



British Columbia  
School Trustees  
Association

**ANNUAL GENERAL MEETING 2014**

# MOTIONS



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# **MOTIONS**

## **EXTRAORDINARY MOTIONS**



## E1. BYLAW AMENDMENTS

**SUBMITTED BY:** *Board of Directors*

### **BE IT RESOLVED:**

That Bylaw 7 be amended to add the following:

*(m) Nothing herein shall be held to prevent the Board of Directors of the Association from submitting a motion even though notice has not been given. Such a motion does not require approval before it can be considered.*

That Bylaw 10(b) be amended as follows:

*Notice of all substantive motions to be dealt with at a general meeting shall be forwarded to the executive director not less than sixty (60) days prior to the opening date of the said general meeting, and shall be transmitted by ~~him/her~~ the executive director to the member boards not later than ~~twenty (20)~~thirty (30) days prior to the opening date of the general meeting, subject nevertheless to any rejection, consolidation, alteration or amendment that may be considered necessary by a Legislative Committee, ~~to be appointed each year for that purpose by the president.~~*

That Bylaw 10(d) be amended as follows:

*Notice of motion of extraordinary resolutions shall be given in writing to the executive director not less than seventy (70) days prior to the opening date of the general meeting at which such motions are to be considered, and shall be transmitted by the executive director to member Boards not less than thirty (30) days prior to the opening date of the general meeting. Motions by the Provincial Council and Board of Directors may exceed this deadline if submitted to the executive director at least thirty (30) days prior to the opening date of the general meeting. A two-thirds (2/3) majority vote by ballot shall be necessary to pass an extraordinary resolution.*

## **E1. BYLAW AMENDMENTS**

That Bylaw 19 be amended by:

- (a) deleting "SD87 (Stikine)" from 19(6) Northern Interior Branch; and
- (b) adding "SD87 (Stikine)" to 19(4) North West Branch.

### **RATIONALE:**

#### *Bylaw 7*

This motion would clarify that the Board of Directors may submit motions to Provincial Council after the submission deadline for Provincial Council Motions without requiring prior approval. The Board of Directors currently has the ability to submit late substantive motions to AGM without obtaining prior approval (see Bylaw 10g).

#### *Bylaw 10(b)*

This motion would require substantive AGM motions be transmitted by the executive director to member Boards not less than 30 days before the opening date of the AGM.

Currently, *BCSTA Bylaws* require the executive director to transmit substantive motions to member Boards 20 days before AGM; and extraordinary motions to member Boards 30 days before AGM.

In 2013 all motions (substantive and extraordinary) were sent to member Boards 30 days before AGM.

This bylaw amendment would provide Boards of Education with more time to consider motions before AGM.

#### *Bylaw 10(d)*

This motion would allow the Board of Directors to bring late extraordinary motions to AGM. It would be helpful for the Board to have the ability to put forward late extraordinary motions to AGM when urgent issues arise that involve amendments to BCSTA's bylaws or foundational statements.

Bylaw 10(d) currently authorizes Provincial Council to bring late extraordinary motions to AGM.

#### *Bylaw 19*

SD87 (Stikine) passed a motion to request that BCSTA move SD87 from the Northern Interior Branch to the North West Branch. Geographically, and in consideration of transportation options, it is more cost effective for SD87 to be a member of the North West Branch.

**E1. BYLAW AMENDMENTS**

The February 2014 Provincial Council approved varying the composition of the branches by transferring SD87 from the Northern Interior Branch to the North West Branch.

As part of the process of transferring SD87 from the Northern Interior Branch to the North West Branch, Bylaw 19 needs to be amended to change the composition of the Northern Interior and North West Branch associations.

**Extraordinary motion.**



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# **MOTIONS**

## **SUBSTANTIVE MOTIONS**



## **2. SOCIAL AND EMOTIONAL LEARNING**

**SUBMITTED BY:** *Thompson Okanagan Branch*

### **BE IT RESOLVED:**

That BCSTA urge the Ministry of Education and the BC Teacher Regulation Branch to work with all British Columbia post-secondary institutions with Bachelor of Education programs to implement mandatory coursework assisting student teachers to develop the skills to support students in their social and emotional learning.

### **RATIONALE:**

As small rural communities face increasing economic challenges, the decline in the social and emotional health of students also increases. The Early Development Index, Middle Years Development Instrument, and McCreary Centre Society's BC Adolescent Health Survey results support this statement.

It is important to support the social and emotional wellness of students so they can experience success in school and in their learning. All teachers need to have the understanding and skills to support students in their social emotional learning and self-regulation strategies.

While recognizing that there are many objectives to be achieved in a Bachelor of Education program, it is important to devote the time necessary to ensure that B.Ed. graduates have the ability to support the whole child.

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

### 3. BC YOUTH MENTAL HEALTH

**SUBMITTED BY:** *Thompson Okanagan Branch*

**BE IT RESOLVED:**

That BCSTA request that the provincial government make youth mental health a priority for all provincial ministries that work with youth, and ensure that the resources are in place to evaluate and address youth mental health.

**RATIONALE:**

BC statistics on mental health include the following information from the McCreary Centre Society report [\*From Hastings Street to Haida Gwaii: Provincial results of the 2013 BC Adolescent Health Survey\*](#):

- 10% of females and 4% of males reported feeling extreme despair in the past month.
- 13% of females and 5% of males reported experiencing extreme stress that prevented them from functioning properly.
- 52% reported feeling so sad, discouraged or hopeless sometimes in the past month that they wondered if anything was worthwhile. This is up from 48% in 2008.
- 8% males vs 22% females reported cutting or injuring themselves on purpose without trying to kill themselves in the past year.
- 8% of males (down from 9% in 2008 and 11% in 2003) reported suicidal ideation in the past year.
- 17% of females (up from 14% in 2008) reported suicidal ideation in the past year.

*Reference*

Smith, A., et. al. [\*From Hastings Street to Haida Gwaii: Provincial results of the 2013 BC Adolescent Health Survey\*](#). McCreary Centre Society. 2014.  
[http://www.mcs.bc.ca/pdf/From\\_Hastings\\_Street\\_To\\_Haida\\_Gwaii.pdf](http://www.mcs.bc.ca/pdf/From_Hastings_Street_To_Haida_Gwaii.pdf)

A. Berland Inc. [\*A Review of Child and Youth Mental Health Services in BC\*](#). As requested by the Ministry of Children & Family Development. October 2008.  
[http://www.mcf.gov.bc.ca/mental\\_health/pdf/cymh\\_review\\_full\\_report\\_final.pdf](http://www.mcf.gov.bc.ca/mental_health/pdf/cymh_review_full_report_final.pdf)

### 3. YOUTH MENTAL HEALTH

Turpel-Lafond, Mary Ellen. *Still Waiting: First-hand Experiences with Youth Mental Health Services in BC*. BC Representative for Children and Youth. April 2013. <http://www.rcybc.ca/Images/PDFs/Reports/RCY-CYMHreport-Apr2013.pdf>

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

**Relates to Policy 4.2.3P Preventive Health Care Programs.**



#### **4. SUPPORTING STUDENTS WITH MENTAL HEALTH ISSUES**

**SUBMITTED BY:** *SD44 (North Vancouver)*

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

That BCSTA urge the provincial government to adopt an 'inter-ministerial' approach to coordinating youth mental health services so that school districts, and health authorities have the necessary support to deliver timely and seamless youth mental health services.

#### **RATIONALE:**

In 2013 the BC Office of the Representative for Children and Youth issued a report titled [\*Still Waiting: First-hand Experiences with Youth Mental Health Services in BC\*](#). The Executive Summary of the report concludes that "there remains a distinct lack of provincial leadership and accountability when it comes to actually providing youth mental health services in BC"; and recommends that "this leadership void be addressed as the first step toward building a truly comprehensive mental health system for youth in BC".

There is an abundance of research that supports a comprehensive and holistic approach to child and youth mental health. A comprehensive approach requires: 1) a more systemic and systematic approach to prevention and positive mental health promotion at the community, family, and school levels; 2) the capacity for, and communication of, more targeted supports for families, youth, and children; and 3) the additive and integrated interagency effect of intensive mental health approaches for those with acute challenges. Leadership is ultimately required to create a framework for action, as well as to create interagency understandings and protocols for a seamless yet informed comprehensive support system. This coordinated, inter-ministerial approach would include coordination by the Ministries of Health, Children and Family Development and Education.

#### *References*

Turpel-Lafond, Mary Ellen. [\*Still Waiting: First-hand Experiences with Youth Mental Health Services in BC\*](#). BC Representative for Children and Youth. April 2013. <http://www.rcybc.ca/Images/PDFs/Reports/RCY-CYMHreport-Apr2013.pdf>

Coalition for Children and Youth Mental Health. [\*Let's Put Our Heads Together\*](#). Ontario Public School Boards' Association. September 2012. <http://www.opsba.org/index.php?q=system/files/CCYMHbookletEngSep-12.pdf>

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

#### **4. SUPPORTING STUDENTS WITH MENTAL HEALTH ISSUES**

**Relates to Policy Statements 4.2.3P Preventive Health Care Programs and 4.6.1P Coordination of Services.**

**5. SUSTAINABLE FUNDING AND SUPPORT FOR MENTAL HEALTH AND WELLNESS IN SCHOOLS**

**SUBMITTED BY:** *SD62 (Sooke)*

**BE IT RESOLVED:**

That BCSTA urge the provincial government to provide sustained funding for school district initiatives that support resilience, self worth, and social connectedness for youth experiencing mental health challenges.

**RATIONALE:**

It is well documented that schools are facing unprecedented numbers of students with anxiety and self image disorders. Training, materials, and best practice examples for support are lacking. Local initiatives are almost universally run on yearly applications for grants, such as Community Link funding, rather than sustainable programs. Programs such as Community Link, which have provided the opportunity for locally-developed initiatives, have had their funding frozen and that frozen funding is becoming more and more targeted to achieve provincially-mandated needs rather than locally-developed initiatives. Locally developed programs may be more effective than provincial ones because they address local issues.

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

**Relates to Policy Statements 4.2.2P Health-Promoting Schools; 4.2.3P Preventive Health Care Programs; 4.2.4P Substance Misuse Prevention; and 4.2.7P Bullying.**



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**6. INTER-MINISTRY FUNDING AND COLLABORATION TO SUPPORT ACCESSIBLE RESOURCES FOR MENTALLY ILL YOUTH**

**SUBMITTED BY:** *SD62 (Sooke)*

**BE IT RESOLVED:**

That BCSTA urge the provincial government to: provide increased and sustainable funding for youth mental health services; and, improve collaborative, inter-ministerial cooperation in order to provide youth facing mental health challenges with easily accessible mental health resources.

**RATIONALE:**

Resources for mentally ill people in British Columbia have long been lacking and poorly supported. Poverty, homelessness, and substance abuse are often the fate of our mentally ill. The people that live on our streets at one time lived in family homes and were functioning members of a community, whether that be a village, a town, or a city. They all went to schools where the symptoms— whether those be of mental illness or drug and addictive tendencies— may very well have become apparent. At one point they were well, though we (as a society) now see them as ill.

Support for mentally ill youth— who at the time of diagnosis may still have a strong support system of parents, caregivers and friends— is abysmal. There is a critical need for resources for parents, school staff, doctors, hospitals, and the students themselves to access low threshold, effective care and treatment in a timely manner to decrease the incidence and severity of symptoms.

This motion is an urgent call for inter-ministerial funding for preventative action and education to support identification, timely intervention, and access to care for youth with mental health symptoms.

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

**Relates to Policy Statements 4.2.2.P Health-Promoting Schools; 4.2.3P Preventive Health Care Programs; 4.2.4P Substance Misuse Prevention; and 4.2.7P Bullying.**



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## **7. DAILY PHYSICAL ACTIVITY (DPA) - GRADUATION TRANSITION**

**SUBMITTED BY:** *SD19 (Revelstoke); SD22 (Vernon); SD73 (Kamloops); and SD74 (Gold Trail)*

### **BE IT RESOLVED:**

That BCSTA request that the Ministry of Education review, in consultation with Boards of Education, the pertinence, value, and continuation of the Daily Physical Activity (DPA) specifically required for graduation transition.

### **RATIONALE:**

The Daily Physical Activity (DPA) requirement specifies that students in Grades 10 through 12 will engage in 150 minutes of physical activity per week as part of their graduation transition program. The Ministry of Education requirements are extremely difficult to: 1) mandate, and, 2) be accountable for by education staff and school districts.

Boards are responsible for developing policies and procedures to track daily physical activity of all students.

No matter which tracking procedures a school district uses, accountability for tracking student physical activity for students in Grades 10 through 12 is difficult.

A request for a DPA review is in order, given the number of years this program has been in place and the school district data available to report.

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



**8. THE WIDENING FEMALE/MALE STUDENT ACHIEVEMENT GAP**

**SUBMITTED BY:** *Thompson Okanagan Branch*

**BE IT RESOLVED:**

That BCSTA request that the provincial government develop an action plan with new funding to address the increased achievement gap between male and female students.

**RATIONALE:**

The provincial compilation of District Achievement Reports shows an increasing gap between male and female students in achievement and graduation. Male students are increasingly falling farther behind their female counterparts in basic skills such as English and Math. Male students have lower grades than female students and are less likely to graduate.

Given that this achievement gap is increasing, resources need to be dedicated by the provincial government to identify the factors leading to lower achievement by male students and to develop resources that can be used to correct the imbalance.

Student achievement reports are available on the Ministry of Education's Provincial Reports website at <http://www.bced.gov.bc.ca/reporting/province.php>.

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

## 9. GRADE 12 CURRICULA ON RESIDENTIAL SCHOOLS

**SUBMITTED BY:** *SD61 (Greater Victoria)*

### **BE IT RESOLVED:**

That BCSTA request that the Ministry of Education develop a required high school course regarding residential schools in Canada for all graduates in public schools similar to the 25 hour course that is offered to all graduating students in the Northwest Territories and Nunavut.

### **RATIONALE:**

#### *1. Historical Impact on all of Canada*

Over 150,000 First Nations, Métis, and Inuit children were taken away from their families and forced to attend residential schools. Over 130 schools across Canada were operated by the Anglican, Catholic, United, Methodist, and Presbyterian churches which were funded by the federal government. These schools were operated for over 100 years and were located all across Canada. The last few residential schools were closed in 1996. The intent of the residential schools was to assimilate the children into Canadian society. As a result, children were forbidden from speaking their languages, practicing their cultures, and keeping in contact with their parents. Many of the children were beaten, starved, and sexually abused. Some of the parents never saw their children after they left home because they died while at residential school. These children were buried in unmarked graves and their deaths were often not recorded.

Many First Nations, Métis, and Inuit families had three and four generations attend residential schools. Hence, many families today are still dealing with the cumulative, long-term, negative impact that residential schools had on them spiritually, mentally, physically, emotionally, and intellectually.

#### *2. Truth and Reconciliation Commission*

"Indian Residential Schools is not just an Indian problem. It is a Canadian problem; one that all Canadians need to be educated about and take responsibility for." The TRC website says, "Collective efforts from all peoples are necessary to revitalize the relationship between Aboriginal peoples and Canadian society— reconciliation is the goal. It is a goal that will take the commitment of multiple generations but when it is achieved, when we have reconciliation — it will make for a better, stronger Canada." Justice Murray Sinclair stated, "Reconciliation is about forging and maintaining respectful relationships. There are no shortcuts."

In 2013 when the Aboriginal Education Committee of BCSTA submitted five AGM motions dealing with residential schools, they recognized that some children are

## 9. GRADE 12 CURRICULA ON RESIDENTIAL SCHOOLS

learning about the impact of residential schools in public schools. However, there needs to be a more concentrated effort to ensure that ALL students who leave the public education system are educated about residential schools and the long-term impact that residential schools have had on First Nations, Métis, and Inuit peoples in Canada.

### 3. *Union of BC Municipalities Resolution*

The Union of BC Municipalities (UBCM) unanimously passed the following motion in September of 2013 declaring 2013 as the Year of Reconciliation with First Nations across British Columbia:

WHEREAS the Truth and Reconciliation Commission of Canada, with the support of Reconciliation Canada, have announced that its National Event for BC take place in the City of Vancouver from September 16 to 22, 2013; and

WHEREAS the Union of British Columbia Municipalities has actively engaged with First Nations communities and peoples through the work being done by its own First Nations Relations Committee; and

WHEREAS the City of Vancouver, the host community for this year's Union of British Columbia Municipalities Annual Convention, and many other communities have declared this year to be their Year of Reconciliation with First Nations peoples and communities; and

WHEREAS making such a commitment is the first step in fostering a new relationship based in respect and honesty,

BE IT RESOLVED that the Union of British Columbia Municipalities also declare this year, 2013, as its year of Reconciliation with First Nations across British Columbia.

Councilor Murray Krause, Chair of UBCM's First Nations Relations Committee, delivered the statement on behalf of UBCM, "Through the Indian Residential schools, and throughout history, great harms have been inflicted, and severe injustices perpetrated against aboriginal peoples across our nation and province, and indeed in our local communities. This history has a deep and lasting legacy. It is our hope, that by declaring this year of reconciliation between UBCM and First Nations Communities, we can emphasize the vital importance of working together as neighbours, and fostering relationships built on mutual respect, and active engagement."

### 4. *An Example of a 25 hour Curriculum*

In 2012, the governments of Nunavut and the Northwest Territories started providing a mandatory 25 hour curriculum for all students before they graduate. The curriculum has 12 activities which are built around interviews with former residential school survivors, leaders, or a national news story, such as the apology that Prime Minister Harper gave in 2008 to former students.

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

**Relates to Policy Statement 5.3.1P Aboriginal Education and General Curriculum.**

## 10. **INFRASTRUCTURE TO SUPPORT STUDENTS: THE EDUCATION PIPELINE**

**SUBMITTED BY:** *Northern Interior Branch*

### **BE IT RESOLVED:**

That BCSTA urge the provincial government to support the BC Jobs Plan and Youth in Trades Program by increasing investment in the infrastructure and expertise needed to provide skills training to BC secondary school students.

### **RATIONALE:**

- The BC Jobs Plan (<http://www.bcjobsplan.ca/skills/students/>) states that “BC’s students are key to helping solve this skills shortage by getting training today for the jobs of tomorrow.” BC students need funding that is matched with regional needs in order to acquire adequate skills training that will support the BC economy.
- The infrastructure needed to support the BC Jobs Plan and the Youth in Trades Program (<http://www.itabc.ca/youth-trades/programs>) is not in place for all districts.
- As well as trades training, there is a need for expertise in technology to facilitate and support online learning for students in remote areas.
- Professional development is needed to support all staff (developing expertise).
- Rural and remote districts find retention of skilled staff a major challenge in supporting student learning and supporting the BC Jobs Plan.

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

**Relates to Foundational Statements 8.1FS Government Support for Education and 5.1FS Educational Programs Objectives.**

**11. PROFESSIONAL DEVELOPMENT FOR BOARD OF  
EDUCATION GOVERNANCE**

**SUBMITTED BY:** *SD46 (Sunshine Coast)*

**BE IT RESOLVED:**

That BCSTA review the Office of the Auditor General's *School District Board Governance Examination* report of April 2013 and provide recommendations to Boards of Education regarding governance, including examples and professional development opportunities to help Boards to align our governance practices with the standards suggested by the Auditor General.

**RATIONALE:**

The Office of the Auditor General's report *School District Board Governance Examination* of April 2013 suggested a number of standards for governance practice to assist Boards in their role as local governance bodies. BCSTA has a history of providing educational opportunities for school trustees from across the province. Aligning the recommendations of the Auditor General's report with future programming of educational opportunities through BCSTA would enrich our educational experience and give Boards across the province an opportunity to adopt best practices in governance as identified by the Auditor General. The preparation by BCSTA of a list of the Auditor General's recommendations for Boards to review, and concrete examples of how Boards demonstrate these practices, would be highly useful for Boards to ensure that we are serving our communities as effectively as possible.

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

**Relates to Foundational Statement 1.1FS e. Mission.**

## 12. RURAL EDUCATION PARTNERS' COUNCIL

**SUBMITTED BY:** *Northern Interior Branch*

### **BE IT RESOLVED:**

That BCSTA request that the Ministry of Education reinstate and fund the Rural Education Partners' Council (REPC).

### **RATIONALE:**

Although BCSTA has asked the provincial government to renew its support for the Rural Education Partners' Council, the government has not done so.

Remote and rural communities have specific challenges and needs. Reinstatement of the Rural Education Partners' Council would provide a critical advocacy forum to address the specific needs and student challenges of remote and rural communities by:

- Seeking solutions for rural student challenges
- Seeking solutions for our rural vulnerable population
- Addressing short and long term skills shortages and training needs
- Addressing the delivery of vital services to Aboriginal students
- Addressing issues that impact the short and long term sustainability of the educational, social, and economic future of remote and rural communities

Northern communities, along with remote and rural communities throughout the province, are providing substantial funding to the provincial government through the extraction of natural resources. They are the "dominant engines" of British Columbia's economy yet these communities realize limited economic, social, or educational benefits. Examples are:

- Limited commitment from corporations to support local services including education and trades training and apprenticeship.
- Difficulty attracting and sustaining qualified staff; especially in any specialist areas (education, health, government services).
- Funding inequities. Northern communities have a high percentage of vulnerable students, yet this is not taken into consideration in current funding allocation formulas.
- Challenges providing a rich educational environment and programs for all students.
- Challenges providing ongoing training and professional development for their employees including access to colleges and universities.

## 12. RURAL EDUCATION PARTNERS' COUNCIL

Research from the *Urban Futures Report: Strategic Research to Manage Change*, published in 2005, clearly supports the need for rural and remote community advocacy. It states:

While urban, and specifically metropolitan, economic activities are important contributors to the province's economic base— they account for approximately one-third of this base— two-thirds of provincial export income is earned by the forestry, mining, fishing, energy and agricultural sectors, sectors which are predominantly non-metropolitan...The findings of this research clearly shows that British Columbia is resource dependent, and that the way in which we sustain the economy, and the communities, of our resource regions will affect all of our futures.

(Urban Futures, p.3-4)

### *Reference*

Baxter, David, Ryan Berlin, and Andrew Ramlo. "[Regions & Resources: The Foundations of British Columbia's Economic Base](https://dsweb.bcsta.org/docushare/dsweb/Get/Document-74871/2005%20Urban%20Futures%20Institute--%20Regions%20and%20Resources.pdf)," *Urban Futures - Strategic Research to Manage Change*, 2005. The Urban Futures Institute.  
[https://dsweb.bcsta.org/docushare/dsweb/Get/Document-74871/2005 Urban Futures Institute-- Regions and Resources.pdf](https://dsweb.bcsta.org/docushare/dsweb/Get/Document-74871/2005%20Urban%20Futures%20Institute--%20Regions%20and%20Resources.pdf)

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

**Relates to Policy Statements 2.1.2P d. Roles and Responsibilities and 5.1.2P Rural Education.**

### **13. SUMMARY OF SHARED SERVICES**

**SUBMITTED BY:** *Kootenay Boundary Branch*

**BE IT RESOLVED:**

That BCSTA gather examples of shared services of operational efficiencies and partnerships that Boards of Education throughout the Province already have in place and provide a summary of this information to BCSTA members.

**RATIONALE:**

Boards share school district governance responsibilities with the Minister of Education and are already actively involved in sharing services that support operational efficiencies.

Providing additional information to Boards of Education, such as operational efficiencies in other school districts, would inform further analysis of shared operational services.

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



## **14. STRENGTHENING TIES WITH THE UNION OF BC MUNICIPALITIES**

**SUBMITTED BY:** *SD46 (Sunshine Coast)*

### **BE IT RESOLVED:**

That BCSTA strengthen our ties with the Union of BC Municipalities (UBCM) by working more closely on issues such as local government electoral reform and the continuance of the School Community Connections Program, and by collaboratively advocating for the importance and value of local decision-making, autonomy, and governance.

### **RATIONALE:**

In Fall 2013, the sudden need for Board input into school trustee terms of office appeared to be driven by communications between UBCM and the Ministry of Community, Sport and Cultural Development that Boards were not initially a part of, in part due to a policy reversal by UBCM. While the eventual (though rushed) consultation with Boards was appreciated, it seemed to be somewhat of an afterthought by the time UBCM had already changed its position to prefer four-year terms of office. More recently, a further request for feedback was made to Boards of Education on electoral/elections reform, again after UBCM had been studying and gathering input on these issues for some time. In both cases, it would have been better for the voice of Boards to be part of the initial round of consideration, in coordination with UBCM rather than after UBCM. Furthermore, the positive and collaborative UBCM-BCSTA School Community Connections Program, which helped to fund numerous school-community projects in our districts and fostered improved relationships between Boards and local governments, seems to have disappeared with little notice or fanfare. Finally, in concerns regarding local governance and autonomy, Boards would be wise to align ourselves more closely with local governments in UBCM, and collaborate on advocacy efforts as much as possible.

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

**Relates to Policy Statement 1.3.1P BCSTA Communications.**

**15. VULNERABLE SECTOR CHECK FOR TRUSTEES****SUBMITTED BY:** *Northern Interior Branch***BE IT RESOLVED:**

That BCSTA develop a policy template for Boards of Education that requires all trustees to complete a vulnerable sector check (criminal record check) and request that the Ministry of Education include this requirement in the legislation.

**RATIONALE:**

Trustees hold a position of trust and authority and should be held to the same standard that is required for anyone working with our students.

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

**Relates to Foundational Statement 4.5FS Child Protection.**

**16. SCHOOL PLANNING COUNCILS****SUBMITTED BY:** *SD46 (Sunshine Coast)***BE IT RESOLVED:**

That BCSTA request that the provincial government promptly consult with the relevant K–12 education stakeholders, including all employee groups, to update, replace, or rescind sections 8.1–8.3 of the *School Act* regarding School Planning Councils.

**RATIONALE:**

Given the uneven practice in various districts regarding the work of School Planning Councils and the lack of teacher and support staff involvement in the current iteration of school planning councils, some updating to the legislation is needed. A consultation of all stakeholders would enable government to make meaningful changes to these sections of the *School Act* to ensure effective school-level decision-making and Board compliance with the *Act*, which for many years has been questionable if not impossible.

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

**Relates to Foundational Statement 2.1FS Co-Governance.**

**17. MINISTRY TIMELINES FOR ACHIEVEMENT CONTRACT****SUBMITTED BY:** *SD46 (Sunshine Coast)***BE IT RESOLVED:**

That BCSTA urge the Ministry of Education to change the submission deadline for the annual Achievement Contracts to early Fall to allow sufficient time for Boards of Education to review the previous year's achievement data prior to Board approval of the Achievement Contracts.

**RATIONALE:**

The Achievement Contract needs to incorporate the previous school year's achievement data. Given that school district staff need time, generally in July, to gather and assess that data, the current submission deadline of mid-July does not allow Boards of Education sufficient time to review and approve the Achievement Contracts. In general, Boards of Education only meet on an urgent basis in the summer months. An annual deadline for submission of an Achievement Contract of early Fall would allow adequate preparation time to incorporate recent data and to present to Boards of Education for discussion and approval prior to submitting the Achievement Contract to the Ministry of Education.

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

**Relates to Foundational Statement 3.1FS Accountability for Boards of Education.**

## 18. STUDENT TRUSTEES ON BOARDS OF EDUCATION

**SUBMITTED BY:** *SD39 (Vancouver)*

### **BE IT RESOLVED:**

That BCSTA request the provincial government to amend the *School Act* to enable Boards of Education to include student trustees.

### **RATIONALE:**

Across British Columbia, school districts recognize the importance of having meaningful student voice. Legislation that would enable students to hold positions as elected student trustees on Boards of Education would improve student voice in governance at the district level across the province.

Student trustees would be able to provide a valuable perspective into discussions and decision-making, which impacts the BC education system. In addition, the concept of student trustees further empowers students to express their opinions and ideas regarding their learning experiences.

It gives students the ability to influence learning with respect to policies, programs, contexts, and principles. By design, student trustees allow students to have greater ownership in co-creating learning systems at the district level with other stakeholders.

#### *Background*

The concept of elected student trustees was first implemented in Ontario in 1997. Ontario's education legislation was amended so that student voice could be represented on school Boards.

Section 55 of the *Ontario Education Act* provides that the Minister may make regulations providing for elected "student trustees" to represent the interests of students on district school boards. There are some limitations and restrictions in terms of the powers and duties of student trustees, including voting privileges and participation in certain closed sessions of the Board. However, the *Act* provides that a student trustee is to be given the same opportunities for participation at meetings of the Board as members of the Board are provided.

Section 55 and the related *Student Trustee Regulation (7/07)* provide a framework for student trustees and address their roles, responsibilities, compensation, and election procedures.

Now, Ontario is the home of the Ontario Student Trustees' Association (OSTA), a group comprising democratically-elected student representatives from both Public and Catholic school systems (in both English and French), from across the province.

## 18. STUDENT TRUSTEES ON BOARDS OF EDUCATION

Representatives hold an annual general meeting to discuss pressing issues in their districts such that province-wide changes can be suggested and stances can be taken. According to the official OSTA website, the work of student trustees has led to initiatives increasing bilingual education in Ontario, reforming the civics curriculum, addressing extra-curricular fees, and changing labour requirements for Catholic school uniforms. More recently, the OSTA has taken to making Gay-Straight Alliance Groups more prevalent in schools across the province, as well as issuing a call-to-action and Charter of Rights for Mental Health across the province.

There are currently no legislative provisions within the *School Act* (BC) to provide for a student trustee having similar rights and powers to those found in legislation in Ontario.

The Student Trustee Initiative in Ontario is exactly the kind of progressive action that students need from their respective school systems. If British Columbia took this bold step, it would make BC the third province to do so — as Student Education Councillors have also been implemented in New Brunswick.

In June 2013 the Vancouver School Board took the step of approving Board policy that would permit the appointment of a Student Trustee elected by the Vancouver District Council. The first Student Trustee was elected in October 2013 and has been an active participant in Board meetings and provides valuable input to district governance. In addition, SD46 Sunshine Coast currently has a student trustee elected in 2013 and the Edmonton Public School Board has passed a motion to allow for the elected position of a Student Representative to be piloted for the 2014/2015 school year.

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

## **19. GOVERNMENT APPEAL OF BC SUPREME COURT RULING**

**SUBMITTED BY:** *SD34 (Abbotsford)*

### **BE IT RESOLVED:**

That BCSTA support the provincial government's appeal of the January 27, 2014 BC Supreme Court decision of Madam Justice Griffin related to removal of language in the Teacher Collective Agreement

### **RATIONALE:**

Student success is paramount to a high performing public education system. BCSTA has declared that the provision of education services to students must not be compromised. Boards around the province have identified that applying the conditions of the 2001 Teacher Collective Agreement will have a significant financial impact, and in some cases, a devastating educational impact on students.

Providing our support for this appeal is essential to maintaining the successes we have realized over the past 12 years, and to securing the continued success of the BC Education Plan. The BC Education Plan calls on Boards to create 21<sup>st</sup> century personalized learning, allowing students the flexibility and choice to make their learning more relevant. We have made tremendous gains in this area in the past few years. Returning to the educational model which existed prior to 2002 will not contribute to modernizing our public education system, and is not in the best interest of students. A successful appeal of this decision will allow Boards to continue to design personalized and relevant learning environments to accommodate 21<sup>st</sup> century learning.

Educational leaders from around the province have identified that returning to the old agreement will compromise the education of some of our most vulnerable learners. As Boards we should all be concerned about the legal and moral implications of setting classroom quotas for children with special needs. The ability for schools and teachers to individualize instruction for students rests in the critical ability of Boards of Education, through the advocacy of BCSTA, to vigorously defend the flexible structures which the current legislation provides.

BCSTA recognizes that Boards of Education, as co-governors of the public education system, work to improve student achievement in their respective communities by building a school system which reflects local priorities and expectations. Providing support to the provincial government would be a clear expression of BCSTA's commitment to that co-governance structure.

**19. GOVERNMENT APPEAL OF BC SUPREME COURT RULING**

Finally, as leaders in this sector, BCSTA acknowledges the current financial realities facing K-12 public education. To believe that we can return to the operational structures prior to 2002, while at the same time maintaining all of the existing programs and services currently offered, is unrealistic, if not impossible. A successful appeal will return operational and financial stability. Failure to pursue this appeal may have a devastating impact on the good work that has taken place over the past twelve years in public education in our province. We need to take a stand and ensure all stakeholders understand the significant impact of this judgment.

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





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## **20. MANAGEMENT AND EXECUTIVE STAFF COMPENSATION FREEZE**

**SUBMITTED BY:** *Thompson Okanagan Branch*

### **BE IT RESOLVED:**

That BCSTA request that the provincial government immediately remove the compensation freeze for management and executive staff in the public education sector.

### **RATIONALE:**

Public education in BC has been struggling for years with the BC government's insistence on a public education management and executive staff salary freeze intermittently for over 15 years. Boards of Education repeatedly inform the Ministry of Education of the staffing dilemmas these salary freezes create; especially when salary freezes are in place for extended periods of time.

Provincially, it is increasingly difficult to maintain administrative employee staffing levels as education staff are not enticed into accepting administrative roles, or, even more specifically, obtaining leadership qualifications for these administrative roles. Local programs, partnering with university programs, are increasingly sought-after to support education staff locally to obtain these much needed leadership and administrative skills and expertise.

Adding to the dilemma of decreasing pursuit of administrative roles is remuneration. With increasing frequency it is apparent that movement to administrative public education roles does not come with the appropriate remuneration packages. The salary compression factor is increasingly common and a deterrent to potential candidates. Examples of potential incumbents turning down administrative roles, or, at minimum, maintaining current remuneration levels and taking these roles, is not a district preference.

If we truly believe public education is important, we must demonstrate this by providing realistic remuneration for employees. This will help to encourage potential candidates to apply for administrative roles.

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



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## **21. TRUSTEE GOVERNANCE OF EMPLOYERS' ASSOCIATION/ BARGAINING AGENT**

**SUBMITTED BY:** *SD46 (Sunshine Coast)*

### **BE IT RESOLVED:**

That BCSTA request that the provincial government return school trustee governance to our own employers' association and bargaining agent.

### **RATIONALE:**

For almost nine months, BCPSEA has continued to serve its legislated mandate as the bargaining agent and employers' association for Boards of Education, but over this time, BCPSEA has been governed not by Boards but rather by government, through a government-appointed administrator. In making this change, the Minister of Education emphatically stated that trustees had not been removed from governing their own service organization because Boards or individuals had done anything wrong, but rather that government needed to intervene to fulfill a policy/campaign initiative of setting the stage for a ten-year deal for the BCTF.

Government has now completed its agenda, through its public administrator, by appointing a new lead negotiator in teacher bargaining, removing BCPSEA's top two administrators, resuming bargaining with a new team, and tabling a proposal for a ten-year term. As the funder and policy-maker for BC education and BCPSEA, and co-governor of BCPSEA, government can continue to have sufficient influence, as it always has, on BCPSEA to see these negotiations through. For the long-term organizational health, viability, and sustainability of our employers' association, especially in the sustenance of its own human resources and ongoing Board initiatives and services (i.e., Make a Future), some element of ongoing employer governance needs to be returned to our employers' association, whether it is satisfied through the current BCPSEA constitution, or through greater involvement of BCSTA.

The Minister has also publicly stated on numerous occasions that BCPSEA will continue to exist as an employers' association for Boards.

Furthermore, there is a strong legal argument for the need for employers to govern their own bargaining agent. In both her 2011 and 2014 BC Supreme Court decisions, Justice Griffin closely examined and determined that Boards, as opposed to government, are clearly the employers of teachers, and that there was sufficient separation between government as policymaker and Boards' governance of the bargaining agent to ensure good-faith bargaining (as opposed to government's direct Bill 28 consultation with the BCTF, which was not found to be in good faith).

**21. TRUSTEE GOVERNANCE OF EMPLOYERS' ASSOCIATION/  
BARGAINING AGENT**

In the current situation where there is no separation between government as policy-maker and government publicly intervening to take control of the bargaining agent from Boards, the potential for a successful charge of bad-faith bargaining is greatly increased, which does not bode well for hopes of "stability," including limiting future legal conflicts with our employees.

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

**Relates to Foundational Statements 7.1FS Collective Bargaining; 2.1FS Co-Governance; and 1.3FS Representation Mandate.**

## 22. TRADES AND TECHNOLOGY CAREER PREPARATION

**SUBMITTED BY:** *Thompson Okanagan Branch*

### **BE IT RESOLVED:**

That BCSTA request that the provincial government provide the capital and operational funds needed in order to modernize our schools to encourage students to enroll in the trades and technology programs.

### **RATIONALE:**

The BC government publicly advertises and encourages our general population to seek trades and technology sector training and careers through the *BC Jobs Plan: Skills and Training in BC* program. The government recognizes the valuable services the trades and technology sector provide, as well as the substantial need, currently and well into the future, for workers who have expertise in these areas.

Data is well documented and researched by industry, training facilities, and the provincial government. This research demonstrates the valuable career opportunities that exist within the trades and technology fields. It is incumbent upon the government, and educational leaders, to ensure students are informed and have opportunities to obtain a career within these sectors.

The reality in the majority of public school facilities is the lack of equipment, space, and trained educators in the trades and technology fields. The Ministry of Education, and government in general, need to recognize the needs and prioritize monies to support school districts' abilities to offer these educational experiences.

#### *References*

Industry Training Authority BC. <http://www.itabc.ca/our-trades-training-system/bc-jobs-plan>

*BC Labour Market Outlook 2010-2020*. Work BC.  
<http://www.workbc.ca/WorkBC/media/WorkBC/Documents/Docs/BCLMOutlook.pdf>

Applied Science Technologists & Technicians of British Columbia. January 2013.  
<http://asttbc.org/sd/>

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

**Relates to Foundational Statement 8.1FS Government Support for Education.**

## **23. TRADES PROGRAMMING SUPPORT**

**SUBMITTED BY:** *SD46 (Sunshine Coast)*

### **BE IT RESOLVED:**

That BCSTA publicly advocate that the provincial government work with Boards of Education to substantively expand trades programs in secondary schools by:

- increasing investment;
- establishing new trades and technology programs; and,
- supporting trades programs that are not fully enrolled.

### **RATIONALE:**

In the Throne Speech, BC Jobs Plan, BC Liberal election platform, and the Premier's Mandate letters to the Minister of Education and Minister of Jobs, Tourism and Skills Training, the Government of BC has focused on the need to greatly expand and enhance skills training in K–12 public education. Like early learning expansion in recent years, this is a laudable goal with great support from Boards. However, like early learning expansion, this goal will require increased funding from government if it is to be made a serious and successful priority. In times of declining secondary school enrollment and tight funding, the only way Boards will be able to start up new programs in particular will be through subsidies. Trades programs that are not fully enrolled must be supported to build the profile of trades with our students, yet currently, Boards simply cannot afford to sustain trades programs that are not fully enrolled.

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

**Relates to Foundational Statement 8.1FS Government Support for Education.**

**24. CAPITAL PROGRAM REVIEW****SUBMITTED BY:** *SD19 (Revelstoke); SD22 (Vernon); and SD74 (Gold Trail)***BE IT RESOLVED:**

That BCSTA request that the provincial government work jointly with BCSTA representatives to review the Public Education Capital Program for equity across the province.

**RATIONALE:**

Recognizing limited BC Public Education Capital Program monies available, school districts across the province have facility renewal or replacement of buildings submissions they strongly believe are being overlooked.

Seismic upgrades are understandably a priority, but school districts across the province are increasingly having capital plan requests extremely delayed when these projects should be priorities.

Boards of Education are requesting the review to ensure a balanced approach to the use of limited capital dollars.

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

## 25. CAPITAL PLAN FUNDING

**SUBMITTED BY:** *Northern Interior Branch*

### BE IT RESOLVED:

That BCSTA strongly urge the provincial government to support the capital plans of the northern and rural school districts, in proportion to the dollars contributed to provincial economic growth by the northern and rural regions of the province.

### RATIONALE:

- Our branch applauds the government for providing millions of dollars in capital funds to ensure our provincial schools at risk receive seismic upgrades. While many schools in northern and rural districts would not benefit from seismic upgrades, many schools need other kinds of upgrades to ensure that facilities are safe and well-maintained for students, staff members, and the community. Capital funding for non-seismic projects needs to be at least equivalent to funds invested in seismic upgrades.
- The Urban Futures Institute's report [\*Regions & Resources: The Foundations of British Columbia's Economic Base\*](#) shows that "while metropolitan regions dominate the province's demography, they do not dominate its economic base, as they account for two-thirds of BC's population but only one-third of its total exports (by value)" (p. 4).
- The Capital Plan list of priority funding changes from year to year with no communication to local Boards of Education as to why their projects are being moved further down the Capital Plan list.
- In the event that a school is lost due to fire, flood, or natural disaster, the funds to rebuild should come from the Schools Protection Program rather than competing against other priorities in a district's capital plan.
- The Capital Plan list is more reactive than proactive. With more and more buildings aging, the needs are growing and creating "band-aid solutions" is not in the long-term best interest of learning.

### Reference

Baxter, David, Ryan Berlin, and Andrew Ramlo. "[Regions & Resources: The Foundations of British Columbia's Economic Base](#)," *Urban Futures - Strategic Research to Manage Change*, 2005. The Urban Futures Institute.  
[https://dsweb.bcsta.org/docushare/dsweb/Get/Document-74871/2005 Urban Futures Institute-- Regions and Resources.pdf](https://dsweb.bcsta.org/docushare/dsweb/Get/Document-74871/2005%20Urban%20Futures%20Institute--%20Regions%20and%20Resources.pdf)

**25. CAPITAL PLAN FUNDING**

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

**Relates to Policy Statement 8.1.4P Fully Funded Mandates for Boards of Education.**



## **26. BC CHILD POVERTY REDUCTION ACTION PLAN**

**SUBMITTED BY:** *SD19 (Revelstoke); SD22 (Vernon); SD53 (Okanagan Similkameen); and SD74 (Gold Trail)*

### **BE IT RESOLVED:**

That BCSTA request that the provincial government develop a BC Child Poverty Reduction Action Plan.

### **RATIONALE:**

The BC government appears to be steadfast and consistent in disputing the BC child poverty data. As public education stewards responsible for children's education in BC, we are aware that poverty is a factor that affects the success of children in school. BC children deserve more.

National data across Canada repeatedly states that BC has one of the highest child poverty factors of the 10 provinces and three territories. We are not proud of this statistic and a BC Child Poverty Reduction Action Plan is in order.

The BC Representative for Children and Youth has presented numerous reports over the past five years demonstrating specific cases and general population research reports. All of these reports demonstrate a need for a BC Child Poverty Reduction Action Plan. Our children's futures are paramount to the future economy of BC. Let's work together to ensure our children have the best opportunities BC can provide through a BC Child Poverty Reduction Action Plan.

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

**Relates to Foundational Statement 4.3FS Child Poverty and Learning.**

## **27. DOWNLOADING OF SERVICES**

**SUBMITTED BY:** *Northern Interior Branch*

### **BE IT RESOLVED:**

That BCSTA request that the provincial government provide Boards of Education with inter-ministerial resources and full financial support to deliver services which are outside of the education services mandate which have been downloaded from provincial government ministries to Boards of Education. An action plan that addresses financial and human resources support to Boards of Education through collaboration with stakeholders is required.

### **RATIONALE:**

The provincial government has expectations that our education system will provide services that are the responsibility of other ministries. These include:

- Ministry of Children and Family Development
- Health Authorities (need to do injections)
- Ministry of Social Development and Social Innovation
- Ministry of Aboriginal Relations and Reconciliation

Full funding support must be provided within the education system by the ministries responsible for these services.

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

**Relates to Policy Statement 8.1.6P Future Offloading Costs to School Districts.**

## **28. FULL FUNDING FOR BOARDS OF EDUCATION**

**SUBMITTED BY:** *SD20 (Kootenay-Columbia)*

### **BE IT RESOLVED:**

That BCSTA strongly urge the Treasury Board, through the Minister of Finance, to provide sufficient funding to the Ministry of Education so that Boards of Education receive full funding for costs that are out of their control, such as : increases to employee salaries; hydro; pension contributions; any costs related to implementing decisions regarding class size and composition; the implementation of the BC Education Plan; and, full funding for the initiatives of the Ministry of Education.

### **RATIONALE:**

In order to balance the 2013/2014 budget, School District 20 (Kootenay-Columbia) had to: close a school; merge schools for administrative savings; sell and lease out properties; move our district office into a school and sell off the former office space; reduce our psychologist staffing level; reduce technology spending both on hardware and technical support; eliminate elementary vice-principal positions; restructure our custodial services; and implement a variety of other measures to help balance the budget.

We already know we will have to make further reductions for the 2014/2015 school year in order to pay for increases in our utility costs, support staff wage increases, and increased benefit costs. We will need to do this with less Ministry grants as funding protection continues to be phased out. Our Board continues to demonstrate fiscal responsibility and dedication to the provision of quality public education in our district but the shifting of costs and the underfunding of the public education system must end.

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

**Relates to Policy 8.1.4P Fully Funded Mandates for Boards of Education.**

**29. SPECIAL EDUCATION FUNDING****SUBMITTED BY:** *Thompson Okanagan Branch***BE IT RESOLVED:**

That BCSTA continue to advocate for additional Special Education funding, including supplemental funding for 'grey area' students.

**RATIONALE:**

Boards of Education strive to provide maximum support for classroom teachers with the Special Education funding received, but the funds continue to be insufficient across the province.

School district funding is stretched to the limit, with classroom support being of the utmost concern. Supplementing special education funding by districts stresses already stretched operating grants.

Special education programs and staffing are especially insufficient to ensure the 'grey area' students' needs are met. The Ministry of Education needs to be aware of the vast variety of students present in classrooms; especially those currently lacking recognition of support needs.

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

**Relates to Foundational Statement 8.3FS Special Education.**



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### **30. BANDWIDTH AND CONNECTIVITY ISSUES**

**SUBMITTED BY:** *Thompson Okanagan Branch*

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

That BCSTA request that the provincial government expedite the implementation of bandwidth and connectivity improvements throughout rural and urban BC.

#### **RATIONALE:**

This motion recognizes the dire lack of bandwidth and connectivity throughout rural and urban BC public education facilities to meet the current and future requirements of the updated BC Ed Plan and 21<sup>st</sup> Century Learning curriculum. Specific issues related to the lack of bandwidth include:

- Inability to provide stable video-conferencing (urban and rural);
- 21<sup>st</sup> Century Learning continues to grow in the province, requiring increased computer use, including personal electronic devices;
- Educational interactive presentations utilizing social media to forward questions or comments to presenters from personal electronic devices;
- Increased reliance on school-provided Wi-Fi services.

Historically BC school districts have been told that the PLN (Provincial Learning Network) is coming and will service all necessary aspects of technology, bandwidth, and connectivity issues recorded to date. We have yet to see substantial upgrades or successes throughout the majority of BC.

School districts are 'band-aiding' information technology issues at the district level with nominal or minimal successes. Technology pressures from school websites are increasingly demanding that we recognize the value of technology to student education and achievement. Fluctuating or crashing connectivity is extremely frustrating to both students and staff.

Technology is used in a wide range of ways in school districts including: staff/parent communications and reporting, student data records and transmissions, and classroom learning involving national and international cross-cultural experiences. Systems are repeatedly overloaded as they do not have the capacity to keep up with demand.

Recognition of the value of technology in the classroom directly or through video-conferencing courses at several sites and for staff professional development is fundamental to daily classroom and district operation.

### **30. BANDWIDTH AND CONNECTIVITY ISSUES**

Districts should not have to become so frustrated they are placing increasing demands on their IT staff to 'band-aid', accommodate, or become so innovative. Not all districts are capable of the manpower to provide much needed technology services.

The much anticipated BC Ed Plan and new curriculum demands resolution of the bandwidth and connectivity problems in public education as they have been resolved within other public sectors.

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