

**School District #75 (Mission)
Public Meeting of the Committee of the Whole
Post-Meeting Amended Agenda Package**

May 4, 2021, 3:30 pm

Zoom Meeting

Visit www.mpsd.ca > Board of Education > Meeting Information to connect remotely. Pages

1. CALL TO ORDER

The Board Chair will acknowledge that this meeting is being held on Traditional Territory.

2. ADOPTION OF AGENDA

3. DELEGATIONS/PRESENTATIONS

4. CURRICULUM

4.1.	Monthly Curriculum Update	Information	1
4.2.	Shauna Nero: FRIM Language Acquisition	Information	2

5. UNFINISHED BUSINESS

5.1.	Boundary Review - Hatzic Elementary	Discussion	3 - 4
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6. STAFF REPORTS

6.1.	International Program Update	Information	5
6.2.	Summer School	Information	6
6.3.	IT Plan Update	Information	7

7. NEW BUSINESS

7.1.	BCSTA School Life Cycle Funding Report	Discussion	8 - 20
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8. MINUTES OF PREVIOUS MEETINGS

8.1.	Meeting Minutes - Committee of the Whole, April 6 2021	Action	21 - 27
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9. INFORMATION ITEMS

9.1.	BCSTA AGM Motions	Information	28 - 40
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10. ADJOURNMENT

ITEM 4.1 Information

TO: Committee of the Whole
FROM: K. Alvarez, Assistant Superintendent
SUBJECT: Monthly Curriculum Update: Transitions

1. Summary:

District staff are looking at ways to strengthen transitions into Kindergarten, from elementary to middle school, middle school to secondary. The assistant superintendent will provide a summary of the work being done.

2. Background:

We know that transitions are a crucial time for students and families and some struggle as they move from one learning environment to another. In early 2020 we held focus groups at various sites to gather input from staff and this year we have a working group looking specifically at elementary to middle school transitions.

3. Options:

4. Analysis and Impact:

- a. Strategic Plan Alignment
 - i. Student Centred Learning
 1. Positive learning experiences
 - ii. Effective Learning Environments
 1. Welcoming, healthy, and safe working and learning environments
 2. Students and employees embrace physical, mental, and emotional wellness
 3. Every school is inclusive
- b. Enhancement Agreement
- c. Funding Guidelines, Costing, & Budget Impact
- d. Policy, Legislation, Regulation
- e. Organizational Capacity
- f. Risks
 - i. Organizational
 - ii. Reputational
 - iii. Strategic
- g. Benefits
 - i. Organizational
 - ii. Reputational
 - iii. Strategic

5. Public Participation:

6. Implementation:

7. Attachments:

ITEM 4.2 Information

TO: Committee of the Whole
FROM: K. Alvarez, Assistant Superintendent
SUBJECT: Shauna Nero: FRIM Language Acquisition

1. **Summary:** Shauna Nero will provide an update on French programs and language acquisition in the district.
2. **Background:** Mission offers French Immersion at two elementary schools (Ecole Mission Central and Ecole Christine Morrison), one middle school (Ecole Heritage Park Middle School) and at Mission Senior Secondary. In addition, we offer Intensive Core French (ICF) at Windebank Elementary and Ecole Heritage Park. We also offer Core French and other language acquisition opportunities.
3. **Options:**
4. **Analysis and Impact:**
 - a. Strategic Plan Alignment
 - i. Future Orientation –
 1. Students embrace diversity in a complex and pluralistic society
 - ii. Student Centred Learning –
 1. Provide choice of how, when, and where student learning takes place
 - a. Offer financial support for programs of choice/personalized learning
 - b. Enhancement Agreement
 - c. Funding Guidelines, Costing, & Budget Impact
 - d. Policy, Legislation, Regulation
 - e. Organizational Capacity
 - f. Risks
 - i. Organizational
 - ii. Reputational
 - iii. Strategic
 - g. Benefits
 - i. Organizational
 - ii. Reputational
 - iii. Strategic
5. **Public Participation:**
6. **Implementation:**
7. **Attachments:**

ITEM 5.1 Discussion

TO: Committee of the Whole
FROM: C. Becker, Secretary Treasurer
SUBJECT: Boundary Review – Hatzic Elementary

1. Summary:

Hatzic Elementary is over capacity for September 2021, based on the current enrolments at the school. The following are thoughts staff are considering. Staff would like to discuss the options / challenges with the Committee of the Whole, in order to get direction for additional research. The information requested and formal options would be presented at the May Board meeting.

Options being considered:

- Stop accepting any cross boundary requests
 - Current action being taken – however, some parents are pressuring for reconsideration
 - Would still leave significant remedy costs. Size violations in 11/13 classes (not over hard cap in any classes).
- Send all cross boundary students attending Hatzic back to their regular catchment school.
 - This would resolve Hatzic overcrowding, but would transfer some students back to overcrowded schools (DEW 7; WDB 3; CH 7; AME 9; Central 2; Silverdale 2; DER 1)
- Offer Dewdney to Durieu families
 - optional to move and see if people take it
 - Durieu families could choose their catchment school as Dewdney or Hatzic
 - the Board could direct a change to the boundary – Durieu area to Dewdney – no grandfathering
 - Consultation with Durieu families should be done asap if considered.
 - Potential transportation costs – currently researching
- Add a portable
 - Platform is there – portable would take 10 – 14 weeks to arrive, and approximately 4 more weeks for installation / permits / inspections.
 - Hatzic Elementary has significant asbestos on site - tie-ins for the portable could be challenging.
 - Cost would be expected to be around \$200,000 including installation and plumbing for sprinkler system
 - With enrolment as is, there would be 6 spaces for new registrants
 - Could compromise site for future school replacement
- Use other sites for new families moving into the area
 - Keep Dewdney as an overflow site for Hatzic – don't reduce divisions at Dewdney (If students don't relocate to Dewdney, Dewdney could be reduced by 1 division based on enrolment);
 - Increase Windebank by one division – would allow Windebank to take overflow students;
 - Would cause transportation costs.

2. Background:

3. Options:

4. Analysis and Impact:

- a. Strategic Plan Alignment
- b. Enhancement Agreement
- c. Funding Guidelines, Costing, & Budget Impact
- d. Policy, Legislation, Regulation
- e. Organizational Capacity
- f. Risks
 - i. Organizational
 - ii. Reputational
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 - iii. Strategic

5. Public Participation:

6. Implementation:

7. Attachments:

ITEM 6.1 Information

TO: Committee of the Whole
FROM: A. Wilson, Superintendent of Schools
SUBJECT: International Program Update

1. Summary:

Staff will provide an update on the effects of this year on the International Program in SD75, as well as projections on next year's enrolment and structure.

2. Background:

3. Options:

4. Analysis and Impact:

- a. Strategic Plan Alignment
- b. Enhancement Agreement
- c. Funding Guidelines, Costing, & Budget Impact
- d. Policy, Legislation, Regulation
- e. Organizational Capacity
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5. Public Participation:

6. Implementation:

7. Attachments:

ITEM 6.2 Information

TO: Committee of the Whole
FROM: A. Wilson, Superintendent of Schools
SUBJECT: Summer School

1. Summary:

Staff will provide an update on SD75 plans for Summer School 2021. The structure will be fairly similar to last year with some small adjustments.

2. Background:

3. Options:

4. Analysis and Impact:

- a. Strategic Plan Alignment
- b. Enhancement Agreement
- c. Funding Guidelines, Costing, & Budget Impact
- d. Policy, Legislation, Regulation
- e. Organizational Capacity
- f. Risks
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 - iii. Strategic

5. Public Participation:

6. Implementation:

7. Attachments:

ITEM 6.3 Information

TO: Committee of the Whole
FROM: A. Wilson, Superintendent of Schools
SUBJECT: IT Plan Update

1. Summary:

Staff will provide an update on the status of reviewing the IT Plan, as the current plan has expired.

2. Background:

3. Options:

4. Analysis and Impact:

- a. Strategic Plan Alignment
- b. Enhancement Agreement
- c. Funding Guidelines, Costing, & Budget Impact
- d. Policy, Legislation, Regulation
- e. Organizational Capacity
- f. Risks
 - i. Organizational
 - ii. Reputational
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5. Public Participation:

6. Implementation:

7. Attachments:



THE CASE FOR INCREASED SCHOOL LIFE CYCLE FUNDING

a report from the BC School Trustees Association | March 2021

Introduction

Life cycle maintenance refers to the work which must be completed over the “life” of a building to ensure it remains in peak operating condition. A roof may need to be replaced a few times over the typical 50 to 60 year life of a public school building, as will mechanical and electrical systems. Structural and building envelope upgrading may also be required. This is not an exhaustive list but serves to provide examples of the type of work included in life cycle maintenance.

By all accounts B.C. schools suffer from an ever-increasing level of deferred life cycle maintenance. Several measures of this situation are offered in the following pages. One critical measure suggests the shortfall in 2020 needed to address deferred maintenance in the public school system is \$237M (see Figure 1, page 3).

The intent of this paper is to define the problem and make recommendations for consideration by government to correct the shortfall.

The context of these recommendations is also worthy of consideration given the need for economic recovery following the COVID-19 pandemic and the potential for significant infrastructure investments to fuel that recovery.

Premier Horgan’s November 2020 mandate letter to Minister of Education Jennifer Whiteside offers additional context. The letter directs the minister to “continue to invest in new and modernized schools, including focussing on meeting seismic requirements and climate change and energy efficiency standards as set out in our Clean BC plan.”

In 2020 the routine capital program funded by the provincial government for schools totaled \$204M. By comparison the estimated cost of repairs and maintenance recommended by building system engineers engaged by the Ministry was more than double that amount at \$441M.

Summary of Recommendations

1. That a building life cycle plan be developed for each new public school facility at the time of construction including an indication of the annual contributions necessary to fully implement the plan over time.
2. That the Annual Facilities Grant (currently \$115M) be increased by:
 - a. inflation (currently roughly 2%), plus
 - b. an amount equivalent to the annual contribution necessary to implement the detailed life cycle plan for new buildings (roughly 3%) and
 - c. a minimum of 15% for “catch up” each year amounting to a minimum of \$139.5M in 2021/22, \$168.5M in 2022/23, \$203.6M in 2023/24, \$246M in 2024/25, etc., noting that annual increases should continue until the recommended deferred maintenance costs can be covered.
3. That School Enhancement Program funding (currently \$64M) be increased by:
 - a. inflation (currently roughly 2%) and
 - b. a minimum of 15% for “catch up” each year amounting to a minimum of \$75M in 2021/22, \$88M in 2022/23, \$103.2M in 2023/24 and \$121M in 2024/25, etc., noting that annual increases should continue until the recommended immediate deferred maintenance costs can be covered and
4. That the Carbon Neutral Capital program be increased a minimum of 100% in 2021/22 and 10% per year thereafter amounting to \$33.4M in 2021/22, \$36.74M in 2022/23, \$40.41M in 2023/24 and \$44.45M in 2024/25.
5. That the provincial government carry out the required research to identify appropriate technologies and determine the funding required to achieve provincial government energy conservation objectives for existing public buildings outlined in the Clean BC program; and further, that the provincial government work with the federal government to provide the necessary funding to achieve those objectives.
6. That the need for more up-to-date learning environments to support student success and the level of accumulated deferred maintenance both be given greater consideration in the decision-making process about whether to complete major renovations or replace school buildings as they approach the end of their useful life.
7. That a review of the process to determine the Facility Condition Index be undertaken by the Ministry of Education in concert with school district Directors of Facilities and Maintenance to ensure accuracy incorporating more frequent local updates.
8. That a review of the Building Envelope Program be completed by the Ministries of Education and BC Housing in concert with school district Directors of Facilities and Maintenance to ensure adequate funding is available to finally complete all building envelope repairs that stemmed from the “leaky condo” era.
9. That all of the additional funding identified as being required in this paper be provided beyond the current Ministry of Education funding envelope.

Background

Deferred Maintenance

Figure 1 (below) identifies historic routine capital program allocations, deferred maintenance recommended within 1 year, deferred maintenance recommended within 5 years, and the change in the average provincial facility condition index (FCI) of school facility assets.

The listed capital programs in Figure 1 include the Annual Facilities Grant (AFG), the Carbon Neutral Capital Program (CNCP), the School Enhancement Program (SEP) and the Building Envelope Program (BEP) all of which contribute to addressing facility life cycle maintenance requirements. It will be noted Figure 1 captures a long term trend toward poorer conditions in school buildings, along with a growing estimate of unfunded immediate deferred maintenance costs (a \$237M shortfall in 2020).

If the trend toward a worse average facility condition index were to continue at a certain point the province would experience a crisis of needing to replace many school buildings all at once. That may not occur for several years, however, the trend is definitely of concern. The FCI descriptor on page four of this paper and the current average FCI rating of 0.47 suggest many school buildings must already be in the poor or very poor rating category.

We have based all of our analysis on data obtained from the Ministry of Education. It has been identified by some districts that more detailed and frequent analysis is needed on the process of assessing school buildings and that the analysis should involve school district staff involved in facility maintenance, to ensure the FCI is accurate and up to date. As a consequence we have made a recommendation for such a review to be completed at the earliest opportunity.

Fiscal Year	EDUC Routine Capital Program Allocations (AFG, BEP, CNCP, SEP) plus AFG operating	Immediate Deferred Maintenance (Cost of repairs and upgrades required within 1 year) n.i.c. closed schools	Total Deferred Maintenance (Cost of repairs and upgrades required within 5 years) n.i.c. closed schools	Average Provincial Facility Condition Index (FCI) for Total Asset Inventory
2020/21	\$204M	\$441M	\$7.05B	0.47
2019/20	\$192M	\$491M	\$6.95B	0.44
2018/19	\$193M	\$396M	\$6.70B	0.43
2017/18	\$195M	\$343M	\$6.28B	0.43
2016/17	\$174M	\$332M	\$6.26B	0.42
2015/16	\$152M	\$305M	\$6.09B	0.42
2014/15	\$98M	\$296M	\$5.98B	0.41
2013/14	\$98M	\$254M	\$5.41B	0.38
2012/13	\$96M	\$236M	\$5.38B	0.37

Figure 1 - Source: Ministry of Education

Facility Condition Index

The BC Ministry of Education has established a Capital Asset Management System (CAMS) for all schools in the province and has contracted with VFA Inc. to conduct facility condition audits.

The purpose of the facility condition audit is to determine the equivalent age and condition of each school building. The condition includes structural, architectural, mechanical, electrical, plumbing, fire protection, equipment and furnishings and life safety. An audit of site conditions is also included.

The audit determines what resources will be required over the coming years to maintain or replace aging facilities. Each school is given a rating called the Facility Condition Index (FCI). This is a comparative index that allows the Ministry to rank each school against all others in the province and is expressed as a decimal percentage of the cost to remediate maintenance deficiencies divided by the current replacement value (i.e. 0.26).

According to VFA Inc., FCI ratings have the following meanings:

0.00 to 0.05 - Excellent

Near new condition.
Meets present and foreseeable future requirements.

0.05 to 0.15 - Good

Good condition. Meets all present requirements.

0.15 to 0.30 - Average

Has significant deficiencies, but meets minimum requirements. Some significant building system components nearing the end of their normal life cycle.

0.30 to 0.60 - Poor

Does not meet requirements. Immediate attention required to some significant building systems. Some significant building systems at the end of their life cycle. Parts may no longer be in stock or very difficult to obtain. High risk of failure of some systems.

0.60 and above - Very Poor

Does not meet requirements. Immediate attention required to most of the significant building systems. Most building systems at the end of their life cycle. Parts may no longer be in stock or very difficult to obtain. High risk of failure of some systems.

The FCI is a significant factor the Ministry of Education uses to determine funding priorities for rejuvenation or replacement projects. Generally, a school will not be considered for replacement unless the FCI is close to 0.60 or above.

How Deferred Maintenance is Calculated

In Figure 1 immediate deferred maintenance refers to those projects which are recommended by the engineering firm engaged by MOE to complete facility condition assessments each year. While the projects included in those recommendations do not necessarily involve building systems that will fail in the next year, preventive maintenance is always better than reactive or crisis maintenance. Building systems need to be properly maintained before they fail.

Building condition assessments are completed by engineers who are specialists in this field. They rely upon their knowledge of building systems to know where the sweet spot is.....that place where an ounce of prevention avoids a pound of cure and where replacement is more cost effective than constant repairs. Deferred maintenance reflects the work these specialists indicate should be done which has not been done as a result of inadequate funding. It is appropriately a requirement of government that building condition assessments are completed so government can direct limited funding to the areas of greatest need. We commend government for that, however, identifying and not addressing other maintenance requirements must still be considered a shortfall.

Capital Maintenance Project Requests/ Allocations

Figure 2 (below) documents shortfalls in each of several capital programs over the past five years.

The number of projects and funding for requests beyond the actual number of projects and funding provided by the ministry are reported for

- the Carbon Neutral Capital Program (CNCP),
- the School Enhancement Program (SEP),
- the Bus Acquisition Program (BUS) and
- the Playground Equipment Program (PEP).

All of these programs indicate the inadequacy of current levels of funding. Full program descriptions are available [here](#).

Unlike other programs listed in Figure 2, the Annual Facilities Grant is based on what is provided to districts by formula. Districts seek approval from the ministry on how they intend to use their AFG allocation. The best indication of an AFG shortfall is that provided in Figure 1. Figure 3 (page 5) provides another indication of less than adequate AFG funding.

The Building Envelope Program (BEP) identified in Figure 1 is not listed in Figure 2. We are advised the annual funding provided for this program amounts to approximately \$10M each year and is intended to address building envelope issues arising during the “leaky condo” years and will be phased out over time as they are addressed. Some additional funding for this purpose has been provided through litigation. We are advised by some districts relying on this funding that it is inadequate and, therefore, we are making a recommendation that the program be reviewed by the Ministry of Education and BC Housing Authority in concert with affected school districts and appropriately funded to address outstanding projects.

Figure 2 - Source: Ministry of Education

2020/21

AFG	2993 projects submitted in district spending plans, \$113.5M total allocated
BUS	165 project requests valued at \$24.2M. 101 projects approved for \$14.6M.
CNCP	124 project requests valued at \$40M. 67 projects approved for \$16.7M.
PEP	137 projects requests valued at \$12M. 40 projects approved for \$5M.
SEP	413 project requests valued at \$207.8M, 164 projects approved for \$64M

2019/20

AFG	2768 projects submitted in district spending plans, \$113.5M total allocated
BUS	148 project requests valued at \$21.8M. 87 projects approved for \$12.8M.
CNCP	112 project requests valued at \$36.3M. 19 projects approved for \$5M.
PEP	146 requests valued at \$14M. 50 projects approved for \$5M.
SEP	431 requests valued at \$219.5M. 138 projects approved for \$65M.

2018/19

AFG	2605 projects submitted in district spending plans, \$113.5M total allocate
BUS	123 project requests valued at \$16.M. 93 projects approved for \$13M.
CNCP	90 project requests valued at \$26.5M. 19 projects approved for \$5M.
PEP	158 project requests valued at \$15M. 51 projects approved for \$5M.
SEP	415 project requests valued at \$145M. 175 projects approved for \$65M.

2017/18

AFG	2704 projects submitted in district spending plans, \$108.5M total allocated
BUS	134 project requests valued at \$16.2M. 73 projects approved for \$10M.
CNCP	91 project requests valued at \$30.6M. 15 projects approved for \$5M.
SEP	346 project requests valued at \$167M. 130 projects approved for \$55M.

2016/17

AFG	2123 projects submitted in district spending plans, \$108.5M total allocated
BUS	126 project requests valued at \$16M. 73 projects approved for \$10.8M.
CNCP	85 project requests valued at \$22.2M. 25 projects approved for \$5M.
SEP	462 project requests valued at \$277.3M. 146 projects approved for \$70M.

Annual Facility Grant

Figure 3 tracks changes in the Annual Facilities Grant since 2002 indicating increases in that specific area of funding have risen by far less than inflation even though capital costs have risen significantly during that same period.

Given the shortfalls noted earlier we have recommended increases to the AFG program which are considerably greater than inflation beyond 2021/22. These increases and those recommended to other education routine capital programs are required to address the growing levels of deferred maintenance identified in Figure 1.

The result of underfunding public school life cycle funding is that many BC schools suffer from poor life cycle maintenance, looking and feeling tired, and creating less than ideal learning conditions.

As important, they cost more to operate than they should, taking money away from student educational resources. Fairly straight forward energy efficiency upgrades can redirect hundreds of thousands of dollars back into education operating budgets in addition to helping achieve the climate change targets established by the province.

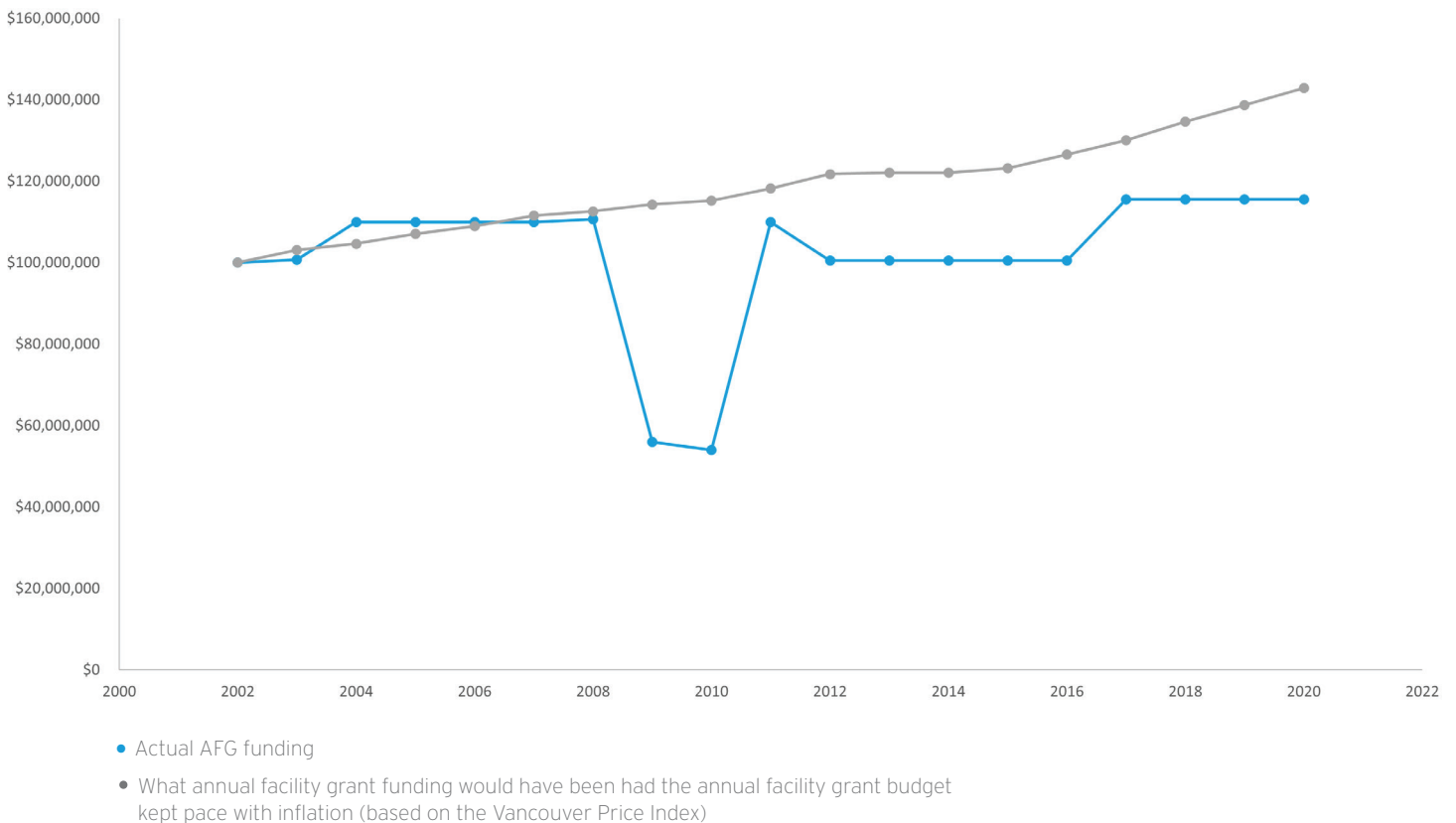


Figure 3 - data sourced from the Ministry of Education. The graph identifies the value of the Annual Facilities Grants (AFGs) awarded for each year beginning in 2002 compared to the amount which should have been budgeted given inflation (based on the Vancouver Consumer Price Index).

Investments in New Schools, Seismic Upgrading and School Replacements

It can be said districts and government do a reasonable job of ensuring schools are safe which is a clear priority. The only exception may be those schools for which recommended seismic upgrading has not yet been completed. To their credit government has identified seismic retrofitting as a priority. Unfortunately, government and the boards of education involved in addressing this situation seem to be having some difficulty catching up to the problem, especially since seismic survivability standards appear to be increasing. Keeping up to the need for capital funding for new schools and additions on top of the seismic upgrade program has been extremely challenging. Despite this Government has made substantial attempts to address these issues with increased funding as noted in Figure 4.

	B2018	B2019	B2020
SEISMIC	126M	220M	310M
NEW & ADDITION	102M	166M	332M

Figure 4 - Source: Ministry of Education

A few school replacements are also being funded which will have an impact on the facility condition index as very old schools are fully replaced. The amounts provided over the past three years for full building replacements are \$9.8M in 2018, \$31.4M in 2019 and \$56M in 2020.

All three of these areas of funding (for new schools, additions and seismic upgrading) are important and, although they are not the subject of this discussion paper, we must assume plans have been developed which define the level of funding required to complete seismic upgrades and construct new schools to keep pace with growth in the system.

While these needs are being more appropriately addressed we cannot forget the amount of funding required to address deferred maintenance in existing buildings. New schools and seismic upgrading are both needed. They tend to enjoy a higher profile than maintenance projects in existing schools. However, the latter are equally important if we are to fulfill our responsibility as trustees of important public assets.

Data obtained from the Ministry of Education illustrates a growing level of deferred maintenance and the degree to which we are failing in this responsibility.

Regional Differences and Equity

During the process of writing this paper the capital working group heard from many school districts both verbally and in writing. A few quotations are shared from the written input on the following page. Apart from validating the need for additional life cycle funding to address deferred maintenance some also raised the need to consider regional differences and matters of equity.

There is no question that growth and seismic survivability are demanding the bulk of limited capital funding. As reported earlier, allocations for 2020 for these two categories of work amounted to \$642 million. This can be compared to education routine capital funding (including AFG from operating) in the same year of \$204M which, as we've noted, is \$237M less than the amount recommended by building system engineers..

Needed upgrades and renovations (deferred maintenance) are often addressed when seismic work or additions are completed. It only makes sense that those upgrades should occur at the same time as major structural work is being undertaken. Of course the addition of upgrades, seismic work and the need for school expansions can also factor into the decision on whether or not to replace an older school. There comes a point in the calculation when complete replacement makes more sense from a purely fiscal analysis.

There really cannot be any arguments as to why \$642M (or more) is needed on an annual basis to address the critical issues of growth and seismic survivability,

especially given the number of portables growing districts are having to purchase from operating funding to ensure there is enough space to accommodate their students. Reducing the number of portables being used in this fashion is a stated goal of government. In the report we've suggested that more detailed analysis and planning may be required to ensure adequate resources in these areas.

However, if funding is limited and seismic mitigation, new schools and school expansions are identified as priorities it means that the replacement of older schools and deferred maintenance (which is the subject of this paper) are severely underfunded. Since the majority of growth and seismic work are occurring in urban areas it is understandable why many of our more rural districts believe they are receiving an inadequate level of attention from government.

On top of that many of them exist in areas that experience more extreme climates, with disproportionate heating and maintenance costs during the winter months. Underfunding programs like the Carbon Neutral Capital Program, which could have an even more significant impact in areas experiencing extreme climates, adds to this sense of regional disparity.

There is another point some districts shared which bears repeating and it is embodied in the following phrase offered by one of our committee members, "your environment fosters your culture". To illustrate, one of the schools referenced by District 72, Campbell River, is 57 years old with an FCI of .69 which is very poor or critical on some FCI scales. Putting any significant amount of money into



deferred maintenance doesn't make a lot of sense at this stage given the strong case for replacement, and yet there is no funding for replacement despite several years of the project topping the district's capital request. It happens that the school is situated in an area of the community experiencing a disproportionate amount of poverty and a vulnerable student population. The result is a community within the district that is perceived to be under-served, with the consequent perception that the need of students for an appropriate and positive physical learning environment is somehow less of a priority in this school than in other SD72 school communities.

This is not a situation we can collectively ignore if we are to create positive learning environments for all of the children of our province...if we are to ensure equity within our education system. The only thing that will address this is increased funding for education routine capital programs and school replacements, and not at the expense of seismic upgrading or addressing growth. All of these needs must be addressed.

Rules and Standards Have Changed Over the Last Fifty Years.

Standards for health and safety have changed considerably over time with ever increasing and appropriate measures to address such issues as the use of asbestos many years ago, lead content in the water more recently and seismic survivability. The cost of energy has gone up considerably as well, demanding measures to become more efficient, not only to keep costs down but also to reduce green house gas emissions and, literally, save the planet. Government is now requiring that school buildings meet reasonable standards for energy efficiency reducing emissions by 50% from 2007 levels by 2030 and achieving net zero targets for new buildings by 2032. That is very appropriate and to be applauded as we consider the design of new schools, but what about our existing building infrastructure? It is not unusual for schools to be in service for over fifty years. How do we reduce the carbon footprint of buildings constructed that many years ago and ensure they are safe and efficient, not to mention providing positive learning environments for children?

".....it costs more to operate buildings that are in poor repair which takes away from student educational resources.....the quality of our buildings, especially in rural/remote locations is a factor in staff recruitment and retention."

SD60 North Peace

"Thirteen of our twenty buildings are in the poor or very poor FCI category. Thus we utilize every dollar of our annual facilities grant just trying to triage our most urgent maintenance needs. The district submits an annual plan for the spending then always adjusts based on a roof that sprouts a leak or a boiler that fails. There are never enough funds to address all of the needs thus building deferred maintenance requirements and costs continue to grow."

SD71 Comox Valley

"One wonders what our future selves might wish that we had done today to succeed in managing this challenging problem in the long run...In our experience a majority of projects that are a good fit for CNCP funding tend to be more expensive projects, including HVAC rooftop units, heating, water and electrical systems. The gap between existing equipment and the much lower Clean BC targets (to be achieved with enhanced systems and equipment) would possibly justifya doubling in the current amount (of available funding)."

SD 37, Delta

"As a district with most of our buildings more than 30 years old funding to do exterior upgrades to schools would greatly improve student, staff, parent and community morale in our public education system."

SD 28, Quesnel

"Since much of the provincial funding for the Building Envelope Program flows through the BC Housing Authority it creates some further complexity. That the fund is only \$10M annually is a significant detriment to addressing more costly maintenance. The funding is simply insufficient. For example, we have two schools each of which require more than the annual fund provided. As a result these projects never get approved, the buildings are deteriorating more rapidly than others which significantly increases operating costs and (reduces) building life.....the leaky condo era was 1981-98 and 22 years later the building envelope is still a significant issue"

SD43, Coquitlam

".....we are particularly concerned about the specific challenges facing many rural and remote communities in northern BC. The window of time that districts are able to perform cost effective building and maintenance is smaller and northern districts can face significantly higher building and maintenance costs during colder months than other districts might."

SD57, Prince George

How Can We Address the Problem?

Boards of education have long expressed the concern that the annual allocation of capital funding to address deferred maintenance is inadequate. Figure 1 provides a relatively clear substantiation of that claim.

Many municipal governments have addressed this problem for their own facility infrastructure by developing life cycle plans at the point of constructing new buildings, identifying each building's life cycle costs well into the future and putting sufficient funding into a reserve each year to ensure the identified work can be addressed as it comes up in the plan. Roofs, mechanical and electrical systems all need to be replaced several times over the life of a building. Given the extremes of our climate regular reviews and repair/replacement of building envelopes is another aspect of the ongoing work which needs to be addressed more than once during the life of a building.

Strata councils are required in legislation to have lifecycle plans which they are wise to implement to avoid surprise assessments as major issues arise. It is a preferred approach to set monthly strata fees at a level sufficient to accommodate everything in the plan rather than wait until something breaks down and requires an emergency repair or replacement and a somewhat unexpected assessment. An unanticipated \$10,000 bill, or greater, can be a significant blow to a family's budget, not to mention the disruption if replacement is left until something like a water line breaks.

Many commercial buildings operate this way as well with a portion of every lease payment for common costs allocated to life cycle projects.

The cost to address the reported shortfalls for school facility life cycle maintenance is significant (\$237M per year) and couldn't possibly be addressed all at once. We have suggested other sources of funding that could be tapped in another paper of the BCSTA Capital Working Group ([School Site Acquisition Charges - Issues and Solutions](#)). Implementing the recommendations offered in that paper would free up more capital funding over the long term. This is a long term problem and, we submit, requires a steady and considered long term approach to address the issue. If the recommended changes had been made in the years prior government could have saved \$42M in land acquisition costs in 2018 and similar amounts going forward. However, nothing we can suggest short of additional government funding will be sufficient to bring the entirety of public K-12 education infrastructure up to the desired level very quickly.

Life Cycle Plan Recommendations

To begin we are suggesting that the ministry require a standardized life cycle plan be developed for every new school building that is constructed into the future....and further....that an adequate annual contribution be added to the Annual Facilities Grant of the school district in which the facility is located to address the lifecycle needs of that building over time.

Ideally school districts would work backwards and create such plans for all their existing buildings and apply to the ministry for the annual funding required to sustain the overall building life cycle plan. That is likely unrealistic given the increased amount of funding required as indicated by the high number of requests made and relatively few which are approved. In 2019/20 the amount allocated by the province to lifecycle maintenance (the combination of AFG, SEP, CNCP and BEP) was \$205M against a recommended amount of \$441M. As noted earlier the recommended amount is derived from the work of building system engineers engaged by MOE to complete the facility condition assessment each year.

Ideally the annual allocation from the ministry would address the annual deficit (\$237M). Since that is unrealistic in the short term we are suggesting a gradual "catch up" to eventually achieve enough annual funding to meet existing building life cycle needs, concurrent with a new system of lifecycle planning and funding for new buildings as they come on board.

In summary we are recommending annual increases in the Annual Facilities Grant, the School Enhancement Program and the Carbon Neutral Capital Program until the total recommended level of funding required to complete recommended immediate deferred maintenance can be achieved.

Annual Facilities Grant Recommendations

The current AFG allocation in 2020/21 is \$115.5M. We are recommending that amount be increased each year with the addition of:

- the annual contribution identified as being required in new facility life cycle plans plus
- inflation (currently roughly 2%) plus
- a minimum of 15% beyond inflation intended to reduce the shortfall for existing buildings over time.

The investment made in constructing new schools and additions in 2020 was \$332M. In order to provide a rough estimate of the annual life cycle contribution required for new facilities we have anticipated that cost to be the initial capital cost divided by a fifty year life or \$6.6M. That can be roughly translated to 3% of the current combined investment in AFG and SEP. The actual amount added to the system each year should be based on the specific lifecycle plans prepared for each building in the prior year. However, for the purposes of this paper and its recommendations we have simplified the calculation.

This formula would amount to AFG funding of approximately \$139.5 in 2021/22, \$168.5M in 2022/23, \$203.6M in 2023/24 and \$246M in 2024/25.

School Enhancement Program Recommendations

We are also recommending an annual increase in the School Enhancement Program (SEP). The SEP funding provided for 2020/21 is \$64M. We are recommending that amount be increased each year with the addition of:

- inflation (currently roughly 2%) plus
- a minimum of 15% beyond inflation intended to reduce the shortfall for existing buildings over time

This would amount to SEP funding of \$75M in 2021/22, \$88M in 2022/23, 103.2M in 2023/24 and \$121M in 2024/25.

Both of these programs would continue to increase using these formulas beyond 2025 until the amount being budgeted is sufficient to address the deferred maintenance shortfall.

We have selected a 15% factor in our formula for “catch up” recognizing it will still take several years to do so. If the “catch up” provision was increased to 20% over \$500M would be available in 2025. A smaller “catch up” amount would extend the time needed to achieve the required level of funding and complete the required work.

Carbon Neutral Capital Program Recommendations

We must also consider the Carbon Neutral Capital Program. Expenditures in this program are often used to replace electrical, mechanical or other systems which need to be replaced in the regular course of completing life cycle maintenance. It only makes sense that completing upgrades to systems to make them more energy efficient would be completed at the same time.

There is another significant argument to be made for increased funding beyond the amount already provided in the Carbon Neutral Capital Program. Reduced consumption generally means reduced operating costs, which can then be redirected to student achievement.

We are hoping the total amount of funding required to achieve the net zero targets established by the province for new buildings and improved efficiency for existing buildings (50% reduced consumption by 2030) will be the subject of further investigation and recommendations by government and is beyond the scope of this paper. However, we do feel it is appropriate in the context of this discussion to suggest a minimal ramping up of the Carbon Neutral Capital Program. It can be seen in Figure 2 that funding requests for this work totalled 2.5 times the available funding in 2020. Total requests amounted to \$40M in 2020/21 while the available funding amounted to only \$16.7M.

We are concerned the amount of annual funding currently available in the Carbon Neutral Capital Program for public schools is significantly less than the amount required to achieve Clean BC objectives. We are recommending the annual allocation to the Carbon Neutral Capital Program be doubled in the next year and increased by 10% per year thereafter. At this point we do not know if that level of investment will be sufficient to achieve the goals of the Clean BC program. We do know that most districts have already completed the easiest upgrades beginning with lighting systems followed by more efficient Boiler and HVAC equipment as mechanical systems reach the end of their life expectancy. What remains are projects which will be needed to achieve the Clean BC goals by 2030. They are very likely to be more complex and expensive as conversions from traditional to more innovative systems using alternative clean energy sources are contemplated. We are recommending CNCP allocations over the next four years should be \$33.4M in 2021/22, \$36.74M in 2022/23, \$40.41M in 2023/24 and \$44.45M in 2024/25. These increases are considered to be the minimum required. A more detailed analysis on what it will take to achieve Clean BC goals by 2030 may indicate the need for even greater resources. We are also recommending that analysis be undertaken by the provincial government as soon as possible.

Of course Initial capital funding for new buildings should be based on achieving as close to net zero emission targets as possible going forward, leading to new buildings fully achieving the net zero target by 2032.

Access the Clean BC program details [here](#).

Renovate or Replace?

Many districts and the Ministry of Education face difficult decisions as schools approach the end of their useful life (fifty to sixty years of service) and encounter the need to complete relatively costly seismic upgrades and building system upgrades if they are to continue safely accommodating students in those facilities.

The dilemma is that schools built so many years ago often do not include the kind of learning environments we want to offer to students. For example most older secondary schools do not include the kind of trades and technical training facilities which are commonplace in modern secondary schools. Most older elementary schools do not provide the kind of break out space needed for Education Assistants to work one on one with students who have specialized needs, resulting in hallways filled with EAs and their assigned students when working in regular classrooms is not appropriate.

Unfortunately in the process of making capital submissions for older facilities to the Ministry of Education many school districts have experienced a direction from government to plan for the least expensive solution which will ensure student safety and meet basic building system requirements. This is often occurring without adequately addressing the needs of students. With that the case we are recommending that decisions concerning whether or not to complete major upgrades or replace older buildings which have effectively reached the end of their useful life (50 to 60 years) include greater consideration of the changing learning needs of students. Full replacement may cost more than renovations in the short term but will often be more educationally effective and justifiable given a longer term perspective.

Moreover, all of the deferred maintenance of an older facility being considered for renovation must be considered in the calculation to determine the comparable costs of renovation vs replacement.

Conclusion

Building new schools and additions as our student population grows is important as is completing seismic upgrades to ensure our buildings are survivable in the event of an earthquake. With that said ensuring regular, appropriately timed life cycle maintenance on all school facilities is equally necessary to fully achieve our goal of providing safe and efficient school facilities which provide excellent learning environments for children. Accomplishing that can only be achieved with adequate annual funding provided by government. We have offered several recommendations along with a formula which should be used to catch the system up to address the ever increasing levels of deferred maintenance currently being experienced by school districts in British Columbia, and urge consideration of those recommendations and the proposed formula by government. Maintaining our schools is not a luxury that can wait until the economy is better. We need to act now to avoid serious problems in the future.

Acknowledgements

The historical data used in this report was obtained from available Ministry of Education records.

This discussion paper was developed by the BCSTA's Capital Working Group. Members of the working group include:

JANICE CATON
SD 71 Comox Valley

GREG FRANK
BC Association of
School Business Officials
SD36, Surrey

ESTRELLITA GONZALEZ
SD39, Vancouver

KATHLEEN KARPUK
SD73, Kamloops

MIKE MURRAY
BCSTA Board,
SD42, Maple Ridge
and Pitt Meadows

RAVI PARMAR
SD62, Sooke

DONNA SARGENT
BCSTA Board,
SD38, Richmond

School District #75 (Mission)**Public Meeting of the Committee of the Whole Minutes****April 6, 2021, 3:30 pm****Zoom Meeting**

- Members Present:** Board Chair, Tracy Loffler
Vice Chair, Shelley Carter
Trustee, Julia Renkema
School Trustee, Randy Cairns
- Members Absent:** School Trustee, Rick McKamey
- Staff Present:** Superintendent of Schools, Angus Wilson
Secretary-Treasurer, Corien Becker
Assistant Superintendent, Karen Alvarez
District Principal of Indigenous Education, Vivian Searwar
Executive Assistant, Ilona Schmidt (Recorder)
Virtual Teacher Librarian, Jennifer Lane
Principal, Linda Hamel
- Others Present:** MTU President – Ryan McCarty, MTU Vice President –
Janise Nikolic, CUPE President – Faye Howell, CUPE
Representative – Steven Beasley, DPAC Chair – Cheryl
Blondin, DPAC Treasurer – Jacquelyn Wickham, MSS PAC
President – Dionne Hairsine, Indigenous Mentor Teacher -
Peggy Janicki

1. CALL TO ORDER

The meeting was called to order at 3:30 pm by the Chairperson. The Chair acknowledged that Mission Public Schools is held on Stó:lō Territory. There are four First Nation Bands within the boundaries of the Mission School District: Leq:a'mel, Sq'èwlets, Kwantlen, and Matsqui First Nations.

The Chair shared that Trustee McKamey and the Director of International Education, Colleen Hannah are sending their regrets for not attending.

2. ADOPTION OF AGENDA

MOVED and Seconded that the Agenda be adopted as presented.

CARRIED

3. DELEGATIONS/PRESENTATIONS

3.1 CUPE: Seamless Day Childcare Presentation

CUPE presented their proposed solution to creating affordable childcare within the school districts. Childcare is a growing and timely topic. Today, many groups offer childcare and are very disconnected. Government has been supportive of childcare improvements but has only created childcare for about 20% of children so far.

Seamless Day uses existing spaces. Brings improved accessibility, co-ordination of care and learning, more secure, reliable childcare, increased investment in the public system, new opportunities to recruit and retain ECEs

SD60, 67, 40 have joined the pilot and are moving forward. Pilot funding is available through the government.

Question was asked to clarify how is SD67 Pilot attached to Strong Start program, as Strong start is not directed at school age children. The Model is best used attached to Strong Start in SD67 in particular, using their space. Every district may start differently.

A comment was made about the \$10+/day fee. True public school should be free. Private operators offer care for K-12. If government is trying to fund childcare, it should be funded as education.

A comment was made that SD75 would have to change some schools in order to accommodate childcare due to limited capacity. SD75 would like to see the Government funding capital projects, so improvements can be made. Having EAs train up to ECE - EAs could work full-time hours.

Riverside can train 24 EAs at a time. They would like to add the ECE component, but would need to create a new Curriculum. Terminology is putting barriers to Mission taking part. Government should engage all partner groups, get capital and operating funding.

A question was asked if the Pilots seem to work better in rural, smaller communities? Earlier pilot adopters are in areas where there are no other childcare options. In urban areas, there are not-for-profits and private childcare places. Licensing to be better aligned is one of the challenges. Capital funds are available to build additional spaces.

The Board Chair would love to champion this, but our Staff is at capacity. Administrators cannot add any more work to their plate.

A concern was brought up about effect on students with disabilities - EA is not an ECE. EA staffing - will it have ripple effect on staffing in the classroom? Educational support is necessary. How will EAs do their jobs to the best of their ability? How will it fit with current framework?

CUPE is not suggesting combining EA and ECE. There is a minimum standard ECE, and 3 levels of learning. Diploma is a minimum requirement. There is a conversation about standardization of EA learning. EA work during the day is not to be undermined. Oliver SD has both going at the same time. Transitions during the day provide stable venue for childcare, less disruptions to all students. Clarification came that ECE care for ages 0-5, and EAs for 5+. All groups would be covered, as they run parallel. SD75 can pick and glean from other districts. Further discussions are needed. The Board thanked Steven Beasley for the informative presentation. Any further questions are to be sent to CUPE.

3.2 MTU - Teacher Inquiry Project

MTU Presented a proposal of running a Teacher Inquiry Project in Mission SD, Project of Heart. Existing project, an Indigenous Truth & Reconciliation canoe has been shown as example. Other options include weaving stories and creating light boxes. MTU would like to share the cost of the proposed project (\$3250) and would like to request the Board to consider funding the other half in the next Budget.

More information was requested about weaving. Art piece comes out of the collaboration and conversation. Clarification will come later if donations can be made towards the project. The District Principal of Indigenous Education sees value in doing this project. Frida George, the artist, will be sitting next to the teachers and will be weaving the stories into an art project. Recently featured Salish weave art installation can be used as a template.

A question was asked about the teachers' selection process. MTU communication will go out and 5 teachers will be selected representing elementary, middle, and high schools.

A question was asked if this project would be ready this or next year. Sto:lo nation, where the canoe is housed, is needing to do renovations. Space to house the display canoe is being sought until the end of April. The Program could start in September 2021 if approved. The idea is to create specific Mission resources accessible to all teachers and Staff.

This item is to be forwarded to the Public BOE Meeting for direction.

4. **CURRICULUM**

4.1 Monthly Curriculum Update

4.1.1 Digital Resources

The Virtual Teacher Librarian presented a landing page accessible to every Mission student. SD75 has CBC Curio films in English, which also have closed captioning. Many shows are bringing Indigenous world views. Podcasts available in Indigenous language, and SD75 is still looking for more French components. 6000 videos have been accessed, and the French ones are very popular.

Tumble Book Library: 3000 books have been accessed - Spanish resources, Indigenous, animated video stories, engaging texts, etc. Destiny is a resource about Reconciliation, that will add district accessible (for September) audio books. They are very expensive via Audible. First 20 audiobooks will be available soon.

Destiny: access point to any school library in the SD75. Teams - jump math. Videos, lesson plans, etc. Combination of print and digital resources. Resources are building up. Mission teacher librarians share resources into the classrooms. School based support is still happening even during Covid.

MTU would like to have a presentation about digital resources at the next February Pro D - Teachers may not be aware the resources are available.

Trustees appreciate updating aging materials with technology and going digital.

A question was asked how an individual parent could access these resources? Schools provide login information to every student, and resources are available through Learn75.

SD75 appreciates the staff working hard and bringing in and updating valuable resources.

5. UNFINISHED BUSINESS

6. STAFF REPORTS

6.1 Student Outcomes

Staff shared more data comparisons of student learning success from HPMS, HMS, and MSS. Positive side: more students are likely to get A&Bs. Broadly speaking, we are getting a fairly positive result, but always have to consider where in the year we are.

p.66 Student success is notably higher in the 2nd semester. MSS is more sustainable one over a long period of time. This is purely based on data reports.

A comment was made that it appears that students are doing better; however, Grade 7 students have up to 8 different teachers, which is not ideal. Ultimate number of teachers for middle schools should be 4 per semester. SD75 is looking at the collective agreement and prep time for middle schools.

A comment was made about overall data & trends. Everybody has been traumatized to some extent. All this is pandemic data. Students having success is good to see, but LOTS of review will be necessary next year. Grade 10 may need more support. Transition + Pandemic creates a problem. SD75 needs to address the transition to Secondary School and give Grade 10s more support. *The Board requests to compare same info at the end of the school year.

Comparing schools and teachers still return huge differences, and data is very flawed. There are some kids who do extremely well on tests, and there are others who do not do well at all. There is no standard practice. There is still a large number of students not meeting the competencies. It is difficult to compare.

A comment came that no matter what, this year will always have a lot of disclaimers. Covid has likely amplified inequalities and students in poverty. School life is missing - students want to play sports, and many activities are missing. SD75 has dramatically changed how students' assessment is done: From just a letter grade to now How are you doing on competency? Note: some kids are missing much less school than before, where as, those who miss school, miss a lot more.

6.2 Dress Code

Desire to not be highly prescriptive... the first draft is a request for common sense. It is a starting point. There is still work to be done. 2nd bullet - office/workplace – request came to change to K-12 setting or educational environment/facility.

A question came if this is an overall dress code for everyone, including staff. Staff dress code should be elsewhere. Suggestion came to title it Student Clothing Guidelines.

Admin procedures may need to be addressed - hats/tuques/hoodies - some parents and students have concerns (IEP). There is no issue with hats, as long as they do not restrict visibility. Cultural items. Huge element is training staff properly. Hoodies – staff may have issues identifying

students. In the past, gangs were associated with certain hats, and students in caps/hoodies damaging school property brought on No-Hats policies. Ceremonial hats are still allowed at school.

MTU has a concern that it is likely that judgement is not uniform across the district. There will be discrepancies due to the lack of specifics.

5:26pm Trustee Cairns left the meeting

Feedback to be sent in. Get away from punitive enforcement.

6.3 COVID Update

SD75 is concerned about variants. Over the next three weeks, there are likely to be more exposure notices. Three principals connected with Staff, noting direct or indirect exposures.

Some students are not wearing masks because they have been exempted.

BC CDC requirements end April 19, Ministry of Education recommendations do not stop on April 19. Some people are protesting on both fronts.

A question was asked about an update on vaccination roll-out for staff? There was a plan but got scrapped due to AstraZeneca issue/expiry. Staff will know maybe 3 days ahead, when we are able to get vaccinated. 800,000 people have been vaccinated in BC so far.

7. **NEW BUSINESS**

8. **MINUTES OF PREVIOUS MEETINGS**

8.1 Meeting Minutes from Special Committee of the Whole, February 23, 2021

MOVED and Seconded that the Special Committee of the Whole Meeting minutes dated February 23, 2021 be approved.

CARRIED

8.2 Meeting Minutes from the Committee of the Whole, March 2, 2021

MOVED and Seconded that the Committee of the Whole minutes dated March 2, 2021 be approved.

CARRIED

9. INFORMATION ITEMS

10. ADJOURNMENT

MOVED and Seconded that the Board adjourn the meeting.

CARRIED

The meeting adjourned at 5:33 pm.

Chair, Board of Education

Secretary-Treasurer

The minutes were approved on
[DATE] at the [NAME] meeting.



Motions from AGM 2021

Extraordinary Motions

E1 - A2021E1: Bylaw Amendment: Provincial Council Motions	That BCSTA amend Bylaw 7(l) by replacing “Boards’ ability to influence a public policy or education matter” with “the Association’s ability to influence a public policy or public education matter.”	Carried
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<p>E2 - A2021E2: BCSTA Branch Structure</p>	<p>E2. BCSTA Branch Structure</p> <p>District branch associations shall be affiliated with this Association. Only boards that are members of the Association shall be members of a branch. Branch associations shall be permitted to draft their own constitutions, or amendments thereto, subject nevertheless to the approval of the Provincial Council of this Association, and should any branch association fail to draft its own constitution within a reasonable time, the Provincial Council may draft and establish a constitution for it. Branch associations may submit motions to general meetings and to the Provincial Council. The composition of the district branch associations shall be <u>determined by the Board of Directors and published in the Association's Operational Guidelines</u>. as follows, so long as the s School districts specified remain must be members of this Association in order to be members of branch associations</p> <p>a. Fraser Valley Branch</p> <p>SD33 (Chilliwack); SD34 (Abbotsford); SD35 (Langley); SD42 (Maple Ridge-Pitt Meadows); SD75 (Mission); SD78 (Fraser-Cascade)</p> <p>b. Kootenay Boundary Branch</p> <p>SD05 (Southeast Kootenay); SD06 (Rocky Mountain); SD08 (Kootenay Lake); SD10 (Arrow Lakes); SD20 (Kootenay-Columbia); SD51 (Boundary)</p> <p>c. Metropolitan Branch</p> <p>SD36 (Surrey); SD37 (Delta); SD38 (Richmond); SD39 (Vancouver); SD40 (New Westminster); SD41 (Burnaby); SD43 (Coquitlam); SD44 (North Vancouver); SD45 (West Vancouver); SD93 (Conseil scolaire francophone)</p> <p>d. North West Branch</p> <p>SD50 (Haida Gwaii); SD52 (Prince Rupert); SD54 (Bulkley Valley); SD82 (Coast Mountains); SD87 (Stikine); SD92 (Nisga'a)</p> <p>e. South Coast Branch</p> <p>SD46 (Sunshine Coast); SD47 (Powell River); SD48 (Sea to Sky)</p> <p>f. Northern Interior Branch</p> <p>SD27 (Cariboo-Chilcotin); SD28 (Quesnel); SD49 (Central Coast); SD57 (Prince George); SD59 (Peace River South); SD60 (Peace River North); SD81 (Fort Nelson); SD91 (Nechako Lakes)</p> <p>g. Thompson Okanagan Branch</p> <p>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)</p> <p>h. Vancouver Island Branch</p> <p>SD61 (Greater Victoria); SD62 (Sooke); SD63 (Saanich); SD64 (Gulf Islands); SD68 (Nanaimo-Ladysmith); SD69 (Qualicum); SD70 (Alberni); SD71 (Comox Valley); SD72 (Campbell River); SD79 (Cowichan Valley); SD84 (Vancouver Island West); SD85 (Vancouver Island North)</p> <p>In recognition of its province-wide status, trustees (Directors) of the Conseil scolaire francophone de la Colombie-Britannique (CSF) have the ability to attend meetings of all branch associations on a nonvoting basis, and the CSF has the ability to be a voting member of one branch, to be determined by agreement between the CSF and the branch.</p> <p>The Provincial Council, with the concurrence of the member Boards concerned, shall have the power to Board of Directors may vary the composition of the district branch association between AGMs as the Board in its discretion thinks appropriate.</p> <p>In recognition of its province-wide status, trustees (Directors) of the Conseil scolaire francophone de la Colombie-Britannique (CSF) have the ability to attend meetings of all branch associations on a nonvoting basis, and the CSF has the ability to be a voting member of one branch, to be determined by agreement between the CSF and the Board of Directors.</p>	<p>Carried as amended</p>
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<p>E2 - A2021E2: BCSTA Branch Structure</p>	<p>E2. BCSTA Branch Structure</p> <p>District branch associations shall be affiliated with this Association. Only boards that are members of the Association shall be members of a branch. Branch associations shall be permitted to draft their own constitutions, or amendments thereto, subject nevertheless to the approval of the Provincial Council of this Association, and should any branch association fail to draft its own constitution within a reasonable time, the Provincial Council may draft and establish a constitution for it. Branch associations may submit motions to general meetings and to the Provincial Council. The composition of the district branch associations shall be determined by the Board of Directors and published in the Association's Operational Guidelines.</p> <p>The Board of Directors may vary the composition of the district branch association as the Board in its discretion thinks appropriate.</p> <p>In recognition of its province-wide status, trustees (Directors) of the Conseil scolaire francophone de la Colombie-Britannique (CSF) have the ability to attend meetings of all branch associations on a nonvoting basis, and the CSF has the ability to be a voting member of one branch, to be determined by agreement between the CSF and the Board of Directors.</p>	<p>Outcome</p>
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<p>E3 - A2021E3: Bylaw Amendment: Immediate Past President Role</p>	<p>That BCSTA amend the Bylaws to read as follows:</p> <p><i>(I) Bylaw 2a be amended to:</i></p> <p>2a. The officers of the Association are:</p> <ul style="list-style-type: none"> i. the Minister of Education who shall be the honorary President of the Association; ii. the President; iii. the Vice-President; iv. the immediate past President, <u>if they agree to serve</u>, but only for a term of one year following the election of a new President ; v. the Directors, who shall be <u>five (5)</u> four (4) in number; for those years the immediate past President is an officer of the Association, and five (5) in number otherwise; vi. the Chief Executive Officer, who shall be the secretary-treasurer. <p>Each officer, other than the honorary President, the Chief Executive Officer and the immediate past President, shall be elected at the Annual General Meeting, shall take office at the conclusion of that Annual General Meeting, and shall hold office until his/her <u>their</u> successor takes office at the conclusion of the next Annual General Meeting thereafter, or until <u>they</u> he/she ceases to be a trustee serving on a member Board, whichever occurs earlier. In the event that the immediate past President becomes unable to serve on the Board of Directors, or ceases to be a trustee of a member Board, the position shall be deemed vacant.</p> <p><i>(II) That the following provision be added between 2d and 2e:</i></p> <p><u>The immediate past President shall be a non-voting member of the Board who acts in an advisory capacity. The immediate past President only holds this position for a term of one-year following the election of a new President. If the immediate past President cannot or will not serve on the Board of Directors or ceases to be a trustee of a member Board, then this position shall be deemed vacant.</u></p> <p><i>(III) Bylaw 3 be amended to:</i></p> <p>3. The President, the Vice-President, the Directors and the immediate past President shall form the Board of Directors. The Chief Executive Officer <u>and the immediate past President</u> shall be a nonvoting members of the Board.</p> <p><i>(V) Bylaw 4c be amended to</i></p> <p>4c If the office of Director or past President falls vacant the Provincial Council shall elect one (1) of their members to fill the vacancy until the next Annual General Meeting.</p> <p><i>(V) Bylaw 15h be amended to:</i></p> <p>15h In the election of Directors, there shall be sequential rounds of balloting with four (4) Directors elected in years when there is an immediate past President, and for five (5) Directors otherwise . The following procedures apply:</p> <ul style="list-style-type: none"> i. For each round of balloting, a ballot shall be issued for each vote allocated under 9(a) or (b), on which a voter may mark a sub-vote for each one of more candidates, not to exceed the number of candidates to be elected; ii. A threshold number of sub-votes is established equal to 50 per cent of the validly cast ballots; iii. Candidates are elected in order of the number of sub-votes received, provided they receive more than the threshold number of sub-votes; iv. If no candidate is elected on a ballot, the candidate with the lowest number of votes is dropped off. <p>Further rounds of balloting continue until the required number of Directors is elected.</p>	<p>Carried</p>
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<p>E3 - A2021E3: Bylaw Amendment: Immediate Past President Role</p>	<p>That BCSTA amend the Bylaws to read as follows:</p> <p>(I) Bylaw 2a be amended to:</p> <p>2a. The officers of the Association are:</p> <ul style="list-style-type: none"> i. the Minister of Education who shall be the honorary President of the Association; ii. the President; iii. the Vice-President; iv. the immediate past President, if they agree to serve, but only for a term of one year; v. the Directors, who shall be five (5) in number; vi. the Chief Executive Officer, who shall be the secretary-treasurer. <p>Each officer, other than the honorary President, the Chief Executive Officer and the immediate past President, shall be elected at the Annual General Meeting, shall take office at the conclusion of that Annual General Meeting, and shall hold office until their successor takes office at the conclusion of the next Annual General Meeting thereafter, or until they cease to be a trustee serving on a member Board, whichever occurs earlier. In the event that the immediate past President becomes unable to serve on the Board of Directors, or ceases to be a trustee of a member Board, the position shall be deemed vacant.</p> <p>(II) That the following provision be added between 2d and 2e:</p> <p>The immediate past President shall be a non-voting member of the Board who acts in an advisory capacity. The immediate past President only holds this position for a term of one-year following the election of a new President. If the immediate past President cannot or will not serve on the Board of Directors or ceases to be a trustee of a member Board, then this position shall be deemed vacant.</p> <p>(III) Bylaw 3 be amended to:</p> <p>3. The President, the Vice-President, the Directors and the immediate past President shall form the Board of Directors. The Chief Executive Officer and the immediate past President shall be nonvoting members of the Board.</p> <p>(V) Bylaw 4c be amended to</p> <p>4c If the office of Director falls vacant the Provincial Council shall elect one (1) of their members to fill the vacancy until the next Annual General Meeting.</p> <p>(V) Bylaw 15h be amended to:</p> <p>15h In the election of Directors, there shall be sequential rounds of balloting for five (5) Directors. The following procedures apply:</p> <ul style="list-style-type: none"> i. For each round of balloting, a ballot shall be issued for each vote allocated under 9(a) or (b), on which a voter may mark a sub-vote for each one of more candidates, not to exceed the number of candidates to be elected; ii. A threshold number of sub-votes is established equal to 50 per cent of the validly cast ballots; iii. Candidates are elected in order of the number of sub-votes received, provided they receive more than the threshold number of sub-votes; iv. If no candidate is elected on a ballot, the candidate with the lowest number of votes is dropped off. <p>Further rounds of balloting continue until the required number of Directors is elected.</p>	<p>Outcome</p>
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E4 - A2021E4: Bylaw Amendment: Establishing New Standing Committees	That BCSTA amend the Bylaws by adding the following to Bylaw 11: 11(i) Extraordinary motions proposing to amend the Association's Bylaws to create new standing committees will be reviewed and analyzed by the Board of Directors before the motions are transmitted to member Boards. The Board of Directors will prepare a written statement providing members with information about the financial and operational implications of creating a new standing committee and this statement will accompany the relevant extraordinary motion when the general meeting motions are transmitted to member Boards prior to the general meeting.	Carried
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<p>E5 - A2021E5: Bylaw Amendment: Two- Year Term of Office for BCSTA Board of Directors</p>	<p>That BCSTA amend the Bylaws to read as follows:</p> <p>(I) Bylaw 2a be amended to:</p> <p>2a. The officers of the Association are:</p> <ol style="list-style-type: none"> i. the Minister of Education who shall be the honorary President of the Association; ii. the President; iii. the Vice-President; iv. the immediate past President, if they agree to serve, but only for a term of one year; v. the Directors, who shall be five (5) in number; vi. the Chief Executive Officer, who shall be the secretary-treasurer. <p>Each officer, other than the honorary President, the Chief Executive Officer and the immediate past President, shall be elected at the Annual General Meeting. <u>An elected Officer shall serve a term of two (2) years commencing at the close of the Annual General Meeting at which such individual is elected and concluding at the earlier of: (i) the close of the second Annual General Meeting held subsequent to such Officer's election; , shall take office at the conclusion of that Annual General Meeting, and shall hold office until his/her successor takes office at the conclusion of the next Annual General Meeting thereafter, or until (ii) when he/she they cease to be a trustee serving on a member Board, whichever occurs earlier. In the event that the immediate past President becomes unable to serve on the Board of Directors, or ceases to be a trustee of a member Board, the position shall be deemed vacant.</u></p> <p>(II) Bylaw 2e be amended to:</p> <p>2e. Notwithstanding the requirements of subsections (a) and (b), an officer whose Board ceases to be a member solely by reason of being abolished under the <i>School Act</i>, may remain in office until the next Provincial Council meeting , or Annual General Meeting, whichever first occurs, following the abolition.</p> <p>(III) Bylaw 4 be amended to:</p> <p>4. Elected offices on the Board of Directors which fall vacant shall be filled in the following manner:</p> <ol style="list-style-type: none"> (a) If the office of President falls vacant the Vice-President shall advance to the office of the President. (b) If the office of Vice-President falls vacant, an interim Vice-President shall be elected by the Board of Directors from its own members, and shall serve until an election for Vice-President is held at the next Provincial Council or Annual General Meeting, whichever is first . Should this election take place at a Provincial Council meeting and the interim Vice-President is not elected at that time, he/she they would revert to the position of Director for the remainder of the term. (c) If the office of Director or past President falls vacant, the Provincial Council shall elect another trustee from amongst its members to fill the vacancy until the next annual general meeting. <p>(IV) The following provision be added between 15a and 15b:</p> <p><u>Election of officers for two-year terms will take place at the 2023 Annual General Meeting and in every second year after that.</u></p> <p>(V) Bylaw 15b be amended to:</p> <p>15b. The nomination of candidates for election as Association officers shall be submitted by mail at least thirty (30) days prior to the Annual General Meeting <u>when elections are scheduled to take place,</u> addressed to the Chief Executive Officer. Nominations shall be accepted where a trustee submits his/her <u>their</u> name for election to a specific office and the name is supported by two (2) trustees serving on the same or different member Boards.</p> <p>(VI) Bylaw 15f be amended to:</p> <p>15f. The election of officers shall be held at the Annual General Meeting . At least three (3) scrutineers shall be appointed by the Chief Returning Officer. Before any ballot is taken, any person nominated may decline office or withdraw his/her <u>their</u> name.</p>	<p>Carried as amended</p>
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<p>E5 - A2021E5: Bylaw Amendment: Two- Year Term of Office for BCSTA Board of Directors</p>	<p>That BCSTA amend the Bylaws to read as follows:</p> <p>(I) Bylaw 2a be amended to:</p> <p>2a. The officers of the Association are:</p> <ul style="list-style-type: none"> i. the Minister of Education who shall be the honorary President of the Association; ii. the President; iii. the Vice-President; iv. the immediate past President, if they agree to serve, but only for a term of one year; v. the Directors, who shall be five (5) in number; vi. the Chief Executive Officer, who shall be the secretary-treasurer. <p>Each officer, other than the honorary President, the Chief Executive Officer and the immediate past President, shall be elected at the Annual General Meeting. An elected Officer shall serve a term of two (2) years commencing at the close of the Annual General Meeting at which such individual is elected and concluding at the earlier of: (i) the close of the second Annual General Meeting held subsequent to such Officer's election; or (ii) when they cease to be a trustee serving on a member Board.</p> <p>(II) Bylaw 2e be amended to:</p> <p>2e. Notwithstanding the requirements of subsections (a) and (b), an officer whose Board ceases to be a member solely by reason of being abolished under the <i>School Act</i>, may remain in office until the next Provincial Council meeting, following the abolition.</p> <p>(III) Bylaw 4 be amended to:</p> <p>4. Elected offices on the Board of Directors which fall vacant shall be filled in the following manner:</p> <ul style="list-style-type: none"> (a) If the office of President falls vacant the Vice-President shall advance to the office of the President. (b) If the office of Vice-President falls vacant, an interim Vice-President shall be elected by the Board of Directors from its own members, and shall serve until an election for Vice-President is held at the next Provincial Council. Should this election take place at a Provincial Council meeting and the interim Vice-President is not elected at that time, they would revert to the position of Director for the remainder of the term. (c) If the office of Director falls vacant, the Provincial Council shall elect another trustee from amongst its members to fill the vacancy until the next annual general meeting. <p>(IV) The following provision be added between 15a and 15b:</p> <p>Election of officers for two-year terms will take place at the 2023 Annual General Meeting and in every second year after that.</p> <p>(V) Bylaw 15b be amended to:</p> <p>15b. The nomination of candidates for election as Association officers shall be submitted by mail at least thirty (30) days prior to the Annual General Meeting when elections are scheduled to take place, addressed to the Chief Executive Officer. Nominations shall be accepted where a trustee submits his/her their name for election to a specific office and the name is supported by two (2) trustees serving on the same or different member Boards.</p> <p>(VI) Bylaw 15f be amended to:</p> <p>15f. At least three (3) scrutineers shall be appointed by the Chief Returning Officer. Before any ballot is taken, any person nominated may decline office or withdraw their name.</p>	<p>Outcome</p>

Motions from AGM 2021

Substantive Motions

6 - A20216: Board of Education Meetings with Ministerial Staff	<p>That BCSTA request the Ministry of Education to make senior ministerial staff available at BCSTA AGMs and Academies for short (20-minute), pre-arranged meetings with individual school districts.</p>	<p>Carried</p>
7 - A20217: Branch President Access to Information and Meetings related to Board Chairs	<p><i>That BCSTA provide branch presidents with information that BCSTA sends to board chairs, when appropriate; and, consider including branch presidents in BCSTA's board chair meetings.</i></p>	<p>Defeated</p>
8 - A20218: Coordinating BCSTA Academy Conference & First Nations Education Steering Committee Conference Dates	<p>That BCSTA make best efforts with FNEC to avoid conflicting BCSTA Academy dates and First Nations Education Steering Committee Conference dates.</p>	<p>Carried as amended</p>
9 - A20219: Improve the Tracking and Reporting of Education Outcomes Involving Youth in Care	<p>That BCSTA request that the Ministry of Education and Ministry of Children and Family Development implement stronger accountability, reporting, tracking and monitoring systems for the purpose of improving services and educational outcomes for children and youth in care.</p>	<p>Carried</p>
10 - A202110: Food Security	<p>That BCSTA strongly urge the Minister of Education and Minister of Social Development and Poverty Reduction to implement and fund a food security program for each school district, noting that the Minister of Education's mandate letter references the development of such a program; and further, that government be urged to consult with BCSTA in the development of the program.</p>	<p>Carried</p>
11 - A202111: Funding for Middle Years Development Instrument	<p>That BCSTA urge the Ministry of Education to fully fund the Middle Years Development Instrument (MDI) in the same manner as the ministry funds the Early Years Development Instrument (EDI).</p>	<p>Carried</p>

12 - A202112: Limiting Access to the Results of Foundation Skills Assessment	<p>That BCSTA urge the Ministry of Education to only provide access to the results of Foundation Skills Assessment to school district staff and parents/guardians until other methods of assessment can be developed that accurately reflect the various learning styles of all students.</p>	<p>Carried as amended</p>
13 - A202113: Elimination of the Foundation Skills Assessment	<p><i>That BCSTA advocate to the Ministry of Education to eliminate the Foundation Skills Assessment.</i></p>	<p>Defeated</p>
14 - A202114: Information about the Foundation Skills Assessment	<p>That BCSTA request that the Ministry of Education provide information to members that describes the Foundation Skills Assessment, its rationale and key pros and cons.</p>	<p>Carried as amended</p>
15 - A202115: Inclusive Schools and Safety	<p>That BCSTA advocate to the Ministry of Education that the Ministry complete a review and update of the 2015 provincial guidelines on physical restraint and seclusion in school settings in concert with BCSTA, Inclusion BC and other appropriate organizations and authorities.</p>	<p>Carried as amended</p>
16 - A202116: Mental Health Funding for Counsellors in Schools	<p>That BCSTA advocate to the Ministries of Health, Mental Health and Addictions, and Children and Family Development to accelerate implementation of the <i>Pathway to Hope</i> integrated mental health and substance use care plan by increasing sustained and targeted funding for additional school and integrated counsellors and other supports that contribute to mental health to deliver mental health care in school settings.</p>	<p>Carried as amended</p>
17 - A202117: Equity and Internet Connectivity	<p>That BCSTA advocate to the Ministry of Jobs, Economic Recovery and Innovation, the Ministry of Citizens' Services and the Ministry of Education to make reliable, consistent, and affordable internet connectivity a high priority.</p>	<p>Carried</p>
18 - A202118: Wait Times for Assessment	<p>That BCSTA advocate to the Ministry of Health, Ministry of Children and Family Development, and Ministry of Education to reduce wait times for assessments for children who have been identified with neurodiversity such as Autism Spectrum Disorder, Attention Deficit Hyperactivity Disorder, Fetal Alcohol Spectrum Disorder, and Sensory Processing Disorder in the public education system.</p>	<p>Carried</p>
19 - A202119: Enhancing Student Learning Reporting Order and Framework for Enhanced Learning Policy Review Process	<p>That BCSTA request that the Ministry of Education establish a process for the ministry and boards of education to review and assess the Framework for Enhancing Student Learning; and, that the review process be completed by no later than December 2022.</p>	<p>Carried</p>
20 - A202120: Reporting Requirements for Small Districts	<p>That BCSTA urge the Ministry of Education to take into account the limited staff available in small districts, compared to large districts, when designing ministry planning and reporting requirements for school districts.</p>	<p>Carried</p>

<p>21 - A202121: Alternative Identification Process</p>	<p>That BCSTA request that the Ministry of Education consider finding an alternative to using numbers as a way to identify individuals both within the education system and on the visitor passes used to identify visitors to ministry buildings.</p>	<p>Carried</p>
<p>22 - A202122: Rural Education Partners' Council</p>	<p>That BCSTA request the Ministry of Education to reinstate and fund the Rural Education Partners' Council.</p>	<p>Carried</p>
<p>23 - A202123: Integration of Childcare and Early Learning into the K-12 Education Sector by 2023</p>	<p>That BCSTA request the Ministry of Education to begin working with school districts to plan for the implementation of the government's goal of moving Childcare and Early Learning responsibility from the Ministry of Children and Family Development to the Ministry of Education by 2023; and, that the government provide school districts with the financial resources to prepare for this transition.</p>	<p>Carried</p>
<p>24 - A202124: Funding for the Shoulder Tappers Program</p>	<p>That BCSTA request the Ministry of Education to fully fund and expand the Shoulder Tappers program to all BC school districts.</p>	<p>Carried</p>
<p>25 - A202125: Physical Literacy</p>	<p>That BCSTA advocate to the Ministry of Education, the Ministry of Advanced Education, BC Teachers' Council and all teaching universities, educational assistant training programs and early childhood education programs to ensure that all graduates of these programs have the ability to teach and assess fundamental movement skills (i.e., physical literacy).</p>	<p>Carried</p>
<p>26 - A202126: Recommended Resources for the New Curriculum</p>	<p>That BCSTA request the Ministry of Education to support the implementation of the new curriculum by identifying recommended learning resources for teachers and students that align with the new curriculum and support student learning.</p>	<p>Carried</p>
<p>27 - A202127: Roots of Empathy Multi-Year Funding</p>	<p>That BCSTA urge the Ministry of Education and the Ministry of Children and Family Development to restore the multi-year funding to the BC Roots of Empathy organization to enable this evidence-based, province-wide, classroom-based, social emotional program to be delivered virtually (and in person, where possible) in school districts across the province as part of the BC Government's current Mental Health in Schools Strategy.</p>	<p>Carried</p>
<p>28 - A202128: Emphasis on Transformative Education</p>	<p>That BCSTA meet with the new Minister of Education to discuss: the importance of revitalizing an emphasis on educational transformation for equity and excellence as set out in the new curriculum; and, the misalignment between the new curriculum's focus on core competencies and the reporting requirements of the Framework for Enhancing Student Learning.</p>	<p>Carried</p>
<p>29 - A202129: Request for Climate Literacy Funding and Supports</p>	<p>That BCSTA urge the Ministry of Education and Ministry of Environment & Climate Change to provide funding to support climate literacy in all BC schools, including funding for: curriculum supports, materials, equipment and professional development opportunities.</p>	<p>Carried</p>

<p>30 - A202130: Shortage of Technology Education Teachers</p>	<p>That BCSTA urge the Ministry of Education and the Ministry of Advanced Education to address the shortage of technology education teachers by creating additional spaces for both the two-year Diploma of Technology Teacher Education and the Bachelor of Education in Technology Education; and, further, that they diversify the location of the newly-created spaces to include locations in Northern BC, Central BC, Southern BC and in the Lower Mainland south of the Fraser River.</p>	<p>Carried as amended</p>
<p>31 - A202131: Online Learning Programs for Teacher Certification</p>	<p>That BCSTA request the Minister of Advanced Education to recommend that the Faculties of Education of BC universities develop online Bachelor of Education programs similar to that offered by the University of British Columbia.</p>	<p>Carried</p>
<p>32 - A202132: Video Attendance for Superintendent- Ministry Meetings</p>	<p>That BCSTA urge the Ministry of Education to allow superintendents and Board Chairs to attend ministry meetings by video conference or attend in person.</p>	<p>Carried as amended</p>
<p>33 - A202133: Collective Agreements</p>	<p>That BCSTA urge the Ministry of Education to fully fund the costs associated with collective agreements.</p>	<p>Carried</p>
<p>34 - A202134: Education Assistants</p>	<p>That BCSTA advocate to the Ministry of Education to: (a) prioritize establishing standards of practice for education assistants; and (b) consult with and fully include, education assistants and other educational partner groups in the implementation and oversight of the standards. In addition, that the Ministry of Education ensures that existing EAs are provided training upgrade opportunities and protection for position security.</p>	<p>Carried as amended</p>
<p>35 - A202135: Funding for Students Arriving after September Count</p>	<p>That BCSTA request the Ministry of Education to ensure that students who come to districts after the September enrollment count are fully funded.</p>	<p>Carried</p>
<p>36 - A202136: Implementation of United Nations Declaration on the Rights of Indigenous Peoples</p>	<p>That BCSTA request the Minister of Education, the Minister of Finance and Minister of Indigenous Relations and Reconciliation to form a working group with Indigenous and BCSTA representation to analyze and make recommendations regarding the implementation of the United Nations Declaration on the Rights of Indigenous Peoples in school districts.</p>	<p>Carried</p>
<p>37 - A202137: Allocate Rural Education Enhancement Funds</p>	<p>That BCSTA urge the Minister of Education to restore the Rural Education Enhancement Fund as its own separate grant.</p>	<p>Carried</p>

<p>38 - A202138: Funding for Student Transportation</p>	<p>That BCSTA work with the Ministry of Education to define a minimum provincial standard for student transportation and that the Ministry of Education provide funding above the existing allocations to deliver this minimum standard in all school districts.</p>	<p>Carried</p>
<p>39 - A202139: School Bus Red- Light Runners</p>	<p>That BCSTA request the Minister of Public Safety and Solicitor General, in consultation with the Ministry of Education, to review and increase the current fines and penalties for School Bus Red-Light Runners; and, that any resulting change be supported by a province-wide education and awareness campaign consistent with the shared Vision Zero target.</p>	<p>Carried</p>
<p>40 - A202140: School Fire Suppression Systems</p>	<p>That BCSTA request that the Ministry of Education fully fund the installation of fire suppression systems for existing public schools that do not have fire suppression systems, when the addition of these systems would enhance occupant safety.</p>	<p>Carried</p>
<p>41 - A202141: Maintenance of Public School Facilities</p>	<p>That BCSTA request that the Ministry of Education work with BCSTA to create an asset management plan to ensure that the maintenance of public school facilities across BC is adequately funded to ensure long- term sustainability of these assets.</p>	<p>Carried</p>
<p>42 - A202142: Funding of Net- Zero Capital Upgrades and Replacements</p>	<p>That BCSTA urge the Ministry of Education and the Ministry of Finance to fully fund net-zero school capital upgrade and replacement projects, effective immediately.</p>	<p>Carried</p>