



AGENDA

1. CALL TO ORDER AND TERRITORIAL ACKNOWLEDGEMENT

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 Board Meeting, Public Session held 2026 02 11 ([attachment](#))

4. IN-CAMERA SUMMARY

- (a) Summary of In-Camera Meeting held 2026 02 11 ([attachment](#))
- (b) Summary of Special In-Camera Meeting held 2026 03 04 ([attachment](#))

5. DELEGATIONS

6. CORRESPONDENCE

7. CHAIRPERSON'S REPORT

- (a) Spring VISTA Conference **K B U D**
- (b) BCSTA Motions **K B U D** ([attachment](#))

8. SUPERINTENDENT'S REPORT

- (a) GISS Student Council **K B U D**
- (b) District Update **D** ([attachment and link](#))
- (c) IEC Update **K B U D**
- (d) 2025-2029 BCPSEA-BCTF Provincial Collective Agreement **U D**
- (e) Staffing and Enrolment Update **U D** ([attachment](#))

9. SECRETARY TREASURER'S REPORT

- (a) Monthly Financial Report **D** ([attachment](#))
- (b) 2026/2027 Capital Plan Response Letter and Bylaw – 3 Readings **U D** ([attachments](#))

Motion: that there is unanimous consent for the 2026/2027 Capital Plan Response Letter and Bylaw to receive all three readings at this time.

Motion: that the 2026/2027 Capital Plan Response Letter and Bylaw be read a first time and passed.



AGENDA

Motion: that the 2026/2027 Capital Plan Response Letter and Bylaw be read a second time and passed.

Motion: that the 2026/2027 Capital Plan Response Letter and Bylaw be read a third time, passed, and adopted.

- (c) 2026/2027 School Bus Registration **U D** (attachment)
- (d) Chief Elections Officer **D**

Motion: that the Board of Education of School District No. 64 (Gulf Islands) appoint Secretary Treasurer Jesse Guy as the Chief Elections Officer to administer and conduct the school trustee elections on October 17, 2026.

10. COMMITTEE REPORTS

- (a) Committee of the Whole – no report
- (b) Education Committee – no report
- (c) Finance, Audit & Facilities Committee – no report
- (d) Policy Committee –

- i. *Bylaw #1 Trustee Elections* (attachment)

Read for the first time on February 11, 2026 and circulated for feedback. No feedback received.

Motion: that Bylaw #1 Trustee Elections be read for the second time and passed.

Motion: that Bylaw #1 Trustee Elections be read for the third time, passed, and adopted.

11. TRUSTEE REPORTS

- (a) BCPSEA –
- (b) Provincial Council –
- (c) Health and Safety –
- (d) Other –

12. OTHER BUSINESS

13. QUESTION PERIOD

14. NEXT MEETING DATES

- (a) FAF and Committee of the Whole Meetings – April 22, Teams
- (b) Regular Board Meeting – May 13, School Board Office

15. ADJOURNMENT



Present:	Chaya Katrensky	Chairperson
	Deborah Luporini	Vice Chairperson
	Tisha Boulter	Trustee
	Jeanine Georgeson	Trustee
	Greg Lucas	Trustee
	Nancy Macdonald	Trustee
	Rob Pingle	Trustee
	Jill Jensen	Superintendent of Schools
	Jesse Guy	Secretary Treasurer
	Boe Beardsmore	Associate Superintendent
	Adrian Pendergast	Director of Instruction
	Lori Deacon	Director of Corporate Services
	Shauna Klem	Executive Assistant
	John Wright	Network Systems Analyst

Guests:	Andrew McPhee	GITA President
	Angela Thomas	CUPE President
	Ryan Massey	GISS Principal
	Kalliope Abbott	GISS Student Council
	Asher Bryant	GISS Student Council
	Kaelyn Dennis	GISS Student Council
	Catalina Finnie	GISS Student Council
	Elliotte Gossett	GISS Student Council
	Rory McArthur	GISS Student Council
	Clara Palmer-Bazdresch	GISS Student Council
	Jasmine Pamintuan	GISS Student Council
	Marissa Shirk	GISS Student Council

Absent:	Shelly Johnson	GIPVPA Representative
		DPAC Representative (viewed livestream)

1. CALL TO ORDER

The meeting was called to order at 1:00 p.m. by Chair Katrensky. The Chair expressed her deepest condolences to the community of Tumbler Ridge and requested a moment of silence in recognition of yesterday's tragedy. Vice Chair Luporini spoke to the privilege and gratitude of living on the sacred traditional territory of the Coast Salish communities, specifically the Hul'qumi'num, and SENĆOŦEN speaking peoples – huy tseep q'u.



Chair Katrensky 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**

The agenda for the Regular Board Meeting, Public Session, held 2026 02 11 was adopted by consensus.

3. **APPROVAL OF MINUTES**

Moved and seconded that the minutes of the Special Board Meeting, Public Session held 2026 01 14 be approved as presented.

CARRIED 9/26

4. **IN-CAMERA SUMMARIES**

Moved and seconded that the summary of the Regular In-Camera Meeting held 2026 01 14 be approved as presented.

CARRIED 10/26

5. **DELEGATIONS**

6. **CORRESPONDENCE**

7. **CHAIRPERSON'S REPORT**

a. **Broadcasting Update D B U**

Trustees reviewed the broadcasting data summary prepared by Information Technology Manager Marc Wright. Updated livestream engagement metrics will be presented at the April 22 Committee of the Whole Meeting, for trustees to consider meeting format options for next year.

b. **VISTA K D B U**

Trustees and staff are attending the VISTA Spring Gathering in Cowichan on March 6 and 7, where they will present *Walking in Both Worlds*, highlighting the connection between governance and classroom practice.

c. **Superintendent Job Description D**

The Roles and Responsibilities of the Superintendent/Chief Executive Officer were shared. The Chair explained that BCSTA is developing resources to help districts with this work. The job description will be brought to the April 22 Committee of the Whole Meeting, along with draft Policy 1.60 Role, Responsibilities, and Expectations of the Superintendent of Schools, for further discussion.



8. SUPERINTENDENT'S REPORT

a. **Student Council K D B U**

A delegation of nine students from the Gulf Island Secondary School Student Council shared a presentation outlining their recent and ongoing work. This year's projects include creating a music exchange program, "choose your own assignment" learning opportunities, advocating for an additional evacuation chair, and having outer island representation on the Council. The Council will interview students to help determine future initiatives.

b. **District Update D**

Superintendent Jill Jensen reported that the inclusive education audit will take place during the week of February 23 – 27 and expressed appreciation to district staff for their ongoing preparation. A successful Professional Development Day was held on February 6, featuring several relevant sessions. It was clarified that BC requires children to be 5 years old in 2026 to enroll in Kindergarten for September 2026, and that Kindergarten enrolment is optional in the province.

c. **HR Update D**

Director of Instruction Pendergast informed Trustees that staffing processes are underway and currently focused on reviewing projected enrolment for 2026-2027 and assessing staffing requirements.

d. **IEC Update K D B U**

Superintendent Jensen reported progress on renewing the district's Enhancement Agreement, noting ongoing collaboration with Education Consultant Denise Augustine and upcoming meetings with key IEC and WSÁNEĆ representatives. The IEC received an update on SD64's upcoming presentation to VISTA on Walking in Both Worlds and expressed strong support for the BAA course, Two-Eyed Seeing Anatomy & Physiology 12, which blends provincial curriculum with Indigenous teachings through land-based learning. Council members committed to advocating for the course's recognition within the provincial graduation program, including coordinated outreach to FNESC and the Ministry.

District updates highlighted active cultural programming for the district's 177 Indigenous learners, including Culture Clubs, Language Lunches, and the integration of SENĆOŦEN and Hul'q'umi'num language teachings throughout schools. Initiatives such as new territorial acknowledgements, planning for weaving and drum-making workshops, and preparations for Indigenous Peoples Day, proposed for June 17, were shared. The Council also approved the district's call for Coast Salish artwork submissions for future official gifts. The next IEC meeting is scheduled for May 4, 2026 at Gulf Islands Secondary School.

9. SECRETARY TREASURER'S REPORT

a. **Monthly Financial Report D**

Secretary Treasurer Guy shared the Monthly Operating Expenditure Report for January which shows expenses are slightly underbudget by 0.2%.



Adrian Pendergast left meeting at 1:39 p.m.

b. Draft Amended Budget 2025/2026 D

Secretary Treasurer Guy shared the draft Amended Annual Budget which shows a total budget bylaw amount of \$31,203,877.

Unanimous consent that the 2025/2026 amended budget bylaw receive all three readings at this time.

CARRIED 11/26

Moved and seconded that the 2025/2026 Amended Budget Bylaw be read a first time and passed.

CARRIED 12/26

Moved and seconded that the 2025/2026 Amended Budget Bylaw be read a second time and passed.

CARRIED 13/26

Moved and seconded that the 2025/2026 Amended Budget Bylaw be read a third time, passed and approved.

CARRIED 14/26

c. 2026-2027 Projected Enrolment U D

The Board reviewed the projected 2026–2027 enrolment numbers for district schools. Projections indicate a total district enrolment of 1,420 students. The district anticipates a slight decline in enrolment, with early estimates suggesting a decrease of approximately 15 students compared to enrolment reported in September.

d. Hydro Field Update

Secretary Treasurer Guy reported that upgrades to the hydro field will begin in May. The CRD will undertake the work, which includes improving grass field drainage, adding a baseball field and installing washroom facilities.

10. COMMITTEE REPORTS

a. **Committee of the Whole** – no report

b. Education Committee B U D

The Board received the 2025 12 10 Education Meeting Summary by consensus.

c. **Finance, Audit & Facilities Committee** - no report

d. Policy Committee U D

The Board received the 2025 12 10 Policy Meeting Summary by consensus.



i. Policy 4.60 Unexpected Health Emergencies

This policy was drafted in response to Ministry requirements and was circulated for feedback on January 14, 2026. No feedback received.

Moved and seconded that the Board adopt Policy 4.60 Unexpected Health Emergencies

CARRIED 15/26

ii. Bylaw #1 Election Procedures

The Bylaw was amended to align with BCSTA suggested language and legislative requirements.

Moved and seconded that Bylaw #1 Election Procedures receive first reading and be circulated for feedback. Feedback and adoption will be considered by the Board at the April 8 meeting in public.

CARRIED 16/26

iii. Draft Policy 1.60 Role, Responsibilities and Expectations of the Superintendent of Schools.

With job description and policy resources expected from BCSTA around the role and responsibilities of Superintendents, the draft Policy will be brought to the April 22, 2026 Committee of the Whole meeting for discussion.

11. TRUSTEE REPORTS

- a. **BCPSEA** – Trustee Lucas participated in the BCPSEA Annual General Meeting held on January 29, where the 2026-2027 budget was approved, Special Resolutions were considered, and elections for the Board of Directors were conducted.
- b. **Provincial Council** – no report
- c. **Health and Safety** – Trustee Lucas reported that District Principal Dan Sparanese is conducting a comprehensive review of district health and safety procedures.
- d. **Other**

12. OTHER BUSINESS

13. QUESTION PERIOD

The Chair received questions from delegates and the public.

14. NEXT MEETING DATES

- a. Regular Board Meeting – April 6, 2026, School Board Office
- b. Finance, Audit and Facilities and Committee of the Whole Meetings – April 22, Teams



15. ADJOURNMENT

Moved to adjourn at 2:06 p.m.

CARRIED 17/26

Date: _____

Chairperson

Certified Correct:

Secretary Treasurer

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

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

Record of Proceedings of the Regular In-Camera Meeting held
at the School Board Office

2026 02 11

Present:	Chaya Katrensky	Chair
	Deborah Luporini	Vice-Chairs
	Tisha Boulter	Trustee
	Jeannine Georgeson	Trustee
	Gregory Lucas	Trustee
	Nancy Macdonald	Trustee
	Rob Pingle	Trustee
	Jill Jensen	Superintendent of Schools
	Jesse Guy	Secretary Treasurer
	Shauna Klem	Executive Assistant

The meeting was called to order at 10:30 a.m.

The agenda for the Regular Board Meeting, In-Camera session held 2026 02 11 was adopted, as amended, by consensus.

The minutes of the Regular Board Meeting, In-Camera Session held 2026 01 14 were approved as presented.

Items:

1. Restorative Practice
2. Bargaining
3. Superintendent's Contract. The Board decided to extend the Superintendent of School's employment agreement.

Rob Pingle left the meeting at 10:59 a.m.

4. Superintendent of Appeals
5. FOIPPA update

The meeting adjourned at 11:12 a.m.

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

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

Record of Proceedings of the Special In-Camera Meeting held
Via Microsoft Teams

2026 03 04

Present:	Chaya Katrensky	Chair
	Tisha Boulter	Trustee
	Jeannine Georgeson	Trustee
	Gregory Lucas	Trustee
	Jill Jensen	Superintendent of Schools
	Jesse Guy	Secretary Treasurer
	Shauna Klem	Executive Assistant
Absent:	Deborah Luporini	Vice Chair
	Nancy Macdonald	Trustee
	Rob Pingle	Trustee

The meeting was called to order at 9:01 a.m.

The agenda for the Special Board Meeting, In-Camera session held 2026 03 04 was adopted by consensus.

Items:

1. BCPSEA and BCTF MOA ratification vote. The Board approved ratification of the proposed 2025-2029 Provincial Collective Agreement between BC Public School Employers' Association and BC Teachers' Federation.

The meeting adjourned at 9:17 a.m.



BCSTA Annual General Meeting

BCSTA AGM 2026 List of Motions



2026 AGM Motions

EXTRAORDINARY MOTIONS

- E1. Restructured Policy Book – Foundational Statements
- E2. Amendment to Bylaw 12

SUBSTANTIVE MOTIONS

- 3. Review of Remuneration for Board of Directors
- 4. Create a Trades Database Between Relevant Ministries
- 5. Labour Relations Resource
- 6. Clarify the Roles of District Parent Advisory Council (DPAC) and Parent Advisory Council (PAC)
- 7. Supportive Housing Consultation
- 8. Reinstating Funding for Graduated Students Under the Age of 19 Who Are Continuing the Second Year of Their Program with School Districts
- 9. Active Transportation Safety for Schools on Provincial Rural Roads
- 10. Provincial Assessments
- 11. Inclusive Child Care for Children and Youth with Support Needs (Up to Age 18)
- 12. Emergency Anaphylaxis Preparedness in Schools
- 13. K–12 Relationship Literacy and Relational Competency Framework with Funded Implementation Supports
- 14. Education System Review and Planning
- 15. Emphasizing Arts Education for Student Success
- 16. Academic Dual Credit
- 17. Strengthening Preservice Teacher Education in Literacy, Numeracy, and Inclusive Instruction in BC
- 18. Inclusion of Ableism in the BC Expect Respect & A Safe Education (ERASE) Program
- 19. Expand Canada Student Loan Forgiveness to Include Educational Assistants
- 20. Provincial Loan Forgiveness
- 21. Early Years Education and Childcare
- 22. Dedicated Funding for School District Housing Accommodation
- 23. Teacher Resource Replacement Fund
- 24. Capital Policy Changes to Expand Before and After School Care Capacity in New School Construction and Existing Spaces
- 25. Continued Provincial Support for the Student and Family Affordability Fund
- 26. Increase in Funding-Eligible Years for English Language Learning (ELL) Students
- 27. Cessation of Public Funding for Private Schools
- 28. Sustained Funding for Inclusive, Board-Operated Childcare and Resources in the Expansion of Childcare on School Grounds
- 29. Review of Modular Plan and Costing to Meet Area Standards for Modular Additions
- 30. School-replacement Ranking Criteria
- 31. Review of the \$10 a Day Child Care Program to Ensure Equitable Access

EXTRAORDINARY MOTIONS

E1. Restructured Policy Book - Foundational Statements

Sponsor: BCSTA Board of Directors

Motion as Presented:

BE IT RESOLVED:

That the British Columbia School Trustees Association amend the Foundational Statements in the policy book with title changes and the amendments.

Foundational Statements

1 Mission

The mission of the BC School Trustees Association (BCSTA) is to enable, support and advocate for public education by promoting strong, effective locally elected Boards of Education, guided by the belief that:

A high-quality public education system is the foundation of a democratic society;
Improving student achievement is the key work of locally elected Boards of Education;
The interests of BC students are best met through local decision-making with an engaged community; and

The role of the BCSTA is to provide a strong representative voice for Boards of Education throughout the province

2 Values

The following guide the actions of BCSTA:

- Locally elected Boards of Education are the foundation of public education.
- Boards of Education carry out their responsibilities in accordance with a co-governance model as outlined in the School Act.
- Adhere and being guided by the Truth and Reconciliation Commission's Calls to Action, the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), and British Columbia's Declaration on the Rights of Indigenous Peoples Act (DRIPA).
- Represent its member boards in advocating on matters affecting public education; including relevant legislation, and provincial government decision-making on policies and practices.
- BCSTA take a non-partisan approach to advocacy and the establishment of educational policy when working with elected officials at all levels of government.

BCSTA upholds the British Columbia Human Rights Code by embodying and working to support anti-racism, diversity, equity, and inclusion in the public schools of British Columbia. BCSTA strives to:

eliminate discrimination in policies, procedures, programs, and services relating to public education;
value and respect differences amongst individuals;

ensure that factors such as ancestry, skin colour, place of residence, socio- economic or educational background, sex, gender identity or expression, physical, intellectual or cognitive disabilities, and any protected ground under the British Columbia Human Rights Code, do not determine the outcomes a person achieves; and

ensure that people of all backgrounds feel they are welcomed and valued.

To those ends, BCSTA commits to:

Educating ourselves and our members about diversity, equity, and inclusion and how they may be achieved, and about the harms that result from discrimination of any kind, including, by way of example, from racism or ableism;

Showing our commitment to diversity, equity, and inclusion through all that we do, including by demonstrating our rejection of discrimination of any kind;

Upholding the principles of the British Columbia Human Rights Code through the policies and practices of the organization;

Supporting equity through our policies, procedures, programs, and services;

Advocating for policies and practices that promote anti-racism, diversity, equity, and inclusion in the public schools of British Columbia; and

Measuring our progress in advancing diversity, equity, and inclusion by our actions against discrimination.

3 Governance

The BCSTA is committed to supporting Boards of Education in carrying out their duties under the School Act.

BCSTA believes that Boards of Education must be accountable to local communities for carrying out their duties in ways that reflect local priorities.

BCSTA affirms that an effective public education system is best achieved through a co-governance model with responsibilities shared between the province and locally elected Boards of Education. The BCSTA believes that this partnership is most effective when both the province and Boards of Education each uphold their respective roles in an environment of mutual respect, collaboration, and accountability. The BCSTA believes that Boards of Education should be granted autonomy in local decision making.

4 Public Education

BCSTA believes the government must provide a fully funded public education system with predictable, stable, sustainable funding, allocated equitably and transparently, that meets the needs and priorities of Boards of Education to provide high quality educational programs for every student.

The BCSTA acknowledges that the purpose of the public education system is to enable all learners to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy, democratic and pluralistic society.

BCSTA believes that educational programs should address academic literacy, numeracy, critical thinking and problem-solving, communication, collaboration, and creativity and innovation, as well as aesthetic, cultural, numerical, scientific and technological competencies. BCSTA supports the use of a variety of instructional strategies and pedagogical techniques to support

diverse student learners including by the adaptation of learning resources, timelines, assessments and evaluations.

BCSTA respects the cultures, traditions, and distinct histories of Indigenous peoples and promotes the participation of Indigenous peoples in all aspects of the British Columbia public education system. (Note: “Indigenous” includes status and non-status First Nations people, Métis and Inuit). BCSTA believes that the British Columbia school system should support all students of Indigenous descent.

BCSTA believes that programs delivered in the public school system of British Columbia should be monitored and evaluated regularly for the purpose of improving the quality of education. BCSTA believes that it is the responsibility of the locally elected Boards of Education to govern the effectiveness of schools, programs, and locally developed curriculum.

5 Students

The BCSTA believes that effective public education should foster critical thinking, a lifelong love of learning, creative expression, self-worth, social responsibility, respect for diversity, appreciation of the arts and cultural heritage, physical well-being, and preparation for future careers for every student.

BCSTA believes in the establishment and implementation of evidence-based methods of student assessment to support learning and to uphold Boards of Educations’ accountability for improving student achievement. BCSTA believes that provincial assessments are only one component of a comprehensive assessment practice.

BCSTA recognizes that socioeconomic status has a strong correlation with student achievement, personal well-being, and access to education services. BCSTA supports the elimination of child poverty.

BCSTA believes that student voice and input are important to inform and influence Boards of Education in effective decision-making for student learning and success.

Rationale:

The Legislative Committee reviewed the Foundational Statements to make them clearer, more focused, and easier to understand. The goal was to modernize the language, remove repetition, and ensure each statement clearly reflects BCSTA’s beliefs and commitments.

Below are a summary of the key changes and the reasons for them.

1. Mission

The Mission statement is shorter, clearer, and focused.

- The statement about BCSTA helping build effective Boards of Education through development, communications, and support services has been removed because this work is already captured at a high level in the revised Mission.
- The statement about working in a non-partisan way with elected officials and governments has been moved to the Values section. This helps keep the Mission concise while allowing the Values section to more clearly describe how BCSTA approaches its work.

Overall, these changes streamline the Mission and make it easier to understand.

2. Values

The Values section has been strengthened and clarified.

- A significant enhancement is the explicit inclusion of the Truth and Reconciliation Calls to Action, the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), and British Columbia's Declaration on the Rights of Indigenous Peoples Act (DRIPA). Embedding these commitments within our Values reinforces their importance and reflects direction provided by members through Motion 14 at the 2025 AGM.
- The previous non-partisan statements (found in both Mission and Values) have been merged into one clear statement to remove repetition.
- The Human Rights Code has been referenced to emphasize our responsibility, as elected officials, to uphold human rights within public education.
- Language throughout this section has been revised so that each statement clearly reflects a value or belief.
- The previous Stewardship Foundational Statement has been removed because responsibility for financial oversight and investment policy is already clearly set out in BCSTA's bylaws.

These updates make the Values section clearer, stronger, and more aligned with BCSTA's commitments.

3. Governance

The Governance section has been revised to improve clarity and reduce duplication.

- The opening statement now clearly references Boards of Education's responsibilities under the School Act.
- Language has been updated to better recognize the unique character and priorities of local communities.
- Repetitive statements about the relationship between Boards of Education and the provincial government have been combined into one clear statement explaining BCSTA's role in the co-governance model.
- The belief that boards should foster environments that support ongoing learning and staying current in education has been moved into this section, recognizing this as an important part of good governance.

These changes make the Governance section more concise and focused.

4. Public Education

The Public Education section has been reorganized and strengthened.

- Language now clearly emphasizes the importance of a fully funded public education system.
- Content from several previous foundational statements has been combined into a single, clearer statement that reflects support for diverse learners. This includes principles previously addressed under Multiculturalism, Special Education, and Addressing Student Differences.
- A statement related to Indigenous Education has been incorporated into this section to ensure that Indigenous education is reflected throughout the Policy Book, rather than standing alone in one section.
- The section on program evaluation has been updated to emphasize the important role of locally elected boards and locally developed curriculum.

Overall, these changes reduce repetition and reflect a more integrated approach to public education.

5. Students

The Students section has been revised to reinforce the belief that every student should be welcomed, supported, and given the opportunity to reach their potential.

- The language now explicitly uses the word “every” to ensure inclusivity across all learners.
- The statement on student assessment has been expanded to clarify that provincial assessments are one part of a broader assessment approach.
- Statements related to child poverty and student voice have been repositioned within this section to improve flow and clarity.

These updates strengthen the focus on equity, inclusion, and student well-being.

Summary

Overall, the proposed changes:

- Modernize and simplify the language
- Remove duplication
- Clarify BCSTA’s beliefs and commitments
- Strengthen alignment with truth and reconciliation
- Better integrate Indigenous education throughout the document
- Improve structure and readability

The intent is not to change BCSTA’s core beliefs, but to express them more clearly and cohesively for today’s context.

Reference(s):

[Truth and Reconciliation Commission’s Calls to Action \(TRC\)](#),

[United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#)

[British Columbia’s Declaration on the Rights of Indigenous Peoples Act \(DRIPA\)](#)

[Human Rights Code - BC Laws](#)

E2. Amendment to Bylaw 12

Sponsor: Prince Rupert

Motion as Presented:

BE IT RESOLVED:

That Bylaw 12 be amended by deleting the words “the President will appoint” and substituting “the Board of Directors will appoint.”

Rationale:

Transitioning to a Board of Directors selection process ensures transparency and strengthens governance as the perception of biased appointments will be removed. This approach reinforces the Board of Directors' responsibility of BCSTA's success by leveraging their collective knowledge of the skill set, experience, and strengths of their fellow trustees.

This amendment aligns with Bylaw 12(c). The Board of Directors may establish ad hoc committees for a specific purpose with approved terms of reference which include duration and budget and Bylaw 12(g). All committees are subject to direction from and the oversight of the Board of Directors as it is the Board of Directors' responsibility to establish ad hoc committees and are subject to direction and oversight of all committees, it would serve the membership to have the Board of Directors appoint trustees to committees that have appointments.

Reference(s):

[BCSTA Bylaws](#)

SUBSTANTIVE MOTIONS

**CATEGORY:
BCSTA**

3. Review of Remuneration for Board of Directors

Sponsor: Northern Interior Branch

Motion as Presented:

BE IT RESOLVED:

That the British Columbia School Trustees Association undertake a review of the total remuneration of its Board of Directors required to fulfill director responsibilities and report back with a range of options and associated implications.

Rationale:

The role of a BCSTA Board Director has expanded significantly in scope, complexity, and time commitment. Directors are expected to attend regular and special meetings, prepare extensively in advance, participate in committee work, and represent the organization across the province, often during regular working hours. These responsibilities require a sustained and professional level of engagement.

A review of total remuneration, including realistic time expectations, is necessary to ensure transparency and fairness, and to assess whether current compensation reflects the work reasonably required to fulfill director duties. Examining comparable provincial benchmarks—such as Crown corporations and other provincial governance bodies—provides an objective basis for this assessment.

Undertaking this review does not presume a particular outcome. Rather, it ensures that decisions about remuneration are informed, evidence-based, and aligned with good governance practices. Reporting back with a range of options and associated implications allows members to consider sustainability, accessibility of board service, and the long-term ability to attract and retain qualified trustees willing to serve at the provincial level.

The last time the Honoraria Committee, comprised of members not on the board, reviewed the Board of Director compensation was 2011. As a result, the Finance and Audit committee calculates the 5 year average of CPI when building the budget and recommend increases if applicable. No formal policy has been adopted by the membership but is acknowledged through the budget process and presented to Provincial Council annually. This undertaking could be reviewed by the Legislative Committee who are responsible for policy in accordance with BCSTA bylaws.

Reference(s):

[BCSTA 2025/2026 budget](#)

**CATEGORY:
BOARDS OF EDUCATION**

4. Create a Trades Database Between Relevant Ministries

Sponsor: Fraser Valley Branch

Motion as Presented:

BE IT RESOLVED:

That the British Columbia School Trustees Association request the Ministry of Education and Child Care, the Ministry of Post-Secondary Education and Future Skills, the Ministry of Infrastructure, the Ministry of Jobs and Economic Growth and other appropriate ministries to align reporting and enhance data collection to provide student tracking evidence and funding structures on pathways for students in public school into the workforce.

Rationale:

Trades continue to occupy primary places on provincial “jobs required” listings, as reflected on the Skilled Trades BC website and in related labour-market reporting. At the same time, climate change is placing increasing pressure on British Columbia’s infrastructure systems, heightening demand for skilled trades workers to repair, rebuild, and adapt critical infrastructure across the province, particularly in rural and remote communities.

BCSTA motions over more than a decade have identified persistent challenges related to trades education and pathways. Previous motions have called for increased investment in infrastructure and expertise to support secondary trades programs, particularly in rural and remote districts; addressed recruitment and retention barriers for qualified trades instructors; and highlighted the funding gap faced by students under 19 who graduate before completing trades programs begun in secondary school.

More recently, BCSTA motions and ministerial correspondence have highlighted limitations in provincial data systems used to track student participation and transitions into trades pathways. Current reporting does not consistently capture students enrolled in Train in Trades or dual-credit programs, nor those who transition into private or out-of-province post-secondary institutions. While administrative data are collected by multiple ministries and agencies, including SkilledTradesBC, these data are not integrated into coherent, publicly reported indicators that allow school districts, BCSTA, or government to assess participation, outcomes, or return on investment.

Reference(s):

Skilled Trades BC – Trades in Demand

Youth Work in Trades / MECC Program (Ministry of Education and Childcare)

Funding for Trades – BCSTA AGM Motion (2020), Maple Ridge–Pitt Meadows School District – Motion addressing the funding gap for students under 19 who graduate before completing trades programs, urging continuity between K–12 and post-secondary education.

Infrastructure to Support Students: The Education Pipeline – BCSTA AGM Motion (2014), Northern Interior Branch – Motion calling for government investment in infrastructure and expertise to support trades training, particularly in rural and remote districts.

Recruitment and Retention Challenges – BCSTA AGM Motion (2014), Northern Interior Branch – Motion addressing staffing, recruitment, and retention challenges impacting program delivery, including specialized instructional areas such as trades.

Trades Programming Support – BCSTA AGM Motion (2014), Sunshine Coast School District – Motion requesting increased provincial investment to sustain under-enrolled secondary trades programs.

Trades and Technology Career Preparation – BCSTA AGM Motion (2014), Thompson Okanagan Branch – Motion seeking capital and operational funding to modernize facilities and expand student access to trades and technology education.

Post-Secondary Transition Rates – BCSTA AGM Motion (2025), Maple Ridge–Pitt Meadows & Fraser Valley Branch – Motion requesting revisions to how student transition rates are measured to ensure inclusion of Train in Trades students and those attending private or out-of-province post-secondary institutions.

BCSTA correspondence to the Ministry of Advanced Education and Skills Training regarding funding continuity for secondary trades students (2021).

Ministerial response acknowledging technical and resource barriers to capturing comprehensive post-secondary transition data, including students in dual-credit, private, and out-of-province programs (2021; reaffirmed in 2025 correspondence).

5. Labour Relations Resource

Sponsor: Langley

Motion as Presented:

BE IT RESOLVED:

That the British Columbia School Trustees Association, in consultation with the British Columbia Public Sector Employers Association and unionized employee group representatives develop a resource to support Boards of Education in building respectful relationships with labour unions.

Rationale:

Respectful labour-management relationships are essential to effective school district governance and positive workplace culture.

Boards of Education would benefit from practical guidance on building constructive relationships with their unionized employee groups and understanding differences in relationships that exist between unions and senior staff vs elected officials.

BCSTA is well-positioned to develop resources that support trustees in strengthening labour relations practices.

Boards of Education have a responsibility to foster healthy, respectful labour relations. A practical learning guide would provide trustees with best practices, communication strategies, and tools for developing constructive relationships with union partners. By creating this resource in consultation with employee groups, BCSTA can help boards strengthen labour relations, improve workplace culture, and support effective governance across BC school districts.

School Districts have a variety of unions that represent different employee groups, including but not limited to: BCTF, CUPE, IBEW, IEOU, BCGEU, Boilermakers, and Teamsters. The BCSTA can explore consultations with provincial representatives to develop some best practices in building and maintaining healthy relationships. BCPSEA is the bargaining representative, and BCSTA works collaboratively with them to support the Board of Education in BC. BCPSEA will provide excellent insight into building and maintaining healthy relationships and how relationships shift between bargaining and non-bargaining time periods.

There may be a cost associated with this motion, depending on how BCSTA carries out the work.

6. Clarify the Roles of District Parent Advisory Council (DPAC) and Parent Advisory Council (PAC)

Sponsor: Vancouver

Motion as Presented:

BE IT RESOLVED:

That the British Columbia School Trustees Association advocate to the Ministry of Education and Child Care to review District Parent Advisory Council/Parent Advisory Council roles and responsibilities and create a best practices document, through engagement with British Columbia Confederation of Parent Advisory Councils and Indigenous Rights Holders, to ensure consistent and equitable parent engagement.

Rationale:

Boards of Education, DPACs and PACs play essential roles in supporting student learning and wellbeing. While the statutory duties of DPACs and PACs are outlined in the School Act, a provincial Best Practices document, developed by MECC, through engagement with BCCPAC and Indigenous Rights Holders, would provide clarity, consistency, and shared understanding. More specifically, a Best Practices document would provide:

- **Clarification of Roles and Responsibilities:** While legislation establishes the advisory roles of DPACs and PACs, there is variation across districts in how they engage with Boards of Education. This will provide clarification for Boards and parents.
- **Enhanced Student Success:** Strong, collaborative relationships between Boards and DPACs, as well as DPACs and PACs, supports deeper community understanding, and improved outcomes for students.

Reference(s):

BC School Act

[\[bccpac.bc.ca\]](http://bccpac.bc.ca)

7. Supportive Housing Consultation

Sponsor: Fraser Valley Branch *and* Abbotsford

Motion as Presented:

BE IT RESOLVED:

That the British Columbia School Trustees Association urge the Ministry of Education and Childcare to work with the Ministry of Housing to implement a process for Boards of Education to be consulted by BC Housing as a condition prior to project approval for those in close proximity to public schools.

Rationale:

Supportive housing is integral to the success of a community response to the street disorder, toxic drug supply, and unhoused populations.

Given that all the situations above occur throughout our city and are often situated next to schools, it is important for our community to respond through various agencies whether through government, nonprofits and charities, or a combination of those organizations with the care and concern necessary for those directly impacted either as users or neighbours.

Over the years consultation has been limited within a district where it concerns our schools and/or facilities. It is imperative that a consistent, caring, and compassionate consultation process be provided to all Boards of Education.

**CATEGORY:
STUDENTS**

8. Reinstating Funding for Graduated Students Under the Age of 19 Who Are Continuing the Second Year of Their Trades Training Program with School Districts

Sponsor: Vancouver

Motion as Presented:

BE IT RESOLVED:

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

Rationale:

We would like to see the Ministry of Education and Child Care reinstate funding for graduated students under the age of 19 who are continuing their trades training through school district programs. This change would remove a critical barrier and ensure that students who begin their apprenticeship journey in high school can complete it without financial hardship. A similar motion was supported at the BCSTA October 2020 Provincial Council.

Supporting youth in trades is not only a matter of educational equity, it is a strategic investment in the future of our economy. As industries across British Columbia face growing shortages of skilled workers, empowering young people to pursue trades careers is essential to maintaining a resilient and competitive workforce. The surge in student interest, particularly among underrepresented groups, reflects a broader shift toward valuing hands-on, high-demand professions. By removing financial barriers and ensuring continued support for students post-graduation, we can help build a pipeline of skilled, motivated workers who contribute meaningfully to our communities and drive economic growth across the province.

The Vancouver School Board has seen a significant and sustained increase in student interest in skilled trades pathways, including from historically underrepresented demographics. From 2019/2020 to 2024/2025, we have observed a 300% increase in students seeking information and support for dual credit pathways. Despite this growing demand and the critical need for skilled trades in our economy, students who begin trades training in Grade 12 and graduate that year are no longer eligible for Ministry of Education funding to complete their second year, even if they are still under 19 years of age.

The impact of our Career Programs is substantial. VSB students have completed over 200,000 hours of registered, paid apprenticeship work, generating over \$4 million in direct economic and educational benefit. Apprenticeship registrations have grown from 98 in 2021–2022 to 146 in 2023–2024, with many more in progress. Dual credit training registrations have also increased significantly, and our students consistently earn national recognition at Skills Canada competitions. The current funding policy limits our ability to help students complete their training and enter the workforce fully prepared.

Reference(s):

[Youth Train in Trades Program | SkilledTradesBC](#)

[Youth Work in Trades Program Guide 2025](#)

[Youth WORK in Trades](#)

9. Active Transportation Safety for Schools on Provincial Rural Roads

Sponsor: Sunshine Coast

Motion as Presented:

BE IT RESOLVED:

That the British Columbia School Trustees Association advocate to the Ministry of Transportation and Transit (MOTT) for amendments to provincial transportation policies, standards, and prioritization frameworks to establish a distinct, child-centred approach for schools located outside municipal boundaries, where MOTT is the responsible authority for road and transportation infrastructure.

Rationale:

The BC School Trustees Association's Foundational Statement on the Development of Student Potential (FS 4.2) affirms the importance of supporting the whole child, including intellectual, social, emotional, and physical development, and recognizes that this responsibility is shared by schools, families, and the broader community.

For many students in British Columbia, particularly in rural and semi-rural areas, the ability to safely walk or cycle to school is a meaningful contributor to physical well-being, independence, and overall student development. This requires enhanced prioritization of safety and active transportation infrastructure in the vicinity of schools located on provincial rural roads, as well as improved access to sidewalks, multi-use pathways, protected or separated cycling facilities, pedestrian crossings, traffic calming measures, lighting, and appropriate signage.

However, many schools located outside municipal boundaries rely on provincial roads that were not designed with pedestrian or cycling access in mind. In these contexts, responsibility for surrounding infrastructure rests with the Ministry of Transportation and Transit, and Boards of Education have limited authority to address off-site safety conditions. Current rural road standards do not consistently recognize children travelling to and from school as vulnerable road users, nor do they adequately prioritize their safety within design and investment frameworks.

Provincial policy direction, including the BC Active Transportation Strategy (*Move. Commute. Connect.*) and the BC Active Transportation Design Guide, emphasizes the importance of safe, connected active transportation networks for everyday travel, including trips to school. Despite this direction, existing standards and prioritization frameworks generally apply uniform criteria across rural and urban contexts. This approach can disadvantage schools located outside municipalities, where active transportation infrastructure is limited or absent.

This motion builds on existing BCSTA policy supporting health-promoting schools, coordinated inter-ministerial services, and equitable access to education for rural students by calling for a distinct, child-centred policy framework for transportation infrastructure near schools on provincial roads. It emphasizes the need for explicit recognition of children as vulnerable road users, improved investment in school-area safety infrastructure, and clear mechanisms for collaboration between MOTT, Boards of Education, Indigenous governments, and local communities to identify and address school access and safety concerns.

The motion seeks equitable consideration rather than preferential treatment, recognizing that children travelling to school represent a unique group whose needs are not consistently addressed through current rural road standards. By advocating collectively through BCSTA, Boards of Education can support provincial policy alignment that advances student well-being, encourages active travel, and reflects the shared responsibility identified in BCSTA's foundational

statements.

Reference(s):

- Province of British Columbia. Move. Commute. Connect. – BC Active Transportation Strategy
<https://www2.gov.bc.ca/gov/content/transportation-planning/transportation-infrastructure/active-transportation>
- Province of British Columbia. BC Active Transportation Design Guide
<https://www2.gov.bc.ca/gov/content/transportation-planning/transportation-infrastructure/active-transportation/design-guide>

10. Provincial Assessments

Sponsor: Chilliwack

Motion as Presented:

BE IT RESOLVED:

That the British Columbia School Trustees Association advocate to the Ministry of Education and Child Care to work collaboratively with school districts to improve how system-level, disaggregated student data is gathered, so that participation remains strong, equity and accountability reporting is reliable, and student well-being and educator professional autonomy are protected.

Rationale:

This motion asks the Province to improve how system-level student data is gathered so we can maintain equity and accountability while reducing conflict and unintended harm.

Boards of education across British Columbia rely on high-quality, system-level, disaggregated student data to fulfill their responsibilities for equity, accountability, and continuous improvement under the Framework for Enhancing Student Learning. Literacy and numeracy data, including that gathered through the Foundational Skills Assessment (FSA), contributes to monitoring outcomes for Indigenous students, children and youth in care, and students with disabilities and diverse abilities.

At the same time, the annual administration of the FSA continues to generate recurring tension in school communities(1). Educators and parents have expressed concerns about student stress(4), the narrowing of instructional focus, and the impact of public school rankings based on assessment data(3), despite the Ministry's position that such rankings do not accurately reflect school performance.

Advocacy on this issue has been divided. Some stakeholders have called for cancellation or replacement of the FSA(1), while others emphasize the importance of maintaining reliable, disaggregated data to uphold equity commitments and legal obligations(2). Trustees are therefore tasked with balancing transparent reporting with the responsibility to safeguard student well-being and respect the professional expertise of educators.

This motion does not question the importance of system-level, disaggregated data. Rather, it recognizes that how such data is gathered matters(6). It calls for collaborative work with the Ministry to improve the current approach so that participation remains strong, equity and accountability reporting remains reliable, and student well-being and educator professional autonomy are protected.

By focusing on improvement rather than polarization, BCSTA can help reduce recurring conflict, strengthen public trust, and ensure that data collection practices align with both our equity commitments and our duty of care to students and educators(5).

Reference(s):

1. BC Teachers' Federation – Position on FSA

- <https://www.bctf.ca/topics/services-information/research-and-education-issues/fsa>
- <https://www.bctf.ca/news-and-opportunities/news-details/2024/10/18/op-ed-there-are-better-ways-than-the-fsa>

2. First Nations Leadership Council position on FSA

- FNLC Letter to Minister of Education (Nov 18, 2021)
 - <https://bccpac.bc.ca/images/Documents/Resources/2021-11-17-FNLC-LTR-to-Whiteside-RE-FSA.PDF>
- 3. **BCSTA Media Release (2017) urging Ministry to restrict release of FSA data to prevent Fraser Institute rankings.**
 - <https://www.cbc.ca/news/canada/british-columbia/school-trustees-call-for-end-to-harmful-and-unfortunate-school-rankings-1.4351017>
- 4. **Parent and labour organizations opposing test / misuse**
 - Vancouver & District Labour Council petition (2021) opposing school rankings.
 - <https://vdlc.ca/end-fsa/>
 - DPAC statements.
 - <https://blogs.ubc.ca/newproposals/2008/12/vancouver-dpac-reiterates-support-for-parent-choice-in-fsa-testing/>
- 5. **SD33 Board Strategic Learning Session: “FSA – with Care”**
 - <https://www.sd33.bc.ca/sites/sd33.bc.ca/files/2026-01/FSA%20With%20Care%20Board%20Learning%20Session%202025.pdf>
 - <https://sd33.bc.ca/sites/sd33.bc.ca/files/2022-12/Strat%20Plan%20Connection%20Unsworth%20FSA.pdf>
- 6. **Academic Research on Standardized Testing Effects**
 - Au, W. (2007). “High-Stakes Testing and Curricular Control.” Educational Researcher.
 - https://www.researchgate.net/publication/242509493_High-Stakes_Testing_and_Curricular_Control_A_Qualitative_Metanalysis

11. Inclusive Child Care for Children and Youth with Support Needs (Up to Age 18)

Sponsor: North Vancouver

Motion as Presented:

BE IT RESOLVED:

That the British Columbia School Trustees Association request that the Ministry of Education and Child Care ensure that students up to age 18 who are eligible for Supported Child Development services are explicitly included in the provincial Child Care Strategy as it applies to school districts, so that their access needs are recognized and accommodated in the planning and delivery of child care programs.

Rationale:

Students who are eligible for Supported Child Development (SCD) services often require individualized supports, predictable environments, and staff trained to meet their developmental, communication, or behavioural needs. These needs do not begin and end with the school day. Children and youth up to age 18 who require supports during instructional hours also require appropriate supports to participate safely and meaningfully in before and afterschool child care programs. When child care programs do not plan for or resource these supports, students with higher needs are unintentionally excluded.

Inclusion, as reflected in the United Nations Convention on the Rights of Persons with Disabilities, means ensuring that children with disabilities can participate fully, equally, and meaningfully in their community, with the supports they need to do so, without segregation or barriers.

Including students who are eligible for SCD services, up to the age of 18, within the provincial Child Care Strategy:

- Promotes equity by ensuring that all children, regardless of support needs, have access to safe, inclusive child care spaces in their school community.
- Aligns with provincial commitments to inclusive education, child care, and the expansion of school-aged care under Bill 19, which formalizes school districts' responsibilities and opportunities to deliver child care on school grounds. For Bill 19 to achieve its intended outcomes, inclusion must be embedded in all aspects of implementation, not treated as an afterthought.
- Ensures consistent access across the province, recognizing that Bill 19 creates a framework in which districts will increasingly provide child care, making it vital that provincial direction includes clear expectations for supporting children with diverse needs.
- Supports families, many of whom rely on seamless, inclusive child care to maintain employment, reduce stress, and ensure stable routines for their children.
- Reduces barriers by ensuring districts have the guidance and resources necessary to collaborate with SCD professionals and staff programs appropriately.

Without explicit inclusion—especially in the context of Bill 19's expansion of district-led child care—students eligible for SCD support risk being overlooked, resulting in unequal access to programs being developed in schools.

Reference(s):

[United Nations Convention on the Rights of Persons with Disabilities](#)

12. Emergency Anaphylaxis Preparedness in Schools

Sponsor: Vancouver Island North *and* Vancouver Island Branch

Motion as Presented:

BE IT RESOLVED:

That the British Columbia School Trustees Association advocate to the Ministry of Education and Child Care and relevant health authorities to develop and fully fund a program to provide unassigned epinephrine auto-injectors for emergency use in school districts.

Rationale:

Students, staff, and visitors may experience anaphylaxis even if they have no prior diagnosis or personal epinephrine prescribed. Schools have a duty of care to provide a safe environment for all learners, staff, and members of the public.

There is a strong belief that all schools should have EpiPens accessible for emergency use, particularly given that an anaphylactic reaction can occur without warning—even in individuals with no known history.

Vancouver Island North consulted with a local medical health officer and they stated that the benefit of receiving epinephrine far outweighs any possible risk if there is a concern someone is having an anaphylactic reaction.

Common side effects of epinephrine are mild and temporary, including anxiety, shakiness, dizziness, headache, and a fast heartbeat.

Serious side effects are rare, involve people with pre-existing significant health conditions, especially heart disease and would primarily be cardiovascular events (heart attacks, stroke) or severe hypertension. Another risk is if the EpiPen is not administered in the correct site. The correct site is the middle of the outer thigh, no where else.

It is highly unlikely you would ever have someone experience an anaphylactic reaction where they were not aware of their allergy. Thus, the likelihood of ever administering epinephrine to someone who did not need it is also unlikely.

Any administration of epinephrine would also involve an immediate 911 call so there would be no likelihood of needing to repeat EpiPen doses.

We acknowledge that there is a cost associated with implementing such a measure, which is why this motion includes a request for dedicated funding. Ultimately, however, the question that compelled this motion is a simple but profound one: "What is the value of a single life compared to the cost of one or two EpiPens?"

Reference(s):

News Article -Island mother urges public access to EpiPens after son's fatal allergic reaction (<https://cheknews.ca/island-mother-urges-public-access-to-epipens-after-sons-fatal-allergic-reaction-1283578/>)

**CATEGORY:
EDUCATIONAL PROGRAMS**

13. K–12 Relationship Literacy and Relational Competency Framework with Funded Implementation Supports

Sponsor: Delta

Motion as Presented:

BE IT RESOLVED:

That the British Columbia School Trustees Association urge the Ministry of Education and Child Care, in collaboration with relevant ministries and education and health partners, to implement a sustainable provincially supported K–12 Relationship Literacy and Relational Competency Framework.

Rationale:

Student relationship challenges are increasingly affecting participation in learning, with students avoiding classes, shared spaces, or activities due to peer conflict, exclusion, coercive behaviour, and online harassment. Relationship competencies are already reflected within the curriculum; however, they are often addressed case by case, sometimes relying on individual staff initiative or external agency resources rather than a consistent developmental approach. This motion shifts that responsibility to a provincial framework providing shared expectations, training and staffing supports, and consistent implementation.

Only about two-thirds of students report usually or always feeling safe at school, indicating broader relational difficulties and disruptions to participation. Forty-two percent of youth report being in a dating relationship, and eight percent report physical dating violence, the highest rate in over two decades (McCreary Centre Society, 2023). The findings align with research linking well-being to relationship competence, suggesting that strengthening relational literacy may address underlying contributors (OECD, 2023). As family connectedness declines with age, schools become the primary setting for learning relational skills.

A provincial framework would establish age-appropriate relationship skills, including empathy, conflict navigation, communication skills, consent, boundaries, accountability, help-seeking, and recognition of coercive or unsafe behaviours. It would also provide role-specific training and shared resources so educators can respond consistently across districts, including when supporting neurodivergent learners and culturally different communication norms, while monitoring progress using existing well-being and safety measures. This complements existing provincial initiatives supporting safe and respectful learning environments (Government of British Columbia, ERASE; Safe and Supported Action Plan).

International evidence shows communication and empathy are teachable competencies best developed through universal school access (OECD, 2023). The British Columbia Labour Market Outlook underscores that interpersonal and collaborative skills will be core employment competencies in an increasingly automated economy (Government of British Columbia / WorkBC, Labour Market Outlook).

This motion connects safe schools, well-being, and career preparation into a proactive developmental approach that builds student capacity rather than responding to recurring relational challenges.

Reference(s):

McCreary Centre Society. *BC Adolescent Health Survey – The Big Picture (2023)*.

Provincial survey of 38,500 students in Grades 7–12 reporting experiences of relationships, safety, harassment, and well-being across British Columbia.

https://mcs.bc.ca/pdf/2023_bcahs_the_big_picture.pdf

OECD. *Social and Emotional Skills for Better Lives (2023)*.

International research demonstrates that communication, empathy, and social understanding are teachable competencies best developed through universal school access and linked to education and employment outcomes.

<https://www.oecd.org/education/social-emotional-skills>

Government of British Columbia. ERASE – Expect Respect and a Safe Education.

Provincial initiative supporting safe and inclusive school environments, prevention, reporting, and response to harmful behaviour.

<https://www.erase.gov.bc.ca>

Government of British Columbia. Safe and Supported: BC's Gender-Based Violence Action Plan (2023–2028).

Provincial strategy for prevention and early intervention addressing unsafe and coercive behaviours among youth and adults.

<https://www2.gov.bc.ca/gov/content/safety/public-safety/domestic-violence/gender-based-violence-action-plan>

Government of British Columbia / WorkBC. British Columbia Labour Market Outlook.

Provincial labour projections identify interpersonal, communication, and collaborative skills as core competencies in an evolving workforce.

<https://www.workbc.ca/labour-market-outlook>

Government of British Columbia. Personal and Social Core Competency – BC Curriculum.

Identifies social awareness, responsibility, and respectful interaction as foundational competencies for all students.

<https://curriculum.gov.bc.ca/competencies/personal-and-social>

14. Education System Review and Planning

Sponsor: Coast Mountains

Motion as Presented:

BE IT RESOLVED:

That the British Columbia School Trustees Association urge the Ministry of Education and Childcare, in collaboration with education partners, to undertake a comprehensive provincial review of the public education system to assess its effectiveness, efficiency, and readiness to meet the social, economic, technological, and educational needs of students now and into the future.

Rationale:

British Columbia's public education system is experiencing significant change driven by evolving social, economic, technological, and global factors. Since the last comprehensive provincial review of public education occurred several decades ago, the context in which schools operate has changed substantially.

A modern, inclusive provincial review would provide an opportunity to examine system-level priorities such as student competencies, curriculum relevance, early years integration, emerging technologies, educator preparation and support, governance structures, and the systemic conditions required to sustain high-quality public education.

This review would also provide space to consider how cultural competency, cultural safety, food security, mental health, and the social and emotional skills students need to thrive are supported across the education system.

A comprehensive review would support long-term strategic planning and help ensure that British Columbia's public education system remains responsive, equitable, and future-focused, while continuing to meet the diverse needs of students, families, and communities across the province.

Reference(s):

Watson, K. A. (2003). *A genealogical interpretation of the Putman–Weir Survey*. McMaster University.
<https://macsphere.mcmaster.ca>

Whiteley, R. F. (2017). *Educational policy-making in British Columbia in the 1970s*. University of British Columbia.
<https://ojs.library.ubc.ca>

Federation of Independent School Associations of British Columbia. (n.d.). *Statistics and resources*. <https://fisabc.ca>

Royal Commission on Education. (1988). *A legacy for learners: The report of the Royal Commission on Education* (B. M. Sullivan, Comm.). Government of British Columbia.

15. Emphasizing Arts Education for Student Success

Sponsor: Coast Mountains *and* Northern Interior Branch

Motion as Presented:

BE IT RESOLVED:

That the British Columbia School Trustees Association urge the Ministry of Education and Childcare to emphasize arts, music, drama along with Indigenous arts and culture as core components of public education, and to provide stable funding, reporting mechanisms and equitable access for all students.

Rationale:

It's critical to ensure we have holistic learning for student success. Holistic learning is an educational approach that nurtures all dimensions of a person. School districts across British Columbia experience barriers in the implementation of the Arts Education curriculum, including challenges related to staffing, facilities, funding, scheduling, and access to specialized resources.

Arts, music, and drama play a critical role in supporting student well-being, engagement, and success. Participation in these programs contributes to social development, teamwork, leadership, creativity, communication, cultural understanding, positive school culture, and improved attendance.

Despite their importance, participation and access to arts, music, and drama are not consistently reflected in provincial reporting or accountability frameworks. A coordinated provincial approach would support improved data collection, equitable access for students across the province, inclusion of Indigenous arts and culture, and identification of funding and facility requirements necessary to sustain high-quality programming.

Reference(s):

Guhn, M., Emerson, S. D., & Gouzouasis, P. (2020). A population-level analysis of associations between school music participation and academic achievement. *Journal of Educational Psychology*, 112(2), 308–328.

<https://doi.org/10.1037/edu0000376>

Council of Ontario Drama and Dance Educators. (n.d.). *The importance of arts education* [Video]. YouTube.

<https://youtu.be/ROJKCYZ8hng>

Council of Ontario Drama and Dance Educators. (n.d.). *Why arts education matters* [Video]. YouTube.

https://www.youtube.com/watch?v=VH5yzcP_0rl

Council of Ontario Drama and Dance Educators. (n.d.). *Advocacy and resources for drama and dance education*.

<https://code.on.ca>

16. Academic Dual Credit

Sponsor: Northern Interior Branch

Motion as Presented:

BE IT RESOLVED:

That the British Columbia School Trustees Association advocate to the Ministry of Education and Childcare and the Ministry of Post Secondary Education to expand and properly fund academic dual credit programs that are accessible to every student in British Columbia, including dual credit pathways for students interested in becoming certified teachers.

Rationale:

The demand for certified teachers continues to grow. Work BC lists elementary and secondary teachers as high demand occupations. Dual credit programs are a proven mechanism for workforce development by enabling secondary students to begin post-secondary course work while still enrolled in the K-12 system. Students who participate in dual credit program are able to complete post-secondary certification requirements more efficiently and are better prepared for the academic and social transition to post-secondary education.

The Dual Credit Program Expansion grant represents a positive step toward increasing post-secondary dual credit opportunities. However, the scope and pace of implementation may not fully address the scale of the teacher shortage or ensure equitable access for all students across the province. In particular, limited eligibility criteria may negatively affect student enrolment, cost effectiveness, and program viability in rural and remote communities where enrolment thresholds are already challenging.

The motion seeks to address gaps in the current initiative and to advocate for broader, more inclusive access to academic dual credit pathways that support students interested in pursuing careers in teaching.

Reference(s):

Dual Credit <https://www2.gov.bc.ca/gov/content/education-training/k-12/support/dual-credit>

Dual Credit Policy Statement <https://www2.gov.bc.ca/gov/content/education-training/k-12/support/dual-credit#dualcredit>

Work BC <https://www.workbc.ca>

17. Strengthening Preservice Teacher Education in Literacy, Numeracy, and Inclusive Instruction in BC

Sponsor: Maple Ridge-Pitt Meadows *and* Fraser Valley Branch

Motion as Presented:

BE IT RESOLVED:

That the British Columbia School Trustees Association advocate to the Ministry of Education and Child Care, the Ministry of Post-Secondary Education and Future Skills, the British Columbia Teachers Council, and all British Columbia Faculties of Education to require, in their teacher education programs, mandatory preservice coursework to include: evidence-based reading instruction; foundational, evidence-based numeracy instruction; and inclusive instructional approaches, including differentiation and Universal Design for Learning (UDL) as part of all initial teacher education programs in the province.

Rationale:

British Columbia's commitment to strong literacy, numeracy, and inclusive learning environments requires that new teachers enter the profession with a solid foundation in evidence-based instructional practices. Yet, teacher education programs across BC vary significantly in the amount, depth, and consistency of coursework in reading pedagogy, numeracy instruction, and inclusive design.

A review of programs at UBC Vancouver, UBC Okanagan, SFU, UVic, UNBC, TRU, UFV, VIU, and TWU shows that:

- Only UNBC clearly requires both literacy and numeracy coursework.
- Most programs offer related content, but it is often embedded within broader courses and not mandatory for completion.
- Requirements for coursework in differentiation or UDL are inconsistent.

These inconsistencies result in uneven teacher readiness, leaving districts responsible for extensive professional learning to ensure early-career teachers develop essential competencies.

RATIONALE

1. Literacy and numeracy are foundational. Research consistently demonstrates that explicit, systematic instruction in reading and mathematics improves outcomes for all students, especially those experiencing barriers to learning.
2. Inclusive instructional design supports diverse learners. Approaches such as UDL and differentiation are embedded in BC's curriculum and inclusive education policy, yet many new teachers report limited preparation in these areas.
3. Inconsistent preservice preparation increases district workload. Where essential competencies are not taught in teacher education, districts must provide significant professional development—diverting time and resources and contributing to uneven instructional quality.
4. Teacher preparation matters. National and international evidence shows that structured preservice preparation directly increases teacher effectiveness and student achievement.
5. Alignment with Ministry priorities. Mandating core coursework in literacy, numeracy, and inclusive instruction aligns

post-secondary teacher education with provincial goals for improved student learning and equity.

Reference(s):

- Course calendars and program requirements from BC Faculties of Education (UBC, SFU, UVic, UNBC, TRU, UFV, VIU, TWU).
- National Reading Panel (2000). Teaching Children to Read.
- Ontario Human Rights Commission (2022). Right to Read Inquiry Report.
- National Council of Teachers of Mathematics. Principles to Actions.
- Universal Design for Learning Guidelines.
- BC Ministry of Education and Child Care. Inclusive Education Policy; Literacy and Numeracy Strategies.

18. Inclusion of Ableism in the BC Expect Respect & A Safe Education (ERASE) Program

Sponsor: North Vancouver

Motion as Presented:

BE IT RESOLVED:

That the British Columbia School Trustees Association request the Ministry of Education and Child Care to formally include ableism, its definition, impacts, and prevention strategies, within the provincial Expect Respect & A Safe Education (ERASE) program, including training modules, reporting tools, and provincial guidelines, to support safe, equitable, and inclusive learning environments for students with disabilities.

Rationale:

This motion asks the Ministry of Education and Child Care to explicitly include ableism in the ERASE program. While ERASE addresses multiple forms of discrimination, the absence of specific guidance on ableism creates a gap in safety and prevention efforts for students with disabilities. Explicitly including ableism will ensure that school districts have the tools needed to recognize, respond to, and prevent this form of discrimination.

Students with both visible and invisible disabilities experience higher rates of bullying, harassment, and discrimination. Much of this harm stems from ableism, which may be unintentional or unrecognized when not explicitly named.

ERASE currently omits explicit reference to ableism - the ERASE program includes training and resources on racism, homophobia, sexism, and other forms of discrimination. Adding ableism would align ERASE with equity-informed best practices and reflect the lived experiences of many students and families.

Aligns with the Accessible British Columbia Act - explicitly embedding ableism into ERASE would strengthen alignment between K–12 safety practices and provincial accessibility legislation, supporting the broader mandate for inclusive, barrier-free public services.

Supports early identification and prevention - naming ableism helps educators recognize early signs of bias—such as assumptions about capacity, exclusionary practices, or stigmatizing language—before they escalate into more serious incidents.

Improved educator competency and confidence - many staff express uncertainty about how to identify and respond to ableism. Including it in ERASE provides clear guidance, shared language, and consistent training across the province.

Stronger reporting and accountability - ERASE's reporting tools play a key role in school safety. Adding ableism to these tools allows students and families to accurately report their experiences and fosters greater trust in the system.

Explicitly addressing ableism within the ERASE program will enhance student safety, promote equitable treatment, and ensure that provincial guidelines reflect the full diversity of student identities and experiences.

Reference(s):

- Accessible British Columbia Act - <https://www2.gov.bc.ca/gov/content/governments/about-the-bc-government/initiatives/accessibility/legislation>
- BC Ministry of Education and Child Care – ERASE Program - <https://www2.gov.bc.ca/gov/content/erases>

- Inclusive Education Policy Frameworks - https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/inclusive/inclusive_ed_policy_manual.pdf

**CATEGORY:
TEACHERS/PERSONNEL AND EMPLOYEE RELATIONS**

19. Expand Canada Student Loan Forgiveness to Include Educational Assistants

Sponsor: Northern Interior Branch

Motion as Presented:

BE IT RESOLVED:

That the British Columbia School Trustees Association advocate to the Federal Government to have National Occupational Classification 43100 Elementary and Secondary Teacher Assistants covered under the newly expanded Canada Student Loan Forgiveness Program.

Rationale:

Recently the federal Canada Student Loan Forgiveness program was expanded to include many needed occupations relevant to the public school system. Forgiveness of student loans applies to someone working in a rural area or a population centre with no more than 30,000 people living in it. Therefore, the expanded Canada Student Loan Forgiveness program applies to much of BC.

The newly listed occupations of teacher, early childhood educator, physiotherapist, psychologist and social worker represent occupations in demand in our school districts. Although personal support worker is also listed as a new area of loan forgiveness, the National Occupational Classification description for the role of personal support worker is not connected to the school system. Personal support workers typically work with the elderly or those with diverse needs in the home setting. The loan forgiveness program is tied to the definitions within the National Occupational Classification system

Educational assistants are in short supply through out the province. Work BC confirms this need. The purpose of the federal Canada Student Loan Forgiveness program is to assist with retention and recruitment in underserved areas. Adding student loan forgiveness for National Occupational Classification 43100 Elementary and Secondary Teacher assistants would be beneficial for retention and recruitment. The inclusion of this occupational area in the program is consistent with the spirit of the program.

Reference(s):

Canada Student Loan Forgiveness <https://www.canada.ca/en/services/benefits/education/student-aid/grants-loans/repay/assistance/student-loan-forgiveness.html>

WorkBC <https://www.workbc.ca>

20. Provincial Loan Forgiveness

Sponsor: Northern Interior Branch

Motion as Presented:

BE IT RESOLVED:

That British Columbia School Trustees Association advocate for provincial student loan forgiveness as a workforce recruitment and retention strategy for public education sector roles, with a focus on addressing shortages in rural and remote areas.

Rationale:

Boards of Education across British Columbia, particularly in rural and remote regions, continue to experience persistent challenges recruiting and retaining teachers and other school-connected professionals. These shortages affect program continuity, student support services, and boards' ability to meet student learning and well-being needs.

The federal government has already expanded student loan forgiveness for professionals working in underserved rural and remote communities, including teachers, early childhood educators, social workers, psychologists, and personal support workers. Eligible individuals may receive up to \$30,000 in federal loan forgiveness over five years. This approach recognizes student loan forgiveness as an effective workforce recruitment and retention tool.

The federal program applies only to the federal portion of student loans. British Columbia does not currently offer a complementary provincial program aligned with this framework. As a result, boards lack an additional policy tool that could help stabilize the education workforce in high-need communities.

Advocacy by BCSTA for provincial student loan forgiveness would support Boards of Education in addressing recruitment and retention challenges, strengthen workforce stability in rural and remote districts, and align provincial policy with an existing federal approach that supports student learning and well-being.

Reference(s):

Canada Student Loan Forgiveness

<https://www.canada.ca/en/services/benefits/education/student-aid/grants-loans/repay/assistance/student-loan-forgiveness.html>

WorkBC <https://www.workbc.ca>

**CATEGORY:
EDUCATION FINANCE**

21. Early Years Education and Childcare

Sponsor: Coast Mountains and Northern Interior Branch

Motion as Presented:

BE IT RESOLVED:

That the British Columbia School Trustees Association urge the Ministry of Education and Childcare, in collaboration with relevant provincial ministries, to develop a clear, coordinated and financially sustainable provincial framework for early learning services including childcare delivered through public school districts.

Rationale:

School districts across British Columbia are increasingly involved in delivering early years education and childcare services that support positive outcomes for children and families. However, many districts are experiencing growing financial and operational pressures due to insufficient, inconsistent, and short-term funding models.

Responsibility for early years education and childcare is currently fragmented across multiple provincial ministries. This fragmentation has resulted in unclear accountability, inequitable access for families, and challenges in sustaining programs delivered through public school districts. In addition, several initiatives rely on grant-based or time-limited funding that does not adequately reflect ongoing operational and staffing costs.

A coordinated provincial framework is necessary to provide clarity, reduce fragmentation, support equitable access across the province, and ensure sustainable funding for early years education and childcare services delivered through the public education system.

In considering this work, does the current Ministry name adequately reflect the role of early years education, or would *Ministry of Education and Early Learning* be more appropriate?

Reference(s):

Please note School Districts 52 and 54 support this motion.

References:

Human Early Learning Partnership. (n.d.). *Early childhood development and learning: Selected literature reviews.* Faculty of Medicine, University of British Columbia.

<https://help.ubc.ca>

Children First. (n.d.). *Children First: Early childhood development literature.*

<https://www.childrenfirst.ca>

Provincial Office for Early Years. (n.d.). *Early years planning framework.* Government of British Columbia.

<https://www2.gov.bc.ca>

Department of Education and Early Childhood Development. (2016). *Putting children first: Positioning early childhood for the future.* Government of New Brunswick.

<https://www2.gnb.ca>

22. Dedicated Funding for School District Housing Accommodation

Sponsor: Vancouver Island Branch *and* Southeast Kootenay

Motion as Presented:

BE IT RESOLVED:

That the British Columbia School Trustees Association urge the provincial government to establish dedicated funding programs to support the development, replacement, and maintenance of school district-owned housing accommodations in British Columbia.

Rationale:

School districts across British Columbia are facing increasing challenges in recruiting and retaining qualified educators and staff due to high housing costs, shortages of rental accommodation, and limited availability of suitable housing in many regions. These pressures are particularly acute in rural, remote, and high-cost communities, including those represented by VISTA boards.

Pacific Rim School District's Board of Education has already engaged in advocacy with the provincial government to address this concern:

- On June 11, 2025, the Board of Education of School District No. 70 (Pacific Rim) wrote to the Ministry of Infrastructure requesting that funding programs for staff housing be established to support recruitment and retention;
- On June 12, 2025, the same board wrote to BCSTA and the VISTA Branch to seek broader advocacy support on this matter;
- In response on July 4, 2025, the Ministry of Infrastructure acknowledged the concern but confirmed that no dedicated funding program currently exists, with only limited upgrade funding available under the Annual Facility Grant; and
- In a letter dated July 9, 2025, the BCSTA President confirmed the importance of this issue and encouraged member Boards to advance the matter through resolution at the AGM, highlighting opportunities for collaboration with partner organizations such as the Union of BC Municipalities (UBCM).

Given the urgency of the staffing and housing crisis and the demonstrated lack of a provincial funding mechanism, it is essential that BCSTA formally adopt this advocacy priority. Dedicated funding for staff housing will support equitable access to qualified staff across the province, ensuring that all students—regardless of where they live—benefit from stable, well-supported educators.

School districts across British Columbia are facing a growing backlog of deferred capital maintenance that cannot be sustainably addressed through the current level of Annual Facility Grant funding alone. While districts are responsibly prioritizing AFG toward essential life-cycle repairs, the scale and cost of aging infrastructure now exceed available resources, creating increased operational risk and long-term cost pressures.

Reference(s):

References

- Letter: [SD70 to Ministry of Infrastructure](#), June 11, 2025
- Letter: [SD70 to BCSTA and VISTA](#), June 12, 2025
- Response: [Ministry of Infrastructure to SD70](#), July 4, 2025
- Response: [BCSTA President to SD70](#), July 9, 2025

23. Teacher Resource Replacement Fund

Sponsor: Langley

Motion as Presented:

BE IT RESOLVED:

That the British Columbia School Trustees Association advocate to the Ministry of Education and Child Care for the creation of a provincially funded compensation program to replace or reimburse employees for personal effects and classroom resources damaged or destroyed during room clears or student crisis incidents.

Rationale:

Teachers routinely provide personal classroom resources and effects for the benefit of students.

During room clears or student crisis incidents, conducted as part of trauma-informed, safety-focused responses, these personal belongings may be damaged or destroyed.

There is currently no provincial mechanism to compensate teachers for the loss of personal property incurred while performing their professional duties.

The absence of compensation places financial burden on educators, discourages trauma-informed resource-rich environments, and undermines workplace safety and equity.

The rationale is in the motion itself, but please let me know if you would like this motion re-worked to be a shorter motion, with rationale.

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

Sponsor: Vancouver

Motion as Presented:

BE IT RESOLVED:

That the British Columbia School Trustees Association advocate to the Ministry of Education and Child Care and the Ministry of Infrastructure to provide and fully fund additional flexible spaces for childcare in all school construction projects as well as in existing schools.

Rationale:

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

25. Continued Provincial Support for the Student and Family Affordability Fund

Sponsor: New Westminster *and* Langley

Motion as Presented:

BE IT RESOLVED:

That the British Columbia School Trustees Association urges the Ministry of Education and Child Care and Province of British Columbia to permanently reinstate and fund the Student and Family Affordability Fund.

Rationale:

The Student and Family Affordability Fund was created by the Province in 2022. Funding was provided directly to school districts to help pay for student necessities, such as school supplies, school fees and class trips, additional costs associated with joining a school sports team or music program and the expansion of school meal programs.

From September 2022 until June 2025, \$80 million was distributed to school districts through the Fund. The Province did not opt to renew funding for the 2025/2026 school year.

Despite the Province's \$214 million investment in the Feeding Futures Fund - dedicated to creating and expanding school food programs - a funding gap now exists for families struggling with school-related expenses previously covered by Student and Family Affordability Fund.

In this continued challenging economic environment, school districts are unable to bear the costs of providing the necessities that help ensure all students are able to fully and equitably participate in their education. Family circumstance should not dictate the limits of a student's educational experience in our system.

It is imperative that the Ministry of Education and Childcare reinstate this funding on a permanent and sustainable basis in conjunction with the Feeding Futures Fund to allow districts to uphold their commitment to student equity and the School Act's promise to ensure the development of the individual potential of every child.

Reference(s):

New funding helps make back-to-school more affordable for families that need it most

<https://news.gov.bc.ca/releases/2022ECC0057-001290>

More funding helps B.C. families with school expenses

<https://news.gov.bc.ca/releases/2024ECC0013-000293>

26. Increase in Funding-Eligible Years for English Language Learning (ELL) Students

Sponsor: Richmond

Motion as Presented:

BE IT RESOLVED:

That the British Columbia School Trustees Association request the Ministry of Education and Childcare to remove the 5-year maximum cap for English Language Learners (ELL) students and fund them based on student needs as determined by Annual Instruction Plan (AIP).

Rationale:

ELL students are a significant student demographic in many school districts in BC. They represent over 30% of student enrolment in the Richmond School District. In 2023, there were 76,091 ELL students across the province.

According to the Ministry of Education’s K-12 Funding – English Language Learning (ELL) policy, “School-age students requiring and receiving English Language Learning (ELL) services in a public school in B.C. are eligible for ELL funding for a maximum of five years.” The ministry’s policy was last revised in 2011 and should be reviewed to meet the current and growing needs of ELL students.

There is strong academic research, led by Dr. Jim Cummins, which establishes that acquisition of academic proficiency in English requires more than five years. A longer duration of services and supports for ELL students ensures that they have a better chance of achieving academic success.

Despite that funding for eligible ELL students can only be provided for a maximum of five years, educators and school districts continue to support students with their language learning needs wherever possible. The reality of unfunded supports presents challenges to many ELL students, as learning needs would persist for them in the absence of dedicated and consistent resources, resulting in lower academic outcomes. This also presents challenges to educators who are chronically faced with increasing workload, learning complexities in classrooms, and burnout.

Reference(s):

1. Ministry of Education website (<https://news.gov.bc.ca/factsheets/education-by-the-numbers>)

2. Ministry of Education website (<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/k-12-funding-english-language-learning-ell>)
3. BICS/CALP by Amitabh Vikram Dwivedi (<https://www.ebsco.com/research-starters/languageand-linguistics/bicscalp>)

27. Cessation of Public Funding for Private Schools

Sponsor: Qualicum *and* Vancouver Island Branch

Motion as Presented:

BE IT RESOLVED:

That the British Columbia School Trustees Association advocate for the gradual cessation of public funding for independent schools, with the exception of First Nations independent schools and independent schools whose primary purpose is to support students with disabilities and diverse abilities, and for the reallocation of those funds to strengthen public education.

Rationale:

Unlike provinces such as Ontario, New Brunswick, Nova Scotia, Newfoundland- Labrador and Prince Edward Island, where private schools receive no public funding, British Columbia continues to direct nearly half a billion dollars of taxpayer money to private schools every year. Many of these are elite prep schools that also benefit from additional public subsidies through tax breaks and credits.

Public schools are under significant strain. Schools are more crowded, resources for students with special needs remain insufficient, and teachers face increasing demands with limited support. Reinvesting in and reallocating to public education and updating B.C.'s funding formula are necessary steps to ensure all students have equitable opportunities to succeed.

Phasing out public funding for private schools would free up hundreds of millions of dollars to strengthen the public system where the vast majority of B.C.'s children learn. Funding would continue for special-needs-focused private schools and First Nations independent schools, which together represent only about 5% of the current \$491 million funding envelope.

A strong, inclusive public education system is one of the best investments we can make for our children, our communities and our future.

28. Sustained Funding for Inclusive, Board-Operated Childcare and Resources in the Expansion of Childcare on School Grounds

Sponsor: Thompson Okanagan Branch *and* Vancouver Island Branch *and* Nanaimo-Ladysmith

Motion as Presented:

BE IT RESOLVED:

That BCSTA urges the Ministry of Education and Child Care to collaborate with the Ministry of Child and Family Development to prioritize sustained funding for year-round, board-operated inclusive child care services and resources for children with disabilities and diverse abilities in the expansion of child care on school grounds.

Rationale:

Affordable childcare spaces for children aged 0–5, as well as before- and after-school care up to age 12, have expanded across school districts in BC. However, funding through the Ministry of Education and Child Care has not kept pace for inclusion and accessibility needs, nor has the funding been increased or applied consistently through Supported Child Development (SCD) Program with MCFD, a program intended to ensure equitable access for children and youth with disabilities requiring 1:1 support in childcare. The following are three themes of barriers to truly inclusive child care as a core service:

1. Inequity of access to child care: With financial support, School Districts are well positioned to support a continuity of care and enable equitable availability of child care programs on school grounds for children with disabilities and diverse abilities, thus supporting Goal #1 of the BC Ministry of Education and Child Care "Where All Children Belong: B.C. Inclusive Child Care Strategy": Child care as a core service enables equity of access for all families and children.
2. Limited support for an inclusion and equity focused workforce: With financial support, School Districts can support a skilled, diverse and stable workforce and support reflective practice and capacity building, thus supporting Goal #2 of the BC Ministry of Education and Child Care "Where All Children Belong: B.C. Inclusive Child Care Strategy": The child care workforce is supported and empowered to deliver equitable, inclusive, culturally safe care.
3. Exclusion of children with disabilities/diverse abilities: With financial support, School Districts can enable full inclusion of children disabilities/diverse abilities, and strengthen the transitions between child care and school, thus supporting Goal #3 of the BC Ministry of Education and Child Care "Where All Children Belong: B.C. Inclusive Child Care Strategy": All Children Belong.

This motion aligns with BCSTA's broader advocacy goals and builds on previous motions including; equitable access and screening (AGM 2025), funding child care facility costs (AGM 2025, AGM 2024), funding for StrongStart BC (AGM 2024), and funding for capital costs (AGM 2023).

Reference(s):

[Where All Children Belong: B.C Inclusive Child Care Strategy \(June 2024\)](#)

[Mandate letter dated January 16, 2025](#)

[Early learning and childcare amendment act](#)

[Backgrounder: Bill C-35, An Act respecting early learning and child care in Canada](#)

**CATEGORY:
SCHOOL PREMISES, FACILITIES, SERVICES**

29. Review of Modular Plan and Costing to Meet Area Standards for Modular Additions

Sponsor: Maple Ridge-Pitt Meadows *and* Fraser Valley Branch

Motion as Presented:

BE IT RESOLVED:

That the British Columbia School Trustees Association request the Ministry of Infrastructure and the Ministry of Education and Child Care to complete a review of the current modular plan and costing, to ensure sufficient funding is available to apply the same area standards to modular additions with respect to both classroom and ancillary areas as is standard in new school construction;

And that the review give particular consideration to alternate learning spaces and support spaces required for diverse learners.

Rationale:

In September 2024 the Ministry of Education and Child Care announced a \$133.5 million investment of 89 new classrooms, equivalent to 2,185 new seats, to 10 school districts. Additional modular commitments have been made in a further seven school districts with a total of 7,900 new student spaces.

As the number of diverse learners continues to grow, school districts are having to find creative ways to meet their needs. Supply closets, paper rooms, hallways, stages, corners of the library and every single available space, many of which were never intended to house students or staff, are used daily in our school district for both students and staff.

The need for new schools has long since reached its tipping point. School districts do not have the money to build new schools but desperately need additional space for students. Schools in multiple districts around the province no longer have space on school grounds to add more portables. The announcement of modular units was expected to be a welcome relief, and we are optimistic that the cost will be fully funded. The funding has dictated that these modulars contain the bare minimum in terms of space, classroom and washrooms and do not address the additional needs of our students and staff. Inflation, tariffs and project delays are contributing to the additional costs school district are seeing with modular installations.

While classroom and washrooms may have been sufficient a few decades ago, we now have a much more diverse student population with many more needs. We also have a responsibility as per the Accessibility B.C. Act, which came into law September 1st, 2022. Not all children can be safe and successful in the classroom. Alternate learning spaces, sensory rooms, and spaces for support teachers, physiologist, occupational therapist and counsellors are required. Our commitment to Indigenous spaces and learning requires space. Increasing number of English Language Learner students, Strong Start and spaces for food preparation and storage for our food programs are also needed. The increase in student population these modular units create directly increases the need for more ancillary spaces.

30. School-replacement Ranking Criteria

Sponsor: Southeast Kootenay

Motion as Presented:

BE IT RESOLVED:

That the British Columbia School Trustees Association request the Ministry of Education and Child Care to revise the school replacement ranking process to expand criteria to include life-safety issues, indoor air quality, hazardous materials, accessibility barriers, learning environment and community need and provide an annually updated ranked list of schools awaiting replacement to provide transparency to districts around government replacement decisions.

Rationale:

BC has a formal Seismic Mitigation Program. However, other risks –fire safety failures, poor indoor air quality (IAQ), radon exposure, hazardous materials and inaccessible facilities—cause daily, ongoing harm and weaken community resilience.

Poor ventilation increases illness, absenteeism and learning disruption. Schools without adequate HVAC filtration or CO2 control place students and staff at risk. Radon exposure –particularly in interior, Kootenay and northern regions –is a serious long-term health hazard.

Aging electrical systems, combustible materials, outdated alarms and uncontained asbestos elevate life-safety risk. Inaccessible schools create daily exclusion and legal liability.

These are not secondary concerns –they directly affect health, safety and equity.

While seismic risk remains critical, replacement decision must also protect day-to-day health and function –not only earthquake survivability.

The Five-Year Capital Plan should require explicit scoring of:

- Seismic vulnerability
- IAQ/HVAC capability
- Accessibility
- Community function and resiliency
- Operational conditions

These factors should be transparently rated (0 – 5) and weighted to determine overall replacement priority.

Broadening the criteria ensures school replacement decisions are equitable, transparent and grounded in total life-safety –not seismic risk alone.

The purpose of this motion is to expand the ranking process for school replacement to ensure equitable decisions are made and provide transparency to districts. Criteria should:

1. Reflect more than the cost of maintenance vs. replacement cost
2. Include long-term health hazards, not just immediate ones

3. Consider deficiencies in accessibility and access to 21st century learning environments

Reference(s):

BC Ministry — Five-Year Capital Plan / capital ranking instructions (shows how capital priorities are set and where to amend scoring)

BC Government — Seismic Mitigation Program (background on the existing seismic program — shows precedent for a province-wide program and how criteria were adopted).

Fire safety guidance / school fire safety resources — National/Provincial guides on school fire safety and the National Fire Code (explains regulatory obligations and life-safety risk).

Fraser Health / local health authority IAQ guidance — practical IAQ recommendations for schools (ventilation, filtration, wildfire smoke, monitoring)

BC Building Accessibility Handbook / CSA accessibility standards (B651) — accessibility compliance as a capital criterion.

**CATEGORY:
OTHER**

31. Review of the \$10 a Day Child Care Program to Ensure Equitable Access

Sponsor: Vancouver

Motion as Presented:

BE IT RESOLVED:

That the British Columbia School Trustees Association urge the Provincial Government to complete an equity focused review of the \$10 a Day Child Care Program to prioritize availability for families most in need.

Rationale:

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

Reference(s):

[\\$10 a Day ChildCareBC Centres - Province of British Columbia](#)

[\\$10aDay Child Care Expanding in B.C. - \\$10aDay Child Care](#)

[\\$10aDay Myth vs. Facts | ECEBC](#)



Public
Education
Matters

BCSTA Annual General Meeting

April 9–11, 2026

BCSTA 2026 Annual General Meeting

Hyatt Regency, Vancouver, B.C.



British Columbia
School Trustees
Association

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

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

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



Intellectual Development

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

Literacy and Numeracy	5
Grade-to-Grade Transition	7
Graduation Assessment	8
Completion Rates	9



Human and Social Development

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

Student Satisfaction.	10
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Career Development

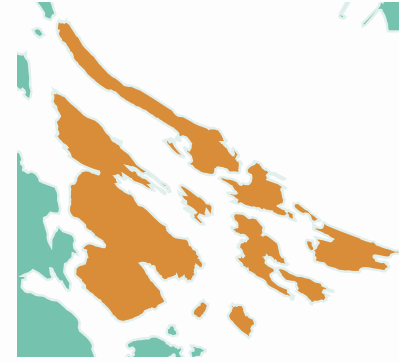
Includes preparing students to attain their career objectives and to develop effective work habits and the flexibility to deal with change in the workplace.

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

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

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

For information about this district and their plans for enhancing student learning, please refer to: <http://www.sd64.bc.ca>



Population Size

in 2024 (estimated by BC Stats)

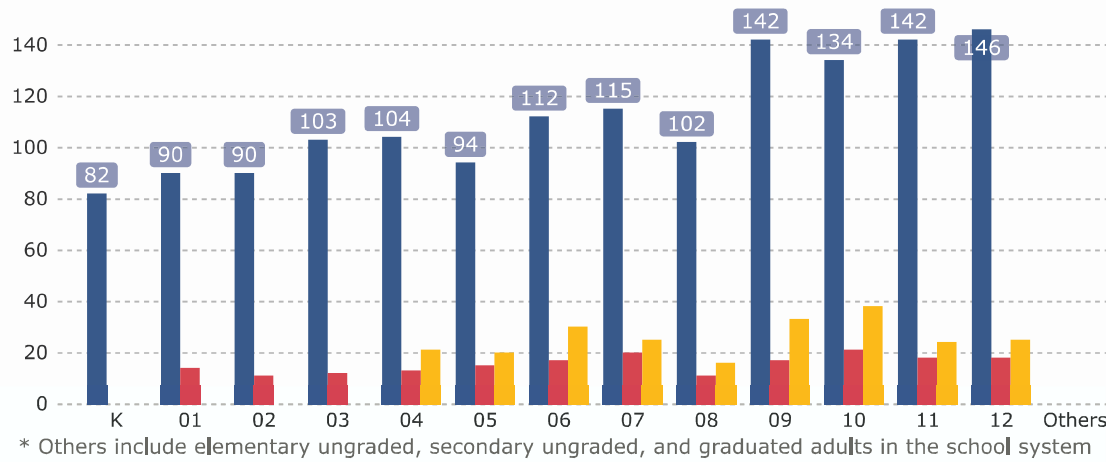
18,757

Number of Active Public Schools

10

Total Students across All Grades (2024/2025)

● All Residents ● Indigenous Students ● Students with Diverse Needs



Community Demographics

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

	Unemployment Rate	Percent of 25-64 with Post-Secondary Credentials	Percent of Lone-Parent Families	Median Family Income Economic Families	Population Density (People per sq. km of land area)
B.C. Public Schools	8.27%	42.06%	4.29%	\$113,137	3,644
Gulf Islands	5.72%	36.83%	3.77%	\$94,110	382

How to Read the Charts in This Report



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

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

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

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

Enrolment

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

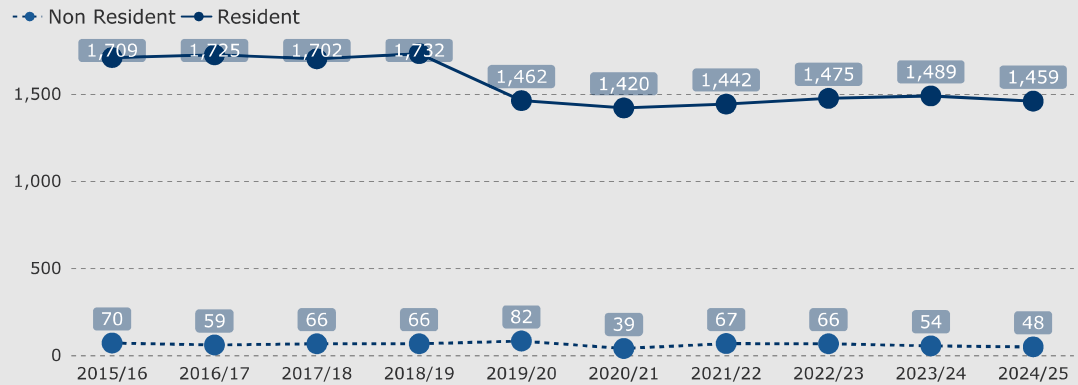
For a more complete set including additional years and subpopulations, view the open data for [Student Enrolment and FTE by Grade](#).



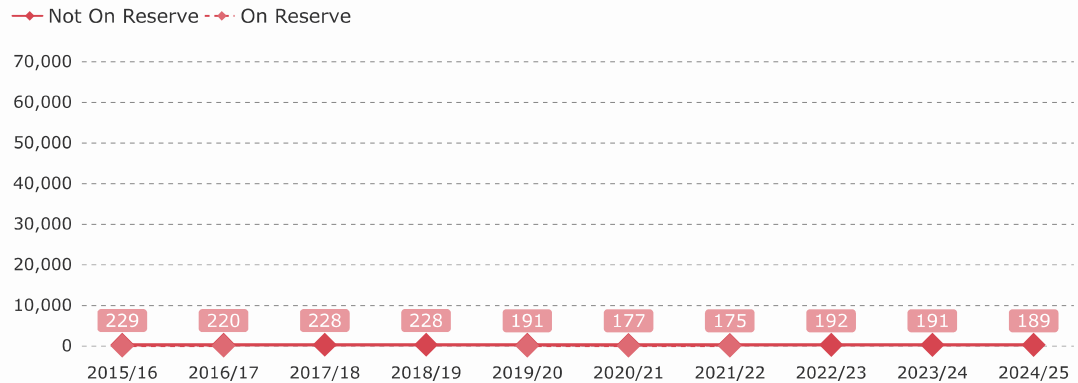
**September 2024
Total Headcount**
(All students)

1,507

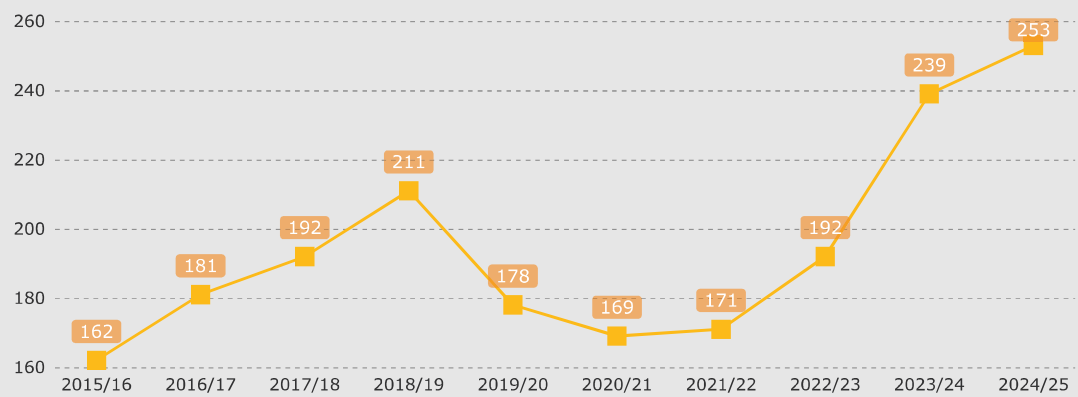
Resident and Non-Resident



Indigenous



Inclusive Education (Resident)



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

Autism Spectrum Disorder	Deaf or Hard of Hearing	Deafblind	Gifted	Intensive Behaviour Intervention /Serious Mental Illness	Learning Disability	Mild Intellectual Disability	Moderate Behaviour Support/ Mental Illness	Moderate to Profound Intellectual Disability	Physical Disability or Chronic Health Impairment	Physically Dependent	Visual Impairment
37	Msk	0	Msk	32	107	Msk	39	Msk	13	Msk	0

Enrolment Projection

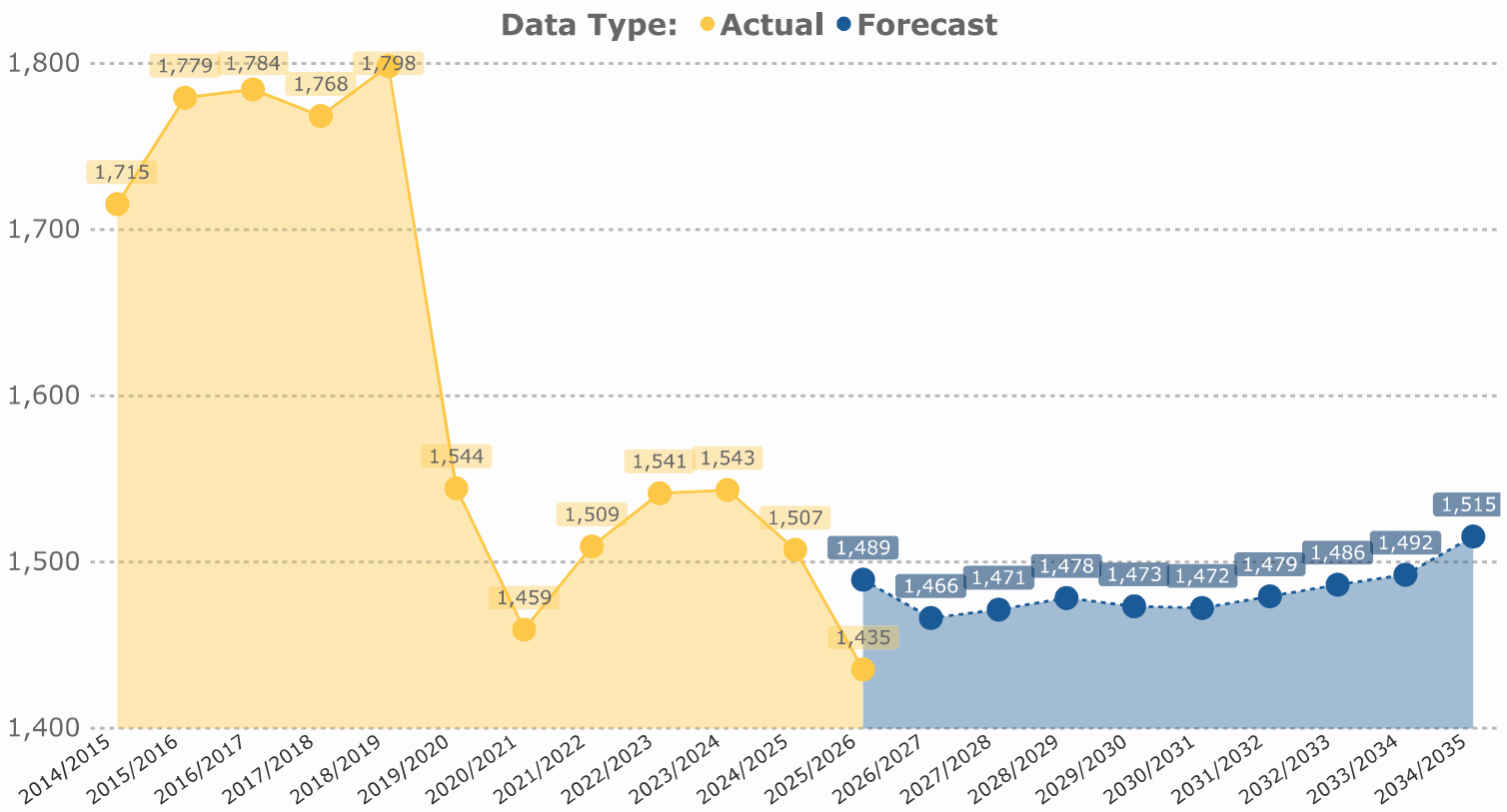
The ministry generates estimates of future enrolment growth for the province and each of the school districts, leveraging internal enrolment data and external data sources like BC Statistics and Statistics Canada. Projections for both Student Headcount and Funded FTE are produced to inform future project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



Projected 10-year change (All students)

↓ **-51**

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



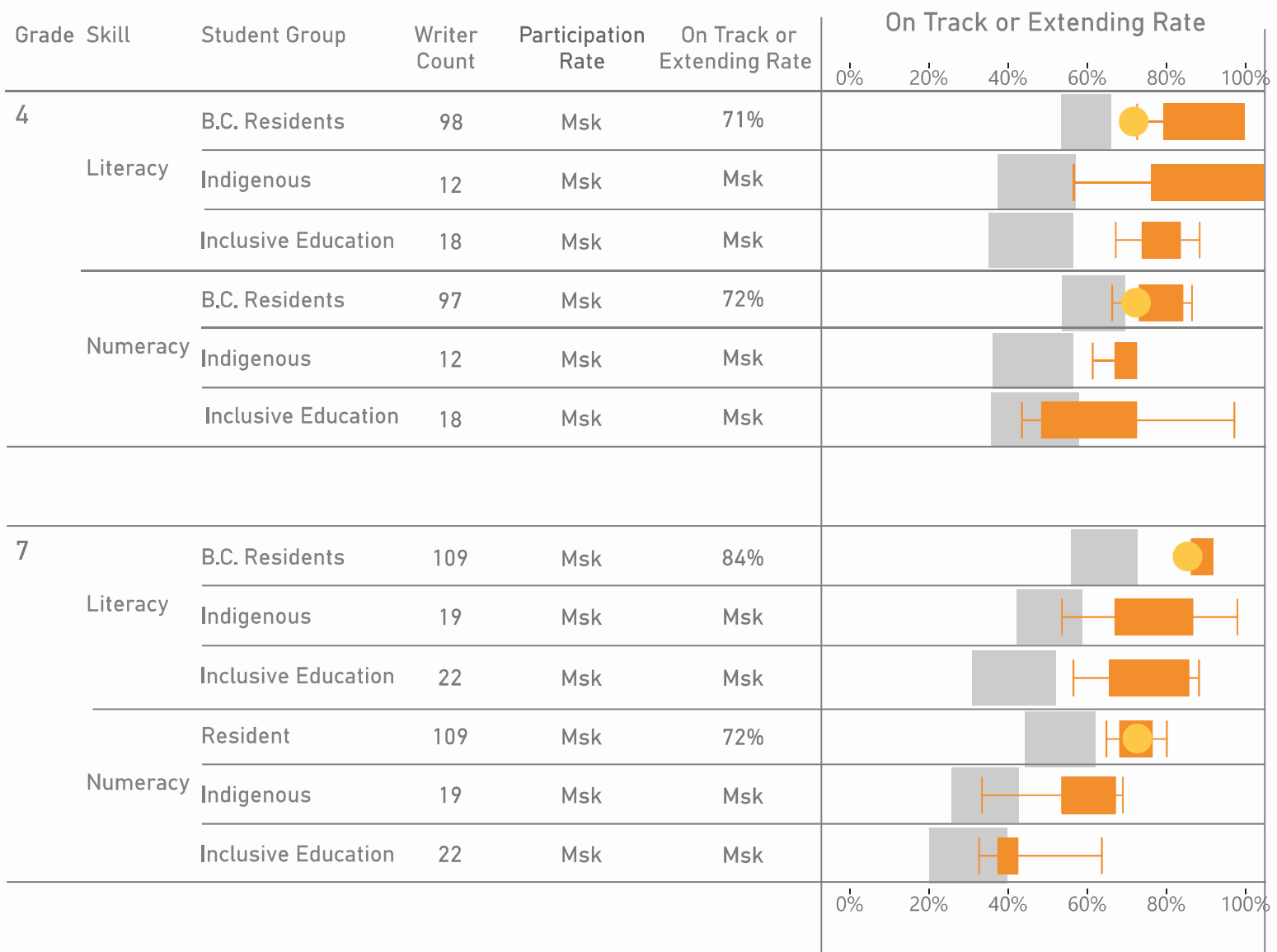
Foundation Skills Assessment

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



Literacy, and Numeracy (2024/25)

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



For more information regarding the FSA, please visit:

[BC Schools - Foundation Skills Assessment \(FSA\) - Datasets - Data Catalogue \(gov.bc.ca\)](https://www2.gov.bc.ca/gov2/education/schools/foundation-skills-assessment-fsa-datasets)

FSA Progression Over Time

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





Literacy


Proficiency Level in Grade 4 (2021/2022)	Student Count	Proficiency Level in Grade 7 (2024/2025)			
		Extending	On Track	Emerging	Not Participated
Extending	24	17%	58%	4%	21%
On Track	60	0%	72%	12%	17%
Emerging	Msk	Msk	Msk	Msk	Msk
Not Participated	Msk	Msk	Msk	Msk	Msk

Numeracy

Proficiency Level in Grade 4 (2021/2022)	Student Count	Proficiency Level in Grade 7 (2024/2025)			
		Extending	On Track	Emerging	Not Participated
Extending	12	17%	50%	8%	25%
On Track	62	5%	63%	15%	18%
Emerging	14	0%	29%	64%	7%
Not Participated	Msk	Msk	Msk	Msk	Msk

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

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

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

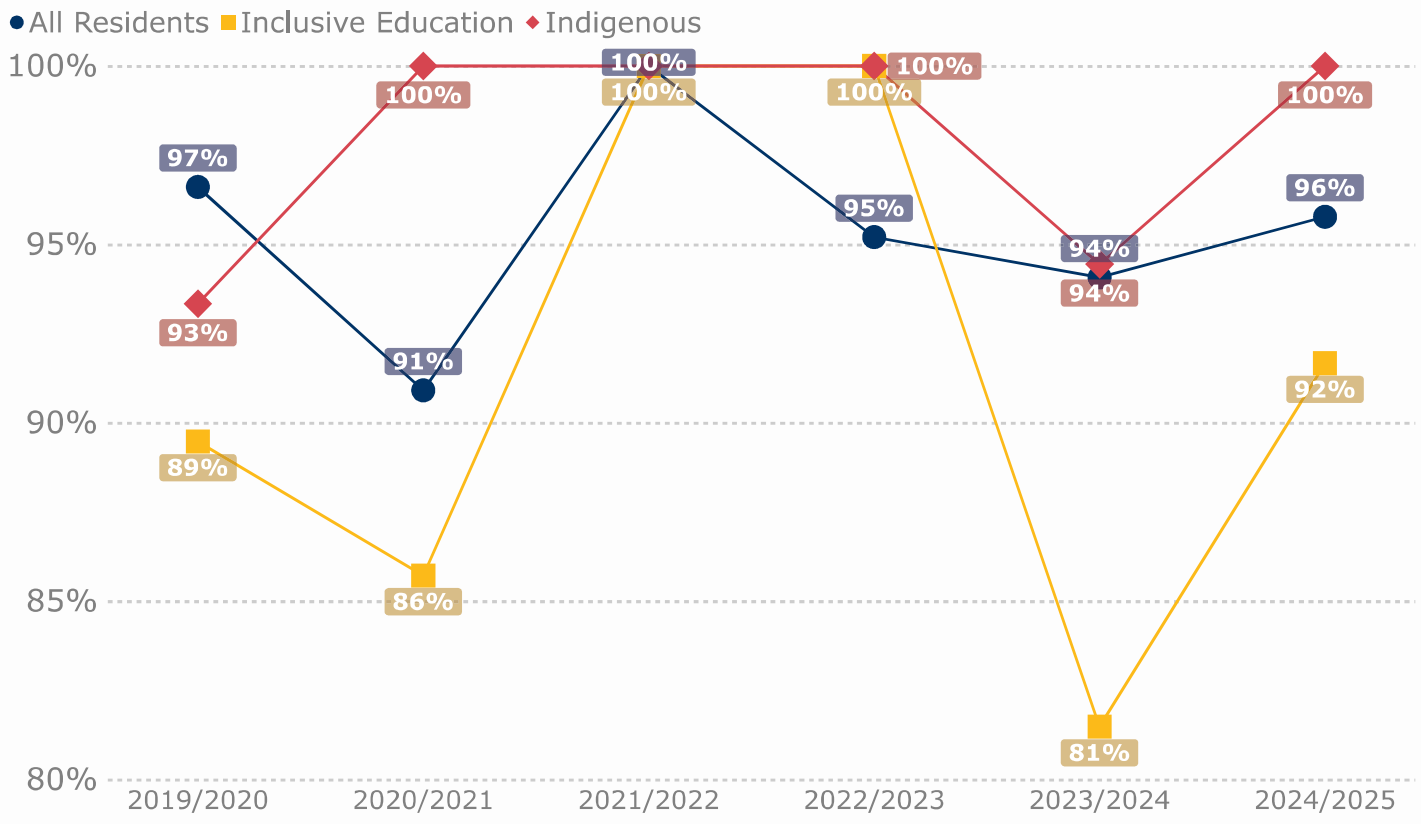
Grade-to-Grade Transition

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

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



Transition from Grade 11 to Grade 12 Over Time



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

Base Grade	KF	01	02	03	04	05	06	07	08	09	10	11
All Residents	93%	97%	97%	96%	99%	98%	98%	97%	96%	99%	96%	94%
Inclusive Education	67%	100%	67%	100%	100%	100%	100%	100%	96%	100%	95%	81%
Indigenous	100%	93%	100%	100%	100%	100%	100%	100%	93%	100%	100%	94%

Graduation Assessments (2024/25)

Provincial Assessment results are displayed for:

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



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



[Learn more about Graduation Assessments](#)

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

Assessment	Graduation Assessment Participation		Graduation Assessment Proficiency							
	Writer Count	Participation Rate	Writer Count	Proficient or Extending Rate	Percent Proficient or Extending					
					0%	20%	40%	60%	80%	100%
Literacy 10	B.C. Residents	116	87%	138	72%					
	Indigenous	17	Msk	21	48%					
	Inclusive Education	28	74%	35	49%					
Numeracy 10	B.C. Residents	121	91%	147	52%					
	Indigenous	19	Msk	22	Msk					
	Inclusive Education	33	Msk	33	42%					
Literacy 12	B.C. Residents	103	86%	113	88%					
	Indigenous	12	Msk	12	Msk					
	Inclusive Education	21	Msk	22	Msk					

Completion Rates (2024/25)

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

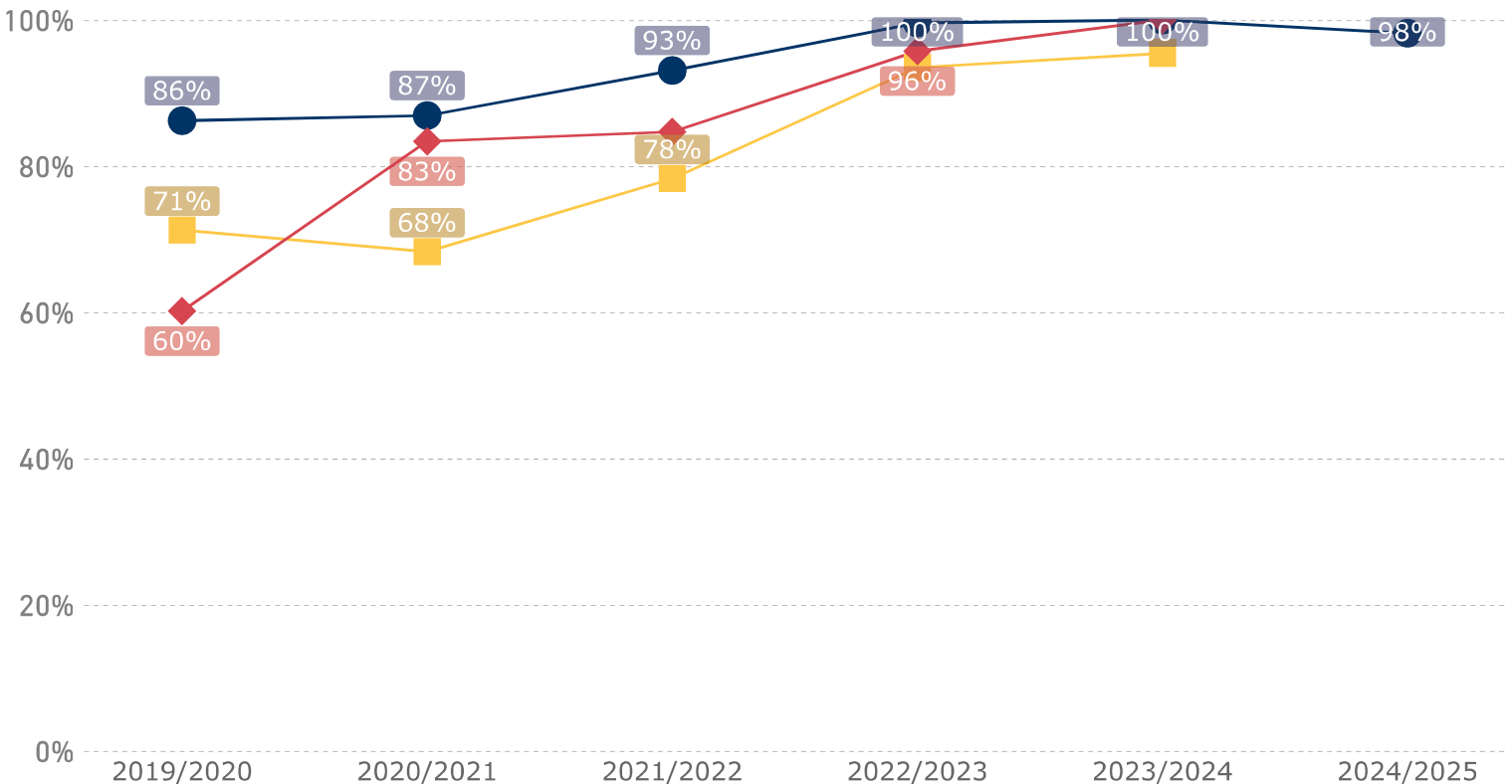


For a more complete set including additional years and subpopulations, please see open data for [Six Year Completion Rates](#).

Student Group	Total Students (2019/2020 cohort)	Completion Rate (2024/2025)	0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
B.C. Residents	150	98%	
Indigenous	12	Msk	
Inclusive Education	38	Msk	
All Students	150	98%	

Completion Rate Over Time

● B.C. Residents ■ Inclusive Education ◆ Indigenous



Student Learning Survey (2024/25)

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

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



Question	Grade Level	Student Group	Total Responses	Students Responding "Many Times" or "All of the Time"	
				0%	100%
Do you feel welcome at your school?	Elementary	All Students	172	65%	85%
		Indigenous	29	75%	90%
	Secondary	All Students	194	70%	85%
		Indigenous	15	55%	80%
Is school a place where you feel you belong?	Elementary	All Students	168	50%	75%
		Indigenous	26	35%	75%
	Secondary	All Students	193	55%	75%
		Indigenous	15	35%	70%
How many adults do you think care about you at your school?	Elementary	All Students	168	65%	85%
		Indigenous	26	55%	95%
	Secondary	All Students	193	70%	85%
		Indigenous	14	55%	90%
Do you feel safe at school? **	Elementary	All Students	185	75%	90%
	Secondary	All Students	192	80%	90%

**NOTE: THIS QUESTION IS ANONYMIZED

Post-Secondary and Career Preparation (2024/2025)

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



Question	Grade Level	Student Group	Total Responses	Students Responding "Many Times" or "All of the Time"																
				0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%						
Are you satisfied that school is preparing you for a job in the future?	Secondary	All Students	194	[Box plot showing distribution for All Students]																
		Indigenous	16	[Box plot showing distribution for Indigenous]																
Are you satisfied that school is preparing you for post-secondary education?	Secondary	All Students	195	[Box plot showing distribution for All Students]																
		Indigenous	16	[Box plot showing distribution for Indigenous]																

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

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

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

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

Grade 8 Students in 2014/2015

128

100% of Student Group

This cohort is the latest Grade 8 group with completed K-12 education, having had the opportunity to transition to a Post-Secondary Institution within 4 years of their K-12 graduation

K-12 Non-Graduates

21

16% of Original Student Group

K-12 Graduates

107

84% of Original Student Group

No Progress to B.C. Public Post-Secondary After K-12 by Fall 2024

21

100% of Non-Graduates
16% of Original Student Group

Progress to B.C. Public Post-Secondary After K-12 by Fall 2024

0

0% of Non-Graduates
0% of Original Student Group

No Progress to B.C. Public Post-Secondary After K-12 by Fall 2024

50

47% of Graduates
39% of Original Student Group

Progress to B.C. Public Post-Secondary After K-12 by Fall 2024

57

53% of Graduates
45% of Original Student Group

About this Report

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

For more data, visit DataBC Catalogue at:

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



Questions to Consider When Reviewing Results

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

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



We Value Your Feedback

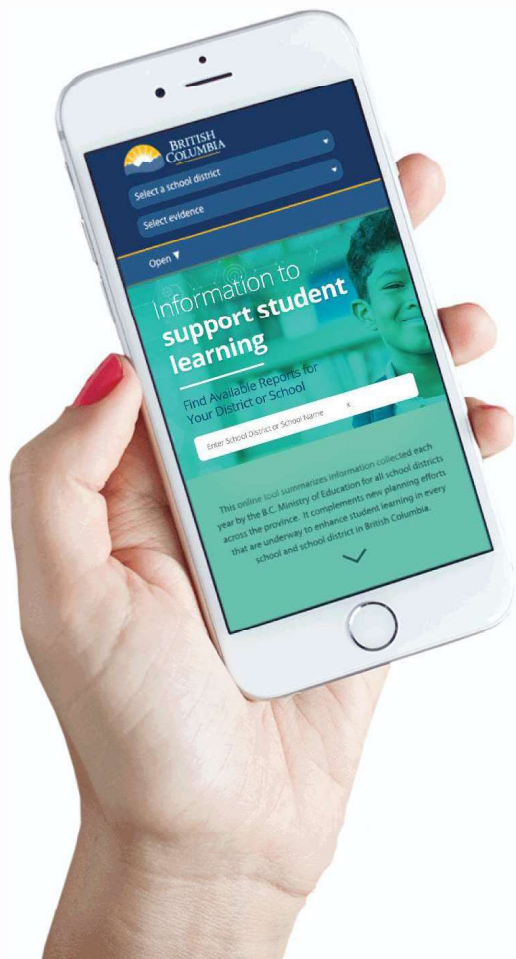
The B.C. Ministry of Education and Child Care welcomes your feedback on this new way of displaying student information. Please send any questions, comments, or suggestions for improvement to educ.systemperformance@gov.bc.ca

Throughout this report, please note:

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

Msk - Throughout this report, some numbers are "masked" to protect the privacy of potentially identifiable populations of students. For more information on the masking policy, visit:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/protection-of-personal-information-when-reporting-on-small-populations>



2026/2027 Projections District Enrolment, SD64 Gulf Islands

March 12, 2026

School	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Sept. 2025 1701 headcount	Difference
<i>Fernwood</i>	26	22	26	29	18	37	22	24						204	210	-6
<i>Fulford</i>	21	11	15	15	12	24	12	13						123	130	-7
<i>Galiano</i>	6	6	6	9	8	5	5	1						46	53	-7
<i>GISS</i>									92	105	100	133	123	553	581	-28
<i>Phoenix</i>											3	7	12	22	21	1
<i>64Go! *</i>	3	0	3	4	5	2	2	1	2	1	9.125	9.125	6.1875	47.438	37	10
<i>Mayne</i>	6	7	11	4	3	9	6	3						49	49	0
<i>Pender</i>	12	11	4	8	12	10	8	16	17	9				107	104	3
<i>SSE</i>	16	21	19	28	34	22	49	39						228	230	-2
<i>Saturna/SEEC</i>	2	0	0	1	5	1					5	5	2	21	19	2
Totals	92	78	84	98	97	110	104	97	111	115	117.13	154.13	143.19	1400.4	1434.4	-33.9

Blend of FTE and headcount projects

Expenditures	Actual July	Actual August	Actual September	Actual October	Actual November	Actual December
Monthly						
Instruction	698,329	679,222	1,543,550	1,563,176	1,469,874	1,353,974
Administration	172,259	109,170	141,861	130,237	126,930	103,530
Operations	268,449	299,370	316,959	312,785	383,201	319,777
Transportation	27,744	30,668	210,542	189,103	211,028	187,510
Total	1,166,781	1,118,430	2,212,912	2,195,301	2,191,033	1,964,791

Expenditures	Actual January	Actual February	Actual March	Actual April	Actual May	Actual June
Monthly						
Instruction	1,453,198	1,474,648	1,445,850			
Administration	137,882	132,808	132,786			
Operations	231,525	316,585	318,733			
Transportation	184,699	182,443	161,905			
Total	2,007,304	2,106,484	2,059,274	-	-	-

Expenditures	Expenditures to Date	Amended Budget Sch 2	Portion of Budget Spent	Portion of Year Complete
Annual				
Instruction	11,681,821	16,402,107	71%	73%
Administration	1,187,463	1,632,792	73%	75%
Operations	2,767,384	3,567,388	78%	75%
Transportation	1,385,642	1,980,142	70%	70%
Total	17,022,310	23,582,429	72%	73%

Under budget 0.5%

DRAFT- Each monthly report may vary from the prior month(s) due to late invoices or timing items.

**CAPITAL BYLAW NO. 2026/27-CPSD64-01
CAPITAL PLAN 2026-27**

WHEREAS in accordance with section 142 of the *School Act*, the Board of Education of School District No. 64 (*Gulf Islands*) (hereinafter called the "Board") has submitted a capital plan to the Minister of Education (hereinafter called the "Minister") and the Minister has approved the capital plan or has approved a capital plan with modifications,

NOW THEREFORE in accordance with section 143 of the *School Act*, the Board has prepared this Capital Bylaw and agrees to do the following:

- (a) Authorize the Secretary-Treasurer to execute a capital project funding agreement(s) related to the capital project(s) contemplated by the capital plan or the capital plan with modifications;
- (b) Upon ministerial approval to proceed, commence the capital project(s) and proceed diligently and use its best efforts to complete each capital project substantially as directed by the Minister;
- (c) Observe and comply with any order, regulation, or policy of the Minister as may be applicable to the Board or the capital project(s); and,
- (d) Maintain proper books of account, and other information and documents with respect to the affairs of the capital project(s), as may be prescribed by the Minister.

NOW THEREFORE the Board enacts as follows:

- 1. The Capital Bylaw of the Board for the 2026/27 Capital Plan as approved by the Minister, to include the supported capital project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent, dated *April 08, 2026*, is hereby adopted.
- 2. This Capital Bylaw may be cited as School District No. 64 (*Gulf Islands*) Capital Bylaw No. **2026/27-CPSD64-01**.

READ A FIRST TIME THE *08th* DAY OF *April 2026*;
READ A SECOND TIME THE *08th* DAY OF *April 2026*;
READ A THIRD TIME, PASSED THE *08th* DAY OF *April 2026*.

APPLY CORPORATE SEAL

Board Chair

Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original School District No. 64 (*Gulf Islands*) Capital Bylaw No. **2026/27-CPSD64-01** adopted by the Board the *08th* day of *April 2026*.

Secretary-Treasurer



March 27, 2026
Our Ref. 27125

Jill Jensen
Superintendent
Gulf Islands School District (SD64)

Email Address: jjensen@sd64.org

Dear Jill Jensen:

Thank you for your organization's Capital Plan Submission, which was provided last year to the Ministry of Infrastructure.

This letter provides:

- 1) Direction for advancing supported capital projects in your submission (Appendix A).
- 2) Important information regarding your upcoming Capital Planning submission (Appendix B).

If you have questions about the information provided, please reach out to me or the contacts provided in the attached materials.

Sincerely,

A handwritten signature in black ink, appearing to read "Bobbi Plecas".

Bobbi Plecas
Deputy Minister

pc: Jesse Guy, Secretary-Treasurer, Gulf Islands School District (SD64)

Education and Child Care Capital Branch

Appendix A: Direction for advancing supported capital projects

Capital Bylaw No.: 2026/27-CPSD64-01

Projects in Business Case Development

New Projects

There are no new projects identified at this time to proceed to business case development.

Minor Capital Projects

The table below reflects minor capital projects that are approved for funding and can proceed to procurement in the following program areas:

- School Enhancement Program (SEP)
- Food Infrastructure Program (FIP)
- Carbon Neutral Capital Program (CNCP)
- Building Envelope Program (BEP)
- Playground Equipment Program (PEP)
- Bus Acquisition Program (BUS)

Funding allocation for minor capital projects

Facility Name	Program Project Description	Amount funded by Ministry
Gulf Islands Secondary	SEP - Roofing Upgrades	\$645,000
Fulford Community Elementary	CNCP - HVAC Upgrades	\$528,000
Gulf Islands Secondary	FIP - Kitchen Equipment and Infrastructure Upgrades	\$100,000
A1640	ELECTRIC - Type C with 0 wheelchair space(s)	TBD

These projects are now to proceed to design, tender and construction and to be completed by March 31, 2027.

School bus purchase approvals will have funding amounts confirmed after school districts place their order(s) with bus vendors through the upcoming Bus Standing Offer process.

Note the Ministry will provide funding for Type A2 and Type C buses, however, will not provide funding towards new or replacement Type D buses. School districts that wish to

purchase a Type D bus may do so, however will be required to pay the difference in cost between the Type D bus and the Type C funding provided by the Ministry.

Bus funding amounts will be as identified in the Bus Standing Offer for the base cost of the chosen Type A2 or Type C bus, plus up to \$20,000 per bus in options, plus cost of wheelchair spaces (if applicable), plus cost of seat belted seats (if applicable), plus GST and PST.

The Ministry will not provide additional funding or compensation for any costs or fees associated with the Bus Standing Offer.

Please refer to the attached 2026/27 School Bus Purchasing Letter for additional details.

An Annual Programs Funding Agreement (APFA) accompanies this Letter which outlines specific Ministry and Board-related obligations associated with the approved Minor Capital projects for the 2026/27 fiscal year. Please email a signed/dated copy of the Annual Programs Funding Agreement to the Ministry at CMB@gov.bc.ca.

In accordance with Section 143 of the *School Act*, Boards of Education are required to adopt a single Capital Bylaw. A Capital Bylaw identifies the Board's acknowledgement of the approved project and its responsibility to meet capital projects scope, schedule, and budget. The template for the Capital Bylaw can be found on the Ministry's website in the [Publications and Resources](#) section. Please use the Capital Bylaw Number provided at the top of Appendix A for the supported and/or approved 2026/27 Five-Year Capital Plan projects as identified in this letter. The Capital Bylaw must be adopted by your Board and uploaded onto your School District's online MyCAPS portal in order for the Ministry to issue Certificates of Approval. A step-by-step guide of this process is attached for your reference.

Note on Public Announcements

Prior to any public announcements pertaining to any of the projects identified in this document, please have your communications staff contact the Ministry of Infrastructure's communications lead - Preet Grewal, Communications Director, Ministry of Infrastructure Government Communications and Public Engagement, at preet.grewal@gov.bc.ca.

Project Signage

Projects proceeding to construction require a BC Government '[StrongerBC' construction sign](#). Signs should be affixed once fencing is up. Please connect with your Ministry of Infrastructure contact when you are ready to begin design work on the construction sign for the project.

Terms on Management of Capital Projects

Existing terms and conditions for capital projects remain in effect. For more information and resources, please visit the [Capital Management Site](#).

Capital Procurement

Please ensure that all procurement is undertaken in accordance with the [Capital Asset Management Framework \(CAMF\)](#) for public sector bodies. Specifically, procurement must be fair, open, competitive, transparent, and must effectively manage budget and schedule risk. This includes conducting conflict of interest checks to identify any business or professional relationships between members of the capital project procurement team (and their advisors) and the proponents.

All priority investment projects require a procurement options analysis and may be audited to confirm that all procurement activities have been undertaken in accordance with CAMF.

School Site Acquisition Charge

As part of the Board's 2026/27 approved capital plan, the eligible school site requirement set out in the final resolution of the Board of Education in accordance with s. 574(5) of the *Local Government Act*, is accepted by the Ministry.

The local government may commence the collection of an applicable per dwelling unit charge from residential developers on behalf of a Board after the Board's adoption of a bylaw setting the School Site Acquisition Charges for the School District as s. 575(3) of the *Local Government Act* prescribes. The School Site Acquisition Charge may only come into effect 60 days (including weekends and holidays) after that bylaw is adopted by a Board of Education.

Please contact CMB@gov.bc.ca with any questions regarding School Site Acquisition Charges.

Appendix B: Information for Annual Five-Year Capital Planning submissions

Updated Capital Plan Instructions for the Annual Five-Year Capital Plan submission process will be available on the Ministry's [Capital Management Site](#) in early April 2026.

School districts' capital plan submission deadlines are:

- **May 15, 2026**
 - 2026/27 Child Care Capital Program (SASG)
- **May 15, 2026**
 - 2026/27 Minor Capital Programs (AFG)
- **June 30, 2026**
 - 2027/28 Major Capital Programs (SMP, EXP, REP, RDP)
- **September 29, 2026**
 - 2027/28 Minor Capital Programs (SEP, CNCP, PEP, BUS, FIP, BEP)

For school district project planning purposes, the Annual Facility Grant (AFG) Allocation Table will be available on the Ministry's website in the [K-12 Capital Planning Resources](#) section in early April 2026.

The Ministry recommends school districts discuss draft versions of their intended capital projects requests with Child Care, Minor and Major [Capital Branch Staff](#) well in advance of the submission deadlines noted above.

The staggered deadlines are intended to provide the Ministry with input required to initiate planning for the current and next budget cycle, while enabling school districts additional time and flexibility to plan over the summer.

March 13, 2026

Re: School Bus Transportation Registration – 2026–2027 School Year

Dear Parents and Guardians,

School bus transportation registration will open on April 1, 2026. If your student(s) require bus service for the upcoming school year, please complete the registration process before April 30, 2026.

Early registration is important as it allows the Transportation Department to effectively plan bus routes, determine capacity, and assign stops. Registering your student early provides the best opportunity to secure a seat on the bus and helps minimize the possibility of overcrowded buses.

Please review the following important information regarding transportation registration:

Registration Period: The bus service registration window will be open from **April 1 through April 30, 2026**. Transportation registrations are valid for one school year only, and students must be registered each year.

Late Registration: Bus registrations received after April 30, 2026 will be subject to a **\$75 late registration fee**. This fee will be waived for students who move into the district after the April registration period.

Bus Cards: Bus cards are required to ride SD64 Transportation Services. Please keep your student's current bus card, as it will be used for next year's bus service.

Registration Blackout Period: No transportation registrations will be processed from August 22 through September 25, 2026. Any registration requests received during this period will be reviewed after September 25, 2026.

Bus Eligibility: Only students who have received confirmation that they have been assigned a seat on the bus are permitted to ride. **Unregistered students are not permitted to use SD64 transportation services.**

If you have any questions regarding student transportation, please contact the Transportation Department at transportation@sd64.org.

Thank you for your cooperation.

Sincerely,

Transportation Department,
School District 64



BYLAW No. 1 TRUSTEE ELECTIONS

THIS BYLAW IS TO ESTABLISH VARIOUS PROCEDURES FOR CONDUCTING TRUSTEE ELECTIONS.

In accordance with the *School Act*, the Board of Education of School District No. 64 (Gulf Islands) wishes to establish, by bylaw, various procedures and requirements for the conduct of trustee elections.

Accordingly, the Board of Education of School District No. 64 (Gulf Islands), in an open meeting, enacts this Trustee Elections Bylaw No. 1.

1. Application

- 1.1. This bylaw applies to both general school elections and by-elections, except as otherwise indicated.

2. Trustee Electoral Areas

In School District No. 64 (Gulf Islands), trustee elections are held in the following trustee electoral areas:

Trustee Electoral Area	Number of Trustees
Area 1 Salt Spring Island	3
Area 2 Pender Island	1
Area 3 Saturna Island	1
Area 4 Mayne Island	1
Area 5 Galiano Island	1

3. Definitions within this bylaw

The terms used in this bylaw shall have the meanings assigned by the [School Act](#), the [Local Government Act](#), and the [Local Elections Campaign Financing Act](#), except as the context indicates otherwise.

- 3.1. "Board" means the Board of Education of School District No. 64 (Gulf Islands).
- 3.2. "By-election" means a trustee election to fill a vacancy on the school board in any of the circumstances described in section 36 of the *School Act*.
- 3.3. "Chief Election Officer" means the person appointed to perform the duties of chief election officer as set out in the [School Act](#), the [Local Government Act](#), and the [Local Elections Campaign Financing Act](#).



- 3.4. "General voting day" means the date on which general voting for a trustee election is to take place, whether part of the general school elections or a by-election.
- 3.5. "Minister" means Minister of Education and Child Care.
- 3.6. "School District" means the School District No. 64 (Gulf Islands).

4. Voters List

The most current available Provincial list of voters prepared under the *Election Act* is the register of resident electors, effective 52 days before general voting day for any election to which this bylaw applies.

5. Application of Local Government Bylaws

In each Electoral area, the election bylaws of the Capital Regional District apply to trustee elections, except for those sections of the bylaws determining the minimum number of nominators, the order of names on the ballot, the resolution of tie votes after judicial recount, requiring a nomination deposit, or any other matter on which the local government bylaws may not by law apply to a trustee election.

6. Nomination Deposit

No nomination deposit is required for nomination for the office of school trustee.

7. Minimum Number of Nominators

The minimum numbers of qualified nominators for a trustee candidate is two.

8. Order of Names on the Ballot

The order of names of candidates on the ballot will be alphabetically by surname.

9. Advance Voting Opportunities

- 9.1. Unless the Board is exempted from the requirement by Order of the Minister, an advance voting opportunity will be held on the tenth day before general voting day.
- 9.2. Unless the Board is exempted from the requirement for an additional advance voting opportunity by Order of the Minister, an additional advance voting opportunity will be held on the date specified in the bylaws of the Capital Regional District as they may be amended from time to time, and if no date is specified in the bylaws of the Capital Regional District, on the 3rd day before general voting day.

10. Additional Advance Voting Opportunities

The Chief Election Officer may establish dates for additional advance voting opportunities for each trustee election and may designate the voting places and the voting hours for these voting opportunities.



11. Resolution of Tie Votes After Judicial Recount

In the event of a tie vote after a judicial recount, the tie vote will be resolved by lot in accordance with the *Local Government Act*.

12. Public Access to Election Documents

12.1. The Board authorizes public access to nomination documents of the trustee candidates:

12.1.1. during the regular office hours at the Board's office from the time the nomination documents are delivered until 30 days after declaration of the election results; and

12.1.2. by internet or other electronic means during the regular office hours at the Board's head office, except that public access by the means set out in this sub-paragraph may not include the residential address of the person nominated, other than the municipality, electoral area or treaty lands in which the person is resident.

12.2. The Board will make available to the public, without charge, during the regular office hours of the Board's head office, the disclosure statements or supplementary reports required to be made available by the BC chief electoral officer on an Elections BC authorized website, other than

12.2.1. a mailing address or residential address of a significant contributor, or

12.2.2. a telephone number, mailing address, or residential address of a candidate,

until 5 years after general voting day for the election to which the trustee's disclosure statements and supplementary reports relate by providing a copy of that information for inspection.

12.3. The Board will, on request, provide a copy or other record of trustee candidates' disclosure statements and supplementary reports for as long as they are required to be available to the public under sections 12.1 or 12.2 for a fee of an administrative fee of \$10.00.

12.4. Before providing the services under sections 12.1 or 12.2 other than to a Board officer or employee acting in the course of their duties, the Board may require the person requesting the service to

12.4.1. satisfy to a Board official that any purpose for which personal information is to be used is permitted by the *Local Government Act* and section 63 of the *Local Elections Campaign Financing Act*, and

12.4.2. provide a signed statement that



- i. the individual, and
 - ii. if applicable, any individual or organization on whose behalf the first individual is accessing, inspecting or obtaining the copy or other record
- will not use the information included in the copy or other record except for a purpose permitted under the *Local Government Act* or the *Local Elections Campaign Financing Act*.

13. Public Notice Posting Places

For the purpose of trustee elections conducted by the Board, the following are designated as public notice posting places for the purposes of section 50 of the *Local Government Act*:

- 13.1. the notice board located at the main entrance to the Board’s head office; and
- 13.2. each school entry way.

14. Publication by means other than newspaper

The Board designates the following means of publication of notices required to be published pursuant to section 94.2 of the Community Charter:

- 14.1. the School District website at sd64.bc.ca; and
- 14.2. official School District Social Media.

15. Title

This bylaw may be cited as "School District No. 64 (Gulf Islands) Bylaw No.1, Trustee Elections Bylaw”.

16. Repeal

School District No. 64 Elections Procedures Bylaw No. 1, dated June 8, 2022, is repealed.

Date of First Reading: 11th day of February, 2026.

Date of Second Reading: th day of , 2026.

Date of Third Reading and Adoption: th day of , 2026.

Board Chairperson

Secretary Treasurer



Original signed December 4, 1996

Prior Revisions: May 14, 2014, June 13, 2018, June 8, 2022