

2017 ANNUAL GENERAL MEETING MOTIONS

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EXTRAORDINARY MOTIONS

E1. EDUCATION COMMITTEE NAME CHANGE

SUBMITTED BY: *Board of Directors and Education Committee*

BE IT RESOLVED:

That BCSTA amend the Bylaws of the Association by deleting each reference to “Education Committee” and replacing it with “Professional Learning Committee”.

RATIONALE:

The Education Committee and Board of Directors support this bylaw amendment as the name “Professional Learning Committee” is primarily focused on trustee professional development and learning for the purpose of assisting boards with their governance roles. The title “Professional Learning Committee” more accurately describes the Committee’s focus.

This is an Extraordinary Motion.

This Motion relates to Bylaws 7, 10 and 11.

E2. FINANCE COMMITTEE NAME CHANGE

SUBMITTED BY: *Board of Directors*

BE IT RESOLVED:

That BCSTA amend the Bylaws of the Association by deleting each reference to “Finance Committee” and replacing it with “Finance and Audit Committee”.

RATIONALE:

The Finance Committee and Board of Directors support this bylaw amendment as the name “Finance and Audit Committee” more accurately reflects the work performed by the Finance Committee. The role of the Finance Committee includes oversight of the audit process, which is comprised of:

- meeting with BCSTA’s auditors to review and approve BCSTA’s annual audited statements;
- reviewing and selecting the Association’s auditors for each five-year term; and
- recommending the appointment of auditors to Provincial Council.

The Finance Committee made the following motion during its October 28, 2016 meeting:

That the Finance Committee recommends that the Board of Directors bring forward an extraordinary motion to the 2017 Annual General Meeting recommending that the name of the Finance Committee be changed to the Finance and Audit Committee.

The Board of Directors agrees with the Finance Committee’s recommendation and is, therefore, submitting this motion for consideration at the 2017 BCSTA AGM.

This is an Extraordinary Motion.

This motion relates to Bylaw 11.

E3. REMOVAL OF HONORARY PRESIDENT

SUBMITTED BY: *SD61 (Greater Victoria)*

BE IT RESOLVED:

That BCSTA amend Bylaw 2(a) as follows:

2. Officers

a. The officers of the Association are:

i. ~~the Minister of Education who shall be the honorary President of the Association;~~

ii. the President;

iii. the Vice-President;

iv. the immediate past President, but only for a term of one year following the election of a new President

v. the Directors, who shall be four (4) in number for those years the immediate past President is an officer of the Association, and five (5) in number otherwise;

vi. the Chief Executive Officer, who shall be the secretary-treasurer.

Each officer, other than ~~the honorary President~~, the Chief Executive Officer and the immediate past President, shall be elected at the Annual General Meeting, shall take office at the conclusion of that Annual General Meeting, and shall hold office until his/her successor takes office at the conclusion of the next Annual General Meeting thereafter, or until he/she ceases to be a trustee serving on a member Board, whichever occurs earlier. In the event that the immediate past President becomes unable to serve on the Board of Directors, or ceases to be a trustee of a member Board, the position shall be deemed vacant.

RATIONALE:

This motion is needed to clarify the position of the BCSTA as an organization, independent of the Minister of Education, and to align the BCSTA bylaws with the intent of the Co-governance Memorandum of Understanding.

The history of this bylaw has seen it evolve from the Honorary President being a membership elected position in 1909 to an automatic honour given to Ministers of Education in 1981 and continuing to today.

The title "honorary" as indicated in bylaw 1c Honorary Life Membership, allows the membership the opportunity to honour any individual for **distinguished service**. Striking Honorary President from Bylaw 2 will a) remove this position from the officers

and b) return the responsibility and decision of recognizing individuals for their contributions and service to the organization to the membership and not simply a reflection of government cabinet position appointments.

History of the of “honorary President”

1905 – First Annual Convention of the BCSTA

(No honorary President)

- “officers to be elected annually and to consist of a President, a Vice-President, and a Secretary-Treasurer”

1909 – Sixth Annual BCSTA Convention

(Vice Presidents and honorary President added to officers. Honorary President was elected by the membership. First honorary President elected was the Minister of Education at that time)

- “We, your Executive Committee, being asked to suggest changes in our Constitution, do so as follows: We recommend, (1) That our officers be enlarged to embrace an Honorary President, President, First Vice-President, Second Vice-President, and Secretary Treasurer”
- “The election of officers resulted in the choice of the following: Honorary President – The Hon. H. E. Young, M.D., LL.D., (Minister of Education)”

1973 – 69th BCSTA Annual General Meeting

(Honorary President position is elected)

- By-law 2: “Officers: The officers of the Association shall be: Honorary President, Immediate Past President, President, Vice-President, two directors, and the Executive Director, who shall be Secretary and Treasurer of the Association, all of whom except the Executive Director and the Immediate Past President shall be elected annually at the Annual Meeting”

1981 – 78th Annual BCSTA General Meeting

(Honorary President is no longer elected but automatically given to the Minister of Education)

- By-Law 2 “The officers of the Association shall be: honorary president who shall be the Minister of Education, president, vice-president, two directors, the immediate past president, and the executive director, who shall be secretary and treasurer of the Association, all of whom except the honorary president, the executive director, and the immediate past president shall be elected annually at the general meeting,”
- Current bylaw 1c Honorary Life Membership - The Association may honour any person for distinguished service within the Association by conferring on such

person honorary life membership in the Association by extraordinary resolution in accordance with the provisions of Article 21.

This is an Extraordinary Motion.

This motion relates to BCSTA Bylaw 2.

SUBSTANTIVE MOTIONS



British Columbia
School Trustees
Association

CATEGORY:

BCSTA

4. REVIEW OF BCSTA BYLAWS

SUBMITTED BY: *SD61 (Greater Victoria)*

BE IT RESOLVED:

That BCSTA Board of Directors initiate a review of BCSTA's current bylaws to ensure they continue to best serve the membership and current organizational structure.

RATIONALE:

We are all aware of how quickly the education system is changing. Recently, BCSTA entered into a new relationship with the Ministry of Education through the Co-governance Memorandum of Understanding. Such significant changes and the passage of time require regular review of the organization's bylaws to ensure they continue to serve the membership and organization as these changes are implemented.

Provincial Council has had discussions regarding challenges with meeting times around the AGM to fulfill its responsibility of passing the BCSTA budget. This seems to indicate that the bylaws requiring this to occur in this way may not be serving the organization effectively. This bylaw review will be conducted by the Legislative Committee or an *ad hoc* committee and bring a report back to the next BCSTA AGM.

The resolution "Removal of Honorary President" brought forward to this AGM is another indication that a regular review of these living, guiding documents would benefit the organization.

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

CATEGORY:

BOARDS OF EDUCATION

5. SPECIAL ADVISOR'S REPORT RECOMMENDATIONS

SUBMITTED BY: *Thompson Okanagan Branch*

BE IT RESOLVED:

That the BCSTA Board of Directors urge the government of British Columbia to engage in extensive consultation with BCSTA before considering the implementation of any of the recommendations in the Special Advisor's report on School District No. 83, and further, that the BCSTA Board of Directors request that the government of British Columbia release its responses to the School District No. 83 Special Advisor's Report to all boards of education.

RATIONALE:

The member boards of the Thompson Okanagan Branch believe that many of the recommendations in the SD 83 Special Advisor's Report have far reaching implications for all boards of education in BC. Therefore, it is imperative that boards are included in discussions regarding the implementation of the recommendations, as would be expected in our co-governance model. It is felt that many of these recommendations are based in the view of an appointed board model and boards are awaiting clarification regarding how the government, and more specifically the Ministry, intends to adopt or implement these recommendations with our elected board model.

REFERENCE:

- [School District 83, Special Advisor's Report, dated June 3, 2016](#)

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

This motion relates to Foundational Statement No. 2.1FS (Co-Governance).

6. MATERNITY AND PARENTAL LEAVE FOR SCHOOL TRUSTEES

SUBMITTED BY: *Board of Directors*

BE IT RESOLVED:

That BCSTA

- advocate for the provincial government to amend the *School Act* to allow school trustees to take maternity and parental leave without requiring trustees to receive permission from their boards of education to do so; and,
- seek further information regarding current Employment Insurance (“EI”) policy direction; and, the implications of the changing EI rules to enable trustees who are on maternity and parental leave to receive EI while also receiving trustee stipends.

RATIONALE:

School Act amendment

The *School Act* allows trustees to take medical leave without fear of being disqualified from office for missing meetings over 3 or more consecutive months. In other circumstances when a trustee will be absent from board meetings for 3 or more consecutive months, the trustee requires leave (permission) of the board of education in order to avoid being disqualified from office. Section 52(2) of the *School Act* reads as follows:

If a trustee is continuously absent from board meetings for a period of 3 consecutive months, unless the absence is because of illness or with the leave of the board, the office of the member is deemed to be vacant and the person who held the office is disqualified from holding office as a trustee until the next general school election.

This motion advocates for section 52(2) of the *School Act* to be amended by enabling school trustees to take maternity and parental leaves without receiving permission of the board of education to do so.

This motion is similar to the motion which UBCM passed at its 2016 Convention calling on “the provincial government to amend the *Local Government Act* and *Community Charter* to guarantee maternity and parental leave for elected officials to be consistent with the *Employment Standards Act* provisions following the birth or adoption of a child...”

Employment Insurance

The 2016 BCSTA AGM motion on parental and maternity leave called for amendments to the EI rules to enable trustees to receive maternity and parental leave benefits

without having benefits clawed back due to trustee stipends. After reviewing the research and legislation in this area, the Maternity and Parental Leave Committee recommended that BCSTA refrain from pursuing this objective at this time. Instead, the Committee recommended further research and consideration regarding the impact of amending the employment insurance rules to allow trustees who are employed in other roles to collect EI in respect of their employment while continuing to work as trustees and collect trustee stipends. The rules relating to EI are complex. As EI is a federal government program, the EI rules apply to school trustees, MLAs, MPs and other office holders across Canada. Accordingly, the implications of amending the EI rules to enable some school trustees to access these benefits would be far-reaching and further consideration would be recommended before advocating for such a change.

REFERENCES:

- [*School Act*](#)
- [*Employment Standards Act*](#)
- [*Employment Insurance Act*](#)
- [*Community Charter*](#)
- [*Local Government Act*](#)
- [2016 UBCM Motion B99 – Parental Rights for Elected Officials](#)

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

7. SPRING BREAK

SUBMITTED BY: *SD 73 (Kamloops/Thompson)*

BE IT RESOLVED:

That BCSTA co-ordinate a process whereby boards of education that wish to share common spring break times can collaborate to facilitate school calendar development.

RATIONALE:

With the Ministry of Education no longer setting the school calendar, boards of education are free to develop local calendars that reflects their community's needs. Many families across districts would like to co-ordinate vacation times. Many tournaments and other large events are scheduled during spring break. Having the ability to plan three year calendars that have spring break in common with other districts would allow boards of education to meet their community's needs. It would help boards if BCSTA could compile information about the timing of spring breaks, either through a website or other document, so that boards that are developing school calendars could see what other school districts have already done.

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



British Columbia
School Trustees
Association

CATEGORY:

**STUDENTS/EDUCATIONAL
PROGRAMS**

8. FEDERAL FUNDING FOR SUPPORT SERVICES FOR IMMIGRANT FAMILIES

SUBMITTED BY: *SD 41 (Burnaby)*

BE IT RESOLVED:

That BCSTA urge the B.C. Ministry of Education and the Canadian School Boards Association (“CSBA”) to request the federal government provide increased, predictable and stable funding to enable boards of education to provide essential support services for immigrant families settling in communities.

RATIONALE:

This motion is needed because budgets in the areas of Settlement Workers in Schools (“SWIS”) and Language Instruction for Newcomers to Canada (“LINC”) continue to decrease despite the rising number of immigrants and despite the record influx of Syrian Refugees.

We have a responsibility to properly settle immigrant families in our communities. This has a direct impact on student learning both in the K-12 sector and adult language learning. Inadequate settlement services negatively impact parents and families who are dealing with multiple barriers in finding employment and housing, managing health issues (including trauma), learning a new language and trying to adapt to a new country.

Multiple year reductions in budgets and uncertainty in funding timelines in the areas of SWIS and LINC programs force school districts to cut essential positions and programs that are vital to the successful settlement of students and families in schools and the community. SWIS workers hold unique positions of trust by families and school personnel because they have both a cultural awareness of the challenges faced by newcomers and knowledge of the Canadian school system. Language acquisition for adult newcomers, through LINC classes is equally important for successful integration of families in the community.

Without meeting the settlement needs of immigrant families, Canadians run the risk of alienating new families and, rather than including them in society, they become culturally isolated and disenfranchised and unable to realize their full potential.

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

This motion relates to Foundational Statement No. 4.6 FS (Services for Students).

9. ASSESSMENT AND SUPPORTS FOR PRE-KINDERGARTEN CHILDREN

SUBMITTED BY: *Northern Interior Branch*

BE IT RESOLVED:

That BCSTA request the Ministry of Education and the Ministry of Health ensure preschool children are assessed for school readiness and have supports in place for entry into kindergarten.

RATIONALE:

In the past, the Ministry of Health undertook the screening of children for hearing, sight, speech, and learning difficulties. It is now the responsibility of local school districts to undertake these assessments when students present difficulties in their early kindergarten and elementary school years.

As kindergarten children come into school without pre-screening or assessment in relation to hearing, sight, speech and learning difficulties, many kindergarten children enter school less prepared.

Early preschool screening and assessment should not be the responsibility of school districts; it should be a priority of the Ministry of Health as early screening and needed support would benefit all children and, most importantly, make a significant difference for at-risk and vulnerable children as they enter school.

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

This motion relates to Policy Statement No. 4.2.3P (Preventive Health Care Programs) and Policy Statement No. 4.6.1P (Co-ordination of Services)

10. STUDENT MENTAL HEALTH

SUBMITTED BY: *Northern Interior Branch*

BE IT RESOLVED:

That BCSTA urge the Ministry of Education to collaborate with other relevant ministries to develop a provincial strategy for students facing mental health issues.

RATIONALE:

Over a period of many years, the BCSTA has forwarded motions asking for increased mental health support. Recently, 3 motions were passed by the provincial membership at the 2016 BCSTA AGM. Districts are seeing a significant increase in student mental health issues.

A provincial integrated strategy that addresses student mental health issues, preventative measures and support must be developed and implemented.

In support of an integrated provincial strategy, government must act on the recommendations from the Select Standing Committee on Children and Youth – Final Report on Child and Youth Mental Health in BC “Concrete Actions For Systemic Change” January 2016, in particular:

Integration and Delivery of Services

2. Make multi-year funding available for existing integrated service delivery programs in British Columbia; initiate multi-year pilot projects that would establish more integrated, collaborative, and multi-disciplinary school- and community-based “hub” site approaches to the delivery of mental wellness programs and clinical and social services to children, youth, and young adults; and provide targeted funding that rewards integrated services. (pg. 51)

...

Types of Services

9. Support connectedness initiatives in schools and expand existing school-based programs that are proven effective for promoting children’s resiliency (e.g., FRIENDS);
10. Make mental health education in schools mandatory; (pg. 52.)

REFERENCE:

- [Select Standing Committee on Children and Youth. Final Report: Child and Youth Mental Health in British Columbia Concrete Actions For Systemic Change. January 2016](#)

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

This motion relates to Policy Statement No. 4.2.3P (Preventive Health Care Programs).

11. FOUNDATION SKILLS ASSESSMENT

SUBMITTED BY: *SD 42 (Maple Ridge-Pitt Meadows) and SD 71 (Comox Valley)*

BE IT RESOLVED:

That BCSTA urge the Ministry of Education to revise the Foundation Skills Assessment ("FSA") and other provincial assessment reporting such that individual student results are only available to parents and school-by-school comparisons are not possible.

And further, that the Ministry of Education's Advisory Group on Provincial Assessment be reconvened to review the proposal and oversee implementation of the new FSA and reporting model.

RATIONALE:

We know from the OECD's Programme for International Student Assessment (PISA) that the BC school system and its students are among the top performing in the world.

BC's Foundations Skills Assessment is an assessment given to all students in grades 4 and 7 in all schools in BC to provide a "snapshot" of how the students and the school system perform in the areas of math and English.

This assessment is designed to evaluate how well the education system as a whole is performing and may highlight areas of concern or success for further investigation.

The primary purpose of the FSA is to help school administrators improve the school system. The FSA is not designed to rank schools or evaluate the ability of a school or a teacher. Any such ranking of schools or teachers based upon the FSA data is incomplete and not a true reflection of the performance or ability of a school or teacher.

The use of FSA data to do just that has led to ongoing friction and conflict within the BC public school system between the Ministry of Education and the teachers' professional association, the BCTF.

The underlying purpose of this motion is not to discourage student participation in this assessment, or to prevent the use of the data collected by schools, but rather to try and discourage the ongoing use of this data by outside organizations to rank schools and teachers.

If such outside organizations wish to rank schools, there are other instruments that they could develop and employ, rather than using the "snapshot" student scores of the FSA.

This motion would preserve the appropriate use of the FSA results by schools, PACs, school districts, the province, the BC Representative for Children and Youth and

legitimate researchers, yet provide a significant impediment to the inappropriate use of the FSA results by outside organizations such as the Fraser Institute.

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

This motion relates to Foundational Statement No. 4.4FS (Student Assessment and Evaluation).

12. INCIDENT OF OVERDOSE STRATEGY

SUBMITTED BY: *SD 42 (Maple Ridge-Pitt Meadows)*

BE IT RESOLVED:

That BCSTA urge the Ministry of Education to mandate all BC high schools to adopt an "Incident of Overdose Strategy" that may or may not contain the use of Naloxone kits.

RATIONALE:

On October 21, 2016, a letter was sent to all Superintendents from the Provincial Health Officer recommending school administrators who know they have a high risk population or are aware of students using drugs on or near schools grounds may obtain a Naloxone kit ensuring a person is available to administer it. While the Provincial Health Officer reassures educators that the 10-18 population comprise a very small subset of fatal overdoses, the BC Coroner reported 12 deaths in youth between the ages of 10-18 as of December 2016. There have been no deaths in youth under age 15 and no deaths in a BC school to date. This is approximately 1% of total overdose deaths among a population that spend time in our schools.

We know that the Provincial Health Officer issued a public health emergency on April 14, 2016 due to a significant increase in drug related overdoses and deaths in BC.

We also know that the population experiencing drug-related overdoses and deaths is not confined to high risk groups and has showed up in casual and experimental use. While the recommendation from the Provincial Health Officer addresses a plan for schools to follow, it is voluntary and does not mandate the plan for all BC high schools.

Currently high schools in BC have health and safety protocols that include diabetes, anaphylaxis, physical restraint and seclusion as well as practice drills in the event of earthquake, fire and lockdown. An overdose response strategy would add to this tool kit as a first aid measure.

At present, 6 school districts have plans that include Naloxone and 6 school districts are considering such plans. We have 60 school districts in BC. A voluntary recommendation creates a have and have not situation of preparedness which is what we currently have. This motion addresses the commitment of our school districts to be prepared in first aid delivery for the safety of our students and staff in the event of an emergency overdose incident.

REFERENCES:

- [Provincial Overdose Emergency Monthly Situational Report – January 2017](#)
- [October 21, 2016 letter from the Provincial Health Officer](#)
- [Coroner's Service: Illicit Drug Overdose Deaths in BC -January 1, 2007 – February 28, 2017](#)

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

13. NIGHTTIME SAFETY AWARENESS CAMPAIGN

SUBMITTED BY: *SD 78 (Fraser-Cascade)*

BE IT RESOLVED:

That BCSTA request that the Ministry of Education, Ministry of Transportation and Infrastructure, and Insurance Corporation of BC initiate a Nighttime Safety Awareness Campaign.

RATIONALE:

This campaign would support the safety of all students on dark roads and highways.

This motion was motivated by the recent death of a student who was struck while walking along the highway in the dark.

REFERENCE:

- [Countermeasures to Improve Pedestrian Safety in Canada](#)

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

14. THE TOPIC OF CONSENT IN SEXUAL EDUCATION

SUBMITTED BY: *SD 44 (North Vancouver)*

BE IT RESOLVED:

That BCSTA urge the Ministry of Education to require that the topic of consent to sexual activity is taught to every student in British Columbia, and ensure that funding for training for teachers is available for this purpose.

RATIONALE:

A 2015 Canadian Women's Foundation study found that two-thirds of Canadians do not understand what is required in order to establish consent to sexual activity under Canadian law. Statistics Canada reports that adolescents, aged 15 to 17, report the highest rate of sexual violence (2,710 per 100,000) among all age groups, including the highest at-risk age category – 18 to 24 year olds. Teaching consent informs our students about the legal requirements of consent and gives them the information and skills to say "yes" or "no" to sexual activity. It also reinforces the importance of communication in healthy relationships. This education potentially reduces the risk of sexual assault and partner violence in the future. All students are entitled to this information and it should be consistently taught across the Province. Teaching consent in schools aligns well with the Province's Domestic Violence Plan, and in particular its emphasis on prevention strategies.

REFERENCES:

- [Canadian Women's Foundation](#)
- [Statistics Canada - Canadian Centre for Justice Statistics Profile Series: Gender Differences in Police-reported Violent Crime in Canada, 2008](#)
- [Change.org: Make consent a topic in the 2015 Ontario Health Curriculum](#)
- [Change.org: Reform Alberta's Sexual Education Curriculum to Encompass Consent and Sexual Assault](#)
- [B.C. sex-ed curriculum should follow Ontario's lead: expert](#)
- [Consent discussion missing from BC curriculum: sexual education contractor](#)
- [Help wanted: Comprehensive sex-ed in B.C.'s schools](#)
- [Sex Education Lacking Say Squamish Teens](#)
- [Canadian Women's Foundation Fact Sheet: Sexual Assault and Harassment](#)
- [BC's Provincial Violence Plan – First Annual Report – 2015](#)

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

15. CONSULTATION BEFORE BC FERRIES SCHEDULE CHANGES

SUBMITTED BY: *SD 71 (Comox Valley)*

BE IT RESOLVED:

That BCSTA urge the Ministry of Transportation and Infrastructure to consult with local school districts and the Ministry of Education before implementing any BC Ferries schedule changes to determine if there is any significant impact on students.

RATIONALE:

The ferry schedule was changed and several sailings were eliminated without any consultation process with school districts. This has meant:

- a. reduced opportunities for students to take part in field trips.
- b. the inability of students to travel between schools to maximize cultural and social opportunities. For example, in School District 71, there was a time when students from Denman Island and Hornby Island could go back and forth between the 2 islands but this is no longer as accessible as it once was.
- c. as a result of the current ferry schedule, senior secondary students are limited in the extra-curricular activities they can access.
- d. there is a reduced ability for specialist teachers and guest speakers to visit the islands.
- e. when planning field trips, there is no assurance that students will be able to board the ferry. For example, schools and parents may spend money for bus transportation and bookings at venues but students may not be able to make it on the ferry as ferry sailings are crowded now that sailings are less frequent. The field trips schools organize that involve ferry travel (e.g. trips to the recreation centres and museums) usually have to start before the start of the school day (e.g. 7:40 am ferry) and end after the school day ends (e.g. 4:30 pm) so there are increased costs to parents and staff. In addition, students are often tired after a long day.
- f. families wanting to take part in activities that are part of their child's learning plans have to leave earlier and stay later if ferry travel is involved.
- g. increased costs to the school district for staff time/travel.
- h. morning ferry traffic is unpredictable as there are large trucks, construction materials etc. on the ferries and this makes it difficult for staff to ensure that they will arrive on time if they travel to work via ferry.

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

16. THE UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES AS THE FRAMEWORK FOR RECONCILIATION

SUBMITTED BY: *SD 62 (Sooke)*

BE IT RESOLVED:

That BCSTA call upon the provincial and federal governments to fully adopt and implement the United Nations Declaration on the Rights of Indigenous Peoples as the framework for reconciliation.

RATIONALE:

The United Nations Declaration on the Rights of Indigenous Peoples was adopted by the General Assembly of the United Nations in 2007, after more than 20 years of discussion and debate.

The United Nations Declaration on the Rights of Indigenous Peoples is the most comprehensive, universal international human rights instrument explicitly addressing the economic, social, cultural, political, spiritual and environmental rights of Indigenous Peoples.

The wording for this motion comes directly from #43 in the Calls-to-Action from the Truth and Reconciliation Commission Report.

SD62 recently finished the signing its second Aboriginal Enhancement Agreement-- an important document to our district that takes into consideration the United Nations Declaration on the Rights of Indigenous Peoples and the Truth and Reconciliation Commission Report.

REFERENCES:

- [Truth and Reconciliation Commission – Calls to Action](#)
- [UN Declaration on the Rights of Indigenous Peoples](#)
- [SD62 Aboriginal Enhancement Agreement 2016-2021](#)

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

17. A NATIONAL STATUTORY HOLIDAY HONOURING THE FIRST NATIONS, INUIT AND METIS PEOPLES OF CANADA

SUBMITTED BY: *SD 62 (Sooke)*

BE IT RESOLVED:

That BCSTA advocate to the federal government to work with Aboriginal leaders to establish a national statutory holiday that celebrates the cultures and histories of the First Nations, Inuit and Metis peoples of Canada.

RATIONALE:

National Aboriginal Day, a non-statutory national day of recognition, celebrates the cultures and contributions of the First Nations, Inuit and Métis peoples of Canada. Most Aboriginal organizations and agencies give this day to their staff as a holiday. For all other Canadians (Native and non-Native), National Aboriginal Day is usually another work day. Since National Aboriginal Day often falls on a work day, it is difficult for most Canadians to help celebrate Canada's First Nations, Inuit and Metis heritage and to show respect and support for their history and cultures.

Number 80 of the Calls to Actions from the Truth and Reconciliation Commission of Canada states:

We call upon the federal government, in collaboration with Aboriginal peoples, to establish, as a statutory holiday, a National Day for Truth and Reconciliation to honour Survivors, their families, and communities, and ensure that public commemoration of the history and legacy of residential schools remain a vital component of the reconciliation process.

As both provincial and federal governments move towards a sincere reconciliation of past policies that brought much harm to Aboriginal individuals, families and communities, designating a national statutory holiday celebrating Aboriginal culture and history would allow all Canadians to participate. Through participation, bridges are built that connect Canada's first cultures with the many others that have since found a home here.

The idea of this resolution came from the District of Metchosin. Metchosin will be putting this resolution forward to the Association of Vancouver Island Coastal Communities and the Union of British Columbia Municipalities.

REFERENCE:

- [Truth and Reconciliation Commission – Calls to Action](#)

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

18. INCREASE COMMUNITY LINK AND VULNERABLE STUDENT SUPPLEMENT FUNDING

SUBMITTED BY: *Aboriginal Education Committee*

BE IT RESOLVED:

That BCSTA request that the Ministry of Education and the Ministry of Finance increase the Community Link and Vulnerable Student Supplement funding to enhance supports for vulnerable students in all school districts.

RATIONALE:

Funding for Community Link was first introduced in the 2002/03 school year and the amount of funding has remained the same since. In the context of today with increased levels of poverty, substance use and mental health issues of our students, increased funding for vulnerable student success is needed by all school districts.

REFERENCE:

- [Ministry of Education - Community Link](#)

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

This motion relates to Foundational Statement No. 4.3FS (Child Poverty and Learning).

19. SENIOR LEADERSHIP POSITION FOR ABORIGINAL EDUCATION ACHIEVEMENT

SUBMITTED BY: *Aboriginal Education Committee*

BE IT RESOLVED:

That BCSTA reiterate its request that the Ministry of Education create a permanent, senior leadership position focused on Aboriginal student success.

RATIONALE:

At AGM 2016, the following motion was passed: "That BCSTA urge the Ministry of Education to reinstate/appoint a senior leadership position, such as Superintendent of Aboriginal Achievement, to strategically lead the province and support boards of education to eliminate the gap between Aboriginal and non-Aboriginal student success."

While the motion was acknowledged by Deputy Minister Byng, there still hasn't been a permanent appointment made. The importance of having permanent leadership provides continuity and direction that will ultimately benefit our Aboriginal Student success and achievement.

REFERENCES:

- [April 25, 2016 letter from Teresa Rezansoff to Minister Bernier regarding 2016 BCSTA AGM motions](#)
- [August 17, 2016 letter from Minister Bernier to Teresa Rezansoff regarding 2016 BCSTA AGM motions](#)

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

This motion relates to Foundational Statement No. 5.3FS (Aboriginal Education).

20. SUPPORT FOR EQUITY IN ACTION INITIATIVE

SUBMITTED BY: *Aboriginal Education Committee*

BE IT RESOLVED:

That BCSTA request that the Ministry of Education continue to support the Equity in Action initiative with the goal of extending the initiative to all school districts.

RATIONALE:

At the 2016 BCSTA AGM, our assembly approved a motion that called on the Ministry of Education to take action on the 11 recommendations of the Auditor General in the *Audit of the Education of Aboriginal Students in the B.C. Public School System*. One of the Ministry's actions in response to the Auditor General's Report is to develop an Equity in Action initiative for districts across the province. The Auditor General specifically made reference to the "racism of low expectations" which has been a motivating factor for the Equity in Action work.

The Ministry is currently working with six school districts on a field study to develop an Equity in Action toolkit. We would like the implementation of this toolkit in all school districts to be supported by the Aboriginal Education department of the Ministry of Education.

REFERENCES:

- [BC Auditor General - An Audit of the Education of Aboriginal Students in the B.C. Public School System](#), November 5, 2015
- [Equity in Action Power Point Presentation](#), November 26, 2016

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

This motion relates to Foundational Statement No. 5.3FS (Aboriginal Education).

21. INCREASED TARGETED FUNDING FOR ABORIGINAL STUDENTS

SUBMITTED BY: *Aboriginal Education Committee*

BE IT RESOLVED:

That BCSTA request the Ministry of Education and Ministry of Finance increase K-12 Aboriginal Education targeted funding to support student success and achievement.

RATIONALE:

The BC Aboriginal student graduation rate (six year completion rate) has risen to 63.8%. However the overall graduation rate is 83.6%. As school districts across the province work to increase graduation rates for students of Aboriginal ancestry, it is recognized that more targeted funds are needed to support the whole child. Some Aboriginal students are more vulnerable when entering the school system and require more academic support. Providing this support will go a long way towards their success, and helping them attain Dogwood diplomas.

The Ministry of Education provides targeted funding for school age students of Aboriginal ancestry in the amount of \$1,195 per student. This targeted funding is to provide culturally-appropriate educational programs and services to support the success of Aboriginal students. Many school districts are currently supplementing the targeted funding amount and this creates an inequity across the province. Increasing the targeted funding from the provincial government will ensure that the supports needed for these students are in place.

REFERENCES:

- [Six-Year Completion and Grade 12 Graduation Rates - 2015/16 Province - Public and Independent Schools Combined](#)
- [Overview of the 2016/17 Operating Grant Allocation Formula](#)

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

This motion relates to Foundational Statement No. 5.3FS (Aboriginal Education) and Policy Statement No. 8.1.3P (Targeted Funding for Aboriginal Education).

22. FIRST PEOPLES GRADUATION COURSE

SUBMITTED BY: *Aboriginal Education Committee*

BE IT RESOLVED:

That BCSTA request the Ministry of Education ensure that the revised BC Grade 10 - 12 Curriculum includes a required First Peoples course.

RATIONALE:

The Grade 10 – 12 Curriculum currently contains limited Aboriginal content. To encourage and support Aboriginal student achievement and success with the goal of achieving parity with non-Aboriginal students in the 6 year completion rates and the graduation rates across BC, Aboriginal learners should see themselves reflected in the learning environment.

Furthermore, the level of understanding of First Nations ways of learning and knowing among all educators and students is the key to bridging understanding.

As educators, we must treat every student as a unique learner if our goals are to be achieved. This motion supports the First Nations Education Steering Committee's ("FNESC") recommendation to government that "a First Peoples course or bundle of credits be a requirement in the new graduation program."

REFERENCES:

- [BC's New Curriculum](#)
- [FNESC Presentation: First Nations Education in BC Now and in the Future \(November 26, 2016\)](#)

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

This motion relates to Foundational Statement No. 5.3 FS (Aboriginal Education).

23. FIRST NATIONS LANGUAGE DEVELOPMENT

SUBMITTED BY: *Aboriginal Education Committee*

BE IT RESOLVED:

That BCSTA request the Ministry of Education and the Ministry of Finance provide funding to school districts to jointly develop language curriculum with local Aboriginal Nations to support the local language in their regions.

RATIONALE:

Language is the heart and soul of one's identity. As we know, most indigenous languages in the province were nearly lost due to many generations being forced to live in residential schools and being forced to refrain from speaking their native languages.

Learning new languages is easier to at an early age.

As the province is providing \$103,300 toward the development of an Indigenous Language Fluency Degree for post-secondary, developing curriculum in school districts to support the efforts being made at the post-secondary level is required.

REFERENCE:

- [Ministry of Advanced Education February 10, 2017 News Release: First Nations Language Degree under Development](#)

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

This motion relates to Policy Statement No. 5.3.2P (First Nations' Languages).

CATEGORY:

**TEACHERS/PERSONNEL AND
EMPLOYEE RELATIONS**

24. RECRUITMENT AND RETENTION

SUBMITTED BY: *Northern Interior Branch*

BE IT RESOLVED:

That BCSTA work with the Ministry of Education and the Ministry of Finance to consider strategies to support and address recruitment and retention of teachers, administrators and educational support professionals in rural and remote BC.

RATIONALE:

Rural and remote school districts face significant challenges in their efforts to recruit and retain teachers, administrators and professional support staff.

Being able to attract qualified personnel to remote and rural districts is critical in order to ensure educational supports are in place to provide quality education services to all students in rural and remote communities.

In order to ensure all students have access to quality educational services, government must consider the implementation of strategies that address the recruitment and retention challenges facing rural and remote school districts.

These strategies include but are not limited to:

- Incentives such as:
 - Provision of an additional living allowance
 - Tax breaks
 - Including K-12 public education in the BC Loan Forgiveness Program.
 - Tuition exemption

- Regulations such as:
 - Interprovincial agreements
 - Working with post-secondary institutions to develop flexible teacher training programs including online distance delivery options
 - Credentialing issues

- Re-evaluate the Unique Geographic Factor funding formula to reflect the actual needs of our rural and remote communities in terms of recruitment and retention.

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

25. RECRUITMENT AND RETENTION FOR FRENCH PROGRAMS

SUBMITTED BY: *SD 93 (Conseil Scolaire Francophone)*

BE IT RESOLVED:

That BCSTA request that the Minister of Education provide immediate and interim funding to school districts offering French Immersion and French as a First Language programs to ensure recruitment and retention by:

- providing increased funding to boards with French Immersion and French as a First Language programs;
- offering student loan forgiveness to teachers who accept teaching positions in French programs in BC; and,
- increasing the Remote Recruitment and Retention Allowance.

RATIONALE:

The Ministry of Education's recent French Education Stakeholders Advisory Committee Report report entitled *Spring/Fall 2016 Exploring Implications of the Increasing Demand for Education Programs in French in British Columbia* recognized the urgent employment crisis in French education in BC but the Committee's consensus was not a move to action but simply expression of the need for more data. We are asking for an immediate call to action from the Ministry of Education.

Due to the November 2016 Supreme Court of Canada decision in favour of restoring the contract language on class size limits and composition to teachers' collective agreements, it is estimated that thousands of teachers must be hired by September 2017. It is highly unlikely that there will be sufficient numbers of teachers fluent in French to satisfy the demand for permanent and on-call positions.

In a February 2017 article in the Globe and Mail, the availability of sufficiently qualified French speaking teachers was called into question across Canada.

We need immediate and significant incentives to entice French speaking teachers to BC (and especially to the non-urban regions of BC) from other provinces (or countries) in order to guarantee the integrity of our French programs.

REFERENCES:

- [French Education Stakeholders Advisory Committee Report](#)

- Quality of French-immersion teachers questioned as demand soars in Canada
- BCTF vs BC Ministry of Education, 2014 BCSC 121

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

This motion relates to Foundational Statement No. 6.1FS (Teacher Education and Professional Growth).

26. ONGOING MINISTRY FUNDING OF TEACHER MENTORSHIP PROGRAMME

SUBMITTED BY: *Metropolitan Branch*

BE IT RESOLVED:

That BCSTA encourage the Ministry of Education to increase funding for the Teacher Mentorship Programme which is jointly sponsored by the Ministry of Education, BCSTA, BCSSA and BCTF.

RATIONALE:

Given the recent Supreme Court of Canada decision regarding class size and composition, there will be a need for more specialist and regular classroom teachers. The Teacher Mentorship Programme has been supported successfully by all of the education partners mentioned in the motion and needs to be continued. With a newly revised curriculum, changing evaluation and assessment criteria, and other areas that are in flux in the BC education system, new teachers require mentoring support to ensure their success and longevity in the system. Ultimately, and most importantly, students are the beneficiaries of well-educated teachers who are the product of the Mentorship Programme.

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

This motion relates to Foundational Statement No. 6.1FS (Teacher Education and Professional Growth).

27. INCREASED EDUCATIONAL ASSISTANT TRAINING PLACES AT POST-SECONDARY INSTITUTIONS

SUBMITTED BY: *SD 44 (North Vancouver)*

BE IT RESOLVED:

That BCSTA advocate for the Ministry of Advanced Education to enhance and target funding to post-secondary institutions to increase the number of trained Educational Assistants and related para-professionals such as Autism Support Workers and Behaviour Support workers.

RATIONALE:

Educational Assistants and related para-professionals play an essential role in supporting students and classroom teachers. Presently there is an increasing shortage of qualified personnel throughout the province.

Local colleges that provide training for Educational Assistants and related para-professionals have a limited number of training seats and this currently does not meet the needs of the K-12 sector. The increasing number of identified K-12 students with a wide range of complex needs and who require assistance in the classroom, has resulted in a shortage of qualified Educational Assistants and related para-professionals.

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

28. EQUITABLE COMPENSATION OF NON-EDUCATOR SENIOR MANAGEMENT PROFESSIONALS

SUBMITTED BY: *SD 44 (North Vancouver)*

BE IT RESOLVED:

That BCSTA advocate to the provincial government and BCPSEA to provide non-educator senior management professionals with compensation that is at least equal to their internal executive team colleagues who are educators.

RATIONALE:

The human resources function in organizations has evolved significantly over the last decade. It is becoming vital for an organization's health and success to consider human resources as a strategic partner and not as a transactional/administrative department required for compliance or compensation. In our school district, with historical evidence, it has proven to be a role that few educators have the expertise to fill beyond the previous transactional model.

As defined by Cornell University, Strategic HR leadership develops strategies that improve strategic, ethical, legal, and financial outcomes. For school districts, these strategies impact and improve the educational experience for students. At the executive level, the HR Director manages the complexities of interpersonal dynamics at the most senior levels to nurture strong leaders.

It is our belief that many of the challenges that have been experienced in the K-12 sector have come from the legacy of not staffing senior roles in school districts with qualified HR professionals. Specifically, relevant to our school district, gains have been made over the past five years in terms of addressing human resources issues by HR professionals that had not been addressed in the past. Also, considerable time has been saved by the HR professionals providing clarity with respect to issues that may have once led to grievances and arbitrations.

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

29. RECRUITMENT AND RETENTION OF NON-EDUCATOR SENIOR MANAGEMENT PROFESSIONALS

SUBMITTED BY: *SD 44 (North Vancouver)*

BE IT RESOLVED:

That BCSTA request that the provincial government provide all school districts with the opportunity and flexibility to organize their senior management positions within the same parameters.

RATIONALE:

Two school districts, the Surrey School District and Vancouver School District have senior HR professionals on their senior teams and compensate them at the same rate as Assistant Superintendents. The North Vancouver School District believes that all school districts should be under the same rules and have the same opportunity to organize and compensate as they determine best fits the organization.

The benefit of attracting and retaining HR specialists to lead and support the vital area of human resources in a school district is critical to the effective, efficient, and financial success of a school district's operation. More importantly, the expertise in such a critical area directly impacts the quality of education delivered to students and their learning outcomes.

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

30. EXEMPT STAFF COMPENSATION FUNDING

SUBMITTED BY: *Kootenay Boundary Branch*

BE IT RESOLVED:

That BCSTA send a letter to the Ministry of Education requesting that the costs incurred by boards of education from the exempt staff compensation model changes be fully funded with new money by the provincial government.

RATIONALE:

Boards have been directed to approve and provide wage increases for exempt staff under the guidelines of the exempt staff compensation model. In many cases across the province, the increases that have already occurred and the increases that face us in the next year are proving to be difficult for districts to be able to fund and in many circumstances, boards are being faced with making cuts to educational programs to fund these increases.

The much needed increases coming out of the lengthy wage freeze have been handed down from the government to the boards of education to approve for our employees, but there has been no mention of funding being provided by the provincial government.

We have been required to find administrative savings (which for some districts was virtually impossible) and we are now trying to find monies from this same "pile" to pay our valuable employees. Some of the increases in each district could put districts in a deficit position going into the future budgeting year.

In order to ensure that our budgets are student focused and not affecting the classrooms and students in our districts, we need to ensure that our budgets are safeguarded for the value of our students.

We request that just as the government provides the dollars needed for union contract increases, government needs to ensure that there is funding for our exempt staff increases as well!

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

31. FUNDING FOR IN-SERVICE TO SUPPORT ABORIGINAL EDUCATION

SUBMITTED BY: *Aboriginal Education Committee*

BE IT RESOLVED:

That BCSTA recommend that the Ministry of Education work to improve outcomes for Aboriginal students by providing funding to school districts to ensure that teachers have continuous access to in-service related to supporting Aboriginal students.

RATIONALE:

There is a commitment to improving outcomes for Aboriginal students across British Columbia's public education sector. Ongoing in-service education will enhance teacher curriculum, support educators in districts in understanding local indigenous culture and embed aboriginal understanding in curriculum.

A lack of understanding of the history and culture of Aboriginal people's perpetuates racism and ignorance. With continued in-service training, teachers will have an opportunity to learn about local cultural practices and continue to meet the needs of all students to aid in their understanding. This type of in-service will ensure professional development takes place for all and public education continues on the path to reconciliation.

REFERENCES:

- [Truth and Reconciliation Commission](#)
- [UN Declaration on the Rights of Indigenous Peoples](#)
- [Aboriginal Education in BC](#)

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

32. CULTURAL COMPETENCY RESOURCES

SUBMITTED BY: *Aboriginal Education Committee*

BE IT RESOLVED:

That BCSTA recommend that the Ministry of Education and the Association of BC Deans of Education ("ABCDE") work to create and implement resources for teachers-in-training that develop indigenous cultural competency and that support professional learning programs related to K-12 Aboriginal success and achievement.

RATIONALE:

The development of professional learning resources that enhance indigenous cultural content will assist educators fostering the learning environment that supports success for all students.

Staff need cultural competency to support Aboriginal student success and achievement.

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

This motion relates to Foundational Statement No. 5.3FS (Aboriginal Education) and Foundational Statement No. 6.1FS (Teacher Education and Professional Growth).



British Columbia
School Trustees
Association

CATEGORY:

EDUCATION FINANCE

33. REVIEW THE CURRENT FUNDING FORMULA FOR PUBLIC EDUCATION IN BC

SUBMITTED BY: *SD 44 (North Vancouver) and SD 45 (West Vancouver)*

BE IT RESOLVED:

That BCSTA work with the Ministry of Education to establish a working committee in the event that the funding formula for public education comes up for review.

The Committee, with representation from the Ministry of Education and the Ministry of Finance, would consult with individual boards of education to identify their school district's unique educational and community needs.

This process should precede the work of the Funding Allocation System Technical Review Committee ("TRC") in order to inform the TRC on the priorities and concerns that exist district-by-district, and to assist in the development of a new, fair and equitable funding formula for public education in British Columbia.

RATIONALE:

In the fall of 2016, during the Provincial Council and the Board Chairs meetings, references were made by the Assistant Deputy Minister of Education regarding the possible need to assess and review the current funding formula for public education in British Columbia.

Every district in the province has unique and different funding needs and priorities. The funding formula was last revised in 2009-10. If a new formula is considered, it is important that those involved in developing a revised formula understand the diverse and unique needs in each school district.

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

This motion relates to Foundational Statement No. 8.1 FS (Government Support for Education).

34. FUNDING FORMULA

SUBMITTED BY: *Northern Interior Branch*

BE IT RESOLVED:

That BCSTA strongly urge the Ministry of Education and Ministry of Finance to consult with BCSTA, BCASBO and BCSSA through the Funding Allocation System Technical Review Committee to develop a new funding formula that accurately reflects the funding needs of districts.

RATIONALE:

This motion urges the development of a funding formula that reflects the funding needs of all districts and addresses the issues facing districts including equity, flexibility, autonomy, stability, predictability and sustainability.

Evidence from school districts across the province demonstrates that “equitable access to high quality services in all districts” has not been achieved through the current funding formula.

Inequities, instability and uncertainty of funding continue to grow both within and among districts.

The current funding formula, based primarily on per pupil funding and supplementary grants does not adequately address unique geographic factors which include rural and remote factors, transportation issues, declining enrolment, increasing enrolment, growing vulnerability of students, the increasing responsibility of public education to address the social and emotional needs of students and the growing infrastructure needs facing all districts.

This motion urges government to expand the work of the Funding Allocation System Technical Review Committee to “[make] recommendations to improve the funding formula that consider and are consistent with the following principles of equity, efficiency, consistency, transparency, flexibility, autonomy, and stability/predictability” (*Funding Allocation System Technical Review Committee Terms of Reference*)

This motion further urges government to include BCSTA, the voice of boards of education, as a member of the Funding Allocation System Technical Review committee along with its current members from BCASBO, BCSSA and the Ministry of Education.

Boards of education require a funding formula and funding allocation system that:

- “facilitates equitable access to high quality education services in all districts.”
- ensures equity, flexibility, autonomy, stability and predictability.
- enables high quality teaching and learning.
- supports flexibility and choice.
- ensures “stable, predictable funding...that supports boards in multi-year planning”.

(Quotes are from the *Technical Review Committee Terms of Reference revised September 2015*)

REFERENCE:

- [Technical Review Committee Terms of Reference revised September 2015](#)

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

This motion relates to Foundational Statement No. 8.1FS (Government Support for Education).

35. DELIVERY OF OPERATING GRANT FUNDING

SUBMITTED BY: *Northern Interior Branch*

BE IT RESOLVED:

That BCSTA strongly urge the Ministry of Education and Ministry of Finance to commit to delivering all annual operating funds in the single March 15th annual K-12 operating grant funding announcement.

RATIONALE:

School districts have continued to raise the issue that while additional funds to support learning and operations are needed and welcomed, the government practice of rolling out funding announcements throughout the year in multiple instalments does not assist in the development of predictable annual budgets and operational planning.

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

Relates to Foundational Statement No. 8.1FS (Government Support for Education).

CATEGORY:

**SCHOOL PREMISES,
FACILITIES, SERVICES**

36. IMPACT OF HOMELESS ISSUE ON SCHOOL SITES

SUBMITTED BY: *Provincial Council*

BE IT RESOLVED:

That BCSTA urge the Attorney General's Ministry to write legislation to make it an offence to trespass and litter on school property including joint-use facilities and land; and,

That BCSTA request that the provincial government reimburse school districts for any extra costs incurred as a result of the use of school property by homeless people; and,

That BCSTA request that the provincial government dialogue with municipalities to address the impact of poverty, mental health and addiction on our communities.

RATIONALE:

A recent court decision (*Abbotsford v. Shantz* 2015 BCSC 1909) allowed homeless people to erect shelters in public spaces. School districts often have joint-use agreements with municipalities for playing fields. Hence, homeless people are living on school playgrounds.

Homelessness is increasing throughout the province and is impacting the safety and security of students and staff. Municipalities and school districts are trying to deal with the issue. However, a concerted provincial effort is required to deal with this complex issue.

School districts must hire extra security and deploy more maintenance staff to rake the playgrounds where they have discovered disgusting garbage like used needles, broken crack pipes, used condoms, and even human feces and vomit. The cost of extra security and maintenance for School District No. 33 is over \$2,000 a day; money that will be taken out of classrooms. SD33 has had to declare some of our playgrounds unsafe and temporarily close them.

REFERENCES:

- [Global News: "Chilliwack parents taking action to clean up school grounds near homeless camp"](#)
- [The Chilliwack Progress: "Security costs mount in Chilliwack as schools fight homeless mess"](#)
- [BC Supreme Court Decision - *Abbotsford \(City\) v. Shantz*, 2015 BCSC 1909](#)

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

This motion relates to Foundational Statement No. 9.1FS (Safe Environment).

37. STUDENT TRANSPORTATION

SUBMITTED BY: *Aboriginal Education Committee*

BE IT RESOLVED:

That BCSTA request the Ministry of Education and the Ministry of Finance provide adequate funding for student transportation responsive to each school district's unique needs.

RATIONALE:

School districts across the province are financially challenged in providing transportation for students. The money for student transportation is so limited that providing students with access to transportation is difficult for districts; particularly for Aboriginal students who live a far distance from school.

Adequate funding would provide for efficient and timely transportation so students arrive at their schools sufficiently rested, relaxed and ready to learn. This is a key to student success and achievement.

This motion supports the Ministry of Education's goals of improving student success and achievement. We can do better at providing opportunities for all learners by funding student transportation costs for each school district.

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



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CATEGORY:

OTHER

38. INDIGENOUS PARENT GROUPS

SUBMITTED BY: SD 74 (*Gold Trail*)

BE IT RESOLVED:

That the BCSTA Board of Directors urge the Ministry of Education and the provincial government to amend the *School Act* to include Indigenous Parent Clubs under section 8, Parents' Advisory Council, giving them the same official authorization.

RATIONALE:

Indigenous parent involvement in traditional school PACs is frequently low. The reasons for this are many and varied, however, the concerns and desire for input are not any less. It is disrespectful to the Indigenous traditions and culture to expect and demand that Indigenous parents must conform to the confines of the school PAC structure. Many Indigenous bands have "parent clubs", and certainly school staff, including principals, may often attend these meetings, but formal recognition in the *School Act* under section 8 would go a long way to honour and respect the views of the Indigenous parent. We propose to amend section 8 of the *School Act* to read as follows:

- 8 (1) Parents of students of school age attending a school or a Provincial school may apply to the board or to the minister, as the case may be, to establish **a one of** 2 parents' advisory councils for that school.
- (2) On receipt of an application under subsection (1), the board or minister must establish a parents' advisory council for the school or the Provincial school.
- (3) There ~~must~~ may be ~~only one~~ two parents' advisory councils for each school or Provincial school, **one of which must be for parents of students of Aboriginal Ancestry.**
- (4) ~~A~~**The** parents' advisory council, through its elected officers, may advise the board and the principal and staff of the school or the Provincial school respecting any matter relating to the school or the Provincial school.
- (5) ~~A~~**The** parents' advisory council, in consultation with the principal, must make bylaws governing its meetings and the business and conduct of its affairs, including bylaws governing
- (a) the dissolution of the parents' advisory council, and
- (b) [Repealed 2015-24-6.]
- (c) the election of a member to represent the parents' advisory council on the district parents' advisory council.
- (6) Voting at an election referred to in subsection (5) (c) must be by secret ballot

REFERENCE:

- [School Act](#)

This is an existing resolution and does not change or contradict any existing Foundational or Policy Statement