



British Columbia
School Trustees
Association

BCSTA AGM 2025 LIST OF MOTIONS

20
25





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EXTRAORDINARY MOTIONS

Bylaw 1 - Membership

E1.

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

E2. Bylaw 2 (Officers) and Bylaw (Board of Directors)

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

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

E4. Bylaw 7 (Provincial Council Duties and Powers)

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

E5. Bylaw 10 (Submission of Motions)

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

E6. Bylaw 9 (Delegates and Voting Powers at General Meeting)

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

E7. Bylaw 11 (Committees)

Motion #: E7 : A2025E7
Meeting: AGM 2025
Category: *not specified*
Disposition: *not specified*

Sponsor: BCSTA Board of Directors
Action: *not specified*
Outcome: *not specified*

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)

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

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

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

Motion #:	E11 : A2025E11	Sponsor:	BCSTA Board of Directors
Meeting:	AGM 2025	Action:	<i>not specified</i>
Category:	<i>not specified</i>	Outcome:	<i>not specified</i>
Disposition:	<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. 1.1 Foundational Statement Mission, 1.2 Foundational Statement Values

Motion #: E12 : A2025E12
Meeting: AGM 2025
Category: *not specified*
Disposition: *not specified*

Sponsor: North Vancouver
Action: *not specified*
Outcome: *not specified*

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

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

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

15. Board of Directors - Regional Representation

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

16. Hybrid Options at BCSTA Meetings

Motion #:	16 : A202516	Sponsor:	Fraser-Cascade
Meeting:	AGM 2025	Action:	<i>not specified</i>
Category:	BCSTA	Outcome:	<i>not specified</i>
Disposition:	<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
- 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
- (Footnote 2) Video Attendance for Superintendent-Ministry Meetings, Motion #32 : A202132
<https://bcstamotions.org/motion/view/648>

**CATEGORY:
BOARDS OF EDUCATION**

17. Trustee Benefits

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

CATEGORY: STUDENTS

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

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

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

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

“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_

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

Motion #:	22 : A202522	Sponsor:	Kootenay Lake and Kootenay Boundary Branch
Meeting:	AGM 2025	Action:	<i>not specified</i>
Category:	Educational Programs	Outcome:	<i>not specified</i>
Disposition:	<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/lanplh/article/PIIS2542-5196\(21\)00278-3/fulltext](https://www.thelancet.com/journals/lanplh/article/PIIS2542-5196(21)00278-3/fulltext)

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

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

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

Motion #:	25 : A202525	Sponsor:	Maple Ridge-Pitt Meadows <i>and</i> Fraser Valley Branch
Meeting:	AGM 2025	Action:	<i>not specified</i>
Category:	Educational Programs	Outcome:	<i>not specified</i>
Disposition:	<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=eyJrljoiM2Y5YzRjNzQtMzAyNS00NWFiLWI3MDktMzI5NWQ3YmVhNmZjliwidCI6IjZmZGI1>

BCSTA Comprehensive Healthy School Working Group

- 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

26. Coordination of Non Traditional Initiatives

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

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

28. Implementation of the ECC K-12 Work Force Plan

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

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

Select Standing Committee on Finance and Government Services 2021-Volume 1
https://www.leg.bc.ca/committee-content/6578/Budget%202021%20Consultation%20Report_Volume%20I.pdf

Select Standing Committee on Budget 20202 Consultation 2020 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 Labout 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://www2.gov.bc.ca/gov/content/education-training/k-12/teach/standards-for-educators/statistics>

Education Assistant Workforce Engagment Summary Report Spring 2024

https://assets.nationbuilder.com/bcgeu/pages/9488/attachments/original/1721322819/EASummaryReport_Summary.pdf?1721322819

29. LOP Process with TRB

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

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

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

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

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

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

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

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

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

39. Sustainable Funding for School District Benefit Costs

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

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

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