

**SCHOOL DISTRICT NO. 60 (PEACE RIVER NORTH)**

**10112 – 105 Avenue  
Fort St. John, BC V1J 4S4**

Telephone: (250) 262-6000

**Board of Education**



**A G E N D A   B O O K**

**FOR THE**

**REGULAR BOARD MEETING**

**BOARD ROOM**

**MONDAY, APRIL 14, 2025 @ 5:30 p.m.**



# SCHOOL DISTRICT 60 PEACE RIVER NORTH

## 2024-2029 BOARD STRATEGIC PLAN SUMMARY

### MISSION

All students will graduate, crossing the stage with dignity, purpose and options.

### VALUES

Respect | Compassion | Honesty | Responsibility | Relationships  
 Dane ejíínúúnaleh | Ts'úúnayéh | lhəʔeh | Dááhwoǵhelh | Ǝhtah weʔq̓h

### STRATEGIC VISION

School District 60 is an inclusive and engaging learning environment, where every individual feels supported to thrive. Together, we build school communities that respect the diversity of our communities, prioritizing collaboration, well-being, personal development, and strong community connections.

### 2024-2029 STRATEGIC PRIORITIES



School District 60 will nurture an engaging and productive learning environment where every student receives the necessary support, resources, and opportunities to thrive and succeed.



School District 60 will foster a welcoming and inclusive environment that prioritizes the well-being, development, and professional growth of all employees.

School District 60 will provide facilities and maintain a safe and supportive learning environment, appropriately equipped to facilitate quality teaching and learning.



School District 60 Board and leaders will prioritize collaboration, accountability, and transparency in ensuring student-centered decision-making.



School District 60 recognizes that we operate on the traditional territory of the Dane-zaa within Treaty 8, and will focus on building strong connections with local Indigenous communities and integrating Indigenous knowledge and culture into learning and the school community. All Indigenous students need to feel that they are valued and respected.



School District 60 will provide an early learning and child care environment that supports a positive transition for children from home, pre-school and day care into schools.



Read the complete 2024-2029 Board Strategic Plan at [prn.bc.ca](http://prn.bc.ca)

TOGETHER  
WE LEARN

**THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 60**  
**REGULAR BOARD MEETING**  
**MONDAY, APRIL 14, 2025**  
**5:30 P.M.**

**AGENDA**

**1.0 Call to Order**

*Acknowledgement that today's Board Meeting is being held within the traditional territory of the Dane Zaa and Treaty 8.*

**2.0 Additions to the Agenda/Acceptance of the Agenda**

**3.0 Presentations/Delegations**

**4.0 Trustee Engagement/Celebrations**

**5.0 Minutes of the Regular Board Meeting, March 10, 2025** (pages 6-14)

5.1 Approval of the Minutes

5.2 Business Arising from the Minutes  
*(See attached Action Item List for completed and ongoing items)*

**6.0 Approval of Excerpts of the In Camera Board Meeting, February 18, 2025** (page 15)

**7.0 Announcements and Reminders**

April 14	NPAA Meeting	4:45 p.m.	Dr. Kearney
April 17	IEC Meeting	9:30 a.m.–3:00 p.m.	Grandhaven
April 18	Good Friday		
April 21	Easter Monday		
April 22	SUP-PAC Meeting ( <i>Campbell/Snow</i> )	12:00 p.m.	Board Room
April 24-26	BCSTA AGM		Vancouver
April 28	Upper Pine Elementary School Visit	1:30 p.m.	Upper Pine
April 28	Federal Election		
May 1-2	Badminton Tournament		CM Finch
May 5	COTW Meetings ( <i>Key Learning Center</i> )	2:30 p.m.	NPSS
May 9	NID Day (Indigenous Learning)		
May 19	Victoria Day		
May 20 ( <i>Tues</i> )	Board Meetings		Board Room
May 21	Elementary District Public Speaking		
May 22	Doig Days		DRFN
May 26	NPAA Meeting	4:45 p.m.	Dr. Kearney
May 27	SUP-PAC Meeting ( <i>Snow/Gilbert</i> )	12:00 p.m.	Board Room
June 2	COTW Meetings ( <i>Prespatou</i> )	2:30 p.m.	Prespatou
June 6	Elementary Track Meet		Bert Bowes Track
June 11	District Retirement & Long Service Banquet	5:30 p.m.	Ramada Hotel
June 12	Indigenous Grad BBQ		
June 16	Board Meetings	5:30 p.m.	Board Room

June 20	NPSS Graduation	1:30 p.m.	NP Arena
June 26	Last Day for Students		
June 27	Administrative Day – Schools Closed		
June 27	Hudson’s Hope Graduation	1:00 p.m.	Hudson’s Hope

## 8.0 **Senior Staff Reports**

8.1 Superintendent’s Report (page 16)

8.2 Secretary-Treasurer’s Report (page 17)

## 9.0 **Reports of Regular Committee of the Whole Meeting, April 7, 2025** (pages 18-19)

9.1 Approval of Minutes

9.2 Business Arising  
(See attached Action Item List for completed and ongoing items)

9.3 Policy Committee (*Attachments*)

- a) Policy 4005 Equipment Repair  
Whitton/  
That the Board of Education adopt the revised Policy 4005 – Equipment Repair
- b) Policy 5012 Universal Precautions  
Snow/  
That the Board of Education adopt the revised Policy 5012 Universal Precautions

## 10.0 **Other Reports**

10.1 BCSTA – *Trustee Gilliss*  
a) AGM List of Motions (*Attachment*)  
b) Inclusion & Accessibility (*Attachment*)

10.2 BCPSEA – *Trustee Lehmann*  
a) Bargaining Information (*Attachment*)

10.3 Board Pro-D Committee – *Chair Gilbert*  
a) CSBA Conference (July 2-5/25) Winnipeg, MB

## 11.0 **Correspondence**

## 12.0 **Amended Capital Plan Bylaw No. 2025/26-CPSD60-01** (*Attachments*)

12.1 THAT in accordance with Section 68(4) of the *School Act*, all three readings of the Capital Bylaw No. 2025/26-CPSD60-01 be given at this meeting

12.2 THAT the Board adopt the First Reading of Capital Bylaw No. 2025/26-CPSD60-01

12.3 THAT the Second and Third Reading be read in short form

12.4 THAT the Board adopt the Second Reading of Capital Bylaw No. 2025/26-CPSD60-01

12.5 THAT the Board adopt the Third and Final Reading of Capital Bylaw No. 2024/25-CPSD60-03

13.0 **Unfinished Business**

14.0 **New Business**

14.1 Finance Standing Committee  
*Chair Gilbert*

15.0 **PRNTA Update** – Donna Bulmer, President

16.0 **CUPE Local #4653 Update** – Jennie Copeland, President

17.0 **District Parent Advisory Council (DPAC) Report** – Corrie Bennie, President

18.0 **Questions from the Press and Public Related to Agenda Items**

19.0 **Suspend Regular Meeting & Move into In-Camera Meeting**

20.0 **In Camera Motions brought forward for implementation**

21.0 **Adjournment**

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Please Note:

*Where an individual/group knows in advance they wish to address the Board, a request in writing should be made to the Secretary-Treasurer one week in advance of the Board Meeting in accordance with Board Policy #1003.1.*

*The request must indicate the subject of the presentation, any technology requirements (ie. screen, projector, laptop use) and the estimated time required for the presentation. Presentations will be limited to a maximum of 10 minutes, unless approved otherwise.*

*If approval is granted, an electronic/written copy of the presentation must be provided no later than Thursday of the week before the date of presentation.*

## “PROVISIONAL” MINUTES SCHOOL DISTRICT NO. 60 (Peace River North)

**REGULAR MEETING**

**Monday, March 10, 2025  
5:30 p.m.**

*Present:* Helen Gilbert, Chair – Board of Education (Area 5)  
Bill Snow, Vice-Chair (Area 5)  
Ida Campbell, Trustee (Area 4)  
Nicole Gilliss, Trustee (Area 3) *(via Zoom)*  
Tom Whitton, Trustee (Area 5)

Stephen Petrucci, Superintendent of Schools  
Angela Telford, Secretary-Treasurer  
Leah Reimer, Recording Secretary

*(Guests/Media)*  
Max Bowder, Moose Media

*Regrets:* Madeleine Lehmann, Trustee (Area 1)  
David Scott-Moncrieff, Trustee (Area 2)



**This Regular Board Meeting will be recorded and uploaded to our district website**

**Disclaimer: The definitive documentation and decisions of the Board are documented in the meeting minutes**

**Any use of an electronic device such as a computer or cell phone is related to the business of the meeting**

The core values that guide the work of the school district are *RESPECT, COMPASSION, HONESTY, RESPONSIBILITY, and RELATIONSHIPS.*

**Call to Order**                      Chair Gilbert called the meeting to order at 5:32 p.m.

*Acknowledgement that today’s Board Meeting is being held within the traditional territory of the Dane Zaa and Treaty 8.*

**Agenda**

Approval of the Agenda

Motion #38-25                      Snow/Whitton  
   THAT the agenda be accepted as presented.

CARRIED.

**Presentations/Delegations**

**NPSS Outdoor Education Presentation**  
*Scott Hyde, Teacher & Stephan Tymchuk*

- The presentation was given and questions from trustees and district staff were answered

## Trustee Engagement/Celebrations

At this time, opportunity was given for Trustees to report on activities undertaken and/or information of interest:

### Trustee Campbell (Area 4)

- Advised PAC's of not being able to attend meetings due to illness
- Baldonnel PAC is putting on a luncheon for the Baldonnel Women's Institute to show appreciation for the donations and work they do for Taylor, Baldonnel and Freedom Thinkers schools
- Have a lot of scheduled events at the schools this week

### Trustee Gilliss (Area 3)

- Attended activities at Hudson's Hope in a parent role
- Volunteered for K class to tie skates

### Trustee Lehmann (Area 1)

- *Regrets*

### Trustee Scott-Moncrieff (Area 2)

- *Regrets*

### Vice-Chair Snow (Area 5)

- Growing Your Own Mentorship Day at the Lido
- ARYES – judged Science Fair
- Several basketball tournament games
- COTW/Policy Meeting
- DPAC/SUPAC Meeting
- Central School play

### Trustee Whitton (Area 5)

- Growing Our Own Mentorship Day – had opportunity to speak with some of the youth about IT careers
- ARYES Winter Activities Day – tying skates and skating with students
- COTW ELC was an eye opening and a great time

### Chair Gilbert (Area 5)

- Board Chair Call
  - Provincial Council Meeting as an “observer”
  - DPAC/SUPAC
  - NE Roundtable meeting – nothing new to bring forward
  - Labour Management meeting
  - Partner Liaison Meetings – March 6 & 7
    - Board Chair Day with BCSTA – made a presentation on behalf of the Rural & Remote Network
    - Ministry Day started with a presentation from Minister Beare...funding announcements were made
- ACTION:** Chair Gilbert will bring back information from the Partner Liaison Meetings at a future meeting

## Minutes of the Regular Board Meeting

### Approval of the Minutes

Motion #39-25 Campbell/Whitton  
 THAT the Regular Meeting Minutes of February 18, 2025 be adopted.  
 CARRIED.

Business Arising from the Minutes

The following business arose from the above noted Minutes:  
*Student Voice* – will have a follow-up discussion around this topic.

**Approval of Excerpts**

Motion #40-25 Campbell/Gilliss  
 THAT the excerpts from the January 20, 2025 In Camera Meeting Minutes be approved and appended to these Regular Meeting Minutes.  
 CARRIED.

**Announcements & Reminders**

March 12/13	Early Dismissal Days		
March 17-28	Spring Break		
April 3	Regional Science Fair		NPSS
April 7	COTW Meetings (NPSS)	2:30 p.m.	NPSS
April 11	NID Day (Pro-D Day)		
April 14	Board Meetings		Board Room
April 14	NPAA Meeting	4:45 p.m.	Dr. Kearney
April 17	IEC Meeting	9:30 a.m.–3:00 p.m.	Grandhaven
April 18	Good Friday		
April 21	Easter Monday		
April 22	SUP-PAC Meeting (Campbell/Snow)	12:00 p.m.	Board Room
April 24-26	BCSTA AGM		Vancouver
April 28	Upper Pine Elementary School Visit	1:30 p.m.	Upper Pine
May 1-2	Badminton Tournament		CM Finch
May 5	COTW Meetings (Key Learning Center)	2:30 p.m.	NPSS
May 9	NID Day (Indigenous Learning)		
May 19	Victoria Day		
May 20 Tues)	Board Meetings		Board Room
May 21	Elementary District Public Speaking		
May 22	Doig Days		DRFN
May 26	NPAA Meeting	4:45 p.m.	Dr. Kearney
May 27	SUP-PAC Meeting (Snow/Gilbert)	12:00 p.m.	Board Room

**Senior Staff Reports**

Superintendent’s Report

A written and electronic report was presented. Topics discussed and reported included:

**Human Resources Summary for Teachers & AO’s**

- For information purposes

**Superintendent’s Report**

- For information purposes

**Out-of-District Field Trips**

- See motion below

Motion #41-25                      Snow/Whitton  
 THAT the Board accept the Superintendent’s Report with the exception of Out-of-District Field Trips.  
 CARRIED.

Motion #42-25                      Campbell/Snow  
 THAT the Board of Education approve the attached Out-of-District Field Trips as presented.  
 CARRIED.

Secretary-Treasurer’s Report  
 A written report was presented. Topics discussed and reported included:

**Finance Update to February 28, 2025**

- For information purposes
- Chair Gilbert - EA’s expenses lower than expected? Secretary-Treasurer – when we make the estimates in the Preliminary Budget, we base it on historical calculations. We’ve found a better way to forecast this year. As well, EA funding is largely made up of Learning Support Model, however money has been directed to other areas (ie. hiring teachers, etc.)

**Human Resources Summary Report**

- For information purposes

Motion #43-25                      Whitton/Gilliss  
 THAT the Board accept the Secretary-Treasurer’s Report.  
 CARRIED.

**Reports of Regular Committee of the Whole Meeting**

Approval of the Minutes – March 3, 2025

Motion #44-25                      Snow/Whitton  
 THAT the Board accept the Regular Committee of the Whole minutes of March 3, 2025 and its recommendations  
 CARRIED.

Business Arising from the Minutes

The following business arose from the above noted Minutes:

*None*

Policy Committee

Motion #45-25                      Policy 4005 – Equipment Repair  
 Whitton/  
 That the Board of Education issue a Notice of Motion for the adoption of Policy 4005 – Equipment Repair  
 CARRIED.

Motion #46-25

Policy 5012 – Universal Precautions

Snow/

That the Board of Education issue a Notice of Motion for the adoption of Policy 5012 Universal Precautions

CARRIED.

Policy 4010 – Leave of Absence (without pay)

- This policy has been reviewed and housekeeping changes will be made

**Other Reports**

**BCSTA**

Provincial Council Report Out

*Chair Gilbert*

- Attended as an observer in order to follow up on some things from the NIB meeting
- Uncertainty around tariffs will drive budget
- Ministry mandate letters describe expectations but available money may impact follow through on mandates
- New cabinet committee related to tariffs has been formed
- Concerns were expressed by some trustees regarding the stance the BCSTA has taken regarding an official trustee being put in place for the Victoria school board
  - 20 months with an appointed trustee undermines importance/value of democratically elected boards
  - BCSTA has been assured by Victoria/Ministry that the situation is a one-off/local situation
  - The need to put the official trustee in place shows the importance of professional development for boards
- It was reinforced that the Ministry of Infrastructure does not mean sectors will be battling for money
- Role of BCSTA is to prepare and educate boards to face any challenging situations
- Looking at revamping the Trustee Leadership program (ie. repacking into modules)
- CSBA Conference
  - CSBA has three anti-racism modules coming for trustees

BCSTA Bylaw Review Committee – Phase 2 Report

- BCSTA has reviewed bylaws around the organization of the BCSTA
- The bylaws have all been vetted and they are planning on introducing a motion at the beginning of the AGM that there will be no amendments from the floor because they're not able to go back through the legal requirements in the time allotted. Trustees are asked to review the bylaws beforehand and send any questions directly to Carmen Batista.
- Trustee Campbell – noticed that they didn't used to have all of the Board Chair call meetings and in the past most Provincial Councillors were Board Chairs...they now take some conversations to the Board Chair calls. Provincial Councillors still deal with the financials, etc. Otherwise, don't see any big changes. The bylaw changes they're proposing, a lot of it is updating of committee names, etc.
- Discussion followed on other bylaw changes

Board Chair Call – February 20, 2025

- Joint meeting with Minister Beare, Minister of Education & Childcare and Minister Ma from Ministry of Infrastructure
- Ministry of Infrastructure was formed as a coordinated, cost-effective way to build and overhaul public buildings (ie. provincial buildings providing provincial services).
  - A purpose-built ministry. Capital Management Branches from all ministries have been pulled together into this new Ministry to standardize building designs and coordinate planning/procurement that they hope will result in cost reduction, greater efficiency and an expedited approval process. The capital teams together in one Ministry will provide centralized knowledge (eg. have multi-use buildings)
  - Five-year capital process remains the same
  - Federal Immigration changes may mean growth will slow and they can catch up on some of backlog.
  - Expect that envelopes of money to each sector will be similar
  - May look at hubs in rural areas where services can be co-located
  - Looking at integration of use of facilities on available land no matter what sector has the land
- Given the current tariff situation, there are exposure risks on current projects and there is a potential impact on the overall provincial budget. Potential job loss from tariffs will impact the economy and available money the government has to work with

**BCPSEA**

- Nothing to report

**Board Pro-D Committee**

CSBA-ACCCS – Winnipeg (July 2-5, 2025)

- If any trustees are interested in attending, let the Chair Gilbert know

**Amended Annual Budget Bylaw 2024-2025**

- The Secretary-Treasurer presented and answered questions from the trustees

Motion #47-25

Snow/Whitton

THAT in accordance with Section 68(4) of the *School Act*, all three readings of the Amended Annual Budget Bylaw 2024-2025 will be given at this meeting.

CARRIED.

Motion #48-25

Campbell/Snow

THAT the Board adopt the First Reading of Amended Annual Budget Bylaw 2024-2025.

CARRIED.

Motion #49-25

Snow/Gilliss

THAT the Second and Third Reading be read in short form.

CARRIED.

Motion #50-25

Whitton/Campbell

THAT the Board adopt the Second Reading of Amended Annual Budget Bylaw 2024-2025.

CARRIED.

Motion #51-25

Snow/Whitton

THAT the Board adopt the Third and Final Reading of Amended Annual Budget Bylaw 2024-2025.

CARRIED.

**Correspondence**

**Minister of Education and Child Care Letter re: Early Childhood & Education Funding**

- Confirms that funding for all our Early Childcare & Education initiatives will stay in place for next year
- Our district received a larger amount due to our integration project for the last three years (ie. our district is a part of all but one of the initiatives listed)
- Ministry has indicated they are wanting a review of the programs in place. Should we not get the same level funding going forward, we would have to look at processes to reduce staff in this department. We will need long range vision in this area.
- Will need to have a plan in place for the following year as soon as possible in order to do appropriate budget planning.
- Board Chair would like to thank Minister Beare and also express concern about long range funding and budgeting for the future should the funding be discontinued. Also, the rates we can charge for some of the programs are not yet at cost recovery. We can't put them higher because there is a northern cap.

**ACTION:** Chair Gilbert will draw up a draft letter to Minister Beare and send out to the Board for review.

**Unfinished Business**

The following unfinished business arose from the previous meeting minutes:

**Contract Ratification Process – Conflict of Interest Follow-Up**

- Discussion took place around the following two motion options:
  - 1) Zero Risk – move that the board proceed with getting a court order to provide for contract ratification pursuant to Section 58 of the School Act
  - 2) Low Risk – move that the board proceed with contract ratification with quorum being formed from those trustees not in conflict and those at low risk for conflict as per BCPSEA guidelines.
- Trustee Campbell confirmed with the board, that although she is “in conflict”, she stands behind her fellow trustees in the yellow zone and knows they will be fair and impartial in regards to ratifying the union contracts
- Trustee Whitton – low risk is the way to go
- Trustee Snow – comfortable with low risk
- Trustee Gilliss – yes, I’m on board with that
- Trustee Lehmann – not in attendance but has confirmed with the

- Secretary-Treasurer via email that she is in favor of the low-risk motion
- Trustee Scott-Moncrieff - not in attendance but has provided his preference for the Zero Risk option
- Chair Gilbert – when taking the Oath of Office, did so with the concept that students would be at the center of decisions made. There is the letter of the law and the spirit of the law. I believe that the low-risk option doesn't nullify my ability to meet the spirit of the law or make an impartial decision.
- It was noted that Trustee Scott-Moncrieff would still have the option to declare "conflict of interest" at any point

Motion #52-25

Campell/Whitton

THAT the Board proceed with contract ratification with quorum formed from those trustees not in conflict and those at low risk for conflict as per BCPSEA guidelines.

CARRIED.

**New Business**

*None*

**PRNTA Update – Donna Bulmer, President**

*None – not present*

**CUPE Local #4653 Update – Jennie Copeland, President**

*None – not present*

**District Parent Advisory Council (DPAC) Report – President**

*None – not present*

**Questions from Press/Public**

At this time, opportunity was given for questions from the press:

Max Bowder – Moose Media

- Outdoor Education program...could I get the photos with captions. Superintendent – will put you in direct contact with Scott Hyde. Thanks to your reporting on the polar bear dip, we invited them to come and present to night because of your reporting on the event.
- March 3, 2025 COTW at the ELC – presentation around student's mental health, could I get that information. Superintendent – yes

**Suspension & Move into In-Camera Meeting**

Motion #53-25

Snow/Whitton

THAT the Board suspend the Regular Meeting and move into the In-Camera Meeting.

CARRIED.

*Trustee Gilliss was not present for the rest of the Regular Meeting.*

Motion #54-25

Campbell/Whitton

THAT the Board resume the Regular Meeting and those Motions made In Camera be brought forward for implementation.

CARRIED.

**Adjournment**

Motion #55-25

Snow/Whitton

THAT the meeting be adjourned. (8:04 p.m.)

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HELEN GILBERT, CHAIR,  
BOARD OF EDUCATION

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ANGELA TELFORD,  
SECRETARY-TREASURER

**EXCERPTS  
FROM THE FEBRUARY 18, 2025  
“IN CAMERA” MEETING MINUTES**

*The meeting was called to order and the In-camera Meeting Minutes, January 20, 2025 were read and adopted.*

**Business Arising**

- Director of Facilities Posting

**Superintendent’s Report**

Items discussed and reported included:

- *None*

**Secretary-Treasurer’s Report**

Items discussed and reported included:

- *None*

**Other Reports**

- BCSTA
- BCPSEA
- COTW Discussion Topics

**Correspondence**

- North River Midstream – McMahon Emissions Sequestration Project

**Unfinished Business**

- Conflict of Interest Follow-Up

**New Business**

- FSJ Literacy Society Situation

**REGULAR MEETING**  
**REPORT TO THE**  
**BOARD OF SCHOOL TRUSTEES**  
**FROM THE SUPERINTENDENT OF SCHOOLS**  
**Monday, April 14, 2025**

**Human Resources**

**1. Human Resources Summary Report for Teachers**

HR Summary Report for Teachers & AO's - 2024/2025  
 for the period of March 7 to April 10, 2025

	Personnel Assignments	Leaves of Absence	Admin Appointments	Resignations /Retirements	Reports on Teachers
New assignments	13	7		1	1
Changes to existing	15	18			
Return from leave		2			
Payout prep	2				

**Education**

**1. Superintendent’s Report**  
<https://togetherwelearn.prn.bc.ca/2025/04/10/superintendents-report-april-2025/>

**2. Out-of-District Field Trips (Attachment)**  
*Recommended Motion: That the Board of Education approve the attached Out-of-District Field Trips as presented.*

Respectfully submitted

Stephen Petrucci, EdD  
 Superintendent of Schools

**REPORT TO THE  
BOARD OF EDUCATION  
FROM THE SECRETARY-TREASURER  
Monday, April 14, 2025  
REGULAR MEETING**

**Operations**

1. **Finance Update to March 31, 2025** *(Attachment)*
2. **Board Office Summer Closure** *(Attachment)*
3. **Ministry Announcement re: Childcare Spaces at Robert Ogilvie Elementary School** *(Attachment)*  
<https://news.gov.bc.ca/releases/2025ECC0015-000242>  
<https://energeticcity.ca/2025/03/24/charlie-lake-dawson-creek-childcare-programs-to-get-10-a-day-spots/>
4. **District of Taylor Joint Use Agreement** *(Attachment)*

**Human Resources**

1. **Human Resources Support Staff Summary**

Human Resources Summary Report for Support Staff  
*For period of March 8<sup>th</sup>, 2025, to April 10<sup>th</sup>, 2025*

	Personnel Assignments	Leaves of Absence	Resignations
New assignments	10	2	7
Changes to existing	2		
Return from leave			
Layoff	2		
Retirements	2		
Termination	1		

Angela Telford,  
 Secretary-Treasurer

**SCHOOL DISTRICT #60 (PEACE RIVER NORTH)**  
**COMMITTEE OF THE WHOLE**  
**“REGULAR” MEETING MINUTES**  
MONDAY, APRIL 7, 2025  
2:30 P.M.

*Present:* Helen Gilbert, Chair, Board of Education  
Bill Snow, Vice Chair  
Nicole Gilliss, Trustee  
Madeleine Lehmann, Trustee

Carleen Andrews, Director of Instruction  
Angela Telford, Secretary Treasurer  
Leah Reimer, Executive Assistant

*Media/Guests:*

Gwenn Bourdon  
Deborah Johnson  
Max Bowder, Moose Media

*Regrets:* Stephen Petrucci, Superintendent  
David Scott-Moncrieff, Trustee  
Ida Campbell, Trustee  
Thomas Whitton, Trustee

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**Education**

**Education Update**

*Carleen Andrews, Director of Instruction*

Framework Presentations (Attachment)

**North Peace Secondary School**

*Todd Koponyas, Administrator*  
*Keith MacGillivray, Vice Principal*  
*Krista Peregoodoff, Vice Principal*  
*Louis Vaccaro, Careers Teacher*  
*Chris Neufeldt, SEL & Behaviour Teacher*  
*Kelsie Calliou, Counsellor*

- NPSS staff presented and took questions from the trustees and district staff

**FESL Review**

- Trustees reviewed the additional frameworks:  
a) *Baldonnel Elementary School*

- b) *Clearview Elementary & Junior Secondary School*
- c) *Dr. Kearney Middle School*
- d) *Margaret Ma Murray Community School*
- Concern was expressed around common language in regard to data and reporting
- It was noted that attendance is a common concern

## Governance

### Board Meeting Follow Up Questions/Discussion

- *None*

## Operations

### Operations Report

- Secretary-Treasurer - Dr. Kearney Middle School additional classrooms will be built straight out from the back of the school towards the tennis courts. The parking that is being lost will be added in a different area.
- Secretary-Treasurer - our district is on par with the rest of the province in regard to Cybersecurity preventive measures.
  - Our operations team supervisors are a strong group and have the district needs in the forefront. They are working hard and are doing a lot of good things

*Chair Gilbert thanked Energetic City news for their coverage regarding the Federal Government looking to expand the number of occupations that were covered under student loan forgiveness. As a result, our board was able to do advocacy follow-up.*

*As well, Energetic City reported on the Legislative Assembly's Select Finance Standing Committee coming to Fort St. John. Our board had not received this information and will now be registering to present as we've done in the past.*





## SCHOOL DISTRICT NO. 60 (PEACE RIVER NORTH)

### OUT-OF-DISTRICT SPORTS / FIELD TRIPS

**JANUARY TO JUNE 2025 ONLY**

FOR BOARD APPROVAL

SCHOOL: **Dr. Kearney Middle School**

<b>Sports/Activity &amp; Grade/Team:</b>	<b>Dates of Travel</b>	<b>Destination</b>	<b>Transportation</b>	<b>Description of Activities:</b> (names of chaperones, dates & description of activities) <b>Description of Sports:</b> (name of coach, chaperones & locations)
Grade 7 Band Trip Music Festival	April 28, 2025	Grande Prairie, Alberta	School Bus	Grade 7 Band Students will travel to perform in Grande Prairie. 21 Students. Leaving at 5:00 AM. Returning at 4:00 PM. Staff Chaperones: Sandra Gunn



# SCHOOL DISTRICT NO. 60 (PEACE RIVER NORTH)

## OUT-OF-DISTRICT SPORTS / FIELD TRIPS

**JANUARY TO JUNE 2025 ONLY**

**FOR BOARD APPROVAL**

**SCHOOL: \_\_\_\_\_ NPSS \_\_\_\_\_**

<b>Sports/Activity &amp; Grade/Team:</b>	<b>Dates of Travel</b>	<b>Destination</b>	<b>Transportation</b>	<b>Description of Activities:</b> (names of chaperones, dates & description of activities) <b>Description of Sports:</b> (name of coach, chaperones & locations)
Rugby Grades 10 - 12	April 16 April 24 May 1 May 8  (day trips)	Grande Prairie, AB	bus	Our Rugby teams are playing in Grande Prairies' league. We will have weekly games against other teams in the league.  Boys Coaches: Kenneth Peters and Craig Peters Teacher Sponsor: Nanci Martel and Megan Jones Girls Coaches: Cole Morash and Jason Dutchak Teacher Sponsor: Cole Morash  <i>* approval given for April 16 only by Superintendent by email April 8, 2025</i>
Rugby Grades 10 - 12	May 20 May 21  (day trips)	Grande Prairie, AB or FSJ  <i>*Location depends on how well the team does</i>	bus	Our Rugby teams are playing in Grande Prairies' league. We will have weekly games against other teams in the league.  Boys Coaches: Kenneth Peters and Craig Peters Teacher Sponsor: Nanci Martel and Megan Jones Girls Coaches: Cole Morash and Jason Dutchak Teacher Sponsor: Cole Morash



## SCHOOL DISTRICT NO. 60 (PEACE RIVER NORTH)

### OUT-OF-DISTRICT SPORTS / FIELD TRIPS

**JANUARY TO JUNE 2025 ONLY**

**FOR BOARD APPROVAL**

**SCHOOL:** \_\_\_\_\_ **NPSS** \_\_\_\_\_

<b>Sports/Activity &amp; Grade/Team:</b>	<b>Dates of Travel</b>	<b>Destination</b>	<b>Transportation</b>	<b>Description of Activities:</b> (names of chaperones, dates & description of activities) <b>Description of Sports:</b> (name of coach, chaperones & locations)
Go-Kart Challenge Club  Grades 10/11/12  6 students	May 30 - June 1, 2025  Event takes place on May 31, 2025	Merritt, BC	Bus	Go-Kart Challenge for grades 10, 11 & 12 <a href="https://edisonmotors.ca/high-school-ev-challenge/">https://edisonmotors.ca/high-school-ev-challenge/</a>  Teacher Chaperone- Ian Zackodnik TTOC needed- May 30th, 2025 Accommodation: Ramada Limited, Merritt



## SCHOOL DISTRICT NO. 60 (PEACE RIVER NORTH)

### OUT-OF-DISTRICT SPORTS / FIELD TRIPS

**JANUARY TO JUNE 2025 ONLY**

FOR BOARD APPROVAL

SCHOOL: **District Band Program**

Sports/Activity & Grade/Team:	Dates of Travel	Destination	Transportation	<b>Description of Activities:</b> (names of chaperones, dates & description of activities) <b>Description of Sports:</b> (name of coach, chaperones & locations)
School District No. 60 Jr. & Sr. Band Edmonton Cantando Festival Tour  <b>DK</b> - 25 students <b>BB</b> - 28 students <b>NP</b> - 30 students  ----- 83 students	April 13, 2025 - April 16, 2025	Edmonton, Alberta	Charter Bus	<b>Venue:</b> Winspear Centre, Old Strathcona Performing Arts Centre <b>Hotel:</b> Chateau Lacombe <b>Chaperones Jr.:</b> Sabrina Bourdon, Rees Lusk, Crystal Pike, Heidi Avanathy, Katherine Albright, Emily LaFleur, Mike Davidson, Theresa Hipkiss, Carleen Andrews, Sandra Gunn <b>Chaperones Sr.:</b> Michel Lavallee, Linda Unrau, Ken Wintersgill, Jen Price <i>* approved by Superintendent's email April 8, 2025</i>



## SCHOOL DISTRICT NO. 60 (PEACE RIVER NORTH)

### OUT-OF-DISTRICT SPORTS / FIELD TRIPS

**JANUARY TO JUNE 2025 ONLY**  
**FOR BOARD APPROVAL**

**SCHOOL:** \_\_\_\_\_ **NPSS** \_\_\_\_\_

<b>Sports/Activity &amp; Grade/Team:</b>	<b>Dates of Travel</b>	<b>Destination</b>	<b>Transportation</b>	<b>Description of Activities:</b> (names of chaperones, dates & description of activities) <b>Description of Sports:</b> (name of coach, chaperones & locations)
Rugby Boys and Girls Grade 10-12  24 students	March 21-22, 2025	Grande Prairie	Bus	Rugby 7's tournament. Coaches: Kenneth Peters, Adora May Teacher Sponsor: Cole Morash No TTOC needed (non instructional day) Accommodation: Beaverlodge Motor Inn, Beaverlodge AB  <i>* approved by Superintendent - March 14, 2025 by email</i>

**School District #60**  
**Operating Financial Report - July 1, 2024 to March 31, 2025**

Operating Revenue	2024/25		# of Months	Expected %	Explanations
	Actual Spending	Amended Budget			
Ministry of Education Grants	\$ 57,811,612	\$ 83,656,191	12	75%	Lower than expected. The revenue is updated and changed throughout the year.
LEA Revenue	\$ 647,198	\$ 1,079,469	10	70%	LEA is invoiced in December & June. The LEA revenue is based on an estimate of on-reserve students
Provincial Grants - SAT	\$ 91,139	\$ 121,519	12	75%	On Track as should be approx. 66% YTD
- Billing/Recruitment Incentives	\$ 47,090	\$ 47,090	12	100%	Complete
Offshore Tuition	\$ 492,533	\$ 693,000	10	70%	Offshore Tuition recognized each month; on track as there are small fluctuations monthly
Childcare Fees	\$ 676,503	\$ 921,470	10	70%	Funding reporting changed after review with auditors; Childcare fees need to be reported as operating
Alberta Students, DL, 3rd Party Billings	\$ 51,196	\$ 51,196	10	100%	Funds Received
Miscellaneous Revenue	\$ 256,122	\$ 481,461	12	75%	This includes miscellaneous funds that come into the District and ITA funds, insurance proceeds, and Skills BC funds; still waiting on ITA funding and insurance proceeds
Rentals	\$ 88,039	\$ 135,745	10/12	73%	Includes Daycare Rental, Teacherage Rentals, Cameron Lake Rentals & Indigenous Rent and SWIS rent; below expected
Interest	\$ 394,539	\$ 520,000	12	75%	Interest rates decreased to 2.95% for March 2025
<b>Total Operating Revenue Before LEA Adjustment</b>	<b>\$ 59,261,575</b>	<b>\$85,548,263</b>			
LEA Revenue	\$ 647,198	\$ 1,079,469	10	70%	Halfway River, Blueberry River and Doig River First Nations
<b>Total Operating Revenue</b>	<b>\$59,908,773</b>	<b>\$86,627,672</b>			
<b>Operating Expense</b>	<b>Actual Spending</b>	<b>2024/25 Preliminary Budget</b>	<b># of Months</b>	<b>% of budget expended</b>	<b>Explanations</b>
<b>Salaries</b>					
Teachers	22,330,145	32,085,533	10	70%	On Track
Principals and Vice-Principals	4,320,417	5,762,661	12	75%	On Track
Educational Assistants	4,325,403	6,688,606	10	70%	Lower than expected but the payout for vacation during spring break was lower than expected
Support Staff	6,818,581	9,531,513	10/12	73%	On Track
Other Professionals	1,726,698	2,291,350	12	75%	On Track
Substitutes (TOC's)	1,609,940	2,436,043	10	70%	On Track. We did not have casual coverage for two weeks over spring break
<b>Total Salaries</b>	<b>41,131,184</b>	<b>58,795,906</b>		<b>70.0%</b>	
Employee Benefits	9,423,287	14,031,647	10/12	73%	The benefits reflect operations from July to February and the budgeted amount reflect the total year. There are many benefits such as EI, CPP and WCB that are not longer applicable to many employees after 12 month of operations. This spending will align by the end of the year
<b>Total Salaries and Benefits</b>	<b>\$50,554,471</b>	<b>\$72,827,553</b>		<b>69.4%</b>	
Services and Supplies	8,049,930	13,231,975	12	75%	Purchases vary through year
<b>Total Operating Expenses</b>	<b>\$58,604,401</b>	<b>\$86,059,528</b>			
Capital Purchases (Operating)	\$50,460	\$1,303,630	12	75%	Purchases vary through year; kept the same as December as don't have an updated schedule yet
<b>Total Operating Expenses and Capital Purchases</b>	<b>\$59,155,861</b>	<b>\$87,363,158</b>			
<b>Operating Net Revenue (Expense)</b>	<b>\$742,912</b>	<b>-\$735,486</b>			
Application of Reserves to Date	\$326,062	\$735,486	0	75%	Purchases vary through year
	\$1,068,974	\$0			

Notes

This document reflects the 2024/25 Amended Budget.



# School District No. 60

Peace River North

10112 – 105 Avenue, Fort St. John, British Columbia V1J 4S4 Phone: (250) 262-6000

OFFICE OF THE SECRETARY-TREASURER

DISTRICT ADMINISTRATION OFFICE

## MEMORANDUM

**TO:** BOARD OFFICE STAFF

**FROM:** Angela Telford  
Secretary-Treasurer

**DATE:** April 3, 2025

**RE:** OFFICE CLOSURE - SUMMER SHUTDOWN

---

The office will be closed for the summer shutdown from Monday, July 14, 2025 to Friday, August 15, 2025. We will re-open on Monday, August 18, 2025.

*Please complete and return an Absentee request form to the Payroll department.*

  
\_\_\_\_\_  
Angela Telford

AT:lr

File: April Memos

**School District #60 (Peace River North)  
Administration Office  
Summer Hours and Summer Closure**

Please see the following change in hours and Board Office closure:

**Change in Hours**

July 2 – 11

8:00 a.m. – 4:00 p.m.

*Closed for lunch (12:00 – 1:00 p.m.)*

August 18 – 22

8:00 a.m. – 4:00 p.m.

*Closed for lunch (12:00 – 1:00 p.m.)*

**Closure**

The School District Board Office will be closed during the period of July 14 to August 15, re-opening on August 18, 2025.



Exterior View  
DRAFT



NO.	DATE	REVISION	DRAWN

Notes



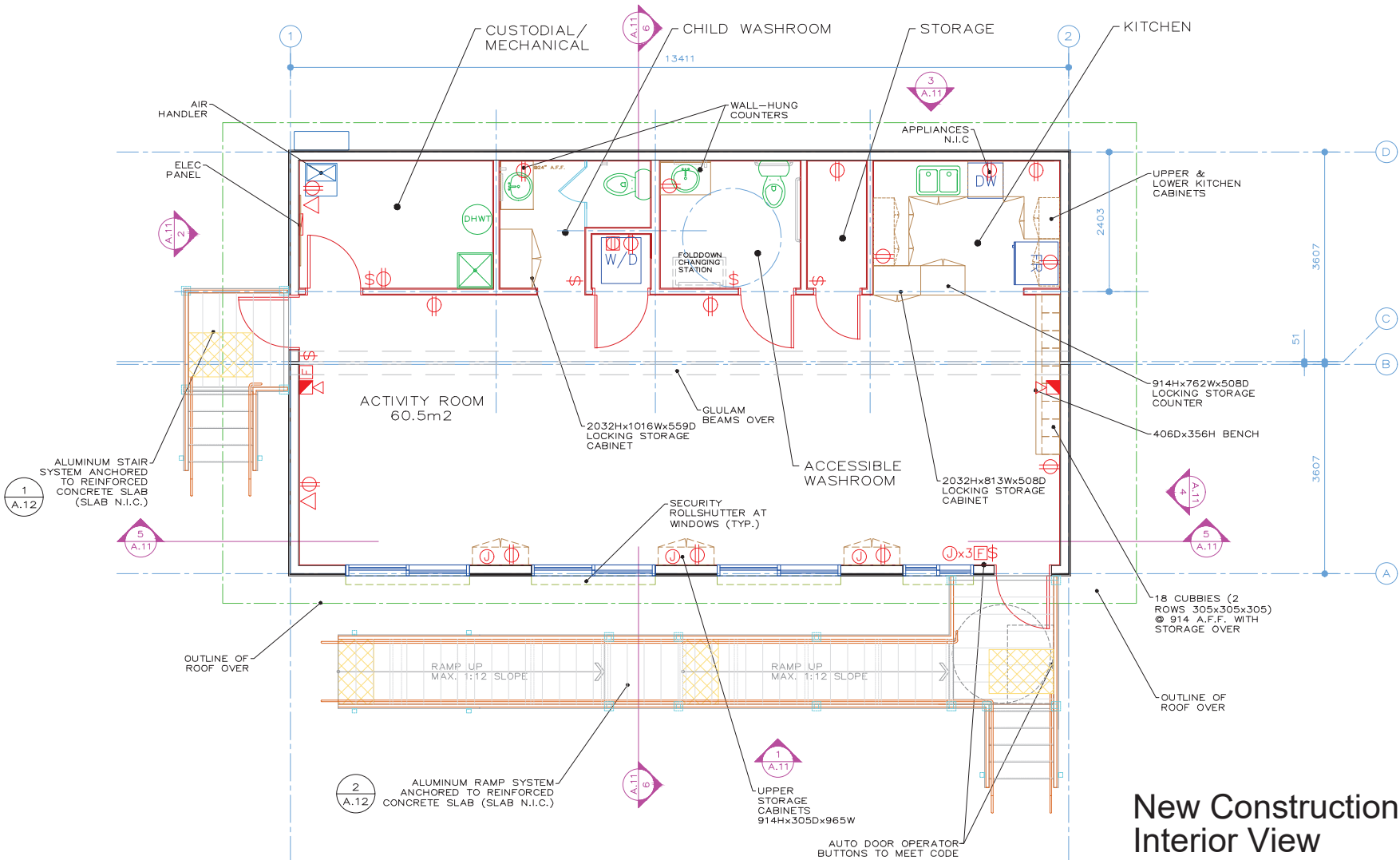
Client  
**SCHOOL DISTRICT 60  
PEACE RIVER NORTH**  
School Board Office  
10112 105 Avenue  
Fort St. John, BC V1J 4S4  
Tel. 250-262-4000

Project Title  
ROBERT OGILVE ELEMENTARY  
16-SEAT CHILDCARE

Drawing Title  
CONCEPT  
PLAN

Project No. 25-ROE-MCC  
Scale: NTS  
Date: 05 NOV 2024  
Drawn: FJG

Drawing No. F.01



REFER TO MODULAR CONTRACTOR'S PLANS FOR CONSTRUCTION DETAILS

# New Construction Interior View DRAFT

NO.	DATE	REVISION	DRAWN

Notes



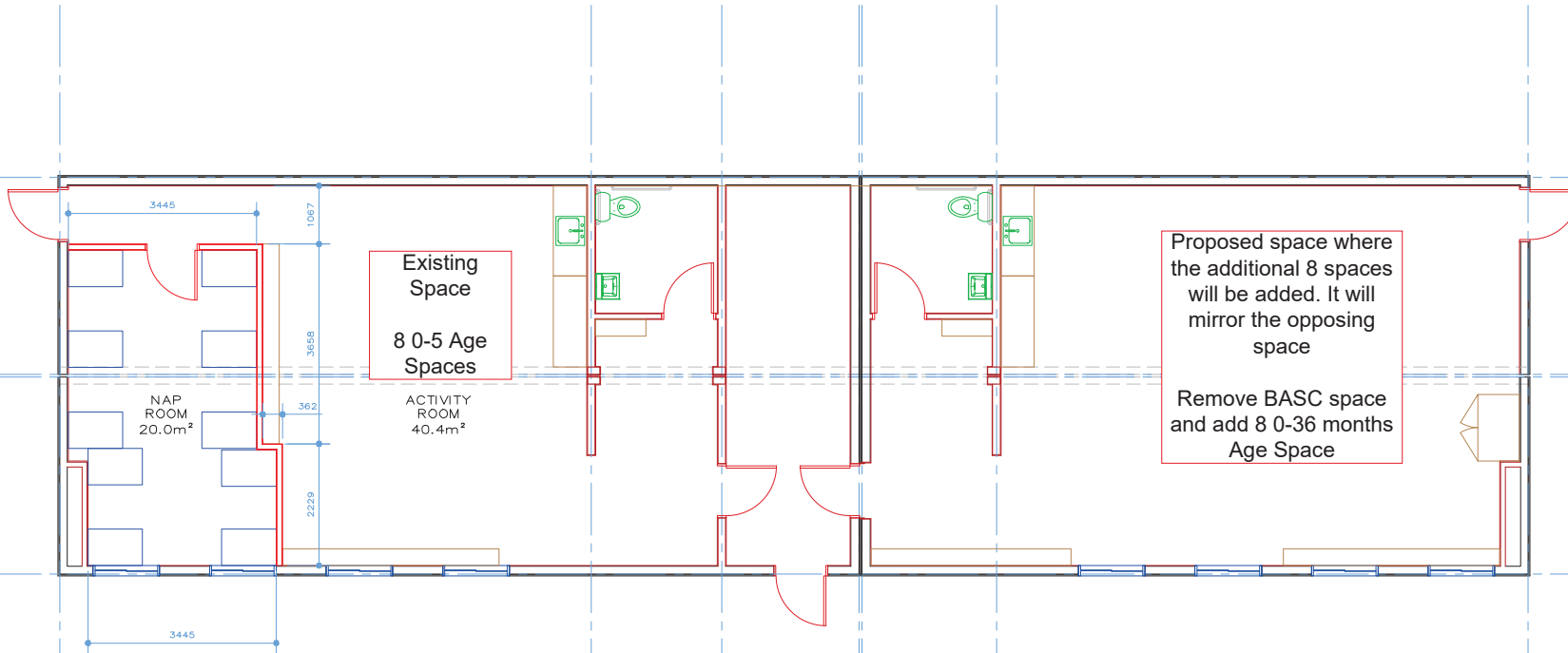
Client

Project Title  
 ROBERT OGILVIE ELEMENTARY  
 16-SEAT CHILDCARE

Drawing Title  
 MODULAR FLOOR PLAN

Project No. 25-ROE-MCC	Drawing No. A.07
Scale N.T.S.	Date 05 NOV 2024
Drawn FJS	

# Existing Building Changes DRAFT



**Existing Space that houses 8 space Ages 0-36 months and BASC**

The existing spot will house the same setup on both the right and left side.

NO.	DATE	REVISION	DRAWN

Notes



Client

Project Title  
ROBERT OGILVE ELEMENTARY  
EXISTING CHILDCARE

Drawing Title  
INFANT/TODDLER  
RENOVATION

Project No.  
25-ROE-MCC

Scale  
NFS

Date  
15 NOV 2024

Drawn  
FJS

Drawing No.  
A.08

# JOINT USE AGREEMENT

## BETWEEN:

**DISTRICT OF TAYLOR,**  
a municipal corporation having an address at  
Box 300, Taylor, B.C., V0C 2K0  
(the "District")

## AND:

**SCHOOL DISTRICT NO. 60 (Peace River North)**  
having offices at 10112 - 105 Avenue, Fort St. John, B.C., V1J 4S4  
(the "School District")

**WHEREAS:** both parties agree that joint use of the District's recreational facilities and the Taylor Elementary School and equipment would be beneficial for the residents of Taylor:

**AND WHEREAS:** each party shall retain ownership to their said facilities and have final approval of the use of said facilities;

**AND WHEREAS:** each of the parties' staff will cooperate and coordinate supervision of said facilities;

**NOW THEREFORE:** in consideration of the covenants and agreements herein reserved and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties agree as follows:

### 1. **RENTS**

The parties will permit, without a rental fee, use of their facilities for all activities of students and residents in Taylor.

### 2. **MANAGEMENT**

The Municipal Clerk and other District staff will coordinate use of District recreational facilities with the use of the Taylor Elementary School through the Secretary-Treasurer of the School District and the Principal of the Taylor Elementary School. Their responsibilities will include the following:

- a) Implement the aims of this Agreement and coordinate all related matters.

- b) Recommend policies and develop regulations with regard to use of facilities, sites and areas.

**3. MAINTENANCE**

Each party agrees to operate and maintain facilities at its own expense.

**4. SUPERVISION**

Each party shall assume full responsibility for supervision, while using the other's facility. Supervision quality and concerns will be subject to review by joint staff, senior management, or the Board of Education of the School District and District of Taylor Council.

**5. REGULATIONS**

Users of these facilities will comply with reasonable rules posted at the premises and other policies and regulations adopted by the parties.

**6. PROPERTY DAMAGE**

Each party will be responsible for property damage arising out of its misuse of the facilities.

**7. EQUIPMENT**

Each party will permit use of equipment and fixtures, but non-reusable supplies will not be provided.

**8. TERM**

May 1, 2020 to April 30, 2025

The term of this agreement shall be five (5) years and commence on the date hereof, but will be subject to earlier termination and the option of renewal, as set out herein.

**9. RENEWAL**

The parties shall have the option to renew this agreement on the same terms and conditions (except for the right of renewal, which is modified accordingly) for an additional five (5) year term, by giving notice to the other party one month prior to expiration of the term.

**10. PUBLIC SAFETY**

Each party shall take all reasonable precautions to ensure the safety of all persons using their facilities.

**11. INDEMNITY**

The parties hereby release, indemnify and save harmless each other from and against all

liabilities, actions, causes of action, demands, claims, debts, losses, suits, costs, damages, expenses and other harm of any kind which they or any other person now has or may at any time, for death, bodily injury, property loss or damage arising from or in any way connected with the agreement herein granted or any act, omission, negligence or default of the parties under this agreement.

The obligations of the parties to release and indemnify each other under this agreement shall survive any termination of this Agreement, notwithstanding anything in this Agreement to the contrary.

## **12. INSURANCE**

- a) Each party shall be responsible for insurance of its recreational and other related facilities.
- b) Each party shall obtain and keep in force a policy of comprehensive general liability insurance providing coverage for death, bodily injury, property loss and property damage arising out of the parties use and occupation of its recreational facilities in an amount of not less than Five Million (\$5,000,000.00) Dollars per occurrence and each shall be named as an additional insured under the Policies.

## **13. ALCOHOL**

The parties shall not serve, use or permit the use of alcoholic beverages in their recreational facilities.

## **14. AMENDMENT**

This agreement may not be modified or amended except by an instrument in writing signed by the parties.

## **15. NOTICE**

Any notice, document or communication required or permitted to be given hereunder shall be in writing and shall be deemed to be satisfactory if and deemed to have occurred when the Municipal Clerk or the Secretary-Treasurer is mailed a notice to the party at the address provided herein or to whatever address the parties from time to time in writing agree to.

## **16. SEVERANCE**

If any portion of this Agreement is held invalid by a court of competent jurisdiction, the invalid portion shall be severed and the decision that it is invalid shall not affect the validity of the remainder of this Agreement.

## **17. ENUREMENT**

This Agreement shall enure to the benefit of and be binding on the parties hereto and their respective successors and permitted assigns.

**18. CAPTIONS**

The captions appearing in this Agreement have been inserted for reference and as a matter of convenience and in no way define, limit or enlarge the scope or meaning of this Agreement or any provision thereof.

**19. ENTIRE AGREEMENT**

The provisions herein contained constitute the entire agreement between the parties and supersede all previous agreements whether verbal or written between the parties with respect to the subject matter thereof.

**20. TIME OF ESSENCE**

Time is of the essence of this Agreement.

**21. FURTHER ASSURANCES**

The parties hereto shall execute and do all such further deeds, acts, things and assurances as may be reasonably required to carry out the intent of this Agreement.

Agreed this \_\_\_\_\_ day of \_\_\_\_\_, 2020

**DISTRICT OF TAYLOR**  
by its authorized signatories

**SCHOOL DISTRICT NO. 60**  
by its authorized signatories

\_\_\_\_\_  
MAYOR

\_\_\_\_\_  
BOARD CHAIR

\_\_\_\_\_  
MUNICIPAL CLERK

\_\_\_\_\_  
SECRETARY-TREASURER



**BOARD OF EDUCATION**  
School District No. 60  
(Peace River North)

4000 Personnel

**4005 Equipment Repair**

Adopted: 1995-01

Revised:

Reviewed: 2025-03

Reference:

**Policy**

~~The Board will only repair equipment which is the property of the School District.~~

The Board shall undertake maintenance/repairs exclusively for equipment that is the property of the School District, including but not limited to computers, laptops, tablets, projectors, visual equipment, printers, automotive, furniture, and other peripheral devices.

**Guidelines/Principles:**



**BOARD OF EDUCATION**  
School District No. 60  
(Peace River North)

5000 Health and Safety

**5012 Universal Precautions**

Adopted: 1993-05

Revised:

Reviewed: 2025-03

Reference: [WorkSafe BC Regulations](#)  
[SD #60 Health & Safety Site](#)

**Policy**

Universal Precautions are practices which are intended to protect people from infection through contact with blood or body fluids and are based on the premise that all blood and body fluids are a potential source of infection. All school staff and students shall exercise the precautions in order to reduce the risk of transmitting disease through spilled body fluids or hypodermic needles and syringes. Only those trained in Universal Precautions Safe Work Procedure are permitted to safely clean and disinfect bodily fluids.

**Guidelines/Principles:**

*The School District will:*

- a) Maintain current Policies, Regulations and practices with regard to Universal Precautions
- b) Provide training to applicable staff with regard to Universal Precautions through District Health and Safety
- c) Provide PPE, supplies and equipment needed to practice Universal Precautions

*Supervisors, Department Heads and Principals will:*

- a) Ensure applicable staff within their area of responsibility have received training in Universal Precaution procedures
- b) Ensure that all staff are aware of their own responsibility to follow the practices outlined in District's Universal Precautions Safe Work Procedures on the District's Safety Site

*Employees will:*

- a) Attend and participate in training provided on Universal Precautions as applicable to their role **and to the specific needs of the given student**
- b) Follow the practices outlined in this Regulation and in the training provided and review the safe work procedures provided by the District

The following Regulations apply to **ALL** persons potentially exposed to body fluids. No distinction is made between body fluids from persons with a known disease and those from persons without symptoms or with an undiagnosed disease.

### Body Fluids

The term **body fluids** includes: blood, urine, drainage from scrapes and cuts, feces, vomit, respirator and nasal secretions, and saliva. The body fluids of all persons are considered as containing potentially infectious agents. In most instances, the risk is low and depends on the type of fluid involved, the kind of contact made with it, and the stage of infection of the carrier. When possible, avoid direct contact with body fluids.

### Hand Washing

Proper hand washing techniques should be employed.

### Jewelry

Jewelry should not be worn when working with students who require repeated physical contact and care. Micro-organisms can become lodged in settings or stones.

### Gloves

1. Wear disposable gloves when direct hand contact with body fluids is anticipated: i.e. treating a cut or bloody nose, changing a soiled diaper etc.
2. Wear gloves to handle any soiled items.
3. Wash hands after removing gloves. Gloves do not eliminate the need for good hand washing.

### Soiled Laundry

1. Clothing soiled with body fluids should be washed separately from other items.

2. ~~Pre-soaking may be required for heavily soiled clothing. If material is bleachable, add 1/2 cup household bleach to the wash cycle. If material is not color fast, add 1/2 non-chlorine bleach (i.e. Clorox or Borateem) to the wash cycle.~~

### Disposals

1. ~~Contaminated disposable items (gloves, paper towels, tissues, bandages, diapers, etc.) should be placed into a white colored plastic garbage bag so that it is identifiable to all staff, then immediately placed into the garbage cart in the custodial room.~~
2. ~~Non-disposable items, such as clothing, should be rinsed and placed in plastic bags. Pre-soaking in cold water may be required to remove blood or stains.~~

### Safe Handling of Spilled Body Fluids

1. ~~When a body fluid spill is discovered, students should be kept away until clean-up is complete.~~
2. ~~The staff member should put on rubber gloves before starting the clean-up. Chemical splash goggles are also recommended.~~
3. ~~The staff member should prepare a solution of D.I.N. disinfectant/sanitizer.~~
4. ~~The custodian should be made aware of the spill in case further clean-up is required.~~
5. ~~Wipe up as much of the body fluid as possible with paper towels. Soiled paper towels should be disposed of directly into a white garbage bag.~~
6. ~~Gently pour D.I.N. (disinfectant) solution onto the body spill and allow the solution to decontaminate the site for AT LEAST 10 MINUTES – resilient flooring (carpeted areas should be extracted as soon as possible).~~
7. ~~The area should then be mopped or sponged with clean water.~~
8. ~~Equipment used such as mops or sponges must be soaked in a solution of disinfectant or bleach.~~

### Contact with Body Fluids

1. ~~If you accidentally come into contact with body fluids and you have open sores or wounds on the skin that come into contact with the body fluids:~~
  - a) ~~Wash hands immediately and thoroughly with soap and water.~~
  - b) ~~Apply antiseptic to wound.~~
  - c) ~~Notify physician of the incident.~~
  - d) ~~Disinfect or remove contaminated clothing.~~

2. If you accidentally come into contact with body fluids and you do not have open sores or wounds on the skin that come into contact with the body fluids:
  - a) Wash hands immediately and thoroughly with soap and water.
  - b) Disinfect or remove contaminated clothing.
3. If you are going to provide assistance to someone who is bleeding:
  - a) If injured person is conscious hand them paper towel to control bleeding
  - b) Put on disposable rubber gloves before providing assistance.
  - c) Dispose of gloves (see disposals) and wash hands thoroughly with soap and water after giving assistance.

### Safe Handling of Hypodermic Needles and Syringes

1. Needles and syringes **must NOT** be picked up by students.
2. When needles or syringes are discovered, students must be kept away from the site until disposal is complete.
3. Arrange to have the garbage collection tongs and the "sharps container" brought to the site. (An empty bleach bottle that has been clearly re-labeled and which can still be closed with its original lid makes an appropriate "sharps container").
4. Using the garbage collection tongs and extreme caution to prevent needle sticks, a staff member should transfer the needle or syringe into the sharps container. **DO NOT** pick up needles or syringes with bare hands. (Rubber gloves may be used to pick up needles or syringes but rubber gloves do not provide any protection against needle stick injuries. Use of garbage collection tongs is recommended).
5. Return the sharps container to a secure location in the school.
6. Staff members who dealt with the needles or syringes should then follow the procedures for "How to Wash Hands Properly."
7. Advise the Health and Safety Officer of unusual and repeated incidents.

**IF A STUDENT OR STAFF MEMBER SUFFERS A NEEDLE STICK INJURY, THE WOUND SHOULD IMMEDIATELY BE WASHED WITH SOAP AND WARM, RUNNING WATER AND THE PERSON SHOULD BE REFERRED TO IMMEDIATE MEDICAL ATTENTION.**



British Columbia  
School Trustees  
Association

# BCSTA AGM 2025 LIST OF MOTIONS



20  
25



## EXTRAORDINARY MOTIONS

- E1. Bylaw 1 – Membership
- E2. Bylaw 2 (Officers) and Bylaw (Board of Directors)
- E3. Bylaw 15 (Elections of Officers), Bylaw 4 (Vacancies on the Board of Directors), and Bylaw 5 (Board of Directors' Duties and Power)
- E4. Bylaw 7 (Provincial Council Duties and Powers)
- E5. Bylaw 10 (Submission of Motions)
- E6. Bylaw 9 (Delegates and Voting Powers at General Meeting)
- E7. Bylaw 11 (Committees)
- E8. Bylaw 12 (Annual Dues), Bylaw 13 (Suspension of Member Boards), Bylaw 17 (Seal), Bylaw 21 (Association Records)
- E9. Bylaw 19 (District Branch Associations), Bylaw 22 (Rules of Order), Bylaw 23 (Association Policies and Operational Guidelines)
- E10. Indigenous Education Committee Name Change
- E11. 1.2 FS Values
- E12. 1.1 Foundational Statement Mission, 1.2 Foundational Statement Values

## SUBSTANTIVE MOTIONS

- 13. Amend 4.2.6 – Sexual Orientation and Gender Identity
- 14. Amend FS 5.3 and Commitment to Truth and Reconciliation
- 15. Board of Directors - Regional Representation
- 16. Hybrid Options at BCSTA Meetings
- 17. Trustee Benefits
- 18. Non-voting Student Delegates at the BCSTA Annual General Meetings
- 19. Post-Secondary Transition Rates
- 20. Student Voice
- 21. Action to Address Misogyny & Sexism
- 22. Development of Climate Action Curriculum
- 23. Middle Years Development Instrument (MDI) funding by Ministry of Education and Child Care (ECC)
- 24. Teaching Critical Thinking in K-12
- 25. Revision to Substance Education Curriculum in Response to the Ongoing Opioid Crisis
- 26. Coordination of Non Traditional Initiatives
- 27. EAs in Every Primary Classroom for the 2025-2026 School Year
- 28. Implementation of the MECC K-12 Work Force Plan
- 29. LOP Process with TRB
- 30. Increased Funding for Public Education
- 31. Coordinated, Funded Provincial Approach - Cybersecurity
- 32. Fund Automated External Defibrillators (AED's) in All Public School Buildings
- 33. SOFI Reporting Threshold Increase
- 34. Adequate Funding for Costs in Childcare
- 35. Fully Funding Year End FTE Staffing Costs
- 36. Funding and Support for Inclusive Classrooms in Kindergarten to Grade Three
- 37. Funding & Support for Engaging Community in Inclusive Education Initiatives
- 38. Funding for Pre Kindergarten Programs
- 39. Sustainable Funding for School District Benefit Costs
- 40. Air Quality and Temperature Facility Funding
- 41. Funding for Portables



## **EXTRAORDINARY MOTIONS**

## **Bylaw 1 - Membership**

### **E1.**

<b>Motion #:</b>	E1 : A2025E1	<b>Sponsor:</b>	BCSTA Board of Directors
<b>Meeting:</b>	AGM 2025	<b>Action:</b>	<i>not specified</i>
<b>Category:</b>	<i>not specified</i>	<b>Outcome:</b>	<i>not specified</i>
<b>Disposition:</b>	<i>not specified</i>		

#### **Motion as Adopted:**

**BE IT RESOLVED:**

#### **Motion as Presented:**

**BE IT RESOLVED:**

That BCSTA amend Bylaw 1 (Membership) as per the attached document ([LINK](#)).

#### **Rationale:**

- Changes to this section include several housekeeping changes.
- Most significantly, there is an addition of a new clause 1 c) Affiliate Membership.
- Yukon has expressed an interest in joining BCSTA. Yukon is closely aligned with BC and uses BC's curriculum and are currently members of the Alberta School Board Association.
- The language presented includes how other organizations could join as Affiliates and their scope of involvement.
- This language was developed after significant research and review of similar bylaws across the provinces and territories.

## Bylaw 2 (Officers) and Bylaw (Board of Directors)

### E2.

<b>Motion #:</b>	E2 : A2025E2	<b>Sponsor:</b>	BCSTA Board of Directors
<b>Meeting:</b>	AGM 2025	<b>Action:</b>	<i>not specified</i>
<b>Category:</b>	<i>not specified</i>	<b>Outcome:</b>	<i>not specified</i>
<b>Disposition:</b>	<i>not specified</i>		

#### Motion as Adopted:

**BE IT RESOLVED:**

#### Motion as Presented:

**BE IT RESOLVED:**

That BCSTA amend Bylaw 2 (Officers) and Bylaw 3 (Board of Directors) as per the attached document ([LINK](#)).

#### Rationale:

- These are housekeeping changes which include changing the name of the Bylaw to align with commonly used terminology under corporate legislation such as the *Business Corporations Act*. Although the Association does not fall under this Act, legal counsel recommended the wording change as “directors” are elected by membership with ultimate organizational oversight, and “officers” are typically the staff responsible for the operation of the Association, such as the Chief Executive Officer and Director of Finance.
- 2 b) changes the wording of the Minister of Education’s patronage of the Association to reflect the Minister of Education’s choice whether to be “Honourary President” or not. Accordingly, the change is from the Minister of Education “shall be” the Honourary President to the Minister of Education is “invited to be” Honourary President.
- Given that the title of Minister of Education has changed from time to time, the change to “Minister of the Government responsible for...” is long but gives flexibility.
- Additional housekeeping included- moving language on the appointment of members to committees to be incorporated as part of Bylaw 12 (Committees).

## **E3, Bylaw 15 (Elections of Officers), Bylaw 4 (Vacancies on the Board of Directors), and Bylaw 5 (Board of Directors' Duties and Power)**

<b>Motion #:</b>	E3 : A2025E3	<b>Sponsor:</b>	BCSTA Board of Directors
<b>Meeting:</b>	AGM 2025	<b>Action:</b>	<i>not specified</i>
<b>Category:</b>	<i>not specified</i>	<b>Outcome:</b>	<i>not specified</i>
<b>Disposition:</b>	<i>not specified</i>		

### **Motion as Adopted:**

**BE IT RESOLVED:**

### **Motion as Presented:**

**BE IT RESOLVED:**

That BCSTA amend Bylaw 15 (Elections of Officers), Bylaw 4 (Vacancies on the Board of Directors), and Bylaw 5 (Board of Directors' Duties and Power) as per the attached document ([LINK](#)).

### **Rationale:**

#### **Bylaw 15: Elections for Board of Directors**

These housekeeping changes in this bylaw include moving the language from Bylaw 15 – Elections of Officers, and reordering.

#### **Bylaw 4: Vacancies on the Board of Directors**

These are all housekeeping changes with minor wording changes and updating.

#### **Bylaw 5: Board of Directors' Duties and Powers**

These changes are all housekeeping changes to modernize the language and bring more consistency to the bylaws.

## Bylaw 7 (Provincial Council Duties and Powers)

### E4.

<b>Motion #:</b>	E4 : A2025E4	<b>Sponsor:</b>	BCSTA Board of Directors
<b>Meeting:</b>	AGM 2025	<b>Action:</b>	<i>not specified</i>
<b>Category:</b>	<i>not specified</i>	<b>Outcome:</b>	<i>not specified</i>
<b>Disposition:</b>	<i>not specified</i>		

#### Motion as Adopted:

**BE IT RESOLVED:**

#### Motion as Presented:

**BE IT RESOLVED:**

That BCSTA amend Bylaw 7 (Provincial Council Duties and Powers) as per the attached document ([LINK](#)).

#### Rationale:

- Provincial Council was established in 1987 – the same year that the Royal Commission on Education was initiated.
- It was formed to ensure that the interests of all boards are represented in BCSTA’s governance and to facilitate an ongoing dialogue around issues facing the association and its member boards across the province.
- As there are regular meetings with board chairs, branch presidents, as well as the ability to call a general meeting, it is clear that important matters for members can happen outside of the Annual General Meeting and Provincial Council.
- The ability to deal with emerging issues in current times is easily facilitated by the use of virtual meetings.
- Emergent issues previously brought forward by Provincial Council have been challenging as late motions did not permit time for individual representatives to review and discuss the motion, leaving it to an individual representative to make a decision without feedback from the entire board.
- It was recommended that the voice of all trustees on emergent matters carries greater weight and should be the path for provincial issues.
- These changes focus the intent of the work of Provincial Council to focus on budget and finances of the Association.
- The changes include having the language of quorum mirror the language of an Annual General Meeting.

## Bylaw 10 (Submission of Motions)

### E5.

<b>Motion #:</b>	E5 : A2025E5	<b>Sponsor:</b>	BCSTA Board of Directors
<b>Meeting:</b>	AGM 2025	<b>Action:</b>	<i>not specified</i>
<b>Category:</b>	<i>not specified</i>	<b>Outcome:</b>	<i>not specified</i>
<b>Disposition:</b>	<i>not specified</i>		

**Motion as Adopted:**

**BE IT RESOLVED:**

**Motion as Presented:**

**BE IT RESOLVED:**

That BCSTA amend Bylaw 10 (Submission of Motions) as per the attached document ([LINK](#)).

**Rationale:**

**Bylaw 10: Submission of General Meeting Motions**

These changes are housekeeping in nature including reordering the bylaws.

## Bylaw 9 (Delegates and Voting Powers at General Meeting)

### E6.

<b>Motion #:</b>	E6 : A2025E6	<b>Sponsor:</b>	BCSTA Board of Directors
<b>Meeting:</b>	AGM 2025	<b>Action:</b>	<i>not specified</i>
<b>Category:</b>	<i>not specified</i>	<b>Outcome:</b>	<i>not specified</i>
<b>Disposition:</b>	<i>not specified</i>		

#### Motion as Adopted:

**BE IT RESOLVED:**

#### Motion as Presented:

**BE IT RESOLVED:**

That BCSTA amend Bylaw 9 (Delegates and Voting Powers at General Meeting) as per the attached document ([LINK](#)).

#### Rationale:

- Extraordinary Motion 2 from the 2023 AGM was referred to the Bylaw Review Committee, and it has been reviewed both in Phase I and Phase II of the committee work.
- A significant amount of time, research and development was undertaken to finalize wording for the proposed revisions.
- This bylaw has several housekeeping changes, including an explanation on how the weighted ballot is tabulated and demonstrates that the current weighting does account for giving voice to smaller districts (e.g. a district with 84,000 students could have 336 votes if they were to receive one vote per 250 students as per the first category – but the current weighted formula does not contemplate distributing ballots by a singular ratio).
- While there was much discussion on values of the weight of ballots, research across the province and country with other associations, unions and organizations that have weighted ballots, all indicated when they were used and in most instances, a weight by population was the common factor.
- A substantive change was the addition of 11f) which requires a two thirds majority for any amendments to any extraordinary motions, rather than the 50% rule as has been past practice.
- As we have growing districts, a further opportunity for review when a member Board exceeds 100,000 students is also included in the changes.
- This housekeeping includes moving the requirement for bylaw amendments receiving 2/3rds of a vote as it is already captured in renumbered Bylaw 19 (Amendments to Bylaws).

## Bylaw 11 (Committees)

### E7.

<b>Motion #:</b>	E7 : A2025E7	<b>Sponsor:</b>	BCSTA Board of Directors
<b>Meeting:</b>	AGM 2025	<b>Action:</b>	<i>not specified</i>
<b>Category:</b>	<i>not specified</i>	<b>Outcome:</b>	<i>not specified</i>
<b>Disposition:</b>	<i>not specified</i>		

**Motion as Adopted:**

**BE IT RESOLVED:**

**Motion as Presented:**

**BE IT RESOLVED:**

That BCSTA amend Bylaw 11 (Committees) as per the attached document ([LINK](#)).

**Rationale:**

- Most of the changes in this section are housekeeping in nature and include reordering.
- 12. b) is a significant change in that it removes the Credentials Committee as a Standing Committee and places this Committee in the language of Bylaw 11 (Delegate Voting).

## **E8. Bylaw 12 (Annual Dues), Bylaw 13 (Suspension of Member Boards), Bylaw 17 (Seal), Bylaw 21 (Association Records)**

<b>Motion #:</b>	E8 : A2025E8	<b>Sponsor:</b>	BCSTA Board of Directors
<b>Meeting:</b>	AGM 2025	<b>Action:</b>	<i>not specified</i>
<b>Category:</b>	<i>not specified</i>	<b>Outcome:</b>	<i>not specified</i>
<b>Disposition:</b>	<i>not specified</i>		

### **Motion as Adopted:**

**BE IT RESOLVED:**

### **Motion as Presented:**

**BE IT RESOLVED:**

That BCSTA amend Bylaw 12 (Annual Dues), Bylaw 13 (Suspension of Member Boards), Bylaw 17 (Seal), Bylaw 21 (Association Records) as per the attached document ([LINK](#)).

### **Rationale:**

#### **Bylaw 12: Annual Dues**

These changes are housekeeping in nature and include adjusting and updating the wording.

#### **Bylaw 13: Suspension of Member Boards**

These changes are housekeeping and include renumbering (was Bylaw 13).

#### **Bylaw 17: Seals**

Seals are no longer required so this section has been deleted.

#### **Bylaw 21: Association Records**

These are housekeeping changes that include the deletion to the reference of an audio recording of meetings which was never used.

## **E9. Bylaw 19 (District Branch Associations), Bylaw 22 (Rules of Order), Bylaw 23 (Association Policies and Operational Guidelines)**

<b>Motion #:</b>	E9 : A2025E9	<b>Sponsor:</b>	BCSTA Board of Directors
<b>Meeting:</b>	AGM 2025	<b>Action:</b>	<i>not specified</i>
<b>Category:</b>	<i>not specified</i>	<b>Outcome:</b>	<i>not specified</i>
<b>Disposition:</b>	<i>not specified</i>		

### **Motion as Adopted:**

**BE IT RESOLVED:**

### **Motion as Presented:**

**BE IT RESOLVED:**

That BCSTA amend Bylaw 19 (District Branch Associations), Bylaw 22 (Rules of Order), Bylaw 23 (Association Policies and Operational Guidelines) as per the attached document ([LINK](#)).

### **Rationale:**

#### **Bylaw 19: District Branch Associations**

- These changes are to simplify and make the language more succinct.
- The CSF has requested that rather than having all their votes at one branch, that they be able to vote at the branch meetings in the region of the schools and communities they represent.

#### **Bylaw 22: Rules of Order**

These changes are housekeeping in nature, including cleaning up wording.

#### **Bylaw 23: Association Policies and Operational Guidelines**

- This bylaw is renamed from "Association Policies" and updated to include definitions of Operational Guidelines which support the bylaws.
- In addition, these changes include moving policy responsibilities of the Legislative Committee to Bylaw 12 Committees.

## **Indigenous Education Committee Name Change E10.**

<b>Motion #:</b>	E10 : A2025E10	<b>Sponsor:</b>	BCSTA Indigenous Education Committee
<b>Meeting:</b>	AGM 2025	<b>Action:</b>	<i>not specified</i>
<b>Category:</b>	<i>not specified</i>	<b>Outcome:</b>	<i>not specified</i>
<b>Disposition:</b>	<i>not specified</i>		

### **Motion as Adopted:**

**BE IT RESOLVED:**

### **Motion as Presented:**

**BE IT RESOLVED:**

That BCSTA change the Indigenous Education Committee to Indigenous Education Advisory Council.

### **Rationale:**

As Bill 40 requires all districts to have Indigenous Education Councils, it is important that the BCSTA Standing Committee not be confused with local Indigenous Education Committees (IECs). As we often use acronyms in the sector, it is important to distinguish the BCSTA committee, which advises and supports members and the board of directors, versus local IECs, which focus on the individual district. This name change would be applied to all references to the BCSTA Standing Committee in bylaws, policies, operational guidelines, and all other areas used.

## 1.2 FS Values

### E11.

<b>Motion #:</b>	E11 : A2025E11	<b>Sponsor:</b>	BCSTA Board of Directors
<b>Meeting:</b>	AGM 2025	<b>Action:</b>	<i>not specified</i>
<b>Category:</b>	<i>not specified</i>	<b>Outcome:</b>	<i>not specified</i>
<b>Disposition:</b>	<i>not specified</i>		

#### Motion as Adopted:

#### BE IT RESOLVED:

#### Motion as Presented:

#### BE IT RESOLVED:

That BCSTA amend 1.2 FS as follows:

*BCSTA aspires to embody and work in support of ~~anti-racism~~, diversity, equity, and inclusion in the public schools of British Columbia.*

*BCSTA strives to:*

- eliminate discrimination in policies, procedures, programs, and services (~~anti-racism~~).*
- value human differences within the organization (~~diversity~~).*
- ensure that factors such as ancestry, skin colour, place of residence, socio- economic or educational background, sex, gender identity or expression, physical ~~condition~~, intellectual or cognitive **disabilities, etc and/or protected grounds under the British Columbia Human Rights Code**, do not determine the outcomes a person achieves (equity).*
- ensure that people of all backgrounds are welcomed d and valued (~~inclusion~~).*

*To those ends, BCSTA commits to:*

- Educating ourselves and our members about ~~anti-racism~~, diversity, equity, and inclusion and how they may be achieved, **and about the harms that result from discrimination of any kind, including, by way of example, from racism or ableism.***
- Ensuring that **our commitment to** ~~anti-racism~~, diversity, equity, and inclusion are evident in all that we do, **including by demonstrating through our actions, our rejection of unlawful discrimination of any kind.***
- Ensuring that policies and practices of the organization do not contravene the British Columbia Human Rights Code.*
- Supporting equity through our policies, procedures, programs, and services.*
- Advocating for policies and practices that promote ~~anti-racism~~, diversity, equity, and inclusion in the public schools of British Columbia.*
- Measuring our progress in ~~ensuring~~ **advancing** diversity, equity, and inclusion **by our actions against discrimination.***

**Rationale:**

The voting delegates of the AGM 2024 referred motion E1 to the Board of Directors. The Board referred the motion to the Legislative Committee and had feedback from the Ad Hoc Bylaw Committee, the Inclusion and Accessibility Committee, and the Anti Racism, Diversity, Equity and Inclusion Committee. The Legislative Committee reviewed the feedback, and after legal review, provided the amendments to Foundational Statement 1.2. It was recommended that the statement remove the "anti" and then use racism and ableism as examples rather than having a list as diversity, equity and inclusion subsumes all. Language that refers to the BC Human Rights code was also added to be clear that the work of trustees acknowledges and respects their responsibilities in ensuring that the work they do does not conflict with any protected grounds under the code.

## **E12. Values** 1.1 Foundational Statement Mission, 1.2 Foundational Statement Values

<b>Motion #:</b>	E12 : A2025E12	<b>Sponsor:</b>	North Vancouver
<b>Meeting:</b>	AGM 2025	<b>Action:</b>	<i>not specified</i>
<b>Category:</b>	<i>not specified</i>	<b>Outcome:</b>	<i>not specified</i>
<b>Disposition:</b>	<i>not specified</i>		

### **Motion as Adopted:**

#### **BE IT RESOLVED:**

### **Motion as Presented:**

#### **BE IT RESOLVED:**

Be it resolved that the BCSTA append the following text to section 1.1 FS MISSION, and 1.2 FS VALUES of the Policy Book with the bolded statements appearing below:

#### 1.1FS MISSION

The mission of the BC School Trustees Association (BCSTA) is to support and advocate for effective public Boards of Education in British Columbia.

The mission of BCSTA is driven by the following beliefs:

We believe that a high-quality public education system is the foundation of a democratic society.

We believe that improving student achievement is the key work of locally elected Boards of Education.

We believe that the interests of BC students are best met through local decision-making with an engaged community.

We believe that an important role of BCSTA is to provide a strong, representative voice for Boards of Education throughout the province.

We believe that an important role of BCSTA is to help build effective Boards of Education by providing development, communications, and support services.

**We believe that an important role of BCSTA is to partner effectively with elected officials and governments by taking a nonpartisan approach to advocacy and the establishment of educational policy.**

#### 1.2 FS VALUES

In its advocacy, BCSTA will preserve and promote the following principles:

publicly-elected control of education in accordance with principles of co-governance;

appropriate local autonomy in decision-making and practice; and

public influence and **non-partisanship** involvement in establishment of education policy.

### **Rationale:**

Rationale:

BCSTA Policy Handbook, which emphasizes that “The purpose of the British Columbia public school system is to enable all learners to develop their individual potential and to acquire knowledge, skills, and attitudes that will contribute to a



healthy, democratic, pluralistic, and sustainable society.” (emphasis added)

As BCSTA works with the Ministry of Education and local MLAs across the political spectrum, and as it seeks to foster a pluralistic society that respects diverse views, a commitment to nonpartisanship should be explicitly reflected in its foundational statements



## **SUBSTANTIVE MOTIONS**



**CATEGORY:  
BCSTA**

## 13. Amend 4.2.6 – Sexual Orientation and Gender Identity

<b>Motion #:</b>	13 : A202513	<b>Sponsor:</b>	Burnaby
<b>Meeting:</b>	AGM 2025	<b>Action:</b>	<i>not specified</i>
<b>Category:</b>	BCSTA	<b>Outcome:</b>	<i>not specified</i>
<b>Disposition:</b>	<i>not specified</i>		

### Motion as Adopted:

**BE IT RESOLVED:**

### Motion as Presented:

**BE IT RESOLVED:**

That BCSTA amend the language of Policy Statement 4.2.6 P as follows:

#### 4.2.6 P ~~STUDENT~~ SEXUAL ORIENTATION AND GENDER IDENTITY POLICIES

BCSTA encourages and supports school district policies that specifically address the safety concerns of, and prohibit discrimination against **students who identify as 2SLGBTQIA+ (Two-Spirited, Lesbian, Gay, Bisexual, Transgender Persons, Queer and/or Questioning, Intersex, Asexual, with a plus to encompass other forms of sexual orientation and gender expression, such as gender queer or gender nonconforming persons)**~~lesbian, gay, bisexual, and trans-gendered students, as well as students who are questioning their sexual orientation or gender identity~~ and those who are harassed due to perceptions of their gender identity or sexual orientation.

### Rationale:

The current language in Policy Statement 4.2.6 P is outdated and does not fully reflect the diverse identities and lived experiences of 2SLGBTQIA+ students, staff, and families. The term "trans-gendered" is now recognized as antiquated and inappropriate, and the existing wording focuses primarily on students while failing to explicitly acknowledge the safety concerns and discrimination faced by 2SLGBTQIA+ staff and families.

This proposed amendment ensures the policy is inclusive, affirming, and reflective of contemporary understandings of gender identity and sexual orientation. By expanding the language to explicitly support staff and families, the revised policy better aligns with BCSTA's commitment to equity, inclusion, and human rights in public education. Updating this language also sends a clear message that school districts must take meaningful action to create safe, welcoming, and discrimination-free environments for all members of the school community.

Additionally, this amendment prioritizes placing "2S" at the beginning of 2SLGBTQIA+ to acknowledge the existence of Two-Spirit and Indigenous peoples on Turtle Island since time immemorial. This positioning aligns with the commitment to truth and reconciliation, recognizing the importance of Indigenous identities and the need for decolonization within school policies. Ensuring Two-Spirit people are visibly centered in our language reaffirms a commitment to respecting and uplifting Indigenous voices in the ongoing work of inclusion and equity.



**Reference(s):**

Government of Canada:

<https://www.canada.ca/en/women-gender-equality/free-to-be-me/what-is-2slgbtqi-plus.html>

SOGI 123 – ARC Foundation:

<https://www.sogieducation.org/who-we-are/our-mission/>

Language Matters: Gender:

<https://omh.ny.gov/omhweb/resources/publications/language-matters-gender.pdf>

## 14. Amend FS 5.3 and Commitment to Truth and Reconciliation

<b>Motion #:</b>	14 : A202514	<b>Sponsor:</b>	Burnaby
<b>Meeting:</b>	AGM 2025	<b>Action:</b>	<i>not specified</i>
<b>Category:</b>	BCSTA	<b>Outcome:</b>	<i>not specified</i>
<b>Disposition:</b>	<i>not specified</i>		

### Motion as Adopted:

#### BE IT RESOLVED:

### Motion as Presented:

#### BE IT RESOLVED:

That BCSTA review and recommend any required updates to Section 5.3 of the Policy Book to ensure this Foundational Statement and related policies reflect the Association's commitment to truth and reconciliation.

### Rationale:

The current language reads:

#### *5.3 FS ABORIGINAL EDUCATION*

*BCSTA respects the heritage, histories, and cultures of Aboriginal\* peoples.*

*BCSTA encourages and promotes active participation of Aboriginal peoples in all aspects of the public education system of British Columbia.*

#### *Note:*

*\* "Aboriginal" includes First Nations, status and non status; Métis; and Inuit. In the BC school system, students are identified as of Aboriginal ancestry based on self-identification.*

#### *5.3.1 P ABORIGINAL EDUCATION AND GENERAL CURRICULUM*

*BCSTA supports the inclusion of Aboriginal perspectives within the broader curriculum.*

#### *5.3.2 P FIRST NATIONS' LANGUAGES*

*BCSTA supports initiatives and programs that will ensure the survival and revitalization of First Nations' languages in British Columbia.*

This current language does not appear to reflect the Association's commitments to truth and reconciliation.

### Reference(s):

<https://nctr.ca/records/reports/#trc-reports>

BCSTA, Advocacy: Truth and Reconciliation Calls to Action

<https://bcsta.org/wp-content/uploads/2022/06/2022-06-07-C-Broady-to-Minister-J-Whiteside-and-L-French-RE-Advocacy-on-the-Truth-and-Reconciliation-Calls-to-Action-A20228.pdf>



Written response from INAC to BCSTA regarding advocacy for UNDRIP:

<https://bcsta.org/wp-content/uploads/2018/06/Advocacy-2018-06-08-Joe-Wild-Indigenous-NAC-to-GSwan-re-rights-of-Indigenous-Peoples.pdf>

## Board of Directors - Regional Representation

### 15.

<b>Motion #:</b>	15 : A202515	<b>Sponsor:</b>	Northern Interior Branch
<b>Meeting:</b>	AGM 2025	<b>Action:</b>	<i>not specified</i>
<b>Category:</b>	BCSTA	<b>Outcome:</b>	<i>not specified</i>
<b>Disposition:</b>	<i>not specified</i>		

#### **Motion as Adopted:**

#### **BE IT RESOLVED:**

#### **Motion as Presented:**

#### **BE IT RESOLVED:**

That BCSTA explore restructuring the board of directors to support representation from each branch and that a report be provided before the 2026 Annual General Meeting extraordinary motion deadline.

#### **Rationale:**

This motion proposes an investigation in how to create a regional board of directors. The goal is to ensure that all regions of the province are heard at the board table. Each area has its' own unique needs for students. A voice from each branch needs to be heard for advocacy at the provincial level.

This action would be in alignment with one of the primary goals of our strategic plan; equity and inclusion.

Number four of the BCSTA's mission is: "We believe that an important role of BCSTA is to provide a strong, representative voice for boards of education throughout the province." In order to have a representative voice, there needs to be full representation.

This motion would bring us in alignment with our partner board, BCPSEA, who have had regional representation on the board since 2018. A review of this regional representation was done in 2021. The decision after the review was to keep the composition of the board the same.

It is understood that there are many aspects involved in making a change like this including modifications to our association's guiding documents and possible additional expenses to the budget. It is important to determine these details so that the membership has the necessary information to make an informed decision.

For a change to take place at our 2027 elections, it is important that the board of directors provide the report and all the implications to moving to a regional representation prior to the extraordinary motion timeline. This will provide districts with the opportunity to submit an extraordinary motion on regional representation in time for the 2026 AGM.

## Hybrid Options at BCSTA Meetings

### 16.

<b>Motion #:</b>	16 : A202516	<b>Sponsor:</b>	Fraser-Cascade
<b>Meeting:</b>	AGM 2025	<b>Action:</b>	<i>not specified</i>
<b>Category:</b>	BCSTA	<b>Outcome:</b>	<i>not specified</i>
<b>Disposition:</b>	<i>not specified</i>		

#### **Motion as Adopted:**

#### **BE IT RESOLVED:**

#### **Motion as Presented:**

#### **BE IT RESOLVED:**

That BCSTA develop and implement hybrid opportunities for full participation of all trustees at BCSTA meetings and events.

#### **Rationale:**

In alignment with the principles of the *Accessible British Columbia Act (2021)*, the *BC Human Rights Code* (Section 8 & 13) and BCSTA's 2022-2025 Strategic Plan (Goal Area 3: Diversity, Equity, and Inclusion), BCSTA, as a leader in public education governance, create opportunities for accessible and fully functional hybrid and/or video- recorded options for all its meetings, including the Academy, the Annual General Meeting, Provincial Council and Branch. This is to ensure full participation and enfranchisement of all trustees, regardless of disability or health-related barriers, travel limitations, financial constraints, climate-conscious constraints, or personal reasons. This implementation could begin with a survey of all districts on their accessibility barriers and inclusion needs. This survey could be used to develop a phased rollout and evaluation process, with an ongoing review to assess the effectiveness and ensure continuous improvement.

Many conference venues remain inaccessible to trustees who use wheelchairs, walkers, or have hearing and visual impairments. Trustees with chronic medical conditions, immunocompromised health concerns, or disabilities that limit travel may also face significant barriers to in-person participation. A hybrid model would remove these physical and systemic barriers, ensuring full and equal participation for all trustees.

Trustees from rural and remote districts face significant financial and logistical challenges when attending in-person meetings, limiting their ability to engage in BCSTA events. Trustees who wish to reduce their carbon footprint or avoid excessive travel for environmental reasons should not be excluded from participation. Personal obligations such as caregiving responsibilities, family commitments, or other unavoidable circumstances may prevent some trustees from traveling for in-person meetings. Hybrid access ensures that all trustees, regardless of location, financial means, or personal circumstances, have an equal voice in decision-making.

Many associations have transitioned their meetings to a fully virtual platform, demonstrating that effective remote participation is both feasible and beneficial. Many professional organizations have successfully integrated hybrid meeting formats, increasing participation, and reducing barriers. Climate-related disruptions such as wildfires, arctic

vortexes, extreme flooding, and other unforeseen events have highlighted the need for resilient and adaptable meeting options. During the COVID-19 pandemic, organizations were forced to adopt remote solutions under emergency conditions. A planned and sustainable hybrid model would prevent the need for reactive decision-making in future crises.

### **Financial Considerations & Implementation**

- Cost estimates indicate there are three components to consider: software, equipment, and personnel. A program like Zoom is established and a large meeting add-on for up to 1000 people can be realized for 90 US dollars. A high quality camera and integrated microphone/speaker system would be required to ensure accessibility and clear communication at any location. A rough budget is estimated at \$10,000 - \$15,000 to cover these costs. Staffing to oversee the set up and function during the meeting would also be required - up to three staff (a moderator and 1-2 focused on audio/video).
- While some cost savings may be realized through reduced travel expenses, BCSTA staff should assess the overall financial feasibility and explore cost-effective options for implementation. Any additional costs should be balanced against the long-term benefits of accessibility, equity, and increased participation. For large events like Academy and the Annual General Meeting, hotel contracts would also need a review as any guaranteed amounts would need to take in to account some remote participants.
- BCSTA could also implement a pay-per-view model for recorded Academy sessions, allowing flexible access while generating revenue.

### **Reference(s):**

- BC Human Rights Code [https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/00\\_96210\\_01](https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/00_96210_01)
- Accessible British Columbia Act <https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/21019>
- BCSTA Strategic Plan (2022-2025) <https://bcsta.org/wp-content/uploads/2023/06/2022-2025-Strategic-Plan.pdf>
- (Footnote 1) [https://cacuss.ca/resource/resmgr/agm2024/onlineagm\\_instructions\\_upda.docx](https://cacuss.ca/resource/resmgr/agm2024/onlineagm_instructions_upda.docx)
- (Footnote 2) Video Attendance for Superintendent-Ministry Meetings, Motion #32 : A202132 <https://bcstamotions.org/motion/view/648>



**CATEGORY:  
BOARDS OF EDUCATION**

## 17. Trustee Benefits

<b>Motion #:</b>	17 : A202517	<b>Sponsor:</b>	Prince George
<b>Meeting:</b>	AGM 2025	<b>Action:</b>	<i>not specified</i>
<b>Category:</b>	Boards of Education	<b>Outcome:</b>	<i>not specified</i>
<b>Disposition:</b>	<i>not specified</i>		

### **Motion as Adopted:**

#### **BE IT RESOLVED:**

### **Motion as Presented:**

#### **BE IT RESOLVED:**

That BCSTA Board of Directors explore options to provide trustee benefits in a cost effective manner and report back before the 2026 Annual General Meeting.

### **Rationale:**

*“British Columbians elect their boards of education to improve student achievement according to the diverse needs of these communities.”* (BCSTA 2025) Adding medical, dental, and life insurance benefits to Trustee Remuneration would allow for better representation from the community.

The BCSTA Motion database shows one motion passed in 2017 regarding trustee parental leave benefits. The spirit of the motion was to explore advocating to the Ministry of Education to adopt language in the *School Act* that would allow trustees to take parental leave without requesting permission from their boards to do so.

The Alberta School Employee Benefit Program has created a benefits program plan for trustees (ASEBP 2025.) Certain municipalities (such as the City of Prince George) provide benefits to Mayor and Councilors.

There are many elected positions that provide access to various types of benefits. Providing trustee benefits would enable people of more diverse social landscapes the opportunity to pursue a trustee seat in their local election. It is currently a privilege to be able to serve within our current system due to time, travel and financial commitments. Pursuing this work will allow districts to further investigate: who are we not hearing from? What voices are not represented?

Through exploring this one step in raising the profile of the “role of the trustee,” we can begin to address inequities within our own work and our own system.

### **Reference(s):**

BCSTA (2025) Website

ASEBP. (2025) [https://www.asebp.ca/sites/default/files/forms/Benefit\\_Coverage\\_School\\_Trustees\\_Brochure.pdf](https://www.asebp.ca/sites/default/files/forms/Benefit_Coverage_School_Trustees_Brochure.pdf)



**CATEGORY:  
STUDENTS**

## 18. Non-voting Student Delegates at the BCSTA Annual General Meetings

<b>Motion #:</b>	18 : A202518	<b>Sponsor:</b>	Sea to Sky
<b>Meeting:</b>	AGM 2025	<b>Action:</b>	<i>not specified</i>
<b>Category:</b>	Students	<b>Outcome:</b>	<i>not specified</i>
<b>Disposition:</b>	<i>not specified</i>		

### **Motion as Adopted:**

**BE IT RESOLVED:**

### **Motion as Presented:**

**BE IT RESOLVED:**

That BCSTA ceases further exploration of non-voting student delegates at the BCSTA Annual General Meetings.

### **Rationale:**

The Sea to Sky School District Board of Education values student voice and is committed to fostering a more inclusive, student-centered approach to governance. The Board has reviewed considerations and recommendations prepared by consultant Mike Roberts. Based on the report, the Board believes that the time and financial resources of BCSTA staff and the executive board would be more effective by pursuing other forms of student voice advocacy rather than developing a process to include non-voting students at the BCSTA AGM.

Students attending as non-voting delegates lack meaningful authority in decision-making processes, which significantly reduces the practical impact of their participation and leaves their contributions largely symbolic. Furthermore, authentic student representation requires established processes to gather and reflect diverse student voices. Without such a framework, the input of individual student representatives may fail to represent the broader student body, undermining both the validity of their perspectives and the overall effectiveness of their engagement.

For rural and remote communities, the financial burden of including student delegates is disproportionately higher due to geographical constraints. Without additional financial support, this practice becomes inequitable and imposes undue strain on these communities.

The presence of students at Annual General Meetings (AGMs) also raises issues of supervision and liability. Students may feel isolated, as the only "kid in the room," or perceive their role as tokenistic, which affects their comfort and confidence in participating. Furthermore, the inclusion of minors in these high-level discussions brings additional concerns regarding liability and supervision requirements.

Boards have alternative methods to engage students effectively. These include utilizing student forums, seeking feedback from established student groups, or inviting students to attend branch meetings where motions can be reviewed in a more familiar and supportive environment. Such approaches provide meaningful opportunities for student



voices to be heard without the challenges associated with non-voting delegates at AGMs.

**Reference(s):**

Non-voting Student Delegates at BCSTA's Annual General Meeting: A review of considerations and recommendations - Submitted to the BCSTA Board of Directors by Consultant Mike Roberts September 2024

## 19. Post-Secondary Transition Rates

<b>Motion #:</b>	19 : A202519	<b>Sponsor:</b>	Maple Ridge-Pitt Meadows <i>and</i> Fraser Valley Branch
<b>Meeting:</b>	AGM 2025	<b>Action:</b>	<i>not specified</i>
<b>Category:</b>	Students	<b>Outcome:</b>	<i>not specified</i>
<b>Disposition:</b>	<i>not specified</i>		

### Motion as Adopted:

#### BE IT RESOLVED:

### Motion as Presented:

#### BE IT RESOLVED:

That BCSTA requests the Ministry of Education and Child Care to revise the Post-Secondary Institute Transition Rate criteria to include students enrolled in BC public school district "Train in Trades" programs and students transitioning to private training institutions or post-secondary institutions outside of British Columbia.

### Rationale:

Ministry of Education and Child Care has established the Post-Secondary Institute (PSI) Transition Rate as a measure of student success, as such districts are required to report the PSI through the Framework for Enhancing Student Learning Report.

The PSI Transition Rate:

- is limited to BC public post-secondary institutions
- excludes students transitioning to post-secondary institutions outside of British Columbia
- excludes students transitioning to private training institutions
- excludes students in dual-credit programs

Additional information from the 2023/24 FESL report:

*As a school district, we have a very healthy Train in Trades program. In the 2022/23 school year, a total of 139 SD42 Grade 12 students were concurrently enrolled in first year post-secondary trades programs. It has been confirmed with the Ministry of Education and Child Care that the Grade 12 Train in Trades students are not included in the district's PSI transition data. Based on the 2022/23 subgroup size of 1,198 for all Grade 12 students eligible for graduation, our trades students represent 11.6% of the graduation class missing from this annual PSI transition data.*

### Reference(s):

- [transitions\\_of\\_bc\\_high\\_school\\_graduates\\_into\\_bc\\_public\\_post-secondary\\_education.pdf](#)

## 20. Student Voice

**Motion #:** 20 : A202520  
**Meeting:** AGM 2025  
**Category:** Students  
**Disposition:** *not specified*

**Sponsor:** Maple Ridge-Pitt Meadows  
**Action:** *not specified*  
**Outcome:** *not specified*

**Motion as Adopted:**  
**BE IT RESOLVED:**

**Motion as Presented:**  
**BE IT RESOLVED:**

That BCSTA conduct an environmental scan of practices for incorporating Student Voice in board governance across all school districts and develop resources to support boards of education in building capacity within their student voice structures.

**Rationale:**

At the 2024 BCSTA AGM, the following resolution was approved by the membership:

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

Through consultation with the provincial council and board chairs survey, member-boards identified significant logistical and operational challenges in implementing such a process.

Consequently, the board of directors recommended to the membership that a non-voting student delegate structure is unfeasible at this time.

While there was limited support for including students as non-voting delegates at AGMs, trustees expressed a strong interest in having the BCSTA support boards of education in strengthening student voice initiatives within their own districts.

This resolution seeks to address that interest by identifying best practices across all school districts and equipping boards with the necessary resources to enhance student engagement.



**CATEGORY:  
EDUCATIONAL PROGRAMS**

## 21. Action to Address Misogyny & Sexism

<b>Motion #:</b>	21 : A202521	<b>Sponsor:</b>	Comox Valley
<b>Meeting:</b>	AGM 2025	<b>Action:</b>	<i>not specified</i>
<b>Category:</b>	Educational Programs	<b>Outcome:</b>	<i>not specified</i>
<b>Disposition:</b>	<i>not specified</i>		

### Motion as Adopted:

#### BE IT RESOLVED:

### Motion as Presented:

#### BE IT RESOLVED:

That BCSTA advocate to the Ministry of Education and Child Care to work with the Parliamentary Secretary for Gender Equity to develop, promote, implement and fund a K-12 Action Plan to address misogyny & sexism and to include strategies for educators and students to identify and respond to gender-based biases and sexual harassment.

### Rationale:

This motion is rooted in the recognition that acts of gender based violence, from sexual harassment to sexual assault, exists on a continuum and should not be considered as isolated incidents. Rather each act should be recognized as taking place within in a larger social and cultural context of misogyny and sexism, which requires systemic response that is multi-faceted, intentional and ongoing. This motion seeks to address yet another facet of this ubiquitous problem.

The McCreary Centre's BC Adolescent Health Survey is conducted every 5 years and is described by the McCreary Centre Society as "the most reliable, comprehensive survey of youth aged 12-19 in British Columbia". In 2023, over 38,000 students in 59 of BC's 60 school districts completed the survey.

That survey revealed that 51% of female students aged 12 to 19 in BC reported they had experienced verbal sexual harassment in the previous year and 32% had experienced physical sexual harassment. Non-binary youth in BC reported experiences of physical and verbal sexual harassment at even higher rates (58% verbal and 40% physical sexual harassment).

Similar rates were cited in a 2017 study conducted by Harvard University's Graduate School of Education. Its report, entitled "[The Talk: How Adults Can Promote Young People's Healthy Relationships and Prevent Misogyny and Sexual Harassment](#)", included among its key findings that misogyny and sexual harassment are so pervasive among young people that young people are increasingly desensitized to it and that peer sexual harassment "largely flies under our [adult] radar," with "large numbers of parents, educators, and other adults appear to be either unaware of the seriousness of the problem or don't know how to deal with it."

This motion seeks to further the education of educators adults in the education system and students about the seriousness of the problem and how to deal with it. It is supported by and consistent with the province's multi-year Gender-Based Violence Action Plan, released in December 2023, which specifically included among its planned actions increasing prevention education and improving systemic response to victims/survivors of sexual violence in British Columbia, as well as province's recent declaration (January 2025) that gender-based violence is an epidemic.

**Reference(s):**

BC Adolescent Health Survey, McCreary Centre Society (2023) [https://mcs.bc.ca/pdf/2023\\_bcahs\\_the\\_big\\_picture.pdf](https://mcs.bc.ca/pdf/2023_bcahs_the_big_picture.pdf)

“The Talk: How Adults Can Promote Young People’s Healthy Relationships and Prevent Misogyny and Sexual Harassment” (2017, Harvard University Graduate School of Education)

[https://static1.squarespace.com/static/5b7c56e255b02c683659fe43/t/5bd51a0324a69425bd079b59/1723734772299/mcc\\_the\\_](https://static1.squarespace.com/static/5b7c56e255b02c683659fe43/t/5bd51a0324a69425bd079b59/1723734772299/mcc_the_)

Safe and Supported - British Columbia’s Gender-Based Violence Action Plan (December 2023)

<https://www2.gov.bc.ca/assets/gov/british-columbians-our-governments/services-policies-for-government/gender-equity/safe-and-supported-gender-based-violence-action-plan-december-2023.pdf>

## 22. Development of Climate Action Curriculum

<b>Motion #:</b>	22 : A202522	<b>Sponsor:</b>	Kootenay Lake <i>and</i> Kootenay Boundary Branch
<b>Meeting:</b>	AGM 2025	<b>Action:</b>	<i>not specified</i>
<b>Category:</b>	Educational Programs	<b>Outcome:</b>	<i>not specified</i>
<b>Disposition:</b>	<i>not specified</i>		

### **Motion as Adopted:**

#### **BE IT RESOLVED:**

### **Motion as Presented:**

#### **BE IT RESOLVED:**

That BCSTA advocate to the Ministry of Education and Child Care for the development of Climate Action and Sustainability Curriculum.

### **Rationale:**

Provincial climate change curriculum is embedded within science courses, but there is an obvious and significant lack of 'climate action' curriculum. One without the other only exacerbates climate anxiety in our students. There have been a number of current studies tying climate change to climate anxiety in students.

For example, "*Climate anxiety in children and young people and their beliefs about government responses to climate change: a global survey from the Lancet (Planetary Health) 2021 10.000 students gr. 11, 12 up to 25 years old in 10 different countries. More than 45% of respondents said their feelings about climate change negatively affected their daily life and functioning, and many reported a high number of negative thoughts about climate change (eg, 75% said that they think the future is frightening and 83% said that they think people have failed to take care of the planet).*"

Education addressing the issue of climate action is important to support the well-being and potential of all learners. Ensuring students have the knowledge and skills to access is important to reduce anxiety caused by this relevant concern in young peoples' lives.

Curriculum development in the area of climate action and sustainability will encourage learners to change their attitudes, behavior, and assist students to use critical thinking, effective communication, and work with/learn from community agencies and partners to broadly understand complex ideas around climate change and action.

In the classroom, young people can be taught the impact of climate change and learn how to adapt to Climate Change and take Climate Action. Education in this area will reduce climate anxiety in students by empowering them with knowledge and tangible avenues for action. This will bring hope and opportunity for our students to help create a sustainable and brighter future for them and our world.

Urgent action is needed to advocate for the development of climate action curriculum in B.C. schools.



**Reference(s):**

[https://www.thelancet.com/journals/lanph/article/PIIS2542-5196\(21\)00278-3/fulltext](https://www.thelancet.com/journals/lanph/article/PIIS2542-5196(21)00278-3/fulltext)

## 23 Middle Years Development Instrument (MDI) funding by Ministry of Education and Child Care (ECC)

<b>Motion #:</b>	23 : A202523	<b>Sponsor:</b>	Vancouver
<b>Meeting:</b>	AGM 2025	<b>Action:</b>	<i>not specified</i>
<b>Category:</b>	Educational Programs	<b>Outcome:</b>	<i>not specified</i>
<b>Disposition:</b>	<i>not specified</i>		

### **Motion as Adopted:**

**BE IT RESOLVED:**

### **Motion as Presented:**

**BE IT RESOLVED:**

That BCSTA urge the Ministry of Education and Child Care to fund the Middle Years Development Instrument (MDI) for all BC school districts.

### **Rationale:**

The MDI is developed and administered by the Human Early Learning Partnership (HELP) at UBC and helps us gain a deeper understanding of children's social and emotional health, well-being and assets during middle childhood - from their own perspective.

Children in middle childhood and early adolescence, ages 6 to 13, are in a key phase of physical, emotional, and cognitive growth, along with changes in relationships. Supporting positive development during this time lays the foundation for success, and listening to children provides valuable data to shape programs, practices, and policies. MDI data helps school districts to drive positive change during this critical transition.

School districts must each pay to participate in the MDI (the current cost for the Vancouver School District is \$20,000) and in the 2023-24 school year 34 school districts took part. With Ministry of Education and Childcare funding, school districts would not have a financial barrier to participation and there would be the additional value of getting the perspectives from every child in BC.

Similar motions were adopted at the 2016 and 2021 BCSTA AGMs but there had not yet been actions by the Ministry. At the 2025 AGM, as we are now in the 2022-26 term, there is the opportunity to bring this motion forward again, at the beginning of a new provincial government's term.

## 24. Teaching Critical Thinking in K-12

<b>Motion #:</b>	24 : A202524	<b>Sponsor:</b>	Central Okanagan Public Schools
<b>Meeting:</b>	AGM 2025	<b>Action:</b>	<i>not specified</i>
<b>Category:</b>	Educational Programs	<b>Outcome:</b>	<i>not specified</i>
<b>Disposition:</b>	<i>not specified</i>		

### Motion as Adopted:

#### BE IT RESOLVED:

### Motion as Presented:

#### BE IT RESOLVED:

That BCSTA calls on the Ministry of Education and Child Care to support explicit instruction in critical thinking principles at all levels of the K-12 curriculum and provide adequate resources and training for educators.

### Rationale:

Today's students have a greater need for critical thinking competency than ever before. Recent surveys have found that nearly 40% of young adults and more than half of teens use social media (especially TikTok) as their primary source of news, and so are particularly subject to social manipulation, targeted propaganda, and information siloes. Artificial Intelligence tools (like ChatGPT) have rapidly gained widespread use but are notorious for generating complete falsehoods and misinformation. It has become commonplace for people to engage in "decision-based evidence making" rather than "evidence-based decision making".

Critical thinking competency includes having the skills and knowledge to analyze evidence and evaluate the validity of an argument, as well as the mindset and motivation to use those skills when required.

Although *Critical and Reflective Thinking* is a core competency in the current curriculum, "no part of the curriculum provides much detail about what critical thinking is, and nothing is said about how to teach it, or about how to assess students' progress." [Fillion and Martelli] The Ministry's website (<https://curriculum.gov.bc.ca/competencies/thinking/critical-and-reflective-thinking>) provides examples of *using* critical thinking in Science and Social Studies, for example, but it does not indicate any requirement to directly teach what critical thinking actually is or for students to assess their own reasoning.

According to Fillion and Martelli, "the most pressing issue is that there is currently little guidance for teachers on defining critical thinking, how it can be taught effectively, and how it is assessed using performance-based language."

Studies have shown that learning critical thinking skills only by "immersion" (just using them in other subjects) does not work. What works best is explicit teaching of general critical thinking skills (such as avoiding confirmation bias and understanding correct logic), alongside examples of its use in specific subjects. Long-term exposure to critical thinking skills is most effective, so this should be incorporated throughout the K-12 curriculum.

This requires adequate resources and supports for educators, including curriculum content. Teachers would also benefit from training opportunities, peer networks and online communities of practice that could offer them content ideas and support.

Fillion and Martelli state: “informal consultation with teachers suggests they vary widely in their concept of critical thinking. This is shown by fundamental differences in definition, content and assessment expectations, and basic knowledge of critical thinking terminology.”

**Reference(s):**

[Overview of Critical Thinking in the BC K-12 Curriculum Revisions: Implications for Teaching and Learning \(2017, revised 2018\) by Nicolas Fillion \(SFU professor\) and Dale Martelli \(now President of the BC Social Studies Teachers' Association\)](#)

## 25. Revision to Substance Education Curriculum in Response to the Ongoing Opioid Crisis

<b>Motion #:</b>	25 : A202525	<b>Sponsor:</b>	Maple Ridge-Pitt Meadows <i>and</i> Fraser Valley Branch
<b>Meeting:</b>	AGM 2025	<b>Action:</b>	<i>not specified</i>
<b>Category:</b>	Educational Programs	<b>Outcome:</b>	<i>not specified</i>
<b>Disposition:</b>	<i>not specified</i>		

### Motion as Adopted:

#### BE IT RESOLVED:

### Motion as Presented:

#### BE IT RESOLVED:

That BCSTA advocate to the Ministry of Education and Child Care to fully fund a review and revision of the Substance Education curriculum.

Further, that the curriculum incorporates targeted opioid education on harm reduction, substance use prevention and mental health, and where appropriate, integrated across multiple areas of learning.

### Rationale:

In the fall of 2016, the BC Curriculum was revised to reflect "a context in time," aiming to equip students with the skills and knowledge required to succeed in a rapidly changing world. During this same period, the opioid crisis was declared a Public Health Emergency in April 2016. As a result, both the curriculum revision and the escalation of the opioid crisis unfolded concurrently, with the latter evolving into an ongoing public health emergency that continues to affect communities across British Columbia, especially youth, profoundly.

Between 2014 and 2024, the BC Coroner reported over 205 youth aged 0-18 who have tragically lost their lives due to the opioid crisis, though many more cases go unreported. This statistic underscores the urgent need for updated educational measures. Despite the ongoing impact of this crisis, the current BC Curriculum has not sufficiently kept pace with these evolving public health challenges. Therefore, it is essential to reevaluate the existing Substance Education curriculum to ensure it effectively addresses the opioid crisis and its far-reaching effects on youth.

As School Board Trustees, it is our responsibility to ensure that students in British Columbia have access to essential life-saving education, particularly related to the opioid crisis. A revised curriculum that incorporates targeted opioid education and harm reduction strategies will equip students with the knowledge needed to make informed choices about substance use, recognize warning signs, and seek help when necessary.

This motion addresses an urgent public health crisis and equips students with the tools to protect their well-being and that of their peers. The ongoing opioid epidemic demands proactive, measurable steps to update the curriculum in a way that is relevant, effective, and responsive to today's youth's needs.



**Reference(s):**

BC Coroners Report

- <https://app.powerbi.com/view?r=eyJrIjoiaM2Y5YzRjNzQtMzAyNS00NWFiLWI3MDktMzI5NWQ3YmVhNmZjliwidCI6IjZmZGI1>

BCSTA Comprehensive Healthy School Working Group

- [https://bcsta.org/wp-content/uploads/2025/01/2024-06\\_CSHWG\\_Report.pdf](https://bcsta.org/wp-content/uploads/2025/01/2024-06_CSHWG_Report.pdf)

SD 42 Opioid Education and Report

- [https://drive.google.com/file/d/1o\\_d1PXcsTX2xcDPeCcvUH\\_SpmY6NiR1V/view?usp=sharing](https://drive.google.com/file/d/1o_d1PXcsTX2xcDPeCcvUH_SpmY6NiR1V/view?usp=sharing)

## Coordination of Non Traditional Initiatives

### 26.

<b>Motion #:</b>	26 : A202526	<b>Sponsor:</b>	Southeast Kootenay <i>and</i> Kootenay Boundary Branch
<b>Meeting:</b>	AGM 2025	<b>Action:</b>	<i>not specified</i>
<b>Category:</b>	Educational Programs	<b>Outcome:</b>	<i>not specified</i>
<b>Disposition:</b>	<i>not specified</i>		

#### **Motion as Adopted:**

#### **BE IT RESOLVED:**

#### **Motion as Presented:**

#### **BE IT RESOLVED:**

That BCSTA request the Ministry of Education and Child Care to coordinate with the appropriate ministries and professional organizations to provide support to school districts when mandating non-traditional education programs and initiatives.

#### **Rationale:**

Over the past decade, the responsibilities downloaded to school districts and administration have significantly increased and/or expanded in scope, without a significant increase in the resources (staffing, funding, infrastructure) needed to accommodate the growing list of duties. While Districts recognize the need for initiatives/programs that keep pace with the changing needs of students in these dynamic times, and applaud government for taking initiative, we question efficacy of placing all responsibility onto school districts, who do not always have the knowledge or skill sets to provide the best experience for students.

In order to maximize the efficacy of new and expanded programs and initiatives, we ask that government look first to those ministries/professional organizations with the best expertise to accomplish the desired outcomes of the program/initiative and assist Districts to coordinate some or all of the duties to that ministry/organization.

For example, new health initiatives such as naloxone training, which is currently being considered for schools, could be coordinated with the Ministry of Health and/or regional health authorities to provide a seconded professional working in that field to provide the expertise while oversight of the program/initiative remains with the school district.

MyHR is an example of a non-traditional education initiative to support, in this instance, human resource professionals to provide "leadership, expertise, services and programs that contribute to better business performance of ministries".

#### **Reference(s):**

<https://www2.gov.bc.ca/gov/content/careers-myhr/bcpsa/contact-the-bc-public-service-agency>

**Two examples of non-traditional education programs/initiatives downloaded to districts in the last decade:**



Climate Action Initiatives: Initiatives began in 2012; updates and increased focus through 2019

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/program-management/climatechangeeducation>

Gang Prevention and Awareness (End Gang Life Campaign): Implemented: 2013 (ongoing expansion in subsequent years) <https://www2.gov.bc.ca/gov/content/safety/crime-prevention/community-crime-prevention/gangs/end-gang-life>



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

## 27. EAs in Every Primary Classroom for the 2025-2026 School Year

<b>Motion #:</b>	27 : A202527	<b>Sponsor:</b>	Southeast Kootenay <i>and</i> Kootenay Boundary Branch
<b>Meeting:</b>	AGM 2025	<b>Action:</b>	<i>not specified</i>
<b>Category:</b>	Teachers/Personnel and Employee Relations	<b>Outcome:</b>	<i>not specified</i>
<b>Disposition:</b>	<i>not specified</i>		

**Motion as Adopted:**

**BE IT RESOLVED:**

**Motion as Presented:**

**BE IT RESOLVED:**

That BCSTA urges government to keep their 2024 election promise to staff each classroom with an education assistant for Kindergarten through to Grade 3 no later than the 2025-2026 school year.

**Rationale:**

This election promise cannot wait. Children born during the pandemic --who have now begun to enter the K - 12 education system-- have been shown to have significantly *reduced verbal, motor, and overall cognitive performance* compared to children born pre-pandemic, with children from lower socioeconomic families being the most affected. These neurocognitive findings are supported by neuroimaging data, which also shows reduced brain white matter development in children born since July 2020 compared to their counterparts from 2011 to 2019\*.

Education assistants (EAs) play critical roles in early intervention, an evidence based, cost effective measure to provide supports when they are most needed and most successful --in the early years of a child's K - 12 education journey.

**Reference(s):**

<https://www.bcndp.ca/releases/david-eby-deliver-better-learning-care-kids-schools>

\*[https://www.biologicalpsychiatryjournal.com/article/S0006-3223\(22\)00169-X/fulltext](https://www.biologicalpsychiatryjournal.com/article/S0006-3223(22)00169-X/fulltext)

<https://www.publicsafety.gc.ca/lbrr/archives/cnmcs-plcng/cn35739-54-eng.pdf>

## Implementation of the ECC K-12 Work Force Plan

### 28.

<b>Motion #:</b>	28 : A202528	<b>Sponsor:</b>	Peace River North
<b>Meeting:</b>	AGM 2025	<b>Action:</b>	<i>not specified</i>
<b>Category:</b>	Teachers/Personnel and Employee Relations	<b>Outcome:</b>	<i>not specified</i>
<b>Disposition:</b>	<i>not specified</i>		

#### **Motion as Adopted:**

#### **BE IT RESOLVED:**

#### **Motion as Presented:**

#### **BE IT RESOLVED:**

That BCSTA urge the Ministry of Education and Child Care to enact the K-12 Workforce Plan given the critical provincial retention and recruitment challenges.

#### **Rationale:**

In northern rural and remote districts there is a long standing history of recruitment and retention challenges. Elements of the workforce plan reflect considerable advocacy work. Should this plan be fully implemented it would benefit all districts. ECC and BCPSEA have initiated some three year pilot projects related to pre-employment incentives and rural practicum placements. The lessons learned from these pilots need to be acted upon because they have made a difference to recruitment

The Workforce plan measures related to retention will keep staff in the system. The need to act with urgency is evident as increasing numbers of districts are facing staffing shortages that impact the delivery of educational programs. This has resulted in an increasing number of districts that rely on people teaching on letters of permission to keep schools fully staffed. (As of January 15, 2025 253 LOP's in Public Schools ECC Educator Statistics)

Many districts are also struggling to find certified educational assistants to support our most vulnerable learners. In the absence of certified educational assistants, individuals are hired that may not have the necessary skills. In some instances students with diverse needs may be asked to remain at home because there is no one available to work with them when casual replacements can not be found.

#### **Reference(s):**

K-12 Workforce Planning An update from the Ministry of Education Nov. 23, 2023 <https://bcpsea.bc.ca/wp-content/uploads/2023/11/Nov-3-Workforce-Update-MO ECC.pdf>

Select Standing Committee on Finance and Government Services Report Budget 2024 Consultation [https://www.leg.bc.ca/committee-content/4500/SSC-FGS\\_42-4-2\\_Budget-2024-Consultation\\_Report.pdf](https://www.leg.bc.ca/committee-content/4500/SSC-FGS_42-4-2_Budget-2024-Consultation_Report.pdf)

Select Standing Committee on Finance and Government Services Report 2023 <https://www.leg.bc.ca/committee-content/2597/Budget-2023-Consultation-Report.pdf>



Select Standing Committee on Finance and Government Services 2022 [https://www.leg.bc.ca/committee-content/1700/42-2-2\\_FGS-Report\\_Budget-2022-Consultation.pdf](https://www.leg.bc.ca/committee-content/1700/42-2-2_FGS-Report_Budget-2022-Consultation.pdf)

Select Standing Committee on Finance and Government Services 2021-Volume 1  
[https://www.leg.bc.ca/committee-content/6578/Budget%202021%20Consultation%20Report\\_Volume%201.pdf](https://www.leg.bc.ca/committee-content/6578/Budget%202021%20Consultation%20Report_Volume%201.pdf)

Select Standing Committee on Budget 2020 Consultation 2020 [https://www.leg.bc.ca/committee-content/6899/FGS\\_41-2-2\\_Budget-2020-Consultation-Report\\_2019-08-07.pdf](https://www.leg.bc.ca/committee-content/6899/FGS_41-2-2_Budget-2020-Consultation-Report_2019-08-07.pdf)

BCSTA AGM Motion 15 2024 Eliminate Barriers of Employment for Early Childhood Educators and Education Assistants

BCSTA AGM Motion 19 Northern Teacher Bursary

BCSTA AGM 2023 Provincial Teacher Shortage

BCSTA AGM 2023 Online Teacher Program

BCSTA AGM 2021 Online Learning Programs for Teacher Certification

Work BC Labour Market Trend Educational Services 2023-2033 20,200 Expansion of Workforce 72,200 Replacement for those leaving. [https://www.workbc.ca/sites/default/files/2023-11/MPSEFS\\_11803\\_BC\\_Jobs\\_LMO\\_2023\\_FINAL..pdf](https://www.workbc.ca/sites/default/files/2023-11/MPSEFS_11803_BC_Jobs_LMO_2023_FINAL..pdf)

<https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/standards-for-educators/statistics>

Education Assistant Workforce Engagement Summary Report Spring 2024

[https://assets.nationbuilder.com/bcgeu/pages/9488/attachments/original/1721322819/EAWorkforceReport\\_Summary.pdf?1721](https://assets.nationbuilder.com/bcgeu/pages/9488/attachments/original/1721322819/EAWorkforceReport_Summary.pdf?1721)

## 29. LOP Process with TRB

<b>Motion #:</b>	29 : A202529	<b>Sponsor:</b>	Northern Interior Branch
<b>Meeting:</b>	AGM 2025	<b>Action:</b>	<i>not specified</i>
<b>Category:</b>	Teachers/Personnel and Employee Relations	<b>Outcome:</b>	<i>not specified</i>
<b>Disposition:</b>	<i>not specified</i>		

### **Motion as Adopted:**

#### **BE IT RESOLVED:**

### **Motion as Presented:**

#### **BE IT RESOLVED:**

That BCSTA advocate to the Ministry of Education and Child Care to work with the Teacher Regulation Branch to streamline the process for Letters of Permission and that they be valid for a two year period.

### **Rationale:**

Currently the process to apply for a Letter of Permission can be quite onerous and time consuming for districts. Sometimes multiple applications are required at considerable cost and use of human resources staff. Given recruitment challenges districts must employ teachers on LOP's to keep classrooms and schools open. In districts facing ongoing and persistent hiring issues, a teacher on a letter of permission may be employed for more than one year.

As of Oct. 1, 2024, the number of LOP's working in the Northern Interior and North West Branch was 197. Typically, this number increases through the school year as districts needs continue to evolve. (data gathered by Superintendents in the two branches submitted to the Ministry through the BCSTA Rural and Remote Network.)

The MECC Educator's Statistic site as of January 15, 2025 reported 253 LOP's in Public Schools.

The Teacher Regulation Branch application process requires considerable paperwork to be completed and submitted by HR personnel. In smaller districts with limited HR capacity this often increases workload beyond what the district can handle in a timely manner.

The TRB response time in issuing certificates for both teachers and LOP's continues to be an on going concern. Having an LOP issued for a two year (validity-period) could potentially contribute to an improved processing time for other certificates. The other consideration to streamline this process is to possibly provide an LOP that is eligible for the entire province which may make it more fluid if the individual moves from one district to another.

### **Reference(s):**

<https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/standards-for-educators/statistics>



BCSTA AGM 2024 Motion 16 Human Resources Capacity in Northern Districts.

BCSTA AGM 2020 Motion # Timelier Response from TRB.



**CATEGORY:  
EDUCATION FINANCE**

## 30. Increased Funding for Public Education

<b>Motion #:</b>	30 : A202530	<b>Sponsor:</b>	Surrey
<b>Meeting:</b>	AGM 2025	<b>Action:</b>	<i>not specified</i>
<b>Category:</b>	Education Finance	<b>Outcome:</b>	<i>not specified</i>
<b>Disposition:</b>	<i>not specified</i>		

### Motion as Adopted:

#### BE IT RESOLVED:

### Motion as Presented:

#### BE IT RESOLVED:

That BCSTA urge the Premier, the Minister of Finance, and the Treasury Board to prioritize education funding and increase the percentage of the Provincial Budget that the Ministry of Education and Child Care receives.

### Rationale:

Every year education funding increases, but this is driven almost exclusively by population and wage increases. Other increased expenses from inflation, unfunded capital needs, growing numbers of students with complex learning needs, and many other funding pressures remain unfunded year after year. Countless motions have been passed asking for the Ministry of Education and Child Care to provide more money for a variety of needs, but until education is made more of a priority for government, any substantive improvement is impossible.

- In the 2001-2002 budget, public school districts received 15.49% of the provincial budget. In the 2023-24 budget, this had dropped to 7.97%.
- BC is second from the bottom in provincial K-12 education spending as a share of GDP.

### Reference(s):

BC K-12 Operating Grants 2001/02 - Present

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

BC Quarterly Financial Reports

<https://www2.gov.bc.ca/gov/content/governments/finances/reports/quarterly-reports#0001>

Institute for Public Education/BC factsheet (Provincial comparison)

<https://instituteforpubliceducation.org/wp-content/uploads/2024/07/BC-Education-Funding-Facts.pdf>

Provincial school board expenditures comparison

<https://www150.statcan.gc.ca/t1/tbl1/en/tv.action?pid=3710006401>

Provincial gross domestic product (GDP) comparison

<https://www150.statcan.gc.ca/t1/tbl1/en/tv.action?pid=3610040202>

## 31. Coordinated, Funded Provincial Approach - Cybersecurity

<b>Motion #:</b>	31 : A202531	<b>Sponsor:</b>	Vancouver Island Branch <i>and</i> South Coast Branch <i>and</i> Surrey <i>and</i> Nicola-Similkameen
<b>Meeting:</b>	AGM 2025	<b>Action:</b>	<i>not specified</i>
<b>Category:</b>	Education Finance	<b>Outcome:</b>	<i>not specified</i>
<b>Disposition:</b>	<i>not specified</i>		

**Motion as Adopted:**

**BE IT RESOLVED:**

**Motion as Presented:**

**BE IT RESOLVED:**

That BCSTA advocate to the Ministry of Citizens' Services, the Ministry of Education and Childcare, and the Ministry of Finance for a coordinated and fully funded provincial plan to mitigate the risks and challenges districts face in implementing and sustaining cybersecurity measures.

**Rationale:**

The BCSTA supports the spirit of Minister Beare's letter on Cyber Security (dated November 29, 2024) but notes that the school districts are specifically not provided resources nor training to maintain and secure a safe digital learning environment.

This motion arises due to the escalating frequency of cyberattacks on school district across British Columbia. In response, BCSTA advocate to the Ministry of Education and Child Care for the creation and funding of a coordinated provincial approach to address these growing cybersecurity threats. School boards and administrators acknowledge the critical need for robust network security; however, there is a lack of equitable access to resources, including the recruitment of skilled technology professionals, funding to modernize outdated hardware and software, and sustained investment in infrastructure maintenance. Addressing these gaps is essential to safeguarding the province's educational systems.

This may include sector wide negotiations for security software, access to specialized technical supports, and funding at the district level to strengthen and support all BC school districts cybersecurity measures.

**Reference(s):**

Campbell River also a sponsor of the motion

## 32 Fund Automated External Defibrillators (AED's) in All Public School Buildings

<b>Motion #:</b>	32 : A202532	<b>Sponsor:</b>	Vancouver
<b>Meeting:</b>	AGM 2025	<b>Action:</b>	<i>not specified</i>
<b>Category:</b>	Education Finance	<b>Outcome:</b>	<i>not specified</i>
<b>Disposition:</b>	<i>not specified</i>		

### Motion as Adopted:

#### BE IT RESOLVED:

### Motion as Presented:

#### BE IT RESOLVED:

That BCSTA advocate to the Minister of Education and Child Care and the Minister of Health that the Provincial Government fully fund the purchase, installation, maintenance and training for the deployment of Automated External Defibrillators (AEDs) in all public school and district buildings.

### Rationale:

According to the Canadian Heart and Stroke Foundation, there are over 60,000 out of hospital cardiac arrests each year and of those 60,000, up to 6,000 die in BC. StartMeUpBC, along with the St. John's Ambulance states on their website that "in the event of sudden cardiac arrest, bystander use of an automated external defibrillator (AED), along with CPR, is crucial and increases the chance of survival by 75% or higher. Despite this, AEDs in BC aren't always readily available."

Since 2018, there have been several youth deaths in B.C. public schools where there were no accessible AEDs. Most recently in our district, one student death has occurred, and this youth's life may have been saved if there had been an AED on site.

In 2019, the Provincial Government introduced [BILL M 216 – 2019 Defibrillator Public Access Act](#). This Bill contemplated making it mandatory to put AEDs in all public spaces as designated by the Lieutenant Governor in Council. According to my research, this Bill has been introduced into the legislature at least three times but has yet to be debated and passed.

The question of equity has been raised in the discussion of this issue. Currently, there are some school districts like Surrey, Burnaby, Richmond, and North Vancouver have AEDs installed in schools. North Okanagan-Shuswap has been implementing a three-year plan to have AEDs in all schools and school operational facilities. This has created a "have" and "have not" situation. If the BCSTA passes this motion, the BCSTA would advocate to the Provincial government to provide and fully fund AEDs for every public-school site. In doing so, this would address the issue of equity, and it would address the issue of cost to school districts.

[BC Education Minister Lisa Beare stated on January 3rd, 2025](#), that she agreed that AEDs should be in schools across the province. This motion would affirm and support the Minister's position for the need for a province-wide plan.



Providing life saving measures for students and employees should not be decided upon as to whether our school district has enough money in its budget to pay for AEDs. If one life is saved, it is worth it.

**Reference(s):**

[BILL M 216 – 2019 Defibrillator Public Access Act](#)

[BC Education Minister Lisa Beare stated on January 3rd, 2025](#)

### 33. SOFI Reporting Threshold Increase

<b>Motion #:</b>	33 : A202533	<b>Sponsor:</b>	Saanich
<b>Meeting:</b>	AGM 2025	<b>Action:</b>	<i>not specified</i>
<b>Category:</b>	Education Finance	<b>Outcome:</b>	<i>not specified</i>
<b>Disposition:</b>	<i>not specified</i>		

**Motion as Adopted:**

**BE IT RESOLVED:**

**Motion as Presented:**

**BE IT RESOLVED:**

That BCSTA request that the Minister of Finance review, for the purpose of increasing, the reporting thresholds applied in the annual Statement of Financial Information (SOFI) Report.

**Rationale:**

School Districts and other provincial public sector entities in British Columbia are required to annually publish a Statement of Financial Information (SOFI) Report. This annual SOFI report requires the reporting of remuneration and expenses of all employees where annual remuneration exceeds \$75,000, and the reporting of annual payments for goods and services where annual payments to a supplier exceeds \$25,000.

The original intent of the report was to report the remuneration and expenses of higher income earners in leadership positions and to report significant payments to suppliers. However, as the thresholds for reporting have remained static for many years, the proportion of staff remuneration and supplier payments now reported in the SOFI has grown significantly. For example, following many years of salary inflation school districts are now required to report remuneration and expenses for most teachers and some support staff. This continuing expansion in the scope of reporting, in our view, has actually diminished the intended focus on and accountability relating to reporting the remuneration and expenses of those in leadership positions. The compilation of expense information for a significantly greater scope of staff and suppliers is also a significant administrative undertaking—an undertaking which, in our view, does not improve transparency and accountability.

## 34. Adequate Funding for Costs in Childcare

<b>Motion #:</b>	34 : A202534	<b>Sponsor:</b>	Central Okanagan Public Schools
<b>Meeting:</b>	AGM 2025	<b>Action:</b>	<i>not specified</i>
<b>Category:</b>	Education Finance	<b>Outcome:</b>	<i>not specified</i>
<b>Disposition:</b>	<i>not specified</i>		

### **Motion as Adopted:**

#### **BE IT RESOLVED:**

### **Motion as Presented:**

#### **BE IT RESOLVED:**

That the BCSTA requests the Ministry of Education and Child Care work with the Parliamentary Secretary for Child Care, to provide dedicated funding directly to boards of education in covering all costs for district childcare facilities, so that these expenses are not funded by the K-12 education budgets.

### **Rationale:**

In a year when school districts across the province are facing extreme budget pressures, it is deeply concerning that critical funding is being diverted away from the K-12 education system to subsidize child care operations. Our district alone is grappling with a \$4.4 million shortfall, yet we are also absorbing an additional \$1.115 million annually to cover the custodial and maintenance costs of seven stand-alone child care facilities built on our school properties.

These facilities, operated by third-party providers such as the Boys and Girls Club and the YMCA, serve an important role in supporting families, but the financial burden of maintaining them has fallen unfairly on the K-12 system. Due to fee restrictions on child care operators, they are unable to contribute sufficiently to the upkeep of these facilities. This leaves the school district responsible for maintenance, custodial work, and other operational costs—funds that would otherwise be directed toward classrooms, student services, and educational programming.

Our operational staff now manage and maintain seven additional buildings without corresponding increases in funding. The district is forced to redirect resources intended for K-12 students to cover approximately:

- \$350,000 for additional operational staff to support childcare facilities.
- \$200,000 for a second fully funded District Principal of Early Learning, recognizing that our childcare footprint is significantly larger than many neighboring districts receiving the same level of funding.
- \$65,000 to hire a clerical staff member to support early learning and care administration.
- \$500,000 in ongoing capital-related maintenance costs across the seven facilities.

Furthermore, the Annual Facility Grant (AFG) remains stagnant for school districts despite growing facility needs. The addition of stand-alone childcare buildings places further strain on an already overextended budget, exacerbating deferred maintenance challenges across all districts.

Given these financial realities, it is imperative that the Ministry of Education and Child Care provide dedicated funding for the maintenance and custodial costs of childcare facilities. School district budgets are intended to serve K-12 students, and in a time of financial hardship, the reallocation of these funds to support early learning infrastructure is unsustainable. Immediate action is required to ensure that school districts are not forced to bear the costs of childcare facility maintenance at the expense of K-12 education. The total amount in the Central Okanagan Public School District is a staggering \$1,115,000. We believe that this is worthy of being urgently advocated for and can not wait until all 60 school districts have these facilities and circumstances in place.

## 35. Fully Funding Year End FTE Staffing Costs

<b>Motion #:</b>	35 : A202535	<b>Sponsor:</b>	Burnaby
<b>Meeting:</b>	AGM 2025	<b>Action:</b>	<i>not specified</i>
<b>Category:</b>	Education Finance	<b>Outcome:</b>	<i>not specified</i>
<b>Disposition:</b>	<i>not specified</i>		

**Motion as Adopted:**

**BE IT RESOLVED:**

**Motion as Presented:**

**BE IT RESOLVED:**

That BCSTA advocate to the Ministry of Education and Child Care and the Ministry of Finance to fully fund costs based on year-end staff FTE counts for each school year.

**Rationale:**

Currently, the Ministry of Education and Child Care calculates and funds labour settlement costs based on staffing levels at the start of each school year. However, staffing levels fluctuate throughout the year, particularly in districts experiencing student enrolment growth. When additional staff are hired after the Ministry's initial count, those positions do not receive funding support, leaving school districts to cover the costs. This creates a significant financial strain, forcing districts to absorb unfunded salary expenses and further stretching already limited budgets. Given that districts have no control over negotiated labour costs, it is essential that the Ministry fully fund these expenses based on actual year-end staffing levels, ensuring school districts can meet both their contractual obligations and operational needs without compromising essential services.

## 36. Funding and Support for Inclusive Classrooms in Kindergarten to Grade Three

**Motion #:** 36 : A202536

**Sponsor:** Southeast Kootenay *and* Kootenay  
Boundary Branch

**Meeting:** AGM 2025

**Action:** *not specified*

**Category:** Education Finance

**Outcome:** *not specified*

**Disposition:** *not specified*

### **Motion as Adopted:**

#### **BE IT RESOLVED:**

### **Motion as Presented:**

#### **BE IT RESOLVED:**

That BCSTA requests the Ministry of Education and Child Care to provide funding and support to students in kindergarten to grade three using a social model instead of a medical model.

### **Rationale:**

The type of disability model used by an organization directly impacts the policies and practices of the organization. In BC, public education relies on the Medical Model to diagnose, fund and "treat" students with special needs/learning disabilities. While the medical model plays an important role when investing in resources and health care for individuals living with disabilities, this model also tends to "pathologize" the individual and requires a medical diagnosis before supports are funded.

A further challenge to this model is the systemic and ongoing backlog of referrals for diagnostic assessments which is compounded by long wait times for services once a diagnosis is provided --especially for students in rural and remote districts in the province. Given that student supports are not funded *until* a child has received a diagnostic assessment, *funded* supports are not available to students when they are most needed, most cost-effective and most likely to be successful--at the beginning of their K - 12 educational journey, or before.

In an effort to address these challenges and support students as early as possible, school districts attempt to provide what services they can out of their operational funding by redirecting limited classroom funds to special needs funding, but these measures are insufficient to provide all of the necessary supports without significant erosion to classroom learning in general.

In their 2024 election platform, the NDP government promised to "staff each classroom with an education assistant [EA] from K - 3 classes to support complex needs..." This commitment to provide more support for kids with learning disabilities could be maximized if government were *also* to shift from a Medical to a Social Model of disability for those same grades or another expedient form of assessment.

The example of using a Social Model of disability, which reaffirms a students' identity by focusing on the *environmental* factors that impede the individual rather than focusing on the individual's disability as the impediment, would maximize the benefits of funding an EA in every K - 3 classroom. Research on children with learning disabilities suggest that by

addressing environmental factors early a child with special needs is more likely to experience success, improving self-confidence, decreasing frustration and lowering the need for additional resources as they move through the K - 12 system.

Children born during the pandemic --who have now begun to enter the K - 12 education system-- have been shown to have significantly *reduced verbal, motor, and overall cognitive performance* compared to children born pre-pandemic, with children from lower socioeconomic families being the most affected. These neurocognitive findings are supported by neuroimaging data, which also shows reduced brain white matter development in children born since July 2020 compared to their counterparts from 2011 to 2019\*.

The example of shifting away from the Medical and toward the Social Model of disability, would enable professionals to address and adapt to the individuals' needs regardless of diagnosis, This requires trust in the observations and recommendations of school professionals yet it is likely to reduce the need for diagnostic assessments in later grades and would result in considerable cost savings as the child moves through the education system and into adulthood. This would also ensure that students receive the support they need when it has the most impact on their learning, self esteem and confidence.

Enabling school teams to adopt a social model or another expedient form of assessment for the early years of education, allow for curated classroom discussions, materials, and lessons that acknowledge the multi-faceted identities and experiences of disabled individuals benefits all learners in the classroom. Disabilities and learning needs exist on a sliding scale, and there are a variety of factors that might impact what we know about a student's individual needs, including those with no obvious learning disability. By taking the time to make a few important and simple accommodations classrooms become more welcoming spaces for all who enter them.

**Reference(s):**

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

<https://www.publicsafety.gc.ca/lbrr/archives/cnmcs-plcng/cn35739-54-eng.pdf>

<https://www.bcndp.ca/releases/david-eby-deliver-better-learning-care-kids-schools>

<https://www.bctf.ca/news-and-opportunities/news-details/2024/10/03/bctf-statement-on-ndp-platform-release>

[https://www.policyalternatives.ca/wp-content/uploads/attachments/Disability\\_and\\_Inclusion\\_in\\_Education.pdf](https://www.policyalternatives.ca/wp-content/uploads/attachments/Disability_and_Inclusion_in_Education.pdf)

\* [https://www.biologicalpsychiatryjournal.com/article/S0006-3223\(22\)00169-X/fulltext](https://www.biologicalpsychiatryjournal.com/article/S0006-3223(22)00169-X/fulltext)

<https://facingcanada.facinghistory.org/models-of-disability>

<https://files.eric.ed.gov/fulltext/EJ1118562.pdf>

## 37 Funding & Support for Engaging Community in Inclusive Education Initiatives

<b>Motion #:</b>	37 : A202537	<b>Sponsor:</b>	Fraser Valley Branch
<b>Meeting:</b>	AGM 2025	<b>Action:</b>	<i>not specified</i>
<b>Category:</b>	Education Finance	<b>Outcome:</b>	<i>not specified</i>
<b>Disposition:</b>	<i>not specified</i>		

### **Motion as Adopted:**

#### **BE IT RESOLVED:**

### **Motion as Presented:**

#### **BE IT RESOLVED:**

That BCSTA advocate to the Provincial Government for sustained funding to engage school districts and public education partners in a coordinated effort to improve community understanding of Sexual Orientation Gender Identity Inclusive education

AND that BCSTA support member boards in those initiatives.

### **Rationale:**

By supporting all boards of education in improving community understanding and engagement with SOGI-inclusive education, we can empower parents with the knowledge and confidence to support their children in navigating topics around gender identity and sexual orientation. This also strengthens awareness of how SOGI-inclusive education creates safer, more inclusive schools for all while safeguarding boards of education, staff, students, and public education itself. Improved collaboration between families and schools helps all students—especially 2SLGBTQIA+ youth—get the support they need to grow, thrive, and feel a true sense of belonging.

### **Reference(s):**

- [The Trevor Project Research Brief: Behaviors of Supportive Parents and Caregivers for LGBTQ Youth](#)
- [The Influence of Families on LGBTQ Youth Health: A Call to Action-](#)
- [Parental Support, Depressive Symptoms, and LGBTQ Adolescents](#)
- [Sources of Social Support and Mental Health Among LGB Youth](#)
- [Students feel safer here, and more included: Evaluation of SOGI 123 in BC](#)

## 38. Funding for Pre Kindergarten Programs

<b>Motion #:</b>	38 : A202538	<b>Sponsor:</b>	Conseil Scolaire Francophone
<b>Meeting:</b>	AGM 2025	<b>Action:</b>	<i>not specified</i>
<b>Category:</b>	Education Finance	<b>Outcome:</b>	<i>not specified</i>
<b>Disposition:</b>	<i>not specified</i>		

### Motion as Adopted:

#### BE IT RESOLVED:

### Motion as Presented:

#### BE IT RESOLVED:

That BCSTA advocate to the Ministry of Education and Child Care to provide sustainable and targeted early learning funding to school districts, ensuring equitable access to pre kindergarten educational opportunities and screening.

### Rationale:

The British Columbia Ministry of Education and Child Care has progressively expanded its role in early childhood education, recognizing its critical impact on lifelong learning, equity, and student success. Several historical actions demonstrate the government's commitment to early learning, yet gaps in funding persist which requires dedicated financial support for school boards.

### Alignment with Past Ministry Actions

The Ministry has taken significant steps to integrate early childhood services into the education system:

- **Expansion of Full-Day Kindergarten (2010-2011):** In 2009, the Province announced the transition over two years from half-day to full-day kindergarten, recognizing the benefits of early learning in child development. Further more on June 12, 2017, Canada and British Columbia agreed to the Multilateral Early Learning and Child Care Framework which articulates their shared vision for early learning and child care (ELCC) and describes their approach to achieve this vision.
- **Childcare Transition to the Ministry of Education (February 8, 2022):** The government shifted responsibility for childcare and early learning from the Ministry of Children and Family Development to the Ministry of Education, acknowledging that early learning is foundational to K-12 success.
- **Capital Funding for Childcare Spaces (2018-Present):** Since launching in July 2018 the ChildCareBC New Spaces Fund, the Ministry has allocated funding for school-based childcare spaces but has not fully addressed operational funding shortfalls for early childhood services beyond childcare.

### Addressing the Funding Gap

Despite these initiatives, school districts continue to experience critical funding shortfalls in providing early learning services. Previous BCSTA motions (AGM 2023, AGM 2024) have called for full funding of early learning programs, but financial challenges persist. Without dedicated funding, school boards struggle to sustain early learning opportunities, particularly in underserved and rural communities.

### **Equitable Access to Early Learning**

Research and experience show that early learning improves literacy, numeracy, and social-emotional development, reducing long-term disparities in student achievement. Some districts can support early learning through local initiatives, while others lack resources, leading to inconsistent access to critical early childhood services. Providing sustainable, fully funded resources ensures that all children, regardless of their location or socioeconomic background, receive equitable early learning opportunities.

### **A Unified, Defensible Objective**

This motion presents a straightforward, province-wide solution that BCSTA leadership can effectively advocate for:

- It **aligns with the government's existing priorities** on early learning.
- It supports **all school boards**, ensuring broad appeal and widespread backing.
- It focuses on **funding sustainability**, a key concern among education leaders.

By securing dedicated funding for early childhood services, this motion reinforces the Ministry's commitment to early learning and ensures that school districts can provide essential programs without financial constraints.

### **Early Screening**

The Ministry of Education and Child Care put an emphasis on the importance of Early Screening, in order to help kids with dyslexia and other learning disabilities. The motion proposed allows the schools to flag reading disabilities and struggling students before kindergarten.

Thus, it will give an opportunity for all students to reach their full potential, and will reduce the need for full diagnosis later-on. Therefore, the remediation will be earlier.

## Sustainable Funding for School District Benefit Costs

### 39.

<b>Motion #:</b>	39 : A202539	<b>Sponsor:</b>	Burnaby
<b>Meeting:</b>	AGM 2025	<b>Action:</b>	<i>not specified</i>
<b>Category:</b>	Education Finance	<b>Outcome:</b>	<i>not specified</i>
<b>Disposition:</b>	<i>not specified</i>		

#### **Motion as Adopted:**

#### **BE IT RESOLVED:**

#### **Motion as Presented:**

#### **BE IT RESOLVED:**

That BCSTA urge the Ministry of Education and Child Care to provide the necessary funding to fully cover the actual School District costs associated with increased extended health and dental benefits premiums incurred as a result of negotiated collective agreement terms.

#### **Rationale:**

The recent round of collective bargaining resulted in negotiated improvements to extended health and dental benefits for unionized staff, reflecting a commitment to employee well-being and equitable access to healthcare. However, these improvements have led to a significant increase in the number of extended benefit claims submitted to third-party providers, resulting in substantially higher costs for School Districts across BC.

Currently, the Ministry of Education and Child Care does not provide dedicated funding to cover these increased premium costs. As a result, School Districts are forced to absorb these additional expenses within their already overstretched operational budgets. Without targeted financial support from the Ministry, the growing cost of extended health and dental benefits is diverting critical resources away from direct classroom services and student supports.

The funding model must align with the realities of negotiated agreements. Individual School Districts have no control over the outcome of provincial bargaining yet are required to shoulder the financial impact of benefit enhancements without corresponding funding. This creates an unsustainable financial burden that directly impacts the ability of districts to maintain essential programs, staffing levels, and student services.

To ensure that negotiated improvements to employee benefits do not come at the expense of student learning and classroom resources, it is imperative that the Ministry of Education and Child Care provides additional funding to support the actual costs incurred by School Districts due to increased extended health and dental benefit premiums. Sustainable funding for these costs will allow districts to uphold their commitments to both staff and students without compromising educational quality.

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

## 40. Air Quality and Temperature Facility Funding

<b>Motion #:</b>	40 : A202540	<b>Sponsor:</b>	Rocky Mountain <i>and</i> Kootenay Boundary Branch
<b>Meeting:</b>	AGM 2025	<b>Action:</b>	<i>not specified</i>
<b>Category:</b>	School Premises, Facilities, Services	<b>Outcome:</b>	<i>not specified</i>
<b>Disposition:</b>	<i>not specified</i>		

**Motion as Adopted:**

**BE IT RESOLVED:**

**Motion as Presented:**

**BE IT RESOLVED:**

That BCSTA requests that the Ministry of Education and Child Care, the Ministry of Emergency Management and Climate Readiness and the Ministry of Infrastructure provide funding to address issues related to increasing temperature and negative air quality experienced in district facilities.

**Rationale:**

The Ministry of Education should fund cooling systems in BC schools to protect the health and safety of students and staff, especially as climate change increases the frequency of extreme heat and wildfire smoke. Cooler classrooms improve learning outcomes by enhancing focus, reducing absenteeism, and ensuring equitable access to safe environments across all schools. Modern cooling systems can also align with BC's sustainability goals, serving as a long-term investment in climate resilience and community well-being.

## 41. Funding for Portables

<b>Motion #:</b>	41 : A202541	<b>Sponsor:</b>	New Westminster
<b>Meeting:</b>	AGM 2025	<b>Action:</b>	<i>not specified</i>
<b>Category:</b>	School Premises, Facilities, Services	<b>Outcome:</b>	<i>not specified</i>
<b>Disposition:</b>	<i>not specified</i>		

### Motion as Adopted:

#### BE IT RESOLVED:

### Motion as Presented:

#### BE IT RESOLVED:

That BCSTA request the Ministry of Education and Child Care to work with the Ministry of Infrastructure to protect and prioritize school district operating budgets to ensure funds are directed primarily towards student learning by establishing a separate and distinct funding envelope specifically designated for portables and their related infrastructure costs (including site preparation, moving, furnishing, removal, and decommissioning).

### Rationale:

The New Westminster School District currently uses 53 portables for instruction, which is a substantial number given our size. For added perspective, we use a greater number of portables on a per capita basis than the Surrey School District, which often makes headlines for the number of portables on their school grounds.

New Westminster Schools spent approximately \$850,000 purchasing portables to address capacity issues for the 2024-2025 school year. Given our district is at over 120 per cent of capacity across all schools, we anticipate more operating funds being redirected to creating space for growing enrolment in upcoming years. For smaller districts like ours, portable purchasing charges are more burdensome and have a far greater impact on classrooms due to our small economy of scale.

The Ministry's Operating Grant funding remains insufficient to meet the infrastructure demands that growing enrolment pressures place on districts across the Province. At present, new portables cost \$150,000 and must come out of district operating budgets, not capital funding.

There is no separate funding provided by government for portables and as such, these costs take resources away from children and youth. Portables should be covered by capital budgets or operating funding increased for Districts having to pay for these expenses to support enrolment growth. In addition to these costs, an extra \$100,000 are generally spent on site preparation, portable placement and accessibility structures such as ramps and walkways. It is clear that self-funding large portions of capital and infrastructure projects from Operation Grants compromises the educational experience of students, particularly in growing districts.

The New Westminster School Board has advocated vigorously for funding for portable costs and as part of our advocacy, is utilizing the BC Schools Trustee Association which represents all Districts within the province of British Columbia to



amplify the growing concern across our District and so many others.

*A report from the British Columbia School Trustees  
Inclusion and Accessibility Working Group*

# Improving Student Outcomes

For Students  
with Disabilities &  
Diverse Abilities

DECEMBER 2024

**BCSTA**

British Columbia  
School Trustees  
Association



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# Introduction

The top priority of boards of education is to improve student outcomes in the district they serve. Achievement outcomes for students with disabilities and diverse abilities are consistently lower than their peers in all metrics kept by the province. This priority group of students requires a unique focus from boards of education to ensure that the proper systems, structures and supports are in place to enable students with disabilities and diverse abilities to have positive, healthy and prosperous school experiences.

Every student has a right to learn. All families walk through the doors of British Columbia's public schools with hopes and dreams for their children. The families of children with disabilities or diverse abilities are no different. It is the role of the school to support all students in fulfilling these hopes and dreams. This document is intended to support boards in this important work.

## Working Group Members

**Donna Sargent - Chair**

Richmond

**Frank Farrell**

Bulkley Valley

**Cyndi Gerlach**

North Vancouver

**Chantelle Morvay**

Nanaimo-Ladysmith

**Heather Stewin**

Fraser Cascade

**Jen Mezei - BoD Liaison**

Burnaby

**Stephanie Higginson**

Consultant

# Acknowledgements

We would like to thank Inclusion BC for the use of many of its resources in the creation of this document. We would like to thank the Ministry of Education and Child Care for the use of many of their resources in the creation of this document.

The Inclusion and Accessibility Working Group was made up of trustees who have disabilities and diverse abilities or are parents of children with disabilities or diverse abilities and, in some cases, both. Below are quotes from the members of the working group focused on the importance of education.

## **Heather Stewin**

Fraser Cascade School District

*"Make a conscious commitment to recognize, encourage and celebrate a rich culture of diversity in public education. With inclusion, we open doors of opportunities for all learners, especially those who could only look through the windows in the past".*

## **Frank Farrell**

Bulkley Valley School District

*"Education is the way to offer a path towards growth in our society. Inclusion ensures all of us can navigate through that same path together."*

## **Cyndi Gerlach (autistic, trustee and parent)**

North Vancouver School District

*"True inclusion in public education means recognizing and celebrating each child's unique abilities, not just accommodating their differences. We must all work together to eliminate barriers, discrimination and ableism. We must advocate for an education system where diversity is accepted and embraced, ensuring each student thrives."*

## **Chantelle Morvay**

Nanaimo Ladysmith Public Schools

*"As a democratically elected official responsible for governing the safety, health and education of the students in my district, it has been an honour to contribute my personal experience with disabilities and my professional perspective to the creation of this important guide for trustees across British Columbia. I hope this guide serves as a valuable resource for all trustees, helping them to better understand and support the creation of inclusive learning environments where students with disabilities and diverse abilities can thrive within our public education system."*

# What is Inclusive Education?

## **Ministry of Education and Child Care Definition:**

Inclusive Education in B.C., as it pertains to students with disabilities and diverse abilities, is defined by the Ministry of Education and Child Care (ECC) in B.C. in the policy on inclusive education. Inclusion is defined as “the principle that all students are entitled to equitable access to learning, achievement and the pursuit of excellence in all aspects of their education. The practice of inclusion is not necessarily synonymous with integration and goes beyond placement to include meaningful participation and the promotion of interaction with others.”

It is important to note that the policy specifically mentions boards of education 17 times. The entire policy can be read here:

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

## **Inclusion BC Definition:**

Inclusion BC (<https://inclusionbc.org/>) describes inclusive education as the principal that “all students attend and are welcomed by their neighbourhood schools in age-appropriate, regular classes and are supported to learn, contribute and participate in all aspects of the life of the school. Inclusive education is about how we develop and design our schools, classrooms, programs and activities so that all students learn and participate together. Neighbourhood schools are the heart of our communities, and they are essential for a quality inclusive education system.”

Inclusion BC highlights the following key features of inclusive schools:

- All students are welcomed and valued for who they are.
- All students are supported to set personal goals and build on individual strengths.
- All students have equitable access to learning, with accommodations and support as required to overcome systemic barriers and discrimination.
- All students are supported to interact, play and collaborate with other students their own age.
- Parents are welcomed as respected partners in their child’s education and local school community.
- School-wide commitment to upholding a safe, welcoming and supportive culture that emphasizes belonging and respect for diversity. (<https://inclusionbc.org/resource/what-is-inclusive-education/>)



# Language Matters

Appropriate terminology and descriptors for people with disabilities and diverse abilities are always evolving. While it is often difficult to stay in front of this evolution, it is important to demonstrate a willingness to learn and adapt. A key example of this is the use of the terms “special needs” and “special education.” Despite these terms still appearing in multiple government and local policy documents, this term is outdated and hurtful. Language has evolved beyond the use of these terms, and it is no longer considered acceptable to use them. Instead, please use the term “students with diverse abilities and disabilities.”

In anti-oppression work, language is moving towards “rights-based language.” In this case, people with disabilities are a protected class of society and entitled to human rights protections under the *Canadian Charter of Rights and Freedoms*. When using rights-based language, one would use the term “students with disabilities.”

Another critical feature of language use to recognize is the use of person-first versus identity-first language. In this case the identity is the disability. Person-first language emphasizes the person before the disability, for example, “persons with disabilities,” “person who is blind” or “people with spinal cord injuries.” Identity-first language, would be disability-first. This puts the disability first in the description, for example, “disabled” or “autistic.” Both person-first and disability-first language are equally appropriate depending on personal preference. When in doubt, ask the person which they prefer. This document utilizes person-first language because that is the preference of the members of the working group who created the content.

**For more learning on people-first language watch this short video:**

[https://www.youtube.com/watch?v=ONQ90\\_RF\\_iQ](https://www.youtube.com/watch?v=ONQ90_RF_iQ)

# Abelism: What is it?

The Office of the BC Human Rights Commissioner defines ableism as “an ideology and system of oppression in society that holds that some bodies are more valuable than others, which limits the potential of people with disabilities. People with disabilities are assumed to be less worthy of respect and consideration, less able to contribute and take part and of less value than other people. Ableism can be conscious or unconscious and is embedded in institutions, systems and the broader culture of a society.”<sup>1</sup>

A less legal description of ableism may be helpful in understand the impact ableism has on the daily lives of people with disabilities and diverse abilities. “Ableism is the discrimination of and social prejudice against people with disabilities based on the belief that typical abilities are superior.

## **How Ableism Creates a Poverty of Expectations Instead of a Mindset of Competence:**

*“... One’s disability does not determine their level of potential. The greatest barriers that persons with disabilities have to overcome are not steps or curbs, it’s expectations.” - Karen Clay*

At its heart, ableism is rooted in the assumption that disabled people require ‘fixing’ and defines people by their disability. Like racism and sexism, ableism classifies entire groups of people as ‘less than,’ and includes harmful stereotypes, misconceptions, and generalizations of people with disabilities”<sup>2</sup>

Ableist assumptions are often made regarding what and how students with disabilities and diverse abilities can and will learn and what their future life opportunities will be. Underlying assumptions frequently position students with disabilities or diverse abilities as ‘incapable’ or a ‘burden.’ This leads to students facing a poverty of expectations rather than the school support team and peers approaching students with disabilities and diverse abilities with a mindset of competence. Furthermore, poor educational attainment is often attributed to the impact of disability without identification or consideration of systemic or attitudinal barriers.

For more information on the inequity in educational journeys for students with disabilities and diverse abilities in B.C., please read *From Kindergarten to Post Secondary Educational Journeys of British Columbia Students with Disabilities and Learning Exceptionalities*: <https://open.library.ubc.ca/media/stream/pdf/52383/1.0438759/4>

For more information on what ableism in everyday life can look like, please review *Ableism 101* on accessliving.org: <https://www.accessliving.org/newsroom/blog/ableism-101/>



1, 2 - (<https://www.accessliving.org/newsroom/blog/ableism-101/>)

# Abelism

## Key Questions

1. What biases may be influencing your decisions as a trustee in passing budgets, setting policy and governing?
2. How does the board define inclusive education?
3. What policies and procedures do you have in place to support that definition?
4. How does the ECC definition align with the experiences of students with disabilities and diverse abilities in the district?
5. How does the Inclusion BC definition align with the experiences of students with disabilities and diverse abilities in the district?
6. How do the features of inclusive schools described by Inclusion BC align with schools in the district?
  - a. How can the board support the implementation of these features in all district schools?
7. Have you reviewed the ECC's policy on inclusive education as a board with your senior team to ensure there is a mutually agreed on understanding of the policy and the responsibilities held by the board in overseeing inclusive education in the district?

# History of Inclusive Education in B.C.: It is a Human Right

## **Prior to 1950: Exclusion to Segregation**

The history of inclusive education in Canada has a dark past. Prior to the forms of inclusive education that we see today, exclusion and segregation were common for people with disabilities. People with disabilities were viewed as incapable and dependent on others, and therefore were not viewed as having the ability to exercise human rights. As a result of this foundational viewpoint, people with disabilities were often isolated in residential institutions for their entire life. They were excluded from meaningful participation in the world around them, including schooling.

This view of people with disabilities began to shift in the mid 1920's with the publication of the *Putnam-Weir Survey of the School System* in 1924 that recommended the creation of "opportunity classes" and special schools for children with disabilities. While this was an improvement over institutionalization, these classes were segregated from other classes with little consideration given to student differences.

## **1950 to 1980's: Segregation to Integration**

Supported by a wave of civil rights movements, the disability community began to organize and advocate for improvements in the way people with disabilities were treated. This led to a push for improvements in special education frameworks. Growing scholarly research showed that students with disabilities would benefit from being educated alongside their peers, and integration began to replace segregation as the prominent model of education for students with disabilities.

In 1975 the United Nations issued the *Declaration on the Rights of Disabled Persons*. This document outlined key rights for people with disabilities and encouraged member countries to recognize and ratify these rights

and opportunities. In 1982, Canada implemented the *Charter of Rights and Freedoms* which enshrined the rights of peoples with disabilities as a protected class of citizen.

## **1980's to Today: Integration to Inclusion - It is a Human Right**

The result of the *Charter of Rights and Freedoms* enshrining the rights of people with disabilities meant that equitable access to inclusive education for all students with disabilities became a fundamental human right. Inclusion BC summarizes this best, "It is not an optional 'program,' nor is this right dependent on individual beliefs, student abilities or organizational priorities." In response to the growing recognition of the rights of people with disabilities, B.C. revised the *School Act* in 1989-90 to establish the right to a full school program, not separated from other students, in their neighbourhood schools for all school aged children. The right of all students with disabilities to access inclusive education without discrimination was recognized by *Articles 5 and 24* of the *UN Convention on the Rights of Persons with Disabilities* (CRPD). The UN CRPD was ratified by 176 countries, including Canada, and clarified by *General Comment No. 4 (the Right to Inclusive Education)*, released by the UN CRPD Committee in 2016.

[\(https://inclusionbc.org/resource/what-is-inclusive-education/\)](https://inclusionbc.org/resource/what-is-inclusive-education/)

## **Board Responsibilities:**

The responsibilities of the board of education in B.C to provide meaningful access to education for students with disabilities and diverse abilities is outlined in the policy for special education written and implemented in 2006. The policy specifically mentions boards of education 17 times throughout.

[https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/inclusive/special\\_ed\\_policy\\_manual.pdf](https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/inclusive/special_ed_policy_manual.pdf)

# History

## Key Questions

1. How does the board of education and senior staff in the district interpret the use of the word “board” in the policy for special education?
2. Historically, how have the district programs changed to support inclusion?
3. What programs support students with disabilities in the district? How are they segregated, integrated and/or inclusive?

# Legal Responsibilities of Boards of Education

The legal responsibilities for boards of education regarding the provision of inclusive education and the appropriate level of supports were solidified by the Supreme Court of Canada (SCC) case *Moore v. British Columbia* in 2012.

## Moore Case Highlights

- Jeffrey Moore was diagnosed with dyslexia as a young child.
  - He required intensive learning supports in order to learn to read.
  - Due to funding cuts, the North Vancouver School District eliminated a program that was necessary for Jeffrey to being able to learn to read.
  - After the public school board cut the program, it was only available at a private school.
  - Jeffrey moved to a private school, and the costs had to be paid by his parents.
  - Jeffrey's father filed a complaint with the B.C. Human Rights Tribunal against the school district and the province alleging that Jeffrey had been discriminated against because of his disability and been denied a "service customarily available to the public."
  - The case made its way to the Supreme Court of Canada
- The goal of inclusive education is, to the extent possible, to enable students with a disability (and members of other protected groups under the charter and human rights legislation) to overcome the barriers which may impede their ability to benefit from the statutory commitment to education made to all children in B.C.. That commitment is:
    - to provide an educational program "designed to enable learners to become literate, to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy, democratic and pluralistic society and a prosperous and sustainable economy."

## Supreme Court Ruling:

On November 9, 2012, the Supreme Court of Canada decided the case of *Moore v. British Columbia (Education)*, 2012 SCC 61, [2012] 3 S.C.R. 360. The court confirmed the right of students with disabilities and diverse abilities to receive the accommodation measures they require in order to meaningfully access an educational program.



## **The “Ramp” Analogy:**

Supports for students with intellectual, cognitive, physical, sensory, emotional, or behavioural disabilities or diverse abilities should be considered similarly to how a ramp to a school building enables some students with physical disabilities to access the building and participate fully in their educational programs. To further illustrate inclusivity, consider the analogy of door handles: just as round door handles have been replaced with lever door handles to accommodate a broader range of physical abilities, educational supports should be designed to meet the diverse needs of all students. Inclusive education ensures that students with a wide range of disabilities or diverse abilities can meaningfully access educational programming.

In the *Moore* case, the support provided to the student can be likened to Jeffrey’s ‘ramp’ or ‘door handle’, which included intensive assistance to help him overcome the challenges posed by his dyslexia. The court emphasized that inclusive education is not merely an optional extra but a fundamental necessity. It stressed that these supports must be prioritized over other financial demands for non-essential educational enhancements.

## **Inclusion, Exclusion and Safety: The Balance Between Individual Support and “Undue Hardship”**

*The Students with Disabilities or Diverse Abilities Order, M150/90*, states boards of education must provide educational programs that integrate students with disabilities or diverse abilities into classrooms alongside their peers who do not have disabilities or diverse abilities. The only exception is if the educational needs of the student with disabilities, diverse abilities or other students indicate that a different educational program or setting would be more appropriate in consultation with parents (as per the *Hewko* case).

All behaviour is a form of communication, particularly for students with disabilities or diverse abilities. It serves as a means

through which individuals express their needs, emotions and responses to their environment. For students facing communication or social interaction challenges, behaviour often becomes their primary method of conveying what they are experiencing or trying to achieve. Recognizing behaviour as communication is crucial in understanding and supporting these students effectively. It enables educators and support staff to interpret underlying needs or frustrations that may not be easily expressed through traditional means. By valuing behaviour as a form of communication, schools can foster environments that prioritize empathy, patience and proactive support strategies tailored to individual student needs.

Challenges may arise when a student with a disability exhibits behaviour that poses a safety risk to themselves or others, prompting concerns and requests to remove the child from an integrated learning environment due to perceived “undue hardship.” *The Workers Compensation Act* legislation does not mandate that a student must pose no risk of harm. Instead, it emphasizes the importance of taking all possible measures to minimize the likelihood and impact of such incidents. Boards must create safety plans, provide communication and train staff to respond effectively to intentional or unintentional behaviour.

Importantly, the *Workers Compensation Act* legislation does not require excluding a student from an integrated classroom setting. Any decision to temporarily adjust a student’s educational placement should be based on the educational needs of the student with disabilities or diverse abilities, as well as the needs of other students. Temporary adjustments might be justified when additional information or time is needed to develop and implement support strategies for challenging behaviours in consultation with parents. Throughout this process, efforts must be made to maintain a meaningful educational program for the student, and any temporary adjustments should be as brief as possible, given the circumstances.

## Physical Restraint and Seclusion in B.C. Schools

The use of physical restraint and seclusion in schools in B.C. is guided by the *Provincial Guidelines - Physical Restraint and Seclusion in School Settings*, released in 2015. This document provides definitions, suggested best practices and processes that each board of education is responsible for overseeing regarding the use of physical restraint and seclusion. In 2019, the Ministry of Education and Child Care required all school districts in B.C. to develop clear policies and procedures regarding the use of physical restraint and seclusion in schools based on the 2015 guidelines. These policies must include the following:

- Defining physical restraint and seclusion as presented in the definitions section of the *Provincial Guidelines on Physical Restraint and Seclusion document* (pages 1 and 2).
- Making clear that restraint and seclusion procedures are emergency, not treatment, procedures.
- Requiring that all school staff members be provided the opportunity to participate in training in positive behaviour interventions and supports and de-escalation techniques, and that all specialized staff be provided the opportunity to participate in training regarding the use of physical restraint and seclusion.
- Requiring that parents and, where appropriate, students are offered opportunities to be consulted in the development of positive behaviour supports and interventions, behaviour plans, emergency or safety plans.
- Requiring documentation of every instance where physical restraint and seclusion of a student occurs.

- Requiring prevention/intervention strategies to be reviewed and revised in situations where:
  - repeated use of physical restraint and seclusion for an individual student occurs
  - multiple uses of physical restraint and seclusion occur within the same classroom
  - physical restraint and seclusion is repeatedly used by an individual.
- Requiring a reporting process or mechanism for recording incidents of physical restraint and seclusion, or the use of 'time out' outside of a classroom and for providing this information to the school district's superintendent or designate/independent school authority or designate.
- Requiring regular review of the physical restraint and seclusion policy to ensure alignment with current research/practice and up-to-date interventions and supports.

<https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/support/diverse-student-needs/physical-restraint-seclusion-guidelines.pdf>



## Section 11

Under *section 11* of the *School Act*, boards of education are required to establish an appeals process that allows families and students to appeal decisions that significantly affect the “education, health or safety” of a student. Under the appeal bylaws, students or their parents are entitled to appeal suspensions and any refusal to offer an educational program. As with the physical restraint and seclusion guidelines, the section 11 appeal process is guided by the ECC’s *Board-Level Student Appeals Guidelines*. This document sets out best practices and provide guidelines for the development or refinement of board of education bylaws, policies and/or related district administrative procedures respecting appeals under *section 11*. Every appeals bylaw should include the following elements:

- A preamble that outlines dispute processes available prior to the appeal as well as the legislative framework of the appeal process (*section 11* [https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96412\\_02#section11](https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96412_02#section11)).
- Statements on the types of decisions that may be appealed under the *School Act*.
- Statements on how a parent or student can commence an appeal.
- Statements about the steps that will be taken by the board once an appeal is received.
- Statements about timelines.
- Statements about the board hearing.
- Statements about how decisions will be communicated.
- Statements regarding further appeal options.

For further information on *section 11*, please see the following:

### STUDENT DISPUTES AND APPEALS INFORMATION:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/support/student-disputes-and-appeals>

### BOARD-LEVEL STUDENT APPEALS GUIDELINES:

<https://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/studentappeals/appeals-guidelines.pdf>



# Legal Key Questions

## **Inclusion and Undue Hardship:**

1. How does the district track the number of students being excluded from receiving in-class educational programming because of a disability or diverse ability?
  - a. What is the tracking process?
  - b. What is the best way for the board to receive regular updates on this issue?
  - c. If the district does not track the instances of exclusions, why?
2. Does the district have a definition of “undue hardship” that guides situations of exclusion?
3. How has the *Moore* case influenced best practices in the district?

# Legal Key Questions pt. 2

## **Physical Restraint and Seclusion:**

1. What is the district procedure regarding physical restraint and seclusion in schools?
  - a. How does that policy align with district policies and procedures to support inclusion in the district?
2. When was the last time the physical restraint and seclusion policy in the district was updated?
3. Is the physical restraint and seclusion policy compliant with the provincial guidelines?
4. Is the use of physical restraint and seclusion in schools in the district being tracked through the required reporting mechanisms?
  - a. If so, what does the trend look like over time?
    - i. What factors account for increased/ decreased use of physical restraint and seclusion.
5. Does the district provide training in up-to-date positive behaviour supports and conflict de-escalation for teachers, support staff, administrators, and district staff?
  - a. If yes, how often?
  - b. If no, how come?

For more information on the use of physical restraint and seclusion in school settings please see:  
<https://inclusionbc.org/what-we-do/public-policy-systems-advocacy/stop-hurting-kids/>

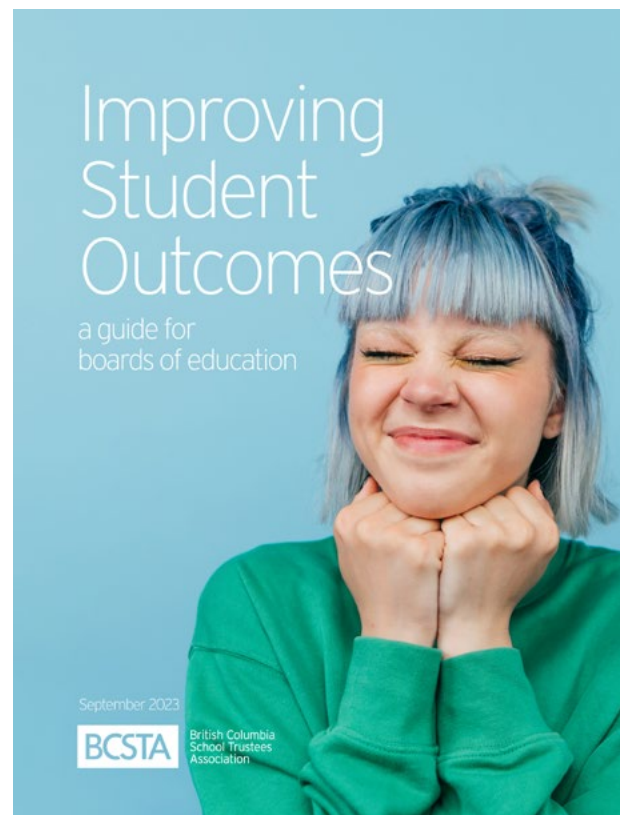
# Assessment, Data And School Completion For Students With Disabilities And Diverse Abilities

The BCSTA *Improving Student Outcomes* guide outlines key data sets that are available for boards of education to use in their responsibility to improve outcomes for students. Understanding and using data through a governance lens can highlight areas of need and inform board decisions, and the guide is intended to support boards in that important work. It is recommended that boards of education review that document through a lens of improving student outcomes for students with disabilities and diverse abilities. Review the data that is outlined in the document, review the key questions that are asked and think about them with students with disabilities and diverse abilities in mind. That document can be found here: [https://portal.bcsta.org/app/view\\_resource/general/publications/2993](https://portal.bcsta.org/app/view_resource/general/publications/2993)

## **Utilizing the Framework for Enhancing Student Learning as a Tool for Improving Outcomes for Students with Disabilities and Diverse Abilities**

*The Framework for Enhancing Student Learning (FESL)* is a provincially required process for every district to routinely examine evidence of student success and to create a strategic plan. There is also a requirement to annually report to the ministry with an enhancing student learning report, due by the end of September of each school year. The framework was developed with numerous education partners in response to requests for a clearer understanding of student outcomes over time in order to ensure equitable outcomes for all students.

The *FESL* report asks districts to report on the outcomes of three priority populations: **Indigenous students, children and youth in care and students with disabilities and diverse abilities**. This lens on equity of outcomes through the *FESL* provides boards the opportunity for deeper insight about a district's current approaches to improving outcomes for students with disabilities and diverse abilities. Through focused conversation on the outcomes over time for students with disabilities and diverse abilities, boards have the ability to ensure they are using sound indicators of success and robust supports to guide the continuous improvement of this priority population.



## Assessing Students with Disabilities and Diverse Abilities

Students with disabilities and diverse abilities can be excused from the assessments relied upon by FESL for monitoring student outcomes, including the *Foundation Skills Assessment (FSA)*, *Grade 10 numeracy assessment*, *Grade 10 literacy assessment*, *Grade 12 literacy assessment* and the *student satisfaction survey*. If students with disabilities and diverse abilities are not represented in these data sets, this means information about their success is not part of the data that is being used to make decisions by the board. Therefore, it is important for the board to have other ways to monitor and assess the success of students with disabilities and diverse abilities that are excluded from the results of the provincial assessments.

## Pathways to School Completion: Dogwood, Adult Dogwood and Evergreen

The pathway to school completion is different for every student. All students of school age are entitled to an education program, whether or not that program leads to graduation. This section includes an overview of the three pathways to school completion that are officially recognized by the Ministry of Education and Child Care. Please note that each of the three pathways is regulated by the ministry and each has provincial standards associated with its implementation for students.

### DOGWOOD:

The B.C. Certificate of Graduation or “*Dogwood Diploma*” is awarded to students who successfully complete the provincial graduation requirements. Students require a minimum of 80 credits to graduate. <https://www2.gov.bc.ca/gov/content/education-training/k-12/support/graduation>

### ADULT DOGWOOD:

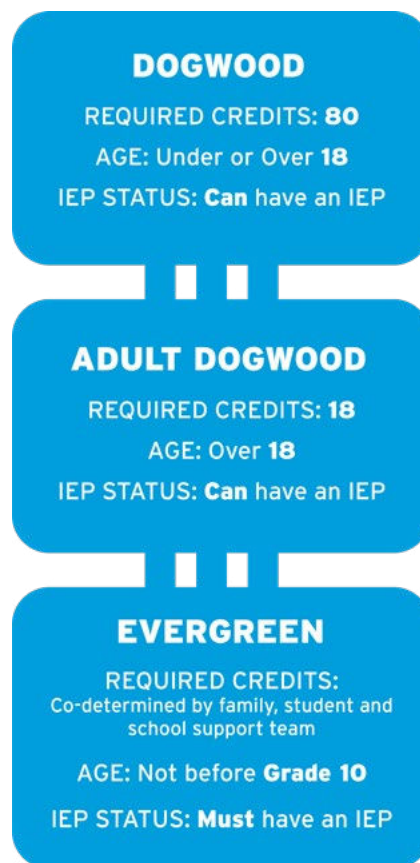
The *British Columbia Adult Graduation Diploma (BCAGD)*, also known as the “*Adult Dogwood*” is intended for adult learners (18 years of age and older) who want to take courses in order

to complete high school and obtain their adult high school diploma. Courses can be taken at school district continuing education centres and/or at one of the public post-secondary institutions that delivers adult education programs across the province. Students require a minimum of 20 credits to graduate with an *Adult Dogwood*. <https://www2.gov.bc.ca/gov/content/education-training/adult-education/graduate-high-school/bc-adult-graduation-diploma-program>

### EVERGREEN CERTIFICATE:

The *School Completion (Evergreen) Certificate* is intended to celebrate success in learning that is not recognized in a *Certificate of Graduation (Dogwood Diploma)*. It is used to recognize the accomplishments of students with disabilities and diverse abilities, with an *Individual Education Plan (IEP)*, who have met the goals of their education program.

<https://www2.gov.bc.ca/gov/content/education-training/k-12/support/school-completion-certificate-program>



## Understanding the Use and Implementation of the Evergreen Certificate:

Some students may be unable to meet graduation requirements due to their disability or diverse ability. However, the decision to put a student in an *Evergreen Program*:

- **should not** be made prior to Grade 10
- **should** include the informed consent of the student's parent(s)/guardian(s) and, where possible, informed consent of the student.

The *Evergreen Certificate* is not a graduation credential; students who receive an *Evergreen* have not graduated. It is important that students and their guardians clearly understand that the *Evergreen Certificate* represents the completion of personal learning goals but does not represent graduation.



The Ministry of Education and Child Care recognizes that it may take students on the *Evergreen Certificate* path longer to complete their learning goals and students may stay in school for a 13th or 14th year in order to complete their learning goals.

For students pursuing an *Evergreen Certificate*, their education program should enable them to meet their individual learning goals. Accordingly, students should have an *IEP* that indicates their personal education goals, how the goals will be achieved, and on-going monitoring and assessment to know when the goals have been met and an *Evergreen Certificate* should be issued. It is critical to recognize that the *Evergreen Certificate* should be awarded upon completion of a student's personal education goals. Students who are receiving their *Evergreen Certificate* should receive it the same way that other students receive their diplomas.

Please note, not all students with an *IEP* will be on an *Evergreen Certificate* program, but all students on the *Evergreen Certificate* program must have an *IEP*.



# Assessment, Data and Graduation Key Questions

## **Assessment and Data**

1. What is the participation rate of students with disabilities and diverse abilities in the assessment and measures of success used in the *FESL*? (Participation rate is the percentage of students with disabilities and diverse abilities that write the assessments used in the *FESL*.)
2. Are these measures sufficient to determine growth over time for students who have an IEP?
3. What percentage of students with designations in the district are excused from participating in the above-mentioned standardized assessments?
4. What other measures are used to determine success of students with disabilities and diverse abilities who are not participating in the provincial assessments?
5. How does the district assess non-speaking, minimal-speaking, or reluctant-speaking students?
6. If data and evidence reveal little improvement over time:
  - a. I notice that the results show little improvement over time for students with disabilities and diverse abilities in our district. What supports does staff feel need to be put into place to improve these outcomes?
7. If data and evidence reveal declining improvement over time:
  - a. I notice that results show declining improvement for students with disabilities and diverse abilities over time. What does staff attribute this decline to and how can we make structural improvements that will positively impact the outcomes of students with disabilities and diverse abilities?
8. If data and evidence show improvement over time:
  - a. I notice that results show increased improvement over time for students with disabilities and diverse abilities. What does staff attribute these improvements to and how can the board continue to ensure this success over time?



# Assessment, Data and Graduation Key Questions pt. 2

## **Pathways to Graduation**

1. How many *Adult Dogwood Diplomas* were given out in the district last school year?
  - a. How many were granted to students who were under 18 years old?
  - b. How many students were put on an *Adult Dogwood* path before they were 18 years old?
  - c. What is the district trend for the use of *Adult Dogwoods* over the last 5-10 years? Is it going up, down or static?

# Collective Agreement Language and Staffing to Meet the Needs of Students with Disabilities and Diverse Abilities

## Background on “Restored” Language

In 2002, the province introduced *bills 27* and *28*. Under these bills, certain BC Public School Employers’ Association (BCPSEA)- BC Teachers’ Federation (BCTF) Provincial Collective Agreement provisions were removed from the collective bargaining process. The removal of language was extensive and included many provisions that defined class size and class composition. Numerous years of court battles ensued regarding the ability of the province to remove the language from the collective agreement in the manner it did. On November 10, 2016, the Supreme Court of Canada issued a decision regarding the deletion of these provisions, ruling that it was unconstitutional to remove bargaining rights regarding class size and class composition. The Supreme Court of Canada ordered that the collective agreement language that was in place in 2002 prior to *bills 27* and *28* be restored and that bargaining of class size and class composition be reinstated.

There are three important sidenotes to the above information:

1. The Supreme Court ruling was not an opinion on the language itself, rather the process that was used to remove the language. The court ordered that the original language be reinstated. This was so that proper bargaining processes could be utilized between BCPSEA and BCTF to negotiate changes to the collective agreement language regarding class size, class composition and specialist teacher ratios.
2. This language only applies to teaching staff. Support staff language, including language regarding educational assistants (EAs), is covered in the collective agreement between the Canadian Union of Public Employees (CUPE) and the school district.
3. Some perceive this language as discriminatory because there are no limitations for how many students can be in a classroom that belong to other protected characteristics under the charter and human rights code. The collective agreement language regarding class size and composition illustrates a tension between educators’ and students’ rights. While both rights are important, the human rights code supersedes collective agreements. The implementation of this language is a crucial aspect of board work as it pertains to student and staff well-being, labour requirements and budgetary considerations.



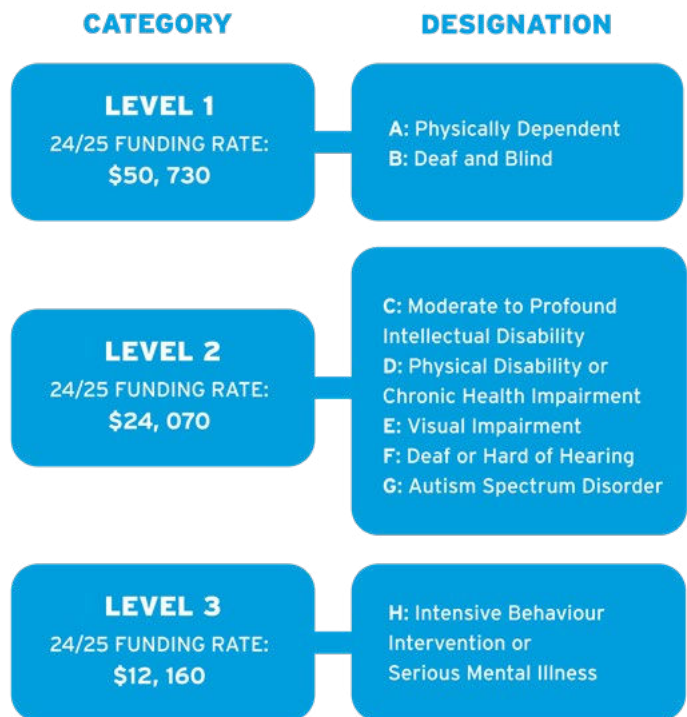
## Impact on Staffing and 2024 Funding Levels

The Supreme Court of Canada ruling had varying impacts across school districts, as each district had different language in their collective agreements in 2002, which was subsequently restored. Some districts lacked specific language on class size and composition, while others had intricate and detailed provisions.

Class composition, in its simplest terms, involves determining the maximum number of students with disabilities or diverse abilities that can be placed in a single class (before remedy). This determination is often influenced by the presence of IEPs, though not exclusively. Additional restrictions apply to placing “low incidence” students, who are categorized as such due to their limited numbers, within the broader school population. These students typically present with complex needs that require specialized support.

While the collective agreements include language that refers to “low incidence” students, identifying them based on their disabilities or diverse abilities being uncommon or rare within the broader school population, it is important to recognize that the term “low incidence” can perpetuate stigma and harm. This label may inadvertently suggest that these students are less valued or less deserving of support simply because their needs are less commonly encountered. Such language can reinforce ableist attitudes by implying a hierarchy of disability based on prevalence, which does not accurately reflect the diverse and unique needs of all students. Moving forward, it is crucial to use language that respects the dignity and individuality of each student, avoiding terms that may contribute to marginalization or exclusion.

These are categorized as:



Here is an example of composition language from one district in B.C.:

*“No more than three (3) students with special needs shall be integrated into a single regular classroom. Only one (1) of these may be from a low incidence category or from Category 1.17 (Severe Behaviour).”*

The best way to understand the impact that the restored language has on a district’s ability to meet the evolving needs of the students with disabilities and diverse abilities is to discuss it with the senior team.

<https://www.sd44.ca/Board/Meetings/Documents/Restored%20language%20-%20NVSD%20QA.pdf>

<https://www.surreyteachers.org/wp-content/uploads/2021/09/ClassSize-ClassComposition-FactSheet-20210927.pdf>

# Collective Agreement Key Questions

1. What are the collective agreement provisions regarding educational assistants in the district?
2. How are staffing levels in the district determined?
3. What does the collective agreement in the district say regarding the placement of students with disabilities and diverse abilities in classrooms?
4. Has the restored language impacted the district's commitment to inclusion and diversity?
5. Does the district face unique challenges that the board should be aware of regarding the implementation of class composition language? Challenges could include:
  - a. geography
  - b. rural or remote locations
  - c. captial

# Accessibility Act as a Mechanism for Improving Student Outcomes

The *Accessible British Columbia Act* provides a framework to identify, remove and prevent barriers to accessibility. Under the new legislation, boards of education must:

1. Create an accessibility committee.
2. Develop an accessibility plan to identify, remove and prevent barriers to individuals in or interacting with the board of education.
3. Implement a tool to receive feedback on accessibility.
4. Review and update the accessibility plan at least once every three years.

Accessibility plans must consider the following principles: **inclusion, adaptability, collaboration, self-determination** and **universal design**. In developing its accessibility plan, the board must consult with its accessibility committee. When working with any marginalized group, it is critical that the voices of that group lead the work, embodying the term “nothing about us, without us.”

## What are Barriers to Accessibility?

Accessibility legislation outlines six types of barriers that prevent full participation in society for people with disabilities or diverse abilities:

1. **Attitude:** When people think and act upon false ideas, such as making decisions about people with disabilities without including them in the process or not believing that a person with a disability can contribute to the workforce.

2. **Physical:** When obstacles make access difficult, such as a washroom with an accessible stall but not enough space in the bathroom to properly maneuver a wheelchair through the bathroom to access the accessible stall, or hosting a meeting in a space with no wheelchair access.
3. **Information or Communication:** When communication methods do not reach people with disabilities, such as using small print or not providing large print versions of material, or hosting videos, events or meetings that do not provide closed captioning.
4. **Systemic:** When an organization's policies or procedures are not inclusive, such as not providing an American Sign Language interpreter or closed captions, or requiring a drivers licence for a job when another form of transportation could be used.
5. **Technology:** When technology can't be accessed by people with disabilities, such as websites, documents or databases that are not accessible for screen readers, or website graphs or charts that do not have text that explain them.
6. **Sensory:** When lights, sounds or smells prevent participation in the environment, such as co-workers wearing perfume in the workplace or the use of florescent lighting in the workplace.

<https://www2.gov.bc.ca/gov/content/governments/about-the-bc-government/accessibility/legislation/accessiblebc#intro>

# Accessibility Act Key Questions

1. How does the district's accessibility plan support inclusive education?
2. What process does the district have for receiving feedback on the accessibility plan?
3. What process does the board of education have for publicly reviewing the feedback that the district is receiving?
4. How can the board of education use the information received to ensure proper resources are allocated to removing identified barriers?
5. What metrics would the board of education and staff consider meaningful to measure the success of the accessibility plan and the impact it is having on students with disabilities and diverse abilities?



There are numerous examples of school district accessibility plans on the BC Accessibility Hub website.

They can be found here: <https://bcaccessibilityhub.ca/resources/templates-and-examples/>

*Scroll down the page to the "Schools and School Districts BC" Section.*

# Further Learning

## **What is an Individual Education Plan (IEP)?**

An *IEP* is a written educational plan for student with disabilities and diverse abilities designed to describe programming modifications and/or adaptations and to indicate specific services provided. An *IEP* is a 'living' process that has the potential to guide assessment, planning, collaborative communication and teaching. An *IEP* does not need to be a lengthy document but must include evidence of planning for student needs, demonstrate a plan to utilize varied instructional strategies and/or assessment procedures, and list clear goals for future activities and planning. It is necessary to have an *IEP* to focus a child's learning activities, aid in the facilitation of communication, and to provide inter-team and inter-agency accountability.

More information can be found here: [https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/inclusive/special\\_ed\\_policy\\_manual.pdf](https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/inclusive/special_ed_policy_manual.pdf)

*Please note that not all students with a disability or a diverse ability will have an IEP and not all students with an IEP have a disability or diverse ability.*

## **What is a Competency Based IEP (CB-IEP)?**

*Competency Based Individual Education Plans (CB-IEPs)* are based on the B.C. curriculum, which includes core competencies and curricular competencies. *CB-IEPs* are strength-based, student-focused and centred on what the learner can do. They are focused on universal design principles that focus on accessibility and support inclusion. They are worded from the student's point of view and developed with goals and objectives that target areas of growth. *CB-IEPs* are still written and managed by a school-based case manager and reviewed each year.

For more information see: [https://www.sd44.ca/ProgramsServices/InclusiveEducation/competencybasedieps/Pages/default.aspx#/="](https://www.sd44.ca/ProgramsServices/InclusiveEducation/competencybasedieps/Pages/default.aspx#/=)



# Models of Disability

The concept of disability is complex and has been understood and explained through various models over time. These offer different perspectives on disability and how society perceives and interacts with individuals with disabilities. It is important to note that these are not mutually exclusive, and different societies or individuals may subscribe to different models simultaneously.

Here are some key models that have been used to explain disability:

- 1. Medical Model:** The medical model views disability as a problem located within the individual. It emphasizes the physical or mental impairments that cause functional limitations. Medical interventions and treatments are seen as the primary approach to managing disability. This model often focuses on “fixing” or “curing” the individual’s impairments.
- 2. Social Model:** The social model of disability shifts the focus from the individual’s impairment to the social and environmental barriers that prevent full participation and inclusion. It suggests that disability is not solely a medical issue but is largely shaped by societal attitudes, policies and physical environments that create barriers for individuals with disabilities.
- 3. Social Constructionist Model:** This model considers disability as a socially constructed concept. It highlights how cultural, social and historical factors shape perceptions of disability. Disabilities are seen as labels that society assigns to certain conditions, and the experience of disability is influenced by societal norms and values.
- 4. Bio-psychosocial Model:** This model combines elements of the medical and social models by considering biological, psychological and social factors that contribute to an individual’s experience of disability. It recognizes the interaction between the person’s impairments, their psychological factors and the social context they live in.
- 5. Rights-based Model:** The rights-based model, also known as the human rights model, asserts that individuals with disabilities have the same fundamental rights as everyone else. It focuses on removing societal barriers and ensuring equal opportunities and access to services, education, employment and other aspects of life.
- 6. Cultural Model:** This model acknowledges that disability is not solely a medical condition but is influenced by cultural factors. It highlights the diversity of disability experiences within different cultural contexts and challenges the idea that disability is universally negative.
- 7. Intersectional Model:** The intersectional model recognizes that disability intersects with other aspects of an individual’s identity, such as gender, race, class, sexuality and more. It emphasizes that discrimination and disadvantages can result from the interaction of multiple marginalized identities.
- 8. Ecological Model:** The ecological model considers disability within a broader ecological framework. It examines the interactions between the individual, their environment and various systems (micro, meso, exo, macro) to understand how these factors impact the individual’s experience and opportunities.

Source:

<https://bcaccessibilityhub.ca/resources/best-practices-and-research/>

# Other Resources

## **A Policy Framework for Inclusive Education**

For more information on how to create inclusive education policies that reflect the *Convention on the Rights of Persons with Disabilities*, please see:

<https://inclusiveeducation.ca/wp-content/uploads/sites/3/2023/06/Policy-Framework-for-IE-12-critical-elements-April-2023.pdf>

## **A Parent's Handbook on Inclusive Education**

<https://inclusionbc.org/resource/parents-handbook-on-inclusive-education/>

## **A way with words and images: guide for communicating with and about persons with disabilities**

<https://www.canada.ca/en/employment-social-development/programs/disability/arc/words-images.html>



**BCSTA**

British Columbia  
School Trustees  
Association

## Backgrounder

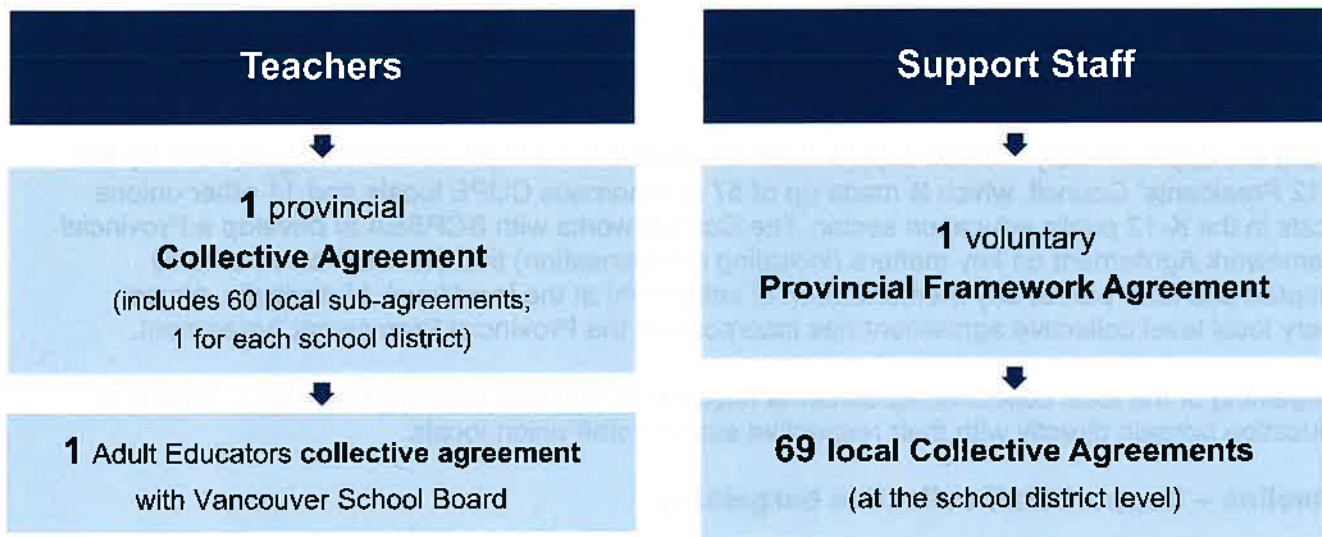
### Collective Bargaining 2025: Process and timeline for bargaining in K-12 public education

February 2025

#### Overview of collective bargaining in K-12 public education

All BC public education K-12 sector collective bargaining agreements expire June 30, 2025.

Across the sector, there are 71 collective agreements and 1 voluntary Provincial Framework Agreement. This means there is 1 provincial collective agreement with the BCTF with 60 sub-agreements for 61 teacher bargaining tables, 1 Adult Educators collective agreement, 1 voluntary Provincial Framework Agreement for support staff, and 69 local collective agreements for support staff, meaning there are 132 provincial and local bargaining tables.



#### Collective bargaining – Teachers

The BC Public School Employers' Association (BCPSEA) is the accredited bargaining agent for the province's 60 public boards of education.

The BC Teachers' Federation (BCTF) is the certified bargaining agent for BC's more than 152,000 public school teachers forecasted to be employed in the K-12 sector.

Local matters are negotiated at the school district level, while compensation and other provincial matters - including all cost items - are bargained by BCPSEA and the BCTF at the provincial level.

<sup>1</sup> Headcount data as per the Public Sector Employers' Council Secretariat's 2025 Annual Forecast as at April 1, 2025 – includes all active and on leave teachers, as well as Teachers Teaching on Call, that are covered by the compensation base and the Provincial collective agreement.

Examples of Teacher Provincial Matters	Examples of Teacher Local Matters
<ul style="list-style-type: none"> <li>▪ Salaries</li> <li>▪ Benefits</li> <li>▪ Class size</li> <li>▪ Class composition</li> <li>▪ Paid leaves</li> <li>▪ Violence prevention</li> </ul>	<ul style="list-style-type: none"> <li>▪ Layoff-Recall, Re-engagement</li> <li>▪ Posting and filling vacant positions</li> <li>▪ Health and Safety, including committees</li> <li>▪ No discrimination</li> <li>▪ Gender equity</li> <li>▪ Indigenous curriculum</li> </ul>

### Timeline – Teacher collective bargaining

For the 2025 round of bargaining, as per agreement between the parties, local teacher bargaining takes place prior to provincial teacher bargaining.

<b>Nov. 4, 2024</b> Local bargaining can begin	<b>Feb. 28, 2025</b> Local bargaining ends	<b>March 1, 2025</b> Provincial bargaining can begin	<b>June 30, 2025</b> Collective Agreement expires
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### Collective bargaining – Support Staff

There are approximately <sup>2</sup>43,000 support staff forecasted to be represented in negotiations by the K-12 Presidents' Council, which is made up of 57 autonomous CUPE locals and 11 other unions locals in the K-12 public education sector. The Council works with BCPSEA to develop a Provincial Framework Agreement on key matters (including compensation) that can then be voluntarily adopted and form part of any memorandum of settlement at the local level. Historically, almost every local level collective agreement has incorporated the Provincial Framework Agreement.

Bargaining of the local collective agreements happens at the local school district level. Boards of education bargain directly with their respective support staff union locals.

### Timeline – Support staff collective bargaining

The Provincial Framework Agreement is negotiated near the beginning of local bargaining.

<b>April - May 2025</b> Provincial Framework Agreement negotiated	<b>March 1, 2025</b> Local bargaining can begin	<b>June 30, 2025</b> Collective agreements expire
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<sup>2</sup> Headcount data as per the Public Sector Employers' Council Secretariat's 2025 Annual Forecast as at April 1, 2025 – includes all active and casual support staff employees, as well as those on leave, that are covered by the compensation base and 69 local collective agreements.

## **Bargaining associations in the K-12 public education sector:**

- BC Teachers' Federation (teachers in all 60 school districts)
- Canadian Union of Public Employees (support staff in 53 school districts; some school districts have more than one CUPE local union)
- International Union of Operating Engineers (Cariboo-Chilcotin, Vancouver, and Prince Rupert school districts)
- Teamsters (Abbotsford and Peace River South school districts)
- West Vancouver Municipal Employees Association (West Vancouver School District)
- Construction, Maintenance, and Allied Workers (Fraser-Cascade School District)
- Trades Bargaining Council (Vancouver School Board)
- United Steelworkers Workers' of America (Cowichan Valley School District)
- BC Government Service Employees' Union (Peace River South and Fort Nelson school districts)
- Non-Teaching Staff Association (Central Coast School District)
- VTF - Adult Education (Vancouver School Board)

## **Background on BCPSEA**

BCPSEA is the accredited bargaining agent for the province's 60 public boards of education, for unionized teaching and support staff. British Columbia's K-12 public education system is the second largest sector in the broader B.C. public sector. Employees in this sector are categorized into three employee groups: teachers, support staff, and exempt staff. All of whom are supported through BCPSEA's work.

## **Contact**

### **Media contact:**

For all media inquiries related to K-12 public education collective bargaining, please contact:

Deneka Michaud  
Chief Communications Officer  
[denekam@bcpsea.bc.ca](mailto:denekam@bcpsea.bc.ca)  
C: 604-363-2524

### **Website:**

For updates related to collective bargaining in the K-12 public education sector visit:

Teacher collective bargaining: <https://bcpsea.bc.ca/teachers/teacher-collective-bargaining/>

Support staff collective bargaining: <https://bcpsea.bc.ca/support-staff/support-staff-support-staff-collective-bargaining/>



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# Bargaining

## Dates and Teams



March 12, 2025 | By email: 2 pages

## Provincial teacher bargaining

We have finalized our provincial bargaining table team for teacher bargaining. Special thanks to the boards of education and superintendents for green lighting their availability to join the team. Due to the time commitment, certain individuals will co-share their seat at the bargaining table. For most meetings, the team members from school districts will attend virtually.

Our bargaining team will be as follows:

- Justin Rempel – Lead Negotiator
- Alison Jones – 2nd Negotiator
- Tara Sweet – BCPSEA bargaining team member
- Diana Lozano – BCPSEA bargaining team notetaker
- Dawn Lang – BCPSEA Director trustee representative
- Ken Dawson – Public Sector Employers' Council Secretariat representative
- Linda Beddouche – Ministry of Education and Child Care representative
- Shawn Johnston (Nanaimo-Ladysmith) / Brian Norris (Surrey) – Senior HR representatives
- Ron Amos (Qualicum) / Bruce Tisdale (Revelstoke) – Secretary Treasurer representatives
- Stephen Petrucci (Peace River North) / Mike McDiarmid (Bulkley Valley) / Adam Baumann (North Vancouver) – Superintendent representatives

The dates for provincial teacher bargaining are as follows:

- March 13
- April 1 - 3
- April 7, 8, 10
- April 30 - May 2
- May 5 - 6
- June 2 - 5
- June 16 - 17
- June 25 - 27

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| <input checked="" type="checkbox"/> Distribute to school district management staff | <input type="checkbox"/> Distribute publicly                 |
| <input type="checkbox"/> Distribute to all employees                               |  |

## Local teacher bargaining

As of Friday, March 7, 2025:

- 34 fully complete
- 7 being finalized for submission to BCPSEA
- 3 LMAs received with provincial matters, which BCPSEA is now reviewing
- 4 rollovers
- 2 extensions
- 7 going to impasse

## Support staff Provincial Framework Agreement bargaining

Our Provincial Support Staff Bargaining Team will be as follows:

- Justin Rempel - Lead Negotiator
- Tara Sweet - BCPSEA bargaining team member
- Alison Jones - BCPSEA bargaining team member
- Tammy Sowinski - BCPSEA bargaining team member
- Diana Lozano – BCPSEA bargaining team notetaker
- Ken Dawson – Public Sector Employers' Council Secretariat representative

We have set the following dates with the K-12 Presidents' Council:

- April 14 - 16
- May 26 - 27
- June 9 - 11

## Local support staff bargaining

We anticipate the local tables to wait to commence bargaining until the provincial framework table begins.

As of Friday, March 7, 2025:

- 62 plans received
- 51 plans approved
- 3 still being reviewed

## Questions

For bargaining questions, [please contact the Strategic Negotiations team.](#)

**CAPITAL BYLAW NO. 2025/26-CPSD60-01**  
**CAPITAL PLAN 2025/2026**

WHEREAS in accordance with section 142 of the *School Act*, the Board of Education of School District No. 60 (*Peace River North*) (hereinafter called the "Board") has submitted a capital plan to the Minister of Education (hereinafter called the "Minister") and the Minister has approved the capital plan or has approved a capital plan with modifications,

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

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

NOW THEREFORE the Board enacts as follows:

- 1. The Capital Bylaw of the Board for the 2025-2026 Capital Plan as approved by the Minister, to include the supported capital project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent, dated March 25, 2025, is hereby adopted.
- 2. This Capital Bylaw may be cited as *School District 60 (Peace River North) Capital Bylaw No. 2025/26-CPSD60-01*.

READ A FIRST TIME THE 14<sup>th</sup> DAY OF April, 2025;  
READ A SECOND TIME THE 14<sup>th</sup> DAY OF April, 2025;  
READ A THIRD TIME, PASSED THE 14<sup>th</sup> DAY OF April, 2025.

***APPLY CORPORATE SEAL***

\_\_\_\_\_  
Board Chair

\_\_\_\_\_  
Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original *School District 60 (Peace River North) Capital Bylaw No. 2025/26-CPSD60-01* adopted by the Board the 14<sup>th</sup> day of April 2025.

\_\_\_\_\_  
Secretary-Treasurer



March 25, 2025

Ref: 23223

To: Secretary-Treasurer and Superintendent  
School District No. 60 (Peace River North)

**Capital Plan Bylaw No. 2025/26-CPSD60-01**

Re: Ministry Response to the Annual Five-Year Capital Plan Submission for 2025/26

This letter is in response to your School District's 2025/26 Annual Five-Year Capital Plan submissions for Major Capital Programs and Minor Capital Programs. This letter also contains important information regarding your upcoming 2026/27 Annual Five-Year Capital Planning submission. The following tables identify major capital projects that are supported to proceed to the next stage of development and minor capital projects that are approved for funding and can proceed to procurement.

On March 13, 2025, the Province introduced legislation that identifies country of origin requirements for all procurements. What this means is U.S. bidders must be excluded, except in certain circumstances, for all future procurements. The Ministry will have further conversations with school districts as the tariff situation evolves and commit to working closely with you to navigate this challenging situation.

**MAJOR CAPITAL PROJECTS**

Major capital consists of the following program areas:

- Seismic Mitigation Program (SMP)
- Expansion Program (EXP)
- Replacement Program (REP)
- Site Acquisition Program (SAP)
- Rural District Program (RDP)

A variety of emergent issues including a significant number of school fires, unprecedented enrolment growth and a challenging fiscal environment have resulted in a limited ability to advance major capital projects. As a result, there are no new major capital projects in your School District that were supported to move forward at this time.

**MINOR CAPITAL PROJECTS**

The table below reflects approved minor capital projects for your School District in the following program areas:

- School Enhancement Program (SEP)
- Food Infrastructure Program (FIP)
- Carbon Neutral Capital Program (CNCP)

- Building Envelope Program (BEP)
- Playground Equipment Program (PEP)

**New projects for SEP, FIP, CNCP, BEP, PEP**

Facility Name	Program Project Description	Amount Funded by Ministry
Duncan Cran Elementary	SEP - HVAC Upgrades	\$585,000
Upper Halfway Elementary Jr. Secondary	SEP - Roofing Upgrades	\$240,000
Duncan Cran Elementary	CNCP - HVAC Upgrades	\$300,000
Robert Ogilvie Elementary	FIP - Kitchen and Equipment Upgrades	\$100,000

All projects are now to proceed to design, tender and construction, and to be completed by March 31, 2026.

**New projects for BUS**

The table below identifies Bus Acquisition Program (BUS) approved projects, with BUS funding amounts to be confirmed after school districts place their order(s) with bus vendors during the upcoming bus standing offer timeframe which runs from April 2, 2025 to June 2, 2025. Only internal combustion engine buses are currently identified, with approval and funding for electric buses (if applicable) to be identified later through an amended Capital Plan Response Letter. Please refer to the attached *School Bus Letter* for additional school bus purchasing details.

New/Existing Bus Fleet #	New/Replacement Bus Type	Amount Funded by Ministry
A1602	INTERNAL COMBUSTION ENGINE - Type C (52-57) with 0 wheelchair space(s)	TBD
A2602	INTERNAL COMBUSTION ENGINE - Type C 76 with 0 wheelchair space(s)	TBD
A3603	INTERNAL COMBUSTION ENGINE - Type C (52-57) with 0 wheelchair space(s)	TBD
A4604	INTERNAL COMBUSTION ENGINE - Type C 76 with 0 wheelchair space(s)	TBD

An Annual Programs Funding Agreement (APFA) accompanies this Capital Plan Response Letter which outlines specific Ministry and Board-related obligations associated with the approved Minor Capital projects for the 2025/26 fiscal year. Please email a signed/dated copy of the Annual Programs Funding Agreement to the Ministry at [CMB@gov.bc.ca](mailto:CMB@gov.bc.ca)

In accordance with Section 143 of the *School Act*, Boards of Education are required to adopt a single Capital Bylaw (template can be found on the Ministry [website](#)) using the Capital Bylaw Number provided at the beginning of this document, for the supported and/or approved 2025/26 Five-Year Capital Plan projects as identified in this letter. The Capital Bylaw must be adopted by your Board and uploaded onto your School District's online MyCAPS portal in order for the Ministry to issue Certificates of Approval. A step-by-step guide of this process is attached for your reference.

Please contact Branch Director [Michael Nyikes](#) with any questions regarding Minor Capital projects.

### **SCHOOL SITE ACQUISITION CHARGE**

As part of the Board's 2025/26 approved capital plan, the eligible school site requirement set out in the final resolution of the Board of Education in accordance with s. 574(5) of the *Local Government Act*, is accepted by the Ministry.

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

Please contact Regional Director [Travis Tormala](#) with any questions regarding School Site Acquisition Charges.

### **2026/27 ANNUAL FIVE-YEAR CAPITAL PLAN SUBMISSIONS**

Capital Plan Instructions for the 2026/27 Annual Five-Year Capital Plan submission process will be available on the Ministry's capital planning [website](#) in early April.

School districts' capital plan submission deadlines for the 2026/27 fiscal year are:

- **June 30, 2025**
  - Major Capital Programs (SMP, EXP, REP, RDP, SAP)
- **September 30, 2025**
  - Minor Capital Programs (SEP, CNCP, PEP, BEP, BUS)
- **October 1, 2025**
  - Minor Capital Programs (FIP)

Additionally, the Annual Facility Grant (AFG) project requests for the 2025/26 fiscal year are to be submitted using the MyCAPS portal, on or before **May 16, 2025**. The 2025/26 AFG Allocation Table will be available on the Ministry's capital planning [website](#) in early April.

The Ministry recommends school districts discuss draft versions of their intended capital projects and Annual Facility Grant project requests with minor capital staff in advance of submission deadlines.

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

Sincerely,

A handwritten signature in black ink that reads "Damien Crowell". The signature is written in a cursive, flowing style.

Damien Crowell, Executive Director  
Education and Child Care Capital Branch  
Ministry of Infrastructure

pc: Geoff Croshaw, Director, Major Capital Projects, Education and Child Care Capital  
Branch  
Michael Nyikes, Director, Minor Capital Projects, Education and Child Care Capital  
Branch