

2023 BCSTA
Annual
General Meeting
MOTIONS



BCSTA

British Columbia
School Trustees
Association

2023 Annual General Meeting Motions

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EXTRAORDINARY MOTIONS

1. BCSTA's Anti-Racism, Diversity, Equity, and Inclusion Foundational Statement

SUBMITTED BY: BCSTA Board of Directors

BE IT RESOLVED:

That BCSTA append the following text to section 1.2FS VALUES, of the Policy Book: BCSTA aspires to embody and work in support of anti-racism, diversity, equity, and inclusion in the public schools of British Columbia. BCSTA strives to:

- eliminate discrimination in policies, procedures, programs, and services (anti-racism).
- value human differences within the organization (diversity).
- ensure that factors such as ancestry, skin colour, place of residence, socio-economic or educational background, gender identity or expression, physical condition, etc. do not determine the outcomes a person achieves (equity).
- ensure that people of all backgrounds feel they are welcome and valued (inclusion).
- To those ends, BCSTA commits to:
 - Educating ourselves and our members about anti-racism, diversity, equity, and inclusion and how they may be achieved.
 - Ensuring that anti-racism, diversity, equity, and inclusion are evident in all that we do.
 - Ensuring that policies and practices of the organization do not contravene the British Columbia Human Rights Code.
 - Supporting equity through our policies, procedures, programs, and services.
 - Advocating for policies and practices that promote anti-racism, diversity, equity, and inclusion in the public schools of British Columbia.

Measuring our progress in ensuring anti-racism, diversity, equity, and inclusion.

Rationale:

As part of the BCSTA's Strategic Plan, there has been ongoing work on Anti-Racism-EDI strategies. The work included a policy and process gap analysis and the development of a position statement on equity. The statement outlined has been listed on the 2022-2025 Strategic Plan and it is important that we solidify the associations position by including it in our guiding documents.

Reference(s):

[BCSTA Strategic Plan – 2022-2025](#)
[BCSTA Policy Book](#)

This motion relates to Foundational Statement 1.2 FS Values; 5.2FS Addressing Learning Differences; 5.3 Aboriginal Education; 5.4FS Multiculturalism.

2. Delegates Voting Powers at General Meetings

SUBMITTED BY: Board of Education of SCHOOL DISTRICT NO. 52 (PRINCE RUPERT)

BE IT RESOLVED:

That BCSTA amend Bylaw 9 as follows:

1. Delegates shall be school trustees duly accredited by the Boards of Education of which they are members. For purposes of ballot voting, Boards of Education ~~having an annual enrollment of pupils (actual pupils, not full-time equivalents) at the most recent date established under the School Act for the reporting of student populations, shall have the following number of votes irrespective of the number of delegates:~~ one vote per board.

~~1 to 249 pupils 1 vote
250 to 999 pupils 2 votes
1,000 to 1,999 pupils 3 votes
2,000 to 5,999 pupils 4 votes
6,000 to 11,999 pupils 6 votes
12,000 to 17,999 pupils 8 votes
18,000 to 23,999 pupils 10 votes
24,000 to 29,999 pupils 12 votes
30,000 to 35,999 pupils 14 votes
36,000 to 47,999 pupils 15 votes
48,000 to 59,999 pupils 16 votes
60,000 to 71,999 pupils 17 votes
72,000 to 83,999 pupils 18 votes
84,000 and over pupils 19 votes~~

~~These categories are to be reviewed when the enrollment of the largest member Board exceeds 84,000 students.~~

b. Any member Board which is not represented at any general meeting may, by proxy, in writing, grant to a delegate of any other member Board the right to vote on its behalf with respect to ballot votes.

c. Ballot votes shall be used:

- i. for election of BCSTA officers;
- ii. on amendments to the Association's bylaws;
- iii. on the taking of a vote on a substantive motion when called for by any twenty (20) delegates;
- iv. for the approval of an Association petition to the Legislature for changes in the BCSTA Act of Incorporation; and
- v. on enactment or amendment of Foundational Statements.

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d. Voting on substantive motions shall be by show of hands unless a ballot vote is called for by any twenty (20) delegates.

Rationale:

This motion proposes to amend BCSTA's bylaws to ensure we as equal members of the Association have equitable voting powers at our general meetings. This bylaw amendment is in alignment with the priorities of our strategic plan, which are anti-racism, diversity, equity and inclusion.

Reference(s):

https://bcsta.org/wp-content/uploads/2023/01/2022-2025_Strategic_Plan.pdf

This motion relates to Bylaw 9 (Delegates and Voting Powers at General).

SUBSTANTIVE MOTIONS

Category: BCSTA

3. Environment Stewardship and Sustainability Action Plans

SUBMITTED BY: KOOTENAY BOUNDARY BRANCH (KBB)

BE IT RESOLVED:

That BCSTA collaborate with the Ministry of Education and Child Care, the Ministry of Emergency Management and Climate Change, and other appropriate partners to support school boards in developing environmental stewardship and sustainability action plans.

Rationale:

While school boards work towards bringing these topics into the classrooms, they are hoping for additional support in matters of governance from the BCSTA.

Reference(s):

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.

Category: BCSTA

4. Family Connection Centres

SUBMITTED BY: Board of Education of SCHOOL DISTRICT NO. 33 (CHILLIWACK)

BE IT RESOLVED:

That BCSTA review the Family Connection Centre (FCC) model being piloted in BC to support member boards in better understanding the intended interaction between their district and the FCC in supporting students.

AND

That BCSTA request that the Ministry of Child and Family Development and the Ministry of Education and Child Care include public education partners, including school boards, in consultation and planning where the Family Connection Centre rollout and implementation will impact public education.

Rationale:

The proposed Family Connection Centre (FCC) model, now being piloted in four regions of the province, proposes a significant shift in the delivery of supports for individuals with disabilities and diverse abilities and their families. The FCCs are designed to provide support for children and youth from birth to 19 years of age. While the initial timeline has been put on pause to evaluate and consult regarding next steps, the shift proposes to end current structures of support through programs such as the At-Home Program and the Autism Funding Benefit in favour of a non-diagnosis or deficit-based approach to the delivery of support.

Trustees should be aware of the strong feelings held by those impacted by the proposed changes. As examples, many in the Autism community see this as a losing support they rely upon while many in the FASD community see this as the potential to deliver support that is much needed. It is further complicated as it does propose to shift funding from current service providers. Again, as an example Infant and Child Development Centres may lose funding if they are unsuccessful in the tender process.

While support for students outside school have a direct impact on how they are equipped to succeed and learn while at school, the FCCs also propose a more direct interaction for consideration by member boards. Drawing directly from the FCC Service Expectations and Description, currently guiding the pilot projects:

“Some of the centre’s professionals (e.g., occupational, and physical therapists) will also be members of school-based teams that support the educational and functional goals of children and youth with support needs within the school and home settings. Others will actively engage school-based teams, with consent from the child or youth and their family, to ensure consistent approaches to supporting a child or youth’s individualized education plan.”

The intent of the motion is to direct the BCSTA to support member boards in understanding the considerations of the proposed shift in support for learners, and to urge the respective ministries to include public education stakeholders in discussions that relate to supports in schools.

Reference(s):

https://www2.gov.bc.ca/assets/gov/family-and-social-supports/children-teens-with-support-needs/1_cysn_service_framework.pdf

Attention to 8.0 on Pg 30

https://www2.gov.bc.ca/assets/gov/family-and-social-supports/children-teens-with-support-needs/2_cysn_framework_-_family_connections_centres.pdf

Attention to 1.2.3 starting on Pg 9

<https://news.gov.bc.ca/releases/2022PREM0095-001797>

Pause on rollout to evaluate and consult further

<https://news.gov.bc.ca/releases/2023CFD0001-000002>

Operators announced in four regions

<https://www.cbc.ca/news/canada/british-columbia/starbright-contract-loss-children-special-needs-1.6715772>

Anticipation of Further rollout next year (as reported January 2023)

<https://www2.gov.bc.ca/gov/content/health/managing-your-health/child-behaviour-development/support-needs/complex-health-needs/at-home-program>

At Home Program

<https://www2.gov.bc.ca/gov/content/health/managing-your-health/child-behaviour-development/support-needs/autism-spectrum-disorder/autism-funding>

Autism Funding Benefit

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.

Category: BCSTA

5. Travel Expenses for Boards Who Must Travel a Great Distance to Events in Vancouver

SUBMITTED BY: Board of Education of SCHOOL DISTRICT NO. 51 (BOUNDARY)

BE IT RESOLVED:

That BCSTA review the Policy on Travel Expenses to permit claimants to claim hotel costs and meal expenses when traveling the same day of a meeting or conference if it is challenging due to geographic and/or weather factors.

Rationale:

Due to these factors, if necessary, trustees should be able to arrive the day before and leave the day after the meeting or conference and be able to claim the hotel and meal expenses.

Reference(s):

[BCSTA's Policy on Travel Expenses - February 25, 2023](#)

This relates to the current Travel Policy on expenses for Boards.

Category: BCSTA

6. Decolonizing School District Names

SUBMITTED BY: INDIGENOUS EDUCATION COMMITTEE

BE IT RESOLVED:

That BCSTA use school district place names where possible instead of numbers for district identification.

Rationale:

Numbers for school districts have a colonial footprint. Indigenous communities use land and or name acknowledgements. In the past, BC municipalities were numbered and then switched to names. As a part of reconciliation, the IEC recommends that BCSTA use the placement name of districts instead of district numbers for district identification. In 1946, the Ministry of Education rearranged the province's 650 school districts into 79, giving each a number and name. The school districts were numbered geographically started in the southeast corner and proceeding in a counterclockwise pattern.

Many school districts were in existence prior to BC joining Canada (1871). Some districts were just single schools or even a one teacher. Schools in BC were municipal, which were named after the municipality or rural and given a regional name and many districts are a legacy of this pattern.

The most recent changes in April 1996 with the restructuring and reduction in the number of school districts from 79 to 57.

Reference(s):

A highlight history of BC Schools by Shirley Cuthbertson
(<http://www.royalbcmusem.bc.ca>)

History of Education website

(<http://records.viu.ca/homeroom/Content/Timeline/1950s/1990.him>)

Vancouver Island University List of school districts in British Columbia

(<http://en.Wikipedia.org>) list of school districts in BC as of 2012

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.

Category: BOARDS OF EDUCATION

7. **Data and Resources to Support Diversity on Boards of Education**

SUBMITTED BY: Board of Education of SCHOOL DISTRICT NO. 46 (SUNSHINE COAST)

BE IT RESOLVED:

That BCSTA gather data from their membership and create a tool that will assist boards in determining appropriate trustee remuneration for their district, one that will attract diverse community representation of trustees on boards of education.

Rationale:

Every school district is unique, and there are many approaches to advance equity and inclusion. Diversity at the board table models a district's commitment to equity and inclusion.

Part of a healthy democracy and representative governance, lies in developing an awareness, and removal of, obstacles that exclude groups, or communities of people from full participation in political life and the associated benefits; social, economic, and political.

There is a lack of information on the process boards use to determine trustee remuneration. And a lack of data on the demographics of boards (gender, race, economic status, family status) that impact an individual's ability to participate on boards of education.

All boards seeking to create a remuneration policy will benefit from having access to relevant data and valuable resources and to assist them is setting fair and reasonable remuneration rates for the service of their board members.

Reference(s):

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.

Category: BOARDS OF EDUCATION

8. Review and Streamlining of Provincial Reporting Requirements

SUBMITTED BY: Board of Education of SCHOOL DISTRICT NO. 42 (MAPLE RIDGE-PITT MEADOWS)

BE IT RESOLVED:

That BCSTA request the Ministry of Education and Child Care initiate a review aimed at streamlining the Ministry's reporting requirements of Boards of Education and implement the recommended reporting changes without delay. The review should be conducted in collaboration with education partners.

Rationale:

Reporting requirements of Boards of Education by the Ministry of Education and Child Care have increased substantially over the past several years to the extent that significant administrative resources are required to meet these obligations. A thorough and regular vetting of these requirements is needed to establish the value of required reports and identify which can be eliminated to avoid wasting valuable administrative resources.

In recent years the number of regular reports required to be filed with the Ministry of Education and Child Care and other provincial organizations has increased significantly. A few examples of reports added in recent years:

Financial

- Student and Family Affordability Fund - Reports
- Event Driven Reporting - Districts are to report costs and savings in the current School Year
- Classroom Enhancement Fund reports
- Financial Statements Discussion and Analysis
- Indigenous targeted funding reports
- BCTEA transportation annual submissions and spending reports

Education

- FESL report

Facilities

- Ventilation
- Lead in water
- Portables inventory
- Monthly progress reports on major capital projects

Human Resources

- Weekly staff attendance data
- Annual submissions to BCPSEA for approval of proposed Exempt Staff salary increases

Reference(s):

This relates to policy statement 2.1.2.

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.

Category: STUDENTS

9. Supporting the Single Mothers' Alliance for Transit for Teens Campaign in Achieving Free Public Transit for Youth Ages 13 to 18 in BC

SUBMITTED BY: Board of Education of SCHOOL DISTRICT NO. 39 (VANCOUVER)

BE IT RESOLVED:

That BCSTA endorse the Single Mothers' Alliance for Transit for Teens Campaign and in doing so, write a letter to the:

- Mayors' Council on Regional Transportation,
- the Board of Directors of BC Transit,
- the Ministry of Transportation and Infrastructure,
- the Ministry of the Environment and Climate Change Strategy,
- the Office of the Premier,
- the Ministry of Social Development and Poverty Reduction,
- the Ministry of Education and Child Care,
- the Minister of State for Infrastructure and Transit,
- the Ministry of Children and Family Development,
- and the Select Standing Committee on Children and Youth

requesting that a fully funded plan be implemented by the provincial government to provide free public transit for teens aged 13 to 18 in BC.

Rationale:

If the BCSTA passes the motion, taking a province-wide stance on free public transit for ages 0 to 18 would send a powerful message to the provincial government to act on this issue. The result of the BCSTA passing this motion would have the BCSTA write letters to the above-named offices to support the Single Mothers' Alliance for Teens Campaign.

Reference(s):

<https://www.singlemothersbc.org/transit4teens>

**This relates to Foundational Statement 4.6 and Policy Statement 4.6.1.
This is an action motion and does not change or contradict any existing Foundational or Policy Statement.**

Category: STUDENTS

10. Inclusion of English Language Learners in the Framework for Enhancing Student Learning (FESL)

SUBMITTED BY: Board of Education of SCHOOL DISTRICT NO. 41 (BURNABY)

BE IT RESOLVED:

That BCSTA urge the Ministry of Education and Child Care to amend section 4 of the Enhancing Student Learning Reporting Order to include English Language Learning (ELL) students as an identified priority student population; include this student population in school districts' annual Framework for Enhancing Student Learning (FESL) reporting and reviews, and further require analysis of both aggregated and disaggregated data to ensure ELL students are receiving supports and resources needed across BC school districts.

Rationale:

As noted in BC's English Language Learning Policy Guidelines (2018), "the purpose of ELL service is to facilitate student success and inclusion in the school and society."

The policy guidelines go on to recognize that "[t]he arrival in British Columbia of greater numbers of students from refugee backgrounds, frequently with interrupted schooling, has increased the need for instruction in basic literacy and numeracy skills to address significant gaps in education. Some of these learners may have come from very difficult situations, causing social or emotional issues that impact learning. Some students, although born in Canada, require assistance because they use another language and/or a dialect of English in their homes and need additional support to be successful with the school curriculum."

Insofar as the intent of the Enhancing Student Learning Reporting Order is intended to serve as a mechanism is to support school districts in developing and actioning focused, contextualized and continual improvement for all students in their respective communities, it appears the Ministry's Order omits a critical category of the student body that would necessarily warrant intentional and separate reporting to ensure the achievement of ELL students is comparable to their peers. This reporting mechanism would be especially important for ELL students given the unique learning challenges faced many of these students. In situations where collected evidence points to deficits in the successes of ELL students relative to others student categories within the general school population, the reporting mechanism would provide school districts with the opportunity for analysis, reflection, and the implementation of strategies to address potential barriers and challenges that would improve student outcomes.

If we agree that the FESL and related Ministry reporting requirements allow school districts to facilitate the improvement of student learning outcomes and equity within those outcomes through strategic planning, it is important that a wide lens is cast to all

vulnerable populations within school community, inclusive of ELL students, who may require targeted planning and supports for optimized success.

Reference(s):

Ministry Reporting Order

<https://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/e/m302-20.pdf>

English Language Learning (ELL) Teaching Resources

[https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/resources-for-teachers/english-language-learning#:~:text=An%20English%20Language%20Learning%20\(ELL,succeed%20in%20the%20academic%20environment.](https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/resources-for-teachers/english-language-learning#:~:text=An%20English%20Language%20Learning%20(ELL,succeed%20in%20the%20academic%20environment.)

English Language Learning Policy Guidelines (2018)

<https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/english-language-learners/guidelines.pdf>

Province of British Columbia English Language Learning (ELL) Standards

<https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/ell/ell-standards-full.pdf>

BC Teachers of English to Speakers of Other Languages

<https://bctesol.ca/>

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.

Category: STUDENTS

11. Universal Healthy Food Program for BC Public Schools

SUBMITTED BY: THOMPSON-OKANAGAN BRANCH

BE IT RESOLVED:

That BCSTA requests that the Ministry of Education and Child Care, the Ministry of Health, and the Ministry of Social Development and Poverty Reduction establish a fully funded sustainable Universal Healthy Food Program for BC public schools.

Rationale:

The Thompson Okanagan Branch identifies an ongoing need for a fully funded sustainable Universal Health Food Program for BC schools. The Government of BC created the Poverty Reduction Strategy in 2018 and in that year, the BCSTA endorsed the Coalition for Healthy School Food's national Universal Healthy School Food program campaign. It is now 2023 and there is still work to be done to achieve this goal.

Reference(s):

<https://bcsta.org/wp-content/uploads/2018/06/Advocacy-2018-06-15-GSwan-to-Minister-Conroy-re-Endorse.-of-collabo.-with-the-Coalition-for-HealthySchoolFood.pdf>

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.

Category: STUDENTS

12. Ministry of Education and Child Care Funding Support for Technology

SUBMITTED BY: Board of Education of SCHOOL DISTRICT NO. 45 (WEST VANCOUVER)

BE IT RESOLVED:

That BCSTA requests that the Ministry of Education and Child Care provides support for School Boards to effectively deliver public education in the technological age by adding technology to the Five-Year Capital Plan allowable expenditures and providing additional ongoing funding to support these costs.

Rationale:

Keeping technology current has been an essential responsibility of school boards since the Sullivan Commission (1990) outlined a path forward. Technology is no longer an elective luxury; it is an essential budget item needed to maintain the learning environment of our schools and properly prepare our students for the future. The pace of technological change continues to increase exponentially, demanding constant innovation and expansion of IT services and support.

The cost of managing a functional IT infrastructure, operations system, and the necessary instructional tools for teachers has become a significant portion of both operating budgets and capital investments for all districts. Finding the required funding to support such costs is a growing issue, particularly for small to medium-sized districts.

With the current lack of dedicated funding for technology, districts have no choice but to redirect operating budgets from other classroom resources or deploy funds from annual facilities grants, which have already failed to keep pace with inflation for many years and are insufficient to maintain aging infrastructure.

Like all capital costs, annual expenditures will vary between districts depending upon the age of their infrastructure. The addition of technology to the Five-Year Capital Plan, together with ongoing funding to support it, will allow districts the flexibility to balance their existing capital needs with evolving technological costs and develop capital plans that triage competing needs appropriately.

Reference(s):

[Ministry of Education & Childcare Five-Year Capital Plan Submission for 2023/24](#)

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.

Category: STUDENTS

13. Learning Disability (Dyslexia) and Policy/Guidelines for Screening in Kindergarten

SUBMITTED BY: Board of Education of SCHOOL DISTRICT NO. 44 (NORTH VANCOUVER)

BE IT RESOLVED:

That BCSTA advocate to the Ministry of Education and Child Care to create policy and guidelines to facilitate literacy screening starting in kindergarten, *and* that BCSTA advocate to the Ministry of Education and Child Care to allocated targeted funding to districts in support of early literacy assessment and intervention.

Rationale:

Dyslexia and other learning disabilities (LD) are present in every classroom across the province, the numbers from Dr. Sally Shaywitz from Yale University suggests dyslexia and other learning disabilities affect 1 in 5 individuals with varying degrees.

Early intervention and access to resources is imperative for LD/Dyslexic students to reach their potential. To do this effectively school districts need to start screening in kindergarten.

Changes to curriculum and instruction comes from the Ministry of Education and Child Care and asking for policy and guidelines will ensure equity for all children across the province and ensure that evidence-based practices, including structured literacy and literacy screening in kindergarten. Having this in place will allow for similarity across all school districts and improve academic learning outcomes for all students.

Benefits:

1. The system will flag reading disabilities and struggling students earlier.
2. Remediation for reading disabilities and struggling readers will be earlier.
3. Increased potential for all learners to reach their potential.
4. Less need for full diagnosis (Psycho Educational Assessments) to institute supports.

Cost savings overall and with an outcome of increased graduation rates as well as mental health, self-agency, and self-regulation for students and families with students with learning disabilities.

Reference(s):

[Executive summary: Right to Read: Ontario Human Rights Commission \(ohrc.on.ca\)](#)
[What is Dyslexia? - Yale Dyslexia](#)

This relates to Foundational Statement 5.2.

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.

Category: STUDENTS

14. Inclusive Schools and Safety

SUBMITTED BY: Board of Education of SCHOOL DISTRICT NO. 44 (NORTH VANCOUVER)

BE IT RESOLVED:

That BCSTA follow up with the Ministry of Education and Child Care with respect to the motion carried at our 2021 AGM:

“That BCSTA advocate to the Ministry of Education that the Ministry complete a review and update of the 2015 provincial guidelines on physical restraint in school settings in concert with BCSTA, Inclusion BC and other appropriate organizations and authorities.”

and further, request a timeline in which boards of education can expect to receive these updated guidelines.

Rationale:

As a direct result of the motion school districts are now obligated to have policies and procedures regarding seclusion and restraint. However, additional work is needed to ensure that the way neurodiverse students are treated in schools is safe and respectful. It is important for boards of education and the Ministry of Education and Child Care to have access to more information about the seclusion/isolation rooms so they can work together on this matter. Boards would also benefit from receiving regular reports regarding incidents of the use of seclusion and restraint in schools to better understand what is happening.

Reference(s):

[Provincial Guidelines - Physical Restraint and Seclusion in School Settings](#)

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.

Category: STUDENTS

15. Inclusive Education Guidelines

SUBMITTED BY: Board of Education of SCHOOL DISTRICT NO. 35 (LANGLEY) and Board of Education of SCHOOL DISTRICT NO. 44 (NORTH VANCOUVER)

BE IT RESOLVED:

That BCSTA advocate to the Ministry of Education and Child Care to update its inclusive education resource titled Special Education Services: A Manual of Policies, Procedures and Guidelines, and release the updated version to school boards.

Rationale:

This resource is woefully out of date as it has not been updated since April 2016. The Ministry of Education and Child Care has been consulting with professionals and community members for the past 7 years regarding inclusive education matters. However, the Ministry has yet to release an updated version of this important resource to help guide boards of education.

This inclusive education manual needs to be a living document and not a static document that is updated. As we learn more about how students with designations learn, what they need to feel included, what they need to feel they belong changes as we gain knowledge from those with the lived experiences.

Reference(s):

[Special Education Policy Manual \(gov.bc.ca\)](https://www2.gov.bc.ca/gov/content/education-training/special-education/special-education-policy-manual)

This motion relates to Foundational Statement 5.2.

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.

Category: STUDENTS

16. Assessment Wait Times

SUBMITTED BY: Board of Education of SCHOOL DISTRICT NO. 60 (PEACE RIVER NORTH)

BE IT RESOLVED:

That BCSTA advocate to the Ministry of Health, Ministry of Child and Family Development, and Ministry of Education and Childcare to reduce wait times for students who have been identified as requiring educational assessments.

Rationale:

The current funding model for students with diverse needs is partly based on completed assessments. School districts that have been unable to hire trained specialists to do psycho educational assessments have long internal wait lists for Tier 2 assessments. An example is when in house assessments are not available for students' transition to adulthood services such as Community Living, families are again looking for private assessment services. Assessment wait times are a multifaceted equity issue. Children who have been identified with neurodiversity such as Autism Spectrum Disorder, Attention Deficit Hyperactivity Disorder, and Sensory Processing Disorder need support plans. Information from assessments is needed to design appropriate educational programs and interventions for students. In BC as of Dec. 23, 2022, the overall wait time for an ASD (autism spectrum disorder) assessment is approximately 80.6 weeks from time of referral. It was also noted that wait times may vary across the province. Some health regions report current wait times of at least two years or 104 weeks.

(Feb. 9, 2021, average ASD Assessment wait time was 77.7 weeks).

Wait times for assessments have increased even with the support of organizations such as the Variety Club that are helping families' access private assessments. Access to private assessments varies between regions. If a family cannot access support for private assessments and must travel to have an assessment done the costs are high.

There continue to be capacity challenges in the availability of professionals to assess children with diverse needs in a timely fashion. For these children to have the best outcomes, early assessment, diagnosis and intervention is vital. These assessments are necessary to address inequity.

Some students also need assessments for transitioning to adult support services.

Reference(s):

BCSTA Strategic Plan

[Strategic Plan - British Columbia School Trustees Association \(bcsta.org\)](https://bcsta.org/Strategic-Plan)

Education Minister Singh Mandate Letter

[ecc - singh-r.pdf \(gov.bc.ca\)](https://www2.gov.bc.ca/gov/content/education/education-minister-singh-mandate-letter/ecc-singh-r.pdf)

2023 BCSTA AGM Motions

Substantive Motions

Provincial Health Services Authority BC Autism Assessment Network

[BC Autism Assessment Network \(phsa.ca\)](http://phsa.ca)

Select Standing Committee on Finance and Government Services Report on the 2023 Consultation pg. 77-84

<https://www.leg.bc.ca/content/CommitteeDocuments/42nd-parliament/3rd-session/fgs/budget-consultation/Budget-2023-Consultation-Report.pdf>

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BCSTA 2020 AGM Motion 18: Wait Times for Assessment

BCSTA 2018 AGM Motion 19: Funding for Assessment and Intervention

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.

Category: STUDENTS

17. Action to Address Peer to Peer Sexual Misconduct

SUBMITTED BY: Board of Education of SCHOOL DISTRICT NO. 71 (COMOX)

BE IT RESOLVED:

That BCSTA advocates for the Ministry of Education and Child Care to provide guidelines addressing how to respond to student complaints of peer-to-peer sexual harassment, sexual exploitation, and sexual assault.

Rationale:

In 2016, the province recognized sexual violence as a problem warranting bold action in post-secondary institutions and legislated mandatory reporting protocols for sexual assault at all post-secondary institutions. Similar action is needed for BC schools as:

The most recent McCreary Centre's Report on its BC Adolescent Health Survey (2018) had as a key finding that reports of sexual assault, dating violence, and sexual harassment of youth aged 12-19 have all increased from its previous report in 2013 (at p. 8).

There is currently no guidance from the province about how schools/districts should respond to student complaints/disclosures of peer-to-peer sexual assault or exploitation, including where the alleged conduct occurs off or away from a school/district property/event. As a result, policies vary between districts and similarly lack clear direction.

Clear guidelines regarding how to respond to complaints of peer-to-peer sexual assault/exploitation is needed from the province to advance the goals of sexual assault prevention and sexual equality in public education.

Reference(s):

BC Adolescent Health Survey, McCreary Centre Society (2018)
https://www.mcs.bc.ca/about_bcahs

Handbook for Action on Child Abuse & Neglect:

[ServiceProvider_insideBook.indd \(gov.bc.ca\)](#)

Safe and Caring School Communities:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/safe-and-caring-school-communities>

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.

Category: EDUCATIONAL PROGRAMS

18. Substance Education and Opioid Overdose Response in School Settings

SUBMITTED BY: Board of Education of SCHOOL DISTRICT NO. 42 (MAPLE RIDGE-PITT MEADOWS)

BE IT RESOLVED:

THAT BCSTA request the provincial government establish and fund the implementation of provincial guidance for substance education and guidelines for opioid overdose response in school settings; created by a provincial taskforce comprised of specialists from: Ministry of Health, Ministry of Mental Health and Addiction, Ministry of Education and Child Care, Provincial Health, FNESC, Metis Nation BC and representatives from all education stakeholders, including those with lived experience.

Rationale:

As of October 2022, the Coroner's report showed that there have been 1,827 deaths due to illicit drug toxicity in BC, and of those, 28 were under the age of 19.

The Ministry of Education included Substance Education in the K-10 PE curriculum; however, minimal provincial guidance and training is available.

While school districts have created local programs aimed at addressing the overdose crisis, this is not sufficient. A coordinated inter-ministerial approach with the involvement of key stakeholders, including those with lived experience, and students is required to address this ongoing crisis.

Reference(s):

Coroner's Report

[BCCS Illicit Drug Toxicity Report to Oct 2022 - FINAL \(gov.bc.ca\)](#)

BC Curriculum PE

[Physical and Health Education Introduction | Building Student Success - B.C. Curriculum \(gov.bc.ca\)](#)

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.

Category: TEACHER/PERSONNEL & EMPLOYEE RELATIONS

19. Provincial Teacher Shortage

SUBMITTED BY: Board of Education of SCHOOL DISTRICT NO. 33 (CHILLIWACK)

BE IT RESOLVED:

THAT BCSTA write a letter to all BC education degree granting institutions requesting they expand their intake of education students and that copies of these letters be sent to the BC Teachers' Council, the Ministry of Education and Child Care and the Ministry of Advance Education and Skills Training.

Rationale:

BC has a shortage of certified teachers in the province; however, degree granting institutions in the province have not expanded the number of seats in their educational programs to keep up with demand. The issue has been raised at past BCSTA AGMs and Provincial Council sessions, most recently at PC Oct 2021; however, the problem continues to become more prolific, impacting every public school district in the province. The challenge is not limited to rural and remote districts or specialist teachers with a growing number of districts now hiring Uncertified Teachers Teaching on-Call (UTTOCs).

Expanding the number of graduates from BC's post-secondary instructions better equips districts to support the next generation of students by ensuring student time and attention in learning is supported by a qualified teacher.

Reference(s):

Approved teacher education programs

<https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/resources-for-teachers/training-and-professional-development/teacher-education-programs>

This relates to Foundational Statement 6.1.

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.

Category: TEACHER/PERSONNEL & EMPLOYEE RELATIONS

20. Online Teacher Program

SUBMITTED BY: NORTHERN INTERIOR BRANCH

BE IT RESOLVED:

That BCSTA advocate to BC Teachers' Council (BCTC) for an online hybrid teacher training program with increased practicum opportunities in local communities.

Rationale:

Many districts have teachers on Letters of Permission or staff working in support roles that would like to become fully certified teachers. These individuals need to work and stay in community while working towards certification and completion of practicums.

Supports and opportunities are needed for Indigenous language and culture specialists to attain certification.

Fully online programs with practicums in local schools are offered in other jurisdictions and is something we need to strive for in British Columbia.

This would support current recruitment and retention initiatives.

Reference(s):

University of Alberta Aboriginal Teacher Education Program

[Aboriginal Teacher Education Program \(ualberta.ca\)](http://ualberta.ca)

BCSTA Motion #9.1: P120219.1 Provincial Teacher Shortage

BCSTA Motion #30 A201830 Local Teacher Education Program

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<https://www.leg.bc.ca/content/CommitteeDocuments/42nd-parliament/3rd-session/fgs/budget-consultation/Budget-2023-Consultation-Report.pdf>

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https://www.leg.bc.ca/content/CommitteeDocuments/42nd-parliament/2nd-session/fgs/budget-consultation/42-2-2_FGS-Report_Budget-2022-Consultation.pdf

This relates to Foundational Statement 6.1.

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.

Category: TEACHER/PERSONNEL & EMPLOYEE RELATIONS

21. Interprovincial/International Certification Barriers

SUBMITTED BY: NORTHERN INTERIOR BRANCH

BE IT RESOLVED:

That BCSTA urge BC Teachers' Council (BCTC) and the Teacher Regulation Branch (TRB) to streamline the certification process for interprovincial and international applicants for BC teaching certificates.

Rationale:

Provincial post-secondary institutions do not graduate enough teachers to fill the available positions in the province. Teachers from other jurisdictions must be hired to fill BC vacancies. The work force is aging, and retirements will increase the number of teachers needed.

Teachers seeking certification from other areas find the process difficult and the time the process can be lengthy. In other areas such as health care, the government is looking at streamlining processes for credentials of internationally trained workers as well as providing supports to navigate the process. The Teacher Regulation Branch (TRB) and Teacher Qualification Service (TQS) are separate applications that need the same information, one application form could serve both bodies.

Reference(s):

BCSTA Motion #9.7P120209.7 Timelier Response from Teacher Regulation Branch Select Standing Committee on Finance and Government Services Report on the 2023 Consultation pg. 77-84

[Budget 2023 Consultation - Province of British Columbia \(gov.bc.ca\)](https://www2.gov.bc.ca/gov/content/fineandgov/financeandgovservices/2023consultation)

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[42-2-2_FGS-Report_Budget-2022-Consultation.pdf \(leg.bc.ca\)](https://www2.gov.bc.ca/gov/content/fineandgov/financeandgovservices/2022consultation)

This relates to Foundational Statement 6.1.

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.

Category: TEACHERS/PERSONNEL & EMPLOYEE RELATIONS

22. Educational Assistant (EA) Standards of Practice

SUBMITTED BY: Board of Education of SCHOOL DISTRICT NO. 35 (LANGLEY)

BE IT RESOLVED:

That BCSTA advocate to the Ministry of Education and Childcare to:

- (a) prioritize establishing standards of practice for education assistants; and
- (b) consult with and fully include education assistants and other educational partner groups in the implementation and oversight of the standards.

Rationale:

We must recognize the valuable role that education assistants (EAs) play in our education system. Currently, there are no standards for Education Assistants and programs. The programs offered throughout the province vary from two weeks to two years in length. This issue has been raised by education assistants and their advocates for many years and it is time that qualifications and requirements are established so that ongoing professional development and support can be determined, and education assistants and the districts they work for can feel confident in the level of professionalism being attained. Although this motion has been passed at a previous AGM the action or status at this time is that the Ministry has deferred the item to BCPSEA as it is an item that is to be addressed in bargaining. However, the bargaining process for the 2022-2025 period states the following:

#18 The Education Assistant Credential Standardization:

“Should the Ministry of Education initiate discussions regarding standardized credentials for Education Assistants, the provincial parties will each send a letter to request participation in the process.”

Through the framework agreement BCPSEA has made it clear it is a Ministry process not a bargaining process so it’s important to advocate that this work be commenced.

Reference(s):

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.

Category: TEACHERS/PERSONNEL & EMPLOYEE RELATIONS

23. BC Loan Forgiveness Program/Certified Teachers

SUBMITTED BY: Board of Education of SCHOOL DISTRICT NO. 35 (LANGLEY)

BE IT RESOLVED:

That BCSTA urge the Provincial Government and the Ministry of Advanced Education and Skills to expand the BC Loan Forgiveness Program to include all certified teachers working with children at publicly funded facilities throughout BC.

Rationale:

The B.C. Loan Forgiveness program offers student loan forgiveness for recent graduates of eligible occupations working at publicly funded facilities in B.C., where there is an identified shortage in either an underserved community or an identified shortage in eligible occupations working with children throughout B.C.

While there is a growing and concerning shortage of Teachers and Teachers Teaching on Call (TTOC) available to hire by School Districts throughout all of B.C. and Canada-wide; and whereas many Districts throughout the Province are now having to hire Uncertified Teachers Teaching on Call (UTTOC) to fill vacant positions, this loan forgiveness incentive would encourage recruitment and retention of Certified Teachers.

As per the current B.C. Loan Forgiveness Program, current eligible occupations working with children throughout B.C., where there is an identified shortage include Speech language pathologists, Occupational therapists, Audiologists, Physiotherapists, School psychologists, Technology educators, and Teachers of the deaf/hard of hearing or the visually impaired.

If graduates qualify for the B.C. Loan Forgiveness Program, the Province of British Columbia will forgive the outstanding B.C. portion of your Canada-B.C. integrated student loan debt at a rate of up to a maximum of 20% per year for up to five years. If those enrolled in the program complete five years, all or a percentage of their B.C. student loan debt will be forgiven. While in the loan forgiveness program, the Province of B.C. will also pay any outstanding interest that accumulates during each year you are registered in the program.

Reference(s):

[B.C. loan forgiveness program | StudentAid BC](#)

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.

Category: EDUCATION FINANCE

24. Funding for Truth and Reconciliation

SUBMITTED BY: NORTHERN INTERIOR BRANCH

BE IT RESOLVED:

That BCSTA request a commitment to increase targeted funding for Indigenous based education based on the 94 Calls to Action.

Rationale:

Boards of Education are tasked with doing important work related to truth and reconciliation and need the appropriate funds to do so. Minister Singh's mandate letter is clear, we need to take "*steps to ensure that reconciliation and education go hand in hand.*"

Reference(s):

Minister Singh's Mandate Letter

<https://www2.gov.bc.ca/assets/gov/government/ministries-organizations/premier-cabinet-mlas/minister-letter/ecc - singh-r.pdf>

Select Standing Committee on Finance and Government Service Report on the 2022 Consultation Nov. 2021 pg. 70-76

[42-2-2 FGS-Report Budget-2022-Consultation.pdf \(leg.bc.ca\)](#)

BCSTA Motion 8 A20228 Advocacy on the Truth and Reconciliation Calls to Action #'s7,10,11,12, & 57

BCSTA Motion #16: A201816 Support for Aboriginal Students

BCSTA Knowledge Series *Truth to Reconciliation*

Truth & Reconciliation Calls to Action

[Truth and Reconciliation Commission Calls to Action - Province of British Columbia \(gov.bc.ca\)](#)

United Nations Declarations on the Rights of Indigenous Peoples Act

[United Nations Declaration on the Rights of Indigenous Peoples | Division for Inclusive Social Development \(DISD\)](#)

BC Tripartite Education Agreement

[BC Tripartite Education Agreement \(BCTEA\) – First Nations Education Steering Committee FNEC](#)

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.

Category: EDUCATION FINANCE

25. Funding Supports for COVID-related Operational Costs in the “New Normal”

SUBMITTED BY: Board of Education of SCHOOL DISTRICT NO. 41 (BURNABY)

BE IT RESOLVED:

That BCSTA urge the Ministry of Education and Child Care to reinstate funding and provide additional funding supports to assist school districts with costs for enhanced cleaning protocols that have continued as a result of COVID-19.

Rationale:

During the early part of the ongoing COVID-19 pandemic, the Ministry of Education provided funding to school districts to assist with COVID-19-related costs including enhanced cleaning protocols in schools for the 2020-2021 school year.

Despite the cessation of this COVID-related funding, many school districts have continued to exercise enhanced cleaning protocols (relative to pre-pandemic routines) given the ongoing prevalence of COVID-19 and other respiratory viruses that have impacted school communities. The enhanced cleaning protocols are also in response to the recommendations put forward by both the BC Centre for Disease Control (BCCDC) and the Provincial Government via the COVID-19 safe schools’ information (websites referenced below) as well as the requirement that school district implement communicable disease prevention plans inclusive of cleaning schedules.

Consequently, funding for enhanced cleaning measures and the related staffing requirements must now be covered through use of regular operational funds that do not account for these increased operational costs in a post-pandemic reality. Simply put, BC’s current funding formula does not account for the operational costs related to the post-pandemic requirement that school districts continue to undertake enhanced cleaning protocols to ensure risk mitigation strategies are in place to reduce disease transmission in schools.

Reference(s):

BCCDC K-12 Schools and COVID-19

<http://www.bccdc.ca/schools/school-staff#School-Based--Staff--Safety>

<http://www.bccdc.ca/schools/administrators-and-districts>

Provincial Communicable Disease Guidelines for K-12 School Settings, August 2022

<https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/safe-caring-orderly/k-12-covid-19-health-safety-guidelines.pdf>

BC Government – COVID-19 safe schools

<https://www2.gov.bc.ca/gov/content/education-training/k-12/covid-19-safe-schools>

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.

Category: EDUCATION FINANCE

26. Accounting for Increased Operational Costs in the “New Normal”

SUBMITTED BY: Board of Education of SCHOOL DISTRICT NO. 41 (BURNABY)

BE IT RESOLVED:

That BCSTA urge the Ministry of Education and Child Care to assess and fund the actual operational costs in the post-COVID environment; specifically, the higher Teacher Teaching on Call (TTOC) and staff replacement costs for increased staff absences and staff shortages as well as additional mental health support requirements for staff and students relative to pre-pandemic requirements.

Rationale:

In our post-pandemic reality, there is a societal expectation that one does not go to work sick. This is in stark contrast to pre-2020 expectations wherein staff would readily go to work despite the onset of physical illness symptoms and/or mental health concerns to “push through” and meet deadlines or avoid the use of leave (unpaid or short term, where available).

In this new reality where staff stay home when sick, BC’s K-12 school setting is not any less impacted than the rest of BC’s workforce. In fact, this requirement is clearly outlined in the Provincial Government’s K-12 communicable guidelines for schools and in BCCDC resources for K-12 schools (links below). The result has been higher absentee rates of both students and staff in schools. Regarding the latter group, the challenge for school districts is backfilling these absences with TTOCs or other staff replacements and having the funding available to cover associated operational costs.

Compounding the issue further is the fact that when absences go unfilled, it leaves the remaining staff to fill the shortages while covering their own positions. The additional workload can lead to ‘job burnout,’ a recognized work-related stress that can lead to physical and mental health implications for those affected. This burnout can create additional absences in the workplaces, further exacerbating operational replacement costs for school districts.

Insofar as BC’s current per pupil funding model was developed prior to the COVID-19 pandemic and has no capacity to account for the increased operational costs in our ‘new normal,’ inclusive of increased TTOC and staff replacements due to higher staff absences as well as additional mental health support requirements for staff and students, adjustment must be made to the funding formula to meet the true operational cost requirements and support BC’s K-12 public education system for post-pandemic operational realities in BC’s school.

A true assessment of these increased operational costs related to our post-pandemic reality in BC's K-12 needs to be undertaken to quantify and verify these new and ongoing costs for school districts given our 'new normal.' Once assessed, the cost differential between pre- and post-pandemic operational costs needs to be funded by the Ministry of Education and Child Care to ensure that school districts have the necessary operational funding to deliver on their responsibilities under the *School Act*.

Reference(s):

Public Health Communicable Disease Guidance for K-12 Schools

http://www.bccdc.ca/Health-Info-Site/Documents/COVID_public_guidance/Guidance-k-12-schools.pdf

BCCDC K-12 Schools and COVID-19

<http://www.bccdc.ca/schools/school-staff#School-Based--Staff--Safety>

Provincial Communicable Disease Guidelines for K-12 School Settings, August 2022

<https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/safe-caring-orderly/k-12-covid-19-health-safety-guidelines.pdf>

BC Government – COVID-19 safe schools

<https://www2.gov.bc.ca/gov/content/education-training/k-12/covid-19-safe-schools>

Mayo Clinic, Job burnout: How to spot it and take action

<https://www.mayoclinic.org/healthy-lifestyle/adult-health/in-depth/burnout/art-20046642>

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.

Category: EDUCATION FINANCE

27. Inflationary Costs

SUBMITTED BY: NORTHERN INTERIOR BRANCH

BE IT RESOLVED:

That BCSTA urge the Ministry of Finance to cover inflationary cost increases when developing future education budgets.

Rationale:

The current rate of inflation has resulted in substantial cost increases for boards. The per pupil allocation given to districts does not reflect inflationary costs. The increased operational costs leave boards with less money to spend on educational priorities. Some of the areas impacted by inflation include:

- cost of fuel for buses and district vehicles
- supplies for facilities (heating and electrical) as well as costs of parts for repairs, and custodial supplies
- repairs and maintenance on vehicles
- fuel surcharges on supplier invoices
- increased costs for TTOC's and casual support staff

Reference(s):

BCSTA Motion 8.1P120228.1 Inflation and Cost Escalation

BCSTA Motion #18.1: K-12 Operating Grant

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<https://www.leg.bc.ca/content/CommitteeDocuments/42nd-parliament/3rd-session/fgs/budget-consultation/Budget-2023-Consultation-Report.pdf>

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[42-2-2 FGS-Report Budget-2022-Consultation.pdf \(leg.bc.ca\)](https://www.leg.bc.ca/content/CommitteeDocuments/42nd-parliament/3rd-session/fgs/budget-consultation/Budget-2022-Consultation-Report.pdf)

This motion relates to Policy Statement 8.1.5.

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.

Category: EDUCATION FINANCE

28. Funding for CommunityLINK and the Equity of Opportunity Supplement

SUBMITTED BY: Board of Education of SCHOOL DISTRICT NO. 42 (MAPLE RIDGE-PITT MEADOWS)

BE IT RESOLVED:

That BCSTA request the Ministry of Education and Child Care provide the data and rationale on how CommunityLINK and the Equity of Opportunity Supplement funding is determined and distributed to districts, and further, that the Ministry of Education and Child Care increase the funding for CommunityLINK and the Equity of Opportunity Supplement to ensure equitable distribution without a negative impact to current levels of district funding.

Rationale:

Community LINK is funding to provide nutrition and support to vulnerable and disadvantaged students (\$56.55 million).

The 2018 Report of the Funding Model Review Panel noted that:

" While the Ministry allocates over \$60 million in funding annually through operating grants as well as a number of special grants to help support vulnerable student populations, including CommunityLINK and the Supplement for Vulnerable Students, the feedback received from stakeholders indicated that this funding is outdated and uncoordinated. Many other jurisdictions have made changes to their funding models to better reflect the socioeconomic issues that communities and schools are struggling to deal with by looking to third-party data to assist in allocations through a prevalence-based approach."

Since 2018, the inequitable distribution of these funds has been further exacerbated in 2020/21 by the replacement of the Supplement for Vulnerable Students with the Equity of Opportunity Supplement.

While the Vulnerable Students supplement was clearly identified as being provided in addition to CommunityLINK and attempted to create an equitable distribution of the funding, the Equity of Opportunity Supplement is noted to address "Mental health and youth in care" and is based on a flawed set of prevalence data which further exacerbates inequities between school districts.

In practical terms school districts that receive legacy high CommunityLINK allocations can provide universal meal programs to students in their schools while school districts like ours must rely on grants and community support to provide meals to the students.

Reference(s):

<https://www2.gov.bc.ca/assets/gov/education/administration/resource-management/k12funding/20-21/20-21-operating-grants-manual.pdf>

<https://www2.gov.bc.ca/assets/gov/education/administration/resource-management/k12funding/19-20/19-20-operating-grants-manual.pdf>

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/resource-management/k-12-funding-and-allocation/operating-grants/k12funding-22-23>

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.

Category: SCHOOL PREMISES, FACILITIES, SERVICES

29. Portable Classrooms Funding

SUBMITTED BY: Board of Education of SCHOOL DISTRICT NO. 36 (SURREY)

BE IT RESOLVED:

That BCSTA request the Ministry of Education and Child Care and the Ministry of Finance fully fund the purchase, moving, and installation costs of portable classrooms required for enrolment growth.

Rationale:

The Ministry of Education and Child Care does not provide funding for portables required for enrolment growth. The cost of portable classrooms is capital in nature and should be funded through the Ministry of Education's capital planning and funding process. Growing districts are forced to use operating funds for portables to make up for inadequate capital funding, leaving less money to spend in classrooms, and putting their students at a disadvantage relative to those in other districts.

Reference(s):

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.

Category: SCHOOL PREMISES, FACILITIES, SERVICES

30. Child Care Capital Funding

SUBMITTED BY: Board of Education of SCHOOL DISTRICT NO. 36 (SURREY)

BE IT RESOLVED:

That BCSTA request the Ministry of Education and Child Care ensure that all capital costs associated with creating childcare spaces are fully funded.

Rationale:

As school districts incorporate childcare into their operations, it is important that converting existing available spaces to and creating new spaces for childcare use are fully funded. Without appropriate funding, school districts may be forced to use AFG funds that are greatly needed to upgrade aging school facilities.

Reference(s):

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.

Category: SCHOOL PREMISES, FACILITIES, SERVICES

31. Capital Funding for Facilities

SUBMITTED BY: KOOTENAY BOUNDARY BRANCH

BE IT RESOLVED:

That BCSTA advocate for timely allocation of Provincial Capital funding in support of addressing aging school facilities in rural BC.

Rationale:

Students and staff in British Columbia need safe facilities. School districts require adequate funding to renovate or replace aging school infrastructure.

Reference(s):

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.

Category: SCHOOL PREMISES, FACILITIES, SERVICES

32. Review of School Area Standards

SUBMITTED BY: Board of Education of SCHOOL DISTRICT NO. 42 (MAPLE RIDGE-PITT MEADOWS)

BE IT RESOLVED:

That BCSTA request the Ministry of Education and Child Care complete a review of the Area Standards for new school capital projects in collaboration with all education partner groups to ensure sufficient space is provided in schools to adequately address the diverse and changing needs of students.

Rationale:

Recent reviews have identified the need for additional space to accommodate food security programs, integrated child and youth teams, indigenous student support and other specialized learning environments which cannot be adequately accommodated in schools designed using the current area standards. Since all of these represent enhanced school programs being encouraged (and funded) by the Ministry of Education and Child Care and other Ministries a detailed review and revision is required of school Area Standards.

Reference(s):

SD42 Report: Deepening Indigenous Education and Equity: Supporting the Wholistic Success of Indigenous Learners, Families and Communities in Maple Ridge-Pitt Meadows School District No. 42 – (recommendations – pg. 8)

[Deepening-Indigenous-Education-and-Equity.pdf \(sd42.ca\)](#)

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.

Category: SCHOOL PREMISES, FACILITIES, SERVICES

33. Capital Cost Sharing

SUBMITTED BY: Board of Education of SCHOOL DISTRICT NO. 33 (CHILLIWACK)

BE IT RESOLVED:

That BCSTA request the Ministry of Education and Child Care and the Ministry of Finance to eliminate the current practice outlined in the Capital Plan Instructions for school districts to contribute to major capital projects.

Rationale:

All too often, Capital Cost Share Contributions come from operational funding that should be supporting the day-to-day learning of students. These contributions may exceed any unrestricted operating surplus held by the district, requiring deliberate cuts to meet the contributions required to ensure appropriate learning and working environments.

Planned and strategically managed surpluses are being encouraged within BC's public education sector and this is being supported with policy intended to align financial priorities with strategic plans consistent with the Framework for Enhancing Student Learning (FESL) Framework. These plans and priorities are intended to be multi-year, anticipating both current and future district goals and priorities; successfully fulfilling the intended outcome of this planning is undermined when capital contributions required by government replace strategic priorities determined by boards to support students.

This is an on-going but important advocacy, supported by the BCSTA and aligning directly with policy statement 8.1.6: "The Ministry of Education should fully fund the cost of approved facility capital projects, including seismic mitigation capital projects". Given both the inflationary pressures on districts' budgets, and the ongoing commitment of government to improve learning and working environments with new school builds and school expansions, membership should consider renewing their request to the province for full funding of capital projects.

Reference(s):

<https://www2.gov.bc.ca/assets/gov/education/administration/resource-management/capital-planning/current-resources/capital-plan-instructions-2020-2021.pdf>

- Attention to Section 1.9 Project Cost Share

https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96412_09#part8

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

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

This motion relates to Policy Statement 8.1.6.

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.

Category: SCHOOL PREMISES, FACILITIES, SERVICES

34. Annual Facilities Grant Funding to Meet Clean BC Goals

SUBMITTED BY: NORTHERN INTERIOR BRANCH

BE IT RESOLVED:

That BCSTA ask the Ministry of Education and Child Care to increase the Annual Facilities Grant so that school districts may be better able to achieve climate change and energy efficient standards as set out in the Provincial Government's Clean BC Plan.

Rationale:

The current Annual Facilities Grant is not sufficient to address aging school facilities to be brought up to the standards that reduce greenhouse gas emissions to the target levels as set out by the BC Government.

Reference(s):

The Case for Increased Life Cycle Funding -a report from BCSTA March 2021

[British-Columbia-School-Trustees-Association-Life-Cycle-Funding.pdf \(bcsta.org\)](https://www.bcsta.org/~/media/BCSTA/Reports/2021-Case-for-Increased-Life-Cycle-Funding.pdf)

Clean BC Road Map to 2030

https://www2.gov.bc.ca/assets/gov/environment/climate-change/action/cleanbc/cleanbc_roadmap_2030.pdf

BCSTA Motion #16A202216 Request to Ministry for Annual Report on Deferred Maintenance

BCSTA Motion 9.3: P120219.3 Increased Funding for Annual Facilities Grant

BCSTA Motion 42: A202142 Funding of Net Zero Capital Upgrades and Replacements

BCSTA Motion 34: A202034 Maintenance of Public-School Facilities

BCSTA Motion 28: A201928 Implementing Clean BC in School Districts

Select Standing Committee on Finance and Government Services Report on the 2023 Consultation pg. 77-84

<https://www.leg.bc.ca/content/CommitteeDocuments/42nd-parliament/3rd-session/fgs/budget-consultation/Budget-2023-Consultation-Report.pdf>

Select Standing Committee on Finance and Government Service Report on the 2022 Consultation Nov. 2021 pg. 70-76

[42-2-2_FGS-Report_Budget-2022-Consultation.pdf \(leg.bc.ca\)](https://www.leg.bc.ca/content/CommitteeDocuments/42nd-parliament/3rd-session/fgs/budget-consultation/Budget-2022-Consultation-Report.pdf)

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.

Category: SCHOOL PREMISES, FACILITIES, SERVICES

35. Accessible Washrooms

SUBMITTED BY: Board of Education of SCHOOL DISTRICT NO. 35 (LANGLEY)

BE IT RESOLVED:

That BCSTA advocate to the Ministry of Education and Childcare to provide targeted funding to all schools for facilities upgrades to any current school washrooms that are not accessible.

Rationale:

Although new schools are built with accessibility in mind, many of the schools in our province are very old and have inadequate washrooms that cannot accommodate people in wheelchairs, or with other diverse needs. It is not enough to have one accessible washroom per school, especially if that student needs to take an elevator every time, they need to access the washroom. It is also not feasible to expect districts to come up with funds out of their education budget to make these upgrades.

Reference(s):

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.