



FORGING OUR FUTURE
STRONG, SUSTAINABLE
PUBLIC EDUCATION FOR BC

106th BCSTA AGM • Victoria, BC
April 22-25, 2010

AGM 2010 Motions

*BCSTA's 106th Annual General Meeting
April 22-25, 2010, Victoria, BC*



AGM 2010 Motions

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Extraordinary Motions

E1. BCSTA BYLAW CHANGES:

CANDIDATE STATEMENTS AND OKANAGAN BRANCH NAME CHANGE

Submitted by: BCSTA Board of Directors and Okanagan Branch

Be it resolved:

That BCSTA Bylaw 15d be amended to read as follows:

The Association shall distribute or make available the candidates' statements package to all members at least two (2) weeks prior to the Annual General Meeting: candidates may submit a candidate statement (maximum 500 words) and a photograph twenty (20) days prior to the Annual General Meeting.

And

That BCSTA Bylaw 19, No. 7 be amended to read as follows:

*Thompson Okanagan Branch
SD19 (Revelstoke); SD22 (Vernon); SD23 (Central Okanagan); SD53 (Okanagan Similkameen);
SD58 (Nicola-Similkameen); SD67 (Okanagan Skaha); SD73 (Kamloops/Thompson); SD74 (Gold
Trail); SD83 (North Okanagan-Shuswap)*

Rationale:

BCSTA's current practice is to distribute the candidates' statement package electronically to our members via our website. Previously, candidates were asked to submit candidate statements that were no longer than 8½ x 11 (both sides). Formatting the length of the candidate statement for electronic distribution is more consistent if it is based on word count rather than page size.

At its fall meeting, the Okanagan Branch passed a number of constitution changes that were approved by Provincial Council at its February 20, 2010 meeting. One of the changes included a change to the branch name to Thompson Okanagan Branch. As the Branch name is part of the BCSTA bylaws, it is necessary to change the bylaws accordingly to match the new name of the Branch.

E2. INCREASED SIZE OF THE ABORIGINAL EDUCATION COMMITTEE

Submitted by: BCSTA Aboriginal Education Committee

Be it resolved:

That BCSTA Bylaw 11g be amended to read as follows:

The president shall appoint an Aboriginal Education Committee within two (2) weeks of the president assuming office. The Committee shall consist of nine (9) voting members appointed by the president, one of whom shall be a member of the Board of Directors (other than the executive director) who shall also act as a liaison between the Committee and the Board of Directors.

Rationale:

The current committee consists of seven members in total and wishes to increase its size to nine members. These members will all be appointed by the president (consistent with the current bylaw) and include eight general members plus one Board of Directors representative. The committee desires that the President continue to appoint members because some branches have very high Aboriginal representation in their student populations. By appointing members to the committee, the President is able to ensure more equitable representation of areas of the province with high Aboriginal student concentrations. Further, appointing members encourages continual renewal of the committee when the three-year appointments come to an end.

The role of the eight general members will be to act as liaisons to the eight BCSTA Branches and to solicit feedback from the board chairs within each Branch. The feedback will help to inform the discussions and actions of the committee. The role of the Board of Directors representative will be to liaise with the Board of Directors and to prepare a report for the Branches (to be delivered to the Branches by their respective Board of Directors liaisons).

The increased size of the committee and the revised liaison role will:

- a) improve the relationship between the committee and the BCSTA membership,
- b) improve the process for receiving/disseminating Aboriginal education information, and
- c) replace the current system of liaison reporting.

The financial impact of travel, hotel and meal costs for two extra members will be mitigated by the fact that not all members can attend every meeting, and through the use of virtual meeting attendance via Elluminate. The committee estimates that an additional \$2,000/year would be sufficient to manage increased costs. Rather than amend the 2010/2011 budget to be presented to the April Provincial Council meeting, changes would be accommodated within the existing budget and an increase of \$2,000/year would be requested for the 2011/2012 budget, which would restore its budget to the 2008/2009 level. An added benefit of having two extra members will be to help ensure a quorum for the committee. The absence of two or three members is very noticeable on a small committee.

Substantive Motions: Student/Curriculum

3. SCHOOL ACCESS TO HIGH-SPEED INTERNET

Submitted by: Northern Interior Branch

Be it resolved:

That BCSTA work with the Ministry of Education to ensure access to high-speed Internet in all public schools in the province.

Rationale:

There are public schools in BC that do not have access to high-speed Internet. Education must prepare students for 21st century learning and employment. High-speed Internet access in educational delivery is essential for our students to be prepared.

4. NEIGHBOURHOOD LEARNING CENTRES

Submitted by: North Vancouver Board of Education

Be it resolved:

That BCSTA

- (i) support the Neighbourhood Learning Centre (NLC) concept in principle; and**
- (ii) advocate that the Ministry of Education take the lead in developing a cross-ministerial policy that would inform and encourage participation of other ministries, local governments, and community entities and provide a framework for planning and development that is supported by appropriate funding.**

Rationale:

- The NLC concept should support schools as ‘hubs’ where children, parents, social support services, recreational groups, and others can provide a continuum of support. Support that addresses local family and parenting needs promotes the overall growth and development of children and enhances a child’s ability to succeed academically.
- In September 2008 the province announced a vision for NLC’s with a commitment to extra funding to incorporate 15% extra space within new capital projects for NLC’s and encouraged all schools, regardless of capital plans, to use their space for a wider range of services for learners in their community.
- The NLC model should be within existing facilities as well, including schools that have been closed and facilities not owned by boards of education.
- To ensure these projects are successful, boards need co-operation and support from other entities within their communities. We would like to see the framework for planning and development supported by a provincial policy and a cross-ministerial approach so that there are incentives for all ministries to participate in building learning centres within their community.

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Substantive Motions: Student/Curriculum

5. RURAL EDUCATION

Submitted by: Northern Interior Branch

Be it resolved:

That BCSTA work with government to ensure provision of equitable access to quality public education for rural students in their local communities.

Rationale:

Continuing and increasing funding pressures on school districts are putting the existence of rural and/or remote schools in jeopardy. Closure of these schools diminishes the access of students residing in rural areas to quality public education.

In 2003, The Minister of Education appointed a task force to study rural education and to make recommendations for a provincial rural education strategy.

It was the challenges facing rural communities at the time, and the challenge of providing quality education to rural students that prompted the Minister of Education to appoint the task force.

Times have not changed nor have the challenges facing the future of our rural schools and communities.

The first recommendation of the 2003 Rural Education Task Force Report titled *Enhancing Rural Learning* states:

“Rural education contributes to the strength and richness of an education system that is consistently one of the best in the world. The task force believes that rural education needs to be valued and nurtured for its educational accomplishments and its contributions to the cultural and societal fabric of rural BC.”

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Substantive Motions: Student/Curriculum

6. STUDENT PRIVACY AND FOUNDATION SKILLS ASSESSMENT

Submitted by: Nanaimo-Ladysmith Board of Education

Be it resolved:

That BCSTA urge the government to take immediate steps to prevent the release of Foundation Skills Assessment data that may be used to identify individual students.

Rationale:

In some situations, the public release of school-level Foundation Skills Assessment data allows individual students' FSA results to be determined by other students or members of the public. Assessment results should never be publicized in a manner which compromises student privacy. Educators and the government have a responsibility to protect the privacy of student information.

While some masking of FSA results currently takes place to protect the privacy of students when only a few students are represented, it is insufficient and many cases exist where the FSA results of individual students are easily determined even when the school cohort is large. These breaches of privacy are not rare or isolated; over the last two years alone, government-publicized FSA data have affected the privacy of students at several schools in School District 68.

Changes may be required to legislation to clarify that student data are being collected exclusively for parental and educator use, and to restrict access to school level educational data so as to ensure student privacy is not compromised.

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Substantive Motions: Student/Curriculum

7. STUDENT ACHIEVEMENT STATISTICS: CHILDREN IN CARE

Submitted by: North Vancouver Board of Education

Be it resolved:

That BCSTA request the Ministry of Education to provide boards of education with school district reports on student achievement for students in the care of Ministry of Children and Family Development; to make legislative and/or policy changes to facilitate information-sharing on this subject; and further to report these statistics separately from the overall graduation achievement rates for both Aboriginal and non-Aboriginal students.

Rationale:

By working with the Ministry of Children and Family Development (MCFD), the Ministry of Education is able to provide data on the educational experience of children who are under a continuing custody order (CCO), meaning that the director of Child Welfare is the sole guardian of the child. For example, provincially, approximately four percent of all Aboriginal students come under a Continuing Custody Order at some point during a school year, according to data from 2002/03 to 2006/07.

These data have been published on a provincial basis only. (See MCFD report, [*The Educational Experience of Children under a Continuing Custody Order*](#).) CCO students have significant differences in many areas from the general population. Children under a CCO “meet or exceed expectations” at a lower rate than all other students for all Foundation Skills Assessments and for all grades in 2007/2008. In 2007/08, 79.2 percent of all other students completed Grade 12 with their Dogwood Certificate within six years of entering Grade 8. By comparison, only 28.4 percent of children identified as being under a CCO in any of their Grade 8 to 12 years completed Grade 12 with their Dogwood Certificate within six years of their grade 8 year. Non-Aboriginal CCOs complete their Dogwood Certificate at a rate 14.9 percentage points higher than Aboriginal CCOs.

Boards of education care about achievement for all students. They are being encouraged to provide additional support to children in care, both Aboriginal and non-Aboriginal. Additional data on a district-wide basis will support this work. Such data will also help in interpreting a district’s Aboriginal student achievement data.

Substantive Motions: Board of Education/Trustees

8. ADVERTISING PARTNERSHIP

Submitted by: Arrow Lakes Board of Education

Be it resolved:

That BCSTA work in conjunction with interested partner groups to commonly sponsor and finance an advertising campaign to inform the public of funding shortfalls facing our public education system.

Rationale:

BCSTA has made repeated requests to the Ministry of Education for:

- stable, predictable funding
- new educational initiatives to be fully funded
- funding to match the increased cost of education in BC
- the Ministry of Education to operate using a system of co-governance and consultation.

These requests are often ignored and commitments from the Ministry of Education to respect these requests are often reneged upon. There seems to be little point in repeatedly asking the Ministry of Education for assistance in these matters. Therefore we propose to take these matters of consideration directly to the people of British Columbia so that they may see our difficulties in providing public education and take appropriate action.

On October 6, BCSTA, BCTF, CUPE and BCCPAC took the unusual step of writing a joint letter to the Minister of Education. The letter outlined concerns over cuts made to the BC education system. The Minister did not respond to several of the issues raised in the letter and returned to the familiar talking point that education funding is increasing. This letter and the response to it is a good example of failed communication and consultation between the Ministry of Education and its educational partners. This also shows that we have the ability to work with our partner groups towards a common goal.

It is important that the citizens of BC understand that the increased dollars spent on education are not keeping up with the increased cost of education in our province. The best way to ensure that this message is heard is through paid advertising.

These concerns are common to other educational partner groups including BCTF, CUPE, BCCPAC, BCPVPA, BCSTA and BCASBO. These groups, should they decide to sponsor such a campaign, could provide financing according to their means.

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Substantive Motions: Board of Education/Trustees

9. FULL DAY KINDERGARTEN EXEMPTION

Submitted by: Arrow Lakes Board of Education

Be it resolved:

That BCSTA request the Ministry of Education to allow schools that are unable to form separate Kindergarten classes to have the option of being granted an exemption from having to run Full Day Kindergarten classes, or to fund all costs associated with running these classes.

Rationale:

Boards of education have been advised that they must offer Full Day Kindergarten programs beginning in September 2011.

Some schools must run Kindergarten classes as a split with other grades because they do not have enough Kindergarten students to form a separate class. While BCSTA supports the idea of Full Day kindergarten, it is not feasible to run a play-based program concurrent with the academic programs expected of older grades. The funding given per Kindergarten student does not cover the costs of running small, separate Kindergarten classes.

10. BOARDS OF EDUCATION MANDATE AND FUNDING

Submitted by: North-Okanagan Shuswap Board of Education

Be it resolved:

That BCSTA request the Minister of Education to review and reduce the mandates of boards of education to be consistent with the provincial funding currently available.

Rationale:

The government has continued to expand the mandate for boards of education. The mandate has expanded to areas such as early literacy, strong start programs, adult literacy, and Full Day Kindergarten.

Boards of education embrace the challenge of improving educational support and services in the communities that they serve.

Boards do not support expanding services at the cost of reducing the quality and level of existing programs for school age students.

It is clearly evident that at this time the Ministry of Education is not able to adequately fund the current expanded mandate and therefore should reduce the mandate to the “core” areas that can be adequately funded.

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Substantive Motions: Board of Education/Trustees

11. ROYAL COMMISSION ON PUBLIC EDUCATION

*Submitted by: Saanich Board of Education
 Nanaimo-Ladysmith Board of Education*

Be it resolved:

That BCSTA request that the province of BC convene a Royal Commission on Public Education, including a review of public education funding.

Rationale:

In 1988, a Royal Commission on Education was conducted. The commission reviewed many aspects of publicly funded education and made recommendations which were implemented and served to influence the shape of today's education system in BC. Much has changed in society since that time, including technology, demographics and choice agendas. More recently, there have also been significant changes in the scope of public education, including evolving responsibilities such as early learning and lifelong literacy.

While British Columbia education system ranks highly, society and the needs of our students are changing. We need to explore how we can improve student achievement in an era of rapid change.

Surrey Assistant Superintendent, Peter Drescher, at the December 2009, Trustee Academy, presented the following with respect the need for change in secondary education:

All students need a more robust education and a refreshingly different kind of education than most are getting today. The vision of learning we embrace focuses on teaching students to become critical thinkers, problem solvers and innovators; effective communicators and collaborators; and self-directed learners. This vision responds to the demand for citizens who are globally aware, civically engaged, and capable of managing their lives and careers, and for young people who are economically and financially literate and fluent in information, media and technology skills. Employers, educators and the public strongly believe that students need to be proficient in 21st century skills like these to succeed in a world that is constantly in flux.

ISTE. Maximizing the Impact: The pivotal role of technology in the 21st century education system.

British Columbia needs an education system that can be reliably funded at the level required to create the workforce and society we want for our province's future. The public funding of education needs to be examined in an objective manner. Any proposed structural change to publicly funded education should be reviewed by the Royal Commission.

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Substantive Motions: Board of Education/Trustees

12. GOVERNMENT REPORTING REQUIREMENTS

*Submitted by: North-Okanagan Shuswap Board of Education
Saanich Board of Education*

Be it resolved:

That BCSTA request the Minister of Education to reduce and streamline government reporting requirements for boards of education.

Rationale:

A comprehensive review of government reporting requirements should be conducted to ensure appropriate and necessary reporting to the public and provincial government while eliminating unnecessary, redundant, or overly complex reporting requirements.

Reporting requirements result in significant administrative costs and time in order to prepare, review and publish information. The government has directed boards to reduce administrative costs. The level, complexity and frequency of government reporting requirements have increased significantly in the last few years. Some examples are:

- Superintendent's Reports
- Achievement Reports
- Class Size & Composition Reports
- Carbon Tax and Climate Action Reports
- Monthly and Quarterly Financial Reports
- Capital Reports
- Children in Care Reports
- Employment Data Reports
- BCESIS

There is a need to review and evaluate the usefulness of these reports.

The November 2009 report of the Select Standing Committee on the Finance and Government Services recommended that the province "work cooperatively with the boards of education on a review of the administrative and reporting requirements for each school district and within the Ministry of Education."

In addition, the February 9, 2010 Provincial Speech from the Throne states, "Smarter approaches will allow more resources to be focused on students' learning needs while less is spent on administrative costs."

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Substantive Motions: Board of Education/Trustees

13. SCHOOL TRUSTEE COMMUNICATION

Submitted by: Vancouver Board of Education

Be it resolved:

That BCSTA establish a province-wide e-mail list to be made available to all school trustees for the purpose of facilitating the sharing of information, enhancing communications, and networking amongst school trustees.

Rationale:

At the present time there is no province-wide e-mail list of school trustees that is accessible to all school trustees. The BCSTA has a mailing list for board chairs. A provinciewide e-mail list would enable all school trustees throughout the province to network and share information. Most provincial partner organizations have such mailing lists.

With the current education funding crisis, it would be very useful for school trustees to have a provinciewide network for sharing and exchanging information. The mailing list would also enhance communications between BCSTA, boards of education, and individual trustees.

This may require individual trustees' consent to be included on the list.

Substantive Motions: Teacher/Employee

14. DISCIPLINARY REPORTING AGENCY FOR NON-TEACHING SCHOOL DISTRICT EMPLOYEES

Submitted by: Mission Board of Education

Be it resolved:

That BCSTA approach the Minister of Education to establish a provincial reporting agency for disciplinary incidents involving inappropriate behaviour toward children by non-teaching school district employees. This agency would be contacted as a hiring practice by school districts.

Rationale:

For the protection of children, the College of Teachers has a process in place to prevent teachers from changing jurisdictions with no reporting of serious incidents; this is not the case for other school district employees.

The ability of individuals to change school districts, with the new hiring district being unaware of verified discipline of this nature, is inadequate for the protection of students.

15. RURAL PRACTICA FOR STUDENT TEACHERS

Submitted by: Vancouver Island West Board of Education

Be it resolved:

That BCSTA request the Minister of Education to fund an honourarium for student teachers who take their final practicum in a rural school; and further,

That BCSTA request the postsecondary institutions through the Association of BC Deans of Education to allow the evaluation of such practica to be performed by the school administration.

Rationale:

The purpose of this honourarium is to cover expenses that may be a deterrent to a student. Such practica will enhance the training of students and introduce them to the challenges and rewards of rural school teaching. Local evaluation will remove a budget expense from universities.

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Substantive Motions: Teacher/Employee

16. STRATEGIES PERTAINING TO RECRUITMENT AND RETENTION IN RURAL AND REMOTE DISTRICTS

Submitted by: Northern Interior Branch

Be it resolved:

That BCSTA work in collaboration with the BC Public School Employers' Association to develop strategies pertaining to recruitment and retention in rural and remote districts where critical staff shortages exist.

Rationale:

Rural and remote districts face significant challenges in recruiting and retaining professional trades and other educational specialists.

Substantive Motions: Finance

17. FUNDING FOR ADULT STUDENTS

Submitted by: Vancouver Island West Board of Education

Be it resolved:

That BCSTA request the Ministry of Education to provide boards of education with funding for adult students seeking to graduate at the same level and for the same programs as provided for school-age students, in order that school districts can offer courses that meet the needs of adult students.

Rationale:

This motion is of great importance to rural areas with limited access to postsecondary institutions and a large Aboriginal population. In the school year 2008/2009, because of a grant, SD84 was able to offer practical adult programs to our isolated communities. This year, facing funding inadequacies and the loss of the grant, these programs were cancelled. Educating our adults has an enormous social benefit. Adult students need better funding.

18. FUNDING FOR INDEPENDENT SCHOOLS REDIRECTED TO PUBLIC SCHOOL SYSTEM

Referred by: Provincial Council
Submitted by: Cowichan Valley Board of Education

Be it resolved:

That BCSTA request the Ministry of Education to redirect to the public education system the public money spent on independent schools, other than band schools.

Rationale:

In the 2008/09 school year, the provincial government paid \$243.3 million to independent schools, money that should rightfully be used for public education. This issue needs to be addressed as a matter of urgency because the Government of BC is currently developing its budget for 2010/2011.

Mary Ellen Turpel-Lafond, Representative for Children and Youth, told school trustees in November 2009 that she "...believes public schools are best because we want all children to learn together, to be a society of equality and democracy and to have citizens who celebrate diversity, have empathy, caring and a social conscience."

The "choice" to pay tuition for private education provides a financial stream of support available to non-public education, which public education does not have.

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Substantive Motions: Finance

19. MORATORIUM ON THE CARBON EMISSION OFFSET PURCHASE PLAN

Submitted by: Vancouver Board of Education

Be it resolved:

That there be a moratorium on the carbon emission offset purchase plan and reporting requirements until three years after the Annual Facilities Grant has been fully restored, and districts have had time and funding to make improvements that would reduce emissions.

Rationale:

The Annual Facilities Grant (AFG) to school districts was suspended by the Ministry of Education for the 2009/2010 fiscal year. This fund has several eligible categories of facility improvement or provisions. One purpose of the fund is to “significantly lower (sic) the associated operating costs of an existing capital asset.” This links the AFG funds to the need for districts to lower their carbon footprint, and purchase carbon omission offsets. If a moratorium were placed on the offset purchase requirements for three years, it would allow district the time and resources to constructively employ the AFG to reduce their carbon footprint and the associated operating cost.

20. ADEQUATE, PREDICTABLE AND SUSTAINABLE FUNDING

*Submitted by: Northern Interior Branch
Arrow Lakes Board of Education*

Be it resolved:

That BCSTA urge government to provide adequate, predictable and sustainable funding that includes additional financial support for newly mandated initiatives and existing unfunded liabilities.

Rationale:

Currently, the per-pupil block funding that the Ministry uses today is not serving the needs of the students. Collaboration with boards of education, BCSTA and the Ministry of Education is required to explore the complexity of funding public education throughout the province.

Boards of education are entrusted to manage education budgets, yet have no predictable means to establish concrete long-term plans. New government initiatives are mandated without adequate funding in place to support them, e.g., Full Day Kindergarten, carbon tax, MSP and salary lifts. Consequently, boards are forced to use previously allocated funds to meet the demands of the mandated initiatives.

We need to know what monies will be received and when we will receive them. As trustees representing the public, we are prepared to work collaboratively to ensure appropriate funding levels for public education in our province.

Substantive Motions: Capital/Facilities/Transportation

21. FREE FERRY TRAVEL FOR ALL BC STUDENTS WHILE TRAVELLING ON SCHOOL ACTIVITIES

Submitted by: South Coast Branch

Be it resolved:

That BCSTA urge the Ministry of Transportation to adopt a provincewide policy of free travel on BC Ferries for all BC students traveling for school functions.

Rationale:

Currently, the “Coastal Ferry Service Contract” between the BC Ferry Corporation and the Province of BC lists 10 ferry routes that qualify for a 50 per cent reduction in fares for students, and 17 routes that qualify for free travel.

The policy should be consistent and free for all BC students.

22. SALE OF SURPLUS SCHOOL PROPERTY

Submitted by: Kootenay Lake Board of Education

Be it resolved:

That BCSTA urge the Ministry of Education to recognize the differences in school districts’ local circumstances when applying the *School Building Closure and Disposal Policy*.

Rationale:

Due to changing demographics in most of our school districts, districts have had to close schools due to lack of student enrollment. During the closure process, districts go through an extensive consultation period to show that the school is no longer viable for educational use. The school district must notify all community partners to see if there are alternate community uses for the facility, with the understanding the school district must recoup the cost of the operation and maintenance of the facility. Due to the Ministry removal of the annual facilities grant, there is little or no money to maintain a closed building. It is also very difficult to lease a building in a rural community with changing demographics, and now even harder to sell property with the slow process that the Ministry has in place.

Example: SD8 has a piece of vacant property worth approximately \$35,000 in an area known as Retallack. Retallack has not been an active community since the early 1900s, but due to the government's current guidelines, we are not able to dispose of the property.

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Substantive Motions: Capital/Facilities/Transportation

23. OPERATING AND MAINTENANCE FUNDING FOR CLOSED PUBLIC SCHOOLS

Submitted by: Saanich Board of Education

Be it resolved:

That BCSTA urge the provincial government through the Ministry of Education to work with boards of education to ensure that closed school facilities continue to be viable public assets by ensuring that the cost of the ongoing operation and maintenance of these facilities is provided for.

Rationale:

There are over 180 closed public schools across the province. Boards of education have done their best to ensure that as many of these schools as possible are leased for community services and programs. There are significant challenges to keeping these facilities, occupied including the scarcity of tenants who have the wherewithal to pay for operating and maintenance costs in a time of economic downturn.

Since the provincial *School Building Closure and Disposal Policy* was implemented, boards of education have very limited options for managing surplus public schools. When no viable tenant is available, boards of education face difficult choices; spending shrinking education resources on the on-going operating and maintenance costs of these closed schools, or boarding them up. Another concern for districts is the loss of provincial government insurance for closed schools, as this is no longer available once the school isn't occupied. These facilities are becoming a significant liability to boards of education and communities.

A January 2010 letter from James Gorman, Deputy Minister of Education, to the Saanich Board of Education, on behalf of the Honourable Margaret MacDiarmid, included the following clear statement about government's vision with respect to closed schools.

It is government's strong belief that the publicly funded school lands acquired by boards of education be retained for public use. The Disposal of Land or Improvement Order was revised in 2008 to reflect a desire to preserve the capital asset base of the public school system for future school use – particularly in support of Neighbourhood Learning Centres, Full Day Kindergarten and early learning initiatives, and anticipated return of enrollment growth over the coming years. Under this new policy direction, boards of education may no longer permanently dispose of school property for non-educational use, except under exceptional circumstances.

In order to meet the province's stated objectives, boards of education need to be able to work with government to ensure that education resources are not spent to operate and maintain closed public school facilities.