

Input from the Prince George District Teachers' Association
to the Committee of the Whole – 2026-2027 District Budget Meeting

Feb. 24, 2026

Priorities:

- A robust and properly funded ongoing joint mentorship program for any teacher who requests it
- Orientation, In-Service and Assistance for new teachers (as per Article D.28.1 and D.28.2)
 - 30-40% of new teachers leave the teaching profession in their first 5 years. These members need support in order to retain them.
 - Because of a grievance settlement agreement, we now have a system in place to support uncertified teachers working on Letters of Permission. Need a similar system for all new certified teachers as well.
- The DLC (District Learning Commons) needs to go back to weekly delivery done on demand rather than every two weeks to every school.
 - Delivery system is now very inefficient. (They are often delivering empty bags to schools). We have heard widespread feedback that this is needed.
 - Hire a 2nd cataloguer for the DLC that can be mentored by current person who will be retiring soon. Having this 2nd person would also allow the DLC to do weekly on demand deliveries
 - DLC District Librarian and Director of C&I have proposal on this
- In-Service for required changes to our work such as Reporting and District Assessments, WorkSafe mandated training, etc.
- Increase the SOGI teacher leader position (currently only 0.25 for secondary or 0.2 for elementary).
- Creation of an Equity, Diversity and Inclusion teacher leader position.
- Funding for In-Service, development of resources, and/or programs as required in:
 - Article E.1.3 (Non-Sexist Environment) of the Collective Agreement
 - Policy 4117 (SOGI) and
 - Policy 23 (Anti-Racism, Anti-Discrimination and Cultural Safety)

Thank you. Please feel free to contact either one of us at 250-562-7214 if you require more information.

Katherine Trepanier, President
Sherrie Pearce, First Vice-President

[See supporting language:](#)

ARTICLE 28 BEGINNING TEACHERS

28.1 Beginning teachers shall ***be provided with assistance to help them in their adjustment to teaching.***

28.4 The Board and the Association will jointly investigate ***an orientation program which would be supportive of beginning teachers. Such an investigation may include a mentoring component.***

ARTICLE E.1 NON-SEXIST ENVIRONMENT

1.1 A non-sexist environment is defined as that in which there is no discrimination against employees based on sex, gender identity or expression, including by portraying them in gender stereotyped roles, refusing to acknowledge their identity, or by omitting their contributions.

1.2 The employer does not condone and will not tolerate any expression of sexism. In September of each school year the employer and the local shall jointly notify administrative officers and staff, in writing, of their commitment to a non-sexist environment.

1.3 The employer and the local shall promote a non-sexist environment through the development, distribution, integration and implementation of anti-sexist educational programs, activities, and learning resources for both staff and students.

Policy 4117 (SOGI)

3. ***The district will provide opportunities*** for staff to develop their knowledge, skills, awareness, and behaviours to identify and eliminate homophobic/transphobic practices and to foster dialogue that creates understanding and respect for diversity.

4. ***The district will further provide school principals and vice-principals, and other school district staff as required, with training and/or resources*** so they are informed about human rights, anti-homophobia/anti-transphobia, discrimination, cultural diversity and harassment.

Policy 23 (Anti-Racism, Anti-Discrimination and Cultural Safety)

5.4. Participating in **required annual training** for all employees to enhance their awareness and competence in working effectively with people of diverse backgrounds.