had ever engaged in sex other than oral sex or masturbation declined over the past 30 years (from 30% in 1992 to 16% in 2023). Among those who had ever had sex, the most common age to first do so was 15 or 16 years old.



First had sex at age 15 or older (among students who ever had intercourse)



The percentage of youth who were at least 15 years old the first time they had sex increased from 1992 to 2018. However, the percentage decreased between 2018 and 2023.

Among youth who had ever had sexual intercourse, 84% had been sexually active in the past 12 months, including 17% who had two partners, and 15% who had three or more partners.

Forced sex

“I wasn’t forced to have sex with anyone, but I was coerced.”

Grade 12 student

When asked specifically if they had been forced into sexual activity against their will, 7% of students reported they had been forced into sexual activity by another youth, and 2% by an adult. Males were the least likely to have been forced to have sex against their will (4% vs. 12% of females vs. 18% of non-binary youth).

Protection against sexually transmitted infections

“I want to learn more about STDs and how they can be transmitted from same-sex couples, and how to tell if you have one.”

Grade 8 student

Among all youth, 1% reported they had ever had a sexually transmitted infection, a rate which has remained unchanged over the past decade.

Among youth who had ever had oral sex, 19% used a condom or other barrier the last time they had oral sex, which was higher than in previous survey years (17% in 2013 and 2018). Students in Grades 11 and 12 were less likely than those in lower grades to have used protection the last time they had oral sex (e.g., 15% of Grade 12s vs. 25% of Grade 9s).

Among youth who had ever had intercourse, there was a decrease in the percentage who used a condom or other barrier, from a peak of 69% in 2013, to 57% in 2023 (a return to the rate reported 30 years ago).

Similar to the pattern with oral sex, Grade 10 students were more likely than those in Grade 12 to have used a condom the last time they had sex (62% vs. 55% of Grade 12s).

Pregnancy involvement

“I had an abortion in the last 12 months.”

Grade 10 student

Similar to results over the past decade, 1% of youth reported they had been pregnant or got somebody pregnant. Also, 1% were unsure if they had been involved in a pregnancy.

Youth who had engaged in sexual intercourse were asked if they had made any efforts to prevent pregnancy the last time they had sex. Condoms remained the most commonly used method to prevent pregnancy, but condom use decreased over the past decade (from 64% in 2013 to 53%).

Around 4 in 10 youth used withdrawal (an unreliable method to prevent pregnancy), and 11% indicated withdrawal was the only method they used to prevent pregnancy. This was higher than any previous survey year (e.g., 7% in 2013 and 4% in 2003 used withdrawal exclusively). Also, the percentage who were unsure of the method they or their partner had used to prevent pregnancy the last time they had sex was highest in 2023 (e.g., 5% vs. 3% in 2018).

Method(s) youth used to prevent pregnancy the last time they had sex (among those who had ever had intercourse)

Condoms	53%
Withdrawal	39%
Birth control pills, birth control patch, NuvaRing, or other method prescribed by doctor or nurse	31%
Emergency contraception	10%
IUD	7%
Depo-Provera	1%
Not sure	5%
Did not try to prevent pregnancy	3%
Last sex was with a same sex partner	8%

Note: Youth could mark all that applied.

Sex education at school

“There needs to be a required and regular sex education program for all high school students of all grades weekly.”

Grade 12 student

For the first time, the BC AHS asked youth about their views on the sexual health education they received at school. In total, 80% reported receiving sex education at school, including 50% who found it helpful and 30% who did not find it helpful.

Youth who received sex education were asked whether this education had met their needs:

- 82% felt the sex education they received had started at the right age for them.
- 84% felt it was relevant to their gender identity.
- 79% felt it was relevant to their sexual orientation.
- 58% felt it was relevant to any disability or health condition they had.
- 84% felt it was respectful of their culture/religion.

Youth in higher grades were less likely to indicate the sex education they received at school had been helpful, and to feel that it started at the right age. For example, 57% of Grade 12 students who received sex education found it helpful, compared to 64% of Grade 9 students.

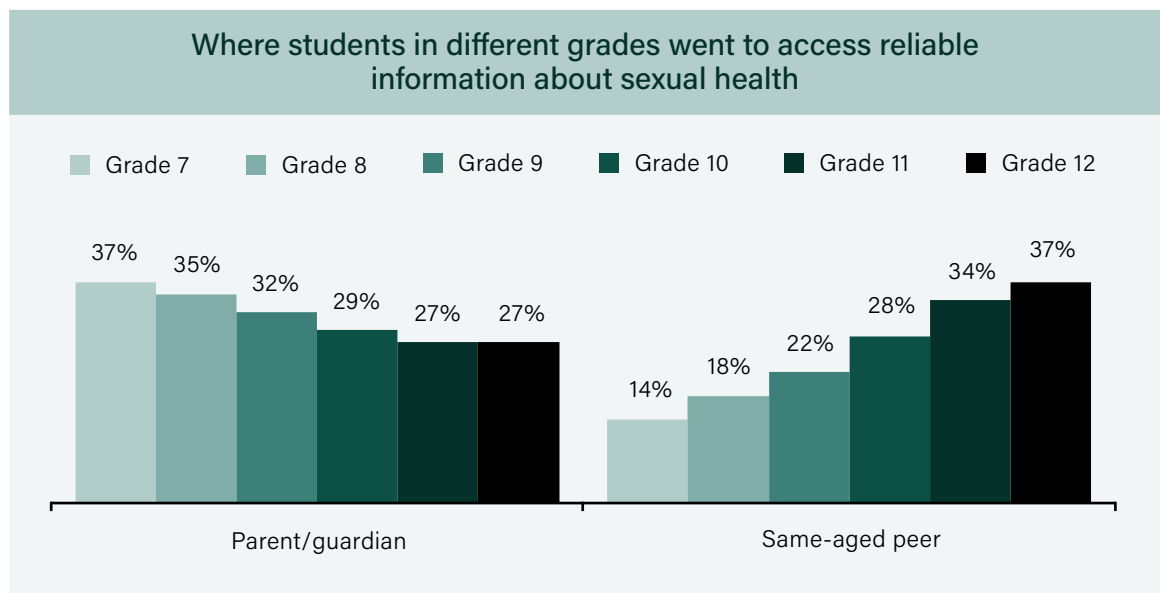


Accessing reliable sexual health information

Youth who wanted reliable information about sexual health commonly approached their parents and peers, and also looked to online resources for this information.

In general, students in higher grades were more likely to seek out sexual health information. However, they were less likely to go to parents or school staff for this information, and were slightly more likely to not know where to go for reliable information.

Where youth accessed reliable information about sexual health	
Parent/guardian	31%
A same-aged friend or peer	26%
Website/online resource	24%
An older youth	15%
Sexual health professional	10%
Other family member	9%
School staff	8%
Adult outside their family	5%
Pornography	4%
Printed resource (e.g., book, brochure, poster)	3%
Other professional	3%
Didn't know where to go	6%
Didn't go anywhere	38%



Note: For parent/guardian, not all changes across grades were statistically significant.

Gender differences in sexual health

There were no gender differences in whether youth had ever had oral sex or intercourse, or in using protection during oral sex. However, there were some other gender differences. For example:

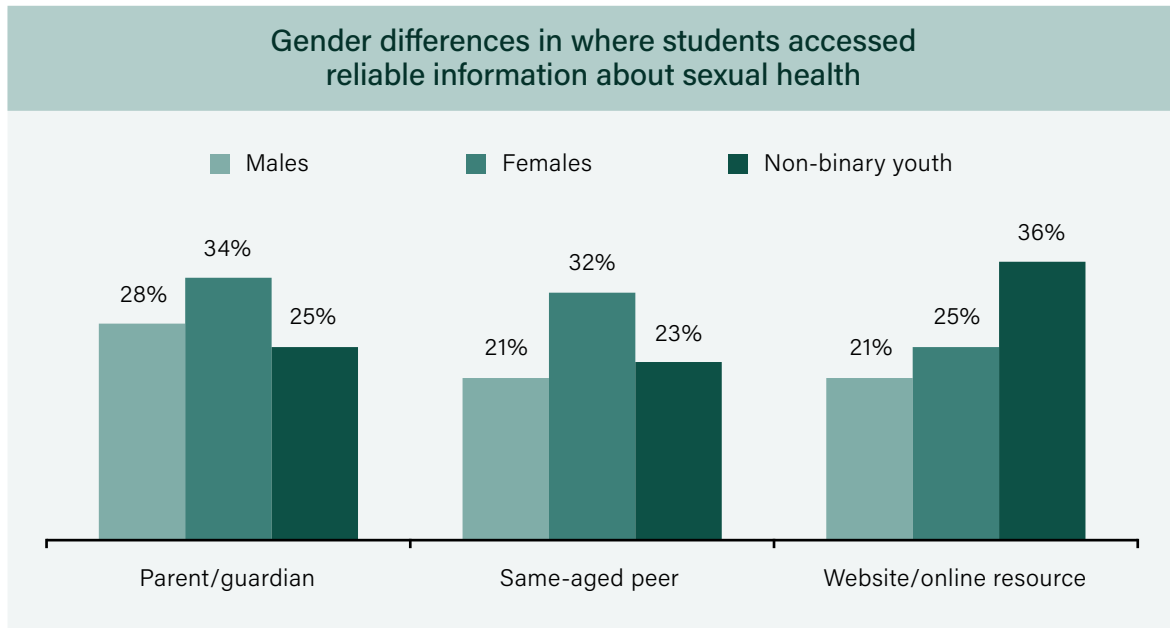
- Non-binary youth were the most likely to have first had intercourse before the age of 15, to have been involved in a pregnancy, and to have had an STI (e.g., 3% had an STI vs. 1% of males and females). Also, they were the least likely to know where to go for reliable sexual health information, and to feel that the sex education they received at school met their needs.
- Males were the most likely to have used a condom or other barrier the last time they had intercourse (61% vs. 54% of females and 36% of non-binary youth who had ever had sex).
- Females were the most likely to get their sexual health information from same-aged and older friends, parents, and other family members; and were the least likely to use pornography as a source of reliable information (e.g., 2% vs. 6% of non-binary youth).

Why is access to reliable sexual health information important?

Having access to reliable sexual health information and supplies was associated with safer sexual practices. For example, among those who had ever had sex:

- Youth who found sex education they received at school to be helpful were more likely to have used a condom or other protection the last time they had sex (59% vs. 54% who did not find it helpful).
- Youth who used protection were about half as likely to have a history of pregnancy involvement (3% vs. 7% who did not use protection) or STIs (2% vs. 4%).

Gender differences in where students accessed reliable information about sexual health



Note: The difference between male and non-binary youth was not statistically significant for accessing information from a same-aged peer.

Substance use

Youth were asked about their vaping and smoking, as well as their use of alcohol, cannabis, and other substances. They were also asked about their reasons for using substances and the consequences of their use.

Over half of youth (57%) who had tried vaping had vaped in the past 30 days, including 15% who had done so daily. Among youth who vaped daily, three quarters vaped within 30 minutes of waking up.

Vaping

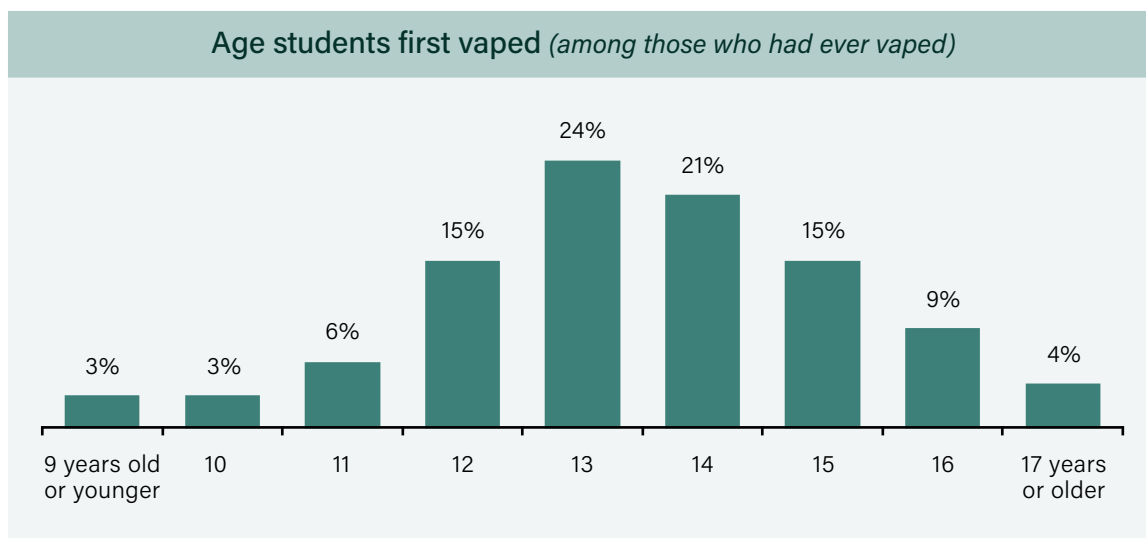
“I sometimes feel like I disappoint my family because I vape.”

Grade 12 student

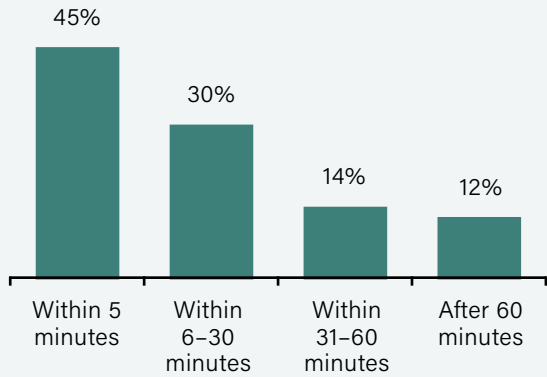
Overall, 26% of youth had ever vaped. They most commonly had their first vape at age 13, and just over a quarter (28%) vaped for the first time at age 15 or older.

In 2018, youth were not asked if they had ever vaped. However, the percentage who had ever vaped in 2023 was lower than the 27% who had vaped in the past month in 2018.

Number of days youth vaped in the past 30 days (among those who had ever vaped)	
0 days	43%
1 or 2 days	15%
3 to 5 days	6%
6 to 9 days	5%
10 to 19 days	8%
20 to 29 days	8%
All 30 days	15%



How soon students had their first vape after waking up (among those who vaped daily)



Note: Percentages do not total to 100% due to rounding.

Among youth who vaped in the past 30 days, 7% used a product to help them stop vaping during this time.

There are concerns that vaping may be leading to tobacco smoking among young people, and this appeared to be the case among BC youth. Among youth who had vaped and smoked, they were over 3 times as likely to have vaped first than they were to have smoked first. Also, youth who had smoked and vaped were more likely to have first vaped at age 12 or younger than they were to have first smoked at that age (34% vs. 23%).

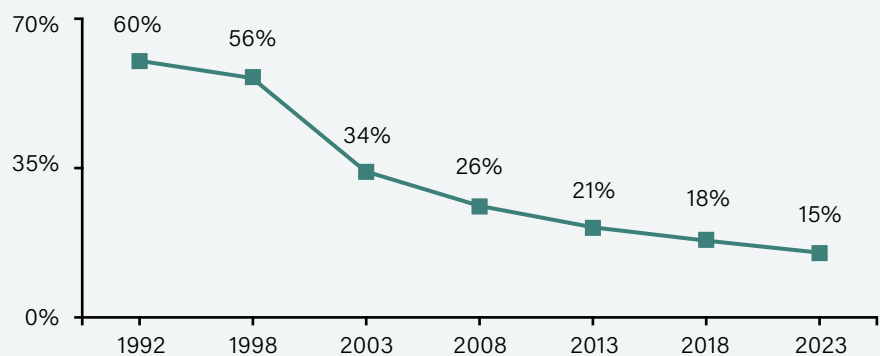
Smoking

"I smoke every day."

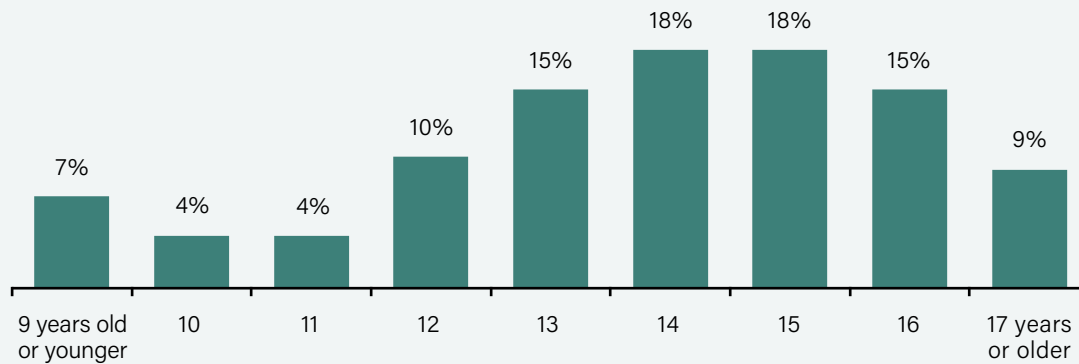
Grade 12 student

There has been a decrease over the past 30 years in the percentage of youth who had ever smoked tobacco. In 2023, 15% of youth had smoked tobacco, including 2% who had smoked tobacco exclusively, and 13% who had both smoked and vaped (another 13% of youth vaped exclusively).

Decreases over time in the percentage of students who had ever smoked tobacco



Age students first smoked tobacco (among those who had ever smoked)



Despite the decreases over time in the percentage of youth who had smoked tobacco, youth who did smoke were more likely to have first smoked at age 12 or younger (just over 24% vs. 20% in 2018).

Among youth who had tried smoking, 40% smoked in the past 30 days. They most commonly did so on 1 or 2 days. One in 10 of those who smoked in the past month used a product to help them stop smoking during that time (excluding vapes).

Number of days youth smoked in the past 30 days (among those who had ever smoked)

0 days	60%
1 or 2 days	22%
3 to 5 days	6%
6 to 9 days	4%
10 to 19 days	4%
20 to 29 days	2%
All 30 days	3%

Note: Percentages do not total to 100% due to rounding.

Youth had used a variety of tobacco products in the past month, including cigarettes (6% vs. 7% in 2018), cigars/cigarillos (2% vs. 3% in 2018), chewing tobacco (1% vs. 2% in 2018), and a hookah (1% vs. 2% in 2018).

Alcohol

"I struggled with alcohol from age 14-16."

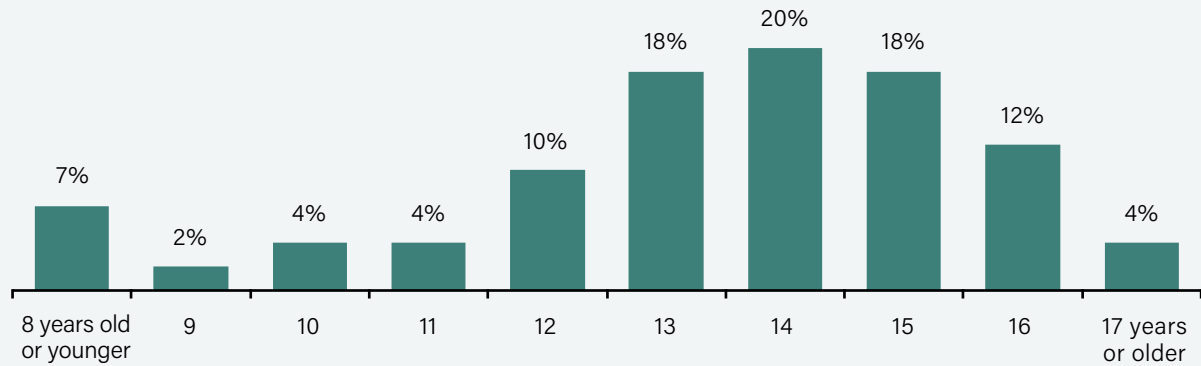
Grade 11 student

The Canadian Low Risk Drinking Guidelines recommend that youth do not drink until they are of legal drinking age. However, if they decide to drink, the guidelines suggest they should not drink alcohol more than once or twice a week, and that they should never have more than two drinks on any one occasion ([ccsa.ca/sites/default/files/2019-04/CCSA-Youth-and-Alcohol-Summary-2014-en.pdf](https://www.ccsa.ca/sites/default/files/2019-04/CCSA-Youth-and-Alcohol-Summary-2014-en.pdf)).

Just under 4 in 10 youth (38%) had tried alcohol (beyond a few sips), which was lower than at any point in the last 30 years (e.g., 45% in 2013, 58% in 2003, and 67% in 1992). Those who had tried alcohol most commonly first did so at age 14 (20%).

Reflecting the pattern for tobacco smoking, youth who drank alcohol were more likely than in past survey years to have first done so before they entered high school (e.g., 28% first drank at age 12 or younger vs. 23% in 2018). They were also less likely to wait until they were at least 15 years old to first try alcohol (34% vs. 37%).

Age students first drank alcohol (among those who had ever used alcohol)



Note: Percentages do not total to 100% due to rounding.

Among youth who had ever used alcohol:

- 60% drank in the past month (most commonly on 1 or 2 days).
- 34% had five or more drinks within a couple of hours on at least 1 day in the past month, and 1% drank this heavily on 20 or more days.
- 26% had more than two drinks on at least 1 day in the past week, including 5% who did so on 3 or more days, and 1% who did so daily.
- 31% drank on the Saturday before completing the survey. They most commonly drank liquor.

Number of days youth drank alcohol in the past 30 days (among those who had ever used alcohol)

0 days	40%
1 or 2 days	33%
3 to 5 days	14%
6 to 9 days	7%
10 to 19 days	3%
20 to 29 days	1%
All 30 days	1%

Note: Percentages do not total to 100% due to rounding.

Types of alcohol youth drank last Saturday (among those who used alcohol that day)

Liquor	68%
Coolers	53%
Beer	33%
Wine	13%

Note: Youth could mark all that applied.

Cannabis

"I did weed twice but only got high once. My sister gave it to me."

Grade 10 student

Lower-risk cannabis use guidelines for youth were recently developed by researchers at the University of Victoria (Card et al., 2023: uvic.ca/research/centres/cisur/assets/docs/youth-cannabis-guidelines.pdf).

The researchers recommend youth wait until they are older before using cannabis; "start low and go slow" with the amount they consume; know the source of their cannabis and what it might contain; and be aware of the health risks associated with the various modes of consumption.

In 2023, 22% of youth had ever used cannabis, which was a decrease from previous survey years (e.g., 25% in 2018, 30% in 2008, and 41% in 1998). Youth who had used cannabis had most commonly first tried it at age 14 or 15.

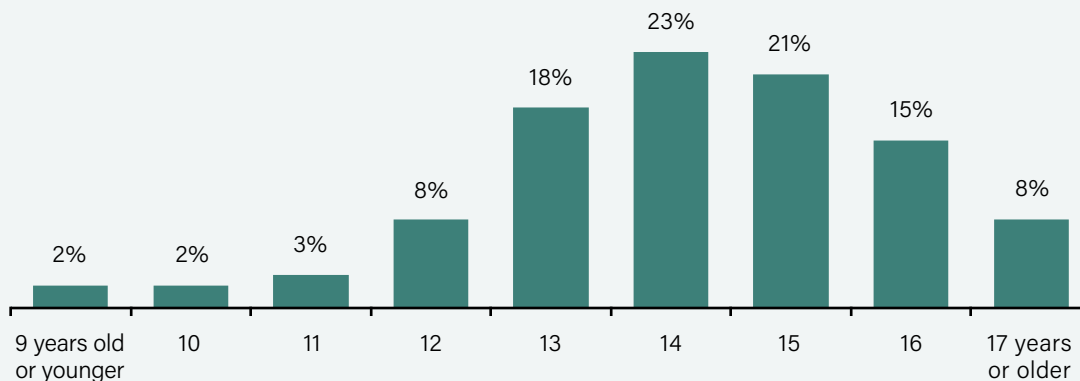
Compared to 5 years earlier, there was a slight increase in youth who used cannabis for the first time at age 12 or younger (15% vs. 14% in 2018), and a decrease in the percentage who waited until they were 15 or older to try it (44% vs. 47% in 2018).

Among youth who had ever used cannabis:

- 61% used it in the past month (most commonly on 1 or 2 days).
- 15% used it on 20 or more days that month, including 9% who used daily.
- 34% used it on the Saturday before taking the survey.

Youth who had used cannabis were asked about all the ways they had consumed it the last time. Most had smoked it (73%), while 34% vaped it, 23% ate it, and 1% took it another way (such as having a cannabis drink).

Age students first used cannabis (among those who had ever used cannabis)



When asked about their source of cannabis the last time they had used it, the majority reported that it had been shared among a group of friends. Youth in Grade 7 were generally more likely than older ones to report that someone they did not know had given cannabis to them (e.g., 10% vs. 2% of students in Grade 12). Students in Grade 12 were the most likely to have bought it from a cannabis store (e.g., 14% vs. 9% in Grade 10 vs. 3% in Grade 8).

Most recent source of cannabis (among those who had ever used cannabis)	
It was shared among a group of friends	59%
Friend or family member gave it to them	35%
Bought it from friend or family	14%
Bought it from a cannabis store	10%
Bought it from someone they did not know	5%
Someone they did not know gave it to them	3%
Bought it from a website	3%

Note: Youth could mark all that applied.

An in-depth look at youth cannabis use will be published in early 2025.

Other substances

“I would like to learn more about how to avoid drugs.”

Grade 9 student

Fourteen percent of youth had used substances other than alcohol and cannabis. Compared to 5 years earlier, there were some slight changes in the different substances youth had used. For example, youth were more likely to have used mushrooms (6% vs. 5% in 2018) and more of their own prescription than prescribed (6% vs. 5%). They were less likely to have used ecstasy/MDMA (2% vs. 3% in 2018) and cocaine (just under 2% vs. just over 2% in 2018).

Substances youth had ever used	
Mushrooms	6%
More of their own prescription than prescribed	6%
Prescription pills without a doctor’s consent (other than benzodiazepines)	4%
Hallucinogens (other than mushrooms)	2%
Inhalants	2%
Benzodiazepines without a doctor’s consent (e.g., Xanax, Valium, Ativan)	2%
Cocaine	2%
Ecstasy/MDMA	2%
Heroin, fentanyl, or other opioids	1%
Amphetamines	1%
Crystal meth	1%
Ketamine, GHB	1%

Reported reasons for using substances

“I was allowed my first beer at a family wedding. I only drink at celebrations in a controlled environment.”

Grade 10 student

Youth reported using alcohol and other substances for a variety of reasons. Among youth who used substances, those in lower grades were more likely to have done so to experiment (e.g., 43% in Grade 8 vs. 34% in Grade 10 vs. 26% in Grade 12). Those in higher grades were more likely to have used because their friends were doing it (e.g., 32% in Grade 12 vs. 20% in Grade 7), and to have fun (e.g., 73% in Grade 12 vs. 60% in Grade 10 vs. 41% in Grade 8).

Reasons youth used substances the last time (among those who had used alcohol or other substances)

Wanted to have fun	61%
Wanted to experiment	32%
Friends were doing it	30%
Because of stress	22%
Felt down or sad	20%
There was nothing else to do	11%
To manage physical pain	6%
Because of an addiction	5%
Thought it would help them focus	5%
Felt pressured into doing it/to fit in	3%
To change the effect of another substance	2%
Didn't mean to (e.g., drink was spiked)	2%

Note: Youth could mark all that applied.

Consequences of substance use

“We should be taught how to use naloxone on other people and ourselves.”

Grade 11 student

Over half of youth who had used substances in the past 12 months did not report any negative consequences. The most commonly reported consequence was being told they did something they could not remember.

Consequences of substance use experienced in the past 12 months (among youth who had used alcohol or other substances)

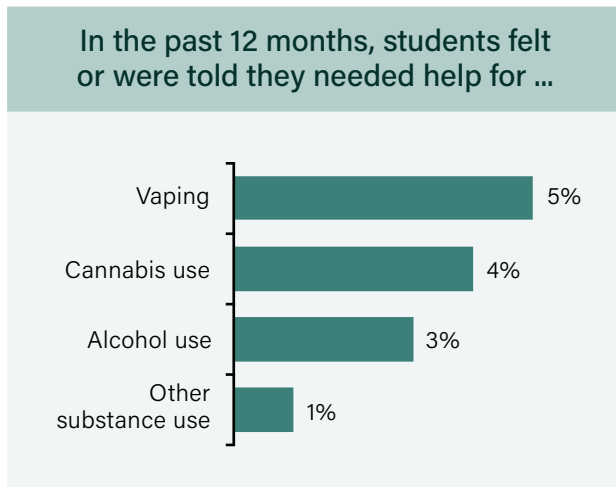
Was told they did something they couldn't remember	29%
Passed out	22%
Got injured	13%
Argued with family members	12%
School work or grades changed	9%
Lost friends or broke up with romantic partner	7%
Damaged property	7%
Had sex when they didn't want to	5%
Got into a physical fight	4%
Got in trouble with police	4%
Overdosed	2%
Had to get medical treatment	2%
Used alcohol or other substances but none of these happened	55%

Note: Youth could mark all that applied.

A small minority of youth had ever driven a vehicle after using alcohol (2%), cannabis (3%), or other substances (1%). They were more likely to have been a passenger with a driver who had been using alcohol (18%), cannabis (13%), or other substances (4%).

Since the first BC AHS in 1992, youth have been asked whether they used alcohol or substances before having sex the last time. The percentage who reported doing so has fluctuated over the years but has been declining since 2008 (from 32% to 21% in 2023). There were no differences by grade in mixing substance use with sexual activity.

Youth were asked if they felt or had been told that they needed help for their substance use. They were most likely to report needing help for their vaping.



Gender differences in substance use

Males were the least likely to have tried vaping (e.g., 22% vs. 30% of females), smoking (e.g., 13% vs. 16% of females), alcohol (e.g., 35% vs. 41% of females), and cannabis (e.g., 20% vs. 24% of females). Females and non-binary youth used these substances at similar rates to each other.

Rates of using various other substances were generally comparable between males and females, and higher among non-binary youth. For example, 2% of males and females had misused benzodiazepines, compared to 5% of non-binary youth.

Among youth who had used tobacco, alcohol, and/or cannabis, females were the least likely to have done so to excess. For example, among those who used the specific substance in the past month, 2% of females smoked daily (vs. 4% of males vs. 10% of non-binary youth); 1% drank alcohol on 20 or more days (vs. 2% of males vs. 5% of non-binary youth); and 13% used cannabis on 20 or more days (e.g., vs. 18% of males).

There were also some gender differences in the reasons youth used substances. For example, females were the most likely to have used because their friends were doing it (e.g., 34% of females who had used substances vs. 26% of males); and non-binary youth were the most likely to have used because of stress (33% vs. 27% of females vs. 15% of males) and because they felt down or sad (31% vs. 24% of females vs. 14% of males).

Among those who had used substances in the past 12 months, males were generally less likely than females to report various negative consequences of their use. However, they were more likely to have damaged property (9% vs. 6%), and to have gotten into a physical fight (6% vs. 3%). Non-binary youth were the most likely to have had sex when they did not want to (11% vs. 6% of females vs. 4% of males), and to have overdosed (5% vs. 2% of males and females).

Finally, males were the least likely to have felt or been told that they needed help with their substance use, including vaping (e.g., 4% vs. 7% of females); alcohol use (e.g., 2% vs. 4% of females); cannabis use (e.g., 3% vs. 5% of females); and other substance use (e.g., 1% vs. 3% of non-binary youth).

Adverse experiences

Adverse experiences during childhood and adolescence can have lasting negative impacts on health and well-being into adulthood. Such experiences can include abuse, violence, harassment, discrimination, and bereavement.

Abuse

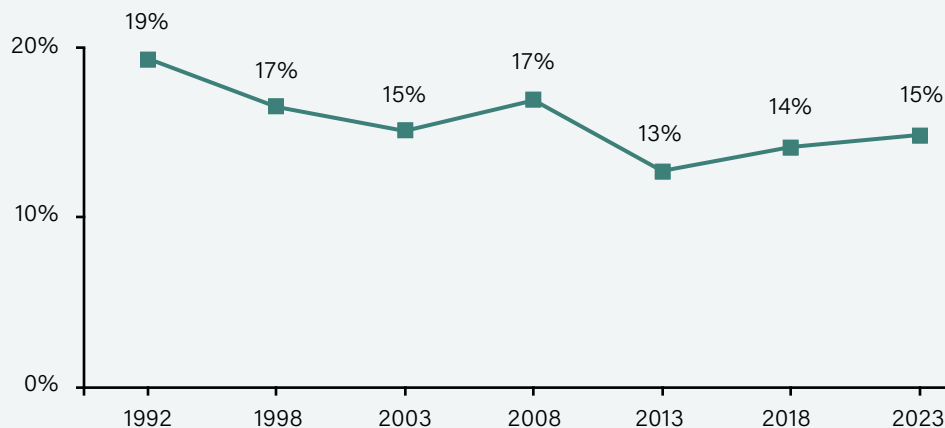
“I was taken away from my mother because of abuse.”

Grade 10 student

In their lifetime, 15% of youth had been physically abused. This percentage was higher than in recent years, but was lower than 30 years earlier.

One in 10 youth (10%) reported they had been sexually abused. The percentage who had experienced sexual abuse increased to 13% when experiences of forced sexual activity, and being the younger of an illegal age pairing the first time they had sex, were included. This percentage was higher than in previous years (e.g., 13% vs. 11% in 2018, 9% in 2013, and 10% in 2003).

Changes over time in students who had ever been physically abused



Sexual harassment

“I got sexually harassed at an assembly by a random kid. He kept touching my ass and it made me really uncomfortable. I did not tell anyone about this.”

Grade 7 student

During the past 12 months, 40% of youth experienced verbal sexual harassment. This percentage was similar to results over the past decade, and lower than in 2008 (47%) and 2003 (44%).

In the past year, 25% of youth had experienced physical sexual harassment. This reflected an increase over the past decade (from 18% in 2013 and 22% in 2018), but was lower than 20 years earlier (28% in 2003).

Youth in higher grades were more likely than those in lower grades to report they had experienced sexual harassment.

Dating violence

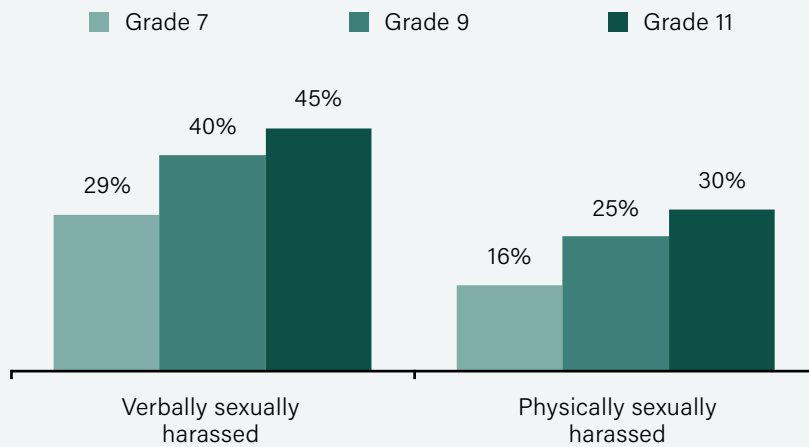
“I want to stop abusing my boyfriend. We’ve been dating for 2 years. I’ve given him broken noses and black eyes. I’m a horrible person.”

Grade 11 student

Around 4 in 10 youth (42%) had been in a dating relationship in the past 12 months. Among these youth, 8% had experienced physical violence within that relationship. This was the highest rate in 20 years (e.g., 7% in 2018 and 6% in 2013).

In the past year, 13% of youth had experienced digital dating abuse (i.e., someone they dated had used social media to try to control, embarrass, or hurt them).

Students in higher grades were more likely to have been sexually harassed in the past 12 months



Discrimination

“Why are people so racist towards me and other members of the black community?”

Grade 11 student

Over a third of youth (35%) had been discriminated against in at least one place in the past year. They most commonly reported they had been discriminated against at school, followed by online.

Where youth experienced discrimination in the past 12 months	
At school	26%
On social media/online	13%
On the street	7%
In extracurricular activities (e.g., sports)	4%
On public transit	4%
In a store or restaurant	4%
At work	3%
In a hospital or other health care setting	1%
Other	2%

Note: Youth could mark all that applied.

Compared to 5 years earlier, there was an increase in the percentage of students reporting most forms of discrimination, with the exception of being discriminated against for how much money they or their family had.

Reasons youth reported they had been discriminated against in the past 12 months		
	2018	2023
Physical appearance	22%	24%
Weight	16%	18%
Race, ethnicity, or skin colour	14%	15%
Gender/sex	9%	14%
Sexual orientation	5%	7%
Religion	N/A	7%
How much money they/their family have	8%	6%
Health condition	N/A	4%
Disability	3%	4%

Note: Youth could mark all that applied.
N/A: The item was not included on the 2018 survey.

The majority of youth who experienced discrimination in the past year had this experience rarely. However, over a third (37%) experienced discrimination more frequently, including 7% who were discriminated against regularly.



Other forms of victimization

“My friend and I have been bullied and harassed online.”

Grade 7 student

Rates of youth experiencing in-person victimization at school or on the way to and from school have fluctuated over the past 20 years. Compared to 5 years earlier, youth were less likely to have been socially excluded (37% vs. 39% in 2018) and to have been teased to the point of extreme discomfort (35% vs. 38%) in the past 12 months. The rate of being physically attacked or assaulted remained stable but was higher than in 2013 (8% vs. 7%).

Overall, there was a decrease in youth who reported they had perpetrated one of these forms of victimization at school or on the way to or from school in the past 12 months (8% vs. 10% in 2018).

In addition to in-person victimization, 15% of youth reported they had been cyberbullied (an increase from 14% in 2018), and 8% had perpetrated online victimization (vs. 6% in 2018).

Bereavement

“My grandad died before summer and it changed everything.”

Grade 8 student

Most youth (71%) had experienced bereavement. The percentage who had lost someone close to them due to suicide was unchanged from 5 years earlier. However, there was an increase in those who had lost someone to an overdose (8% vs. 5% in 2018) and to violence (4% vs. 3%).

Reasons someone close to them had died

Illness (other than COVID-19)	47%
Old age/natural death	46%
Accident	11%
Suicide	9%
Overdose	8%
COVID-19	6%
Violence	4%
Other	2%

Note: Youth could mark all that applied.



Gender differences in adverse experiences

In general, males were the least likely to have experienced abuse, harassment, and violence; while non-binary youth were the most likely. For example, 6% of males experienced sexual abuse (vs. 19% of females vs. 28% of non-binary youth), and 11% had been physically abused (vs. 18% of females vs. 31% of non-binary youth). However, males were more likely than females to have been physically attacked or assaulted and to have experienced physical violence in their dating relationship.

In the past year, females were the least likely to have perpetrated in-person victimization (6% had teased, excluded, or physically assaulted someone vs. 9% of males vs. 11% of non-binary youth). They were also the least likely to have perpetrated cyberbullying during this time period (e.g., 7% vs. 8% of males).

Gender differences in adverse experiences in the past 12 months

	Males	Females	Non-binary youth
Verbal sexual harassment	28%	51%	58%
Physical sexual harassment	18%	32%	40%
Physical dating violence [†]	9%	7%	16%
Digital dating abuse [†]	10%	14%	19%
Teased to the point of feeling extreme discomfort	26%	42%	57%
Socially excluded	26%	48%	52%
Physically attacked or assaulted	10%	6%	15%
Cyberbullied	11%	18%	28%

[†]Among youth in a dating relationship in the past 12 months.

School experiences

School connectedness and sense of safety

“School bathrooms can feel very unsafe.”

Grade 9 student

Youth felt less positive about all aspects of their school experience and their relationships with school staff compared to youth in 2018. Some of these decreases represented a continuation of declines seen since 2013. However, the decreases in feeling teachers and other school staff cared about them followed previous increases.

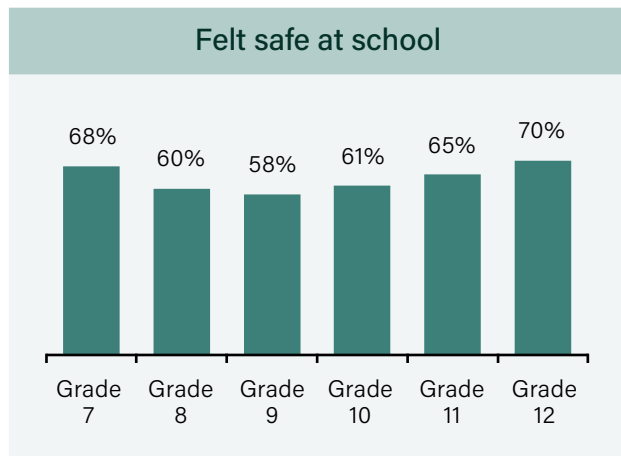
	How much youth felt ...				
	2003	2008	2013	2018	2023
School staff expected them to do well	N/A	N/A	N/A	79%	75%
School staff treated them fairly [†]	62%	67%	74%	71%	67%
Safe at school	71%	74%	78%	73%	63%
Teachers cared about them	N/A	N/A	63%	66%	61%
Like a part of their school	58%	65%	62%	60%	54%
Happy to be at school	60%	65%	67%	60%	52%
Other school staff cared about them	N/A	N/A	48%	52%	48%

N/A: The item was not included on the survey.

[†]In 2003 and 2008, youth were asked about teachers treating them fairly; from 2013 onwards, they were asked about school staff treating them fairly.

Feeling connected to school was generally highest for students in Grade 7. For example, Grade 7 students were the most likely to feel like a part of school and to be happy at school. These feelings decreased in Grades 8 and 9, and then generally remained steady for the higher grades.

Feeling teachers cared about them also decreased in the middle grades but increased again among Grade 12 students (e.g., from 72% in Grade 7 to 56% in Grade 9 to 64% in Grade 12). Also, Grade 12 students were the most likely to feel school staff treated them fairly (e.g., 72% vs. 65% of students in Grades 9 and 10). Grade 9 students were generally the least likely to feel safe at school.



Note: Not all changes across grades were statistically significant.

Youth were also asked how safe they felt in specific locations at their school, as well as getting to and from school. They were more likely to feel safe in supervised locations, such as libraries and classrooms, than in less supervised spaces. However, school safety generally declined over the past decade for all locations. For example, in 2023, 68% of youth usually or always felt safe in school washrooms, compared to 86% in 2018.

Grade 12 students were generally the most likely to feel safe in less supervised locations, and Grade 9s were the least likely.

	2013	2018	2023
School library	96%	94%	92%
Classrooms	94%	92%	88%
Getting to and from school	90%	89%	86%
Hallways and stairwells	90%	89%	84%
Cafeteria	91%	90%	84%
Outside on school grounds	87%	86%	82%
Changing rooms	87%	85%	72%
Washrooms	88%	86%	68%

Note: For feeling safe outside on school grounds, the difference between 2013 and 2018 was not statistically significant.



School absences

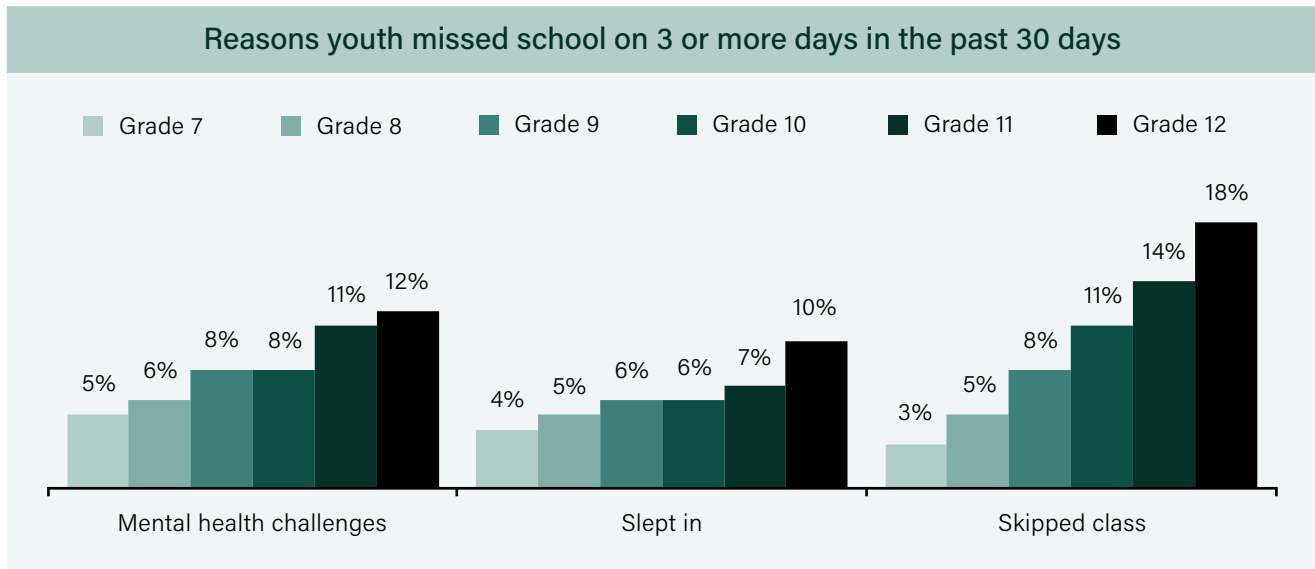
“I get such painful cramps I miss 1 or 2 days of school every month.”

Grade 11 student

The most common reasons youth missed school in the past 30 days were because of illness and appointments. More than 1 in 5 missed school due to mental health challenges (vs. 15% in 2018).

The percentage of youth who reported missing school due to skipping, sleeping in, work, transportation, and mental health challenges were highest among those in higher grades, whereas students in lower grades were more likely to have missed school due to bullying or suspension.

Reasons youth missed school in the past 30 days		
	Missed 1 or 2 days	Missed 3 or more days
Illness	31%	17%
Appointments	34%	7%
Skipping	18%	10%
Sleeping in	18%	6%
Own mental health (e.g., anxiety, depression)	13%	8%
Family responsibilities	13%	4%
No transportation	6%	1%
Work	3%	1%
Bullying	3%	1%
Suspension	1%	1%



Note: Not all changes across grades were statistically significant.

Educational plans

"I want to travel and go to university. I am ready, I'm just waiting!"

Grade 10 student

Most youth planned to finish high school and pursue post-secondary education. Students in higher grades were the most likely to plan to attend post-secondary, and the least likely to report they did not plan to finish high school. For example, 85% of Grade 12 students planned to continue their education into post-secondary, compared to 80% of Grade 10 students and 71% of Grade 8 students.

The percentage of youth who planned to attend post-secondary decreased over the past decade from 86% in 2013 to 83% in 2018 to 77% in 2023.

School plans	
Did not expect to finish high school	1%
Planned to finish high school but not go to post-secondary	6%
Planned to go to post-secondary (including university, college, trade school)	77%
Hadn't thought about it	10%
Didn't know	6%

Gender differences in school experiences

Non-binary youth were generally the least likely to have positive school experiences: For example, they were:

- Least likely to feel connected to school, feel safe at school, and plan to go on to post-secondary.
- Most likely to have missed classes on at least 3 days in the past month (e.g., 5% missed this much school due to bullying vs. 1% of females and males).

Why is feeling connected to school important?

School connectedness can contribute to other aspects of well-being. For example, youth who felt like a part of their school were less likely to skip classes (7% skipped on at least 3 days in the past month vs. 20% who did not feel like part of their school), and to bully another youth at school (6% vs. 13%).

Youth who felt like a part of their school were also more likely to rate their mental health as good/excellent (75% vs. 28% who did not feel like part of their school), feel hopeful about their future (74% vs. 33%), and plan to attend post-secondary (83% vs. 64%).

Relationships and connections

Adolescence is a time when young people can learn how to develop and maintain safe and healthy relationships with peers, romantic partners, family members, caregivers, teachers, and adults in the community.

Friendships

"I have a few friends online and in real life."

Grade 9 student

The BC AHS asked youth about how many close friends they had in person (in their school or neighbourhood) as well as those online whom they had never met in person. Compared to 5 years earlier, youth were less likely to have in-person friends (94% vs. 96% in 2018), and more likely to have online friends (36% vs. 34%).

Having three or more in-person friends has been linked to positive outcomes. The percentage of youth who had three or more such friends decreased from 81% in 2018 to 69%. Students in lower grades were more likely than those in higher grades to have three or more in-person friends (e.g., 74% of Grade 7s vs. 70% of Grade 9s vs. 64% of Grade 12s).

Three quarters (75%) of youth reported they had friends with whom they could share their ups and downs, with older students more likely to have such friends (e.g., 78% of Grade 12s vs. 73% of Grade 7 to 9s).

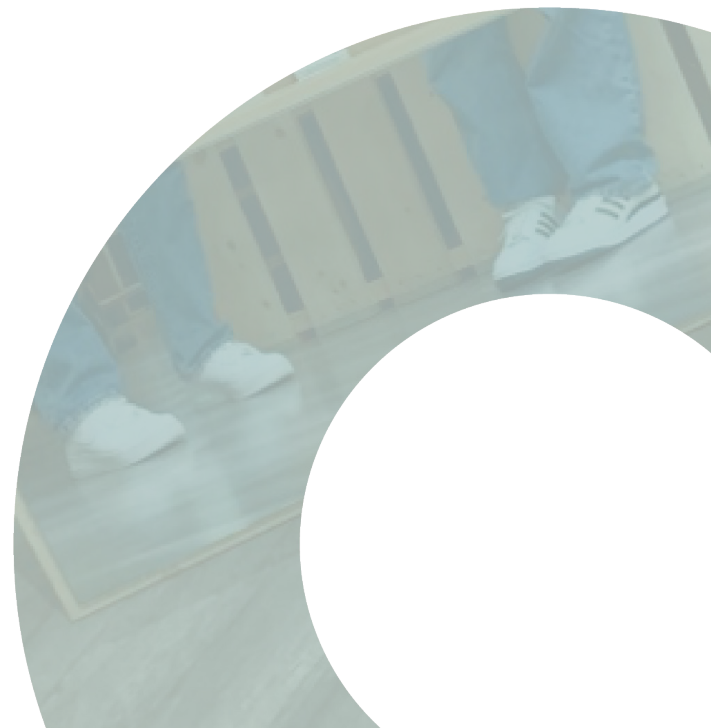
Also, 73% felt they got along with the people around them. Youth in Grades 11 and 12 were the most likely to feel this way (e.g., 77% of Grade 12s vs. 71% of Grade 7 to 9s).

Online dating relationships

"I did start dating my current boyfriend online but we have met in person twice."

Grade 12 student

In the past 12 months, 10% of youth had dated someone online whom they had never met in person, including 3% who had dated two or more people. (See the ***Dating violence section*** for more information about dating relationships.)



Caring and supportive adults

“Where can I find someone to talk to who won’t tell my parents?”

Grade 9 student

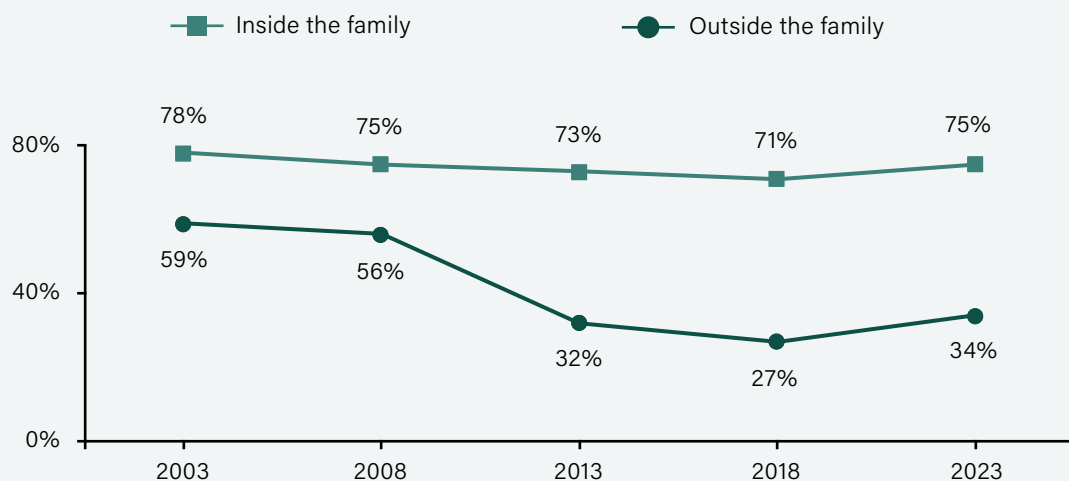
Most youth (73%) had at least one adult in their neighbourhood or community (outside of their family and school) who they felt cared about them, and about half (49%) had three or more such adults. Those in Grades 7 and 12 were the most likely to feel adults in their community cared about them. For example, 51% of Grade 7s and 12s had at least three caring adults in their life, compared to 47% of Grade 9 and 10 students.

Youth were also asked if they had an adult who they would feel comfortable talking to if they had a serious problem. Three quarters (75%) had an adult inside their family they could talk to, 34% had one outside their family, and 26% had both. These rates were higher than 5 years earlier. Generally, youth in lower grades were more likely than those in higher grades to have an adult to talk to within their family, whereas those in higher grades were more likely to have an adult outside their family.

Most youth who felt they needed help with specific tasks had an adult who would help them. However, those in the highest grades were the least likely to feel this way. For example, among those who needed help, 84% of students in Grade 12 had an adult to help them prepare for post-secondary, compared to 89% of Grade 9 students.

Had an adult to help with tasks (among those who needed help)	
Making/getting to appointments	95%
Learning life skills (e.g., cooking, budgeting)	92%
Preparing for university, college, or trade school	87%
Getting a job	85%
Homework	81%

20-year trend in students having an adult to talk to about a serious problem



Family connectedness

“I live with my amazing father and hard-working step mom.”

Grade 10 student

The majority of youth felt connected to their family. Feeling connected decreased with grade level. For example, 65% of Grade 7 students felt quite or very understood by their family, compared to 52% of Grade 9 students and 47% of Grade 12 students.

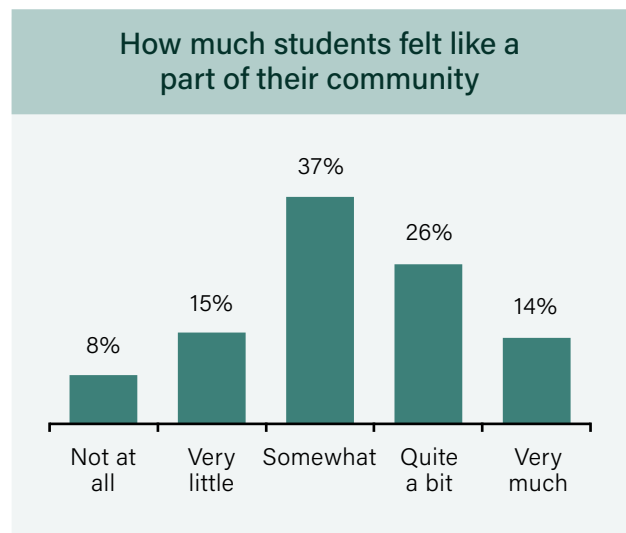
How much youth felt their family ...			
	Not at all/ very little	Somewhat	Quite a bit/ very much
Respected them	9%	18%	73%
Paid attention to them	9%	18%	73%
Had fun together	10%	19%	71%
Understood them	20%	27%	53%

Community connectedness and sense of safety

“I live in a really safe neighbourhood but I take the bus all the time and it terrifies me.”

Grade 7 student

Most youth (92%) felt at least a little connected to their community. However, they were less likely than 5 years earlier to feel quite or very connected (40% vs. 42% in 2018). Youth in lower grades were more likely to feel quite or very connected (e.g., 54% of Grade 7s vs. 38% of Grade 9s vs. 34% of Grade 12s).



Most youth often or always felt safe in their neighbourhood during the day (90%) and at night (65%). Younger youth were less likely to feel safe there during the day (e.g., 88% in Grade 7 vs. 92% in Grade 12) and at night (e.g., 61% in Grade 7 vs. 67% in Grade 12).

Among youth who used transit, 54% often or always felt safe doing so (with no grade differences), and around 1 in 6 (17%) rarely or never felt safe on transit.



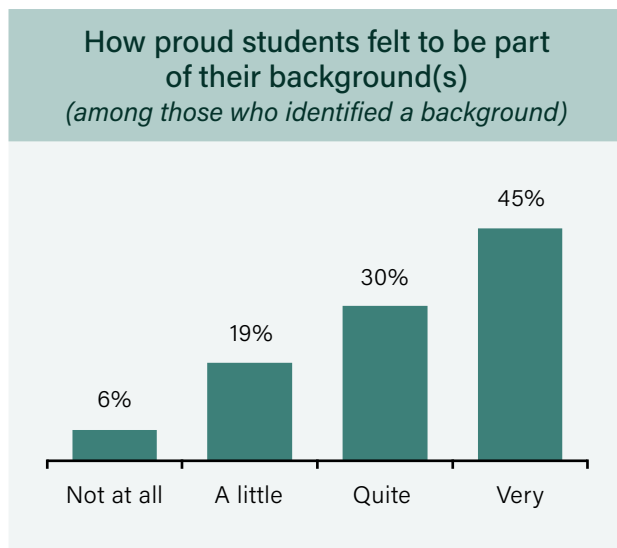
Other types of connectedness

Cultural pride

"I think there should be more opportunities for Indigenous students to learn about our culture."

Grade 11 student

Youth were asked how proud they felt to be part of their background(s). Those in the lower grades were generally more likely to feel proud (e.g., 79% of Grade 7s felt quite or very proud vs. 74% of Grade 10s).



Spirituality

"I am not spiritual but I enjoy philosophy and find meaning in that."

Grade 10 student

Over half of youth (54%) felt that spirituality was at least a little important to them, including 14% for whom it was very important. Older youth were more likely to identify spirituality as important to them. For example, 60% of Grade 12 students felt this way (vs. 49% of Grade 7s and 8s).

Connection to the land and nature

"I wish there was more nature involved in school."

Grade 10 student

The majority of youth felt connected to the land and nature at least sometimes (62%), including 6% who always felt this way. Grade 7 students were the most likely to feel connected at least sometimes (67%), and the rate dropped to 59% among Grade 9s, before increasing again for Grade 12 students (64%).



Time to do the things they want

“I would like to learn more about time management because I feel like I don’t have enough time in the day to do activities with friends and family.”

Grade 9 student

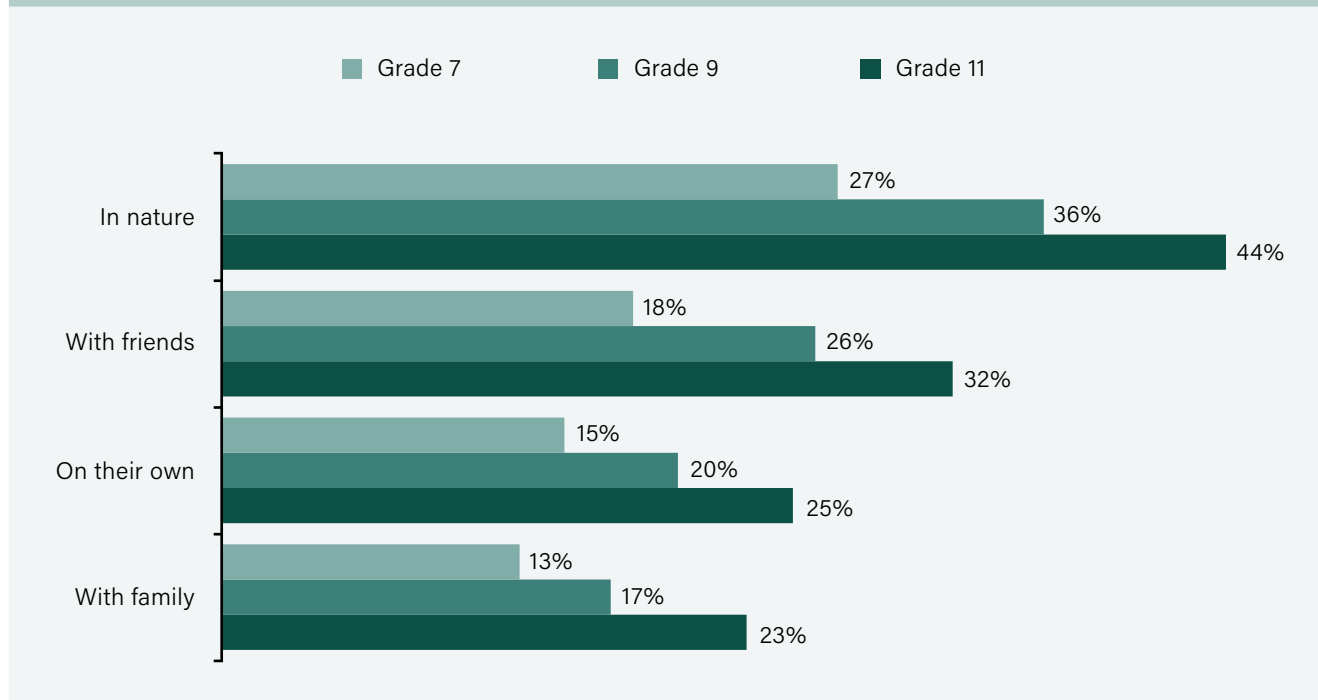
Youth generally felt they spent the right amount of time with family, friends, on their own, and in nature. They were more likely than students in 2018 to indicate they spent the right amount of time with their family (75% vs. 73% in 2018) and friends (69% vs. 68%). The percentages who felt they had the right amount of time on their own and in nature were unchanged from 5 years earlier.

Youth in lower grades were more likely than those in higher grades to feel they spent the right amount of time in these areas, while older youth were more likely to feel they had insufficient time.

How much time youth felt they had to do what they wanted ...			
	Not enough	Right amount	Too much
With family	19%	75%	6%
With friends	26%	69%	5%
On their own	20%	67%	13%
In nature	38%	59%	4%

Note: Percentages for time in nature do not total to 100% due to rounding.

Students who felt they did not spend enough time ...



Gender differences in relationships and connections

There were some gender differences in youth's relationships and connections. For example:

- Males were the most likely to have in-person friends, have a supportive adult in their family, to feel like a part of their community, and to feel safe in their neighbourhood and on transit (e.g., 66% of males who used transit often or always felt safe doing so vs. 43% of females vs. 37% of non-binary youth).
- Females were the most likely to feel they had an adult in their community who cared about them, that spirituality was important to them, and connected to the land or to nature (e.g., 66% felt connected to nature at least sometimes vs. 58% of males).
- Non-binary students were the most likely to have online friends, and to have dated someone online (e.g., 16% dated someone they had not met in person vs. 10% of females).

Why are connections important?

Having positive and supportive connections to peers, family, and community promotes youth's health and well-being. For example, youth who felt they had an adult in their neighbourhood who cared about them were more likely to feel quite or very hopeful about their future (63% vs. 48% of those who did not feel an adult cared). Also, those who had three or more close in-person friends were more likely to feel safe at school (68% felt safe vs. 53% of those with one friend vs. 48% without an in-person friend).

Other types of connections were also important. Youth who felt quite or very proud of their background were more likely to feel they had a good life (79% vs. 68% who felt a little/no pride), feel good about themselves (57% vs. 38%), and to rate their mental health as good or excellent (65% vs. 46%). Youth who often or always felt connected to the land or nature were more likely to feel they managed their stress well or very well (55% vs. 44% of those who never or hardly ever felt connected).



Recreational activities

Participation in formal and informal recreational activities can help young people to not only relax and build connections with peers who have similar interests, but also to identify their skills and interests, and develop their autonomy.

Swimming ability

“Don’t ask [people from my background] if we can swim because we can’t.”

Grade 11 student

Swimming can be a recreational activity, a competitive sport, and a potential life-saving skill. It is a mandatory part of the school curriculum in many countries, and there are calls for Canada to also make it part of the curriculum.

For the first time, the BC AHS asked about youth’s swimming ability. Overall, 62% of youth reported they were a confident swimmer, 29% could swim but not confidently, and 9% could not swim at all.

Youth at each grade level reported similar swimming abilities. For example, they were as likely to report they could not swim in Grade 12 as they were in Grade 7.

Extracurricular physical activity

“Can we have nets on our soccer goals? There are no nets and I love playing to get my mind off things.”

Grade 12 student

Youth were asked about their participation in various types of extracurricular physical activity over the past 12 months, including whether they did these activities at least weekly.

Participated in sports and exercise at least weekly in the past 12 months

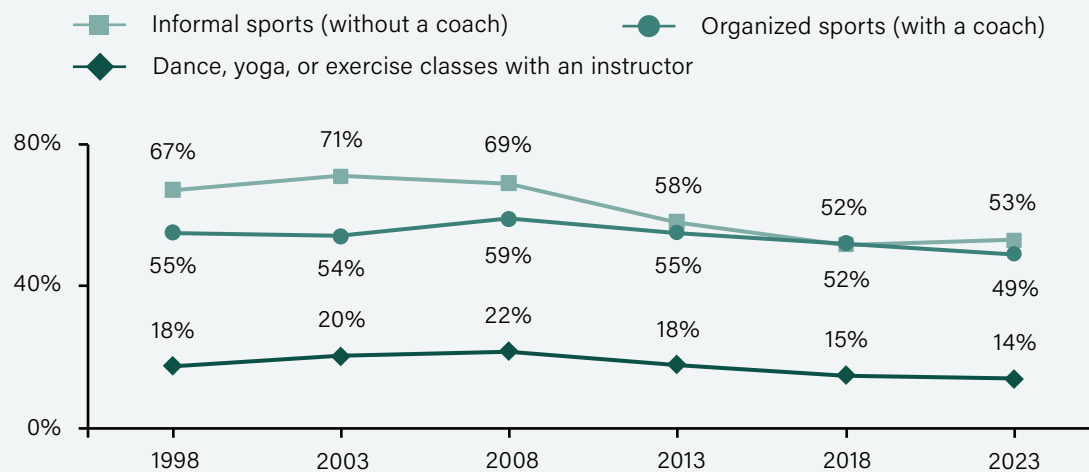
Informal sports (without a coach)	53%
Organized sports (with a coach)	49%
Exercise at a gym or rec centre	36%
Dance, yoga, or exercise classes with an instructor	14%
Extreme sports (e.g., backcountry skiing, BMX)	12%
Exercise to an online video or online class	12%



Compared to previous survey years, students were less likely to participate in organized sports and in dance, yoga, or exercise classes on a weekly basis. However, they were slightly more likely than 5 years earlier to play informal sports weekly and more likely than 5 and 10 years earlier to engage in extreme sports (12% did so weekly vs. 9% in 2018 and 11% in 2013).

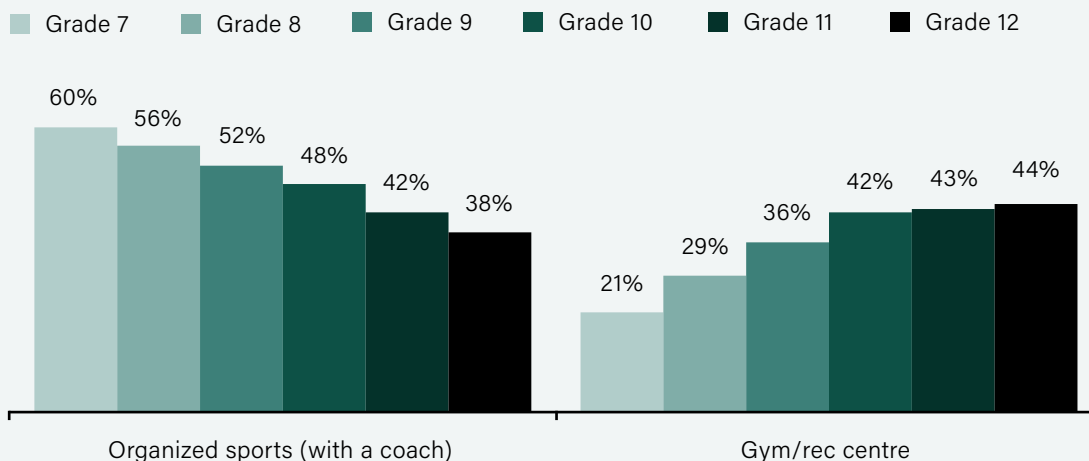
Youth in lower grades were generally more likely than those in higher grades to participate weekly in extracurricular physical activity. However, students in higher grades were more likely to be exercising at a gym or rec centre.

Changes over time in at least weekly participation in sports and exercise



Note: For organized sports, the differences between 1998, 2003, and 2013 were not statistically significant.

Students in higher grades were less likely to participate weekly in organized sports and more likely to exercise at a gym/rec centre



Note: For gym/rec centre, the differences between Grades 10-12 were not statistically significant.

Barriers to engaging in extracurricular physical activity

"I broke my wrist 10 days ago which is stopping me playing sports."

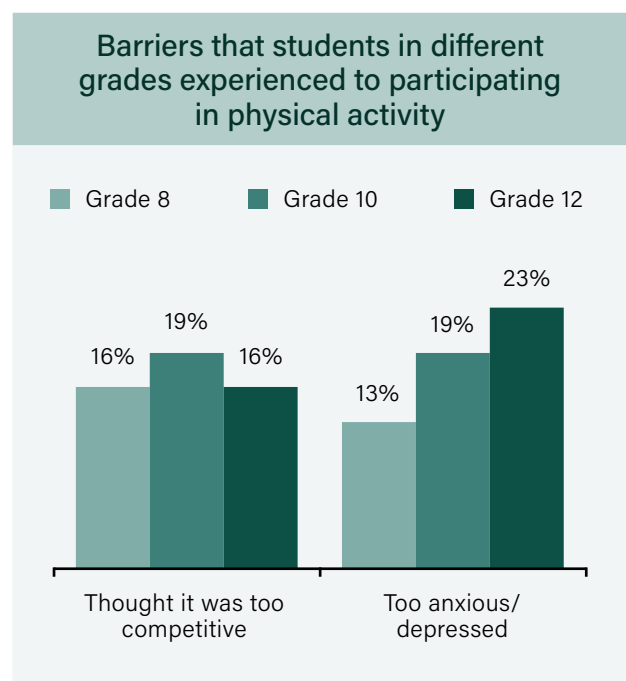
Grade 7 student

Just under two thirds of youth (64%) reported that they experienced barriers to engaging in extracurricular physical activity. The most common barrier was being too busy. However, more than 1 in 5 did not participate because they were injured. Also, around 1 in 6 did not participate because they were too anxious or depressed, or were worried about it being too competitive.

Barriers youth experienced to participating in physical activity	
Too busy	40%
Was injured	22%
Too anxious/depressed	17%
Thought it was too competitive	17%
Worried about being bullied by another youth	12%
Couldn't get there or get home	12%
Didn't feel welcome	10%
Couldn't afford it	9%
Activity wasn't available in their community	8%
Parent/guardian would not allow them to	7%
Worried about catching something (e.g., COVID-19)	6%
Worried about being bullied by an adult	5%
Health needs/disability could not be accommodated	2%

Note: Youth could mark all that applied.

Students in higher grades were more likely to report they did not participate because they were too busy, couldn't afford it, and because they were too anxious or depressed. Those in the middle grades were generally the most likely to not participate because they were worried it would be too competitive.



Gender differences in physical activity

Overall, males were the most likely to engage in regular physical activity and the least likely to experience barriers to participation. For example, males were the most likely to engage in weekly organized sports, extreme sports, and informal sports. Also, 45% exercised at a gym or rec centre at least weekly (vs. 29% of females vs. 14% of non-binary youth).

Females were the most likely to engage in dance, yoga, and exercise classes (21% vs. 13% of non-binary youth vs. 7% of males), and to exercise to an online video (17% vs. 11% of non-binary youth vs. 8% of males).

Non-binary youth were the most likely to report they could not swim (e.g., 11% vs. 8% of males).

Why is physical activity important?

Youth who take part in physical activity on a regular basis are more likely to report positive health and well-being. For example, students who participated in informal sports at least weekly were more likely than those who took part less often to report good or excellent overall health (79% vs. 66%) and mental health (65% vs. 53%), and to feel good about themselves (58% vs. 45%).

Also, youth were more likely to get 8 or more hours of sleep if they participated in regular physical activity, including weekly organized sports (48% vs. 35% who took part less often), extreme sports (49% vs. 40%), and informal sports (45% vs. 37%).

Cultural and volunteer activities

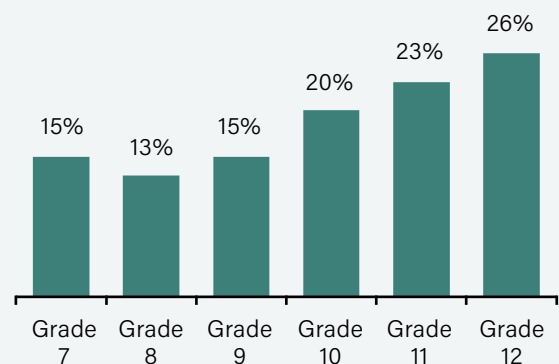
"I video game too much and I need more stuff like volunteer opportunities to do."

Grade 9 student

In the past year, 46% of youth had taken part in cultural or traditional activities, including 13% who participated at least weekly. Females were the most likely to participate on a weekly basis (e.g., 15% vs. 11% of males), as were younger students in comparison to older ones (e.g., 17% in Grade 7 vs. 11% in Grade 12).

Around half of students (51%) had volunteered without pay in the past year, including 19% who volunteered at least once a week (e.g., 23% of females vs. 15% of males). Volunteering on a weekly basis was more common among students in higher grades.

Students in higher grades were more likely to volunteer on a weekly basis



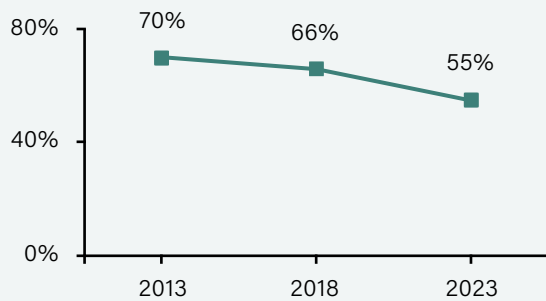
Connection to activities

“I feel good health comes from a group of people you can connect with. There should be more youth groups and activities to connect students together.”

Grade 10 student

Most youth felt the activities they engaged in were at least somewhat meaningful to them, including 55% who felt their activities were quite or very meaningful. However, this percentage was lower than in previous survey years, as was the percentage who felt their ideas were listened to and valued within their activities (35% felt their ideas were listened to and valued quite a bit/a lot vs. 44% in both 2013 and 2018).

Decrease over time in students who felt their activities were quite/very meaningful to them



Why is engagement in community activities important?

Engagement in the community can help youth to feel connected and supported, and can contribute to positive well-being. For example, youth who were involved in their community through weekly volunteering were more likely to feel connected to their community (49% vs. 37% who did not volunteer this regularly), and to feel that an adult in their community really cared about them (80% vs. 72%).

Similarly, youth who took part in cultural or traditional activities on a weekly basis were more likely to feel connected to their community (54% vs. 38% who took part less often or not at all), as well as proud of their culture (91% vs. 73%) and good about themselves (56% vs. 51%).



Gambling

“For the sports betting, it's fantasy drafts that I do with no direct money involved.”

Grade 12 student

Gambling is one recreational activity that has looked different over time. For example, the 2003 BC AHS contained questions about bingo, slot machines, and sports lottery tickets, as these games were popular among the province's youth. Twenty years later, online games have become the most common way that youth gamble for money.

Ways that youth gambled for money in the past 12 months

Bought in-game items (e.g., loot boxes)	20%
Played cards/dice in person	11%
Played in a gaming tournament	9%
Bought lottery tickets/scratch cards	7%
Streamed video games (e.g., Twitch)	7%
Sports betting in person	6%
Played cards/dice online	5%
Sports betting online	4%

Gambling for things other than money can sometimes lead to gambling for money. In the past 12 months, 13% of youth gambled for something of value other than money, and 34% gambled 'just for fun.'

Youth were also asked whether they had bet with virtual credits within the past 30 days. Around a third (31%) did not play video games at all during this time, and 50% did not bet with virtual credits. However, 8% bet with virtual credits they purchased using real money, 13% bet with virtual credits they had won or earned in a video game, and 6% had bet for prizes.

In response to a question about addiction, 1% of youth felt or had been told that their gambling had reached a point where they needed help, and 12% were at this point with their video gaming.

An in-depth look at the gambling behaviours of BC youth will be published in 2025.

Phone use

“At home I have nobody to play with so I go on my phone so much that I get a headache.”

Grade 7 student

Most youth (97%) had a phone or tablet (e.g., 92% of students in Grade 7 vs. 98% in Grade 9 vs. 99% in Grade 11). They most commonly used a phone for scrolling through social media, followed by connecting with family and friends.

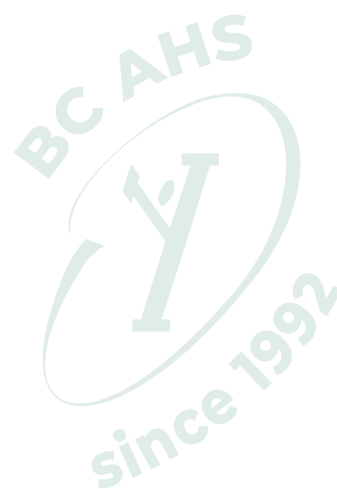
Around 1 in 6 youth (18%) felt or had been told that their social media use had reached a point where they needed help.

What youth used a phone/tablet for on their last school day	
Scrolling through social media	74%
Connecting with family and friends	65%
Gaming other than esports	26%
Playing/watching esports	18%
Watching porn	5%
Sexting	2%
Gambling	2%
None of these	11%

Compared to 2018, there was a decrease in the percentage of youth who used a phone on their last school day to watch pornography (from 12% to 5%) and for sexting (from 5% to 2%).

There were some grade and gender differences in what youth used their phone for on their most recent school day. For example, students in higher grades were more likely to use their phone for connecting with family and friends (73% in Grade 11 vs. 64% in Grade 9 vs. 47% in Grade 7); scrolling through social media (84% in Grade 11 vs. 77% in Grade 9 vs. 48% in Grade 7); watching pornography (7% in Grade 11 vs. 5% in Grade 9 vs. 2% in Grade 7); and gambling (4% in Grade 11 vs. 2% in Grade 9 vs. 1% in Grade 7).

Females were the most likely to have used their phone for connecting with family and friends (e.g., 73% vs. 57% of males) and for scrolling through social media (79% vs. 73% of non-binary youth vs. 69% of males). Males were the most likely to have used their phone for playing/watching esports (28% vs. 11% of non-binary youth vs. 7% of females) and for gaming other than esports (37% vs. 32% of non-binary youth vs. 14% of females). Non-binary youth were the most likely to have used their phone for watching pornography (11% vs. 8% of males vs. 2% of females) and for sexting (5% vs. 3% of males vs. 2% of females).



Next steps and resources

The results presented in this report provide an introductory overview of the 2023 BC AHS data. It is hoped that parents, policy makers, practitioners, and young people themselves will use the results to celebrate what is going well for youth in BC, and to drive positive change where progress has stalled, or where well-being has declined. We hope the resources listed below may be helpful in supporting those conversations.

To join our community mailing list; request a presentation or workshop; and for further details about all the resources listed here, please email mccreary@mcs.bc.ca.

2023 BC AHS dissemination materials

For the latest reports, fact sheets, infographics, and other resources to be produced from the 2023 BC AHS, please visit mcs.bc.ca/ahs.

A music video created by a group of young hip hop artists in Vancouver shares some of the comments provided by participants in the 2023 BC AHS, and is available at youtube.com/user/McCrearyCentre.

Accessing the BC AHS data

Researchers from academic institutions and other partner agencies are encouraged to contact mccreary@mcs.bc.ca if they would like to apply to access the data, or to commission McCreary to conduct additional research projects with the data.

Engaging youth in the 2023 BC AHS results

Next Steps workshops

The Next Steps is an award-winning workshop series that supports youth to engage with the BC AHS data. A toolkit will be available shortly that provides facilitators (e.g., teachers, Public Health Nurses, youth workers, and other adult supports) with a workshop template that can be used to share results of the survey with youth aged 12 to 19. It includes an introduction to the results, interactive activities to learn about risk and protective factors, and discussion questions to explore local youth health issues. The toolkit will be available at mcs.bc.ca/next_steps.

Research Slam

The Research Slam program is a fast-paced weekend or week-long program which teaches youth basic community-based research skills, including ways to answer their research questions using BC AHS data.

Youth Action Grants (YAGs)

The YAG program is facilitated by McCreary's Youth Advisory and Action Council. YAG's offer up to \$750 for youth-led projects that address findings from the BC AHS and that seek to support or improve youth health. For more information on how youth can apply, please visit mcs.bc.ca/youth_action_grants.

Youth Health Ambassadors (YHA)

The YHA are a team of school-aged youth across BC who facilitate conversations with their peers about youth health topics, and support the sharing of the BC AHS data.

2023 BC AHS regional coordinators and administrators

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Kathryn Germuth
Rachel Logan
Sarah Brown

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Cindy Pickering
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Esther Palmer
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Cheryl Pepin
Darnell Waite

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Sandra Shewchuk

Fraser Health

Fraser North

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Alison Palma
Amy Kuang
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Nab Mann
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Ranjit Gill
Sanay Jamehekatz
Sandy Jambhekar
Sarbjit Sull
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Xue Yan (Helen) Yang
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Lara Breugem
Michelle Van Daele
Natalie Thalen
Navepreet Gill
Nicci Allen
Peyton Rennert
Raman Lidder
Shareen Harder
Stephanie Lieffering

Nursing schools

British Columbia Institute
of Technology
Langara College
North Island College
University of British
Columbia Okanagan
University of the Fraser
Valley
University of Victoria
Vancouver Community
College



PROVINCE OF BRITISH COLUMBIA
ORDER OF THE MINISTER OF
EDUCATION AND CHILD CARE

School Act

Ministerial Order No. M89

I, Rachna Singh, Minister of Education and Child Care, order that, effective July 1, 2024, the Provincial Standards for Codes of Conduct Order, MO 276/07 is amended as set out in the attached schedule.

March 21, 2024



Date

Minister of Education and Child Care

(This part is for administrative purposes only and is not part of the Order.)

Authority under which Order is made:

Act and section: *School Act, R.S.B.C. 1996, c. 412, s. 168 (2) (s.1)*

Other: MO 276/2007; MO 208/2014; MO 341/2016

SCHEDULE

1 Section 1 of the Provincial Standards for Codes of Conduct Order, is repealed and the following substituted:

1 In this order:

“**board**” includes a francophone education authority as defined in the *School Act*;

“**personal digital device**” means any personal electronic device that can be used to communicate or to access the internet, such as a cell phone or a tablet.

2 *Section 6 is amended by adding the following paragraph:*

(d.1) one or more statements about restricting the use of personal digital devices at school for the purpose of promoting online safety and focused learning environments;

3 *The following section is added:*

8 Further to section 6 (d.1), the statements about restricting the use of personal digital devices at school must address the following matters:

- (a) restrictions on the use of personal digital devices at school, including during hours of instruction;
- (b) use of personal digital devices for instructional purposes and digital literacy;
- (c) use of personal digital devices that is appropriate to a student’s age and developmental stage;
- (d) accessibility and accommodation needs;
- (e) medical and health needs;
- (f) equity to support learning outcomes.



Briefing Note

Title: New AP: AP A1 Development of Administrative Practices
Date: May 8, 2024
From: Superintendent of Schools/CEO
Audience: Public

Purpose

The purpose of this briefing note is to share the newly published Administrative Practice AP A1 Developing Administrative Practices. This AP has been published to the [District website](#) and can be found under District / Administrative Practices / A. "Administration and School Operations"

Recommendation

For information only

Background

The Board of Education is undertaking a full renovation of its policy manual. While the Board maintains authority over its policies, operational processes are now published as Administrative Practices held under the authority of the Superintendent. AP A1 outlines the process for developing and communicating new Administrative Practices.

Attachments/Links

- [AP A1 Development of Administrative Practices](#)
- [Policy 1.50 Policy Development and Currency](#)



The Leader must read School District Field Trip Policies and Procedures 407 and 408 before completing this form. Also review the "Site Consent Form" on the Employee Forms page on the SD64 website.

The Leader must take this completed form to the Principal for approval (and, when it is an out-of-province request, the Principal's recommendation for approval is to be forwarded to the Superintendent).

As per SD64 policy 406, the Board recognizes that some students may not be able to cover these costs, and in such cases will ensure that no student is denied an opportunity to participate in educational programs or activities based on financial hardship.

Name of School: SEEC/PIESS

Type of Trip: Curricular: Extra-curricular: Athletic:

Purpose of Trip: Connect with Hakai research institute, work with researchers onsite and explore Calvert Island (compare to SGI)

Planned Activities & Instruction: Beach and lab based activities with Hakai researchers, Hiking and camping.

Destination: Calvert Island BC (Central Coast)

If a school bus is required – PLEASE USE TRANSPORTATION REQUEST FORM

Other Transportation: Water taxi (Cape Scott Water Taxi)

Leaving Date: June 2nd Time: 12:00pm Substitute Required: No: Yes:

Returning Date: June 7th Time: ~2:00pm

Accommodation: Tent for two nights, In lodge rooms for three nights

Number of Pupils Involved: 10 Estimated Pupil Cost: \$300

Grades: 9, 10, 11, 12 Estimated School Cost: \$3500

Names of Leaders/Adult Supervisors:

1. Adam Pendergast CRC Dr. Ab
2. Kim Gilmore CRC Dr. Ab
3. Ben Desrosiers CRC Dr. Ab
4. _____ CRC Dr. Ab

Adam Pendergast
Leader's Signature (Planned by)

Date: April 18, 2024

Adam Pendergast
Principal's Signature (Approved/recommended by)

Date: April 18, 2024

Superintendent's Approval (overnight, 4 days or more, out of province)
Date: _____

Board Approval (4 days or more and out of province)
Date: _____



SCHOOL DISTRICT No. 64 (Gulf Islands)
SCHOOL FIELD TRIP CONSENT FORM FOR
MODERATE / HIGH RISK / OVERNIGHT / OUT OF PROVINCE ACTIVITY
<http://sd64.bc.ca/employee-forms/>

Date: _____

Dear _____:

In consideration of School District No. 64 (Gulf Islands) offering my child _____, _____
an opportunity to participate in a field trip for Grade 9, 10, 11 and 12 students on June 2nd-June 6th. I waive any _____ Initial
and all claims I may have against, and release from all liability and agree not to sue the Board of Education of
School District #64 (Gulf Islands) and its officers, employees, agents, volunteers and representatives, and the
Ministry of Education for any personal injury, death, property damage or loss sustained as a result of my child's
participation in the field trip, arising out of any cause whatsoever, including negligence.

I hereby give my consent, and acknowledge by my signature that:

Students will be going to Calvert Island Field Station in Hakai Pass, and will be away from the school on Sunday, June 2nd until Friday, June 6th. However, due to the inherent challenges of travelling this distance by water taxi, departure and arrival times and dates are subject to change. Students should be prepared to spend extra time on Calvert Island. Travel will be by chartered water taxi operated by Cape Scott Water Taxi.

The activity fee for students to attend this trip is \$300. This covers partial costs for travel. All other expenses (Food, lodging etc.) are covered by Hakai institute and the school district. If there is any concern with this cost please let Mr. Pendergast know. **We have an affordability fund specifically for the purpose of covering costs when there is any hardship.**

On this field trip, up to 10 students will be attending an Ecology and Anthropology Research institution at Calvert Island Field Station: To reach the field station we will need to sleep one night at the Quatse Hatchery Campground near Port Hardy(The night of June 2nd). On return we will camp the night of June 6th at Home Lake Regional Campground. This site is near the highway but does not have cell coverage. School staff will have a satellite communication device (InReach) in case of emergency.

At Hakai students will participate in a variety of outdoor and laboratory based activities that include scientific research alongside university professors and graduate students studying at the facility. The facility has limited internet and an ability for students to make phone calls if needed. There is no cell coverage on the island. More information about the facility can be found by visiting www.hakai.org, reviewing the attached safety description from Hakai, or by contacting Mr. Pendergast directly. There will be a parent meeting by Zoom on May 29th at 4:00pm to further discuss trip details.

1. Students will be going to Hakai Marine Institute on Calvert Island and will be away from the school from June 2nd _____
to 7th They will be travelling by ferry, SEEC bus, and Water Taxi (Operated by Cape Scott Water Taxi) _____ Initial

2. On this field trip, up to ten students will be: _____

hiking, walking, cooking meals on camp stoves, tenting, beach combing, working on docks, traveling by water taxi, _____ Initial
engaging in outdoor field work. Students will not necessarily be directly supervised by adults at all times.

3. The students will be supervised by one teacher and Adrian Pendergast (District Principal) in addition to Hakai staff _____
Your child will not necessarily be supervised by an adult at all times. Initial

4. My child has no illnesses, allergies or disabilities that may require special attention, except as described here: _____
Initial

5. I am aware of the usual risks and dangers inherent in participation in all of the activities associated with this trip and of the possibility of personal injury, death, property damage or loss resulting from the activities. The dangers and risks may include, but are not limited to: (provide specific and comprehensive information on any risks that are applicable. Some examples follow.) _____
Initial

- Unorthodox or high risk travel arrangements.
- Program locations.
- Rugged terrain.
- Rock fall and avalanches.
- Weather.
- Equipment breakage, failures.
- Delayed rescue, accessibility.
- Conduct of the guide, chaperone or other group members.
- The possibility that your child may not heed safety instructions or restrictions given to the group.

6. I will supply suitable equipment and clothing for my child's participation in all activities associated with the field trip, including: Warm clothing, rain gear, water bottle, sleeping pad and sleeping bag, hiking boots/shoes _____
Initial

7. I am aware that I should contact the school for further information if I am unaware what clothing and equipment is required for the activities or possible weather conditions of this field trip. My child and I understand that it is our responsibility to ensure my child has all necessary equipment and clothing. _____
Initial

8. My child and I understand that the school's *Code of Conduct* applies during this field trip. I will be responsible for any costs caused by my child's failure to abide by the *Code of Conduct*, including any costs to send my child home. _____
Initial

9. Accidents can be the result of the nature of the activity and can occur with or without any fault on either part of the student, or the School Board or its employees or agents, or the facility where the activity is taking place. By allowing your son/daughter to participate in this activity, you are accepting the risk of an accident occurring, and agree that this activity, as described above is suitable for your child. _____
Initial

10. In signing this consent and Waiver, I am not relying on any oral or written representation or statements made by the Board of Education and its agents, employees, or authorized volunteers, or the Ministry of Education, to induce me to permit my child to take the trip, other than those set out in this Consent Form.

Initial

11. I am 19 years of age or more and have read and understand the terms of this Consent Form and understand that it is binding upon me, my heirs, executors and administrators.

Initial

Date: _____

Signature of Witness _____

Signature of Parent/Guardian _____

Printed Name of Witness _____

Printed Name of Parent/Guardian _____

Address _____

Address _____

Date: _____

Signature of Witness _____

Signature of Parent/Guardian _____

Printed Name of Witness _____

Printed Name of Parent/Guardian _____

Address _____

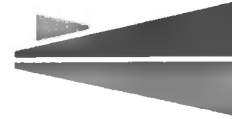
Address _____

NOTE: This Consent Form must be signed by a custodial parent or legal guardian of a child who is under the age of 19 years.

As per SD64 policy 890, the Board recognizes that some students may not be able to cover these costs, and in such cases will ensure that no student is denied an opportunity to participate in educational programs or activities based on financial hardship.

	Sunday (June 2nd)	Monday (June 3rd)	Tuesday (June 4th)	Wednesday (June 5th)	Thursday (June 6th)	June 7th
7:00am		Monday (June 3rd) <i>Low Tide: 4:30pm</i>	Tuesday (June 4th) <i>Low Tide: 6:03am/6:00pm</i>	Wednesday (June 5th) <i>Low Tide (6:55am and 6:41pm)</i>	Thursday (June 6th) <i>Very low tide (7:44am)</i>	Basic Breakfast
8:00		9:00am - Depart Port Hardy with Cape Scott Water Taxi	Clam exploration Begin on West Beach Create hypothesis about diversity. -Sample clam populations in Pruth bay	Meet in Classroom for lesson on wave dynamics	Pack and Clean rooms	Pack up camp and drive to Swartz Bay Ferry
9:00				Hike to 7th Beach	Final reflections	
10:00			Recap in classroom. Discuss First Nations principles and importance of clam harvests.	-Complete individual science exploration on 7th beach. -Bagged lunch will be needed. - Work with nearshore team on 7th beach. GIS/Drone mapping. beach surveys. geomorphology	~ 10:00am Leave Hakai for Port Hardy	
11:00	10:40am - Ferry from Galiano 11:15 - ferry from Mayne 11:50am – Ferry from Pender Board van on boat	Arrive at Hakai. Basic Introduction and assignment to rooms.			travel- Cape Scott Water Taxi -Bagged lunch on boat	
12:00pm	Drive to Port Hardy	Lunch- In lodge	Lunch- In lodge			
1:00		Introduction in Tula centre. Acknowledge Territory and discuss Ocean Literacy. Emphasize framework for	Meet in Classroom for Plankton lesson. Create hypothesis about			

	Sunday (June 2nd)	Monday (June 3rd) <i>Low Tide: 4:30pm</i>	Tuesday (June 4th) <i>Low Tide: 6:03am/6:00pm</i>	Wednesday(June 5th) <i>Low Tide (6:55am and 6:41pm)</i>	Thursday(June 6th) <i>Very low tide (7:44am)</i>	June 7th
		trip. Help students see connections for all activities to Ocean Literacy Principles.	plankton diversity. Discuss ocean pollution. Show video of plastic being consumed by plankton.			
2:00		Walk to West Beach- Collect Seaweed for art/identification activity.	Complete plankton tows Analyze plankton and determine if data supported or did not support hypothesis. Make drawing and identify one zooplankton species of students choice.		Arrive Port Hardy. (~ 1:00pm)	
3:00		Lay out seaweed and prepare for drying. Identify seaweed types in each students art(list scientific names on back).			Drive to Port McNeill or Campbell River- Buy Dinner and groceries for camp.	
4:00		Dock Scavenger Hunt- Connect zooplankton larvae to invertebrate species on the dock. -If divers were available this would be ideal.				
5:00						
6:00	Dinner in Port Hardy	Dinner	Dinner	Dinner		
7:00	Camp at Quotse Hatchery campground in Port Hardy	Infrastructure tour	Hike to North Beach (Lecture in Dining room if possible)	Beach Fire (Lecture in Dining room if possible)	Camp at Horne Lake (confirmed).	
8:00		Hike to Lookout (Lecture in Dining room if possible)				



SHIPOWNERS

White Chapel Building, 2nd Floor
10 Whitechapel High Street
London E1 8QS

T +44 207 488 0911
F +44 207 480 5806
W www.shipownersclub.com

► CERTIFICATE OF INSURANCE

Certificate No: 23859/1147527/84995/Market-P&I/01

Date Issued 18/10/2023

Member/Assured CAPE SCOTT WATER TAXI AND MARINE SERVICES LTD [23859] as OPERATOR, OWNER

PERIOD OF INSURANCE

Noon GMT 27/10/2023 to Noon GMT 27/10/2024 (No. of days 366)

INSURED RISK(S)

Ref	Name	Flag	Type	Tonnage	Year Built	IMO	Port Of Registry
84995	SEA LEGEND	CAN	PF - CONVENTIONAL FERRY	10	1998		

INSURANCE COVERS, LIMITS AND DEDUCTIBLES

Your attention is drawn to the **IMPORTANT INFORMATION** at the end of this document.

P&I

Included

Cover is provided in accordance with the Rules of the Association, unless otherwise stated in the full Certificate of Insurance and includes, but is not limited to, the following:

- Liabilities in respect of passengers - Rule 2 Section 2
- Pollution - Rule 2 Section 9
- Wreck liabilities - Rule 2 Section 12

Cover in respect of the following sections is provided in accordance with the Rules of the Association, but modified in accordance with the conditions stated:

- Collision with other vessels - Rule 2 Section 7
- Only in excess of the hull & machinery value.
- Liabilities in respect of seafarers - Rule 2 Section 1
- excluding liability to seamen arising under any Compensation Scheme, including costs and expenses.

Limit(s) of Cover

- As per Rules, but limit of liability: USD 500,000,000 each incident all claims.

Deductibles

- All claims: CAD 3,500 each incident.

ADDITIONAL COVER(S)

EXTENDED CARGO COVER

Included

- Extended Cargo

Limit(s) of Cover

- Any one accident or occurrence or series of accidents or occurrences arising out of any one event CAD 25,000

Deductibles

- CAD 3,500 any one accident or occurrence or series of accidents or occurrences arising out of any one event.

The Shipowners' Mutual Protection and Indemnity Association (Luxembourg) UK Branch, authorised by the Luxembourg Minister of Finance and regulated by the Commission for the Regulation of Financial Services. Authorised by the Prudential Regulation Authority. Subject to regulation by the Financial Conduct Authority and limited regulation by the Prudential Regulation Authority. Details about the extent of our regulation by the Prudential Regulation Authority are available from us on request.
The Shipowners' Mutual Protection and Indemnity Association (Luxembourg) is incorporated in Luxembourg and registered as a mutual association in the Registre de Commerce et des Sociétés, No. 814228, with its registered office at 16 Rue Notre Dame, L 2240 Luxembourg.
The Shipowners' Protection Limited is registered in England and Wales, No. 02067444, and is an appointed representative of The Shipowners' Mutual Protection and Indemnity Association (Luxembourg), Firm Ref No. 203957.

CERTIFICATE OF INSURANCE

Certificate No: 23859/1147527/84995/Market-P&I/01

ADDITIONAL COVER TERMS AND CONDITIONS

As per standard Terms and Conditions attached for

- EXTENDED CARGO COVER

ASSOCIATED PARTIES

GENERAL CO-ASSURED NON CHARTERER

43K WILDERNESS SOLUTIONS

ALL COVERS

General Co-Assured – Non Charterers Clause

The Association agrees that the above named General Co-Assured-Non Charterer is entitled to recover from the Association in accordance with the provisions of Rule 41 2 d.

GENERAL CONDITIONS

- Cancelling Returns Only

TRADING LIMITS & OPERATIONAL DETAILS

Warranted that the vessel at all times shall trade within the navigation limits as agreed by the Hull Underwriters, but in no event shall the vessel exceed the following trading and navigation limits: Confined to the inland and coastal waters of Canada and adjacent waters of the United States of America, not exceeding 400 miles offshore, principally in and around British Columbia.

OTHER MATERIAL FACTS

Vessel is used as a water taxi and for wildlife viewing and will carry a maximum of 12 passengers.

Ref	Name	Crew No	Passenger No	H&M Value	Certifying Authority	Class
84995	SEA LEGEND		12		TC	

IMPORTANT INFORMATION

Incorporation | The terms and conditions of the current Rules of the Association are incorporated in their entirety into this contract of insurance.

Fair Presentation | You have a duty to make a fair presentation of the risk, by disclosing all material matters which you know or ought to know or, failing that, by giving the Association sufficient information to put us, as a prudent insurer, on notice that we need to make further enquiries in order to reveal material circumstances.

Your attention is drawn to the provisions of the Rules of the Association concerning the exclusion of certain provisions of the Insurance Act 2015, but only in respect of Policies which incept on or after 12th August 2016.

Claims Procedure | In case of an incident which may give rise to a claim under the insurance, prompt notification must be given in accordance with Rule 8.

EVIDENCE

This Certificate of Insurance is evidence only of the contract of indemnity insurance between the above named Member(s) and the Association and shall not be construed as evidence of any undertaking, financial or otherwise, on the part of the Association to any other party. In the event that a Member tenders this Certificate as evidence of insurance under any applicable law relating to financial responsibility, or otherwise shows or offers it to any other party as evidence of insurance, such use of this Certificate by the Member is not to be taken as any indication that the Association thereby consents to act as guarantor or to be sued directly in any jurisdiction whatsoever. The Association does not so consent. Nothing in this contract is intended to confer any benefit on any third party (whether referred to herein by name, class, description or otherwise) or any right to enforce a term contained in this contract.

SIGNED

The Shipowners' Mutual Protection and Indemnity Association (Luxembourg) UK Branch, authorised by the Luxembourg Minister of Finance and regulated by the Commission des Assurances. Authorised by the Prudential Regulation Authority. Subject to regulation by the Financial Conduct Authority and limited regulation by the Prudential Regulation Authority. Details about the extent of our regulation by the Prudential Regulation Authority are available from us on request.
The Shipowners' Mutual Protection and Indemnity Association (Luxembourg) is incorporated in Luxembourg and registered as a mutual association in the Registre de Commerce et des Sociétés, No. B14228, with its registered office at 16 Rue Notre Dame, L 2240 Luxembourg.
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▶ **CERTIFICATE OF INSURANCE**

Certificate No: 23859/1147527/84995/Market-P&I/01



IAN EDWARDS
UNDERWRITING DIRECTOR

Hakai Safety Info

With a large contingent of staff and students in residence at any given time, Hakai is 100% responsible in covering the safety bases. Every person who comes on site receives a timely safety orientation during which they are shown the central emergency gathering place, and the airhorn which would signal an emergency. The purpose built tsunami trail with excellent directional signage is part of the orientation.

There is always a Level 3 trained First Aid attendant on duty, with a secondary back-up who is trained as well. We have a well provisioned, up to date first aid room.

We provide radios to all group leaders going off site on hikes or boating expeditions, with instructions on use. We also have GPS “spots” for boat location and tracking. We have a SAT phone and reliable internet connection. We monitor the marine channel for safety purposes.

We have three large boats, all fairly new and consistently maintained, which can be used if required: the Hakai Explorer, a research vessel, the Express, a water taxi which will accommodate 14, and the Hakai Spirit, the owners' private boat which is very fast. We have used that boat to evacuate injured or sick residents to the Bella Bella Hospital; we have also on one occasion had the Coast Guard helicopter remove an ill staff member to Port Hardy. We also have a contingent of 5-6 small motorboats.

Our kitchen requests information for each resident re special food needs or allergies, and if there is a serious problem, will clear the dining room of the offending allergen while the person is in residence. We ask that teachers be aware of special medical needs, and tell our first aid attendant on a need to know basis.

Food and water safety are priorities, and we follow the same standards and water testing protocols as any BC town or municipality. Our kitchen is headed by a Red Seal chef, and all cooks are food safe certified.

We are water-safety conscious, and closely monitor the use and movement of our canoes and kayaks, with a safety lecture before people use them, and mandatory PFD's.

Because the stakes are high in a remote off-the-grid location, safety is at the top of our priorities, and it is never let slide. I hope this addresses your concerns.

Best,

Helen

Education Coordinator, Hakai Institute

Infrastructure



Step by step we are improving our infrastructure, learning out to manage the complexity of an off-grid facility, trying to get all systems working together harmoniously. The photo above shows a few of the elements: vehicles, our new garage and boatworks, our underground sewage treatment plant in the foreground, the grass covered berms we use to disperse water from the sewage plant, and our array of solar panels.



Most visitors to Hakai miss seeing the guts of the operation. Left to right: generator shed, energy management center, water treatment building,

warehouse/shop, yet more working vehicles and the corner of our luxurious new bunkhouse.

Energy Production and Management

We run our own local electrical grid at Hakai, a system designed, installed and maintained by Hakai Energy Solutions (HES). The HES website and links therein explain the workings of the system in much more detail than I can get into here. It is a very innovative system, which has received considerable attention from the engineering community.

As you might expect, at the heart of the system is a network of specialized electronics—inverters and other devices. It looks a bit like the bridge of the Starship Enterprise.



Beam me up Jason. Photo by Sean Fenzi.

The central resource managed by the grid are the storage batteries—effectively the energy bank. Our energy producers fill our bank account; all the electrical devices at Hakai—from light bulbs, to toasters, to iPads—deplete it.

Our 60 kilowatt solar array (see the photo at the top of the page) gets all the attention at Hakai, but we need our diesel generators for those long winter nights, or those rare days when we don't have sunny skies at Hakai. Generator A fills in when the solar array cannot carry the load.



If you know anything about generators, you will notice that Generator A has a bunch of extra copper pipe attached and a heat exchanger on the exhaust pipe. That's all to capture waste heat, which we pipe next door to the heating boilers, which are discussed below. They call this 'cogeneration'. Here is a closeup:



Occasionally the system gets into a tangle, and we have to bypass the complexity of the system, and go back to basics. We fire up the backup, Generator B, pull the big red lever, and run for a while like everyone else does on the coast, with the generator speeding up and slowing down according to the load. Usually that is for only a short time. If we really got into a snafu—hasn't happened yet—we have a third generator in reserve, which can keep the Headquarters building up and running until help arrives. That's what you need on the Central Coast—defence in depth.

Cogeneration and Building Heating

Most buildings used in winter are heated via our central boiler and circulating antifreeze (glycol) network. A large portion of the energy needed to heat this system is recovered from the Generator A (see above) via heat exchangers on the engine cooling system and exhaust. The pipes leaving the heat exchanger head next door to the storage tanks in the boiler room, then on demand out to the buildings that need heat. Typically the waste heat from Generator A is

sufficient for our heating needs. If not, one of the diesel burners fires up to pick up the slack.



Photo shows: copper pipes from Generator A enter at the top left. Fluid heated if necessary by one of the two diesel burners then stored in the white tanks. At the right there are the five distribution lines that run in underground loops to the buildings that are heated by this system.

Water Treatment

At Hakai we are blessed with abundant clean water drawn from the large aquifer that lies under the sandy expanse between Pruth Bay and the West Beach. A single well draws water from a depth of 8.5 meters, and has been verified to have ample capacity for sustained activity for our projected loads with no threat of depletion or salt water intrusion.

Although our raw water tests free from biological or chemical contamination, it is turbid from suspended sand and discolored by tannin from naturally decomposing forest vegetation in the bog forests that surround us. In order to deal with these defects (which are largely cosmetic) and to guard against any possible future contamination by microorganisms, we have commissioned a municipal water treatment system that includes the following:

Ozone injection, which breaks tannins into simpler components and kills most pathogens

Slow sand filtration, which uses a bed of living microorganisms found naturally in all water sources to purify the water

Charcoal filtration, which absorbs other contaminants and provides the final clarification step

UV treatment, which kills all remaining microorganisms

Injection of a small dose of chlorine, which suppresses any growth of microorganisms prior to consumption



Warning: The outside faucets at Hakai supply untreated non-potable water unless otherwise labelled.

Sewage System

At Hakai we have taken particular care to ensure that our sewage treatment system guarantees that we have no negative impact on our land, our aquifer or the surrounding streams and ocean. We have implemented a centralized,

site-wide BioNest sewage management solution on a scale that would be typical for a small municipality.

A network of sewers from each building converges at our main treatment center, which comprises a sequence of eight large buried concrete chambers. The heart of this system is the bioreactor. The bioreactor chambers contain a matrix of polymer ribbon that provides a substrate for the culture of microbes that biologically break down waste. Aerobic conditions are maintained via a bank of infusion pumps. Once treated, the clear and odorless waste water is dissipated on drip fields on four large sand berms using a process known as pressurized leach field dosing.

A four-chamber grease trap pre-treats the waste water coming from our main kitchen prior to its introduction into the main sewage system. The entire sewage treatment system is controlled by computer and can be monitored and managed remotely via the Internet.

Approval #

The Leader must read School District Field Trip Policies and Procedures 407 and 412 before completing this form. Also review the "Trip Consent Forms" on the Employee Forms page on the SD64 website.

The Leader must take this completed form to the Principal for approval (and, when it is an out-of-province request, the Principai's recommendation for approval is to be forwarded to the Superintendent).

As per SD64 policy 6700, the Board recognizes that some students may not be able to cover these costs, and in such cases will ensure that no student is denied an opportunity to participate in educational programs or activities based on financial hardship.

Name of School: GISS

Type of Trip: Curricular: Extra-curricular: Athletic:

Purpose of Trip: CSSRA Canadian Secondary School Rowing Regatta

Planned Activities & Instruction: _____

Destination: St. Catharines, ONTARIO

If a school bus is required – PLEASE USE TRANSPORTATION REQUEST FORM

Other Transportation: Ferry, Plane, Car.

Leaving Date: May 27 Time: 5:00pm Substitute Required: No: Yes:

Returning Date: June 3 Time: 6:00am

Accommodation: AIRBNB Thorold Ontario

Number of Pupils Involved: 7 Estimated Pupil Cost: \$1800

Grades: 10-12 Estimated School Cost: _____

- Names of Leaders/Adult Supervisors:
1. Sally Mitchell CRC Dr.Ab
 2. Iain Williamson CRC Dr.Ab
 3. Hughan MacGormery CRC Dr.Ab
 4. _____ CRC Dr.Ab

[Signature]
Leader's Signature (Planned by)

[Signature]
Principal's Signature (Approved/recommended by)

Superintendent's Approval (overnight, 4 days or more, out of province) _____ Date: _____

Board Approval (4 days or more and out of province) _____ Date: _____

CSSRA Itinerary 2024

Travel Days. May 27-June 2, 2024

FLIGHTS. Still being determined. With Porter Airlines.

I have included the flight details from last year, this will be the same travel plan from YVR.

Travelling by ferry.

YOUR TRIP

Mon 29 May 2023

VANCOUVER, BC, CA (YVR) TO TORONTO-PEARSON, ON, CA (YYZ)

Operated by Porter Airlines (Canada) Ltd

PD 318

10:55 PM

Vancouver, BC, CA (YVR)

6:25 AM Day+1

Toronto-Pearson, ON, CA
(YYZ)

Duration *4hr 30min*

Seats *31A, 31B, 31C,
31D, 32A, 32B, 32C,
32D, 33A, 33B, 30A,
30B*

Terminal 3

Sun 4 Jun 2023

TORONTO-PEARSON, ON, CA (YYZ) TO VANCOUVER, BC, CA (YVR)

Operated by Porter Airlines (Canada) Ltd

PD 313

8:00 PM

Toronto-Pearson, ON, CA
(YYZ)

10:06 PM

Vancouver, BC, CA (YVR)

Duration *5hr 6min*

Seats *31A, 31B, 31C,
31D, 32B, 32C, 32D,
33A, 33B, 30A, 30B,
29C*

Terminal 3

[Modify your booking](#)

Last
year
flights
still
being
determined

Ferry departing May 27th via Fulford to Swartz Bay (5:50 pm) to Tsawwassen (7:00 pm)

Ferry returning June 3th Tsawwassen () to Swartz Bay () to Fulford ()

RENTAL CARS

Rented from Enterprise Canada two SUV's driven by Meghan Montgomery and Stacy Mitchell

ACCOMODATIONS

In St. Catharines: May 28 to June 2

AirBNB in Thorold Ontario

In Vancouver :Overnight June 2

Signature Sandman Airport Hotel Richmond BC

CONTACT INFORMATION for CHAPERONES

Stacy Mitchell	250-537-6797
Meghan Montgomery	250-418-1211
Iain Williamson	250-710-8956



SCHOOL DISTRICT No. 64 (Gulf Islands)
SCHOOL FIELD TRIP CONSENT FORM FOR
MODERATE / HIGH RISK / OVERNIGHT / OUT OF PROVINCE ACTIVITY
<http://sd64.bc.ca/employee-forms/>

Date: May 1 / 2003

Dear Rowing Parent - CSSRA

In consideration of School District No. 64 (Gulf Islands) offering my child _____ students on _____, Initial

I waive any and all claims I may have against, and release from all liability and agree not to sue the Board of Education of School District #64 (Gulf Islands) and its officers, employees, agents, volunteers and representatives, and the Ministry of Education for any personal injury, death, property damage or loss sustained as a result of my child's participation in the field trip, arising out of any cause whatsoever, including negligence.

I hereby give my consent, and acknowledge by my signature that:

1. Students will be going to CSSRA - St. Catharines ON and will be away from the school from May 27 to June 3. They will be travelling by: (i.e. school bus, public transit, foot) Initial

2. On this field trip, up to (number) 7 students will be: Rowing at CSSRA
(describe all activities - i.e., skiing, hiking, walking, using climbing apparatus, cooking meals on camp stoves, tenting.) Initial
Canadian Secondary School Rowing
Regatta
St. Catharines ON.

3. The students will be supervised by: STACY MITCHELL, Meghan Montgomery, Iain Williamson Initial
(a typical response might be "school employees and hopefully 2-4 parent volunteers". It is important to indicate supervisory arrangements that will not be modified or reduced. For instance, consider whether the trip will proceed even if there are no parent volunteers, or if a specific teacher is sick, but a substitute is available.
**With older grades, you should add a sentence saying, "Your child will not necessarily be supervised by an adult at all times.")

4. My child has no illnesses, allergies or disabilities that may require special attention, except as described here: Initial

5. I am aware of the usual risks and dangers inherent in participation in all of the activities associated with this trip and of the possibility of personal injury, death, property damage or loss resulting from the activities. The dangers and risks may include, but are not limited to: _____
Initial

6. I will supply suitable equipment and clothing for my child's participation in all activities associated with the field trip, including: _____
Initial

7. I am aware that I should contact the school for further information if I am unaware what clothing and equipment is required for the activities or possible weather conditions of this field trip. My child and I understand that it is our responsibility to ensure my child has all necessary equipment and clothing. _____
Initial

8. My child and I understand that the school's *Code of Conduct* applies during this field trip. I will be responsible for any costs caused by my child's failure to abide by the *Code of Conduct*, including any costs to send my child home. _____
Initial

9. Accidents can be the result of the nature of the activity and can occur with or without any fault on either part of the student, or the School Board or its employees or agents, or the facility where the activity is taking place. By allowing your son/daughter to participate in this activity, you are accepting the risk of an accident occurring, and agree that this activity, as described above is suitable for your child. _____
Initial

10. In signing this consent and Waiver, I am not relying on any oral or written representation or statements made by the Board of Education and its agents, employees, or authorized volunteers, or the Ministry of Education, to induce me to permit my child to take the trip, other than those set out in this Consent Form. _____
Initial

11. I am 19 years of age or more and have read and understand the terms of this Consent Form and understand that it is binding upon me, my heirs, executors and administrators. _____
Initial

Date: _____

Signature of Witness

Signature of Parent/Guardian

Printed Name of Witness

Printed Name of Parent/Guardian

Address

Address

Date: _____

Signature of Witness

Signature of Parent/Guardian

Printed Name of Witness

Printed Name of Parent/Guardian

Address

Address

NOTE: This Consent Form must be signed by a custodial parent or legal guardian of a child who is under the age of 19 years.

As per SD64 policy 6700, the Board recognizes that some students may not be able to cover these costs, and in such cases will ensure that no student is denied an opportunity to participate in educational programs or activities based on financial hardship. Please contact the school principal should you require assistance.



Summary

Finance, Audit, and Facilities Committee – SD 64 (Gulf Islands)

In attendance

Committee: Greg Lucas (committee chair), Jeannine Georgeson, Rob Pingle, Tisha Boulter (board chair, ex-officio)

Trustees: Deborah Luporini, Chaya Katrinsky, Nancy Macdonald

Staff: Jill Jensen (superintendent of schools), Boe Beardsmore (associate superintendent), Lyall Ruehlen (director of instruction), Lori Deacon (director of corporate services), Anna Szul (executive assistant)

Guests: Janice Shields (CUPE), Adrian Pendergast (GIVPA), Colin Whyte (director of operations), Katherine Hazen (DPAC)

Regrets: Ian Mitchell (GITA)

The meeting was called to order at 11:02 p.m. by Committee Chair Lucas. Chair Lucas acknowledged that this meeting is held on the territories of the Hul'qumi'num, and SENĆOŦEN speaking peoples – huy tseep q'u.

1. Adoption of Agenda

Adoption of agenda as presented by consensus.

2. Approval of Summary

Adoption of the February 21, 2024 Summary by consensus.

3. Business Arising

4. New Business

a) Budget Priorities

Lori Deacon outlined the estimated operating grant overview for the 2024/25 school year. The district can expect to remain in Funding Protection due to decreased projected enrolment. A plan to prioritize spending of Funding Protection for short-term or one-time operational and local capital investments was presented for discussion. Trustee Luporini suggested exploring the possibility of running the BAA course regardless of enrolment and allocating funds to consider turning Pender into a 10-12 school. Additionally, sponsorship of a sports team mini-coach was discussed as a means to cover the difference between the \$130,000 prioritized in the draft spending plan and the total cost of \$167,881.

Action: The Board requested a Cybersecurity presentation by IT Manager Marc Wright.

b) GISS Playing Fields

The discussion revolved around budget allocation and infrastructure considerations, particularly regarding a proposed \$15,000 investment for a report on possibilities. Colin Whyte discussed



infrastructure with CRD, highlighting plans for purple pipes and a desire to extend field use. Tisha Boulter noted decreasing costs for recyclable turf fields. Trustee Pingle emphasized the need for ALR permission for any construction on ALR land, and the benefit of having an updated long-range facilities plan to guide decisions. Trustee Luporini suggested a FAQ document. The matter was deferred until Secretary Treasurer Jesse Guy's return from leave.

c) *Phoenix Elementary School Site*

The importance of site upkeep was highlighted to prevent unintended usage. Deliberation on the site's utilization will be postponed until Jesse Guy's returns.

Action: The Board instructs staff to update the long-range facilities plan to include anticipated use of the Phoenix Elementary School Site.

5. **Next Meeting:** May 8, 2024

6. **Adjournment:** 12:06 p.m.



Summary Policy Committee – SD 64 (Gulf Islands)

In attendance

Committee: Deborah Luporini (committee chair), Rob Pingle, Chaya Katrensky, Tisha Boulter (board chair, ex-officio)

Trustees: Jeannine Georgeson, Nancy Macdonald, Greg Lucas

Staff: Boe Beardsmore (associate superintendent), Lori Deacon (director of corporate services), Anna Szul (executive assistant)

Guests: Anne Cooper (AZ Cooper Consulting), Katherine Hazen (DPAC), Ian Mitchell (GITA)

Regrets: Jill Jensen (superintendent of schools), Lyall Ruehlen (director of instruction)

The meeting was called to order at 9:01 a.m. by Committee Chair Luporini. Chair Luporini acknowledged that this meeting is held on the traditional territories of the Coast Salish peoples. – huy tseep q'u.

1. Adoption of Agenda

Adoption of agenda as presented by consensus.

2. Approval of Summary

Adoption by consensus of February 21, 2024 Summary

3. Business Arising

Following up on a question from the DPAC representative at the April 10, 2024, Public board meeting, Chair Luporini requested clarification around striking DPAC from the Board Representation section of Policy 1.41 Board Liaison and Representation. In response to the question, it is highlighted that any parent group representatives, including school PACs, and DPAC, are described in the Liaison section of the policy.

4. New Business

a. *Anne Cooper Section 2.0 Overview*

b. *Draft Policies*

ACTION: Section 2.0 will be retitled Expectations, Relationships, and Engagement on the website and in the policy manual's digital files.

i. 2.30 Anti-racism

ACTION: The committee will accept the housekeeping changes and recommend the Board republish the policy renumbering in accordance with the new conventions. It will also update the references to include the BC Human Rights Code, the BC Declaration of Rights of Indigenous Peoples Act, the Canadian Indigenous Peoples Act, the Canadian Human Rights Act, the Canadian Charter of Rights and Freedoms, and the Canadian Multicultural Act.



ii. 2.40 Addressing Concerns and Complaints

***ACTION:** Staff will create a flowchart illustrating the complaint process that will be created and available on the website and in the policy.*

***ACTION:** Policy 2.40 Addressing Concerns and Complaints will be moved to the May 8, 2024, regular meeting of the board for notice of motion and circulated for feedback. Once adopted, Policy and Procedure 133 Addressing Concerts and Appeals Form 133-1 will be repealed.*

iii. 2.60 Volunteers

***ACTION:** Staff will create Administrative Practices around volunteers, including one related to the Volunteer Code of Conduct.*

***ACTION:** Recommend that Policy 2.60 Volunteers be moved to the May 8, 2024, regular meeting of the board for notice of motion and circulated for feedback. Once adopted, Policy and Procedure 140 Partnerships will be repealed.*

10:45 am Trustee Pingle joined the meeting.

10:45 am Katherine Hazen (DPAC Representative) left the meeting.

10:45 am Chair Luporini called for a pause to the meeting.

10:50 am Chair Luporini resumed the meeting.

iv. 2.70 Use of Board Property for Child Care

***ACTION:** Recommend that Policy and Procedure 6950 Child Care be renumbered, renamed, and amended (housekeeping) to be Policy 2.70 Use of Board Property for Child Care. It will be moved to the May 8, 2024, board meeting for approval.*

v. 2.80 Freedom of Information and Protection of Privacy Act Designation of Head

***ACTION:** Recommend that Policy 130 Access to Information is renumbered, renamed, amended (housekeeping) to be Policy 2.80 Freedom of Information and Protection of Privacy Act Designation of Head. It will be moved to the May 8, 2024, board meeting for approval.*

c. AP AI Development of Administrative Practices

***ACTION:** The AP AI Development of Administrative Practices will be included in the May 8, 2024, Board Meeting under the Superintendent's report.*

d. Policies to be Repealed in Favour of AP:



i. 133-1 Notice of Appeal Form

ACTION: Recommend repeal (per 4.b.ii). .

ii. 140 Partnerships Procedure

ACTION: Recommend repeal (per 4.b.iii).Policy 140 Partnership Procedure

iii. 212 Violence and Harassment-free District Procedure

This procedure will need to be repealed in favour of Administrative Practices. The policy will be addressed at the May 22, 2024 policy meeting.

iv. 220 Information Systems: Acceptable Use and Protection of Privacy

v. 220 Information Systems: Acceptable Use and Protection of Privacy Procedure

vi. 220-1 Information Systems: Acceptable Use and Privacy Protection Form

vii. 220-2 Photo Release Form

ACTION: Recommend that Policy and Procedure 220 Acceptable Use and Protection of Privacy, and Forms 220-1 and 220-2 be repealed at the May 8, 2024, Board meeting.

ACTION: Staff to consider clarification of the terms Head and Policy Head. The District Privacy Management Plan designates Jesse Guy as the head of privacy, while Policy 140 designates the superintendent as head of the public body under the Freedom of Information and Privacy Act.

Trustee Pingle noted the lack of language directing the public as to how to make a request for Information under the *Act*.

ACTION: Staff will draft an Administrative Practice to guide principals with inquiries into the suitability of resources and recommend that the board repeal Policy 510, Challenging of Learning Resources. A draft AP will be brought to the May 22, 2024, policy meeting.

e. Policies/Procedures To Be Repealed Outright: - move to the May meeting

i. 131 Personal Information and Privacy

ii. 131 Personal Information and Privacy Procedure

iii. 130 Access to Information Procedure

iv. 205 Maintenance of Order

v. 205 Maintenance of Order Procedure

vi. 205 Maintenance of Order Form

ACTION: Policies/Procedures To Be Repealed Outright will be moved to the May 22, 2024, policy meeting.

5. New Business

6. Other Business



7. **Next Meeting:** May 22, 2024
8. **Adjournment:** 12:01 p.m.



Policy 1.40 Board Committees

The Board of Education recognises committee work as a valuable means of gathering input from rightsholders and partner groups, to assist the Board in its decision-making processes. The Board may establish Standing and/or Working Committees supported by Board approved Terms of Reference to clarify committee membership, roles, and jurisdiction and to guide committee functioning.

Committees may not exercise the rights, duties, and powers of the Board and, on completion of deliberations, committees shall report findings to the Board. Such reports cannot be acted upon unless approved by the Board.

Types of Committees

Standing Committees provide advice to the Board on an ongoing basis, meeting on a regular or as needed basis to review, advise and/or make recommendations to the Board as a whole. Standing Committees will normally include:

- Committee of the Whole
- Education Committee
- Finance, Audit and Facilities Committee
- Policy Committee

Membership may include rightsholders and partner representatives, along with trustees.

Working Committees are formed for time-limited, specific purposes, sometimes referred to as an ad hoc committee, established by the Board to accomplish a particular task. Membership may include stakeholder representatives, along with trustees. Working Committees may be assigned a Budget not exceeding \$3,000 per fiscal year.

Terms of Reference

The Board will provide Terms of Reference for standing and working committees that will not conflict with the mandate of any other committee.

A comprehensive Terms of Reference will be established for each committee and will include:

Legislative References: *School Act* [RSBC 1996, Section 65]

Collective Agreement References: Nil

Date of Adoption: March 11, 1998

Date of Revision: November 8, 2000, June 13, 2018

Circulated: April 11, 2024



- whether the committee is a standing or working committee
- a clear description of the purpose of the committee, and any specific deliverables
- description of membership considering an appropriate number of members suited to the role of the committee
- designation of a chairperson
- designation of district staff supports for the committee
- budget provisions
- a determination regarding what constitutes a quorum
- meeting dates and times
- expectations regarding agendas and supporting materials
- clarity as to the manner in which any advice will be provided to the Board

Guidelines

1. The Board Chairperson shall appoint the members to, and designate the chairperson of each Standing and Working Committee at the first regular meeting of each year or as soon thereafter as possible. The Board Chairperson may fill vacancies as they occur on any standing committee.
2. Should the committee chairperson be unable to attend the meeting, the Board Chairperson will chair the meeting in their place.
3. Any trustee may attend meetings of any committee of the Board and may take part in any discussion but may not vote.
4. The Chairperson of the Board is an ex-officio member of each of the Standing Committees.
5. The committee chairperson will establish the agenda and future agenda items may be identified in committee.
6. Recommendations will normally be based on a consensus model. If consensus is not achievable, the issue will be decided by a majority vote.



Policy 1.41 Board Liaison and Representation

Liaison

Liaison assignments for individual trustees provide an opportunity for increased communication between trustees and school communities or parent groups. The Board Chairperson will appoint trustees to liaison assignments.

The purpose of trustee liaison assignments is to:

- provide opportunities for trustees to become acquainted with schools;
- act on behalf of the Board when a Board representative is required for a school event;
- advise the Board or Superintendent of any emerging issues at assigned schools or with parent groups, including District Parent Advisory Council (DPAC).

The liaison role is limited to speaking only for what the Board has already decided, to receive input, and to bring matters back to the Board for consideration.

Board Representation

Trustees may be appointed to provincial and local organizations and committees to represent the Board within the province and locally.

Representatives will provide regular reports to the Board at open meetings regarding developments or events pertaining to the District and will keep the Board informed of any developments which affect education of students.

An election will determine representatives to:

- B.C. School Trustees Association Provincial Council (representative and alternate)
- B.C. Public School Employers' Association (representative and alternate)
- Indigenous Education Advisory Council (two recommended representatives)

The Board Chairperson will appoint trustees to represent the Board at:

- Bargaining Team (CUPE)
- Bargaining Team (GITA)
- District Health and Safety Committee
- Professional Growth Committee (GITA) (2)



- Secondary School Apprenticeship Steering Committee

In addition, trustees will represent the Board as follows:

- Galiano Activity Centre Society (GACS) - Galiano trustee
- Saturna Ecological Education Centre (SEEC) - Saturna trustee

The Board Chairperson will recommend a trustee for appointment to:

- Salt Spring Ferry Advisory Committee
- Southern Gulf Islands Ferry Advisory Committee

In the event the trustee representative is not able to attend a meeting, they are to so advise the Board Chairperson who will appoint an alternate for that meeting.

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Policy 1.20 Board Authority and Role

The Board of Education's authority is established within the *School Act* and its regulations. The authorities and responsibilities of the Board rest only with the legally constituted Board, and not with committees of trustees or individual trustees.

The Board has, as its primary role, the governance of the district and is responsible for the improvement of student achievement in the school district. The Board fulfills this role, in part, through the development of a strategic plan that establishes the direction for the district and aligns the work of staff and directs district resources.

The Board exercises its governance responsibilities through the development of bylaws and policies which provide a framework within which the Superintendent can discharge their duties.

The Board has a foundational responsibility to protect the interests, image and integrity of the district; to ensure its financial viability and to act in accordance with all applicable laws, regulations and policies.

The Board delegates responsibility for administration of its policies and the day-to-day operations of the District to the Superintendent as Chief Executive Officer.



Policy 1.21 Role of the Chairperson & Vice-Chairperson

1. The Board Chairperson

The Board delegates to the Chairperson the following powers and duties:

- 1.1. Preside over all Board meetings and ensure that such meetings are conducted in accordance with the *School Act* and the bylaws and policies as established by the Board and where those are silent, *Robert's Rules of Order, Newly Revised*.
- 1.2. Prior to each Board meeting, consult with the trustees and confer with the Superintendent on the items to be included on the agenda, the order of these items, and become thoroughly familiar with them.
- 1.3. Display firmness, courtesy, tact, impartiality and willingness to give everyone an opportunity to speak on the subject under consideration in order that collective opinion can be developed and a corporate decision reached.
- 1.4. Keep informed of significant developments with the sector.
- 1.5. Keep the Board and the Superintendent informed in a timely manner of all matters coming to the Chairperson's attention that might affect the District.
- 1.6. Be in regular contact with the Superintendent to maintain a working knowledge of current issues and events and convey to the Superintendent concerns from trustees, parents, students, or employees which may affect the administration of the District.
- 1.7. Act as the spokesperson for the Board except for those instances where the Board has delegated this role to another individual or group.
- 1.8. Act as one of the signing officers for the District.
- 1.9. Extend hospitality to other trustees, officials of the Board, the press and members of the public.



- 1.10. Represent the Board, or arrange alternative representation, at official meetings or other public functions.

2. The Board Vice-Chairperson

The Board assigns to the Vice-Chairperson specific responsibilities:

- 2.1. The Vice-Chairperson shall act on behalf of the Board Chairperson , in the latter's absence and shall have all the powers, duties and responsibilities of the Board Chairperson.
- 2.2. The Vice-Chairperson shall assist the Board Chairperson in ensuring that the Board operates in accordance with its own bylaws and policies and in providing leadership and guidance to the Board.
- 2.3. The Vice-Chairperson shall attend agenda setting meetings for regular scheduled Board meetings.
- 2.4. The Vice-Chairperson may be assigned other duties and responsibilities by the Board Chairperson.



Policy 1.22 Trustee Remuneration

In accordance with the provisions of the *School Act*, the Board of Education may authorize the payment of remuneration to the Chairperson, Vice-Chairperson and other trustees.

The role of trustee is complex and requires a significant time commitment. While trustees provide their service and time willingly because of their belief in the public education system, the Board recognizes that trustees should receive financial recognition by means of remuneration for their service.

The annual trustee remuneration paid to the Chairperson, Vice-Chairperson, and trustee effective July 1, 2023, is

Chairperson	\$19,632.05
Vice-Chairperson	\$18,275.40
Trustee	\$16,918.78

Trustee remuneration shall be adjusted annually effective July 1st. The adjustment shall reflect the Canadian Consumer Price Index established for July of each year.

Guidelines

1. Annual remuneration is taxable.
2. Payments are made on a monthly basis.
3. Fifteen dollars will be deducted each month, post tax income, as a hospitality fee for trustee discretionary expenses.
4. Trustees will be reimbursed for internet services, up to five hundred dollars annually, and provided with a portable device to conduct school district business during the term of office.



Policy 2.30 Anti-Racism

Anti-racism is the practice of identifying, challenging, preventing, eliminating, and changing the structures, policies, practices, values and behaviours that perpetuate racism (Provincial Government of British Columbia). The Board of Education affirms that violence, hatred, and discrimination based on racial identity have no place in our school district.

The Board acknowledges that systemic racism and discrimination exist and stem from racist and discriminatory ideologies, systems, cultures, and structural dominance of white supremacy. The Board acknowledges that race is a social construct that continues to be used to legitimize and perpetuate white supremacist beliefs and practices.

The Board recognizes that racism in all its forms is harmful to those directly affected and to all members of the school community.

The Board upholds that all individuals have the right to their fundamental freedoms and protection from discrimination and condemns all forms of racism.

The Board is committed to providing an education system that is safe, welcoming, and free from racism.

The Board is committed to creating learning and working environments that are inclusive and affirming for all students, staff, and community members.

The Board is committed to supporting equitable educational access to quality programs for all learners regardless of race, colour, ancestry, national or ethnocultural origin or religion.

The Board is committed to supporting individuals on their anti-racism journey through in-service, professional development, resources, and materials.

The Board is committed to offering and recommending curricular resources and skills development opportunities to support anti-racism teaching in schools and classrooms.

The Board supports and upholds the BC Human Rights Code, BC *Declaration of the Rights of Indigenous Peoples Act*, the *Canadian Human Rights Act*, the Canadian Charter of Rights and Freedoms, and the *Canadian Multiculturalism Act*.

Guidelines

The Board will proactively engage in the following:

1. Anti-Racism Education

Legislative References: *BC Human Right Code*, *BC Declaration of Rights of Indigenous Peoples Act*, *Canadian Human Rights Act*, *Canadian Charter of Rights and Freedoms*, and *Canadian Multiculturalism Act*

Collective Agreement References: Nil

Date of Adoption: June 8, 2022

Amended:



- 1.1. Offer resources and materials
 - 1.1.1. That highlight the experiences, contributions, and achievements from diverse demographic groups.
 - 1.1.2. That includes histories and narratives of historically oppressed peoples.
 - 1.1.3. That are inclusive and free from bias and stereotypes.
- 1.2. Provide learning opportunities through in-service, professional development, and resources to support staff and students on their anti-racism journey to enhance awareness, knowledge and understanding of bias, privilege and racism.

2. Addressing Systemic Racism

- 2.1. Promote the development of knowledge, skills and attitudes to identify and respond effectively to racism, enhancing positive role modelling and leadership among students and staff.
- 2.2. Promote opportunities to dismantle racism and exclusionary practices.

3. Reporting and Addressing Incidents of Interpersonal Racism

- 3.1. Utilize educationally focused, developmentally appropriate and socially accountable methods to address incidents of racism.
- 3.2. Outline procedures for reporting and addressing incidents of racism.
 - 3.2.1. Schools shall include in the Code of Conduct statements that reflect the principles, policies and purposes of the BC Human Rights legislation.
 - 3.2.2. When acts of racism, discrimination or hate occur, the following actions should guide the response from the school:
 - Stop and interrupt: wherever possible, intervene immediately to stop the act of discrimination and acknowledge what was said or done was inappropriate.
 - Name the discriminatory act: address the action – focus on the act. For example “that comment is racist” ...as opposed to “you are a racist”. If uncertain about the discriminatory nature of the act, consult with the designated district staff member.
 - Support the affected individual(s): ensure their safety and the well-being; employ school district based supports; and remove the alleged aggressor(s) from the area and separate the parties, if necessary and as appropriate.
 - Report the incident: follow the procedures outlined in the Code of Conduct to report to the Principal or Director of Instruction.
 - Document the incident: hold people accountable for their discriminatory actions, including documenting and reporting details of what happened and taking appropriate and proportionate disciplinary and/or restorative action.

Legislative References: *BC Human Right Code, BC Declaration of Rights of Indigenous Peoples Act, Canadian Human Rights Act, Canadian Charter of Rights and Freedoms, and Canadian Multiculturalism Act*

Collective Agreement References: Nil

Date of Adoption: June 8, 2022

Amended:



- Examine and restore: where necessary, restore the school climate, and consider additional follow-up actions to prevent a repeat of the same acts.
- 3.2.3. When an act of racism, discrimination or hate happens at the school, the incident will be reported to the designated district staff member:
- Consult with designated district staff member to develop a response plan inclusive of disciplinary action and/or restorative measures in alignment with the Code of Conduct and Violent Threat Risk Assessment and to develop a plan to support the school community.
- 3.3. Publish procedures in school handbooks, newsletters, and on the district website.
4. **Annual Review**
- 4.1. Review the process of individual incidents of racism at the school and district levels by the designated district staff member.
- 4.2. Track progress of the district's collective anti-racism journey through annual surveys.
- 4.3. Ensure equity work is embedded in annual school growth plans.
- 4.4. Provide an annual review to the Board in May.



Policy 2.70 Use of Board Property for Child Care

The Board of Education recognises the benefit and need for safe and quality community child care programs. In order to effectively promote and facilitate the use of Board property by licensees for the purpose of providing child care programs, clear guidelines are necessary.

This policy is to provide guidance with respect to how the Board will promote the use of Board property for the provision of child care programs, in accordance with the School Act.

The Board will, on an ongoing basis, assess community need for child care programs on Board property, through a process of engagement with employee groups, parents and guardians, Indigenous community representatives, Indigenous rightsholders, Indigenous service providers, and existing child care operators. The process for engagement will be reviewed on an ongoing basis.

The use of Board property by licensed child care providers must not disrupt or otherwise interfere with the provision of educational activities including early learning programs and extracurricular school activities.

Guiding Principles

1. The Board will promote the use of Board property for the provision of child care programs, at a minimum, between the hours of 7 a.m. and 6 p.m. on business days by either the Board or third party licensees.
2. If child care programs are to be provided on Board property, the Board will consider, on an ongoing basis, whether those programs are best provided by licensees other than the Board, the Board, or a combination of both.
3. Child care programs, if operated by the Board, will be operated for a fee no greater than the direct costs the Board incurs in providing the child care program.
4. Fees for the use of Board property by licensees other than the Board will not exceed the direct and indirect costs the Board incurs in making Board property available for the child care program. Direct and indirect costs" include:
 - 4.1. utilities;
 - 4.2. maintenance and repair;
 - 4.3. a reasonable allowance for the cost of providing custodial services; and
 - 4.4. a reasonable allowance for time school district administrators and other staff spend on matters relating to the use of Board property by licensed child care providers.



5. If child care programs are operated by a licensee other than the Board, the Board will require the licensee to comply with this Policy.
6. In selecting licensees other than the Board to operate a child care program, the Board will give special consideration to the candidates' proposals to: (a) provide inclusive child care; and, (b) foster Indigenous reconciliation in child care.
7. If the Board decides to operate a child care program, the Board will ensure that it is operated in a manner that:
 - 7.1. fosters Indigenous reconciliation in child care. In particular, the child care program will be operated consistently with the following principles of the British Columbia *Declaration on the Rights of Indigenous Peoples Act*: Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including in the area of education; and "Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education"; and
 - 7.2. is inclusive and consistent with the principles of non-discrimination set out in the British Columbia *Human Rights Code*.
8. Any contract with a licensee other than the Board, to provide a child care program on Board property must be in writing and subject to review no less than every five years. The contract must contain:
 - 8.1. description of the direct and indirect costs for which the licensee is responsible;
 - 8.2. an agreement by the licensee to comply with this policy and all other applicable policies;
 - 8.3. a provision describing how the agreement can be terminated by the Board or the licensee;
 - 8.4. an allocation of responsibility to ensure adequate insurance is in place to protect the interests of the Board;
 - 8.5. a statement that the agreement can only be amended in writing, signed by the Board and the licensee;
 - 8.6. a requirement for the licensee to maintain appropriate standards of performance;
 - 8.7. a description of processes for ongoing engagement with the licensee in the provision of child care; and a requirement that the licensee must at all times maintain the required license to operate a child care facility.
9. Prior to entering into or renewing a contract with a licensee other than the Board to provide a child care program on Board property, the Board will consider:



- 9.1. whether it is preferable for the Board to become a licensee and operate a child care program directly;
- 9.2. the availability of school district staff to provide before and after school care;
- 9.3. whether, with respect to a licensee seeking renewal or extension of a contract, the licensee has performed its obligations under this Policy and its contract with the Board, with specific regard to performance in respect of providing an inclusive child care program and one that promotes indigenous reconciliation in child care.

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Policy 2.80 Freedom of Information and Protection of Privacy Act Designation of Head

The Board of Education ensures that general information related to the operation of the school district is available to the community it serves, while protecting the privacy of school district employees and students and respecting local public body confidences.

The Superintendent of Schools is appointed as the "head" in accordance with the *Freedom of Information and Protection of Privacy Act* for the school district. The Secretary Treasurer will work closely with the Superintendent in this regard.

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Policy 2.40 Addressing Concerns and Complaints

The Board of Education welcomes comments, questions, concerns and complaints regarding the decisions made by the Board or its employees.

The Board believes that concerns and complaints should be dealt with in a manner that reflects mutual respect and at the point closest to where the concern first arises. Unresolved matters, where the decision significantly affects the education, health or safety of the student, may be appealed to the Board of Education utilizing the Board's Appeal Bylaw.

The Board also recognizes that concerns and complaints about employee decisions that do not significantly affect the education, health or safety of a student are within the final authority of the Superintendent.

The Board believes that staff should be protected from unnecessary, inappropriate, or malicious criticism. In the process of resolving a concern or complaint, hearsay and rumour will be discounted in favour of considering facts directly related to the matter.

The key principles for raising and addressing concerns or complaints include that:

- They are addressed as near the source as possible.
- They are made, and dealt with, in a courteous and constructive manner.
- Personnel against whom complaints are made have an opportunity to respond.
- They are handled in a timely, objective and fair manner.
- Persons who have brought forward concerns or complaints will be kept informed of the status of their inquiry in a timely manner.

This Policy is intended to articulate a fair, effective and transparent response for addressing concerns and complaints. The facts, issues and circumstances pertaining to concerns or complaints are unique to each and every case, therefore, this policy sets out processes for dealing with expressed concerns or complaints based on the principles of procedural fairness intended to support the parties to resolve matters in a positive manner.

Processes for Addressing Concerns or Complaints

1. No anonymous complaints shall be considered.
2. Persons receiving or hearing concerns or complaints should encourage the complainant to follow these processes.
3. Every effort should be made to resolve the matter at the earliest possible stage.



- 3.1. Support staff are expected to take concerns to the staff member involved or to seek assistance from a Principal or supervisor.
- 3.2. Teachers are expected to take concerns to the staff member involved consistent with the collective agreement and the BCTF Code of Ethics.
- 3.3. Concerns regarding school level matters directed to District Office will be referred to the Principal who shall notify the appropriate staff member to address the concern.
- 3.4. Concerns directed to a Parent Advisory Committee executive member shall be referred to the Principal.
- 3.5. Concerns directed to a trustee shall be referred to the Superintendent.
4. Any individual expressing a concern or a complaint may choose to be accompanied to any meetings by an advocate of their choosing.
5. The District Parent Advisory Council (DPAC) or the local school Parent Advisory Council (PAC) may be contacted for: advice regarding a support person or, as a resource to your particular need.
6. The sequential steps to addressing a concern or complaint at the school level are:
 - Step One:*
Take the matter directly to the teacher or staff person. Discuss your concern regarding the action, policy, procedure or practice.
 - Step Two:*
Arrange a meeting between yourself, the staff person and the Principal or Vice-Principal if *Step One* does not sufficiently address your concerns. This meeting should focus on the issue.
 - Step Three:*
Arrange a meeting between yourself and the Principal or Vice-Principal if *Step Two* does not sufficiently address your concerns.
 - Step Four:*
Arrange a meeting between yourself and the Associate Superintendent or designate if *Step Three* does not sufficiently address your concerns.
 - Step Five:*
If the matter is not resolved subsequent to following these steps, the matter may be appealed to the Board. The Board Section 11 Appeal Procedures Bylaw contains all the details regarding filing such an appeal.
7. To address a concern or complaint at the district level:
 - Step One:*
Take the matter directly to the person involved. Discuss your concern regarding the action, policy, procedure or practice.
 - Step Two:*



Arrange a meeting with the Associate Superintendent, Director of Instruction or Secretary Treasurer if *Step One* does not sufficiently address your concerns.

Step Three:

If the matter is not resolved subsequent to following these steps, the matter may be appealed to the Board. The Board Section 11 Appeal Procedures Bylaw contains all the details regarding filing such an appeal.

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Policy 2.60 Volunteers

The Board of Education recognises the support offered to district schools through volunteers who provide time, expertise and energy, when and where appropriate.

The Board appreciates the valuable contributions made by volunteers, who enhance and augment the level of service to students and schools; however, the engagement of a volunteer will not result in the displacement of an employee.

The Board has an obligation to provide a school environment which is safe, secure and promotes equity and respect for all persons. The Superintendent will establish sufficient Administrative Practices to provide appropriate safeguards respecting the selection, role and supervision of volunteers.

The district, through its employees, shall maintain control of, and responsibility for, school programs and school-sponsored activities.

In all cases, volunteers are expected to conduct themselves professionally and adhere to the code of conduct outlined below.

As a volunteer I will:

- take direction, if provided, from staff as to my duties and responsibilities
- always respect the school code of conduct
- maintain confidentiality of all matters while volunteering
- protect the privacy of all individuals, including audio and visual materials
- not disclose, use, or disseminate student's personal information
- share with the Principal/Vice-Principal any concerns that I may have related to student welfare and/or safety
- not exchange telephone numbers, home addresses, e-mail addresses or any other of my personal information with students for any purpose without permission from the principal
- not contact students and families outside of my volunteer duties without permission from the principal