

DTA Monthly Update

October 2025



Delta Teachers'
ASSOCIATION

Women in Leadership Survey

Last week some members were sent a survey from HR, entitled Equity and Leadership, to give the district a better sense about why some women are not applying to become administrators. To receive the survey, women had to fit the follow criteria set by the district:

- have their masters' degree;
- identify as women, X, or U- (at first it said identify as female, this has since been corrected);
- are secondary teachers.

Unfortunately, members (and the DTA) were not aware of the criteria, and didn't understand why some women got it and some didn't. We were also not informed ahead of time that it was going out. We were also concerned that this survey did not go through the Justice and Equity Committee (JEAP) before being sent out to members.

The questions explore respondents' experiences and perspectives on women in school administration, including:

- whether they have applied for an administrative role in Delta;
- what makes school administration appealing or unappealing;
- barriers women face in pursuing leadership roles;
- access to mentorship, encouragement, and leadership development opportunities for women;
- the influence of district or school culture on women's interest in leadership;
- supports or initiatives that could encourage more women to pursue administration; and
- actions the district could take to promote equitable representation of women in secondary school leadership.

We heard from some members that they didn't feel safe filling out this survey. If there was anything that the respondents input as identifiable information, they felt like it would inhibit their chances of engaging in the application process in the future, if they offered real and honest responses. We reassured members that contacted us that the district has no interest in identifying them. We have heard from HR that many have responded and have been very pointed and forthright about the issues, which they appreciate. Our advice is to fire away and be careful about information that may identify you.

The DTA is disappointed in the way this survey was sent out. Many of the members we heard from that didn't receive this survey were from a marginalized group. If the District is authentically concerned about equity, putting up barriers by excluding groups of women from talking about the issues is poor optics. Again, running it through the JEAP committee may have caught this.

Having a master's degree means you can apply tomorrow. It doesn't necessarily mean you'll be an excellent leader. An Excel sheet can filter out the criteria around the search for potential secondary women admin candidates. The lack of women in leadership could also easily apply to elementary, where 30% (12/41) of administrators (P/VP) are men. Although that doesn't seem high, it is highly disproportionate to the number of men teaching in elementary. It's worse in Secondary, with 72% (13/18) in admin roles, and this is also disproportionate to the number of male teachers in secondary even though there are significantly more men at secondary than elementary. If you start looking at hetero white admin compared to marginalized groups, the ratios get further apart.

PRESIDENT - ALISON KERR

In this update you can expect:

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Women in Leadership Survey Cont'd

Encouraging women into leadership starts long before they get their masters'. It starts with school-based leadership opportunities and encouragement by peers and current leaders at the site. Women, especially women of color, are often underrepresented in educational leadership despite being a significant portion of the teaching workforce. Barriers include:

- implicit bias about who "looks" or "sounds" like a leader;
- stereotypes about emotionality, assertiveness, or "fit";
- lack of mentorship and sponsorship opportunities; and
- whiteness and maleness embedded in leadership norms (e.g., communication, professionalism, discipline).

We know that hiring practices are being reviewed under the Justice and Equity Action Plan, and although we understand HR's wanting to hire more women into Secondary as soon as possible, we feel that this could have been more thoughtfully executed.

When you Come to DTA Training, you Stay for the Day!

Just a reminder that we have a very clear understanding with HR that when you sign up for DTA training, you will not be leaving the training to attend any meetings at your school site. While we understand that other meetings may be important for that site, the union training meetings are also very important for members who have stepped up into these union leadership roles at their sites. You are also being paid by the BCTF for the day to attend this training, so you aren't working for the employer that day, and it is not something that can just be cancelled on the fly. We have no problem contacting your admin to clear it up if there are concerns. If you are on a personal leave on the day of training, we will pay your daily rate. If you are on medical leave for that day you cannot attend.

Department Budgets

We received queries recently regarding reductions in operational budgets for Secondary Elective areas by up to 30%, and also reductions in Department Head roles for electives. As we know some departments have previously been collapsed together, for example, Home Economics, Textiles, Business, and Trades and Technology Department Head roles were collapsed into ADST and Music, Visual Arts, and Fine Arts. The questions were around if the Department Heads are allowed to ask for a rationale for the reduction in budgets. Some of the questions that have been brought forward are:

- Is this going to keep happening in elective areas until there is no funding left?
- Is it a district thing or just certain schools?
- Is this a new normal or a temporary austerity measure?

Some members are using their remedy money to fund supplies for their courses. Their current budgets are not sustainable to deliver a fulsome experience in their course. There also doesn't seem to be general policy on fees which some courses/school sites seem to be charging and some not. We can appreciate and understand how this can be frustrating and disappointing for Department Heads and elective teachers. We will look further into this and advocate at the district level. Please continue to connect with the DTA to receive advice for your specific situations.

Here is a small resource to help get you started:

<https://www.fnesc.ca/wp/wp-content/uploads/2019/08/1.3-The-Story-of-First-Nations-Governance.pdf>

REMEMBRANCE DAY

11 NOVEMBER

Teachers and students honour the sacrifices of the past and work for peace in the future.

A message from the Delta Teachers' Association

Reprint from previous DTA Weekly (Oct 10)

Controversy around use of the word “baseline”. **Make sure all staff has read this!**

Employee Incidents, Student Injury, Student Incidents, Tracking Behaviour

It came to our attention from several members that at staff meetings last week there was messaging from Inclusive Learning around student incidents versus tracking. I went to the source to find out what exactly was being said. The following excerpt was written by Patrick Klassen, with **my comments added in red**. Inclusive Learning is trying to clear up the confusion between when to write a student incident report, an employee incident form and when a student just hurts themselves. Here are the guidelines that the District is using to navigate these forms. Patrick has also seen my comments in red. We do not necessarily agree on all points, but I appreciate the relationship and that he is willing to engage with us. I also want to maintain the transparency and trust

1. Employee Incidents - These documents should be filled out whenever an employee is injured. This ranges from a staple in the finger, to a slip in the hallway, to a student throwing a chair at you. This also includes near misses or other repetitive stresses to your mental health.

These documents are filled out on CLEVR, and then when submitted, the HR Health and Safety person reviews them. **The employer on-site (admin) must investigate with the school H&S Reps.** This is a WorkSafe process, and we encourage all staff to fill them out.

2. Student Injury - These documents should be filled out when a student hurts themselves. This ranges from them choking on their lunch, to falling off of a playground to another student hurting them. They should be filled out through SSP online platform **by admin or school office staff.** These are reviewed by HR as well.

3. Student Incident - These forms should be filled out on CLEVR. When submitted, the school administrator will upload and check in with you. The District behaviour team and Director of Inclusive Learning also receive a copy and read them. These forms do not guarantee you support but are used for tracking.

These forms should be filled out when a student's behaviour is different than their baseline. This means that if a student starts to exhibit behaviour that is above their typical range, is something you would either update or create a positive behaviour support plan or safety plan for, and you would let the family know something occurred, then you should fill out the form.

If there is a plan in place and the behaviour falls within the typical baseline, then you do not need to fill in a Student Incident Form. Instead, you should track the behaviour. When a plan is created, it takes time to implement and time for behaviour to change. They need to track that data. We do not require follow up student incidents until the baseline changes. That data should be tracked.

This is the section that is upsetting teachers, so let's unpack that. Currently, some teachers are filling out Student Incident Forms for regular classroom management issues. For example: student calls the teacher or other kids a name. Student says no to the teacher. Student is difficult to manage. This kind of thing shouldn't be going into CLEVR, and this messaging is designed to shut some of that down.

However, what is upsetting teachers is that some of these behaviours are unsafe; students eloping, hurting other students or employees, destroying a classroom etc. A plan is created to help stop this behaviour, which will not be changing overnight. In fact, they may increase for a bit because there is a coordinated effort to prevent it. How long do you wait and just track? Not months, or forever, and that is another thing teachers are really worried about. That the tracking affects no change, or that no one is paying attention to the tracking and making decisions. Therefore unsafe behaviour continues.

Then the concern becomes that it feels like Admin and Inclusive Learning are ignoring serious unsafe behaviours and allowing them to continue because it is their “baseline”. This should not be true, because plans should be changed when unsafe behaviour continues. Unfortunately, we know that this often isn't happening. So, here's what else you do:

- **Communicate to the parent of the child who got injured if that happened. Don't leave it with admin. We are aware that some admin are not calling parents of injured children.**
- **Do not enter into any discussion with the parent as to why this is being allowed to happen. Do not go into detail about other students in your class. Do not engage in a conversation about a lack of support in your class. Ask them to call the admin to find answers to their valid questions.**
- **Fill out the Employee Incident form on CLEVR.**
- **This will initiate an investigation. And you're also now tracking events that may be necessary to document for you when you need to file a WorkSafe claim.**
- **You file a WorkSafe claim when you are using sick time to manage physical injuries or your mental health because of the situation in your classroom. Why?**
- **WorkSafe is now going to be wondering why unsafe behaviour continues in your classroom.**
- **At some point you may have to declare unsafe work. There is a process for that, so make sure you call us first.**
- **WorkSafe will reimburse the sick time you've used. This would include any medical leaves necessary**

No one can prevent you from filling out a student incident form, but this should clarify when it may not be necessary. Members with successful WorkSafe claims around mental health suggest always filling out a student incident form if the behaviour is unsafe as it helps to document your claim.

Reprint from previous DTA Weekly (Oct 10) - Continued

4. Tracking Behaviour - On the deltalearns.ca/inclusivelearning website, there are example behaviour tracking forms that can be used to monitor behaviour in the classroom. These forms should be used when a plan is in place and we are monitoring behaviour in the classroom. They can also be used to track how plans are working, supports in place and to follow up on employee incidents.

We want people tracking behaviour and monitoring students' progress. We want staff to feel safe. We want peers to be safe. However, not everything needs to be uploaded or sent to the district.

We encourage all staff to work with their school-based teams and administration to request district supports when appropriate and to continue to reach out as needed.

File the D.2s when necessary! Here is the link found on DeltaLearns: <https://deltalearns.ca/inclusivelearning/sbtform/>

School Based Team: Know your Rights!

It's pretty simple, really - no one can tell you that you can't bring a student to team until you do A, B, C...Z. The Inclusive Learning manual suggests that you contact parents, talk to your case manager, track behaviour, etc. Are those all good ideas? Yes! But everyone at the district level agrees that there is no requirement to do these things before bringing any student to team. Here is the Collective Agreement language:

D.2: CLASS COMPOSITION AND INCLUSION

4. Where the teacher determines that there are students in their class who significantly affect classroom management, routines, or instruction, they **shall have the right to refer** such students to the school-based team for consideration and appropriate action.

Here is the language around filing a D.2 request for support from the District.

8. If the school-based plan cannot be implemented within fifteen (15) days of referral, the teacher, in conjunction with the school-based team, may request additional resources from the Director of Special Programs and the Zonal Assistant Superintendent. **That resource request shall be met** as soon as possible.

Does this mean if you ask for an EA you will get one? Probably not. But you have to get *something*. Please contact us when you don't. How is this different from your admin calling up a district principal to ask for more supports? Because conversational requests don't matter. The Collective Agreement is a legal, binding document. Please use it.

Handling Disclosures of Suicide, Threat-Making, and/or Child Abuse

Please see the link regarding information from the District.

https://mcusercontent.com/37674f89e020d244a02acbbc7/files/1a5e08f4-b0cf-3ead-1f3f-6dd6a2b3271b/Handling_Disclosures.pdf

In Memoriam

Menno Wiebe passed away on October 5th. He started his career in Prince George and then later joined the Delta School District.

BCTF Women's Institute

2026 BCTF Women's Institute will take place **February 19-21, 2026**, at the Coast Coal Harbour Hotel in Vancouver.

This institute is for members who are currently, or are interested in participating in DTA roles.

The DTA can send one (1) delegate who:

- Identifies as a member with equity-deserving gender identities, including cis trans women, and non-binary and gender non-conforming people who are comfortable in a space that centres the experiences of women.
- Has not attended a Women's Institute in the past 5 years.
- Is available and committed to attending in February 2026.

If you meet these criteria and are interested, please send your completed Curriculum Vitae Form to jane@deltateachers.org **by noon on November 12th**.

Additionally, members who identify as women can apply directly to the BCTF to attend as an additional delegate. Preference will be given to members of equity-seeking groups, including trans women and new teachers.

Please note that interested delegates will have any leave, travel, accommodation, and additional childcare expenses covered by the BCTF for this event.



Calendar of Events

- Nov 4 - FFWL Committee Mtg
- Nov 5 - TTOC Committee Mtg
- Nov 6 - Maternity, Parental & Adoption Leave Workshop
- Nov 11 - Remembrance Day
- Nov 13-14 - BCSSA Fall Conference
- Nov 17 - SRA Mtg - SE
- Nov 18 - EC Mtg
- Nov 25 - PD Committee Mtg
- Nov 26 - TTOC - Coffee & ?? in Ladner
- Nov 27-29 - BCTF FLI