



# A Passion for Public Education

PROMOTING CITIZENSHIP & LOCAL DEMOCRACY

British Columbia School Trustees Association • AGM 2008

## AGM 2008 Motions

*BCSTA's 104<sup>th</sup> Annual General Meeting  
April 3-6, 2008, Vancouver, BC*

## AGM 2008 Motions

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## *Extraordinary Motions*

**E1. BCSTA LIFE MEMBERS**

*Submitted by: BCSTA Board of Directors*

**Be it resolved:**

**That Bylaw 1 be amended to add section (d):**

*Long Service Life Membership – An individual who has accumulated 21 years of service as a trustee for a board of education that is a current member in good standing of the Association shall be conferred as a Life Member.*

**Rationale:**

In 2006 the Board of Directors approved a recommendation from staff to award life membership status for trustees who had served 21 years or more. This change was enthusiastically received by members at the 2006 and 2007 Long Service Awards ceremonies.

However, this practice is not consistent with existing Association bylaws regarding life membership. Currently, there are only two ways that life membership can be conferred as described in Bylaw 1:

(b) Life Membership – Election to the office of President of the Association shall concurrently confer life membership upon the person so elected.

(c) Honourary Life Membership – The Association may honour any person for distinguished service with the Association by conferring on such person honorary life membership in the Association by extraordinary resolution in accordance with the provisions of Article 21 (Extraordinary Resolutions).

**E2. BRANCH REALIGNMENT**

*Submitted by: Mainline-Cariboo Branch*

**Be it resolved:**

**That Article 19 of the BCSTA Bylaws be amended effective June 30, 2008 by:**

- (a) deleting 19(3) Mainline-Cariboo Branch;*
- (b) amending 19(7) Northern Interior Branch by adding “SD27 (Cariboo-Chilcotin); SD49 (Central Coast)”;* *and*
- (c) amending 19(8) Okanagan Branch by adding “SD73 (Kamloops/Thompson); SD74 (Gold Trail)”*
- (d) renumbering the subsections as required.*

**Rationale:**

The Mainline-Cariboo Branch members believe that it would be beneficial to dissolve the Mainline-Cariboo Branch of BCSTA. This decision has come after several years of focused development that did not result in a healthy branch. It should be noted that this decision has been arrived at unanimously with a spirit of cooperation and goodwill. In December 2006, the Mainline-Cariboo Branch voted to embark on a year-long trial realignment and has found it beneficial. At the December 2007 Mainline Cariboo Branch meeting, all member boards were represented and unanimously agreed to bring this motion forward.

*Substantive Motions: Student/Curriculum*

## **AGM 2008 Motions**

Substantive Motions: Student/Curriculum

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### **3. ROLE CLARIFICATION REGARDING ADULT LEARNERS**

*Submitted by: Kootenay Boundary Branch*

#### **Be it resolved:**

**That BCSTA request the Ministry of Education to work with BCSTA and the Ministry of Advanced Education to clarify and differentiate the roles and responsibilities of boards of education and post-secondary institutions (both public and private) with regards to adult learners and adult literacy.**

#### **Rationale:**

Bill 20 expanded the mandate of boards of education to include adult learners. As a result it is not clear whose responsibility it is for the adult learners in our communities – boards of education or colleges. Colleges previously operated on the premise that adults (anyone who is over 18) were no longer the responsibility of boards of education.

#### **4. MATH 11 REQUIREMENT**

*Referred by: Metropolitan Branch*

##### **Be it resolved:**

**That BCSTA work with the Ministry of Education and the major post-secondary institutions to change the commonly accepted admission requirement of Principles of Math 11 for all students so that the other streams of Math offered in our schools are accepted.**

##### **Rationale:**

It is accepted that knowledge of basic math skills is an asset for all citizens, and our schools must ensure that students attain those skills whenever possible. However, curriculum must reflect skills and knowledge that will be useful for students in their future endeavours. This need is addressed by the provision of a variety of Math courses – Principles, Applications and Essentials.

The major post-secondary institutions in BC only recognize Principles of Math 11, regardless of what field of study the student plans to undertake. Most students who are not going to be taking sciences will not require the level of Math that is included in Principles 11. Principles of Math 11 is a rigorous Math course, and many students who are anticipating going to university in BC struggle to pass Principles of Math 11 in order to keep their options open.

Many students find their difficulties with Math 11 to be very stressful and worry about the impact that it will have on their grade point average. This results in many wanting a preview Math course, as well as students repeating the course a number of times to either pass or improve their mark. Tutoring in Math is a growth industry and the need for tutors is creating inequities between students who can afford a tutor and those who can't. Even the Ministry, recognizing the difficulty students have with Math 11, have an on-line tutoring option in LearnNow BC.

There is no other course that is causing the same level of difficulty for so many students, and it is time for a change to be made.

## **AGM 2008 Motions**

Substantive Motions: Student/Curriculum

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### **5. ABORIGINAL TEACHER RECRUITMENT**

*Submitted by: Northern Interior Branch*

#### **Be it resolved:**

**That BCSTA work with educational partners to develop a strategy to encourage Aboriginal students to enter the teaching profession.**

#### **Rationale:**

Government has made the improvement of Aboriginal education a priority, with increased content of Aboriginal culture and language within the curriculum. It is extremely important that we have Aboriginal people within our schools to connect with our Aboriginal students and reflect their culture. Recent reports show an increase in the population of Aboriginal students in all districts, yet we do not have a corresponding increase in Aboriginal educators.

## **AGM 2008 Motions**

Substantive Motions: Student/Curriculum

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### **6. DRIVE 08 PROGRAM**

*Submitted by: Nanaimo-Ladysmith Board of Education*

#### **Be it resolved:**

**That BCSTA assist school districts in developing a DRIVE program (Demonstrating Responsibility in Vehicle Education Class) with Royal Canadian Mounted Police and Insurance Corporation of BC representatives in each community.**

#### **Rationale:**

Car crashes are the number-one killer and health risk to young people in BC today. Many are injured or die in car crashes that could have been prevented. The local Royal Canadian Mounted Police and Insurance Corporation of BC representatives in Nanaimo-Ladysmith have partnered with our high schools for a few years now and have developed a program that provides our Grade 12 students with education and awareness in road safety. The partnership is committed to ensuring that safe driving messages are delivered to all students in the graduation class. We believe this program would benefit all students in BC.

## **AGM 2008 Motions**

Substantive Motions: Student/Curriculum

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### **7. INTER-MINISTERIAL FRAMEWORK FOR ADDRESSING BOARD OF EDUCATION MANDATES**

*Submitted by: Langley Board of Education*

#### **Be it resolved:**

**That BCSTA request the Ministries of Education, Advanced Education, Children and Family Development, Health, Attorney General and Community Services to:**

- 1. Establish a framework for inter-ministerial cooperation concerning the provision of programs that address the new mandates assigned to boards of education in Bill 20.**
- 2. Develop a process for designating and approving adequate multi-ministry funding to support programs that support the new mandates set out in Bill 20.**

#### **Rationale:**

In a culture of shifting demographics and new legislation that expands the mandate of boards of education to include early learning, adult literacy, and healthy life styles, boards of education are expected to deliver programs that go beyond the scope of the K-12 curriculum. Examples include Strong Start, Ready Set Learn, the School Community Connections program and Community Literacy Plans.

This direction is commendable, but it places an additional financial burden on school districts, as well as the burden of coordinating with groups outside the K-12 system. At this point, there has been little direction in terms of how these new services will be delivered, and little extra funding to support new services. Some of the new responsibilities have traditionally been funded through ministries other than Education, so multi-ministry funding seems essential if boards of education are to fulfill the new mandate.

## **AGM 2008 Motions**

Substantive Motions: Student/Curriculum

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### **8. COMMUNITY SCHOOLS AND BOARD OF EDUCATION MANDATES**

*Submitted by: Langley Board of Education*

#### **Be it resolved:**

**That BCSTA request the Ministries of Education, Advanced Education, Children and Family Development, Health, Attorney General and Community Services to work with BCSTA and ACEbc (Association of Community Education BC), and others with expertise in community education and community schools, to develop a model for school and community partnerships.**

#### **Rationale:**

Effective delivery of the new mandate of boards of education will require greater communication and closer cooperation among ministries, and among school and community organizations. A vital component of effective delivery will be coordination – at the district and community level. ACEbc and BCSTA have the expertise to develop models that will help boards build the structures they need.

*Substantive Motions: School Board/Trustee*

**AGM 2008 Motions**

Substantive Motions: School Board/Trustee

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**9. BCSTA BRANCH STRUCTURE REVIEW**

*Submitted by: South Coast Branch*

**Be it resolved:**

**That BCSTA undertake a review of the present branch structure and make recommendations to the 2009 AGM.**

**Rationale:**

Regionally, BCSTA's boards of education are structured into nine branches. Some branches are extremely large and some very small (such as ours in the South Coast Branch). This motion asks that recommendations be made following a review of the composition and effectiveness of the present branch structure.

## **AGM 2008 Motions**

Substantive Motions: School Board/Trustee

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### **10. GOVERNMENT AND TRUSTEE PROTOCOLS OF RECOGNITION**

*Submitted by: Metropolitan Branch*

#### **Be it resolved:**

**That BCSTA investigate the origins of protocols used by each level of government and determine the process needed to change them; and**

**That BCSTA develop a Trustee Protocol that will clearly communicate to all levels of government the goal of mutual respect at meetings and functions.**

#### **Rationale:**

Boards of education have been legislated an expanded mandate with the inclusion of pre-school and adult learning. It is important to formally recognize this responsibility for life-long learning by establishing a Trustee Protocol for use by federally, provincially and locally elected officials.

Current boards of education are responsible for the education of over 600,000 school-aged learners in British Columbia and now, with the new mandate, hundreds of thousands more learners. It is imperative that other levels of government be advised of the wishes of boards of education to be appropriately recognized at all meetings and functions.

## **AGM 2008 Motions**

Substantive Motions: School Board/Trustee

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### **11. IMPROVEMENT OF TRUSTEE/MINISTRY CO-GOVERNANCE AND CONSULTATION**

*Submitted by: Northern Interior Branch*

#### **Be it resolved:**

**That BCSTA work with Ministry of Education to:**

- (a) Live webcast ministry/board chair/superintendent meetings, and**
- (b) That the content of those meetings include initiatives that are still only in consideration stage.**

#### **Rationale:**

Mid-year changes to the funding formula in 2007 resulted in widespread disruptions in school districts, and an enormous expenditure of time for district personnel and ministry staff. This action also engendered a huge loss of trust.

While we are very appreciative of the improved communication that has resulted from the one-day ministry/board chair/superintendent meetings, we are concerned that the majority of trustees have no opportunity for direct participation.

## **AGM 2008 Motions**

Substantive Motions: School Board/Trustee

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### **12. FEASIBILITY STUDY FOR A BCSTA RESEARCH DEPARTMENT**

*Referred by: South Coast Branch*

#### **Be it resolved:**

**That BCSTA estimate the cost and feasibility of establishing a BCSTA research department, and report back to the October 2008 Provincial Council meeting.**

#### **Rationale:**

Major organizations in education and social policy have research departments. This motion asks that we investigate the feasibility of establishing such a department at BCSTA. All of the western provinces' school board associations have research departments. For example:

1. The Alberta School Board Association routinely conducts quantitative and qualitative research about emerging issues in education. In 2006 they produced the following papers:
  - Access 400 education research papers
  - Small urban boards study report
  - Metro school boards study, part 2
  - ASBA studies reveal funding shortfalls and school building deficit
  - Strategies to improve Alberta high school completion rates
2. The Saskatchewan School Boards Association Research Centre was organized in 1970 to ensure leadership in educational research and development for informed decision-making by Saskatchewan school boards and the Saskatchewan School Boards Association. Its website lists dozens of research reports organized under 16 different topics.
3. The Manitoba Association of School Trustees provides research information for its constituent school divisions. For example, in 2006, they produced research publications that included Rural Education Issues, Aboriginal Education Initiatives, Child Poverty research, and Educational Finance research.

## AGM 2008 Motions

Substantive Motions: School Board/Trustee

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### 13. SCHOOL PLANNING COUNCILS (SPC)

*Submitted by: Abbotsford Board of Education*

#### **Be it resolved:**

**That BCSTA write to the Minister of Education and request that the provincial government provide clear legislative direction on the purpose, role, structure and operational parameters of school planning councils in order to provide a clear and consistent mandate to which all boards of education must adhere.**

#### **Rationale:**

In 2003 the provincial government enacted Bill 50, which revised the *School Act* to include school planning councils. Bill 50 contained a number of provisions that boards of education **must** adhere to. These provisions, and their relevant section of the *School Act*, are as follows:

1. The *School Act* specifies that a board of education **must** establish a school planning council for each school (Section 8.1 (1)).
2. The *School Act* specifies that a school planning council **must** include an elected officer of the parents' advisory council (Section 8.1 (4)).
3. The *School Act* specifies that the term of office for a school planning council member **must** not be more than one year (Section 8.1 (6)).
4. The *School Act* specifies that a board of education **must** consult with a school planning council regarding the allocation of staff and resources in the school (Section 8.2 (a)).

## AGM 2008 Motions

Substantive Motions: School Board/Trustee

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### 14. TRUSTEE QUALIFICATION

*Submitted by: Maple Ridge-Pitt Meadows Board of Education*

#### **Be it resolved:**

**That the BCSTA Board of Directors urge the Minister of Education to revise the *School Act* to reflect the recent BC Supreme Court decision by providing a clear definition of residency and to establish the need for residency in the community where the trustee was elected.**

#### **Rationale:**

Currently the *School Act* does not contain a clear definition of residency as it relates to trustees and the need to live in the district in which they have been elected. The *Municipal Elections Act* is also somewhat vague as to the definition of residency and the need for a trustee to remain a resident of the community in which they were elected throughout their term of office. A recent Supreme Court of BC decision has established a clear definition of trustee work and a clear definition of residency, and the need of a trustee to remain a resident of the community in which they were elected. The decision clearly establishes the direct link between the need to reside in the community the trustee was elected in, and the ability of the trustee to function in the role of trustee and carry out the work of a trustee.

## **AGM 2008 Motions**

Substantive Motions: School Board/Trustee

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### **15. PARTNERSHIP BETWEEN MINISTRIES**

*Submitted by: Prince Rupert Board of Education*

#### **Be it resolved:**

**That the Ministry of Education support the expanded mandate of boards of education by forming meaningful partnerships with the Ministry of Children and Family Development and the Ministry of Health to address adequate funding, space utilization and expertise.**

#### **Rationale:**

- Legislated expanded mandate to include early learning and adult learning beyond K-12.
- Boards are often unable to secure the human resources required to address new mandate, i.e., more and more new initiatives with the same number of senior managers and educators trying to accomplish more and more goals.
- Boards of education still have the same funding formula despite their expanded mandate; non-enrolling students do not generate funding and early learning spaces do not count toward capacity utilization thresholds for capital purposes.
- Funding for preparation of early learning spaces in older facilities is often over 50 per cent more than boards are given, requiring operating or annual facilities grant money to be used.
- Some districts have invested heavily in projects that are not adequately supported financially: for example, district literacy plans with assurances of \$40,000 funding at the outset only to receive \$10,000 funding with no further commitment from the Ministry of Education.
- Health and Children and Family Development Ministries come with resources, both human and financial, industry-specific perspectives and expertise that will benefit all learners from infants to adults as well as their families.

*Substantive Motions: Teacher/Employee*

**AGM 2008 Motions**

Substantive Motions: Teacher/Employee

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**16. DISTRICT STAFF DEVELOPMENT PROGRAMS**

*Submitted by: Kootenay Boundary Branch*

**Be it resolved:**

**That BCSTA ask the British Columbia Education Leadership Council (BCELC) and the British Columbia School Superintendents Association (BCSSA) to work with BCSTA to further develop leadership programs for district leaders.**

**Rationale:**

The programs offered by BCELC for the leadership development of principals and vice-principals, plus the BCSSA program “Dimensions of Practice” for Superintendents, are successful in BC. We believe this additional professional development will increase success in the retention, succession, and development of district leaders.

**AGM 2008 Motions**

Substantive Motions: Teacher/Employee

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**17. INTER-PROVINCIAL RECOGNITION OF TEACHER CERTIFICATION**

*Submitted by: Northern Interior Branch*

**Be it resolved:**

**That BCSTA urge the BC College of Teachers to facilitate inter-provincial recognition of teacher certification – in addition to that now covered by the Trade and Investment Labour Mobility Agreement (TILMA) – to support recruitment and retention for teachers trained in other jurisdictions.**

**Rationale:**

The lack of qualified teachers has forced boards of education to broaden the search for classroom teachers and special educators. The newly reconciled teacher certification standards under the TILMA will make it easier for teachers from Alberta to be recruited to BC boards of education. Extending the inter-provincial recognition of teacher certification would further enhance teacher recruitment efforts.

## **AGM 2008 Motions**

Substantive Motions: Teacher/Employee

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### **18. LETTERS OF PERMISSION**

*Submitted by: Northern Interior Branch*

#### **Be it resolved:**

**That BCSTA, to address recruitment and retention issues, urge the BC College of Teachers (BCCT) to simplify the approval process for teachers applying for Letters of Permission, and to extend the length of time that Letters of Permission are valid before they must be renewed.**

#### **Rationale:**

The lack of qualified teachers has forced boards of education to broaden the search for classroom teachers and special educators. The search now includes candidates who have applicable training to teach a course or deliver a service but do not have teacher certification.

Extending the time that Letters of Permission are valid will provide stability for candidates and the education system.

## **AGM 2008 Motions**

Substantive Motions: Teacher/Employee

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### **19. RECRUITMENT AND RETENTION**

*Submitted by: Northern Interior Branch*

#### **Be it resolved:**

**That BCSTA, in collaboration with educational partners and ministries, immediately develop a strategy pertaining to recruitment and retention in rural and remote districts where critical shortages for all teaching positions and other educational positions exist.**

#### **Rationale:**

Current trends indicate that newly trained teachers and other educational personnel are seeking employment in urban centres. Resulting teacher shortages in rural and isolated districts are the reality faced today. These districts are faced with escalating costs and growing time commitments as they are forced to travel great distances for recruitment purposes. Once in-district, much time is required to train new personnel, only to have them move to larger centres where opportunities arise. BCSTA support is required for creative and situation specific solutions to these problems.

## **AGM 2008 Motions**

Substantive Motions: Teacher/Employee

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### **20. REMOTE DISTRICTS RECRUITMENT INCENTIVE**

*Submitted by: Vancouver Island West Board of Education*

#### **Be it resolved:**

**That BCSTA approach the Minister of Education to make available to newly qualified teachers, who are taking up appointments in remote districts with a high percentage of Aboriginal students, a grant towards the settlement of student loans incurred by them during the course of their professional training. This grant would be dependent on the recipient staying in the employ of the remote school for a period of three years.**

#### **Rationale:**

Remote schools with a high percentage of Aboriginal students have problems attracting and retaining teachers. A monetary inducement targeting student loans would assist in attracting recent graduate teachers to take up the challenges of such districts. A three-year period for qualification of the grant would provide a time frame beneficial in planning suitable professional development, would give the districts more stability, and greatly increase the chances for student achievement.

## **AGM 2008 Motions**

Substantive Motions: Teacher/Employee

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### **21. GUEST WORKERS**

*Submitted by: Nanaimo-Ladysmith Board of Education*

#### **Be it resolved:**

**That BCSTA urge the federal and provincial governments to abandon guest worker programs and policies and to encourage family immigration programs and policies.**

#### **Rationale:**

Currently, most school districts are operating schools that are below capacity. While our governments are importing single persons to ease the labour shortages, these workers do not contribute to our communities. In fact, they send their wages home for their families. In addition, they are often exploited by unscrupulous employers.

Family immigration will provide for sound, sustainable communities and will benefit everyone in the community, not just employers.

## **AGM 2008 Motions**

Substantive Motions: Teacher/Employee

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### **22. SECONDMENT OF DISTRICT STAFF**

*Submitted by: North West Branch*

#### **Be it resolved:**

**That BCSTA request the Ministry of Education to give more consideration to boards of education when seconding senior staff, and to do so in a way that gives boards the time necessary to attract suitable replacement candidates.**

#### **Rationale:**

The ministry is seconding senior administrative staff from districts at times when it is very difficult for boards to advertise for and recruit candidates. Seconding district staff at the end of a school year or mid-year causes significant recruitment problems.

## **AGM 2008 Motions**

Substantive Motions: Teacher/Employee

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### **23. SCHOOL YEAR CONTINUITY IN THE ASSIGNMENT OF SPECIAL NEEDS TEACHERS**

*Submitted by: Cariboo-Chilcotin Board of Education*

#### **Be it resolved:**

**That BCSTA request that the Ministry of Education proclaim Section 18.1 of the *School Act* entitled, “School Year Continuity in the Assignment of Special Needs Teachers’ Assistants.”**

#### **Rationale:**

There are some special needs students whose care needs are such that a mid-year change in care personnel has devastating emotional and/or physical ramifications. Although, as trustees, we must always keep the best interests of the student foremost, the contracts that are in place with support staff unions have a different focus. They permit, in certain circumstances, the mid-year bumping of staff who work with students whose needs are extreme and unique.

Currently, there is no recourse if a mid-year change caused by the bumping of a teacher’s assistant is detrimental to the welfare of a child. The contract is paramount, and as long as the person bumping into the position has the necessary baseline qualifications, the change in personnel must progress.

The remedy to this situation exists in Section 18.1 of the *School Act*, which provides for the continuance of special needs teachers’ assistants, but has not been proclaimed. With the proclamation of Section 18.1, the needs of special needs students, in very rare and extreme circumstances, would be recognized and accommodated.

**AGM 2008 Motions**

Substantive Motions: Teacher/Employee

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**24. SUPPORT COMMUNITIES IN ECONOMIC CRISIS**

*Submitted by: Northern Interior Branch*

**Be it resolved:**

**That BCSTA urge government to support and sustain appropriate infrastructure funding for industry-dependent communities whose main industry is undergoing closure or indefinite shutdown.**

**Rationale:**

Communities faced with massive job layoffs need more services, and often look to schools as a source of stability in their lives through the provision of counselors, social workers, extracurricular activities, lunch/breakfast programs, etc.

## **AGM 2008 Motions**

Substantive Motions: Teacher/Employee

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### **25. REPORTING TEACHER CONDUCT/COMPETENCE TO THE BCCT**

*Submitted by: Maple Ridge-Pitt Meadows Board of Education*

#### **Be it resolved:**

**That the BCSTA Board of Directors, either alone or in partnership with the BC Public Schools Employers' Association Board of Directors, request the Minister of Education to revise the *School Act* to reinstate the boards of education as the entity responsible for reporting teacher conduct and competence to the BC College of Teachers.**

#### **Rationale:**

Currently the *School Act* places the responsibility for the reporting of teacher conduct and competence with the superintendent of each school district. This recent amendment to the *School Act* was meant to strengthen the reporting requirement by placing the accountability on an identifiable person in each district. However, the amendment in fact weakens the requirement for reporting by placing the responsibility on a board employee rather than on the corporate board. Superintendents, like all employees, are of a relatively transient nature when compared to boards of education which, due to their corporate nature, go on forever. Placing the responsibility for reporting these matters on the board of education ensures that the processes are not pre-empted by or not followed up on as a result of a superintendent retiring or leaving the district.

*Substantive Motions: Finance*

**26. CLINICAL COUNSELLING IN RURAL AREAS**

*Submitted by: Gold Trail Board of Education*

**Be it resolved:**

**That BCSTA urge the Ministry of Education to partner with the Ministry of Children and Family Development and/or the Ministry of Health to provide and fund clinical counselling for those regions that do not have, on their own, the ability to provide the services to students.**

**Rationale:**

In rural and remote areas, services for clinical counselling are difficult to obtain due to funding and geographic distances.

## **AGM 2008 Motions**

Substantive Motions: Finance

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### **27. EQUITY OF FUNDING FOR ALL STUDENTS ATTENDING ALTERNATE PROGRAMS IN GRADES 10-12**

*Submitted by: Burnaby Board of Education*

#### **Be it resolved:**

**The BCSTA request that the Ministry of Education provide equity of funding to school districts for all students attending alternate programs in Grades 10-12.**

#### **Rationale:**

Current Ministry of Education funding for alternate-program students differs according to the location where the alternate programs are offered. Those students whose programs are offered in a stand-alone building are funded full-time, whereas those students in an alternate program delivered within an integrated school facility are funded on a per-course basis. For many alternate-program students, full-time courses for the entire school year are not the best way of meeting their learning needs. These students may start the school year on a part-time basis, but as programs are increased to meet their learning, they may begin to attend more courses, have community support programs, or school-to-work placement in the same school year. These students are taking part-time courses, but require full-time supports; flexibility and support are paramount for their success. The Ministry of Education funding formula should fund the same level of service for all students attending alternate programs, regardless of whether these services are provided in a stand-alone facility or through an integrated school facility.

**28. EQUITY OF FUNDING FOR ALL STUDENTS TAKING COURSES LEADING TO GRADUATION**

*Submitted by: Burnaby Board of Education*

**Be it resolved:**

**The BCSTA request the Ministry of Education to amend the funding formula so that there is equal funding for each school-aged student taking a course leading to graduation, regardless of district boundaries.**

**Rationale:**

The Ministry of Education has stated publicly that its current focus of student learning is “any place, any time, any way.” Minister Shirley Bond, in a letter to the Burnaby Board of Education, dated July 5, 2007 regarding school fees, stated that “the *Act* confirms Government’s commitment to the principle that school boards should provide programs leading to graduation free of charge while maintaining flexibility and choice. It is clear . . . we want to enable school boards to offer more choice to students in their educational programs so that our students can achieve their very best.”

Boards of education throughout the province embrace that commitment and have developed many different ways of providing programming choice to their students – within regular classroom settings, through continuing education or distance learning. However, the funding for that choice is not equitable, as some courses leading to graduation are fully funded and others are not. For example, the Burnaby Board of Education, as a result of demonstrated community need, offers credited Korean language (Grades 11-12) to students through its Continuing Education program. This course has enrolled 15 students from Burnaby and 39 students from surrounding districts. The current Ministry of Education funding formula recognizes and funds the Burnaby students, but does not recognize and provide funding for those students from other districts taking this course. The funding formula should be amended to provide equal funding for each school-age student taking a course leading to graduation, regardless of district boundaries.

## **29. FUNDING FOR MENTAL HEALTH SERVICES**

*Submitted by: Sooke Board of Education*

### **Be it resolved:**

**That BCSTA urge the Ministry of Education to work together with the Ministry of Health and the Ministry of Children and Family Development to work together to provide funding to ensure mental health services are available to student populations, in particular our most vulnerable students, by implementing the Union of BC Municipalities resolution B153.**

### **Rationale:**

Student mental illness and addictions are at the root of many student problems: attendance, substance abuse, and policing and social issues. The early addressing of student mental health issues would have a substantial impact on student performance province-wide.

The Assembly of the Union of BC Municipalities (UBCM) passed resolution B153, which endorses the development of community mental health services. That resolution reads, *“Be it resolved that the Ministries of Education, Health, and Children and Family Development work together to develop integrated identification, diagnosis and mental health management services for children and youth in local schools, along the lines of the Community Based Mental Health Pilot Projects proposed by the Capital Regional District Family Court and Youth Justice Committee.”*

The Sooke School District has identified the need locally for boards of education, and the Ministries of Health and Children and Family Development, to work together on resourcing initiatives of community mental health. The Belmont Health Clinic at Belmont Secondary School, established in partnership with the Vancouver Island Health Authority (VIHA), would be an ideal location to house a community based youth mental health pilot project.

This innovative and exemplary pilot project will assist many of our most vulnerable students, including our Aboriginal students, and has the potential to increase graduation rates.

**30. FUNDING FOR SCHOOL SPORT TEAMS' TRAVEL**

*Submitted by: Rocky Mountain Board of Education*

**Be it resolved:**

**That BCSTA request that the Minister of Education and the Minister of Health jointly increase funding to rural school districts to help cover the added costs associated with school sport teams' travel.**

**Rationale:**

The BC government has undertaken a new focus to encourage all British Columbian students to engage in a healthier active lifestyle. The short-term and long-term benefits of an early, active lifestyle are well documented. Unfortunately, in rural areas this active lifestyle comes at too high a personal cost to the families of some students because of limited financial resources.

Sport teams in rural areas have to travel longer distances to compete, usually involving overnight trips. Therefore, students or their schools have extra costs associated with: teachers-on-call, busing, fuel, hotels, chaperones, meals, etc. These additional costs should not be a deterrent for students who cannot afford to pay.

**31. SPECIAL EDUCATION SERVICES FOR HIGH-INCIDENCE AND GIFTED STUDENTS**

*Submitted by: Nanaimo-Ladysmith Board of Education*

**Be it resolved:**

**That BCSTA urge the Minister of Education to address the historical funding shortfall of Special Education services by increasing the level of funding and by changing the funding formula for high-incidence and gifted students to the model used prior to March 1, 2002.**

**Rationale:**

There has been a significant increase in the numbers of students with special needs. Boards of education are obliged to provide an inclusive environment for these students. Under-funding creates an environment that does not meet the stated policy objectives of the Ministry of Education, which espouses the principles of inclusion. In fact, this under-funding achieves the opposite: classes that are overcrowded and lack qualified adequate professional personnel, which virtually ensures that only minimal needs are met for students with disabilities. This is destructive for all students, but particularly for students with special needs.

Students in the high-incidence and gifted categories also need direct support. When funding flows into a general per-pupil grant, it is dispersed to many competing needs.

**32. GAAP FUNDING**

*Submitted by: North Vancouver Board of Education*

**Be it resolved:**

**That BCSTA urge the Minister of Education to restore the Generally Accepted Accounting Principles funding allocation eliminated in the autumn recalculation through an increase of \$64.03 to the per pupil funding base amount of \$5,851.**

**Rationale:**

Effective June 1, 2004, boards of education were required to be in full compliance with Generally Accepted Accounting Principles by accruing employee-related liabilities and amortizing capital assets. The Ministry committed \$35 million (\$64.03 per FTE pupil) in additional funding to assist school boards with these costs. The GAAP funding allocation of \$64.03 per FTE pupil and the basic per pupil allocation of \$5,851 were confirmed for the 2007/08 fiscal year in the *2007/08 Operating Grants Manual* that was released by the Ministry of Education in March 2007. The autumn recalculation has completely eliminated the GAAP allocation, while keeping the basic allocation of \$5,851 per FTE student exactly the same. The base FTE student allocation should therefore be  $(\$5,851 + 64.03 = \$5,915)$  \$5,915 effective in the 2007/08 fiscal year.

**33. STABLE, PREDICTABLE FUNDING**

*Submitted by: Kootenay Boundary Branch*

**Be it resolved:**

**That BCSTA request the Minister of Education to ensure stable, predictable funding for school districts.**

**Rationale:**

It is difficult to plan if boards do not know the year's allocation. Advance consultations about funding announcements/changes would allow boards to plan and predict for unexpected challenges. Stable and predictable funding would also strengthen the Protocol agreement between the Ministry of Education and BCSTA.

*Substantive Motions:  
Capital/Facilities/Transportation*

## **AGM 2008 Motions**

Substantive Motions: Capital/Facilities/Transportation

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### **34. 15-PASSENGER VANS**

*Submitted by: BCSTA Board of Directors*

*Referred by: Provincial Council / Maple Ridge-Pitt Meadows Board of Education*

#### **Be it resolved:**

**That BCSTA Board of Directors work with the Minister of Education and the Minister of Transportation to develop a provincial strategy for dealing with the issue of 15-passenger vans that results in a common student safety approach that will mitigate Boards exposure to liability.**

#### **Rationale:**

The recent tragic accident in New Brunswick involving a 15-passenger van and inaction by either the Minister of Education or the Minister of Transportation has left a policy gap for Boards to deal with. To date there has been no provincial response and no guidance from either Ministry on an appropriate direction for Boards to take in dealing with this issue. The issue of 15-passenger vans and their safety is one that is common to all Districts in the province and a common approach to dealing with this issue would be appropriate as this is not an issue of autonomy it is an issue of liability and student safety.

**AGM 2008 Motions**

Substantive Motions: Capital/Facilities/Transportation

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**35. CARBON NEUTRAL**

*Submitted by: Northern Interior Branch*

**Be it resolved:**

**That BCSTA urge the government to include all individual boards of education in design of Carbon Neutral Policy and Regulations affecting school districts in BC.**

**Rationale:**

Given the fact that the BC government is committed to being carbon neutral by 2010, all boards of education will be affected by any resulting legislation and policies.

## **AGM 2008 Motions**

Substantive Motions: Capital/Facilities/Transportation

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### **36. ANNUAL FACILITIES GRANT**

*Submitted by: North Vancouver Board of Education*

#### **Be it resolved:**

**That BCSTA urge the Minister of Education to increase the Annual Facilities Grant to school districts to the industry standard recommended by the Association of Physical Plant Administrators of 1.5 per cent of a school district's facilities replacement cost.**

#### **Rationale:**

The Ministry of Education's policy on the Annual Facility Grant states that the Annual Facility Grant is intended for annual facility projects required to maintain facility assets through their anticipated economic life and prevent any premature deterioration of these assets. This is impossible to achieve within the current allocation that is determined primarily by student enrollment, with some consideration for the age of school buildings within the school district. Construction inflation costs have been increasing at approximately 1.5 per cent per month for the past three years, while the amount allocated to school districts for Annual Facility Grant projects has not increased since 2002.

## AGM 2008 Motions

Substantive Motions: Capital/Facilities/Transportation

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### 37. CAPACITY UTILIZATION

Submitted by: Cariboo-Chilcotin Board of Education

#### **Be it resolved:**

**That BCSTA work with the Ministry of Education to modify the criteria for approving capital plans, recognizing the uniqueness of individual districts.**

#### **Rationale:**

##### **Capacity Utilization Thresholds**

A minimum threshold has been established by the ministry for capacity utilization at the school district level before any school district is eligible for new space. The capacity utilization analysis is based on the existing inventory of schools (including new schools and additions approved in previous capital plans) and school district enrollment projections.

Capacity is defined as the operating capacity of each school, which is a function of the nominal capacity, grade configuration and class sizes. Average class size provisions for Kindergarten and the primary grades, as established by *The Public Education Flexibility and Choice Act*, are incorporated into the operating capacity calculation. The operating capacity for Grades 4 to 12 is based on the nominal capacity (i.e. 25 students per classroom).

<b>FTE Enrollment</b>	<b>Elementary (Gr 1-7)</b>	<b>Secondary (Gr 8-12)</b>	<b>District Average</b>
> 7,500 (and all urban districts)	100%	110%	95%
5,000 to 7,499	95%	105%	90%
1,500 to 4,999	90%	100%	85%
< 1,500	80%	90%	75%

##### **Replacement and Rejuvenation**

Capital plan requests for replacement or rejuvenation of an existing school will be evaluated based on the following two criteria:

- Facility audit score
- Capacity utilization analysis

The initial priority for replacement or rejuvenation of a school will continue to be determined by facility audit data. Even if the ministry ranks a school as a high priority for replacement, support will be contingent upon a capacity utilization analysis of surrounding schools. Replacement or rejuvenation of a school will not be supported if adequate space is available at nearby schools to accommodate its current student enrollment and it will not be required for future enrollment growth. Alternatively, a reduction in existing capacity (i.e., a smaller

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### **Substantive Motions: Capital/Facilities/Transportation**

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replacement or inventory reductions) may be required as a condition of support for a requested replacement or rejuvenation. Any requested increase in capacity for a replacement school must be supported by the capacity utilization analysis.

A facilities audit includes building capacity used by the broader community for daycares, libraries, community school functions and is required for expanded board mandates. Most school districts in British Columbia have building capacities that exceed current enrollment requirements. Some rural districts must sustain buildings in isolated communities and cannot meet the ministry thresholds. The ministry established the minimum utilization thresholds to ensure districts utilize facilities efficiently. The provincial government has mandated that unused school capacity be available for broader community use. The expectations the ministry has are contradictory, and boards are faced to reduce capacity (school closure) where political fallout will be minimal in order to meet ministry requirements for efficient capacity utilization. As boards develop capital plans, it is important to have the flexibility they need to ensure efficient utilization of facilities appropriate to the educational needs of students.

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Substantive Motions: Capital/Facilities/Transportation

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### **38. PRIORITY LISTING**

*Submitted by: North Vancouver Board of Education*

#### **Be it resolved:**

**That BCSTA urge the Minister of Education to provide boards of education, and make available to the public, an annual report of the ministries' current province-wide priority listing by age and condition of school facilities and use this priority listing to determine capital projects.**

#### **Rationale:**

A province-wide priority listing of school buildings in greatest need of replacement is not made available to boards of education and boards should be provided information that demonstrates that only those school facilities in greatest need are being addressed through whatever capital budget is available from the Ministry of Education.

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Substantive Motions: Capital/Facilities/Transportation

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### **39. PROPERTY VALUES**

*Submitted by: Gold Trail Board of Education*

#### **Be it resolved:**

**That BCSTA urge the Ministry of Education to consider the value of real estate in each school district and the economics of the local community where attempts are being made to raise funds to partner with the ministry in renovating an existing school facility or building a new facility.**

#### **Rationale:**

In making decisions regarding capital projects, the Ministry of Education considers the amount of money the district is able to contribute to the project and the community partnerships. In many cases, rural and remote districts do not have the ability to raise large sums of money by selling real estate to contribute to the capital project under consideration.

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Substantive Motions: Capital/Facilities/Transportation

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### **40. FUNDING FOR STUDENT TRANSPORTATION**

*Submitted by: Saanich Board of Education*

#### **Be it resolved:**

**That BCSTA lobby the Ministries of Education, Environment and Transportation, in view of the provincial government's commitment to solving the issues around climate change, to support school districts in their efforts to reduce vehicle emissions and congestion around public schools by fully funding both expansion of, and operating costs for, student transportation systems.**

#### **Rationale:**

There has been no increase in funding for transportation since 2002/2003. Since then, fuel and maintenance costs have soared. Boards of education have been forced to reduce service and/or introduce bus fees. As a result, many parents are finding it more convenient to drive their children to school, contributing to increased congestion and emissions in our communities. Boards want to do their part in protecting the environment, but are unable to direct funds to transportation without reducing other important areas of their budgets. Expanding student transportation systems will complement other school and district initiatives designed to reduce congestion and emissions.

The provincial government is providing \$1.1 million to retrofit existing school buses to reduce harmful particulate matter from diesel fuel emissions. Recognizing the negative health and environmental impact of vehicle emissions, the government also announced a \$14 billion strategy to double transit ridership by 2020. Fully funding the expansion and operating costs of student transportation will assist the province to meet its climate change goals.

## **AGM 2008 Motions**

Substantive Motions: Capital/Facilities/Transportation

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### **41. TRANSPORTATION STUDY**

*Submitted by: North Vancouver Board of Education*

#### **Be it resolved:**

**That BCSTA urge the Minister of Education to resume the Transportation Study that was intended to form the basis for more equitable distribution of the transportation funding allocation between school districts.**

#### **Rationale:**

Transportation funding has been frozen since 2002/2003 to allow the Ministry of Education to complete a review of the funding category and determine a more equitable distribution of the available funding. The current allocation is based upon historical usage by a school district. School districts that did not have a significant transportation program prior to the budget being frozen have greater needs now as a result of school closures creating greater distances between the homes of students and their catchment schools.

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Substantive Motions: Capital/Facilities/Transportation

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**42. REVIEW OF DAYCARE LICENSING REQUIREMENT**

*Submitted by: Kootenay Boundary Branch*

**Be it resolved:**

**That BCSTA request the Ministry of Health to provide an exemption for licensed day cares and preschools on school property from the regulation concerning play area enclosures.**

**Rationale:**

Boards of education have embraced the expanded mandate of early learning; however, enclosure requirements are an obstacle to that end. Ministry of Health regulations require enclosures for all play areas, and even though school play areas are designed to be safe for young children, there are specific supervision requirements in place for day cares and preschools.

## **AGM 2008 Motions**

Substantive Motions: Capital/Facilities/Transportation

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### **43. SPEED ZONES**

*Submitted by: Nanaimo-Ladysmith Board of Education*

#### **Be it resolved:**

**That BCSTA work with the Royal Canadian Mounted Police, Insurance Corporation of BC, municipalities and the Ministry of Education and any other appropriate authority, asking that speeding fines be doubled in school zones and further that signs be posted similar to those found in construction zones alerting drivers to the increased fines.**

#### **Rationale:**

Enforcement of the lower speed limits for school zones is spotty and irregular. Motorists must be informed that they risk paying double the usual speeding fines should they speed in school zones. We must take measures to protect children from irresponsible drivers.