



Board of Education Trustees
School District 57 (Prince George)

Dear Trustees,

I'm writing to express concern about recent staffing cuts in our schools—specifically, the elimination of library clerk positions and the reduction of laboratory technician hours.

Many trustees may not be aware that library clerk roles have been cut from most high schools in the district for the 25-26 school year. Library clerks exist only in a limited capacity at elementary schools. These positions play a vital role in supporting student literacy and access to learning resources. Their elimination undermines that support.

While I recognize that many districts have already taken similar steps, I believe it's important to highlight the valuable work these employees do every day in our schools. Laboratory techs provide critical support to science education, ensuring students have safe, hands-on learning experiences. Library clerks foster inclusive, resource-rich environments that support literacy, inquiry, and student engagement.

School District 57 is currently working hard to recruit and retain staff and often asks current employees to help promote the district as a great place to work. These very positions—lab techs and library clerks—are part of what makes SD57 special and Prince George an attractive place for educators and school staff. Eliminating or reducing them sends the opposite message at a time when we are trying to grow and strengthen our district workforce.

At the April board meeting, Superintendent Aziz noted that no one would be out of work, citing a number of unfilled positions in the district. While this may hold true on paper, the reality is more complex. Lab tech positions have not been eliminated, but they have been reduced by 20%, and there is growing concern they will be phased out entirely by the 2026–2027 school year. For library clerks, the impact is more immediate and severe—their roles have been eliminated, and the individuals affected are not qualified for other jobs in the district. Most positions require specific education and time-in-role experience, making it unrealistic for many of these employees to transition without further support or retraining.

These changes do not only affect individuals—they impact the quality of service and support available to our students and teachers. I urge the Board to reconsider these reductions and seek alternatives that allow us to retain these essential roles within our schools.

Thank you for your time and your continued service to our community.
Sincerely,
Paula Bass, President CUPE 3742