

Haida Gwaii

AGENDA of the REGULAR MEETING of the Board of Education School District No. 50 (Haida Gwaii)

Location: District Administration Office and via TEAMS
Date: November 12, 2024
Time: 6:00 PM
Use TEAMS Link: Link in email – Also available on the SD50 website

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**BOARD OF EDUCATION
SCHOOL DISTRICT NO. 50 HAIDA GWAI**

<u>MEETING AGENDA ITEM # 1</u>			
Action:		Information:	X
Meeting:	Regular	Meeting Date:	November 12, 2024
Topic:	Acknowledgement of Haida Territory		
Background/Discussion:			
<p>Acknowledgment that the School District No. 50 (Haida Gwaii) Regular Board Meeting is being held on the traditional territory of the Haida Nation.</p> <p>-Murray Sinclair Recognition and Moment of Silence</p>			
Recommended Action:			
<p>Information</p>			
<p>Presented by: Chair</p>			

Murray Sinclair was a highly respected figure in Canada, known for his significant contributions to justice and reconciliation.

First Indigenous Judge in Manitoba: Sinclair was the first Indigenous judge appointed in Manitoba and only the second in Canada.

Truth and Reconciliation Commission: He served as the Chief Commissioner of the Truth and Reconciliation Commission of Canada, which documented the history and legacy of the residential school system.

Senator: Sinclair was appointed to the Canadian Senate in 2016 and served until his retirement in 2021.

Order of Canada: He was invested as a Companion of the Order of Canada in 2022 for his lifelong work in championing Indigenous rights and freedoms.

Legacy: Sinclair's work has left a lasting impact on Canada's journey towards reconciliation, and he was known for his exceptional ability to listen and treat everyone with dignity and respect.

His passing is a significant loss, but his legacy will continue to inspire future generations.

Please join us for a moment of silence.



**BOARD OF EDUCATION
SCHOOL DISTRICT NO. 50 HAIDA GWAI**

<u>MEETING AGENDA ITEM # 2</u>			
Action:		Information:	X
Meeting:	Regular	Meeting Date:	November 12, 2024
Topic:	Call to Order		
Background/Discussion:			
Call to Order			
Recommended Action:			
Chair Moraes calls the November 12, 2024 Regular Board Meeting at ____hours.			
Presented by: Chair			



**BOARD OF EDUCATION
SCHOOL DISTRICT NO. 50 HAIDA GWAI**

<u>MEETING AGENDA ITEM # 3</u>			
Action:		Information:	X
Meeting:	Regular	Meeting Date:	November 12, 2024
Topic:	Public Question Period		
Background/Discussion: Call out for questions pertaining to the agenda for the November 12, 2024 Regular Board Meeting. (10 minutes total)			
Recommended Action: Information			
Presented by: Chair			



**BOARD OF EDUCATION
SCHOOL DISTRICT NO. 50 HAIDA GWAI**

<u>MEETING AGENDA ITEM # 4</u>			
Action:		Information:	X
Meeting:	Regular	Meeting Date:	November 12, 2024
Topic:	Review of Agenda		
Background/Discussion:			
November 12, 2024 Regular Board Meeting Agenda			
Recommended Action:			
Review agenda items and amend if necessary.			
Presented by: Chair			



**BOARD OF EDUCATION
SCHOOL DISTRICT NO. 50 HAIDA GWAI**

<u>MEETING AGENDA ITEM # 5</u>			
Action:	X	Information:	
Meeting:	Regular	Meeting Date:	November 12, 2024
Topic:	Approval of minutes of prior meeting		
Background/Discussion: Regular Board Meeting Minutes, October 15, 2024.			
Recommended Action: THAT the Board of Education of School District No. 50 (Haida Gwaii) approve the October 15, 2024 Regular Board Meeting Minutes as presented.			
Presented by: Chair			

**MINUTES OF THE REGULAR BOARD MEETING HELD AT
DISTRICT ADMINISTRATION OFFICE IN DAAJING GLIDS and Via TEAMS
TUESDAY, October 15, 2024**

PRESENT WERE: Dana Moraes, Chair
Roeland Denooij, Vice-Chair
Miranda Post, Trustee
Ashley Currie, Trustee

ALSO PRESENT: Lisa Bernoties, Superintendent
Manu Madhok, Associate Superintendent (via TEAMS)
Kevin Black, Secretary-Treasurer (via TEAMS)
Misty Surtees, Executive Assistant

MISSING WAS: Wilson Brown, Trustee

MEMBERS OF THE PUBLIC: MEMBERS OF THE PUBLIC:

Steve Goffic (via TEAMS)	Jenny White (via TEAMS)
Tammy Gates	Andrew Husdon
Florine Lawrence (via TEAMS)	Mike Brin

1. ACKNOWLEDGEMENT OF HAIDA TERRITORY

Chair Moraes respectfully acknowledged that the meeting was held on the traditional territory of the Haida Nation.

2. CALL TO ORDER

Dana Moraes called the meeting to order at 1802 hours.

3. PUBLIC QUESTION PERIOD

The Board of Education of School District No. 50 (Haida Gwaii) invited members of the public to address agenda items during the Public Question Period.

No questions were received.

4. REVIEW OF AGENDA

The September 17, 2024, Regular Board Meeting Agenda and Attachment Package were reviewed and approved by Trustees.

5. APPROVAL OF MINUTES OF THE PRIOR MEETING AND RECEIPT OF RECORDS OF CLOSED MEETINGS

5.1 September 17, 2024, Regular Board Meeting Minutes

R24101501

MOTION BY: Trustee Denooij
SECONDED BY: Trustee Currie

Change noted regarding Tammy's attendance; correction made.

THAT the Board of Education of School District No. 50 (Haida Gwaii) approve the September 17, 2024, Regular Board Meeting minutes as presented.

MOTION CARRIED

5.2 October 15, 2024, In-Camera Rise and Report

R24101502

MOTION BY:
SECONDED BY:

THAT the Board of Education of School District No. 50 (Haida Gwaii) reported that property, personnel, and pupil matters were discussed at the October 15, 2024, In-Camera Meeting.

MOTION CARRIED

6. DELEGATIONS/PRESENTATIONS

No delegations.

7. CHAIR REPORT

Chair Moraes discussed the ongoing policy meetings as well as her upcoming trip to Vancouver for the Provincial Council and Indigenous Education Committee meeting next week.

Vice-Chair Denooij attended the DPAC meeting and reported positive news. He also participated in the first employee day and noted positive staff engagement. There was also a soccer play day in Port Clements which was a positive experience for all showcasing district unity and highlighted staff dedication.

Trustee Post attended Council of Haida Nation's 50th anniversary event. This was a positive atmosphere reflecting future community engagement and where our youth were honored.

8. SUPERINTENDENT REPORT

8.1 COMMUNITY WIDE Updates

Orange Shirt Day

Thank you to all our staff and students across the district for focussing on important awareness and learning toward Truth and Reconciliation on Orange Shirt Day. Across our district there were Orange Shirt marches, gatherings with community and food and other cultural events. The sea of orange on this day reminds us all that Every Child Matters and we have much work to do to reconcile this.

Elementary Sports' Day

A big shout out to the elementary sports' committee and the community volunteers for organizing a great Soccer Day across the district. We look forward to hearing about the future events!

October is Foster Family Month

The Provincial Director of Child Welfare reminded all of us that October is Foster Family Month in BC. I would like to recognize the importance of fostering caregivers and share gratitude for those families.

STRATEGIC PLAN Updates

Teaching Past the Cycle of Trauma

Thank you to Dr Erika Chang who spent the Implementation Day on September 20th leading us through research and trauma informed practices to support our students. Twenty-five of our staff members have signed up for Dr Chang's ongoing series this school year.

Compassionate Systems Learning

We will be hosting a two-day learning event, April 2nd to 4th, 2025, focussed on exploring the 'Compassionate Systems Leadership Framework.' In addition to school and district leaders, we will be extending invitations to community partners.

Literacy Support

Campbell River teacher, Christine Fraser, will be joining us from October 15th to 24th, 2024 to support our teachers in using the Fountas and Pinnell literacy assessment for students in grades 2 to 4. Teachers will be provided with TTOC coverage for the day so they can complete the assessments and spend some time looking at the results. Christine will be coming back to support further literacy planning in February and May.

Literacy Inquiry Project

We have started our yearlong inquiry project focused on writing strategies in the primary classroom with Lisa Thomas from the Provincial Outreach Program for the Early Years. Lisa will be back for another two visits this year.

Early Learning Forum

Planning has already begun for an Early Learning Forum on February 28, 2025. Thank you to Leighann Rodger for her ongoing leadership with so many early learning and literacy opportunities across our district.

Changing Possibilities for Young Learners

Changing Possibilities for Young Learners is launching on October 18, 2024. Our district will be working with Randy Cranston throughout the school year to focus on social emotional well-being in the classrooms.

Surrey Book Club

Five teachers have signed up for the literacy book clubs in partnership with the Surrey School District. Those will be getting started in November 2024.

Foundation Skills Assessments (FSA)

It's almost time for our students in grades 4 and 7 to complete the FSAs. The administration window runs from Oct 1st to Nov 8th, 2024. These assessments include literacy and numeracy skills with three different "levels" of questioning. While these assessments are not appropriate instruments to determine a summative standing of a child's literacy or numeracy performance, they are critically important snapshots in time of how each individual student and groups of students across the province are developing. These assessments are used formatively to help drive our instruction forward with more precision. Thank you to the parents for understanding the importance of your child's participation and to the teachers for administering these assessments. I am impressed by the increasing participation rates in our district over time.

SCHOOL DISTRICT MANAGEMENT Updates

1701 and 1601 Processes

The 1701 and 1601 processes are the data collection and submission processes school districts use to report student enrolment and other important information to the Ministry of Education and Child

Care. I'd like to thank all those staff involved in completing this time consuming and detailed process for our district.

FIPPA Training

Privacy training and awareness helps employees identify personal information, understand their privacy obligations, and are an important part of breach prevention. Haida Gwaii School District employees with access to student or employee personal information are required to complete FIPPA training and the final test. Thank you in advance to everyone for completing this online training by November 30th, 2024.

8.2 Enrolment Confirmation

Current enrolment at 503, potential adjustment

9. INDIGENOUS EDUCATION

9.1 Haida Education Council

First meeting scheduled for October 29th, elected officials to review new policy and create terms of reference.

10. STRATEGIC AND POLICY ISSUES

10.1 Calls to Action of the Truth and Reconciliation Commission

Article 37 of Bill 141 read by Vice-Chair Denooij

10.2 BCSTA Update

Trustee Currie will be attending Provincial Council next week.

10.3 BCPSEA Update

BCPSEA circulated their annual report, it is encouraged for all to read the report for clarity on its contents.

11. OPERATIONS

11.1 September 2024 Finance Vouchers & Trustee Expenditures

R24101503

MOTION BY: Trustee Post

SECONDED BY: Trustee Currie

THAT the Board of Education of School District No. 50 (Haida Gwaii) receive and file the September 2024 finance vouchers and trustee expenditures as presented.

MOTION CARRIED

11.2 First Quarter Operating Financial Update

Fiscal Year starts July 1st; only one month of school year (September) has passed. A comparison of the current budget with the previous year has been done.

For salary and expenditure projections, we predict that the substitute teacher expenses are under budget. Services and supplies expenditures are higher than prior year due to inflation.

11.3 Daaxiigan Sk'adaa Nee Update

Updates on playground installation, three pieces (swing set, net timer, zip line) still need to be raised. Space management for childcare center supplies also discussed.

11.4 Operations Update

Equipment installation

Equipment on site needs engineering due to installation on tsunami tower. The current status is on hold, but there is excitement to proceed.

Road Construction

Aggregate portion of the road complete. Tender for paving expected in the spring/summer. Confirmation that the road is being located; substantial completion being sought.

Childcare Development

The expected completion date is by late March or early April.

Furniture and Equipment

New furniture has been ordered; additional requests are expected. This is not a funded part of the project. Appliances have also been ordered for the kitchen which include two commercial stoves and a dishwasher.

Strong Start Room Updates

Strong Start room is being renovated; drywall, painting, and flooring are ongoing. A new heat pump has been installed and kitchen setup is in progress.

Maintenance and Operations

Construction began in September 2021, ongoing challenges with patience. Maintenance team is working on various requests and improvements.

Playground and Infrastructure

Goal to complete Port Clements Elementary's playground project by December. The risks of any delays will push the work to spring. We also have sprinkler system repairs planned for Sk'aadgaa Naay Elementary. The contractor is scheduled for end of the month.

Project Updates

Basketball hoops being installed; considering removing rooftop ones. Working with contractor for details. Recent focus has been on various activities over the past weeks.

12. CORRESPONDENCE

None

13. QUESTION PERIOD

Inquiry about outdoor basketball hoop heights.

Question about classroom space due to increasing enrollment.

15. ADJOURNMENT

Chair Moraes adjourned the October 15, 2024 Regular Board Meeting at 1848 hours.

Chair

Secretary-Treasurer



**BOARD OF EDUCATION
SCHOOL DISTRICT NO. 50 HAIDA GWAI**

<u>MEETING AGENDA ITEM # 5.2</u>			
Action:	X	Information:	
Meeting:	Regular	Meeting Date:	November 12, 2024
Topic:	In-Camera Rise and Report		
Background/Discussion:			
November 12, 2024 In-Camera Rise and Report			
Recommended Action:			
THAT the Board of Education of School District No. 50 (Haida Gwaii) reported that property, personnel, and pupil matters were discussed at the November 12, 2024 In-Camera meeting.			
Presented by: Chair			



**BOARD OF EDUCATION
SCHOOL DISTRICT NO. 50 HAIDA GWAI**

<u>MEETING AGENDA ITEM # 6</u>			
Action:		Information:	X
Meeting:	Regular	Meeting Date:	November 12, 2024
Topic:	Delegations/Presentations		
Background/Discussion:			
To be presented under Superintendent's Update			
Recommended Action:			
Presented by: Superintendent			



**BOARD OF EDUCATION
SCHOOL DISTRICT NO. 50 HAIDA GWAI**

<u>MEETING AGENDA ITEM # 7</u>			
Action:		Information:	X
Meeting:	Regular	Meeting Date:	November 12, 2024
Topic:	Chair Report		
Background/Discussion:			
Verbal Report			
Recommended Action:			
Information			
Presented by: Chair			



**BOARD OF EDUCATION
SCHOOL DISTRICT NO. 50 HAIDA GWAI**

<u>MEETING AGENDA ITEM # 8</u>			
Action:		Information:	X
Meeting:	Regular	Meeting Date:	November 12, 2024
Topic:	Superintendent's Update		
Background/Discussion:			
<ul style="list-style-type: none">-November 2024 Superintendent's Update-Safer Schools-Deavlan Bradley PowerPoint Presentation-Feeding Futures-Ian Keir Verbal Report			
Recommended Action:			
Information			
Presented by: Superintendent			



**BOARD OF EDUCATION
SCHOOL DISTRICT NO. 50 HAIDA GWAI**

<u>MEETING AGENDA ITEM # 9</u>			
Action:		Information:	X
Meeting:	Regular	Meeting Date:	November 12, 2024
Topic:	Indigenous Education Update		
Background/Discussion:			
Verbal Update			
Recommended Action:			
Information			
Presented by: Superintendent			



**BOARD OF EDUCATION
SCHOOL DISTRICT NO. 50 HAIDA GWAI**

<u>MEETING AGENDA ITEM # 10.1</u>			
Action:		Information:	X
Meeting:	Regular	Meeting Date:	November 12, 2024
Topic:	Calls to Action of the Truth and Reconciliation Commission		
Background/Discussion: Bill 41 – Declaration of Indigenous Rights: United Nations Declaration on the Rights of Indigenous Peoples Article 38 We call upon the federal, provincial, territorial, and Aboriginal governments to commit to eliminating the overrepresentation of Aboriginal youth in custody over the next decade.			
Recommended Action: Information			
Presented by: Chair			



**BOARD OF EDUCATION
SCHOOL DISTRICT NO. 50 HAIDA GWAI**

<u>MEETING AGENDA ITEM # 10.2</u>			
Action:		Information:	X
Meeting:	Regular Board	Meeting Date:	November 12, 2024
Topic:	BCSTA Update		
Background/Discussion: <div style="text-align: center; padding-top: 10px;">BCSTA November 2024 Update</div>			
Recommended Action: <div style="text-align: center; padding-top: 10px;">Information</div>			
Presented by: Trustee Currie			

October 2024

PROVINCIAL COUNCIL SYNOPSIS



BCSTA Provincial Council

Saturday, October 26, 2024

Start time: 8:45 am

Location: SFU Wosk Centre for Dialogue, Vancouver

1. **Adoption of Provincial Council Rules of Order** Motion
2. **Oral Report by Legislative Committee on Review of Motions**
3. **Adoption of Proposed Agenda** Motion
4. **Approval of Minutes from April 19, 2024 Meeting** Motion
5. **Oral Reports**
 - 5.1 Chief Executive Officer's Report Motion
 - 5.2 President's Report Motion
 - 5.3 CSBA Report Motion
 - 5.4 BCSTA Standing Committee Reports: Motion
 - 5.4.1 Professional Learning Committee
 - 5.4.2 Indigenous Education Committee
6. **Written Reports** Motion
 - 6.1 Minutes of the meetings of the Board of Directors held on March 14, 2024, April 18, 2024, May 23, 2024, June 20, 2024, and August 22, 2024.
 - 6.2 Minutes of the meeting of the Professional Learning Committee held on April 21, 2024 and June 13, 2024.
 - 6.3 Minutes of the meeting of the Indigenous Education Committee held on February 8, 2024.
 - 6.4 Minutes of the meetings of the Finance and Audit Committee held on February 13, 2024, April 19, 2024 and June 11, 2024.
 - 6.5 Minutes of the meetings of the Legislative Committee held on February 16-17, 2024, March 6, 2024, April 19, 2024 and May 28, 2024.
7. **Motion Tracking Database Updates** Motion
 - 7.1 Provincial Council Resolution Tracking
 - 7.2 Annual General Meeting Resolution Tracking
8. **Action / Discussion Items**
 - 8.1 2023/2024 BCSTA Audited Financial Statements Motion
 - 8.2 Grant status report as of June 30, 2024 Motion
 - 8.3 BCSTA 2025/2026 budget planning Discussion
 - 8.4 Thompson Okanagan Branch Constitution and Bylaws Motion
9. **New Business**
 - 9.1 2024 AGM Motion 9 Report - *Non-voting Student Delegates at BCSTA's Annual General Meeting* Discussion

10. Motions to Provincial Council

None were approved by the Legislative Committee

11. Late Motions

*To be determined by the Board of Directors on October 25, 2024 at Board meeting
(Refer to [BCSTA Bylaw 7I](#))*

12. Adjournment

Motion

CEO'S REPORT

Report to BCSTA Members at Provincial Council

Thank you, Carolyn,
Hello. Bonjour, Trustees

I am delighted to be here with you today to deliver my final Provincial Council report as your CEO. It has been a wonderful experience leading this organization, and I am grateful for the years I have had with you all. I hope I leave you with a sense of possibility and excitement with the momentum we have created together.

It's important to recognize that our organization is on the brink of significant change as we prepare for the upcoming leadership transition. This transition is not just a change in personnel, but a pivotal milestone in our journey. I am confident that Trevor, with his extensive experience, will be a strong leader for BCSTA, building on the momentum we've created and continuing the tremendous work done at BCSTA on your behalf. I am excited to have him take on the role as your CEO.

Today, I want to shine a light on the momentum that we have created over the past few years. As an organization, we have made significant changes to serve you better. Some changes have been highly visible, while others have been quieter but equally crucial.

Building momentum inevitably involves change, and at the heart of our momentum as an organization is BCSTA's renewed focus on three key areas: service, accountability, and relationships.

At its heart, BCSTA is a service organization. We exist because of you, our member boards of education, and we do our work on your behalf.

To ensure we stay true to this, we have created an internal culture of service within BCSTA.

This culture of service shows up in action with our enhanced resource development and board support. We ensure that our help is relevant, responsive and timely. However, this work is not only reactive, as evidenced by the tremendous strides we have made in advocacy, especially for this past provincial election when, on your behalf, we created a strong advocacy plan to promote your three key areas of concern, resourced this with appropriate funding and hired a new communications team that has driven the plan's success. An essential part of this plan has been our reporting back to you. Our *Updates*, *News Flashes*, *News Releases*, *Weekly Updates*, and website changes have all been methods we have used with increased frequency to be accountable to you.

Accountability builds trust, which, in turn, drives effectiveness. This has been the tenet I have approached our work with over my tenure. Throughout the last few years, we have intentionally moved to be more accountable to you. Implementing improved tracking of AGM motions and reporting on progress has solidified our voice in the education advocacy space. Adding staff reports to the Board of Directors with action items connected to AGM motions publicly details the progress of our advocacy. Additionally, reporting on our media relations, advocacy, resources and events keeps you informed and active and builds trust in our work. This trust in our work has solidified BCSTA as the authority on education leadership in the province. It has further validated BCSTA, strengthening inter-agency, intra-agency, and external relationships, which serve our organization well.



October 2024

CEO'S REPORT

Report to BCSTA Members at Provincial Council

Carolyn said in her opening remarks yesterday that our work is about relationships. At the BCSTA, that work starts at the top, with the President and CEO as a unified team, working together towards the same goals for the BCSTA. As a team, we are active around BC, attending board of education meetings, listening to trustees across our province, and creating meaningful changes due to those discussions. A discussion like this led to the creation of the Rural and Remote Network. External and partner relationships are critical to our success, and we have significantly improved our relationship with our key partner, the Ministry of Education and Child Care, and formed new and lasting partnerships with other educational organizations. Additionally, we have reconfigured our communications department, creating room for a position specifically dedicated to community and partner relations.

We have driven tremendous change over the last number of years, but far from being a retrospective of things gone by, I look towards the future to the momentum created by this work continuing to serve you, our members, through the BCSTA. Thank you for allowing me the opportunity to serve you and to make BCSTA a driving force for change in the K-12 education system in BC.

Thank you, Merci.

PRESIDENT'S REPORT

Report to BCSTA Members at Provincial Council

Hello. Bonjour, Trustees

Thank you again for coming to the Provincial Council with us. I am happy to present my President's report.

This is an exciting time at the BCSTA. We are on the cusp of a significant organizational transition, led by a change in our leadership, with Trevor Davies joining us as the incoming CEO and Suzanne winding down her tenure as our current CEO. This transition allows us to seize on the momentum that Suz was talking about earlier, harness the power of the work we have done over the last number of years, and approach the future through a new leadership lens.

I want to recognize the tremendous strides that BCSTA has made under Suz's leadership. The organization has transformed, found its roots, refocused, and is stronger and more respected than ever. The transition during her tenure has increased the organization's efficacy, benefiting our membership, our partners, and our communities. Her focus and passion for teaching and learning has helped us all improve our understanding of the complexities of the education system and remain focused on improving student outcomes and celebrating student successes. As a Board, we are committed to continuing this journey and supporting Trevor's transition into leadership of the BCSTA.

As we conducted our CEO search, we were excited to get to know Trevor and to see that he held a different but complementary skill set to that which Suz has brought to the BCSTA over the past three years. Trevor's extensive experience representing members across multiple sectors, including K-12, post-secondary, municipalities, and community social services, is a valuable asset. His connections and ability to work

with all levels of government add to the strength of his knowledge, which will ensure a strong relationship with all partners. This diverse experience will be invaluable in supporting BCSTA, member boards and advocacy efforts, providing a solid foundation for the BCSTA's future under his leadership.

This theme of seeking complementary skills is evident in the recent transition in our communications department. Over the last few months, we have transformed and reconfigured the department to serve you better. We hired Monique Atwal and Mike Russell to join Charlotte Ficek. Monique and Mike have brought fresh perspectives to the communications department. You have likely seen the evidence of this in the increased effectiveness of our advocacy and media relations and how we report that back to you. At two months in, we're excited to see how the communications department continues to connect with the community and our partners.

As we look to our partners, we see that transitions will likely be on the horizon for our partners in the Ministry and, by extension, our work in the education and childcare sector. This past election has re-drawn the political landscape across our province. The BCSTA has been and will continue to be a non-political organization, and we stand behind our fundamental belief that education must be equitable, safe and inclusive for all students. Above all else, this is what our work as trustees must support. Over the coming weeks and months, we may see updates to policies or direction from the Ministry as new leadership comes on board and staff move or change. We have met and planned for this upcoming change and the BCSTA's advocacy role during this time. Regardless of the outcome, we are excited to work with our key partners in the Ministry on your behalf to continue to advocate for the priorities you identify.

PRESIDENT'S REPORT

Report to BCSTA Members at Provincial Council

Some of your priorities will also appear in the upcoming bargaining cycle. With both provincial and local bargaining on the table in the coming year, we are confident that individual boards and the BCSTA will be busy advocating and active in bargaining, ensuring a positive outcome for our members.

These organizational and sector transitions provide an immense opportunity for individual boards and the BCSTA to continue the profound work that has set us on a powerful trajectory. While these organizational and sector transitions are profound, a personal transition is also on the horizon for me.

Leading the BCSTA as the president has been an immense honour. The critical work and momentum from the last few years has been truly astounding, and I'm so proud to have been a part of it. However, I have decided not to run for president again in the next election. There is strong leadership all around us.

One look no further than around this room or our board of directors table to see that whichever direction the board chooses, we'll be in good hands. The election is several months away and my focus will continue to be on carrying our momentum towards that next transition. I'll also work closely with Suzanne and Trevor to help with the leadership transition.

Transitions are inevitable in any organization; in fact, one could say that organizations are always in a state of transition. At the BCSTA, we approach these transitions intentionally, ensuring that service to our members is always the priority and that we set ourselves and our members and the students and staff we serve, up for success.

Thank you, Merci.

CSBA REPORT

News and Updates on the Canadian School Boards Association

Hello. Bonjour, Trustees

I'm pleased to report on the Canadian School Boards Association meeting on behalf of the BCSTA.

On [October 1st to 3rd], Suzanne and I were in Ottawa for the CSBA board meeting and advocacy on Parliament Hill joining our counterparts from around the country.

Tuesday was the CSBA Board meeting. A new president of the Ontario School Board, Kathleen Woodcock joined the board for the first time, as the board delved into internal board work.

It also allowed us all to come together for vibrant discussions on critical issues brought forward by member associations that are national in scope and prepare for two advocacy days on Parliament Hill focusing on the CSBA's three key priorities:

Indigenous Education

The National School Food Program, and,

School Boards and Lost Representation

On-reserve First Nations education is the federal government's purview; and as such, the CSBA has a vested interest in this work both from our commitment to reconciliation and as the national body representing school boards across Canada. We discussed and debated three key points pertaining to First Nations education.

The first was ensuring access to and sufficiency of *Jordan's Principle* funding. Progress has been

made since 2016, with 7.6 million in services and supports approved under *Jordan's Principle*. The CSBA supports the Assembly of First Nations' request for standards on timely reimbursement for expenditures under *Jordan's Principle*. Additionally, the CSBA advocates for coordinator positions within public education and expanding capacity for First Nations service providers to promote the efficiency and effectiveness of funds.

The second key point under First Nations education was the discussion around investments in First Nations school capital infrastructure. Across Canada, First Nations schools are underfunded. This aging infrastructure hampers student success and poses health and physical risks. The CSBA advocates for increased transparency in the funding approval process for First Nations education infrastructure and calls on the government to expedite funding to support school capital, maintenance, and repair.

Finally, we discussed advocacy for Indigenous languages across Canada. With over 70 languages already at risk of extinction, the CSBA emphasizes the need for Indigenous language programs to receive sustained and equitable funding through separate funding programs like Canada's two official languages.

The second issue of national importance raised at CSBA was how to harness the opportunities presented by the National School Food Program. We know that ensuring students have full bellies fuels their hungry minds, and evidence shows that with a reliable source of nutrition, students see improved academic outcomes, reduced absenteeism, and healthier eating habits. This program also addresses food affordability and rising costs by saving up to \$189/child monthly.

CSBA REPORT

News and Updates on the
Canadian School Boards Association

School boards can custom-tailor this program to their community. This means that boards can engage community partners such as local farmers and small businesses, which can align the program with local priorities. The CSBA is committed to ensuring the programs' success as we can tailor approaches to fit with local school boards to address community-specific challenges and partner with local agencies.

Finally, we discussed the lost representation of school boards in jurisdictions across Canada. We know that local democratically elected trustees bring local and community perspectives and are key to a robust and vibrant public education system. Local boards of education are often community members' first interaction with elected governors. However, there have been shifts in local governance across Canada, especially in Anglophone Nova Scotia and Francophone Quebec, where democratically elected boards have been eliminated. We studied an academic report by Dr. Katina Pollock *Local Voice in Decision-Making at the School System Level Across Canada: A Report Prepared for the Canadian School Boards Association* that focused explicitly on the impact of losing democratically elected governance at the school board level. The key findings from the report were that where boards had been eliminated, there was:

Less public engagement
in education,

Less transparency in the
decision-making process,

Less accountability of the
education system to the
public it serves,

Less representation in
decision-making and

Less perceived freedom to
express opposing views both
publicly and privately.

Through this discussion, the CSBA calls on the federal and provincial governments to enhance public education funding and support initiatives promoting democracy and community well-being.

The issues we discussed at CSBA are pertinent to our BC context. We are grateful to participate in the discussions on your behalf and work towards solutions to these national issues.

Our next meeting will be in Montreal in early February 2025, and I'm excited to have Trevor join us so he can experience our efforts at a national level.

Thank you all, Merci.

LEGISLATIVE COMMITTEE REPORT - RE: MOTIONS

October 2024

Good morning,

My name is George Tsiakos, and I am a North Vancouver School Trustee and also the Chair of the Legislative Committee. I would also like to acknowledge the other members of the Legislative Committee who are:

- Floyd Krishan (Vice-Chair, Bulkley Valley)
- Tracy Loffler (Board Liaison, Mission)
- Tim Dunford (Saanich)
- Karen Jonkman (Coast Mountain)
- David Swankey (Chilliwack)

Carmen Batista and Maryke Peter provide staff support to the Committee.

The Legislative Committee is responsible for examining motions which are submitted by member boards, branch associations, the Indigenous Education Committee, the Professional Learning Committee, Board of Directors, and Provincial Council for consideration at BCSTA's general meetings and Provincial Council meetings. According to BCSTA's current Bylaws,

"The Legislative Committee may, in its absolute discretion, and subject to the decisions of the membership at the Annual General Meeting, edit, reject, correlate, order, consolidate and report upon late notices of motion submitted in accordance with bylaw 10."

Additionally, for Provincial Council meetings the Legislative Committee is required to determine whether the motions are of an emergent nature. Emergent is defined in *Bylaw 7 (I)*

"as: business that, if delayed until the Annual General Meeting, will impact negatively on the Association's ability to influence public policy, or a public education issue."

At Provincial Council, boards are represented by only one member. By comparison, AGM motions are debated and voted upon freely by multiple representatives from every board. Whenever possible motions should be considered at the Annual General Meeting, where all trustees and boards of education can consider, debate and vote on the motions. Provincial Council motions are those that are emergent and cannot wait until AGM.

The Legislative Committee does not assess the merits of the motions that are submitted to Provincial Council or the Annual General Meeting.

The Legislative Committee does not review late motions to Provincial Council. In accordance with the Bylaw changes from AGM 2024, also in *Bylaw 7(I)*

Motions received after the submission deadline will be reviewed for their emergent nature by the Board of Directors which, in its absolute discretion, may determine whether the motion will be considered at the Provincial Council Meeting.

LEGISLATIVE COMMITTEE REPORT - RE: MOTIONS

October 2024

For this Provincial Council meeting, the committee received one motion by the **September 20th, 2024**, deadline. The motion contemplated advocacy for the continuation for the Feeding Futures program. As emergent contemplates a reaction to a recent event, the annual budget is cyclical and motions regarding budget have historically been dealt with after budgets have been provided to boards of education. The knowledge of the length of the Feeding Futures program and its duration was not new information just received. Advocacy for a universal food program and the continuation of the current program has been at the forefront of the association for many years. In consideration of these facts, the committee did not feel it met the test for emergent.

As a result, no motions submitted to the Legislative Committee are in the agenda package for debate.

On behalf of the Committee,
I would like to thank you for
your time this morning.

PROFESSIONAL LEARNING COMMITTEE

REPORT

October 26, 2024

Committee

Leah Ward, Chair, Thompson Okanagan
Kate Toye, Vice-Chair, Northwest
Tania Brzovic, Vancouver Island
April Lowe, South Coast
Jaime Massey, Kootenay-Boundary
Craig Wood, Metropolitan
Shelley Carter, Fraser Valley
Roxanne Gulick, Northern Interior
Jen Mezei, BCSTA Board Liaison

Recent meetings: Oct. 21, 2024, with monthly
work sessions on Zoom

Trustees Academy Updates



November 21-23, 2024

Pre-conference

(Thursday afternoon)

School Governance from an AI World
Critical Tool or Distraction

Main Conference

Illuminate

Lighting the Path of Governance
in Public Education



Keynote speakers: Shane Safir

Street Data

*A Next-Generation Model
for Equity, Pedagogy, and
School Transformation*

Helpx

Human Early Learning Partnership

Expert speakers share key take-aways in Ted Talk format

AGM Learning Day

Planning well underway,
consultations have begun with IEC

bcsta.org

Work Plan | 2022-2026

Vision: To develop a comprehensive plan that
address the learning needs of all trustees through the
four years of their mandate

- To support BCSTA Strategic Plans in major
areas of focus: Governance, Student
Outcomes, Indigenous Education,
Relationships, Anti-Racism & Equity
- To provide essential professional learning for
trustees as aggregated through ongoing
Branch consultations
- To build trustees capacities critical to
confronting emergent issues in our
communities
- To provide necessary inspirations in support
of the work of School Trustees

Trustee Leadership Series (Oct.2023 – May 2024)

Collaboration with FNEESC, Representative for Children
and Youth, MECC, BCSTA

With the Framework for Continuous Improvement as
a guide, the series examines the achievement of
Indigenous students, students-in-care, and students
with diverse needs.

All eight sessions have taken place, in every Branch.
Attendees, including Superintendents and
senior staff, provided very positive feedback.

- Using Data and evidence in the governance
role of Trustee
- How Are We doing? (FNEESC)
- Local Information, Systemic Issue (MECC)
- Children in Context, Empathy Stories (RCY)

Next Meeting: November 23, 2024

PLC foundational documents - who are we, what we do....

INDIGENOUS EDUCATION COMMITTEE

REPORT

25 October 2024

IEC Activity Report

The Indigenous Education Committee (IEC) convened on October 25th to discuss critical issues related to Indigenous education and strategize upcoming initiatives to strengthen collaboration within the committee. The meeting also featured an introduction to Trevor Davies, the incoming CEO of BCSTA.

Director Watson, representing the BCSTA Board of Directors, provided an update on the board's recent activities, including the outcomes of the recent BC provincial election, which saw several active school board trustees elected to the Legislative Assembly of British Columbia. Addressing concerns regarding Indigenous content at past Canadian School Boards Association (CSBA) events, President Broady reaffirmed BCSTA's commitment to enhancing Indigenous content, with members of the IEC actively participating in the planning of the upcoming CSBA event in Whistler, BC, in 2026. Director Watson further provided updates on the ongoing initiatives of the Climate Action Working Group and the Capital Working Group.

Mr. Gordon Li from the Professional Learning Committee (PLC) provided an overview of the

preparations for the upcoming Trustee Academy and AGM, highlighting the importance of incorporating Indigenous perspectives into the professional development sessions. The IEC is committed to amplifying Indigenous voices at these events to ensure that Indigenous education remains a focal point. Additionally, the IEC expressed a desire for continued collaboration with the PLC to support their efforts in creating successful BCSTA events.

The meeting also covered plans for the upcoming Trustee Knowledge Series, focusing on land-based learning, Bill 40 success stories, Indigenous student leadership, and Local Education Agreement (LEA) success stories. To effectively manage these topics, the IEC has established four subcommittees, each dedicated to one of these key areas, allowing for focused efforts and meaningful contributions.

The session concluded with a review of the current IEC strategic plan and underscored the importance of aligning the IEC's objectives with the broader strategies of BCSTA to ensure Indigenous education remains a top priority in future initiatives.

Looking back at previous meetings, the IEC had sessions on August 19th and 20th, where Trustees Jules and Nelson were re-elected as co-chairs. The committee also engaged with

INDIGENOUS EDUCATION COMMITTEE

REPORT

presentations from Dr. Charles Ungerleider, Mr. Tim Davie, and Dr. Crystal Gail Fraser on co-governance, strategic planning, and residential school denialism. Additionally, a follow-up meeting with FNEC and the Ministry of Education and Child Care on August 26th addressed the impact of Bill 40 on school districts, focusing on declining completion rates, literacy and numeracy gaps, and high absenteeism.

Call Out Questions

We invite BCSTA Trustees to participate in a brief survey to gather insights on Indigenous Education initiatives.

Your responses will help guide the Indigenous Education Committee (IEC) in better understanding and addressing the needs of Indigenous students and communities. Thank you for your valuable input.



Scan the code to begin the survey.

What is your district doing for Indigenous Education?

What would you like to learn about as a BCSTA Trustee regarding First Nations, Metis, and Inuit education?

Have you heard of the IEC Knowledge Series?

What would you like to see put into the next Knowledge Series publications?

Share an example of something your district is doing for Reconciliation.

How can the Indigenous Education Committee support you as a trustee?

Committee Members:

Diane Jules / Co-Chair (Kamloops-Thompson)
George Nelson / Co-Chair (Nisga'a)
Joe Thorne / Knowledge Keeper (Cowichan Valley)
Allison Watson / BoD Liaison (Sooke)
John Chenoweth / BoD (Nicola-Similkameen)
Tony Goulet (Quesnel)
Dana Moraes (Haida Gwaii)
Dave Christie (Nechako Lakes)
Randy Cairns (Mission)
Larry Ransom (Pacific Rim)
Vanessa Mitchell (Vernon)

FINANCE & AUDIT COMMITTEE

REPORT



The committee presented two motions to the October 2024 Provincial Council; 8.1 2023/2024 BCSTA audited financial statements for the year ended June 30, 2024 and 8.2 BCSTA's Grant status report as of June 30, 2024. Both motions were carried. See the audited financial statements [here](#).

The committee also presented agenda item 8.3 BCSTA 2025/2026 budget planning. The Finance & Audit Committee asked provincial councillors to discuss with their boards and provide feedback to assist with developing BCSTA's 2025/2026 draft budget. Feedback regarding the development of BCSTA's 2025/2026 budget can be forwarded to the Finance & Audit Committee on or before December 6, 2024. Send feedback to Elaine Teng at eteng@bcsta.org.



British Columbia
School Trustees
Association

Non-voting Student Delegates at BCSTA's Annual General Meeting

A review of considerations and recommendations

Submitted to the BCSTA Board of Directors
by Consultant Mike Roberts
September 2024

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Non-voting Student Delegates at BCSTA's Annual General Meeting

At the April 2024 British Columbia School Trustees Association (BCSTA) Annual General Meeting (AGM), member delegates passed the following motion.

THAT the BCSTA develop a process for the inclusion of non-voting student delegates at BCSTA Annual General Meetings, and that a report on progress be provided to the 2025 Annual General Meeting.

In response to the motion, the elected BCSTA Board of Directors (i.e. the Board) initiated a research project to help inform the development of the process as noted in the above motion. Upon receiving this report, the Board will develop a set of parameters, strategies and potential decisions in response to the recommended inclusion of non-voting student delegates at the BCSTA AGM. A report on the Board's progress in this matter will be provided to delegates at the association's 2025 AGM.

1. The Mandate of this Report

The intent of this report is to provide information as well as a variety of options, considerations and cautions to the BCSTA Board in regard to the inclusion of non-voting student delegates at BCSTA's Annual General Meetings. It is, however, the responsibility of the Board to determine any course of action or specific recommendations going forward.

While this report raises a variety of points and considerations, it will not direct any decisions or provide a final recommended solution to the issues that have been raised. The information and considerations included in the report are also not prioritized or listed in order of importance. The purpose and intent of the report is not to specify a course of action, but rather to provide the BCSTA Board, and perhaps ultimately the association's member boards, with information and considerations to assist them to make the best decisions possible in regard to the issues that have been raised through the original motion (as detailed above).

It should be noted that trustee delegates to the BCSTA 2024 AGM voted down a motion that the association advocate for the establishment of student trustee positions with full voting rights. As this motion was defeated, there is no consideration of that course of action in this review.

2. General Background and Commentary on student participation at Boards of Education and BCSTA events

Over the past ten or so years, a number of boards of education (i.e. boards) in B.C. have incorporated non-voting student representatives into their formal structure. This is not unique, nor 'leading edge' in Canada as Ontario mandated student trustees for all school boards in 1999 and had an optional structure in place beginning as early as 1977. A few other jurisdictions in Canada, such as Nunavut, New Brunswick, Saskatchewan and Alberta also have existing examples of student trustees on at least some of their school boards. It is fair to say, however, that the majority of school boards in B.C. and Canada do not have a sitting student representative.

The Canadian School Boards Association (CSBA), of which BCSTA is a member, has previously issued a statement supporting student 'voice' in the governance of education provided by school boards. The statement provides a number of recommendations for local school boards, although it does not specifically call for student representatives to sit at the table with elected trustees. The CSBA statement on student voice concludes with the following:

The Canadian School Boards Association believes the benefits of student voice in the governance of education offer great value and enhance the delivery of education to meet student's needs. All school boards in the country are encouraged to find ways to embed student voice in their decision-making to demonstrate their commitment to student-centered education.

The B.C. Ministry of Education and Child Care has not taken a position regarding the participation of non-voting student representatives on local boards of education; nor is there any provision in the provincial School Act that allows for the creation of student representative positions with voting rights on boards of education. It is interesting to note that the Ministry of Education and Child Care ceased financial and staff support for the provincial Student Voice program several years ago, leaving the BC Principals' and Vice-Principals' Association (BCPVPA) as the sole financial sponsor and organizer of the program. Although the BCPVPA maintained the program on its own for a few years, the Student Voice program was recently cancelled primarily due to the increasing costs to that member-financed association.

To date, the BCSTA has allowed individual member boards to have non-voting student representatives accompany their trustees to some association events, including the AGM. Students attending AGM were not, however, provided the general right to speak to motions or participate in debate. On occasion, the assembly has voted to allow 'guest' students to speak to specific issues during the debate of motions, but this has been a relatively rare occurrence.

It is important to note that the BCSTA membership has twice passed AGM motions in recent years advocating for legislated implementation of student trustees (Motions 18: A2014-18 and Motion 1: A2018-11). The province has yet to make any changes to existing legislation or regulations in response to these motions.

Although there has been limited formal acceptance of student trustees (non-voting or voting) on school boards outside of Ontario, many boards across Canada have created opportunities for student input. District student councils, representative forums, student panels, and survey opportunities have been implemented in most school districts in B.C. Although student representatives do not always sit at the board table with trustees, their input is still being sought on a variety of decisions and issues. BCSTA has in recent years also incorporated student panels into several of its professional learning events in order to highlight the views, concerns and suggestions of students.

3. Considerations for BCSTA and individual Boards of Education

There are a number of considerations and questions that both the BCSTA executive and individual member boards of education will want to review in determining an appropriate course of action leading to the implementation of policy that allows for broad participation of non-voting student delegates at the association's annual general meeting.

Raising these issues is not intended as advocacy for any particular course of action. Rather, the association and its member boards should be fully informed as to the considerations and questions raised when making the decision they feel is best. In short, once everyone understands the considerations and questions, they can better decide on an appropriate course of action and know its resulting implications.

a. Clarification of Intent - What is the end goal?

Before the BCSTA Board considers and ultimately decides on its recommendations and course of action in response to the motion at hand, it should first consider the objective, goal and/or the problem that it has been asked to address.

The first consideration is whether or not the priorities and decisions of boards can be improved through the inclusion of 'student voice'. The assumption is that the sponsors and supporters of the 2024 AGM motion believed this to be the case. Commentary and research going back to the 1980's support this point of view.

In general, there is a widely held belief that the decisions of school boards and individual trustees are best made when fully informed by the perspectives and beliefs of a broad base of community members including students. Trustees should be encouraged to hear and take into account the perspectives of parents, community representatives, special interest groups, and students when making decisions regarding their school district. To not do so would leave a board to operate 'in a vacuum'. Thus, the question is really one of how best to allow for and foster this valuable input.

While every member of society has some stake in the success of their local schools and school district, it should be recognized that students are usually the persons most directly affected by board of education decisions. A common phrase now often heard in society is 'No decision about me without me'. In short, it is the belief that those persons directly affected by decisions must have the opportunity to participate in debate and influence the choices made by elected officials. When boards of education are making decisions that affect students, they should be considering how the voices of those students may best be heard.

What is the motivation or end goal for each of the following groups through the inclusion of non-voting student representatives in the BCSTA AGM debate of motions?

- Of BCSTA?

Working to ensure that the motions passed at its annual general meeting appropriately inform the association's goals, objectives, decisions, advocacy and outcomes for the year(s) ahead. It is assumed by the motion that was passed by member boards that the direct inclusion of student voice will improve this process as well as the resulting outcomes.

- Of Boards of Education?

The end goal of individual boards and trustees is much like that of BCSTA. It is assumed by the passing of the noted motion that trustees believe the quality of their decisions will be improved through the inclusion of student voice directly in the debate of motions.

- Of students?

Although students were not directly involved in the passing of the motion, it can fairly be assumed that the objective of students is to have their voice heard by the member boards of BCSTA. Although the decisions made at BCSTA's AGM and the actions of BCSTA do not have the same direct implications for students as those of boards of education or the provincial government, they nonetheless can have significant influence over the K-12 education system.

It is also important to remember that student 'representatives' would be there to represent the views and needs of all students, and not just those of themselves. Expectations and processes should be established to ensure, as much as possible, that participating students truly represent the diversity of their peers.

b. Appropriate parameters for non-voting student participation

Any move to open BCSTA's AGM to general participation by student representatives should be accompanied by the creation of a clear set of parameters or guidelines covering all aspects of their involvement. These guidelines are needed to help protect the students as well as to set common expectations for participation that may need to be somewhat different than those for elected trustees.

It is suggested that, at a minimum, written guidelines be created, or at least contemplated, to address the following:

- expectations for adult supervision and student safety
- participation in social events, especially where alcohol is being served
- participation in professional learning opportunities
- participation in Chapter meetings
- participation in formal and informal individual board meetings with government and other partner representatives
- expectations regarding behaviour, confidentiality and discretion
- cost sharing between school districts and/or BCSTA
- limitations on the number of students per board
- expectations as to the student's role in representing all students in their district
- specialized sessions and services for student representatives

While every school district has existing policy, regulations and expectations for student field trips, participation in the BCSTA AGM business meeting as well as all of the accompanying activities is a somewhat unique situation. BCSTA, in cooperation with its member boards, should, as reasonably possible, preemptively create guidelines addressing the noted points above as well as any other considerations that might arise. Should student participation be initiated, everyone will want the experience to be positive and successful right from the start.

c. Opportunity vs. Requirement

When addressing the key directives brought forward by the member motion, the BCSTA executive will want to ensure they address the difference between creating an opportunity for student delegate participation vs. a requirement for member boards to include a non-voting student (or students) in their attendee group. BCSTA will also need to address the issue of how many students from each school district may attend (e.g. Only one? Two? Unlimited numbers?)

d. Logistics

Adding additional people (whether students or others) to BCSTA events will have implications for those events. Logistical considerations (i.e. event and hotel room space, transportation, time, rules of order, and program inclusions) for BCSTA and ultimately its member boards include:

- **Event space** - The size of meeting rooms may have to be increased. It should be confirmed in advance that such space is available. BCSTA and its member boards will also have to determine whether or not students will be invited to participate in all portions of the association's AGM program (i.e. the business meeting but also the professional learning sessions, chapter meetings and social events).
- **Hotel guest rooms** - Increasing the number of event attendees increases the number of hotel rooms that are needed to accommodate everyone. As guest room space at BCSTA host hotels is already a concern (i.e. not enough rooms in the host hotel), the implications of significantly increasing the number of attendees should be reviewed.

It is important to remember that BCSTA already holds multi-year contracts with hotels for both event space and guest rooms. Variation of these existing contracts may not be possible or may be achieved only at great expense.

- **Transportation** - As most participating students would not be allowed to drive to events, individual boards should review how their student representatives would get to and from the event.
- **Constraints on Time** - The greater the number of participants at BCSTA events, the greater the amount of time that will be needed to hear from everyone during the debate. While there may be benefits from expanding the number of voices heard during the debate, scheduling arrangements should be made in advance to accommodate the additional time required (e.g. extra hours and/or days). BCSTA will also have to consider the time implications for its staff as well as hotel contracts if the number of participants is increased significantly.

- **Rules of Order** – If students are going to be allowed to speak at BCSTA events, the association should review and likely modify its Rules of Order in order to accommodate this change to the debate processes. Individual opportunities for the inclusion of students in past debates has been accommodated through a specific motion and vote of delegates which would not be practical if students were to be provided the opportunity to participate in the debate of all motions.
- **Professional learning** - It is assumed that student representatives would participate in all aspects of BCSTA's AGM, rather than just the business meeting. To include students broadly in BCSTA's AGM, accommodations will need to be made for their participation in the accompanying professional learning events. An additional consideration might also be the hosting of learning and discussion sessions focused primarily on students.

e. Costs - direct and indirect

Increasing the number of participants in BCSTA's AGM will both directly and indirectly increase costs for member boards of education. Increased direct costs would include additional transportation, meal, hotel room and registration fees for boards to include student representatives. Increased indirect costs would include such items as larger hotel meeting rooms, extended timelines for event programs (e.g. for expanded debate of motions), association paid food and drink, AV staffing hours, increased staff time, and possible contractual obligations with additional hotels. It is assumed that all such indirect costs would be covered through increased trustee registration fees for the event and/or registration fees for student representatives.

The total of additional costs would vary significantly from board to board depending primarily on distance from the AGM venue. Remote and rural school districts would incur significantly greater costs than those located close to the meeting venue due to the much higher total costs of transportation, hotel nights and meals.

Final total costs per board may also raise questions of inequity between localities, including the ability of remote and rural school districts to bring students to the AGM. Although a rise in the overall cost of per person event registration (regardless of board location) should be anticipated (in order to cover BCSTA's increased costs for hosting this member event), the issue of possible cost sharing between rural and urban boards should also be addressed. For example, should urban school districts located near the AGM venue help to defray the significantly higher costs of small rural school districts? What can be done to ensure equity of opportunity regardless of where students reside? Will costs ultimately determine participation?

f. Student supervision and safety

Expectations regarding student supervision and safety should be the same for the BCSTA AGM as for any other district or association sanctioned event or field trip. Individual boards and school districts would bear the primary responsibility in this regard. While BCSTA might put in place certain safeguards, requirements or expectations regarding student participation at its AGM, the appropriate supervision of students throughout the event would fall to individual school districts represented by their respective trustees and senior staff.

g. Liabilities

Whenever students are taken out of school on field trips or to participate in events, there is a degree of liability to the adult supervisors, the school, school district and the event hosts. While student participation in BCSTA events should be considered a low-risk activity, boards will still need to ensure adult supervision is in place at all times and that transportation, accommodation, adult activities that include alcohol, and interactions with other persons are appropriately dealt with.

The primary responsibility for student supervision would fall to individual boards, rather than BCSTA. While individual boards might assign the responsibility to district staff, the fairness of that decision would also be a local consideration.

As previously noted, student participation in the BCSTA AGM is not a high-risk activity, but potential liabilities will still arise and should be mitigated as much as possible by individual boards as well as the association.

h. Representation and Equity

If student voice is to be heard directly at BCSTA events (and by individual Boards of Education), an important consideration is which students will be invited 'to the table'. As there is no common point of view for all students, selecting representatives from a broad range of individuals is important. Are boards prepared to hear from students who are not your typical school leaders or student council members? To hear from students from a wide spectrum of ethnicities, religions, political perspectives, social groups, academic standings and economic backgrounds? Hearing solely from the top students or typical school leaders would be a disservice to many students and skew the input that is received by trustees.

When addressing the issues of student representation and equity at both the local and provincial levels, the following should be considered by both boards and the BCSTA:

- Representation by students either from, or at least on behalf of, all factions and backgrounds within each school district. This should include participation of students from visible and ethnic minorities, the LGBTQ community, non-academic backgrounds, and rural communities.

- Opportunities for student representatives to hear the opinions of classmates before participating in the AGM.
- Supports to ensure students from poor economic backgrounds and/or rural communities are not prevented from attending the AGM.

The overall goal should be to ensure as much as possible that the voices of all students to be heard by member boards and their individual trustees.

i. The School Act and other regulations

The B.C. School Act is silent as to any expectations of student participation in BCSTA events, including the AGM. There is certainly nothing that requires or suggests that the association include students in their business meetings or other activities. The School Act, in fact, does not mention the BCSTA; nor does it address responsibilities of the independent association.

The School Act does provide students with the right to consult, but it is limited to school and school district staff (not including school trustees or the board of education). Specifically, the Act says:

School Act Part 2 – Students and Parents - Consultation

4. *A student is entitled to consult with a teacher, principal, vice principal or director of instruction with regard to that student's educational program.*

Beyond the School Act, there is an expectation in school districts that parents/care givers as well as age-appropriate students, may consult with school officials regarding the student's educational program. Consultation in this case is defined as the following.

What is meaningful consultation BC education?

Meaningful consultation is necessary when decisions are made that will have an impact on a student's educational program, and it is essential that this process includes the student's family and/or caregivers. To the extent appropriate to the student's age and ability, the student should also participate in the process.

Once again, the expectation does not mention school trustees, boards of education or the BCSTA. It also appears clearly focused on consultation regarding an individual student's program in school, rather than consultation about district policy changes or provincial level advocacy.

Perhaps the closest the Ministry of Education and Child Care takes to requiring student input is the annual Satisfaction Surveys of students in grades 4, 7, 10 and 12. The information collected is shared publicly and there is an expectation that both boards of education and school district staff will consider the results in constructing district and school plans for the year(s) ahead. None of these expectations apply to BCSTA.

j. Standard practice and Alternate opportunities

Although BCSTA has not conducted a formal survey of members, it is reasonable to assume that every board of education in B.C. values the opinions and input of the students from their school district. Likewise, it is reasonable to assume that boards also value the opinions and input of other members of the school district community such as parents/care givers, First Nations, various ethnic and representative groups, other local government agencies, and individual citizens. The end goal in all cases is for trustees to make the best decision possible through considering as much information and input as can reasonably be gathered. There are, however, any number of options for how that information and input can be gathered by a board of education and/or individual trustees.

Boards and trustees have always been free to gather information and input from a variety of sources, including students, before making decisions on how to vote on BCSTA AGM motions. A board could host information and input sessions for such groups as the district student council, DPAC, union and management representatives, local First Nations, and community associations. Many boards already utilize similar liaison meetings before important trustee-based decisions are made on such items as district budget, policy updates or school boundaries.

It is fair to say, however, that discussion and input prior to the actual debate may not be as valuable as input during the actual debate of motions at the AGM. Points and issues raised during debate often inform the subsequent input that students and others may wish to provide.

That being said, boards of education typically do not accept public input during trustee debate at the board table. Debate is most often only between member trustees, after community and student input has been received. Rarely, if ever, are non-voting community representatives allowed to participate in a board's actual debate of a motion.

Is there, or should there be, a difference between what happens at board tables and what happens at the BCSTA AGM?

k. If students, then who else too?

Boards of Education are expected to consider the points of view and input of all local community members when making decisions. As students are often most directly affected by the decisions of boards, opportunities for trustees to hear from students should be created. It is assumed this would apply to the decisions trustees make during BCSTA's Annual General Meeting. Students are not, however, the only constituents whose voice should be valued by trustees.

Parents, ethnic and community groups (both formal and informal), First Nations, employee groups, other local and provincial government representatives, and individual general community members should all have their voice and input valued by boards of education and individual trustees. The inclusion of student representatives directly in BCSTA's AGM raises the question 'If students, then who else too?'.

Many senior district staff, including superintendents and secretary treasurers, often attend the BCSTA AGM. If students are allowed to participate in debate, the question may be asked as to whether or not senior staff members should also be given the opportunity to participate in the deliberation of motions.

BCSTA member boards may wish to consider why or why not the voice of other groups such as parents, First Nations or community groups should not be heard during AGM debate and decision making. While there may be good reasons why students should be included over other groups, the rationale for this decision should be made clear.

l. Research and National / International perspectives

A very large number of national and international opinion and research papers have been published over the years in regard to the inclusion of student voice (i.e. student input) in school and education reform. The following 2024 quote from the Oxford Review of Education provides a good summary of the intent as well as current direction in regard to student voice in determining education policy.

In recent years, there has been increasing interest in student voice within education. Traditional authoritarian approaches to education, with the teacher in total control, sit alongside more transformative approaches to education where children and young people are groomed as change agents, able to improve society (Bragg, Citation2007a). The 'student voice movement', gathering momentum in the 1970s and 1980s, has enjoyed a recent resurgence in scholarship alongside the recognition of students as active and agentic citizens (Cook-Sather, Citation2018). Such approaches have given way to perceiving students as active instruments of change, rather than passive recipients. Parallel to this is interest in teacher perspectives or teacher voice, even though, as adults, their participatory position is more privileged than that of

a child or a young person. Research suggests (Skerritt et al., Citation2022) that 'if we are to truly understand how student voice is being embraced, enacted, and experienced in schools, we must also pay close attention to the voices and positions of the different members of staff in schools' (p. 618). Similarly, Bragg (Citation2007b) advocates for the inclusion of voices from everyone in a school community, necessitating that teachers' voices and students' voices are developed alongside one another, rather than in opposition to one another. Alongside this, adults also need to be ready to listen (Caslin, Citation2022).

A quick review of some of the prominent research and opinion papers shows them to be primarily focused on student input to decisions at the personal, classroom, school and perhaps school district level. None of the papers reviewed addressed the participation of students at the association, provincial or national level.

Within Canada, a number of universities have published papers on this topic, but the Ontario Ministry of Education has done the most work on the implementation of policy in regard to student voice on school boards. Ontario remains the lead jurisdiction in Canada when it comes to school district and board requirements regarding student representation. The process of developing current provincial policy in Ontario extended for more than thirty years, but is summarized to some degree by the following quote:

In Oldfather's seminal work (1995), students were described as being the only authentic chroniclers of their own experience. Student voice has proven to be a crucial dimension in building a sense of membership, changing teacher-student relationships, and helping to construct an agenda for school improvement that reflects students' experiences and concerns. Ontario has demonstrated its commitment to student voice and has done much to 'enable students to speak with insight and intelligence about how they learn in school'. Its ongoing effort will contribute to understanding what works for large systems in terms of embedding a process for engaging student voice in the 'acoustic' of a ministry, district, school and classroom.

The expectations and policies of the Ontario Ministry of Education do not, however, extend to the internal workings of the four associations of Ontario school boards (English public, English Catholic, French public and French Catholic). The inclusion of student voice and students in the work and meetings of these associations varies considerably and does not parallel the requirements guiding school districts.

In general, it is widely accepted in both educational research and practice that the voice of students is important at the classroom and school levels, especially in relation to instructional practices, curriculum and student learning. As you move to broader discussions of educational policy at the school district, provincial and national levels, the evidence is much less clear.

m. Implications for Trustees and for school district senior staff - Questions of Confidentiality and Discretion

There is a general expectation of confidentiality and discretion for all participants at BCSTA's AGM. While the motions that are passed are not confidential, attributions as to board voting decisions, trustee comments and personal positions are avoided. Within reasonable limits, trustees should be free to debate the issues at hand and vote as they see fit, without fear of being 'outed' or victimized by unwanted publicity. This includes 'off the record' conversations at tables or informal commentary in social settings. While students may be no more inclined to breach confidentiality or lack discretion than adults, they are not bound by codes of conduct or policy in the same way as trustees and staff. Consideration should be given as to how confidentiality and discretion can be appropriately maintained during all components of the AGM program and social gatherings.

4. Suggested Next Steps toward initiation

The broad-based inclusion of student representatives in BCSTA's Annual General Meeting will not be simple to accomplish. As noted above, there are a number of considerations, requirements and concerns that should be addressed before large numbers of students attend and participate in the AGM.

Any implementation of student participation directly in the BCSTA AGM should include advance consideration of at least all of the following:

- a. All of the logistical requirements for adding 60 or more student representatives to the AGM must be addressed. This includes, at a minimum, ensuring adequate and appropriate meeting time, hotel meeting space, hotel rooms, meal requirements, and staffing levels.
- b. Developing a budget as well as corresponding sources of funding to cover the additional logistical requirements identified above.
- c. Developing association policy and expectations for the supervision of students who attend the AGM and its peripheral events.
- d. Obtaining or ensuring the association has appropriate liability coverage in place to cover any eventualities involving student attendance at the AGM.
- e. Ensuring member boards have appropriate policies and provisions in place for the inclusion and supervision of students under their care while at the AGM.
- f. Development of association guidelines and rules of order for the participation of students in the AGM business meeting as well as professional learning sessions and other peripheral activities.

- g. Development of Chapter guidelines and rules of order for the participation of students in their business meetings.
- h. An association level post-event review of the participation of students, including consideration of future direction by the association. This might include a survey of participating trustees, senior school district staff, BCSTA staff, and the students themselves.

Beyond what BCSTA will need to do, there are also a number of responsibilities that will fall to individual member boards. These include:

- a. Development of a district process for the selection and training (e.g. AGM processes and expectations) of a student representative or representatives.
- b. Development of a process that informs and assures that student representatives are expressing the views of a broad spectrum of their classmates (as trustees do for their community members) and not just their personal perspectives (as they would be there representing all of the students in their school district).
- c. Appropriate sourcing and allocation of budget to cover the increased costs of including a student representative or representatives from each board.
- d. Assurance of appropriate adult supervision throughout each student's time out of their school district.
- e. Discussion of how (or why not) the student(s) will be included in the peripheral activities (meals, social events, trustee discussions, etc.) of their board while attending the AGM.

As noted above, moving ahead with the broad-based inclusion of student representatives in the BCSTA AGM will not be a simple task. Logistical considerations may pose significant barriers to immediate change, but this needs to be determined through proper investigation. The advance development of appropriate guidelines and parameters for student participation will also take some time and proper thought. The association and its member boards must ensure the inclusion of students is a positive experience that does not put anyone involved at risk.

Above all else, proper planning, the commitment of resources, and adequate time will be needed to ensure the success of this initiative. It is strongly recommended that BCSTA establish a committee of representative trustees, school district staff and association staff to review and address all of the above considerations before the development of a final detailed plan, budget and timeline for implementation.

5. Alternatives to direct student participation in the BCSTA AGM

While it is clear the underlying intent of the board who brought forward the initial AGM motion on this topic (as noted at the outset) was to have non-voting student representatives included in the BCSTA AGM debate of motions, there are a number of alternative measures that member trustees may wish to consider on either an interim or long-term basis. The intent of providing this information is to ensure all options and alternatives are identified for trustees when the core issue is brought back to the membership.

The following options are intended to support the belief that trustees and boards make the best decisions possible when they are informed as to the opinions, beliefs, concerns and recommendations of all of the community members they represent, including students. While individual trustees always remain free to hold their own beliefs and exercise their own judgement, hearing and considering the input of constituents remains a key component of good governance. The 'voice' of students in particular is intended to be heard through all of the following alternative processes.

- Boards hosting student forums to review scheduled BCSTA AGM motions and hear the opinions and suggestions of the participants.
- Asking student leadership groups such as the district student's council, school-based student councils, or representative student groups within the district or schools (e.g. First Nations students, LGBTQ club members, etc.) to provide feedback on AGM motions and rationale.
- The invitation of student representatives to BCSTA branch meetings (rather than the AGM) for the same purpose, but at a lesser cost and time commitment.
- Creation of opportunities for students to speak to issues during local board meetings or public forums hosted by the school district.
- BCSTA and board advocacy for the Ministry of Education and Child Care to reinstate and fund the provincial Student Voice program. This should be done in collaboration with the BCPVPA who sponsored the original program.
- Advocacy by BCSTA to possibly expand the scope of the Ministry of Education and Child Care Student Satisfaction Surveys to include a broader range of topics and opportunities for students to provide feedback.

If the broad participation of students in BCSTA's AGM proves to be unmanageable, unaffordable or is delayed significantly, the above opportunities offer alternatives that BCSTA and its member boards might consider. A more general examination of how constituent voice (students as well as others) might be heard by trustees at both the local and provincial levels might prove very useful and is something BCSTA might initiate going forward. Certainly, the value of student 'voice' as well as that of all other community members should be recognized and affirmed.

6. Conclusions and Issues for further consideration

There are no insurmountable barriers to the participation of student representatives in BCSTA's AGM. Certainly, there are no laws, legislation, provincial regulations or rules that ultimately prevent BCSTA from including students in the full program of its Annual General Meeting if certain minor modifications are made (e.g. students not being allowed to participate in trustee social events that include alcohol).

That being said, a number of significant logistical hurdles have been identified which at least temporarily stand in the way of full inclusion of student representatives. Budget (both of BCSTA and individual boards) is not the least of the hurdles that would need to be addressed. Any decision to move forward with implementation should include a detailed plan on how each of the identified logistical hurdles will be satisfied.

Beyond the logistical considerations identified, there are also two philosophical considerations for BCSTA and its member boards:

The first was earlier summarized by the statement 'If students, why not others?'. In short, if BCSTA allows local representatives of each school district's student body to participate in their AGM, why would they not also allow representation from such groups as parents, First Nations, ethnic communities, local government, and the community at large? This philosophical question, with potentially huge practical and political considerations, should be addressed by the membership of BCSTA.

The other philosophical consideration is the one of equity. Opportunity that is not followed by broad-based participation is a false commitment. Authentic student voice must include students from all regions of the province as well as representation of the full spectrum of students from all abilities, ethnicities, religions, social groupings, and perspectives. Attendance by only the top students from a narrow, urban social background would not produce genuine student voice. Considerable thought and work will be needed to ensure truly equitable and representative student participation.

Finally, it is important to note that the inclusion of students in the BCSTA AGM does not in itself guarantee that individual trustees and boards will consider the input that is provided. If student voice is truly to be heard (i.e. influence the decisions of trustees, boards and BCSTA), there must be a meaningful commitment to both hear and support the suggestions provided by students. Tokenism or 'going through the motions' is a real danger if the voice of students is not seen to be important or worthy.

Beyond a stated commitment to move forward with this initiative, the important ongoing work of BCSTA and its member boards will be to ensure the significant changes that are being contemplated truly improve the work of the association.

Appendix

1. [BCSTA 2024 AGM motion 9 \(A20249\)](#) - *carried*
 - Non-Voting Student Delegates at BCSTA Annual General Meetings
2. [BCSTA 2024 AGM motion 6 \(A20246\)](#) - *defeated*
 - Legislative Framework for Voting Student Trustees
3. [School District No. 42 Board of Education motion \(January 17, 2024\)](#)
 - Trustee Motion: Legislative Framework for Voting Student Trustees
4. Province of Ontario Education Act (June 30, 2022)
 - regulation 7/07 Student Trustees

Numerous academic and opinion articles have been published over the years in regard to 'student voice' and the input of students in regard to educational policies and curriculum. The following are just a couple of historical examples that may be of particular interest to BCSTA member boards.

1. [SoundOut Guide to Students on School Boards \(2014\)](#)
 - Adam Fletcher and Adam King
2. [Fair School – Public Report No. 35 / May 1995](#)
 - Ombudsman – Province of British Columbia

PROVINCIAL COUNCIL MEETING MINUTES

Date: Saturday, October 26, 2024

Time: 8:45 am - 3:00 pm

Location: Morris J. Wosk Centre

PRESENT:

School District	Provincial Councillor	School District	Provincial Councillor
Abbotsford	Jared White	Nechako Lakes	Nyree Hazelton
Arrow Lakes	Amanda Murphy	New Westminster	<i>No representation</i>
Boundary	Katie Jepsen	Nicola-Similkameen	David Rainer
Bulkley Valley	Frank Farrell	Nisga'a	Carl Azak
Burnaby	Kristin Schnider	North Vancouver	Daniel Anderson
Campbell River	Craig Gillis	Okanagan Similkameen	Debbie Marten
Cariboo-Chilcotin	Mary Forbes	Okanagan Skaha	Karen Botsford
Central Coast	Crystal Anderson	Pacific Rim	Larry Ransom
Central Okanagan	Julia Fraser	Peace River North	Ida Campbell
Chilliwack	Margaret Reid	Peace River South	Roxanne Gulick
Coast Mountains	Julia Sundell	Prince George	Cory Antrim
Comox Valley	Shannon Aldinger	Prince Rupert	James Horne
Conseil Scolaire Francophone	Chantal Fadous*	qathet School District	Robert Hill
Coquitlam	Zoe Royer*	Qualicum	Eve Flynn
Cowichan Valley	Elizabeth Croft	Quesnel	Julie-Anne Runge
Delta	Joe Muego	Revelstoke	Wendy Rota
Fort Nelson	Bill Dolan	Richmond	David Yang
Fraser-Cascade	Andrea Hensen	Rocky Mountain	Jane Thurgood Sagal
Gold Trail	<i>No representation</i>	Saanich	Teri VanWell
Greater Victoria	Nicole Duncan	Sea to Sky	Melissa Ronayne
Gulf Islands	Chaya Katrensky	Sooke	Christine Lervold
Haida Gwaii	Ashley Currie	Southeast Kootenay	Bev Bellina
Kamloops-Thompson	Kathleen Karpuk	Stikine	Yvonne Tashoots
Kootenay Lake	Susan Chew	Sunshine Coast	Stacia Leech*
Kootenay-Columbia	Catherine Zaitsoff	Surrey	Gary Tymoschuk
Kwsaltknéws ne Secwepemcúl'ecw	Corryn Grayston	Vancouver	Preeti Faridkot
Langley	Holly Dickinson	Vancouver Island North	Eric Hunter
Maple Ridge-Pitt Meadows	Gabe Liosis	Vancouver Island West	Arlaine Fehr
Mission	Linda Hamel	Vernon	Tom Williamson
Nanaimo-Ladysmith	Leeann Lee	West Vancouver	Nicole Brown*

* Alternate Provincial Councillor

OBSERVERS:

School District	Observer	School District	Observer
Kamloops-Thompson	Diane Jules	North Vancouver	Kulvir Mann
Maple Ridge Pitt-Meadows	Mike Murray	Okanagan Similkameen	Casey Brouwer
North Vancouver	George Tsiakos		

BCSTA BOARD OF DIRECTORS:

Carolyn Broady	President	West Vancouver
Tracy Loffler	Vice-President	Mission
Jane Fearing	Director	Rocky Mountain
Bob Holmes	Director	Surrey
Jen Mezei	Director	Burnaby
Allison Watson	Director	Sooke

STAFF:

Suzanne Hoffman	Chief Executive Officer
Trevor Davies	Incoming CEO
Carmen Batista	Deputy CEO
Gordon Li	Director, Education Services
Mike Russell	Manager, Community and Partner Relations
Matt Taylor	Manager, Information Technology
Elaine Teng	Director, Finance
Maggie Yuen	Executive Administrator
Yves Bouchard	IT Consultant

President Carolyn Broady called the meeting to order at 8:45 am.

1. ADOPTION OF PROVINCIAL COUNCIL RULES OF ORDER

Moved: J. Runge
Seconded: D. Rainer

That the Provincial Council Rules of Order be adopted as presented.

Status: Carried PC# 21/2024

2. ORAL REPORT BY LEGISLATIVE COMMITTEE ON REVIEW OF MOTIONS

Legislative Committee Chair, George Tsiakos, provided an oral report of the review conducted by the Legislative Committee on the motions submitted to the Provincial Council for consideration.

3. ADOPTION OF PROPOSED AGENDA

Moved: T. VanWell
Seconded: Director Mezei

That the agenda be adopted as presented.

Status: Carried PC# 22/2024

4. APPROVAL OF MINUTES OF APRIL 19, 2024 PROVINCIAL COUNCIL MEETING

Moved: G. Tymoschuk
Seconded: J. Runge

That the Minutes of the meeting of the Provincial Council held on April 19, 2024, be adopted as presented.

Status: Carried PC# 23/2024

5. ORAL REPORTS

5.1 Chief Executive Officer's Report

CEO Hoffman provided an update on the direction of the Association.

Moved: T. VanWell
Seconded: K. Schnider

That the Chief Executive Officer's report be received.

Status: Carried

PC# 24/2024

5.2 President's Report

President Broady reported on BCSTA's work on the strategic plan since the Annual General Meeting in April 2024.

Moved: K. Karpuk
Seconded: G. Tymoschuk

That the President's report be received.

Status: Carried

PC# 25/2024

5.3 CSBA Report

President Broady briefed the Council on the recent activities of the Canadian School Boards Association.

Moved: T. VanWell
Seconded: K. Schnider

That the CSBA report be received.

Status: Carried

PC# 26/2024

5.4 BCSTA Standing Committee Reports

5.4.1 Professional Learning Committee

Professional Learning Committee member Roxanne Gulick provided an update to the Council on the recent works of the Professional Learning Committee.

5.4.2 Indigenous Education Committee

Indigenous Education Committee Co-Chair Diane Jules provided an update to the Council on the recent works of the Indigenous Education Committee.

Moved: Director Mezei
Seconded: T. VanWell

That the CSBA report be received.

Status: Carried

PC# 27/2024

6. WRITTEN REPORTS

6.1 Minutes of the Meetings of the Board of Directors & Standing Committees

The following minutes and meeting notes were received by Provincial Council:

- 6.1.1 Minutes of the meetings of the Board of Directors held on March 14, 2024, April 18, 2024, May 23, 2024, June 20, 2024, and August 22, 2024.
- 6.1.2 Minutes of the meetings of the Professional Learning Committee held on April 21, 2024 and June 13, 2024.
- 6.1.3 Minutes of the meetings of the Indigenous Education Committee held on February 8, 2024.

- 6.1.4 Minutes of the meetings of the Finance and Audit Committee held on February 13, 2024, April 19, 2024 and June 11, 2024.
- 6.1.5 Minutes of the meetings of the Legislative Committee held on February 16-17, 2024, March 6, 2024, April 19, 2024 and May 28, 2024.

Moved: J. Fraser
Seconded: T. VanWell

That the written reports/minutes of the Board of Directors, Professional Learning Committee, Indigenous Education Committee, Finance and Audit Committee and Legislative Committee reports be received.

Status: Carried PC# 27/2024

7. MOTION TRACKING DATABASE UPDATES

- 7.1 Provincial Council Resolution Tracking
- 7.2 Annual General Meeting Resolution Tracking

Moved: C. Zaitsoff
Seconded: M. Reid

That Provincial Council receive the tracking reports of the Provincial Council and the AGM.

Status: Carried PC# 28/2024

8. ACTION / DISCUSSION ITEMS

8.1 BCSTA audited financial statements for the year ended June 30, 2024

Moved: T. VanWell
Seconded: C. Katrensky

That the Provincial Council receives BCSTA's audited financial statements for the year ended June 30, 2024.

Status: Carried PC# 29/2024

8.2 Grant status update as of June 30, 2024

Moved: N. Brown
Seconded: C. Katrensky

That the Provincial Council receives the grant status report as of June 30, 2024, as provided in BCSTA's audited financial statements.

Status: Carried PC# 30/2024

8.3 2025/2026 BCSTA Budget Planning

Finance and Audit Committee Chair Bob Holmes and Trustee Karpuk presented the various considerations for the planning of the 2025/2026 BCSTA Budget and invited member boards to submit their comments to the budget.

8.4 Thompson Okanagan Branch Constitution and Bylaws

Moved: L. Lee
Seconded: J. Muego

That Provincial Council approve the amended Constitution and Bylaws of the Thompson Okanagan Branch.

Status: Carried PC# 31/2024

9. NEW BUSINESS

9.1 2024 AGM Motion 9 Report - *Non-voting Student Delegates at BCSTA's Annual General Meeting*

CEO Suzanne Hoffman led the Provincial Council in a discussion regarding the report developed in response to the 2024 AGM Motion 9 on non-voting student delegates at BCSTA's Annual General Meeting. Provincial Councillors were invited to provide their feedback through a SLIDO survey and engaged in a discussion about the considerations and concerns outlined in the report.

A request was made to Provincial Councillors to ensure that survey responses are submitted from boards of education.

The Provincial Council took a recess from 10:45am to 11:00am.

10. MOTIONS TO PROVINCIAL COUNCIL

No motions were approved by the legislative committee for consideration by the Provincial Council.

11. LATE MOTIONS TO PROVINCIAL COUNCIL

No motions were received after the Provincial Council motion deadline.

12. ADJOURNMENT

Moved: G. Tymoschuk
Seconded: C. Katrensky

That the meeting of Provincial Council be adjourned at 11:15am.

Status: Carried

PC# 32/2024

MAKING PROGRESS TOWARD Sustainable Schools

NEXT STEPS

Recommendations on capital funding and planning:

- *school life-cycle & deferred maintenance*
- *climate change*
- *student population growth*
- *school area standards*

BCSTA 2023/24 CAPITAL WORKING GROUP | MAY 2024

A shared vision

"As president of the British Columbia School Trustees Association, I am pleased to endorse the Capital Working Group's recommendations. This report aligns with our focus on the need for infrastructure investments and effective, healthy learning environments in schools across B.C. We believe these recommendations have the potential to significantly and positively impact the quality of education and the well-being of our students and staff. BCSTA's board of directors fully supports these recommendations and looks forward to advocating for their implementation."

**Carolyn Broady, President,
BC School Trustees Association (BCSTA)**

"The work that the BCSTA Capital Working Group has done to create this comprehensive report is exemplary. Of particular interest is the work that the group did to ensure the conversation about school district assets include the impact of climate change and the mitigation actions necessary to protect those assets as much as possible. The BCSTA Climate Action Working Group believes a multi-faceted approach to the challenges presented by climate change must include increased capital funding to reduce emissions and create adaptive strategies. Aligning our work will greatly benefit both group's objectives and we look forward to working together on potential initiatives arising from the report."

**Catherine Zaitsoff (Kootenay-Columbia),
BCSTA Climate Action Working Group Chair**

"The Rural and Remote Network appreciated the opportunity to preview the Capital Working Group's draft report. The Network was able to both identify and confirm the challenges rural and remote districts face."

**Helen Gilbert (Peace River North),
BCSTA Rural and Remote Network Chair**

"This report is a thorough and well-researched analysis regarding the five broad categories and provides a comprehensive overview of the issues and offers measured recommendations to address them. The report is an important resource for understanding the challenges facing schools in the province and for developing effective strategies to address them. The BCSSA supports the recommendations"

**Rohan Arul-pragasam, President,
BC School Superintendents Association**

"This report a thorough document that provides valuable insights into capital planning and funding for schools in British Columbia. The report covers a wide range of relevant topics, including life-cycle maintenance funding, climate change, student population growth, school area standards, and more. The recommendations provided in the report are thoughtful and measured and are focused on improving the learning conditions for students in BC's public schools. BCASBO supports the recommendations and looks forward to continuing to help advance the work in these important areas."

**Ray Velestuk, President,
BC Association of School Business Officials**

"Despite an increased level of investment in 2024/25 a significant shortfall in public school capital funding continues to be evident. This shortfall is the result of decades of chronic underfunding. The evidence includes 1741 "temporary" portables currently in use for instruction in the public school system in B.C. and \$9 billion required for deferred maintenance over the next five years."

Mike Murray
Chair, BCSTA Capital Working Group



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APPENDICES

- a. BCSTA Capital Working Group Terms of Reference
- b. The Case For Increased School Life-cycle Funding (2020)
- c. School Site Land Acquisition Issues and Solutions (2020)

Introduction

In the spring of 2023, the British Columbia School Trustees Association (BCSTA) board of directors invited several trustees from member boards of education, as well as representatives of the BC School Superintendent's Association (BCSSA) and the BC Association of School Business Officials (BCASBO), to sit on the 2023/24 Capital Working Group (CWG). The work of the committee is outlined in the terms of reference (appendix A). Essentially, the committee's role is:

- to build on the work of the previous CWG which made several recommendations in 2020 and
- to address resolutions related to capital funding, which have been adopted at BCSTA annual general meetings for the past several years.

In framing the work of the committee, it was felt that a more direct dialogue with government and detailed analysis was needed to support change. The committee met with Ministry of Education and Child Care (MECC) staff to clarify current practice and discuss resolutions having to do with capital funding passed by BCSTA members. The committee's approach has been to define the funding which is currently being provided and compare that to what is actually needed. Recommendations are made on how shortfalls can be addressed and what additional research may be required to define what is needed.

The working group organized BCSTA capital resolutions and the committee's recommendations into five broad categories:

1. **Life-cycle / Deferred Maintenance Funding** (Annual Facility Grants, School Enhancement Program funding, Building Envelope Program funding)
2. **Climate Change** (Carbon Neutral Capital Program funding, greenhouse gas emission reductions, net zero construction, mitigation / adaptation, Bus Acquisition Program funding)
3. **Student Population Growth** (land acquisition, portables, new schools, pre-fabricated construction)
4. **School Area Standards** (related to growth as this applies to both the assessment of capacities in current school facilities and in the design of new facilities and additions)
5. **General** (addressing the process of reviewing capital programs and who should be involved)

Some resolutions the committee reviewed were very specific, having to do with items such as replacing lead water lines and wired safety glass or installing sprinklers. The committee has determined the best approach to address those items is to increase life-cycle funding in general, which would have a positive impact on the way districts are able to address those very specific issues, should it be increased sufficiently.

The 2020 CWG published two papers which contained more detailed recommendations for consideration by the provincial government, which are included in the appendix.

Life-cycle & deferred maintenance funding

There were several recommendations outlined in a paper from the 2020 CWG, [The Case for Increased School Life-cycle Funding](#) (appendix B), which have been partially implemented in the form of increased funding. While those increases are greatly appreciated, the amount of increased funding is not to the recommended levels, which were intended to gradually increase, in order to cover deferred maintenance in a reasonable time frame.

Despite these limitations some progress has been made. The average facility condition indicator (FCI) for the 1600 public school buildings in the province has reduced, albeit not to desired levels (.47 in 2020 to .44 in 2023). Anything over .30 is considered poor condition in an explanation of FCI contained in the [Maple Ridge - Pitt Meadows School District facilities plan](#), while anything over .60 is considered very poor. The average FCI for schools in BC was .38 in 2013/14 and .44 in 2023/24, which demonstrates that facility conditions have worsened over the last ten years. In reviewing these numbers, ministry officials have shared the following observation:

"... onsite assessments for K-12 sector in B.C. are conducted every five years which gives a very different result than ones that are conducted annually. If annual assessments were done, FCIs would be much lower and that is what

we see following onsite assessments that school districts get every 5 years - FCI for a district can easily drop by 0.2 for entire district following the assessments - it's usually because the engineer will (for example) inspect a roof and based on specs it may only last 20 years but in actuality it has been well maintained and they will get 30 years out of it. In summary, the FCI doesn't tell the story of a building - it is the details in the building condition report (roof due, boiler due, etc.)."

This report will outline the progress which has been made over the past three years later and will revisit the recommendations made in 2020 to determine if they are still valid or need to be adjusted.

Climate change

The annual investment in the Carbon Neutral Capital Program (CNCP) has risen from 5 million dollars per year in 2019/20 to \$23M in each of the past two years. It has increased further to \$26.8M in the 2024/25 budget. While this rise has come closest to meeting the recommended level of investment proposed by the 2020 CWG, it is overshadowed by the most recent annual proposals from districts for CNCP projects amounting to over \$76M. It should be noted that the School Enhancement Program (SEP) is often used to supplement the CNCP for climate mitigation projects. The annual SEP budget increased from \$65M in 2019/20 to \$70 in each of the past two years. The 2024/25 budget remains at \$70M. Requests for SEP funding totaled \$149M in 2022/23

and \$163.1M in 2023/24. The previous CWG's recommendation for increased SEP funding was for \$103M in 2023/24.

The Bus Acquisition Program (BUS) has also experienced a significant rise in funding to \$23M in the 2024/25 budget. The largest portion of that increase (\$9M) is intended for electric busses.

The 2020 life-cycle paper recommended completing a more detailed review on what it would take to meet the 2030 provincial greenhouse gas (GHG) emission targets. A recent [capstone](#) project completed by UBC School of Engineering students has identified technologies with the potential to meet the 2030 targets. The report indicates the estimated investment required to implement that technology over the next six years is \$218M (not including inflation and growth) with various sources of funding identified. Those include, but are not limited to, the MECC CNCP, SEP and the BUS. Other sources of funding, including federal grants, were mentioned and will need to be fully explored to determine how much more money will be needed beyond the amount already budgeted in ministry programs. The solutions outlined in the capstone paper need further review in a regional context, especially with the use of electric buses in extreme winter climates. Alternatives, such as hydrogen fueled or hybrid busses, may need to be explored. CWG members also identified the need to pursue solutions including solar generated electricity and onsite geothermal energy, which involve reducing reliance on the electrical power grid. This will be particularly important as growing electrical demands outpace the available supply.

During the committee's review, members identified the need for a new program dedicated to assisting districts in adapting to extreme climate events. This is essential from a climate justice perspective as some events have a significant impact on specific communities more than others. The intent would be to fund adaptation measures needed to address weather extremes such as very high or very low ambient temperatures, wildfires (and smoke), flooding and frequent power outages. These measures may include establishing schools as reception centres for evacuees with associated capital costs including emergency generators, etc.

A final comment on this relatively complex subject involves a recommendation from the CWG for the MECC to pursue a formal plan on addressing climate change in public schools in concert with technical advisors from districts. The intent would be to address both mitigation, including GHG emission reductions, and adaptation, such as (enhanced air filtration in areas prone to wildfires).

Student population growth

The [School Site Land Acquisitions: Issue and Solutions](#) (appendix C) paper from the 2020 CWG recommended either increasing the cap on school site acquisition charges (which haven't been increased for 23 years) or new enabling legislation which would allow local governments and school districts the opportunity to establish school site development cost charges in the same

fashion that the acquisition of municipal park land is funded through locally established development cost charges. The need for new schools (and school sites) is a direct result of in-migration and population growth. With that case, an argument can be made that development should pay the cost of school site acquisitions and the offsite servicing needed to accommodate the student population growth generated by new housing developments. The recommendations did not suggest that the cost of constructing schools or acquiring portables be created by developers.

Should the proposed changes be implemented, the many millions of dollars being spent by government on school site acquisitions could be redirected to underfunded deferred school maintenance or building new schools and additions. The amount identified for land acquisition over the next five years in the capital plans from the largest 25 school districts in B.C. is \$1.7 billion, and this figure provides an idea for the potential impact of this proposal. **To illustrate the influence the BCSTA proposal would have had if it were adopted several years ago, this \$1.7B of funding required for land acquisition over the next five years could have been redirected to fund the construction of as many as thirty elementary schools.**

It is the 2023/24 CWG's position that the recommendations contained in the school site land acquisition paper are still valid, but unfortunately they have yet to be implemented. In order to encourage that implementation it is felt that the BCSTA board needs to approach the Union of BC Municipalities (UBCM) and

the Ministry of Municipal Affairs (MMA) to explore the required legislative changes, and any other collaboration needed, to address population growth and the resulting requirement for more schools. A BCSTA/UBCM protocol agreement on this and other topics may be a possibility and should be explored. This is particularly important in light of recent provincial government legislation on increasing housing density and the federal government's increased immigration figures. Both of these factors will result in added pressure on existing schools, particularly in urban areas with more families opting for condominium living given the cost of housing.

The provincial government identified student enrolment at 578,797 in 2021 and is [projecting](#) 623,483 students in 2031. With districts such as Surrey experiencing growth of over 2000 new students per year, addressing capacity issues is something the MECC has prioritized. They have advanced a few critical off-cycle land acquisition priorities mid-year by using a flexible approach based on available capital funding in the fiscal year. They have utilized the same approach to order prefabricated additions which should alleviate the need for as many portables as might otherwise have been required by September 2024. The use of prefabricated construction is intended to be faster and, expectantly, less expensive than standard construction methods. The lifespan of prefabricated classrooms is much longer than portables and very close to what can be expected from standard built schools. Both strategies are welcome news and will result in reducing the impact of growth and the shortfalls noted above. Spaces for an additional 2400 students were approved in the

province over the past year and more are anticipated in the near-term.

A CBC News report published in September of 2023 identified more than 2100 portables currently in use in B.C. school districts. According to the ministry, records indicated there were 1,741 portables used for general instruction in the province in 2023/24.

The fact of 1741 “temporary” portables being used in the system is an indicator of decades of chronic underfunding of new school construction.

A provincial capital investment is needed to accommodate the projected increases in student enrolment. It is also required to correct many years of chronic underinvestment by replacing “temporary” portables, particularly those that continue to be used for instruction and have long exceeded their effective life expectancy. At \$1M to \$1.5M per prefabricated classroom, replacing all 1741 portables over the next ten years will cost approximately \$200M per year in addition to the amount needed for student enrolment growth. While the new approach will be helpful, this alone will be insufficient to resolve the problem. Without significant additional funding some districts will still need to purchase and maintain portables from their operating reserves to meet the capacity requirements of their growing student populations. Until funding for new schools and additions (including prefabricated construction) can catch up to the need, it is felt that government should provide funding to these districts for portables. This action would be in accordance with a recent recommendation found in the 2024 [Report on the Budget 2024 Consultation](#) from the Select Standing

Committee on Finance and Government Services (SSCFGS).

It must be noted that government has announced a significant increase in capital funding for the next three years to address student population growth. The annual funding for new schools, additions and school site acquisitions has increased from \$195M in 2023 to approximately \$566M in 2024/25 and will continue at \$550M per year for 2025/26 and 2026/27. Unfortunately, that is insufficient to meet the requirements identified by the largest 25 schools districts in the province in their five year capital plans.

While the provincial funding available over each of the next three years for additions, new schools and site acquisitions has increased substantially over prior years, it still doesn’t match the roughly \$1.5B per year needed to address school district five year major capital plans for growing student enrolment and replacing what were originally intended to be temporary portable classrooms.

School area standards

There have been several BCSTA resolutions adopted requesting a review of school area standards. The rationale for a 2018 BCSTA resolution referred to a school replacement project approved with a 30 per cent smaller footprint than the original school built for the same student population. While considerations for efficiency should be made given the increasing cost of construction, efficiency needs to be paired with effectiveness and functionality.

Compounding this, there have been several additional responsibilities added to schools in recent years which require more space and will be outlined within this report. Unfortunately, without additional space allocations, the only way to address these needs is to reduce classroom footprints during the school design process. While some suggest the Neighbourhood Learning Centre (NLC) allocation provides flex space for these additions, that argument ignores the original intent to use this in support of community use, for enhanced gymnasium and performing arts spaces as well as Strong Start classrooms.

The CWG believes a more detailed review of area standards is required to ensure standards meet the current space requirements of today's effective learning environments. Such a review should include discussions with those tasked with administering facility allocations within districts and should identify regional differences while providing comparisons to similar jurisdictions in western Canada.

General

Another area of review for the 2023/24 CWG is that of how capital programs for public schools in B.C. are determined and monitored and what level of ongoing consultation should be completed in the process of those determinations. Since this work is largely technical in nature the group is recommending a standing advisory committee be established by the MECC which would include ministry staff, key school district personnel and design professionals.

Regional equity in capital funding

In the course of its review the CWG acknowledged that capital investments in schools are not equitable throughout the province. Much of this has to do with addressing increased student enrolment and safety concerns related to [seismic activity](#). While capital funding equity is desirable, it is not entirely possible given the variables which need to be taken into consideration.

The report identifies recommendations for increased capital investments in rural and remote communities. Specifically, the CWG has indicated greater investments are needed in the annual facilities grant (AFG), the SEP and other capital programs, including the CNCP. Increases in these programs should have a positive impact on all school districts in the province. Greater technical support was also identified as being required given the limited staff resources in smaller districts. Increasingly important to rural and remote communities is the need for a new climate adaptation program to address extreme climate events like floods and wildfires, which are having a disproportionate impact on rural and remote school districts. Significant investments may be required in this program where, for example, some schools may need to be relocated away from flood plains or require significant flood and fire protection. Major mechanical upgrades dealing with air filtration may also be needed along with renovations to ensure schools can provide a smoke-free learning environment for students and staff during the fire season and potentially

provide a centre for emergency social services during extreme climate events.

The subject of school replacements also needs to be considered. There are many aging facilities located in the province which continue to be used well beyond their anticipated life expectancy. Careful consideration must be given to replacing schools over completing major upgrades when the Facility Condition Index (FCI) score for the building reaches critical levels. This notion also acknowledges that the schools built 60 or 70 years ago are not usually best configured to meet the needs of today's students, the education system, student and staff safety and current zoning requirements.

The CWG believes it is appropriate to keep regional disparities in mind when considering prioritization. Of course, the overall goal is to have sufficient funding available to address all of the identified capital requirements whenever and wherever they exist.

Summary of recommendations

(note: the agency and/or organization the advice is intended for is listed at the end of each recommendation)



Life-cycle maintenance funding

1. That the allocations for the AFG be increased each year by 3 per cent for new buildings added to the system and that the allocations for both AFG and the SEP be increased by an additional 3 per cent for inflation plus 15 per cent beyond inflation. The intent is to catch up over time to address immediate deferred maintenance. That would amount to \$179M in 2024/25 and \$218M in 2025/26 for the AFG program and \$85M in 2024/25 and \$101M in 2025/26 for the SEP program. (MECC)
2. That life-cycle maintenance funding be available to complete upgrades on older portables if it is determined that replacement with prefabricated classrooms will be delayed for a period of years. (MECC)

Climate change

1. That the MECC, in concert with the Ministry of the Environment and Climate Change Strategy (MECCS), provide technical leadership in the area of climate change to:
 - a. continue providing support for climate change planning particularly in districts who lack the technical expertise needed for that work
 - b. develop and fund a multi-year provincial public school climate change plan addressing GHG emission mitigation and climate adaptation strategies, taking the UBC capstone project into consideration. (MECC and MECCS)
 - c. create emission standards/guidelines in consultation with school districts that recognize regional variations that can be applied through the process of reviewing all capital submissions. (MECC and MECCS).
2. That the MECC and MECCS review the UBC report with the report's authors and complete a more detailed review (based on recommendations to do so in the report) in concert with school district facilities managers and energy managers. (MECC and the Technical Advisory Committee (TAC))
3. That the ministry explore the potential of the outside funding sources listed in the UBC report to determine what outside funding may be available to implement the plan. (MECC, local school districts)
4. That the recommendations contained in the UBC report be implemented following validation from the further review noted above with adjustments incorporating alternatives to electric busses where appropriate and other strategies like solar and geo-thermal energy sources. (MECC, school districts)
5. That the additional funding required to implement the UBC plan, after outside sources of funding are either confirmed or determined not to be available, be incorporated into the ministry's CNCP and BUS program. (MECC)
6. That the carbon offsets collected from all school districts be added to the CNCP program. (MECCS and MECC)
7. That the additional funding required to address the need for air cooling in schools not being converted to heat pumps and facing extreme temperatures as a result of climate change be provided. (MECC)
8. That new schools be constructed as close as possible to a net zero emissions standard. (MECC and school districts)
9. That the MECC approach the GHG emission target as a provincial objective meaning that investments in some districts (like those with significant school bussing) may be greater than other districts based on their greater potential to reduce emissions. (MECC and MECCS)
10. That the MECC explore and fund whatever climate change adaptation measures are necessary to protect and preserve school infrastructure and healthy learning environments. (MECC)
11. That a specific capital fund be created for climate change adaptation to support the implementation of risk reduction and emergency preparedness measures. (MECC)

Student Population growth

1. That funding for the major capital program for school additions, new schools and site acquisitions be set at a level matching projected student population growth and allows for the replacement of temporary portables which have reached the end of their useful life. (Approximately \$1.5B per year) (MECC and Treasury Board)
2. That the recommendations identified in the 2020 BCSTA school site acquisition paper be reviewed with both the UBCM and the MMA (possibly including a formal protocol agreement with UBCM on this and other issues of common interest) (BCSTA)
3. That additional discussions be pursued with UBCM and the MMA on ways in which municipalities and school districts can collaborate on the requirement for new schools resulting from residential development and increased density (i.e. off-site servicing, urban area schools in high density developments adjacent to Skytrain routes, etc.). (BCSTA)
4. That the use of an off-cycle approach to acquire school sites and purchase prefabricated classrooms be continued and monitored to determine both the effectiveness of prefabricated construction and the extent to which the strategy will address current shortfalls in school capacity across the province. (MECC)
5. That the use of prefabricated classrooms be tested in a pilot in districts with more extreme climate conditions to ensure the approach will work in those areas. (MECC)
6. That funding to cover the cost of portables be provided to districts who are growing and will not be covered with new prefabricated classrooms or other capital funding provided by the ministry. (MECC)
7. That funding to cover the cost of detailed school planning (project definition reports) be covered up front by the MECC rather than being reimbursed as projects proceed. (MECC)
8. That districts maintain as much flexibility as possible to maximize the use of space including the use of school shifts (as a last resort where necessary), and further, that collective agreement language be pursued through BCPSEA which is consistent across all districts to allow school day schedules to be adjusted to permit alternate schedule offerings and alternate program delivery solutions to accommodate more students at a single site. (BCPSEA)

School area standards

1. That a technical review of school area standards be undertaken by BCSTA involving BCSSA, BCASBO, the Education Facilities Manager Association of BC (EFMABC) and MECC staff to establish an appropriate standard going forward. The new standard should recognize changes in the education system as well as accessibility issues, regional differences and climate adaptation priorities. (BCSTA)



General

1. That a technical advisory committee on capital be formed by the MECC to:

- monitor progress on a continuing basis on all aspects of capital programs and funding
- make further recommendations to the MECC on the strategies required to address growth, life-cycle and climate change issues as well as school area standards.

The advisory group should include representatives from BCASBO, BCSSA and EFMABC who are directly involved in implementing capital programs within districts. It may also include representation from the Ministry of Emergency Management and Climate Readiness (MEMCR) and/or MECCS. (MECC)



Life-cycle/deferred maintenance funding

The following data is offered as an update to the 2020 paper on this subject. All data is provided by the MECC. Historical fiscal year budgets for the routine capital programs versus deferred maintenance versus average provincial FCI (as assessed by VFA Canada Corporation) are as per the following table:

Fiscal year	Routine capital program budget (afg, bep, cncp, sep) n.i.c. Afg operating	Immediate deferred maintenance (cost of repairs and upgrades required within 1 year) n.i.c. closed schools	Total deferred maintenance (cost of repairs and upgrades required within 5 years) n.i.c. closed schools	Average provincial FCI for total asset inventory
2023/24	\$224.6M	\$422M	\$8.97B	0.44
2022/23	\$202M	\$363M	\$7.77B	0.44
2021/22	\$191.5M	\$437M	\$7.67B	0.47
2020/21	\$181.2M	\$441M	\$7.05B	0.47
2019/20	\$170M	\$491M	\$6.95B	0.44
2018/19	\$170M	\$343M	\$6.70B	0.43
2017/18	\$155M	\$396M	\$6.28B	0.43
2016/17	\$172.3M	\$332M	\$6.26B	0.42
2015/16	\$152M	\$305M	\$6.09B	0.42
2014/15	\$98M	\$296M	\$5.98B	0.41
2013/14	\$98M	\$254M	\$5.41B	0.38

Historical Minor Capital Program project requests versus projects funded are as following:

2023/24

- AFG 2416 projects submitted in district spending plans, \$147.1M allocated.
- BUS 100 project requests valued at \$20M, 71 projects approved within \$13M budget.
- CNCP 166 project requests valued at \$76.4M, 82 projects approved within \$23M budget.
- Playground Equipment Program (PEP) 109 project requests valued at \$21.3M, 25 projects approved within \$5M budget.
- SEP 235 project requests valued at \$163.1M, 111 projects approved within \$70M budget.

2022/23

- AFG 2407 projects submitted in district spending plans, \$120.5M allocated.
- BUS 117 project requests valued at \$19.6M, 84 projects approved within \$15M budget.
- CNCP 169 project requests valued at \$67M, 84 projects approved within \$23M budget.
- PEP 111 project requests valued at \$18.3M, 30 projects approved within \$5M budget.
- SEP 244 project requests valued at \$149M, 137 projects approved within \$70M budget.

2021/22

- AFG 2632 projects submitted in district spending plans, \$120.5M allocated.
- BUS 142 project requests valued at \$21.5M, 84 projects approved within \$15M budget.
- CNCP 206 project requests valued at \$77.7M, 96 projects approved within \$23M budget.
- PEP 91 project requests valued at \$15M, 60 projects approved within \$10M budget.
- SEP 346 project requests valued at \$179.6M, 127 projects approved within \$59M budget.

2020/21

- AFG 2993 projects submitted in district spending plans, \$115.5M allocated.
- BUS 165 project requests valued at \$24.2M, 101 projects approved within \$13M budget.
- CNCP 124 project requests valued at \$40M, 67 projects approved within \$17.2M budget.
- PEP 137 projects requests valued at \$12M, 40 projects approved within \$5M budget.
- SEP 413 project requests valued at \$207.8M, 164 projects approved within \$64M budget.

2019/20

- AFG 2768 projects submitted in district spending plans, \$115.5M allocated.
- BUS 148 project requests valued at \$21.8M, 87 projects approved within \$13M budget.
- CNCP 112 project requests valued at \$36.3M, 19 projects approved within \$5M budget.
- PEP 146 requests valued at \$14M, 50 projects approved within \$5M budget.
- SEP 431 requests valued at \$219.5M, 138 projects approved within \$65M budget.

2018/19

- AFG 2605 projects submitted in district spending plans, \$115.5M allocated.
- BUS 123 project requests valued at \$16M, 93 projects approved within \$13M budget.
- CNCP 90 project requests valued at \$26.5M, 19 projects approved within \$5M budget.
- PEP 158 project requests valued at \$15M, 51 projects approved within \$5M budget.
- SEP 415 project requests valued at \$145M, 175 projects approved within \$65M budget."

The 2024/25 budget anticipates annual expenditures of \$150.1M for AFG funding, \$70M for the SEP and \$26.8M for the CNCP. The total annual amount invested in school maintenance through the AFG (both from capital and operating), the CNCP, the Building Envelope Program (BEP) and the SEP totaled \$248.1M in 2023/24 and is budgeted at \$255M in 2024/25. While this represents a significant increase from prior years, this level of investment should be compared to the \$422M in immediate deferred maintenance recommended to be completed in one year by the engineering firm engaged to assess school buildings in the province. This amount is reinforced by the requests for funding submitted in 2023/24 by school districts in each of these capital programs (over \$410M).

The BUS will also benefit from a significant increase from \$13M to \$23M in 2024/25. \$9M of that amount is intended for electric busses.

In 2020 the previous CWG recommended AFG investments of \$203.6M in 2023/24, BEP investments of \$8M in 2023/24, CNCP investments of \$32.1M in 2023/24 and SEP investments of \$103.2M in 2023/24 for a total of \$346M. This is \$98.8M more than the amount actually allocated.

While we appreciate the increases which have been made it is apparent the \$50.6M per year added since 2020 is insufficient to achieve what the 2020 CWG had hoped for. While the increase has covered inflation it has done little to slow down increases in deferred maintenance which now total \$8.97B required within five years. Thankfully the increased investment has resulted in a reduction in the average provincial FCI from .47 in 2020/21 to .44 in 2023/24. Unfortunately, that rating still falls in the "poor condition" category.

With this the case the 2023/24 CWG wishes to make the following recommendations on life-cycle funding:

1. **That the allocations for the AFG be increased each year by 3 per cent for new buildings added to the system and that the allocations for both AFG and the SEP be increased by an additional 3 per cent for inflation plus 15 per cent beyond inflation. The intent is to catch up over time to address immediate deferred maintenance. That would amount to \$179M in 2024/25 and \$218M in 2025/26 for the AFG program and \$85M in 2024/25 and \$101M in 2025/26 for the SEP program. (MECC)**
2. **That life-cycle maintenance funding be available to complete upgrades on older portables if it is determined that replacement with prefabricated classrooms will be delayed for a period of years. (MECC)**

The second recommendation is needed given the age and deteriorating condition of older portables in the province and recognizing that replacing older portables with new prefabricated classrooms will take some time to complete.

Two other investments will have an impact on the FCI over time. The first is the seismic upgrading program while the other has to do with school replacements. A recent recommendation during the 2024 budget consultation from the Select Standing Committee on Finance and Government Services (SSCFGS) encouraged increased funding to enable a faster pace for seismic upgrades than has been the case in the past.

"Allocate necessary capital funding for the seismic mitigation program."

The provincial expenditures for seismic upgrades over the past several years follow. They are expected to continue into the future until all necessary upgrades have been completed.

2018	\$119M
2019	\$221M
2020	\$310M
2021	\$369M
2022	\$326M
2023	\$245M

School replacements, which often occur at some point after a building reaches 60 years of service, will also have a significant impact on deferred maintenance since all the deferred maintenance attached to a school which is to be replaced, including seismic issues, will be eliminated by replacement. The province has funded the following amounts for school replacements (partial and full including seismic work in partial replacement projects) over the past several years.

2018	\$118M
2019	\$209M
2020	\$215M
2021	\$226M
2022	\$228M
2023	\$196M

Climate change

Investments in the CNCP have increased significantly in recent years, which signals the importance that government has attached to GHG emission reductions.

2020/21	\$5M
2021/22	\$17.2M
2022/23	\$23M
2023/24	\$23M

The program will increase further in 2024/25 to a total of \$26.2M. The 2020 CWG recommendation was that the CNCP program be increased to \$32.6M in 2023/24 based largely on the number and value of requests for funding under the program. The proposals received from school districts throughout the province totaled \$74.6M in 2023/24. The SEP provides another source of funding for GHG reduction projects, and recommended increases to the funding are included in this report.

Currently, school districts are required to purchase carbon offsets as part of the carbon neutral government policy. The CWG believes adding the collected amount from all districts to the CNCP program would be beneficial and make a direct connection between the amount districts are required to pay and the strategies necessary to reduce emissions. An article from policynote.ca makes the same case.

What is needed to achieve the GHG emission targets for 2030? The previous CWG report recommended a detailed technical review of this question. Subsequently, UBC engineering students were invited to conduct such a review which they have now completed.

The report can be found on BCSTA's Portal and provides the following recommendations to BCSTA and through BCSTA to the MECC and school districts. It should be noted that further study is identified as being required for the draft recommendations to be proven effective.

"11. Recommendations for BCSTA

This study shows that the total GHG emissions from all B.C. public schools in 2021 only dropped by 9 per cent of GHG emissions when compared with the baseline GHG emissions in 2010. It is far behind the 2030 target of a 43 per cent reduction from 2010. A further reduction of 68,077 tCO₂e is required. To achieve the target, the following recommendations are proposed for BCSTA:

- a. *Introducing 450 electric school buses can bring a reduction of around 8,100 tCO₂e by 2030.*
- b. *Replacing less-efficient boilers with heat pumps for 485 elementary schools, replacing boilers with condensing boilers for 80 elementary schools, and replacing boilers with condensing boilers for 230 secondary schools can bring another reduction of 60,000 tCO₂e by 2030. Thus, a total of 68,100 tCO₂e can be reduced.*
- c. *To support these projects, BCSTA needs to advocate the B.C. government for extra funding of \$37.5 million for electric school bus adoption. Besides, BCSTA also needs to continuously communicate with the B.C. government to ensure that all the current available funding would not be cut or reduced in the future.*

- d. Also, BCSTA may need to lobby with the B.C. government to ensure the funding is approved in a timely manner.*
- e. With reference to the demographic data, GHG emission measures should be prioritized to adopt in the school sectors that have a greater size in student numbers, such as School District 36 Surrey and School District 39 Vancouver. Early results in GHG reduction would be seen and work as a reference to expanding the measures to other school districts with specific modifications.*
- f. Further study and considerations are suggested to be made during the planning stage of measure implementation, to ensure the retrofitted operations are able to provide support to the special needs students. For example, the accessibility design and equipment on the electric school bus.*
- g. Due to the limited information available, the estimates in this study are very preliminary. To have a more comprehensive study, BCSTA is suggested to collect the indoor footage and the age of all school buildings and conduct a detailed analysis by clustering all B.C. schools according to their locations, the indoor footage, and the age of the buildings. These three variables are important variables for determining the requirement of a heating system.*
- h. BCSTA is also recommended to work closely with the energy managers/specialists of school districts since the energy managers/specialists know very well about the conditions of all equipment. With an understanding of the current conditions of the equipment, BCSTA can have a better picture for prioritizing the retrofit projects across different school districts. Besides, energy managers/specialists can share their success stories in reducing GHG emissions with BCSTA.*
- i. Promoting behavioral change in energy consumption also helps in reducing GHG emissions. There are many behavioral change programs run in School District 51 Boundary and School District 37 Delta such as the paper-cut program, the recycling program, the Unplug Appliances program, the Green Awareness program, etc. By promoting these behavioral change programs, energy consumption can be reduced without having a significant amount of capital investment. BCSTA can share these success stories through the website and newsletters "*

The report also provided the following tables for consideration and rough costing:

"Table 7

Cost and Funding Estimates on Boilers Replacement Items - Project cost Funding

Cost of heat pumps for southern elementary schools (\$96,000 per school x 485 schools) \$47 million

Cost of condensing boilers for northern elementary schools (\$83,000 per school x 80 schools) \$7 million

Cost of condensing boilers for secondary schools (\$125,000 per school x 230 schools) \$29 million

CleanBC Custom Program capital incentives for proposed heat pumps in southern elementary schools (\$60/tCO₂e of lifetime GHG savings) \$37 million

CNCP for boiler upgrades projects (\$3 million per year x 5 years) \$15 million

SEP for boiler upgrades projects (\$16 million per year x 5 years) \$80 million "

"Table 6

Cost and Funding Estimates on Electric School Buses Items Project Cost

Funding Cost of 450 school buses (\$300,000 x 450) \$135 million

Electric school buses funded by the B.C. government (\$150,000 x 450) \$67.5 million

Electric school buses funded by the Canada Infrastructure Bank \$30 million

Cost of Level 2 EV chargers \$8,000-\$9,000 / charger EV chargers funded by CleanBC Go Electric Fleets Program Full funding

Additional funding required: \$37.5 million

By switching 450 school buses to electric school buses, around 8,100 tCO₂e can be reduced. However, the funding for

electric school buses currently available is insufficient for switching 450 gasoline/ diesel school buses to electric school buses. Extra funding of \$37.5 million is required."

The MECC notes the average cost of a full-size electric school bus was \$500K in 2023/24, considerably more than the amount noted above.

Another quotation is derived from the recommendations contained in the report of the SSCFGS on the 2024 budget consultations. In that report it is recommended that government:

"Increase funding for zero-emission school buses so that all new school buses are zero-emission."

One of the other benefits of converting as many schools as possible to heat pump technology is that of providing cooling at times of year when schools are increasingly experiencing extreme temperatures resulting from climate change. A means of addressing this in schools not being serviced with heat pumps needs to be pursued and funded to maintain healthy learning environments.

There are some issues that will need further discussion with respect to the proposed technologies. First, while electric buses are working well in some locations, it is the experience of some school districts that they are not necessarily the best solution in areas of extreme cold in winter and where they are serving longer routes. Further exploration is needed to determine if hybrid and/or hydrogen powered buses might be a better solution to fully electric buses in some areas.

Another issue cannot be ignored while considering electric school buses and other GHG emission reduction strategies like heat pumps. In the longer term the

province's capacity to generate electricity may be stretched beyond powering the proposed emission reduction strategies which are based on electrical power being readily available. This is especially true with government considering the phasing out of natural gas. What that discussion leads to is placing some level of priority on creating schools that generate their own energy, whether through solar panels or geo thermal systems, which would also help schools achieve net zero status.

There is a further concern which has been expressed by those involved in the design and construction of new schools. This topic was the subject of a BCSTA resolution submitted by Greater Victoria in 2021, albeit for all schools and not just new facilities. Those involved in the design of new schools have advised that ministry guidelines insist new facilities be "net zero ready," meaning they should be easily converted to a net zero operation over time and result in a minimum 50 per cent reduction in emissions compared to a building constructed to lead gold standard heated with natural gas. The CWG believes that every new school should be as close to a net zero standard in terms of GHG emissions as possible.

As noted in the introduction to this report further discussion is required with respect to the need for adaptation related to climate change. This is particularly important in areas prone to extreme temperatures and regular climate disasters like wildfires (smoke) and floods. Schools need to benefit from the most robust protection possible in terms of flood proofing and wildfire protection. They also need to consider their role in some areas as reception centres, which require equipment that includes emergency generators. Air

quality issues can arise from wildfires and higher levels of filtration are required to ensure healthy learning environments.

The message in this discussion is that while meeting GHG reduction targets is important as a climate mitigation strategy, adaptation is also required, which will vary from region to region in the province. An additional fund is required to focus on adaptation strategies beyond the current CNCP program.

Given the complexity of this subject it is the view of the CWG that the MECC (in concert with MECCS) should be encouraged to provide more technical leadership in the area of climate change and that a climate change plan should be developed for public schools that addresses both GHG emission reductions and climate adaptation strategies, while also recognizing regional differences throughout the province. It is noted that the MECC has already provided consultant services to assist 10 school districts by doing energy audits and providing advice on future submissions for the CNCP, SEP and AFG programs.

During the pandemic, air quality was addressed in schools with enhanced filtration and more frequent air changes. Air quality in the face of wildfires and smoke pollution is another challenge that will need to be addressed in whatever mechanical systems are utilized, particularly in areas where wildfires are more prevalent.

Given this report the 2023/24 CWG wishes to make the following recommendations on climate change:

1. That the MECC, in concert with the Ministry of the Environment and Climate Change Strategy (MECCS), provide technical leadership in the area of climate change to:
 - a. continue providing support for climate change planning particularly in districts who lack the technical expertise needed for that work
 - b. develop and fund a multi-year provincial public school climate change plan addressing GHG emission mitigation and climate adaptation strategies, taking the UBC capstone project into consideration. (MECC and MECCS)
 - c. create emission standards / guidelines in consultation with school districts that recognize regional variations that can be applied through the process of reviewing all capital submissions. (MECC and MECCS).
2. That the MECC and MECCS review the UBC report with the report's authors and complete a more detailed review (based on recommendations to do so in the report) in concert with school district facilities managers and energy managers. (MECC and the Technical Advisory Committee (TAC))
3. That the ministry explore the potential of the outside funding sources listed in the UBC report to determine what outside funding may be available to implement the plan. (MECC, school districts)
4. That the recommendations contained in the UBC report be implemented following validation from the further review noted above with adjustments incorporating alternatives to electric busses where appropriate and other strategies like solar and geo-thermal energy sources. (MECC, districts)
5. That the additional funding required to implement the UBC plan, after outside sources of funding are either confirmed or determined not to be available, be incorporated into the ministry's CNCP and BUS program. (MECC)
6. That the carbon offsets collected from all school districts be added to the CNCP program. (MECCS and MECC)
7. That the additional funding required to address the need for air cooling in schools not being converted to heat pumps and facing extreme temperatures as a result of climate change be provided. (MECC)
8. That new schools be constructed as close as possible to a net zero emissions standard. (MECC and school districts)
9. That the MECC approach the GHG emission target as a provincial objective meaning that investments in some districts (like those with significant school bussing) may be greater than other districts based on their greater potential to reduce emissions. (MECC and MECCS)
10. That the MECC explore and fund whatever climate change adaptation measures are necessary to protect and preserve school infrastructure and healthy learning environments. (MECC)
11. That a specific capital fund be created for climate change adaptation to support the implementation of risk reduction and emergency preparedness measures. (MECC)

Student population growth

ENROLMENT INCREASES

The provincial government identified student enrolment at 578,797 in 2021 and is [projecting](#) 623,483 students in 2031. Recent federal projections anticipate an additional 485,000 immigrants arriving in the country in 2024. We are not aware of whether the MECC contemplated these numbers in their projections. Regardless, an increase of 44,686 students over 10 years is substantial. A portion of that number may be absorbed into current capacities although that is significantly offset by students who are currently housed in temporary (portable) classrooms. A significant percentage of the growth is landing in the lower mainland, on southern Vancouver Island and in the Okanagan. The districts in these areas already lack capacity so the issue of overcrowding will be exacerbated.

Based on these enrolment projections 1900 new classrooms will need to be constructed by 2031 (translating to approximately 90 elementary schools each accommodating 500 students). Of course, none of this anticipates the current shortfall with thousands of B.C. students currently being housed in 1,741 temporary portables in the province. These are the result of chronic underfunding of major capital over many years. Replacing temporary portables over time (with new schools and additions) is another requirement, especially those that have

exceeded their useful life expectancy. To illustrate the shortfall even further the largest 25 school districts in the province submitted their five year capital plans in June 2023 based on their student enrolment projections. The required investment to meet the needs of those districts over the next five years follows:

New schools	\$3.01B
Additions	\$2.918B
Land acquisitions	\$1.69B
Replacements	\$1.468B
Seismic repairs	\$3.168B

Given these figures the annual investment required for new schools, additions and land acquisition alone is approximately \$1.5B. This compares to the current and previous annual investments for the entire province on expansions, new schools and school site acquisitions which follow:

2018	\$76M
2019	\$190M
2020	\$174M
2021	\$236M
2022	\$174M
2023	\$195M

The 2024/25 provincial budget has recognized the significance of the shortfall with an increased annual investment of roughly \$550M included for new schools, additions and land acquisition in each of the next three years. Although two and three years into the future is a little

more challenging to predict, ministry staff anticipate a total expenditure in 2024/25 of \$566M for new schools, additions and land acquisition based on their review of projects currently moving forward. A further \$65M is anticipated for replacements on top of \$176M for seismic work (some of which is partially funding school replacements). While that is not sufficient to address the noted requirements it represents a significant improvement from the amount of funding previously available.

Government more than doubled the capital funding available for new school construction, additions and land acquisition from 2023/24 to 2024/25. We are very appreciative of that increase, however, a preliminary analysis of school district major capital plans suggests the amount budgeted in 2024/25 is just over one third of the annual investment required to address the identified needs of school districts in the province.

The CWG believes more detailed analysis is required and that the major capital program for school additions, new schools and site acquisitions should be set at a level that matches projected student population growth plus the replacement of temporary portables moving forward. That amount will likely be in the order of \$1.5B per year.

PORTABLES

There is perhaps no greater frustration for boards of education, district staff and parents than the need to place students in portables when the capacity of existing schools is insufficient to accommodate growing student populations. Adding to this frustration is that the cost of purchasing, servicing and maintaining

portables is held by school districts, with no contribution from the provincial government, and that the need for portables is driven by the lack of sufficient provincial capital funding for new schools and additions. This practice causes millions of dollars, used for this purpose, to be unavailable for direct student services and learning. We are hopeful the need for portables will be considerably reduced with the additional investments promised for the next three years and, hopefully, beyond.

Government has acknowledged this situation in the recent provincial government report on the 2024 budget consultations published by the SSCGSF. The report includes the following recommendation to government related to portables.

“Provide targeted funding for the purchase, maintenance and relocation costs of portables and establish clearly defined timelines to ensure their use is temporary.”

As noted in the introduction to this paper, there are over 2000 portables currently in place in the province, 1741 of which are being used for instruction. The number of portables in the province is an indicator of the chronic underfunding for new schools, school additions and land acquisition, which has been evident over many years. Since the current cost of a basic portable can be as much as \$350,000 (Kelowna) the investment of local school districts has been substantial. The cost of fully serviced ‘wet’ portables (with washrooms) can be considerably more. In fairness there are some exceptions where additional funding was provided by the provincial government for childcare facilities and extra classrooms needed as a result of the teacher labour settlement several years

ago. Unfortunately, that has resulted in increased pressure on the system since there was no plan developed at the time to eventually replace the temporary portables acquired to meet the immediate needs of the system with new schools or additions. The vast majority of the 1,741 units currently being used for instruction were paid for directly by local school districts. Many of these are reaching the end of their useful life and need to be replaced.

Population projections for the province suggest continuing growth in a number of districts for several years. Of course, the answer is to build new schools in a timely fashion so that portables are not needed. Doing so is easier said than done given the costs involved.

OFF-CYCLE APPROACH AND PREFABRICATED CLASSROOMS

Recently the ministry has launched an initiative to use a flexible approach based on available capital funding in the fiscal year to acquire school sites and order prefabricated classrooms which have a lifespan more in line with regular school buildings. The prefabricated units are proposed not only to replace portables but also to reduce the cost and timing of construction of traditionally built schools. We understand three urgently required school sites were purchased in this fashion and 12 prefabricated projects in seven school districts were also approved (and fully funded by the province). The 12 projects include 104 classrooms and more are anticipated in the near-term. The initiative to use prefabricated construction is based on a similar approach used extensively in other western provinces. The CWG suggests BCSTA monitor the use of prefabricated classrooms to

adjudicate the success of the program and to consider endorsing their use recognizing that prefabricated classrooms alone may be insufficient and will need to be supplemented by ancillary spaces. Growth doesn't just mean there is a need for classroom space. At a certain point additional gymnasium and other spaces are also required.

It is understood by everyone that this off-cycle approach alone will not be sufficient to accommodate growing student populations. We must also acknowledge that the increased investment identified in the 2024/25 to 2026/27 three year budget will not be sufficient to address the student population growth illustrated by the five year capital submissions of the largest twenty five school districts in the province. The amount required will also be dependent upon such things as the value of land to be acquired for new schools, construction costs and the level of population growth. Where sufficient major capital is not available interim funding for portables to accommodate growth should be provided. Funding should also be prioritized to replace existing portables where their age and condition has long exceeded their planned life expectancy. Capital maintenance funding may also be required to extend the life of existing portables if they cannot be replaced in a timely fashion.

PLANNING FUNDS

There is another item of irritation for boards of education struggling to fund their operating budgets and that is the timing of detailed school planning following initial approvals to complete a project definition report (PDR). The problem is that the ministry does not provide up front funding for PDRs although it does reimburse districts for

those expenses once a project proceeds. Since these reports can cost up to several hundred thousand dollars, it is felt to be an unreasonable burden for districts to carry for a significant amount of time, especially if their capital reserves are already reduced to minimum levels.

SCHOOL SITE ACQUISITION CHARGES

A second paper prepared by the previous CWG and referenced in the introduction was titled School Site Land Acquisitions: Issues and Solutions. The paper recommended either a significant increase to the cap on school site acquisition charges or new enabling legislation which would allow local governments and school districts the opportunity to establish school site development cost charges, in the same fashion that the acquisition of municipal park land is funded through locally established development cost charges. Roughly 90 per cent of school site acquisition costs are currently covered by the provincial government, with minimal amounts covered by inadequate school site acquisition charges which have not been increased for 23 years. The notion is that the need for new schools (and school sites) is a direct result of in-migration and development and that the many millions of dollars being spent by government on school site acquisitions could better be spent on underfunded deferred school maintenance or on building new schools or additions. It is the current CWG's position that the recommendations contained in that paper are still valid since the recommendations it contains have yet to be implemented. Even more compelling is the fact that land values have increased significantly over the past several years, especially in areas of significant growth. Development cost charges used for this

purpose need to be adjusted regularly to reflect current land values.

The following table identifies the funding provided by government for the acquisition of new school sites since 2020.

2020	\$64M
2021	\$63M
2022	\$2M
2023	\$62M

All of this represents funding which could be available to address other needs if not required for land acquisition. The amount identified for land acquisition in the capital plans of the largest 25 school districts in the province over the next five years is \$1.7B. That amount could be utilized for deferred maintenance or building many new schools if not required to purchase school sites.

Some have indicated that making this shift in funding for site acquisition (from government to development) will result in increased housing costs at a time when government wishes to do just the opposite. Others suggest that housing prices are set by the marketplace and that an increase in school site acquisition charges or the implementation of a development cost charge for this purpose would not necessarily result in increased prices. With that said, school districts are at an inflection point in terms of the need for new schools and cannot wait any longer to match the funding required for new schools to government's own enrolment projections. Government needs to increase funding for new schools and additions and make a choice between the proposed legislative changes for school site acquisitions or increasing the amount they budget for new schools and additions even more than they would have without the proposed adjustment for school site

acquisition charges.

EXTENDED SCHOOL DAYS

Although not ideal, if increasing space cannot be achieved, consideration may need to be given to using extended school days in secondary schools to increase school capacity. The down side to this approach is the impact on extracurricular sports and arts activities which already take place before or after school. Bus schedules can also be disrupted by using shifts in schools. Extended days are currently possible in many but not all districts due to their collective agreement language. This would need to be changed to allow all districts that option. The BC Public Schools Employer Association (BCPSEA) will need to be involved to achieve that end.

Given this information, the working group offers the following recommendations on student enrolment growth:

1. That funding for the major capital program for school additions, new schools and site acquisitions be set at a level matching projected student population growth and allows for the replacement of temporary portables which have reached the end of their useful life. (approximately \$1.5B per year) (MECC and Treasury Board)
2. That the recommendations identified in the 2020 BCSTA school site acquisition paper be reviewed with both the UBCM and the MMA (possibly including a formal protocol agreement with UBCM on this and other issues of common interest) (BCSTA)
3. That additional discussions be pursued with UBCM and the MMA on ways in which municipalities and school districts can collaborate on the requirement for new schools resulting from residential development and increased density (i.e. off-site servicing, urban area schools in high density developments adjacent to Skytrain routes, etc.). (BCSTA)
4. That the use of an off-cycle approach to acquire school sites and purchase prefabricated classrooms be continued and monitored to determine both the effectiveness of prefabricated construction and the extent to which the strategy will address current shortfalls in school capacity across the province. (MECC)
5. That the use of prefabricated classrooms be tested in a pilot in districts with more extreme climate conditions to ensure the approach will work in those areas. (MECC)
6. That funding to cover the cost of portables be provided to districts who are growing and will not be covered with new prefabricated classrooms or other capital funding provided by the ministry. (MECC)
7. That funding to cover the cost of detailed school planning (project definition reports) be covered up front by the MECC rather than being reimbursed as projects proceed. (MECC)
8. That districts maintain as much flexibility as possible to maximize the use of space including the use of extended school days (as a last resort where necessary), and further, that collective agreement language be pursued through the BC Public Schools Employer Association (BCPSEA) which is consistent across all districts to allow school day schedules to be adjusted to permit shifts and the ability to accommodate more students at a single site. (BCPSEA)

School area standards

There have been several BCSTA resolutions adopted requesting a review of school area standards, which does have an impact on the “growth issues” currently being experienced. One resolution’s rationale referred to a school replacement project approved with a 30 per cent smaller footprint than the original school built for the same student population. While one can and should argue for efficiency given the increasing cost of construction, creating inadequate learning spaces will not serve our students well. On top of this there have been several additional responsibilities added to schools over the past few years. All of the following are adding to the requirement for more space:

1. More robust food security programs,
2. Child care,
3. Integrated Child and Youth (ICY) Teams in schools (involving other ministries),
4. The need for calming spaces
5. The need for spaces for small group and one on one instruction (for growing numbers of students with diverse needs)
6. The need for some level of dedicated safe space for indigenous learners.

Recommendations contained in ministry requested equity scans related to truth and reconciliation identified the need for dedicated space for Indigenous education. With the trauma inflicted upon survivors of residential schools whose families are part of current day school communities, it is paramount that we maintain space design consultation with Indigenous rights-holders. Adequate consultation will ensure we are creating welcoming and safe spaces while actioning the United Nations Declaration on the Rights of Indigenous Peoples to *“retain shared responsibility for the upbringing, training, education and well-being of their children, consistent with the rights of the child.”*

Unfortunately, without additional space allocations, the only way to address these identified needs is to reduce classroom footprints during the school design process. While some point to NLCS as providing the flex space for these additions, that argument ignores the original intent to use these for enhanced gymnasium and performing arts spaces as well as Strong Start classrooms. Moreover, these spaces are generally planned in response to community consultation which is a requirement for school planning. A more detailed technical review of area standards needs to be completed to identify what the standards ought to be given new education requirements.

The review should include consultations with those tasked with administering facility allocations within districts and a review of area standards from similar jurisdictions in western Canada. Particular attention must also be given to regional differences within the province since what works in the Lower Mainland will likely not be suitable in Prince George. Given this report the 2023/24 CWG wishes to offer the following recommendations on school area standards:

- 1. That a technical review of school area standards be undertaken by BCSTA involving BCSSA, BCASBO, the Education Facilities Manager Association of BC (EFMABC) and MECC staff to establish an appropriate standard going forward. The new standard should recognize changes in the education system as well as accessibility issues, regional differences and climate adaptation priorities. (BCSTA)**

General

Finally, while there are no BCSTA resolutions to this effect, the current CWG wishes to recommend the formation of a standing technical advisory committee to the MECC involving those who are managing facilities in school districts. The purpose of such a group would be to monitor:

- the adequacy of school lifecycle maintenance programs
- the degree to which recommendations from the UBC GHG emission study are being implemented and to determine if adjustments are needed over time
- the extent to which modular construction and funding addresses capacity issues in growing districts
- school area standards including recommendations for change tied to the further integration of community services into school facilities.

An advisory committee could be used by ministry staff to review proposed program changes before they are finalized and should meet at least once per year to review progress and offer advice to ministry staff on priorities within the system.

Given this report and background the 2023/24 CWG wishes to offer the following recommendation on establishing a technical advisory committee.

1. That a technical advisory committee on capital be formed by the MECC to:

- **monitor progress on a continuing basis on all aspects of capital programs and funding =**
- **make further recommendations to the MECC on the strategies required to address growth, lifecycle and climate change issues as well as school area standards.**

The advisory group should include representatives from BCASBO, BCSSA and EFMABC who are directly involved in implementing capital programs within districts. It may also include representation from the Ministry of Emergency Management and Climate Readiness (MEMCR) and/or MECCS. (MECC)

Conclusion

What is obvious from this report is that there has been progress made since the previous CWG offered its recommendations in 2020. That evidence is largely provided in the increased capital funding provided by the province. We thank everyone involved for that progress.

Despite an increased level of investment in 2024/25, a significant shortfall in public school capital funding continues to be evident. This shortfall is the result of decades of chronic underfunding. The evidence includes 1741 "temporary" portables currently in use for instruction in the public school system in B.C. and \$9B in deferred maintenance required over the next five years.

The intent of this report has been to define the issues raised in BCSTA resolutions on capital funding and government policy more clearly and to offer measured recommendations to address those issues. Like most reports of this nature, it does outline additional work to be done to achieve the aspirations of the province and school districts in B.C. Positive working relationships with the MECC and with organizations such as UBCM will be key to achieving those aspirations.

In concluding this report, we acknowledge significant contributions in the form of data and answers to many questions from the MECC, notably Assistant Deputy Minister Chris Brown, Executive Director Damien Crowell and the Capital Management Branch along with their staff. We also wish to acknowledge the work of UBC engineering students Christopher Wong and Rebecca Yuen (supported by

BCSTA's Director of Education Services Gordon Li as industry partner) for their capstone project work titled Reducing Emissions in BC Public Schools. We have also benefitted from others too numerous to mention who have reviewed earlier drafts of the report and have shared their wisdom with the CWG.

Finally, we acknowledge the members of the 2023/24 BCSTA Capital Working Group for their collective efforts wrestling with the issues outlined in this paper.

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Gurveen Dhaliwal
New Westminster

Nicole Duncan
Greater Victoria

Mal Gill
BC School Superintendent's Association

Bob Holmes
BCSTA Board of Directors, Surrey

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Mike Murray, CWG Chair
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Terms of Reference

During the 2018 BCSTA AGM the Association adopted a number of motions related to capital construction and space utilization issues for the K-12 education system. As part of the Association's 2018/2019 Strategic Plan, the Board of Directors initiated a trustee based working group to assist with advocacy related to these resolutions. The committee established priorities within the list of motions to be addressed and published two BCSTA position papers presented by the group to the Board of Directors for use in the Association's advocacy to the Ministry.

1. School Site Land Acquisition Issues and Solutions and
2. The Case for Increased School Lifecycle Funding

Both papers are attached and have previously been presented to the Ministry of Education for consideration.

While the Ministry has expressed some support for the recommendations identified in the first paper, no legislative changes have resulted to this date. Some capital funding increases have been implemented to the various capital programs referenced in the second paper but not to the recommended levels.

PURPOSE

The purpose of the 2023 Board Ad Hoc Capital Working Group is to:

- 1) obtain an update from the Ministry on the actual progress made by government on the recommendations offered previously by the BCSTA in

the two previous position papers and determine any next steps the Association Board of Directors should consider going forward,

- 2) review motions adopted at the 2019 and later AGMs related to capital construction and space utilization,
- 3) make recommendations to the full Board of Directors as to how the Association might best achieve the desired outcomes described in those resolutions,
- 4) make any additional recommendations to the Board of Directors regarding K-12 focused initiatives on capital projects, and
- 5) produce a summary report to the Board of Directors with the Working Group's recommendations by no later than March 1, 2024 including recommendations on any further work suggested by the committee.

REPORTING

The committee reports to the board of directors. While the working group is welcome to involve or consult with external individuals, groups or other ministries for the purpose of collecting information and strengthening lines of communication, the Group shall not represent the views of the association; nor commit the association to any particular course of action or involvement.

CONSIDERATIONS

Issues for consideration by the group:

- How best might BCSTA achieve the outcomes identified in the AGM motions and the first two position papers offered by the BCSTA to government?
- What other recommendations would assist BCSTA and its member boards in addressing the issues of capital construction and space utilization within the K-12 public education system?
- How might BCSTA work with other K-12 education partner groups, the Ministry of Education, and other external groups to address the overall issue of capital projects and space utilization within the K-12 public education system?
- Are there specific resources or working relationships that would be of use to school districts or BCSTA in addressing the overall issue of capital projects and space utilization within the K-12 public education system?

MEMBERSHIP

The President, in consultation with the Board of Directors, shall appoint seven members to the Working Group including two (2) directors from the BCSTA board and five at large trustees from throughout the Province. In addition, the BC Association of School Business Officials and the BC School Superintendents Association shall each be invited to appoint a representative to the committee. The group shall be empowered to invite additional nonvoting representatives from outside organizations to participate in group meetings as needed and appropriate. Such representation may include representatives of the Ministry of Education. The chair shall be appointed by the president.

BCSTA's chief executive officer will appoint staff support to the Working Group.

EXPENSES

The Working Group is assigned a budget of \$3000 to cover meeting and travel expenses as well as all other associated costs. While most meetings will occur using an electronic platform should there be a need for an occasional in person meeting Working Group members will be reimbursed for travel expenses related to their participation on the Group in accordance with BCSTA's Expense Policy.

The appointed Chair of the Working Group shall be responsible for monitoring the budget and expenses, which may not be exceeded without the expressed prior consent of the BCSTA CEO.

It is understood that additional resources may be required as the work progresses to complete necessary research and provide consulting support. Approval for additional resources will be obtained from the Board of Directors in advance of any commitments being made.

TIMELINES AND MEETING FREQUENCY

Meetings will be at the call of the Working Group Chair and may be in person, via telephone, or on-line. The Working Group will submit its recommendations and final report to the Board of Directors no later than March 1, 2024.

The Working Group mandate will be completed upon the submission of its recommendations and final report to the Board of Directors, and shall be disbanded at that time, unless specifically renewed or extended by the Board of Directors.

These terms of reference were approved by the board of directors on June 8, 2023.



THE CASE FOR INCREASED SCHOOL LIFE CYCLE FUNDING

a report from the BC School Trustees Association | March 2021

Introduction

Life cycle maintenance refers to the work which must be completed over the “life” of a building to ensure it remains in peak operating condition. A roof may need to be replaced a few times over the typical 50 to 60 year life of a public school building, as will mechanical and electrical systems. Structural and building envelope upgrading may also be required. This is not an exhaustive list but serves to provide examples of the type of work included in life cycle maintenance.

By all accounts B.C. schools suffer from an ever-increasing level of deferred life cycle maintenance. Several measures of this situation are offered in the following pages. One critical measure suggests the shortfall in 2020 needed to address deferred maintenance in the public school system is \$237M (see Figure 1, page 3).

The intent of this paper is to define the problem and make recommendations for consideration by government to correct the shortfall.

The context of these recommendations is also worthy of consideration given the need for economic recovery following the COVID-19 pandemic and the potential for significant infrastructure investments to fuel that recovery.

Premier Horgan's November 2020 mandate letter to Minister of Education Jennifer Whiteside offers additional context. The letter directs the minister to “continue to invest in new and modernized schools, including focussing on meeting seismic requirements and climate change and energy efficiency standards as set out in our Clean BC plan.”

In 2020 the routine capital program funded by the provincial government for schools totaled \$204M. By comparison the estimated cost of repairs and maintenance recommended by building system engineers engaged by the Ministry was more than double that amount at \$441M.

Summary of Recommendations

1. That a building life cycle plan be developed for each new public school facility at the time of construction including an indication of the annual contributions necessary to fully implement the plan over time.
2. That the Annual Facilities Grant (currently \$115M) be increased by:
 - a. inflation (currently roughly 2%), plus
 - b. an amount equivalent to the annual contribution necessary to implement the detailed life cycle plan for new buildings (roughly 3%) and
 - c. a minimum of 15% for “catch up” each year amounting to a minimum of \$139.5M in 2021/22, \$168.5M in 2022/23, \$203.6M in 2023/24, \$246M in 2024/25, etc., noting that annual increases should continue until the recommended deferred maintenance costs can be covered.
3. That School Enhancement Program funding (currently \$64M) be increased by:
 - a. inflation (currently roughly 2%) and
 - b. a minimum of 15% for “catch up” each year amounting to a minimum of \$75M in 2021/22, \$88M in 2022/23, \$103.2M in 2023/24 and \$121M in 2024/25, etc., noting that annual increases should continue until the recommended immediate deferred maintenance costs can be covered and
4. That the Carbon Neutral Capital program be increased a minimum of 100% in 2021/22 and 10% per year thereafter amounting to \$33.4M in 2021/22, \$36.74M in 2022/23, \$40.41M in 2023/24 and \$44.45M in 2024/25.
5. That the provincial government carry out the required research to identify appropriate technologies and determine the funding required to achieve provincial government energy conservation objectives for existing public buildings outlined in the Clean BC program; and further, that the provincial government work with the federal government to provide the necessary funding to achieve those objectives.
6. That the need for more up-to-date learning environments to support student success and the level of accumulated deferred maintenance both be given greater consideration in the decision-making process about whether to complete major renovations or replace school buildings as they approach the end of their useful life.
7. That a review of the process to determine the Facility Condition Index be undertaken by the Ministry of Education in concert with school district Directors of Facilities and Maintenance to ensure accuracy incorporating more frequent local updates.
8. That a review of the Building Envelope Program be completed by the Ministries of Education and BC Housing in concert with school district Directors of Facilities and Maintenance to ensure adequate funding is available to finally complete all building envelope repairs that stemmed from the “leaky condo” era.
9. That all of the additional funding identified as being required in this paper be provided beyond the current Ministry of Education funding envelope.

Background

Deferred Maintenance

Figure 1 (below) identifies historic routine capital program allocations, deferred maintenance recommended within 1 year, deferred maintenance recommended within 5 years, and the change in the average provincial facility condition index (FCI) of school facility assets.

The listed capital programs in Figure 1 include the Annual Facilities Grant (AFG), the Carbon Neutral Capital Program (CNC), the School Enhancement Program (SEP) and the Building Envelope Program (BEP) all of which contribute to addressing facility life cycle maintenance requirements. It will be noted Figure 1 captures a long term trend toward poorer conditions in school buildings, along with a growing estimate of unfunded immediate deferred maintenance costs (a \$237M shortfall in 2020).

If the trend toward a worse average facility condition index were to continue at a certain point the province would experience a crisis of needing to replace many school buildings all at once. That may not occur for several years, however, the trend is definitely of concern. The FCI descriptor on page four of this paper and the current average FCI rating of 0.47 suggest many school buildings must already be in the poor or very poor rating category.

We have based all of our analysis on data obtained from the Ministry of Education. It has been identified by some districts that more detailed and frequent analysis is needed on the process of assessing school buildings and that the analysis should involve school district staff involved in facility maintenance, to ensure the FCI is accurate and up to date. As a consequence we have made a recommendation for such a review to be completed at the earliest opportunity.

Fiscal Year	EDUC Routine Capital Program Allocations (AFG, BEP, CNC, SEP) plus AFG operating	Immediate Deferred Maintenance (Cost of repairs and upgrades required within 1 year) n.i.c. closed schools	Total Deferred Maintenance (Cost of repairs and upgrades required within 5 years) n.i.c. closed schools	Average Provincial Facility Condition Index (FCI) for Total Asset Inventory
2020/21	\$204M	\$441M	\$7.05B	0.47
2019/20	\$192M	\$491M	\$6.95B	0.44
2018/19	\$193M	\$396M	\$6.70B	0.43
2017/18	\$195M	\$343M	\$6.28B	0.43
2016/17	\$174M	\$332M	\$6.26B	0.42
2015/16	\$152M	\$305M	\$6.09B	0.42
2014/15	\$98M	\$296M	\$5.98B	0.41
2013/14	\$98M	\$254M	\$5.41B	0.38
2012/13	\$96M	\$236M	\$5.38B	0.37

Figure 1 - Source: Ministry of Education

Facility Condition Index

The BC Ministry of Education has established a Capital Asset Management System (CAMS) for all schools in the province and has contracted with VFA Inc. to conduct facility condition audits.

The purpose of the facility condition audit is to determine the equivalent age and condition of each school building. The condition includes structural, architectural, mechanical, electrical, plumbing, fire protection, equipment and furnishings and life safety. An audit of site conditions is also included.

The audit determines what resources will be required over the coming years to maintain or replace aging facilities. Each school is given a rating called the Facility Condition Index (FCI). This is a comparative index that allows the Ministry to rank each school against all others in the province and is expressed as a decimal percentage of the cost to remediate maintenance deficiencies divided by the current replacement value (i.e. 0.26).

According to VFA Inc.,
FCI ratings have the following meanings:

0.00 to 0.05 - Excellent

Near new condition.
Meets present and foreseeable future requirements.

0.05 to 0.15 - Good

Good condition. Meets all present requirements.

0.15 to 0.30 - Average

Has significant deficiencies, but meets minimum requirements. Some significant building system components nearing the end of their normal life cycle.

0.30 to 0.60 - Poor

Does not meet requirements. Immediate attention required to some significant building systems. Some significant building systems at the end of their life cycle. Parts may no longer be in stock or very difficult to obtain. High risk of failure of some systems.

0.60 and above - Very Poor

Does not meet requirements. Immediate attention required to most of the significant building systems. Most building systems at the end of their life cycle. Parts may no longer be in stock or very difficult to obtain. High risk of failure of some systems.

The FCI is a significant factor the Ministry of Education uses to determine funding priorities for rejuvenation or replacement projects. Generally, a school will not be considered for replacement unless the FCI is close to 0.60 or above.

How Deferred Maintenance is Calculated

In Figure 1 immediate deferred maintenance refers to those projects which are recommended by the engineering firm engaged by MOE to complete facility condition assessments each year. While the projects included in those recommendations do not necessarily involve building systems that will fail in the next year, preventive maintenance is always better than reactive or crisis maintenance. Building systems need to be properly maintained before they fail.

Building condition assessments are completed by engineers who are specialists in this field. They rely upon their knowledge of building systems to know where the sweet spot is.....that place where an ounce of prevention avoids a pound of cure and where replacement is more cost effective than constant repairs. Deferred maintenance reflects the work these specialists indicate should be done which has not been done as a result of inadequate funding. It is appropriately a requirement of government that building condition assessments are completed so government can direct limited funding to the areas of greatest need. We commend government for that, however, identifying and not addressing other maintenance requirements must still be considered a shortfall.

Capital Maintenance Project Requests/ Allocations

Figure 2 (below) documents shortfalls in each of several capital programs over the past five years.

The number of projects and funding for requests beyond the actual number of projects and funding provided by the ministry are reported for

- the Carbon Neutral Capital Program (CNCP),
- the School Enhancement Program (SEP),
- the Bus Acquisition Program (BUS) and
- the Playground Equipment Program (PEP).

All of these programs indicate the inadequacy of current levels of funding. Full program descriptions are available [here](#).

Unlike other programs listed in Figure 2, the Annual Facilities Grant is based on what is provided to districts by formula. Districts seek approval from the ministry on how they intend to use their AFG allocation. The best indication of an AFG shortfall is that provided in Figure 1. Figure 3 (page 5) provides another indication of less than adequate AFG funding.

The Building Envelope Program (BEP) identified in Figure 1 is not listed in Figure 2. We are advised the annual funding provided for this program amounts to approximately \$10M each year and is intended to address building envelope issues arising during the “leaky condo” years and will be phased out over time as they are addressed. Some additional funding for this purpose has been provided through litigation. We are advised by some districts relying on this funding that it is inadequate and, therefore, we are making a recommendation that the program be reviewed by the Ministry of Education and BC Housing Authority in concert with affected school districts and appropriately funded to address outstanding projects.

Figure 2 - Source: Ministry of Education

2020/21

AFG	2993 projects submitted in district spending plans, \$113.5M total allocated
BUS	165 project requests valued at \$24.2M. 101 projects approved for \$14.6M.
CNCP	124 project requests valued at \$40M. 67 projects approved for \$16.7M.
PEP	137 projects requests valued at \$12M. 40 projects approved for \$5M.
SEP	413 project requests valued at \$207.8M, 164 projects approved for \$64M

2019/20

AFG	2768 projects submitted in district spending plans, \$113.5M total allocated
BUS	148 project requests valued at \$21.8M. 87 projects approved for \$12.8M.
CNCP	112 project requests valued at \$36.3M. 19 projects approved for \$5M.
PEP	146 requests valued at \$14M. 50 projects approved for \$5M.
SEP	431 requests valued at \$219.5M. 138 projects approved for \$65M.

2018/19

AFG	2605 projects submitted in district spending plans, \$113.5M total allocate
BUS	123 project requests valued at \$16M. 93 projects approved for \$13M.
CNCP	90 project requests valued at \$26.5M. 19 projects approved for \$5M.
PEP	158 project requests valued at \$15M. 51 projects approved for \$5M.
SEP	415 project requests valued at \$145M. 175 projects approved for \$65M.

2017/18

AFG	2704 projects submitted in district spending plans, \$108.5M total allocated
BUS	134 project requests valued at \$16.2M. 73 projects approved for \$10M.
CNCP	91 project requests valued at \$30.6M. 15 projects approved for \$5M.
SEP	346 project requests valued at \$167M. 130 projects approved for \$55M.

2016/17

AFG	2123 projects submitted in district spending plans, \$108.5M total allocated
BUS	126 project requests valued at \$16M. 73 projects approved for \$10.8M.
CNCP	85 project requests valued at \$22.2M. 25 projects approved for \$5M.
SEP	462 project requests valued at \$277.3M. 146 projects approved for \$70M.

Annual Facility Grant

Figure 3 tracks changes in the Annual Facilities Grant since 2002 indicating increases in that specific area of funding have risen by far less than inflation even though capital costs have risen significantly during that same period.

Given the shortfalls noted earlier we have recommended increases to the AFG program which are considerably greater than inflation beyond 2021/22. These increases and those recommended to other education routine capital programs are required to address the growing levels of deferred maintenance identified in Figure 1.

The result of underfunding public school life cycle funding is that many BC schools suffer from poor life cycle maintenance, looking and feeling tired, and creating less than ideal learning conditions.

As important, they cost more to operate than they should, taking money away from student educational resources. Fairly straight forward energy efficiency upgrades can redirect hundreds of thousands of dollars back into education operating budgets in addition to helping achieve the climate change targets established by the province.

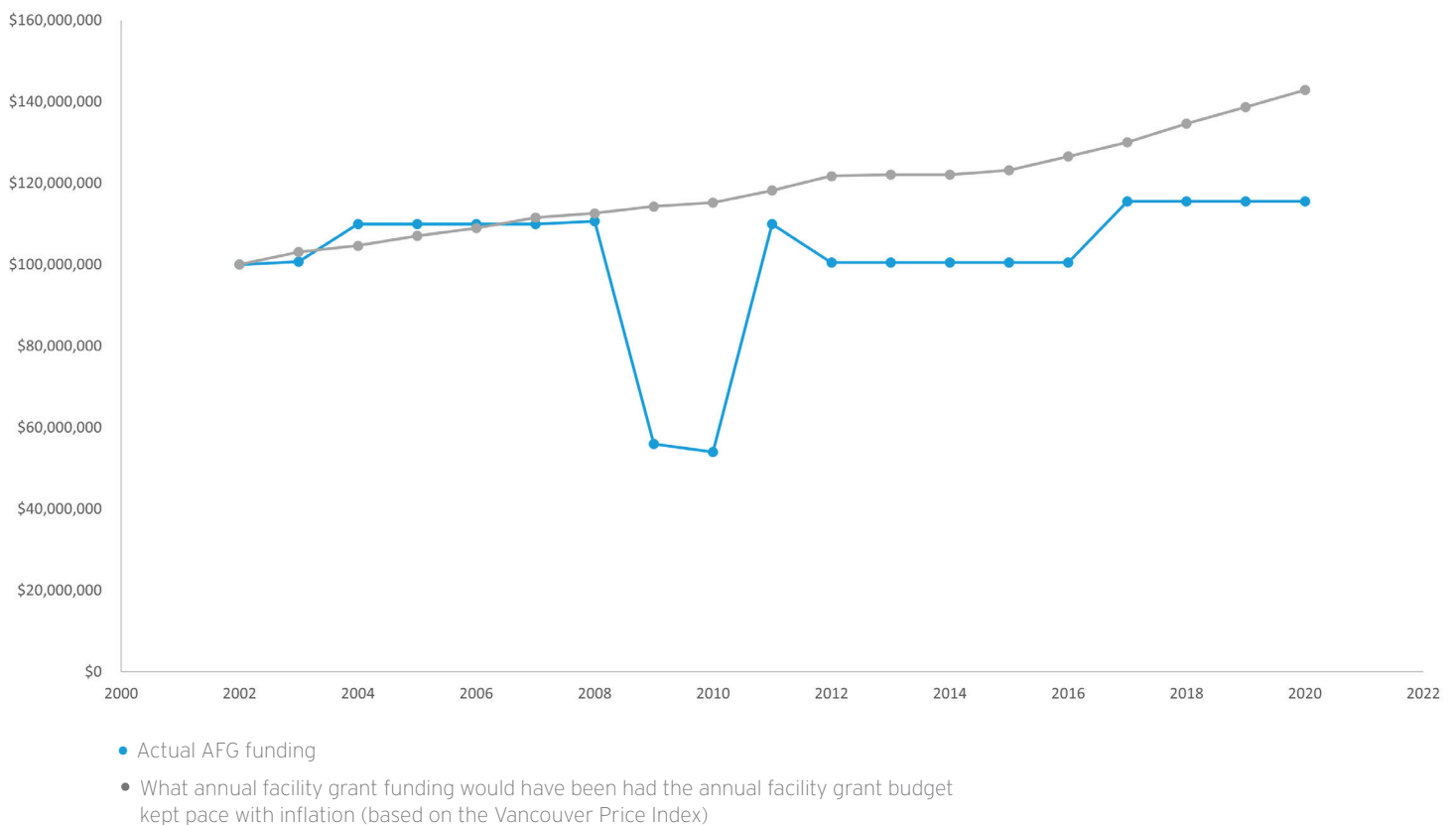


Figure 3 - data sourced from the Ministry of Education. The graph identifies the value of the Annual Facilities Grants (AFGs) awarded for each year beginning in 2002 compared to the amount which should have been budgeted given inflation (based on the Vancouver Consumer Price Index).

Investments in New Schools,
Seismic Upgrading and School Replacements

It can be said districts and government do a reasonable job of ensuring schools are safe which is a clear priority. The only exception may be those schools for which recommended seismic upgrading has not yet been completed. To their credit government has identified seismic retrofitting as a priority. Unfortunately, government and the boards of education involved in addressing this situation seem to be having some difficulty catching up to the problem, especially since seismic survivability standards appear to be increasing. Keeping up to the need for capital funding for new schools and additions on top of the seismic upgrade program has been extremely challenging. Despite this Government has made substantial attempts to address these issues with increased funding as noted in Figure 4.

	B2018	B2019	B2020
SEISMIC	126M	220M	310M
NEW & ADDITION	102M	166M	332M

Figure 4 - Source: Ministry of Education

A few school replacements are also being funded which will have an impact on the facility condition index as very old schools are fully replaced. The amounts provided over the past three years for full building replacements are \$9.8M in 2018, \$31.4M in 2019 and \$56M in 2020.

All three of these areas of funding (for new schools, additions and seismic upgrading) are important and, although they are not the subject of this discussion paper, we must assume plans have been developed which define the level of funding required to complete seismic upgrades and construct new schools to keep pace with growth in the system.

While these needs are being more appropriately addressed we cannot forget the amount of funding required to address deferred maintenance in existing buildings. New schools and seismic upgrading are both needed. They tend to enjoy a higher profile than maintenance projects in existing schools. However, the latter are equally important if we are to fulfill our responsibility as trustees of important public assets.

Data obtained from the Ministry of Education illustrates a growing level of deferred maintenance and the degree to which we are failing in this responsibility.

Regional Differences and Equity

During the process of writing this paper the capital working group heard from many school districts both verbally and in writing. A few quotations are shared from the written input on the following page. Apart from validating the need for additional life cycle funding to address deferred maintenance some also raised the need to consider regional differences and matters of equity.

There is no question that growth and seismic survivability are demanding the bulk of limited capital funding. As reported earlier, allocations for 2020 for these two categories of work amounted to \$642 million. This can be compared to education routine capital funding (including AFG from operating) in the same year of \$204M which, as we've noted, is \$237M less than the amount recommended by building system engineers..

Needed upgrades and renovations (deferred maintenance) are often addressed when seismic work or additions are completed. It only makes sense that those upgrades should occur at the same time as major structural work is being undertaken. Of course the addition of upgrades, seismic work and the need for school expansions can also factor into the decision on whether or not to replace an older school. There comes a point in the calculation when complete replacement makes more sense from a purely fiscal analysis.

There really cannot be any arguments as to why \$642M (or more) is needed on an annual basis to address the critical issues of growth and seismic survivability,

especially given the number of portables growing districts are having to purchase from operating funding to ensure there is enough space to accommodate their students. Reducing the number of portables being used in this fashion is a stated goal of government. In the report we've suggested that more detailed analysis and planning may be required to ensure adequate resources in these areas.

However, if funding is limited and seismic mitigation, new schools and school expansions are identified as priorities it means that the replacement of older schools and deferred maintenance (which is the subject of this paper) are severely underfunded. Since the majority of growth and seismic work are occurring in urban areas it is understandable why many of our more rural districts believe they are receiving an inadequate level of attention from government.

On top of that many of them exist in areas that experience more extreme climates, with disproportionate heating and maintenance costs during the winter months. Underfunding programs like the Carbon Neutral Capital Program, which could have an even more significant impact in areas experiencing extreme climates, adds to this sense of regional disparity.

There is another point some districts shared which bears repeating and it is embodied in the following phrase offered by one of our committee members, "your environment fosters your culture". To illustrate, one of the schools referenced by District 72, Campbell River, is 57 years old with an FCI of .69 which is very poor or critical on some FCI scales. Putting any significant amount of money into



deferred maintenance doesn't make a lot of sense at this stage given the strong case for replacement, and yet there is no funding for replacement despite several years of the project topping the district's capital request. It happens that the school is situated in an area of the community experiencing a disproportionate amount of poverty and a vulnerable student population. The result is a community within the district that is perceived to be under-served, with the consequent perception that the need of students for an appropriate and positive physical learning environment is somehow less of a priority in this school than in other SD72 school communities.

This is not a situation we can collectively ignore if we are to create positive learning environments for all of the children of our province....if we are to ensure equity within our education system. The only thing that will address this is increased funding for education routine capital programs and school replacements, and not at the expense of seismic upgrading or addressing growth. All of these needs must be addressed.

Rules and Standards Have Changed Over the Last Fifty Years.

Standards for health and safety have changed considerably over time with ever increasing and appropriate measures to address such issues as the use of asbestos many years ago, lead content in the water more recently and seismic survivability. The cost of energy has gone up considerably as well, demanding measures to become more efficient, not only to keep costs down but also to reduce green house gas emissions and, literally, save the planet. Government is now requiring that school buildings meet reasonable standards for energy efficiency reducing emissions by 50% from 2007 levels by 2030 and achieving net zero targets for new buildings by 2032. That is very appropriate and to be applauded as we consider the design of new schools, but what about our existing building infrastructure? It is not unusual for schools to be in service for over fifty years. How do we reduce the carbon footprint of buildings constructed that many years ago and ensure they are safe and efficient, not to mention providing positive learning environments for children?

".....it costs more to operate buildings that are in poor repair which takes away from student educational resources.....the quality of our buildings, especially in rural/remote locations is a factor in staff recruitment and retention."

SD60 North Peace

"Thirteen of our twenty buildings are in the poor or very poor FCI category. Thus we utilize every dollar of our annual facilities grant just trying to triage our most urgent maintenance needs. The district submits an annual plan for the spending then always adjusts based on a roof that sprouts a leak or a boiler that fails. There are never enough funds to address all of the needs thus building deferred maintenance requirements and costs continue to grow."

SD71 Comox Valley

"One wonders what our future selves might wish that we had done today to succeed in managing this challenging problem in the long run...In our experience a majority of projects that are a good fit for CNCP funding tend to be more expensive projects, including HVAC rooftop units, heating, water and electrical systems. The gap between existing equipment and the much lower Clean BC targets (to be achieved with enhanced systems and equipment) would possibly justifya doubling in the current amount (of available funding)."

SD 37, Delta

"As a district with most of our buildings more than 30 years old funding to do exterior upgrades to schools would greatly improve student, staff, parent and community morale in our public education system."

SD 28, Quesnel

"Since much of the provincial funding for the Building Envelope Program flows through the BC Housing Authority it creates some further complexity. That the fund is only \$10M annually is a significant detriment to addressing more costly maintenance. The funding is simply insufficient. For example, we have two schools each of which require more than the annual fund provided. As a result these projects never get approved, the buildings are deteriorating more rapidly than others which significantly increases operating costs and (reduces) building life.....the leaky condo era was 1981-98 and 22 years later the building envelope is still a significant issue"

SD43, Coquitlam

".....we are particularly concerned about the specific challenges facing many rural and remote communities in northern BC. The window of time that districts are able to perform cost effective building and maintenance is smaller and northern districts can face significantly higher building and maintenance costs during colder months than other districts might."

SD57, Prince George

How Can We Address the Problem?

Boards of education have long expressed the concern that the annual allocation of capital funding to address deferred maintenance is inadequate. Figure 1 provides a relatively clear substantiation of that claim.

Many municipal governments have addressed this problem for their own facility infrastructure by developing life cycle plans at the point of constructing new buildings, identifying each building's life cycle costs well into the future and putting sufficient funding into a reserve each year to ensure the identified work can be addressed as it comes up in the plan. Roofs, mechanical and electrical systems all need to be replaced several times over the life of a building. Given the extremes of our climate regular reviews and repair/replacement of building envelopes is another aspect of the ongoing work which needs to be addressed more than once during the life of a building.

Strata councils are required in legislation to have lifecycle plans which they are wise to implement to avoid surprise assessments as major issues arise. It is a preferred approach to set monthly strata fees at a level sufficient to accommodate everything in the plan rather than wait until something breaks down and requires an emergency repair or replacement and a somewhat unexpected assessment. An unanticipated \$10,000 bill, or greater, can be a significant blow to a family's budget, not to mention the disruption if replacement is left until something like a water line breaks.

Many commercial buildings operate this way as well with a portion of every lease payment for common costs allocated to life cycle projects.

The cost to address the reported shortfalls for school facility life cycle maintenance is significant (\$237M per year) and couldn't possibly be addressed all at once. We have suggested other sources of funding that could be tapped in another paper of the BCSTA Capital Working Group ([School Site Acquisition Charges - Issues and Solutions](#)). Implementing the recommendations offered in that paper would free up more capital funding over the long term. This is a long term problem and, we submit, requires a steady and considered long term approach to address the issue. If the recommended changes had been made in the years prior government could have saved \$42M in land acquisition costs in 2018 and similar amounts going forward. However, nothing we can suggest short of additional government funding will be sufficient to bring the entirety of public K-12 education infrastructure up to the desired level very quickly.

Life Cycle Plan Recommendations

To begin we are suggesting that the ministry require a standardized life cycle plan be developed for every new school building that is constructed into the future.....and further....that an adequate annual contribution be added to the Annual Facilities Grant of the school district in which the facility is located to address the lifecycle needs of that building over time.

Ideally school districts would work backwards and create such plans for all their existing buildings and apply to the ministry for the annual funding required to sustain the overall building life cycle plan. That is likely unrealistic given the increased amount of funding required as indicated by the high number of requests made and relatively few which are approved. In 2019/20 the amount allocated by the province to lifecycle maintenance (the combination of AFG, SEP, CNCP and BEP) was \$205M against a recommended amount of \$441M. As noted earlier the recommended amount is derived from the work of building system engineers engaged by MOE to complete the facility condition assessment each year.

Ideally the annual allocation from the ministry would address the annual deficit (\$237M). Since that is unrealistic in the short term we are suggesting a gradual "catch up" to eventually achieve enough annual funding to meet existing building life cycle needs, concurrent with a new system of lifecycle planning and funding for new buildings as they come on board.

In summary we are recommending annual increases in the Annual Facilities Grant, the School Enhancement Program and the Carbon Neutral Capital Program until the total recommended level of funding required to complete recommended immediate deferred maintenance can be achieved.

Annual Facilities Grant Recommendations

The current AFG allocation in 2020/21 is \$115.5M. We are recommending that amount be increased each year with the addition of:

- the annual contribution identified as being required in new facility life cycle plans plus
- inflation (currently roughly 2%) plus
- a minimum of 15% beyond inflation intended to reduce the shortfall for existing buildings over time.

The investment made in constructing new schools and additions in 2020 was \$332M. In order to provide a rough estimate of the annual life cycle contribution required for new facilities we have anticipated that cost to be the initial capital cost divided by a fifty year life or \$6.6M. That can be roughly translated to 3% of the current combined investment in AFG and SEP. The actual amount added to the system each year should be based on the specific lifecycle plans prepared for each building in the prior year. However, for the purposes of this paper and its recommendations we have simplified the calculation.

This formula would amount to AFG funding of approximately \$139.5 in 2021/22, \$168.5M in 2022/23, \$203.6M in 2023/24 and \$246M in 2024/25.

School Enhancement Program Recommendations

We are also recommending an annual increase in the School Enhancement Program (SEP). The SEP funding provided for 2020/21 is \$64M. We are recommending that amount be increased each year with the addition of:

- inflation (currently roughly 2%) plus
- a minimum of 15% beyond inflation intended to reduce the shortfall for existing buildings over time

This would amount to SEP funding of \$75M in 2021/22, \$88M in 2022/23, 103.2M in 2023/24 and \$121M in 2024/25.

Both of these programs would continue to increase using these formulas beyond 2025 until the amount being budgeted is sufficient to address the deferred maintenance shortfall.

We have selected a 15% factor in our formula for “catch up” recognizing it will still take several years to do so. If the “catch up” provision was increased to 20% over \$500M would be available in 2025. A smaller “catch up” amount would extend the time needed to achieve the required level of funding and complete the required work.

Carbon Neutral Capital Program Recommendations

We must also consider the Carbon Neutral Capital Program. Expenditures in this program are often used to replace electrical, mechanical or other systems which need to be replaced in the regular course of completing life cycle maintenance. It only makes sense that completing upgrades to systems to make them more energy efficient would be completed at the same time.

There is another significant argument to be made for increased funding beyond the amount already provided in the Carbon Neutral Capital Program. Reduced consumption generally means reduced operating costs, which can then be redirected to student achievement.

We are hoping the total amount of funding required to achieve the net zero targets established by the province for new buildings and improved efficiency for existing buildings (50% reduced consumption by 2030) will be the subject of further investigation and recommendations by government and is beyond the scope of this paper. However, we do feel it is appropriate in the context of this discussion to suggest a minimal ramping up of the Carbon Neutral Capital Program. It can be seen in Figure 2 that funding requests for this work totalled 2.5 times the available funding in 2020. Total requests amounted to \$40M in 2020/21 while the available funding amounted to only \$16.7M.

We are concerned the amount of annual funding currently available in the Carbon Neutral Capital Program for public schools is significantly less than the amount required to achieve Clean BC objectives. We are recommending the annual allocation to the Carbon Neutral Capital Program be doubled in the next year and increased by 10% per year thereafter. At this point we do not know if that level of investment will be sufficient to achieve the goals of the Clean BC program. We do know that most districts have already completed the easiest upgrades beginning with lighting systems followed by more efficient Boiler and HVAC equipment as mechanical systems reach the end of their life expectancy. What remains are projects which will be needed to achieve the Clean BC goals by 2030. They are very likely to be more complex and expensive as conversions from traditional to more innovative systems using alternative clean energy sources are contemplated. We are recommending CNCP allocations over the next four years should be \$33.4M in 2021/22, \$36.74M in 2022/23, \$40.41M in 2023/24 and \$44.45M in 2024/25. These increases are considered to be the minimum required. A more detailed analysis on what it will take to achieve Clean BC goals by 2030 may indicate the need for even greater resources. We are also recommending that analysis be undertaken by the provincial government as soon as possible.

Of course Initial capital funding for new buildings should be based on achieving as close to net zero emission targets as possible going forward, leading to new buildings fully achieving the net zero target by 2032.

Access the Clean BC program details [here](#).

Renovate or Replace?

Many districts and the Ministry of Education face difficult decisions as schools approach the end of their useful life (fifty to sixty years of service) and encounter the need to complete relatively costly seismic upgrades and building system upgrades if they are to continue safely accommodating students in those facilities.

The dilemma is that schools built so many years ago often do not include the kind of learning environments we want to offer to students. For example most older secondary schools do not include the kind of trades and technical training facilities which are commonplace in modern secondary schools. Most older elementary schools do not provide the kind of break out space needed for Education Assistants to work one on one with students who have specialized needs, resulting in hallways filled with EAs and their assigned students when working in regular classrooms is not appropriate.

Unfortunately in the process of making capital submissions for older facilities to the Ministry of Education many school districts have experienced a direction from government to plan for the least expensive solution which will ensure student safety and meet basic building system requirements. This is often occurring without adequately addressing the needs of students. With that the case we are recommending that decisions concerning whether or not to complete major upgrades or replace older buildings which have effectively reached the end of their useful life (50 to 60 years) include greater consideration of the changing learning needs of students. Full replacement may cost more than renovations in the short term but will often be more educationally effective and justifiable given a longer term perspective.

Moreover, all of the deferred maintenance of an older facility being considered for renovation must be considered in the calculation to determine the comparable costs of renovation vs replacement.

Conclusion

Building new schools and additions as our student population grows is important as is completing seismic upgrades to ensure our buildings are survivable in the event of an earthquake. With that said ensuring regular, appropriately timed life cycle maintenance on all school facilities is equally necessary to fully achieve our goal of providing safe and efficient school facilities which provide excellent learning environments for children. Accomplishing that can only be achieved with adequate annual funding provided by government. We have offered several recommendations along with a formula which should be used to catch the system up to address the ever increasing levels of deferred maintenance currently being experienced by school districts in British Columbia, and urge consideration of those recommendations and the proposed formula by government. Maintaining our schools is not a luxury that can wait until the economy is better. We need to act now to avoid serious problems in the future.

Acknowledgements

The historical data used in this report was obtained from available Ministry of Education records.

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SCHOOL SITE LAND ACQUISITIONS ISSUES AND SOLUTIONS

a report from the BC School Trustees Association

Context

The BCSTA formed a Capital Working Group (CWG) in September of 2018 to review various BCSTA resolutions adopted by the membership on government policy related to capital work in the sector. The review resulted in a recommendation to BCSTA's board to pursue various policy changes within government. That recommendation was subsequently adopted. This brief paper is intended to provide some background and recommendations on one of the issues discussed by the CWG; school site acquisition.

Recommendations

1. That the required legislative and regulatory changes be introduced eliminating the current cap on School Site Acquisition Charges (SSACs) and requiring school districts to set SSACs using a formula similar to that used for municipal parkland Development Cost Charges (DCCs). The formula would allow for an amount to be established based on the market value of the land to be acquired for a school site, (less the amount already collected for the purchase) divided by the number of remaining development units set by the Municipal Government serving the same geographic area as the school district. The calculation should be reviewed regularly to ensure the amount being collected reflects increasing land values over time.
2. That SSACs be updated regularly to reflect current land values.
3. That the required legislative and regulatory changes be introduced requiring municipal governments who charge development cost charges to include the cost of off site servicing of new schools in their municipal development cost charges. It is recognized some municipal governments do not have sufficient development to warrant establishing development cost charges at all. In those cases required off site servicing would necessarily continue to be attributed to new or replacement school construction costs.
4. That legislative changes be introduced to require that Municipal governments collect SSACs set by a school district.
5. That over the next ten years the percentage of provincial funding to be provided in addition to SSACs to facilitate school site acquisitions noted in the current regulations be gradually reduced from 65% of the total cost to as little as possible of the total cost recognizing the proposed increases in SSAC payments anticipated in recommendation one will take time to be collected.
6. That school site acquisitions continue to be approved and funded by the provincial government even if the locally collected SSACs are insufficient to acquire the necessary land, given the urgent need to proceed with new school construction in growing areas.
7. That school site acquisitions be authorized and encouraged to take place within five years of an Official Community Plan being adopted which identifies designated school sites or at the earliest reasonable opportunity upon request of a property owner, first utilizing available SSACs and additional funding as required from the Ministry of Education .
8. That developers continue to be provided with the option of dedicating designated school sites to the school district in return for the payment of SSACs being forgiven.
9. That Municipal governments and school districts be encouraged to enter into a purchase agreement wherein the local government front ends the acquisition of a school site designated in an Official Community Plan (OCP) utilizing available SSACs and additional funding from the local government which is to be paid back with interest through a combination of the collection of future SSACs and provincial government payments once approved in the school district's capital plan.

Background/ Issues to be Resolved

Official Community Plans

Municipal governments are given the authority to adopt Official Community Plans (OCPs). The relevant legislation is found in the Local Government Act (Part 14, Division 4). OCPs identify acceptable land uses (among other policy matters) and the relationship between various land uses (residential, commercial, industrial, transportation and utility corridors, public amenities including parks and schools, etc.). Land use designations are also influenced by Agricultural Land Reserve boundaries, by defined environmentally sensitive areas and by environmental protection policies (i.e. stream setbacks etc.). Land use decision making is fine tuned at the point of development applications being considered through more detailed planning. However, once privately owned lands are designated for a particular use within an OCP there can be a reasonable expectation that it will eventually be used for that purpose subject only to the detailed planning mentioned above.

Municipalities are required to consult with school districts on the requirement for school sites within an OCP based on residential growth anticipated in the plan. The purpose of designating school sites at this point is to ensure the land being set aside for this purpose is suitable for its intended use. If Municipal Governments did not designate school sites at the point of adopting their OCPs there is a significant risk that appropriate sites will either not be available when needed or will be less desirable (i.e. hillside land which is more difficult and expensive to develop).

Timing

In order to secure the sites required to accommodate the school facilities needed to respond to anticipated residential growth they need to be acquired in a reasonable period of time following their designation within an OCP. Once land is designated as a school site in the OCP the owners are precluded from using it for another purpose (other than what it's current zoning permits) unless the OCP and zoning are amended. It has been suggested that government should require school sites be rezoned by municipal governments for school purposes once an OCP is amended to ensure development under current zoning does not further frustrate the use of the land for school purposes.

This does lead to the private owners of designated school sites asking school districts to either purchase the designated site at fair market value, based on highest and best use, or give it up so they can develop it for other uses (often residential development). There is legal precedent established to suggest governments must demonstrate

their intent to purchase sites designated in an OCP for a public purpose within a reasonable period of time following such designation or give up the designation (Hall vs Maple Ridge 1993). Many school site acquisitions have been delayed in the past until a decision is imminent to move ahead with school construction. Under these circumstances residential development can come close to surrounding designated school sites which have still not been authorized in capital plans to be purchased.

There are some circumstances where the scope of a single development is so large (i.e. a few thousand residential units) that the developer can be required to dedicate the school and park sites needed to serve the neighbourhood they are developing as a condition of that development. This is usually part of a servicing agreement in which DCCs and SSACs are forgiven equivalent in value to the value of the land being dedicated. Although this has happened in communities like Coquitlam it is actually quite rare that a single development proposal is so large that it can accommodate that type of school site and park dedication.

"Residential development can come close to surrounding designated school sites which have still not been authorized in capital plans to be purchased."

Rationale for delays in purchasing

Delays in purchasing school sites have been justified in the past by suggesting that a new school may or may not be required in the area in the future and the cost to the province to proceed with the purchase is significant if insufficient SSACs are available. With this rationale school site acquisitions are not authorized to proceed until the school district and Ministry of Education are relatively close to making a decision to build a new school.

The problem with this approach is:

- Pressure from land owners of designated sites who want to sell their land often begins far in advance of government being prepared to acquire the property and build a school.
- Courts can order removal of the OCP designation if requested to do so by the land owners if governments are not prepared to follow through with acquisitions.
- The price of the land to be acquired can increase exponentially over time and could be subject to lengthy and costly expropriation proceedings.

Inadequacy of current SSACS

Part of the delay in moving ahead with acquisitions has at least in part to do with the inadequacy of funding for the purchase. SSACs have not kept up to increasing land values having been capped at no more than \$1,000 per single family residential unit when they were first introduced in 2000 (BC REG 17/00) and actually reflect no relationship to land values in different geographical areas of the province. The inadequacy of SSACs has resulted in more and more capital funding needing to be provided by the provincial government for land acquisitions for schools, which has contributed to even more justification for the delay in acquiring needed lands. In fact, the ratio between the amount of funding being provided by SSACs and direct provincial funding is heavily weighted to the provincial funding side of the equation. Although it can vary depending upon specific circumstances the current formula embedded in the regulation addressing this subject suggests 65% of the cost will be covered by government while SSACs collected for that purpose account for the remaining 35%. In fact, the ratio over the last year has meant provincial funding of over 90% of the total cost.

In our view development should be covering close to if not 100% of the cost of land acquisition for the public services needed to support that development through much increased SSACs which are more frequently reviewed and adjusted to reflect current land values. We do not believe merely increasing the cap on SSACs in the current regulations will address the long-term problem.

The cost of off-site servicing required by municipal governments is another cost that should be a simple cost of development. We are suggesting that such servicing be required to be provided by municipal governments and funded through their own Development Cost Charges. We

“SSACs have not kept up to increasing land values having been capped at no more than \$1,000 per single family residential unit ...and actually reflect no relationship to varying land values in different geographical areas of the province.”

“In our view development should be covering close to if not 100% of the cost of land acquisition for the public services needed to support that development...”

appreciate that is not possible in communities where the level of development is insufficient to warrant the collection of DCCS. In those cases the cost of off site servicing will necessarily continue to be a cost attributable to the construction of a new school.

Some would suggest additional contributions should be made for school building development as well, similar to municipal government amenity charges which are used to build fire halls and recreation centres. We are not suggesting the introduction of school amenity charges at this point but increasing the amount that development pays toward school site acquisition and off-site servicing makes sense. Setting SSACs based on a calculation similar to that used by municipalities in establishing park land acquisition DCCs and similarly timed is one way to ensure regular reviews of the charges so they reflect current local land values. Taking this approach would increase the percentage of school site acquisition costs being covered by development. We believe that, eventually, the additional funding this would add to the system would allow for earlier, more sensible, acquisition timing and the redirection of money currently being spent on land acquisition to other areas of need within the public school system.

Inflation/increased land values

More recently, over the last decade or so, another downside to delaying the purchase of school sites has become apparent. Inflationary and speculative pressures tied to rapid growth have increased land values significantly. Delays in purchasing land which will eventually be needed have resulted in millions of dollars of increased costs, some sites more than doubling in value in less than two or three years. We know the pace and scope of the increases reflected in this recent trend will likely not continue but some significant increases in cost are still likely over the long term. There are limits to the developable land area in the south coast area in particular which boasts the most desirable climate in the Country. With this the case purchasing land for school sites is at least a good investment even if they are eventually not needed for schools. We're not suggesting land acquisition as an investment policy but we are suggesting that land acquisitions are a relatively low risk long term investment for government, especially in rapidly developing areas of the province.

“Delays in purchasing land which will eventually be needed have resulted in millions of dollars of increased costs.”

All of this suggests the need to acquire designated school sites in a more timely fashion and to generate sufficiently increased revenue through increased SSACs to make that possible.

What about the increased cost of housing?

One of the arguments against this change which may be advanced by those in the development community is that any increase in charges like SSACs will result in increased housing costs at a time when governments are trying to keep the cost of housing down. In our view it is the competitive market that dictates pricing and the relatively small increase to the overall price that would be represented by increasing SSACs would be minimal albeit reflected in the bottom line of the development community.

It does seem to us to be inconsistent that the bulk of the cost of some public amenities and services required to support development are being passed along by municipal governments in the form of DCCs and amenity charges but not by the provincial government with respect to schools in the form of appropriate SSACs.

Transition

The implementation of increased SSACs will not have an immediate impact on land acquisitions which need to be addressed in the near term. However, making the changes now will have a longer term impact. Government fronting of current costs could possibly be tied to some kind of reimbursement to the province for up front acquisition costs from increased SSACs collected at a later date to a predetermined threshold. We've suggested government change the percentage to be covered by SSACs ultimately to 100% where continuing residential development is occurring and SSACs can be collected. This would represent a significant change to the current regulation of a 65/35 split (per BC REG 17/00).

We are aware of at least one local government willing to address the delay in the acquisition of designated school sites by fronting acquisitions if the school district and the provincial government do not currently have the resources to move ahead. This would require the Municipality to enter into a purchase agreement with the school district which identifies repayment with interest over time as SSACs and additional provincial funding become available. Naturally this would require Minister approval but should not be precluded if it makes sense.

Savings

A further argument for increasing SSACs to a level more reflective of actual land values is that of reducing the amount needing to be funded by the provincial government. The amount of money spent by the province as its share of land acquisitions in 2018 was \$42.1M. Interestingly the total added to that amount from SSACs was only \$1.6M, meaning the 65/35 formula was not followed due to the specific circumstances encountered and the urgent need for the land in order to proceed with new school construction. In that instance provincial funding actually covered 96% of the cost.

"Although it will take some time to make the change and collect higher SSACs we are recommending the savings which are achieved through this change be redirected to address other capital needs like the growing level of deferred maintenance in our public schools."

If SSACs had been collected over the years in the fashion we are suggesting sufficient to cover even 65% of the total cost of land acquisition the savings in provincial funding for the last year would have been in the order of \$26.8M. Of course, funding of 100% through SSACs would mean a saving of the entire \$42.1M. Although it will take some time to make the change and collect higher SSACs we are recommending the savings which are achieved through this change be redirected to address other capital needs like the growing level of deferred maintenance in our public schools. That doesn't mean additional funding isn't also required to adequately address deferred maintenance needs but acknowledges any savings achieved as suggested could be part of the solution.

Conclusion

It has been suggested by some that the current cap on the amount of school site acquisition charges that can be collected should be raised since it hasn't been increased for many years. While BCSTA views that as a positive step we believe a longer term solution is required that passes the largest part of school site acquisition costs and 100% of off site servicing along as an appropriate cost of land subdivision, development and housing densification. The alternative is to continue paying what amounts to 65% (according to the regulation) or over 90% (in reality) of the cost of land acquisitions plus the cost of off site servicing to accommodate growth in certain areas by using provincial tax revenues provided by all of the taxpayers of the province. In the current system taxpayers are subsidizing development quite considerably. As noted above there are other capital needs in the public school system which could be addressed if savings resulting from an appropriate change in the formula for school site land acquisitions and off site servicing can be achieved. ■

BCSTA wishes to acknowledge the work of the following members of BCSTA's Capital Working Group in preparing this discussion paper.

MEGAN DYKEMAN
SD35, Langley

GREG FRANK
BC Association of School Business Officials
SD36, Surrey

ESTRELLITA GONZALEZ
SD39, Vancouver

KATHEEN KARPUK
SD73, Kamloops

DAWN LANG
SD8, Kootenay Lake

MIKE MURRAY
BCSTA Board,
SD42, Maple Ridge and Pitt Meadows

RAVI PARMAR
SD62, Sooke

DONNA SARGENT
BCSTA Board,
SD38, Richmond



**BOARD OF EDUCATION
SCHOOL DISTRICT NO. 50 HAIDA GWAI**

<u>MEETING AGENDA ITEM # 10.3</u>			
Action:	X	Information:	
Meeting:	Regular	Meeting Date:	November 12, 2024
Topic:	BCPSEA Update		
Background/Discussion: BCPSEA November 2024 Update			
Recommended Action: Information			
Presented by: Trustee Post			



**BOARD OF EDUCATION
SCHOOL DISTRICT NO. 50 HAIDA GWAI**

<u>MEETING AGENDA ITEM # 10.4</u>			
Action:	X	Information:	
Meeting:	Regular	Meeting Date:	November 12, 2024
Topic:	TERMS OF REFERENCE		
Background/Discussion:			
Policy Committee Terms of Reference			
Recommended Action:			
THAT the Board of Education of School District No. 50 (Haida Gwaii) approve the policy terms of reference as presented.			
Presented by: Superintendent			

POLICY COMMITTEE TERMS OF REFERENCE

PURPOSE

The Policy Committee's role is to enhance the effectiveness of Board governance by considering new policy and the need for revisions and amendments to existing policy.

GOALS

The Policy Committee will:

- identify the need for new policies;
- identify policies that would benefit from revisions or repeal;
- identify where minor amendments would be beneficial to existing policy; and
- identify areas for engagement with representative groups regarding policy.

NATURE OF COMMITTEE	Standing Committee of the Board
MEMBERSHIP	School District No. 50 Trustees (5) Superintendent or designate Secretary-Treasurer or designate
CHAIR	A Trustee will serve as Chair
APPOINTMENT	Committee of the Whole, all Trustees are members
SECRETARIAT	Executive Assistant to the Superintendent
MEETINGS	Meetings will be scheduled as needed due to workload. Agendas with supporting materials will be circulated to the committee one week in advance of each meeting
QUORUM	Two (2) Trustees and the Superintendent or Secretary-Treasurer (or their designates)

REPORTING MECHANISM

A high-level summary of all meetings will be provided to the Board. The Committee may make recommendations to the Board.



**BOARD OF EDUCATION
SCHOOL DISTRICT NO. 50 HAIDA GWAI**

<u>MEETING AGENDA ITEM # 11.1</u>			
Action:	X	Information:	
Meeting:	Regular	Meeting Date:	November 12, 2024
Topic:	October 2024 Finance Vouchers		
Background/Discussion:			
October 2024 Finance Vouchers and Trustee Expenditures.			
Recommended Action:			
THAT the Board of Education of School District No. 50 (Haida Gwaii) receive and file the October 2024 Finance Vouchers and Trustee Expenditures as presented.			
Presented by: Secretary-Treasurer			

FINANCE VOUCHER

REGULAR BOARD MEETING

BOARD MEETING:

AGENDA ITEM:

Finance Voucher October 31, 2024

The list of accounts payable is attached for your information. The following is a summary of accounts

A/P Cheques Computer Generated	October 31, 2024	\$332,133.91	
ePayments	October 31, 2024	\$1,290,489.43	
Quick Pays	October 31, 2024	\$431,878.44	
TOTAL Accounts Payable.....		October 31, 2024	\$2,054,501.78
Teachers	15-Oct	\$103,490.00	
AO/Exempt	15-Oct	\$46,375.00	
Teachers	31-Oct	\$161,217.62	
AO/Exempt	31-Oct	\$94,043.26	\$405,125.88
CUPE	05-Oct	\$69,414.89	
Casuals	05-Oct	\$45,035.77	
TOC's	05-Oct	\$13,318.74	
CUPE	19-Oct	\$70,782.97	
Casuals	19-Oct	\$49,363.65	
TOC's	19-Oct	\$17,292.61	
			\$265,208.63
TOTAL Payroll.....		October 31, 2024	\$670,334.51
TOTAL A/P and Payroll			<u>\$2,724,836.29</u>

RECOMMENDATION:

1. THAT the Board of School Trustees receive for information Accounts Payable and Payroll totaling **\$2,724,836.29** for the month of October

SCHOOL DISTRICT NO. 50 HAIDA GWAI
CHEQUE REGISTER AS OF OCTOBER 31, 2024

CHEQUE NUMBER	DATE	SUPPLIER	AMOUNT
60229	10/04/2024	Funk It	\$ 122.08
60230	10/07/2024	Anna Simmons	\$ 294.00
60231	10/07/2024	Pearson Canada Inc. c/o T46254	\$ 1,541.34
60232	10/07/2024	Terus	\$ 218,407.88
60233	10/11/2024	BC Hydro & Power Authority	\$ 49.06
60234	10/11/2024	CDW Canada Corp.	\$ 323.17
60235	10/11/2024	HAIDA GWAI HEAT PUMPS LTD	\$ 656.25
60236	10/11/2024	London Life Insurance Company	\$ 1,186.49
60237	10/11/2024	Dawn Moraes	\$ 300.00
60238	10/11/2024	Vohora LLP	\$ 8,137.50
60239	10/11/2024	Westpoint Automotive	\$ 1,071.38
60240	10/11/2024	Zonar Systems	\$ 84.00
60241	10/18/2024	Faitron Communications	\$ 3,162.39
60242	10/18/2024	Heat Pump Perry	\$ 876.23
60243	10/18/2024	Pitney Bowes Leasing	\$ 66.65
60244	10/22/2024	BC Hydro & Power Authority	\$ 10,019.40
60245	10/22/2024	Citywest Cable & Telephone Co.	\$ 89.55
60246	10/22/2024	Follett School Solutions, LLC	\$ 1,288.61
60247	10/22/2024	Skidegate Inlet Construction	\$ 1,520.41
60248	10/22/2024	Ian MacLean	\$ 2,880.00
60249	10/25/2024	Beyond the Cycle of Trauma Ins	\$ 5,200.00
60250	10/25/2024	Black Resources INC	\$ 17,923.50
60251	10/25/2024	Citywest Cable & Telephone Co.	\$ 245.95
60252	10/25/2024	HAIDA GWAI HEAT PUMPS LTD	\$ 16,275.00
60253	10/25/2024	IXL Learning	\$ 1,250.00
60254	10/25/2024	Super Valu Store No. 43	\$ 2,594.95
60255	10/25/2024	Dawn-Ann Schneider	\$ 16.64
60256	10/30/2024	Aaron Goetzinger Ltd.	\$ 11,365.20
60257	10/30/2024	HAIDA GWAI HEAT PUMPS LTD	\$ 4,194.75
60258	10/30/2024	NELSON ROOFING AND SHEET METAL	\$ 14,647.50
60259	10/30/2024	Pitney Bowes Leasing	\$ 12.18
60260	10/30/2024	Sahgwii Contracting	\$ 6,300.00
60261	10/30/2024	Yellow Pages Digital & Media S	\$ 31.85
TOTALS			\$ 332,133.91

SCHOOL DISTRICT NO. 50 HAIDA GWAI
eREGISTER AS OF OCTOBER 31, 2024

DATE	SUPPLIER	NUMBER	AMOUNT	Batch #
10/04/2024	A Z Cooper Consulting	20253	\$ 853.13	10014
10/04/2024	AIRPLUS Industrial Corp	20254	\$ 8,025.84	10014
10/04/2024	Coastal Propane Inc.	20255	\$ 16,450.69	10014
10/04/2024	Haida Gwaii Consumers Co-operative	20257	\$ 2,413.11	10014
10/04/2024	Inlet Supply Ltd.	20258	\$ 623.40	10014
10/04/2024	Isabel Creek Store	20259	\$ 63.14	10014
10/04/2024	Rocky Point Engineering Ltd.	20260	\$ 2,913.75	10014
10/04/2024	Tlc Automotive Services LTD.	20261	\$ 989.23	10014
10/04/2024	Xerox Canada Ltd.	20263	\$ 728.00	10014
10/04/2024	Martin Aalders	20264	\$ 42.14	10014
10/04/2024	Duane Alsop	20265	\$ 6,799.24	10014
10/04/2024	Kristy Alsop	20266	\$ 69.12	10014
10/04/2024	Maureen Benoit	20267	\$ 1,595.00	10014
10/04/2024	Fallon Crosby	20268	\$ 288.95	10014
10/04/2024	Ruben Jatel	20269	\$ 22.30	10014
10/04/2024	Debi Laughlin	20270	\$ 138.24	10014
10/04/2024	Marcia Malloy	20271	\$ 58.30	10014
10/04/2024	Megan Romas	20272	\$ 104.25	10014
10/04/2024	Daniel Schulbeck	20273	\$ 20.65	10014
10/04/2024	Misty Surtees	20274	\$ 246.64	10014
10/04/2024	Robert Vogstad	20275	\$ 69.12	10014
10/07/2024	AIG Insurance Company of Canada	20276	\$ 48.30	10016
10/07/2024	BC Principals & Vice Principals'	20277	\$ 1,002.72	10016
10/07/2024	BC Teachers' Federation	20278	\$ 7,462.90	10016
10/07/2024	BC Teachers' Federation	20279	\$ 8,442.50	10016
10/07/2024	Big Red Enterprises LTD.	20280	\$ 2,650.67	10016
10/07/2024	Charlotte Island Tires LTD.	20281	\$ 484.01	10016
10/07/2024	City Centre Stores LTD.	20282	\$ 5,061.04	10016
10/07/2024	CUPE - Local 2020	20283	\$ 4,808.19	10016
10/07/2024	Desjardins Financial Security	20284	\$ 3,197.85	10016
10/07/2024	Haida Gwaii Consumers Co-operative	20285	\$ 633.24	10016
10/07/2024	Haida Gwaii Teachers' Association	20286	\$ 2,749.17	10016
10/07/2024	Haida Gwaii PVPA Association	20287	\$ 160.00	10016
10/07/2024	Lwm Services Inc.	20288	\$ 315.00	10016
10/07/2024	The Manufacturers Life Insurance C	20289	\$ 1,298.95	10016
10/07/2024	Moresby Explorers Ltd.	20290	\$ 630.00	10016
10/07/2024	North Arm Transportation LTD.	20291	\$ 1,819.05	10016
10/07/2024	North Coast Regional District	20292	\$ 25.00	10016
10/07/2024	Pacific Blue Cross	20293	\$ 677.77	10016
10/07/2024	Pebt, IN Trust	20294	\$ 15,616.30	10016
10/07/2024	Tlc Automotive Services LTD.	20295	\$ 112.90	10016
10/07/2024	Village Of Masset	20296	\$ 517.00	10016
10/07/2024	Zep Sales & Services of Canada	20297	\$ 3,832.31	10016
10/07/2024	Martin Aalders	20298	\$ 390.32	10016
10/07/2024	Administrative Officers Pro D	20299	\$ 1,560.00	10016
10/07/2024	Colin Greenough	20300	\$ 1,955.00	10016
10/07/2024	Joint Professional Development	20301	\$ 3,682.99	10016
10/07/2024	Irene Klein	20302	\$ 25.60	10016
10/07/2024	Tiffany Lavoie	20303	\$ 53.13	10016
10/07/2024	Kelsey Pelton	20304	\$ 105.45	10016
10/11/2024	Bandstra Transportation	20305	\$ 80.35	10019
10/11/2024	Coastal Propane Inc.	20306	\$ 12,186.38	10019
10/11/2024	SD50 Board, Board Meeting November 12, 2024	20307	\$ 150.00	10019

SCHOOL DISTRICT NO. 50 HAIDA GWAII
eREGISTER AS OF OCTOBER 31, 2024

DATE	SUPPLIER	NUMBER	AMOUNT	Batch #
10/11/2024	D.G. MacLachlan Ltd.	20308	\$ 181.62	10019
10/11/2024	Fast Fuel Limited Partnership	20309	\$ 698.28	10019
10/11/2024	Family Services Of Greater Vancouv	20310	\$ 119.68	10019
10/11/2024	Haida Gwaii Consumers Co-operative	20311	\$ 1,286.43	10019
10/11/2024	Haida Gwaii Ties Contracting	20312	\$ 161.50	10019
10/11/2024	Koffman Kalef	20313	\$ 641.64	10019
10/11/2024	Arthur Pearson	20314	\$ 262.50	10019
10/11/2024	Telus Communications (Bc) Inc.	20315	\$ 109.88	10019
10/11/2024	Village Of Port Clements	20316	\$ 308.32	10019
10/11/2024	Xerox Canada Ltd.	20317	\$ 24.99	10019
10/11/2024	William Bedard	20318	\$ 55.12	10019
10/11/2024	Lisa Bernoties McCullough	20319	\$ 1,196.36	10019
10/11/2024	Kenneth Evans	20320	\$ 183.25	10019
10/11/2024	Alexis Forbes	20321	\$ 169.27	10019
10/11/2024	Bernadine Martiniuk	20322	\$ 73.71	10019
10/11/2024	Sophie Peerless	20323	\$ 31.25	10019
10/11/2024	Port Clements School Principal	20324	\$ 170.82	10019
10/11/2024	Erica Reid	20325	\$ 297.84	10019
10/11/2024	Nadine Whittle	20326	\$ 271.22	10019
10/18/2024	Fast Fuel Limited Partnership	20327	\$ 291.14	10023
10/18/2024	First Truck Center Inc.	20328	\$ 656.17	10023
10/18/2024	Grand & Toy	20329	\$ 1,137.60	10023
10/18/2024	Haida Gwaii Consumers Co-operative	20330	\$ 3,300.87	10023
10/18/2024	Isabel Creek Store	20331	\$ 213.96	10023
10/18/2024	McElhanney	20332	\$ 10,249.04	10023
10/18/2024	Moresby Explorers Ltd.	20333	\$ 315.00	10023
10/18/2024	Queen Charlotte Electronics	20334	\$ 663.39	10023
10/18/2024	Rocky's Equipment Sales LTD.	20335	\$ 4.42	10023
10/18/2024	Technical Safety BC	20336	\$ 183.00	10023
10/18/2024	Uline	20337	\$ 2,844.80	10023
10/18/2024	Unitech Construction Management Lt	20338	\$ 20,130.13	10023
10/18/2024	Western Campus Resources	20339	\$ 2,026.33	10023
10/18/2024	Xerox Canada Ltd.	20340	\$ 721.09	10023
10/18/2024	Mike Brin	20341	\$ 389.10	10023
10/18/2024	Behn Cochrane	20342	\$ 44.52	10023
10/18/2024	Fallon Crosby	20343	\$ 158.39	10023
10/18/2024	Manon Desjarlais	20344	\$ 408.79	10023
10/18/2024	Colin Greenough	20345	\$ 2,067.57	10023
10/18/2024	Marcia Malloy	20346	\$ 130.00	10023
10/18/2024	Kelsey Pelton	20347	\$ 55.04	10023
10/18/2024	Tara Sjolund	20348	\$ 128.20	10023
10/18/2024	Dorothy J. Sutherland	20349	\$ 49.00	10023
10/22/2024	Aaron-Mark Services	20350	\$ 5,483.32	10026
10/22/2024	BC Air Filter LTD.	20351	\$ 9,853.40	10026
10/22/2024	Jennifer Brooks	20352	\$ 450.00	10026
10/22/2024	Fast Fuel Limited Partnership	20353	\$ 1,531.09	10026
10/22/2024	Flow OT	20354	\$ 11,590.93	10026
10/22/2024	Haida Gwaii Consumers Co-operative	20355	\$ 11,652.85	10026
10/22/2024	Indigo Distribution & Support Cent	20356	\$ 3,987.83	10026
10/22/2024	Infracon Construction Inc	20357	\$ 565,757.04	10026
10/22/2024	Marsh Canada Limited	20358	\$ 2,053.00	10026
10/22/2024	Purolator Courier LTD.	20359	\$ 141.38	10026
10/22/2024	SD50 REGULAR BOARD MEETING NOVEMBER 12, 2024	20360	\$ 8.90	10026

SCHOOL DISTRICT NO. 50 HAIDA GWAII
eREGISTER AS OF OCTOBER 31, 2024

DATE	SUPPLIER	NUMBER	AMOUNT	Batch #
10/22/2024	Village Of Daajing Giids	20361	\$ 2,864.16	10026
10/22/2024	Xerox Canada Ltd.	20362	\$ 624.71	10026
10/22/2024	Duane Alsop	20363	\$ 100.00	10026
10/22/2024	Kevin Black	20364	\$ 694.99	10026
10/22/2024	Mike Brin	20365	\$ 333.24	10026
10/22/2024	Behn Cochrane	20366	\$ 26.37	10026
10/22/2024	Steven Goffic	20367	\$ 78.40	10026
10/22/2024	Colin Greenough	20368	\$ 763.15	10026
10/22/2024	Irene Klein	20369	\$ 12.85	10026
10/22/2024	Debi Laughlin	20370	\$ 655.29	10026
10/22/2024	Claudette L Lavoie	20371	\$ 19.55	10026
10/22/2024	Michael Muller	20372	\$ 104.99	10026
10/22/2024	James Roberts	20373	\$ 24.00	10026
10/22/2024	Misty Surtees	20374	\$ 194.64	10026
10/22/2024	Vanessa Wahl	20375	\$ 46.48	10026
10/22/2024	Nadine Whittle	20376	\$ 91.26	10026
10/25/2024	Bandstra Transportation	20377	\$ 1,577.70	10030
10/25/2024	Bro-Dart LTD.	20378	\$ 110.07	10030
10/25/2024	Chown Enterprises Inc.	20379	\$ 892.50	10030
10/25/2024	City Centre Stores LTD.	20380	\$ 499.55	10030
10/25/2024	Colin Doane	20381	\$ 1,680.00	10030
10/25/2024	Driftech Mechanical Services	20382	\$ 406.51	10030
10/25/2024	Fast Fuel Limited Partnership	20383	\$ 731.89	10030
10/25/2024	First Truck Center Inc.	20384	\$ 801.88	10030
10/25/2024	Getter Done Earth Moving Inc.	20385	\$ 1,575.00	10030
10/25/2024	Haida Gwaii Consumers Co-operative	20386	\$ 2,004.20	10030
10/25/2024	HG Extinguishers	20387	\$ 6,170.73	10030
10/25/2024	J & F Distributors	20388	\$ 2,562.32	10030
10/25/2024	Louis-Philippe Lafleur	20389	\$ 921.26	10030
10/25/2024	North Arm Transportation LTD.	20390	\$ 8,652.01	10030
10/25/2024	Port Air Cargo	20391	\$ 262.50	10030
10/25/2024	Telus	20392	\$ 1,254.87	10030
10/25/2024	Telus Communications (Bc) Inc.	20393	\$ 722.58	10030
10/25/2024	The Shingle Bay Bistro	20394	\$ 404.00	10030
10/25/2024	Veracious Exterior And Transport L	20395	\$ 2,500.00	10030
10/25/2024	Xerox Canada Ltd.	20396	\$ 1,353.85	10030
10/25/2024	Joshua Arkell	20397	\$ 78.39	10030
10/25/2024	Jasmine Beachy	20398	\$ 179.00	10030
10/25/2024	Mike Brin	20399	\$ 57.60	10030
10/25/2024	Behn Cochrane	20400	\$ 44.52	10030
10/25/2024	Colin Greenough	20401	\$ 2,152.96	10030
10/25/2024	Michelle Jones	20402	\$ 130.56	10030
10/25/2024	Ian J. Keir	20403	\$ 289.28	10030
10/25/2024	Debi Laughlin	20404	\$ 2,718.98	10030
10/25/2024	Marcia Malloy	20405	\$ 125.68	10030
10/25/2024	R. David McLean	20406	\$ 75.52	10030
10/25/2024	Melissa Paugh	20407	\$ 339.87	10030
10/25/2024	Kelsey Pelton	20408	\$ 32.08	10030
10/25/2024	Jenna Perry	20409	\$ 138.11	10030
10/25/2024	William Pollard	20410	\$ 783.36	10030
10/25/2024	Port Clements School Principal	20411	\$ 1,229.09	10030
10/25/2024	Miranda Post	20412	\$ 144.64	10030
10/25/2024	SD50 School Board	20413	\$ 444.97	10030

SCHOOL DISTRICT NO. 50 HAIDA GWAI
eREGISTER AS OF OCTOBER 31, 2024

DATE	SUPPLIER	NUMBER	AMOUNT	Batch #
10/25/2024	Geraldine Russ	20414	\$ 450.00	10030
10/25/2024	Daniel Schulbeck	20415	\$ 329.00	10030
10/25/2024	Tara Sjolund	20416	\$ 223.76	10030
10/25/2024	Katherine Willmot	20417	\$ 57.60	10030
10/25/2024	Janine Wilson	20418	\$ 424.49	10030
10/30/2024	A Z Cooper Consulting	20419	\$ 1,220.63	10037
10/30/2024	City Centre Stores LTD.	20420	\$ 35.49	10037
10/30/2024	Fast Fuel Limited Partnership	20421	\$ 1,509.22	10037
10/30/2024	First Truck Center Inc.	20422	\$ 22.65	10037
10/30/2024	Flow OT	20423	\$ 11,590.93	10037
10/30/2024	Haida Gwaii Consumers Co-operative	20424	\$ 999.14	10037
10/30/2024	Marsh Canada Limited	20425	\$ 6,358.00	10037
10/30/2024	North Coast Regional District	20426	\$ 20.00	10037
10/30/2024	Open Door Adventures	20427	\$ 459.90	10037
10/30/2024	Telus	20428	\$ 1,682.02	10037
10/30/2024	ADT Security Services Canada Inc	20429	\$ 314.48	10037
10/30/2024	Unitech Construction Management Lt	20430	\$ 408,838.23	10037
10/30/2024	Veracious Exterior And Transport L	20431	\$ 2,461.25	10037
10/30/2024	Xerox Canada Ltd.	20432	\$ 140.57	10037
10/30/2024	Duane Alsop	20433	\$ 593.10	10037
10/30/2024	Kevin Black	20434	\$ 1,224.11	10037
10/30/2024	Fallon Crosby	20435	\$ 127.47	10037
10/30/2024	Daaxiigan Skaadaa Nee IN Trust	20438	\$ 4,805.00	10037
10/30/2024	GidGalang Kuuyas Naay PIT	20436	\$ 100.00	10037
10/30/2024	Colin Greenough	20437	\$ 37.22	10037
10/30/2024	Lia Hetherington	20439	\$ 94.05	10037
10/30/2024	Ian J. Keir	20440	\$ 1,642.21	10037
10/30/2024	Emily O'Gorman	20441	\$ 407.22	10037
10/30/2024	Kelsey Pelton	20442	\$ 32.00	10037
10/30/2024	Calvin Westbrook	20443	\$ 11,627.24	10037
10/30/2024	Martin Wood	20444	\$ 77.47	10037
10/31/2024	Robert Hadcock	20256	\$ 2,497.50	10014
10/31/2024	WEIGUM, Shirley	20262	\$ 1,827.00	10014

TOTALS **\$ 1,290,489.43**

***** Flow OT Rejected Payment, Voided and Re-issued *****

SCHOOL DISTRICT NO. 50 HAIDA GWAI
QUICK PAY REGISTER AS OF OCTOBER 31, 2024

CHEQUE NUMBER	DATE	SUPPLIER	AMOUNT
213098	Oct 20, 2024	Work Safe BC	\$ 15,643.70
462763	Oct 25, 2024	Municipal Pension Plan	\$ 19,798.24
462765	Oct 25, 2024	Teachers' Pension Plan	\$ 1,913.40
208358	Oct 23, 2024	Canada Customs And Revenue Agency	\$ 37,388.06
208415	Oct 16, 2024	Canada Customs And Revenue Agency	\$ 41,396.00
208424	Oct 22, 2024	Canada Customs And Revenue Agency	\$ 18,550.00
461618	Oct 08, 2024	Teachers' Pension Plan	\$ 2,088.61
461619	Oct 08, 2024	Teachers' Pension Plan	\$113,201.56
461615	Oct 02, 2024	Municipal Pension Plan	\$ 10,911.14
125759	Oct 11, 2024	Canada Customs And Revenue Agency	\$ 2,861.13
160312	Oct 01, 2024	Canada Customs And Revenue Agency	\$ 59,606.65
160334	Oct 11, 2024	Canada Customs And Revenue Agency	\$ 1,836.75
160323	Oct 08, 2024	Canada Customs And Revenue Agency	\$ 34,277.65
461616	Oct 08, 2024	Municipal Pension Plan	\$ 20,209.94
160318	Oct 08, 2024	Canada Customs And Revenue Agency	\$ 23,278.91
160331	Oct 08, 2024	Canada Customs And Revenue Agency	\$ 8,479.69
188412	Oct 07, 2024	Pacific Blue Cross	\$ 6,510.21
188410	Oct 07, 2024	Pacific Blue Cross	\$ 13,926.80
TOTALS			\$431,878.44

MEMORANDUM

SCHOOL
DISTRICT NO. 50
Haida Gwaii

TO Kevin Black
Secretary-Treasurer

FROM Duane Alsop
Assistant Secretary-Treasurer

SUBJECT: Teachers Payroll for..... October

DATE 07-Nov-24

Period Ending	Pay Period	Payroll Group	Net Amount
15-Oct	#1-10 Adv.	Teachers	\$ 103,490.00
15-Oct	#1-10 Adv.	AO/Exempt	\$ 46,375.00
31-Oct	#1-10	Teachers	\$ 161,217.62
31-Oct	#1-10	AO/Exempt	\$ 94,043.26
Total Net Pay			\$405,125.88

MEMORANDUM

SCHOOL
DISTRICT NO. 50
Haida Gwaii

TO Kevin Black
Secretary-Treasurer

FROM Duane Alsop
Assistant Secretary-Treasurer

SUBJECT: Non-Teachers Payroll for... October

DATE 07-Nov-24

Period Ending	Pay Period	Payroll Group	Net Amount
05-Oct	#2-21	CUPE	\$ 69,414.89
05-Oct	#2-21	Casuals	\$ 45,035.77
05-Oct	#2-21	TOC's	\$ 13,318.74
19-Oct	#2-22	CUPE	\$ 70,782.97
19-Oct	#2-22	Casuals	\$ 49,363.65
19-Oct	#2-22	TOC's	\$ 17,292.61
Total Net Pay			\$ 265,208.63

**TRUSTEE EXPENDITURE REPORT
AS OF October 31, 2024**

		October	Year-To-Date	Budget	Available	% Spent
4-40-19000	GOV HONORARIUM	7,280.75	29,123.00	84,000.00	54,877.00	35%
4-40-20000	GOV BENEFITS	566.33	2,265.32	6,300.00	4,034.68	36%
4-40-31200	PROFESSIONAL SERVICES-LEGAL	2,006.60	3,403.60	6,000.00	2,596.40	57%
4-40-34000	GOV TRAVEL, MEALS, MILEAGE	5,623.47	6,077.56	40,000.00	33,922.44	15%
4-40-37000	GOV DUES & FEES		7,115.74	8,000.00	884.26	89%
4-40-39000	INSURANCE		0.00	500.00	500.00	0%
4-40-42000	OTHER CONTRACTS		-	8,000.00	8,000.00	0%
4-40-42025	ELECTIONS		0.00	-	-	0%
4-40-51000	GOV SUPPLIES		300.00	2,000.00	1,700.00	15%
4-40-59000	COMPUTER EQUIPMENT		0.00	3,000.00	3,000.00	0%
Total		15,477.15	48,285.22	157,800.00	109,514.78	31%



**BOARD OF EDUCATION
SCHOOL DISTRICT NO. 50 HAIDA GWAI**

<u>MEETING AGENDA ITEM # 11.2</u>			
Action:	X	Information:	
Meeting:	Regular	Meeting Date:	November 12, 2024
Topic:	Statement of Financial Information		
Background/Discussion:			
Statement of Financial Information Fiscal Year Ending June 30, 2024			
Recommended Action:			
THAT the Board of Education of School District No. 50 (Haida Gwaii) receive and file the Statement of Financial Information for the fiscal year ended June 30, 2024, as presented.			
Presented by: Assistant Secretary-Treasurer			

**School District
Statement of Financial Information (SOFI)**

School District No. 50 Haida Gwaii

Fiscal Year Ended June 30, 2024

TABLE OF CONTENTS

Documents are arranged in the following order:

1. Approval of Statement of Financial Information
2. Financial Information Act Submission Checklist
3. Management Report
4. Audited Financial Statements
5. Schedule of Debt
6. Schedule of Guarantee and Indemnity Agreements
7. Schedule of Remuneration and Expenses including:
 - Statement of Severance Agreements
 - Reconciliation or explanation of differences to Audited Financial Statements
8. Schedule of Payments for the Provision of Goods and Services including:
 - Reconciliation or explanation of differences to Audited Financial Statements



Ministry
of Education

SCHOOL DISTRICT STATEMENT OF FINANCIAL INFORMATION (SOFI)

6049

SCHOOL DISTRICT NUMBER	NAME OF SCHOOL DISTRICT	YEAR
50	Haida Gwaii	2024
OFFICE LOCATION(S)	TELEPHONE NUMBER	
107 3rd Avenue	250-559-8471	
MAILING ADDRESS		
PO Box 69		
CITY	PROVINCE	POSTAL CODE
Village of Daajing Giids	BC	V0T 1S0
NAME OF SUPERINTENDENT		TELEPHONE NUMBER
Lisa Bernoties		604-892-4433
NAME OF SECRETARY TREASURER		TELEPHONE NUMBER
Kevin Black		250-567-2284

DECLARATION AND SIGNATURES

We, the undersigned, certify that the attached is a correct and true copy of the Statement of Financial Information for the year ended
June 30, 2024

for School District No. 50 as required under Section 2 of the Financial Information Act.

SIGNATURE OF CHAIRPERSON OF THE BOARD OF EDUCATION	DATE SIGNED
SIGNATURE OF SUPERINTENDENT	DATE SIGNED
SIGNATURE OF SECRETARY TREASURER	DATE SIGNED

EDUC. 6049 (REV. 2008/09)

Statement of Financial Information for Year Ended June 30, 2024

Financial Information Act-Submission Checklist

	<i>Due Date</i>
a) <input type="checkbox"/> A statement of assets and liabilities (audited financial statements).	<i>September 30</i>
b) <input type="checkbox"/> An operational statement including, i) a Statement of Income and ii) a Statement of Changes in Financial Position, or, if omitted, an explanation in the Notes to Financial Statements (audited financial statements)	<i>September 30</i>
c) <input type="checkbox"/> A schedule of debts (audited financial statements).	<i>September 30</i>
d) <input type="checkbox"/> A schedule of guarantee and indemnity agreements including the names of the entities involved and the amount of money involved. (Note: Nil schedules can be submitted December 31).	<i>September 30</i>
e) A schedule of remuneration and expenses, including:	<i>December 31</i>
<input type="checkbox"/> i) an alphabetical list of employees earning over \$75,000, the total amount of expenses paid to or on behalf of each employee for the year reported and a consolidated total for employees earning under \$75,000. If the total wages and expenses differs from the audited financial statements, an explanation is required.	
<input type="checkbox"/> ii) a list by name and position of Board Members with the amount of any salary and expenses paid to or on behalf of the member	
<input type="checkbox"/> iii) the number of severance agreements started during the fiscal year and the range of months' pay covered by the agreement, in respect of excluded employees. If there are no agreements to report, an explanation is required	
f) <input type="checkbox"/> An alphabetical list of suppliers receiving over \$25,000 and a consolidated total for those suppliers receiving less than \$25,000. If the total differs from the Audited Financial Statements, an explanation is required.	<i>December 31</i>
g) <input type="checkbox"/> Approval of Statement of Financial Information.	<i>December 31</i>
h) <input type="checkbox"/> A management report approved by the Chief Financial Officer	<i>December 31</i>

School District Number & Name School District No 50 Haida Gwaii

**School District
Statement of Financial Information (SOFI)**

School District No. 50 Haida Gwaii

Fiscal Year Ended June 30, 2024

SCHEDULE OF DEBT

Information on all long term debt is included in the School District Audited Financial Statements.

Prepared as required by *Financial Information Regulation*, Schedule 1, section 4

**School District
Statement of Financial Information (SOFI)**

School District No. 50 Haida Gwaii

Fiscal Year Ended June 30, 2024

SCHEDULE OF GUARANTEE AND INDEMNITY AGREEMENTS

School District No. 50 Haida Gwaii has not given any guarantee or indemnity under the Guarantees and Indemnities Regulation.

Prepared as required by *Financial Information Regulation*, Schedule 1, section 5

SCHOOL DISTRICT NO. 50 HAIDA GWAI
STATEMENT PURSUANT TO STATEMENT OF FINANCIAL INFORMATION
SCHEDULE OF REMUNERATION AND EXPENSES
FOR THE YEAR ENDED JUNE 30, 2024

	POSITION PAID	REMUNERATION PAID	EXPENSES PAID
--	--------------------------	------------------------------	--------------------------

ELECTED OFFICIALS :

Brown, Wilson	TRUSTEE	15,202.26	3,538.11
Currie, Ashley	TRUSTEE	15,202.26	7,614.22
Denooij, Roeland	TRUSTEE	16,812.00	3,385.30
Moraes, Dana	TRUSTEE	19,073.34	1535.51
Post, Miranda	TRUSTEE	15,202.26	3,767.72

TOTAL ELECTED OFFICIALS		\$	81,492.12	\$	19,840.86
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DETAILED EMPLOYEES > 75,000.00

Ali, Naveed	TEACHER	91,232.99	695.94
Alsop, Duane	EXEMPT STAFF	104,867.53	4,433.26
Bedard, William	ADMINISTRATIVE OFFICER	153,480.73	139.93
Bellamy, Chris	TEACHER	110,868.59	115.05
Benoit, Maureen	EXEMPT STAFF	102,579.54	4,148.05
Black, Kevin	EXEMPT STAFF	117,451.55	12,086.42
Bradley, Deavlan	ADMINISTRATIVE OFFICER	167,212.91	1,988.61
Brin, Mike	TEACHER	89,961.87	1,437.13
Byrne-Wissink, Jennifer C.	TEACHER	81,265.72	72.96
Cochrane, Behn	ADMINISTRATIVE OFFICER	138,327.14	2,313.05
Davis, Josina	TEACHER	86,619.16	417.56
Ferraby, Jacqueline	TEACHER	119,326.28	289.28
Fraser, Rachel	TEACHER	100,684.55	39.87
Gates, Autum M	TEACHER	108,247.38	
Goffic, Steven	EXEMPT STAFF	102,561.30	2,461.90
Graham, Amy	TEACHER	80,942.20	1,335.54
Gray, Janet D.	TEACHER	93,563.41	1,274.18
Hetherington, Lia	TEACHER	78,263.82	27.78
Jatel, Ruben	TEACHER	108,247.38	
Jones, Michelle	TEACHER	108,314.95	2,875.16
Keir, Ian J.	ADMINISTRATIVE OFFICER	162,912.67	14,172.35
Kellar, Jennifer	TEACHER	92,703.79	50
Kozak, Allison	TEACHER	113,441.90	120.83
Kramer, Zoe	TEACHER	80,445.49	1,552.30
Laughlin, Debi	TEACHER	110,699.96	7,953.98
Lavoie, Claudette L	ADMINISTRATIVE OFFICER	129,101.01	2,058.43
Madhok, Manu	EXEMPT STAFF	152,749.60	19,825.43

SCHOOL DISTRICT NO. 50 HAIDA GWAI
STATEMENT PURSUANT TO STATEMENT OF FINANCIAL INFORMATION
SCHEDULE OF REMUNERATION AND EXPENSES
FOR THE YEAR ENDED JUNE 30, 2024

	POSITION PAID	REMUNERATION PAID	EXPENSES PAID
Madore, Kimberley P.	TEACHER	114,628.66	199.57
Maestrello, Julia	TEACHER	88,832.11	467.43
Malloy, Marcia	TEACHER	98,567.92	1,154.10
McLean, R. David	TEACHER	115,828.81	2,327.63
Moody, Joan	TEACHER	96,476.32	689.56
O'Gorman, Emily	TEACHER	101,085.07	1,079.62
Parser, Jennifer	TEACHER	95,720.87	2,225.10
Peerless, Lao	EXEMPT STAFF	103,954.41	11,088.95
Peerless, Sophie	TEACHER	107,729.25	1,092.27
Perry, Jenna	TEACHER	88,997.62	3,947.29
Querenjung, Stephen	TEACHER	116,941.04	3,291.54
Reid, Erica	TEACHER	75,932.56	595.27
Reid, James M.	TEACHER	108,247.38	694.43
Rodger, Leighann	ADMINISTRATIVE OFFICER	160,733.11	7,108.27
Schulbeck, Daniel	TEACHER	93,961.20	811.14
Wahl, David	TEACHER	108,753.33	670.81
Wahl, Vanessa	TEACHER	116,753.66	786.6
Watkins, Marcia	TEACHER	115,768.32	391.85
Westbrook, Calvin	ADMINISTRATIVE OFFICER	123,521.99	6,439.24
Whittle, Nadine	ADMINISTRATIVE OFFICER	135,638.15	843.09
Witzaney, Deborah	TEACHER	93,903.97	
Wood, Martin	TEACHER	108,647.67	101.95
Yakabuski, Klare	TEACHER	84,544.56	1,350.36
Yovanovich, Joanne	ADMINISTRATIVE OFFICER	161,382.82	139.32
TOTAL DETAILED EMPLOYEES > 75,000		5,602,624.22	129,380.38
TOTAL EMPLOYEES <= 75,000.00		4,046,455.35	68,578.84
TOTAL		9,730,571.69	217,800.08
TOTAL EMPLOYER PREMIUM FOR CPP/EI			576,383.03

**School District
Statement of Financial Information (SOFI)**

School District No. 50 Haida Gwaii

Fiscal Year Ended June 30, 2024

STATEMENT OF SEVERANCE AGREEMENTS

There were no severance agreements made between School District No.50 Haida Gwaii and its non-unionized employees during fiscal year 2024.

Prepared as required by *Financial Information Regulation*, Schedule 1, subsection 6(7)

SCHOOL DISTRICT NO. 50 HAIDA GWAI
STATEMENT PURSUANT TO STATEMENT OF FINANCIAL INFORMATION
VENDOR ANALYSIS OF PAID INVOICES
FOR THE YEAR ENDED JUNE 30, 2024

SUPPLIER NAME	AMOUNT PAID
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DETAILED VENDORS > 25,000.00 :

AARON GOETZINGER LTD.	41,702.85
AIRPLUS INDUSTRIAL CORP	69,164.85
APPLE CANADA INC. C3120	91,575.83
BC HYDRO & POWER AUTHORITY	168,526.73
BIG RED ENTERPRISES LTD.	30,470.86
CDW CANADA CORP.	29,005.43
CHIEF MATTHEWS SCHOOL	38,269.00
CITY CENTRE STORES LTD.	33,893.68
COASTAL PROPANE INC.	350,543.99
DELL CANADA INC.	26,126.07
DRIFTECH MECHANICAL SERVICES	25,182.55
FAST FUEL LIMITED PARTNERSHIP	53,122.09
FIRST TRUCK CENTER INC.	28,301.41
GIDGALANG KUUYAS NAAY PIT	153,832.58
GUDANGAAY TLAATS'GAA NAAY IN TRUST	78,016.29
HAIDA GWAI AUTO INC	26,320.00
HAIDA GWAI CONSUMERS CO-OPERATIVE	183,705.11
HAIDA GWAI RECREATION COMMISSION	122,130.00
JOE & SONS READY MIX LTD.	80,528.00
JOINT PROFESSIONAL DEVELOPMENT	35,436.90
K'AAYXADA ADVENTURE CAMP	25,500.00
LOUIS-PHILIPPE LAFLEUR	26,302.70
LWM SERVICES INC.	32,760.16
MARITIME TRAVEL	37,360.14
MASSET IN MOTION	108,054.10
MINISTER OF FINANCE	180,610.49
MUNICIPAL PENSION PLAN	275,719.67
N. HARRIS COMPUTER CORPORATION	87,546.99
NORTH ARM TRANSPORTATION LTD.	87,780.55
OLD MASSETT VILLAGE COUNCIL	35,544.28
PACIFIC BLUE CROSS	144,105.72
PEBT, IN TRUST	132,349.89
PORT CLEMENTS SCHOOL PRINCIPAL	25,874.68
ROBERT HADCOCK	29,970.00
ROCKY POINT ENGINEERING LTD.	66,787.71
ROOTHAM SERVICES GROUP INC.	37,266.79
STATION ONE ARCHITECTS	68,473.36
TEACHERS' PENSION PLAN	613,537.10
TELUS	45,646.09
TINYEYE THERAPY SERVICES	30,025.51
TRADE WEST EQUIPMENT LTD.	48,854.93
UNITECH CONSTRUCTION MANAGEMENT LTD	8,270,428.89
WORK SAFE BC	128,910.29
XEROX CANADA LTD.	26,762.61
ZEP SALES & SERVICES OF CANADA	54,409.53

TOTAL DETAILED VENDORS > 25,000.00 \$ 12,286,436.40

TOTAL VENDORS <= 25,000.00 \$ 1,013,151.09

TOTAL PAYMENTS FOR THE GOODS AND SERVICES \$ 13,299,587.49

SCHOOL DISTRICT NO. 50 HAIDA GWAI
STATEMENT PURSUANT TO STATEMENT OF FINANCIAL INFORMATION
RECONCILIATION OR EXPLANATION OF DIFFERENCES
FISCAL YEAR ENDED JUNE 30, 2024

SCHEDULED PAYMENTS

REMUNERATION	9,730,571.69
EMPLOYEE EXPENSES	217,800.08
EMPLOYER CPP/EI	576,383.03

PAYMENTS FOR GOODS AND SERVICES	13,299,587.49
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TOTAL SCHEDULED PAYMENTS	23,824,342.29
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RECONCILIATION ITEMS

NONCASH ITEMS:	
ACCOUNTS PAYABLE ACCRUALS	
PAYROLL ACCRUALS	-1679301.31
INVENTORIES AND PREPAIDS	-212290.77
PAYMENTS INCLUDED:	
TAXABLE BENEFITS	-33,641.38
OTHER:	
THIRD PARTY RECOVERIES	-2,024,811.00
GST/HST REBATE	-340,582.27
RECOVERIES OF EXPENSES	0
MISCELLANEOUS	0

TOTAL RECONCILIATION ITEMS	-4,290,626.73
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FINANCIAL STATEMENT EXPENDITURES

OPERATING FUND	12,498,431.00
TRUST FUND	2,541,262.00
CAPITAL FUND	1,493,424.00

TOTAL FINANCIAL STATEMENT EXPENDITURES	16,533,117.00
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BALANCE	3,000,598.56
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Explanation of differences - the SOFI schedules differ from the audited financial statements for the following reasons:

1. The Schedule of Remuneration and Expenses is prepared on a cash basis and salary and benefits in the audited financial statements are on an accrual basis.
2. The Schedule of Goods and Services Payments is prepared on a cash basis and expenditures in the audited financial statements are on an accrual basis.
3. Included in the expenses of the audited financial statements is amortization of the capital assets which are not included in either the Schedule of Remuneration and Expenses or the Schedule of Goods and Services Payments.

School District
Statement of Financial Information

Haida Gwaii School District

Fiscal Year Ended June 30, 2024

Explanation of Differences to the Audited Financial Statements

The Salaries paid to employees, as well as the payments disbursed to suppliers for goods and services and for employee benefit premiums, are disclosed on the audited financial statements as expenses, net revenues, capitalized costs or changes in accounts receivable and accounts payable.

The differences between the audited financial statements (Statement 2 – “Statements of Revenue and Expense”) and the combined totals of the “Schedule of Remuneration” and the “Schedule of Payments Made for the provision of Goods and Services” are primarily as follows:

- Taxable benefits are included in the remuneration column of the “Schedule of Remuneration and Expenses”. The same amount is included in the “Schedule of Payments Made for the Provision of Goods and Services” for payments made to benefit carriers.
- Accruals made at year end for certain supplier costs and future benefits.
- Expenditures recovered from external organizations.
- Payments made to district operated schools.
- The “Schedule of Payments Made for the Provision of Goods and Services” records GST/PST paid at the full value charged whereas the audited financial statements are net of applicable rebates ranging from 68% to 100%.
- Depreciation of fixed assets is recorded as an expenditure on the Financial Statements and not on the “Statement of Payments for the Provision of Goods and Services” which includes fixed asset purchases that are capitalized on the financial statements.



**BOARD OF EDUCATION
SCHOOL DISTRICT NO. 50 HAIDA GWAI**

<u>MEETING AGENDA ITEM # 11.3</u>			
Action:		Information:	X
Meeting:	Regular	Meeting Date:	November 12, 2024
Topic:	Daaxiigan Sk'adáa Née Update		
Background/Discussion:			
Verbal Update			
Recommended Action:			
Information			
Presented by: Secretary-Treasurer			



**BOARD OF EDUCATION
SCHOOL DISTRICT NO. 50 HAIDA GWAI**

<u>MEETING AGENDA ITEM # 11.4</u>			
Action:		Information:	X
Meeting:	Regular	Meeting Date:	November 12, 2024
Topic:	Operations Update		
Background/Discussion:			
Operations Update			
Recommended Action:			
Information			
Presented by: Assistant Secretary-Treasurer			



**BOARD OF EDUCATION
SCHOOL DISTRICT NO. 50 HAIDA GWAI**

<u>MEETING AGENDA ITEM # 11.5</u>			
Action:		Information:	X
Meeting:	Regular	Meeting Date:	November 12, 2024
Topic:	Information & Technology Update		
Background/Discussion:			
Information & Technology Update			
Recommended Action:			
Information			
Presented by: IT Manager			

IT - Update

Oct 31, 2024



- Ryan - now available for password resetting and reactivating accounts MyEd.
- Installed new television 86" - Sk'aadgaa Naay Elementary
- Three Day session on Cybersecurity with Steeves and Associates, provided by Ministry of education and childcare.
- Steve - Completed battery safety training 2024

Self-Servicing Accounts: Onboarding for Technicians

Welcome to the Self-Servicing Accounts: Onboarding for Technicians Learning Track.

Courses: 38 | Points: 5900 | Duration: 9 h, 50 min.



Completed

- Added connection to fire suppression and security panel - Daaxiigan Sk'adaa Née
- Added electrical outlets to Haida Room - Daaxiigan Sk'adaa Née
- Added heat to North youth wellness worker room - Daaxiigan Sk'adaa Née
- Moved phone line to more suitable location Haida Rooms - Daaxiigan Sk'adaa Née
- Fixed Heatpump - Gidgalang Kuuyas Naay
- Repairs to dry fire system - Sk'aadgaa Naay Elementary
- Began the gym renovation - Port Clements Elementary
- Began the boiler replacement project - Gidgalang Kuuyas Naay
- We've set the pegs for three bus shelters to be built by Haida Gwaii Builders over the next couple months.
- We have two tenders out for bid for air handlers - Port Clements Elementary and Daaxiigan Sk'adaa Née
- Started a pilot project with four teachers on new ways to control the iPads



**BOARD OF EDUCATION
SCHOOL DISTRICT NO. 50 HAIDA GWAI**

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<u>MEETING AGENDA ITEM # 12</u>			
Action:		Information:	X
Meeting:	Regular	Meeting Date:	November 12, 2024
Topic:	Correspondence		
Background/Discussion: -Tahayghen Press Release -Village of Masset StrongStart Letter			
Recommended Action: Information and Discussion			
Presented by: Chair			



PRESS RELEASE

October 22, 2024

The Haida Gwaii School District is pleased to announce that we have received ministerial approval under Section 5 of the Disposal of Land or Improvements Order to proceed with the transfer of the Tahayghen Elementary School building and site. The property will be handed over to the Old Massett Village Council (OMVC) over the coming months.

While specific plans for the building's future use by OMVC will be shared later, Chief Councilor Donald (Duffy) Edgars expressed his excitement, stating, *"We are extremely happy with the Haida Gwaii School District's decision to turn over the Tahayghen Elementary site to the Old Massett Village Council. This property comes at a perfect time, supporting some of the projects we are developing within our lands, housing, education, and economic development offices."*

Dana Moraes, chair of the Haida Gwaii Board of Education, added, *"Tahayghen Elementary played a significant and valued role in providing education to generations of students in Masset and Old Massett. We couldn't be more pleased to see this property transferred to the Old Massett Village Council, and we look forward to hearing more about their vision for its future."*

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For further information, please contact:

Kevin Black
Secretary-Treasurer – Haida Gwaii School District
kblack@sd50.bc.ca



**BOARD OF EDUCATION
SCHOOL DISTRICT NO.50
HAIDA GWAI**

107 Third Avenue, PO Box 69
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(250)559-8473
www.sd50.bc.ca

November 6, 2024

Village of Masset
PO Box 68
Masset, BC V0T 1M0
Street Address: 1686 Main Street

Dear Village of Masset and Staff,

We are writing to express our heartfelt gratitude for your generous donation of a family friendly space at no cost for Strong Start to operate. The space at the Howard Phillips Hall has been so valuable as we complete the facility upgrades needed at the Daqxiigan Sk'ad'aa Née site and then ongoing into the future as a gymnasium for the program. The Strong Start approach in Masset continues to be well received by the community making it a robust and high demand program for early learning, culture, and community building. Your generosity has supported upwards of 60 children and their caregivers in gaining access to this program. Thank you for being a generous community partner to our school district.

Háw'aa,

Chair

On behalf of the Haida Gwaii School District Board of Education

cc. Haida Gwaii School District Trustees
Lisa Bernoties, SD50 Superintendent of Schools
Manu Madhok, SD50 Associate Superintendent of Schools
Kevin Black, SD50 Secretary Treasurer



**BOARD OF EDUCATION
SCHOOL DISTRICT NO. 50 HAIDA GWAI**

<u>MEETING AGENDA ITEM # 13</u>			
Action:		Information:	X
Meeting:	Regular	Meeting Date:	November 12, 2024
Topic:	Question Period		
Background/Discussion: Questions from the public pertaining to the agenda for the November 12, 2024 Regular Board Meeting.			
Recommended Action: Information			
Presented by: Chair			



**BOARD OF EDUCATION
SCHOOL DISTRICT NO. 50 HAIDA GWAI**

<u>MEETING AGENDA ITEM # 14</u>			
Action:		Information:	X
Meeting:	Regular	Meeting Date:	November 12, 2024
Topic:	Adjournment		
Background/Discussion: When the Board has completed the scheduled order of business and there is no further business to consider, the Chair will declare the meeting adjourned.			
Recommended Action: Information			
Presented by: Chair			