

SUNSHINE COAST TEACHERS' ASSOCIATION

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Donations

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		To Cash	5000
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		By Bank	5000
		Total	10000

S.C.T.A. POLICY STATEMENT

PROFESSIONAL DEVELOPMENT

NO.1000

- 1.0 The S.C.T.A. believes there is an ethical and professional responsibility for teachers to participate in a variety of professional opportunities. We encourage teachers to continue to network with colleagues.

REGULATIONS

District Professional Development Committee

- 2.1 The District Professional Development Committee shall be chaired by a chairperson duly elected annually at the Annual General meeting of the S.C.T.A. The Committee shall comprise:
- a minimum of one teacher elected representative from each school and a representative of teachers-on-call
 - the superintendent or designate
 - the S.C.T.A. President ex officio.
- 2.2 The District Professional Development Committee shall act as the governing committee for Personal PD, the School Based PD Committee, District PD, the Local Specialists' Association, and the SCTA Mentorship Program.
- 2.3 A needs assessment conducted by the District Professional Committee shall be used to determine areas of focus for district professional development in the same year.
- 2.4 All funds outlined in Article E.2 of the S.C.T.A. Collective Agreement shall be monitored, distributed and assessed by this Committee.

Criteria for Allocations of District Professional Development Funds

- 3.1 Professional Development funds as outlined in Article E.2.2.1.3 may be used for district level professional development activities including a District PD day, mentorship and LSA activities.
- 3.2 District Professional Development funds may be used to organize ongoing professional development activities offered on a district wide basis.
- 3.3 Other requests for funding from the District fund may be approved if funds are available and the activity is deemed to be of benefit to the district by the District PD Committee.
- 3.4 The Professional Development Committee wishes to recognize local teachers who deliver workshops within the district.
 - Professional Development funds may be used to pay teacher-on-call costs to allow the teacher time to prepare for the workshop.
 - Professional Development funds may be used to pay the teacher an honorarium. The honorarium may be pro-rated according to the length of the workshop.
 - The funds will be distributed from District Funds, School Based Funds or LSA Funds according to which group requested and approved or attended the workshops.
- 3.5 These funds shall be disbursed as an honorarium up to \$100 for a full day to members of the LSA who choose to attend and participate in school-based, district teacher professional development days, or the provincial day, to a maximum of two (2) honoraria per TTOC per year.

Date Adopted: May 1, 2010

Date Revised: April 2010

S.C.T.A. POLICY STATEMENT

PROFESSIONAL DEVELOPMENT

NO.1010

REGULATIONS

School Based Professional Development Committee

- 1.1 At each school, a committee comprised of the PD rep, at least one other teacher and the school principal be elected to serve for the school year as that school's Professional Development Committee.
- 1.2 The School Pro-D committee shall, in full consultation with the school staff, formulate plans for the designated school-based Professional Development days; these general school Pro-D plans to be submitted to the District Professional Development Committee by October 31st. Details on specific activities to be provided at a later date but before the event occurs.
- 1.3 Each school's plans will be reviewed by the District PD Committee before the school can access its portion of the ten percent PD funds.
- 1.4 Should a staff agree to meet in the summer months to do staff development, the terms of Article C.6.7 of the Collective Agreement shall be honoured. The principal of the school shall request in writing that the staff meet. Teachers shall not use PD days scheduled during the year for time in lieu.

Criteria for School Based Professional Development Funding

- 2.1 The ten percent (10%) School PD Fund, pro-rated per school, as outlined in Article E.2.2.1.2 of the Collective Agreement is administered by the School PD Committee.
- 2.2 The School Pro-D Fund may not be used to supplement individual PD. It must be used for school wide PD activities.

- 2.3 The use of school based funds to pay for honorariums or fees for a speaker is appropriate.
- 2.4 If a school does not request funds in a given year, the funds remain as district funds and are to be used for district activities.
- 2.5 School based funds may not be accumulated by the school. At the end of each school year, unused funds revert to district funds and are used for district activities.

Date Adopted: May 5, 2009

Date Revised: May/2008

S.C.T.A. POLICY STATEMENT

PROFESSIONAL DEVELOPMENT

NO.1020

REGULATIONS

Individual Professional Development

- 1.1 The District Professional Development Committee shall allocate the funds outlined in Article E.2.2.1.1 to each school on the basis of the F.T.E. number of teachers on staff in September of each year.
- 1.2 That SCTA members are encouraged to submit the SCTA Teacher Professional Development Plan by October 31st of each school year. These plans will specify, as far as possible, the nature of professional activities for that year.
- 1.3 The individual PD monies will be distributed on a pro-rated basis to part-time teachers according to assignment.
- 1.4 Individual teachers allocated funds may be banked up to a maximum of Fifteen hundred Dollars (\$1,500.00). If more than Fifteen hundred Dollars (\$1,500.00) is accumulated, application to roll over the additional funds may be made to the PD Committee, otherwise, the amount over Fifteen hundred Dollars (\$1,500.00) will be transferred to the district fund.
- 1.5 A teacher who is on a unpaid leave of absence may not accumulate PD money. Upon submission of a personal PD plan to the PD Chair, the teacher on unpaid leave may access previously accumulated money while on unpaid leave.
- 1.6 A teacher hired to replace a teacher on leave-of-absence shall have access to the individual PD funds of the teacher-on-leave on the basis of months of employment completed.
- 1.7 School District No. 46 teachers on exchange, or secondment are entitled to individual PD funds on the same basis as other teachers in the district.
- 1.8 If a teacher on a temporary contract is not employed by the district the following year, the accumulated funds revert to the district fund.

- 1.9 Teachers hired in new positions after September 30th are entitled to pro-rated individual PD funds, the money to come from increasing the FTE number of teachers used to estimate the individual PD funds.
- 1.10 A teacher on unpaid leave of absence will have his or her accumulated PD funds held for them for a period of up to two years.
- 1.11 An exchange teacher will receive District PD funds to cover the cost of one release day. There are no other Professional Developments funds allocated to the exchange teacher, their exchangee's funds are not available.

Criteria for Individual PD Expenditures

- 2.1 Individual PD money can be used for PD activities, Professional Organization membership fees and professional journals, books and software.
- 2.2 The use of individual PD money for university and college courses is appropriate.*
- 2.3 Individual PD money can be claimed once a year, up to a limit of \$200, to purchase internet access.
- 2.4 Individual funds may be used to claim expenses in the current school year only.
- 2.5 Individual funds may be claimed once every three years to allow for the purchase of technology (hardware) that supports professional learning. *

* These are CRA taxable benefits. Members are advised to claim these amounts on their yearly income tax.

Date Adopted: February 16, 2016

Date Revised: March 8, 2016

S.C.T.A. POLICY STATEMENT

PROFESSIONAL DEVELOPMENT

NO.1030

REGULATIONS

Local Specialists' Association

- 1.1 The majority of the members of a Local Specialists' Association shall be PSA members.
- 1.2 With approval of the PD Committee an LSA may be formed where there is no corresponding PSA, in which case, 1.1 cannot be observed.
- 1.3 The majority of the members of a Local Specialists' Association shall be active BCTF/SCTA members.
- 1.4 Chairpersons and vice-chairpersons of LSAs shall be active BCTF and PSA members, except as in 1.2.
- 1.5 The majority of the executive of a Local Specialists' Association shall be active BCTF/SCTA members.
- 1.6 Representation by LSAs within the SCTA and to outside authorities and agencies shall be by active BCTF/SCTA members.
- 1.7 Members wishing to influence instructional programs and decisions, shall bring recommendations to the Association for discussion by and approval of the membership before making representation as members of the S.C.T.A., to the School Board or other outside bodies.
- 1.8 Areas of communication that require authorization by the S.C.T.A.:
 - representations to commissions/hearings or committees;
 - representations to the board on curriculum review, development and implementation, assessment, policy, administrative matters;
 - representation to organizations outside the S.C.T.A. such as Universities, Community Colleges, vocational schools, parental groups;
 - formal participation in public pressure groups or organizations.
- 1.9 Members speaking to any of the groups named in C.1.8 must make it clear that they are speaking on their own behalf.

- 1.10 Each LSA shall submit to the District Professional Development Committee a list of active and participating members, Executive Officers, minutes of the first meeting and year plan which includes objective(s) and projected expenses by October 15th.

Criteria for LSA funding

- 2.1 The LSA fund shall be divided equally among the number of LSAs who have submitted the required information to the SCTA by October 15th. The required information includes a list of members, the minutes of the first meeting of the year and a year plan showing objectives and projected expenses.
- 2.2 At the end of each school year the current year's surplus of the LSA fund shall revert to the District PD fund.
- 2.3 An LSA may apply to the District Professional Development Committee to roll over their funds to the following year providing the LSA makes this request in writing by June 15th of the current year. Specific details of the planned activities must be provided.
- 2.4 The maximum annual roll-over for each LSA be capped at \$1500 (effective June 15, 2014).

Guidelines for Accessing LSA Funds

- 3.1 The LSAs shall use the following guidelines when accessing LSA funds:
- 3.2 The majority of LSA membership must agree to authorize an expenditure.
- 3.3 Preference should be given to funding local LSA activities. These activities should involve as many of the LSA members as possible and should collectively enhance the members' professional development in the specialist area.
- 3.4 If members request funding to participate in PSA activities the following conditions must be met:
 - Members must use or commit individual PD funds before requesting LSA funds.
 - PSA membership fees may be paid using LSA funds in accordance with 3.2.

LSA Meeting Expenses

- 4.1 LSA funds may be used to cover meeting expenses. Receipts should be submitted with the SCTA PD form to the SCTA office.

Date Adopted: May 11, 2010

Date Revised: April 2010

S.C.T.A. POLICY STATEMENT

PROFESSIONAL DEVELOPMENT

NO.1040

REGULATIONS

SCTA MENTORSHIP PROGRAM

The Sunshine Coast Teachers' Association wishes to provide an ongoing teacher mentorship program which is designed to provide essential support and encouragement to teachers. The SCTA Mentorship Program is available to: a teacher or TOC new to teaching; a teacher with a significantly new assignment; a teacher who has returned to teaching after several years of absence or with an assignment in a new school.

- 1.2 The S.C.T.A. believes that the best investment a Union can make is in its members. We believe that by coupling a supportive mentoring framework and district professional planning, a climate conducive to the success and development of beginning teachers is developed. A small rural district faces unique difficulties in supporting teachers. Constraints of distance, geography and resources contribute to feelings of isolation and lack of support. Both the mentors and the mentees benefit from the collegiality and partnerships developed by participating in the SCTA Mentorship Program.
- 1.3 The S.C.T.A. Mentorship Program is based on the following principles:
 - Mentorship is a formalized partnership between teacher(s) with relevant experience, including retired SCTA teachers (mentors) and teacher(s) new to the profession or with a new assignment (mentees) in which the mentor is available to guide and support the mentee.
 - Each mentee shall be partnered with one mentor; there may, however, be supplementary mentors such as triads, or several partnerships, to be decided and guided by the needs of the mentee.
 - The relationship is collegial; there is no evaluative role for the mentor teacher.
 - Joint activities are based on the stated needs of the mentee.
 - Joint activities are integrated with other ongoing professional development.

1.4 The S.C.T.A. Mentorship Program is based on the following program specifics.

- The Collective Agreement between the Board and S.C.T.A. ensures in Article D.7.6 that beginning teachers' assignments will be made with great care and consideration. Factors such as class size, configuration of learners, number of courses, preparations, and teaching locations are all part of the criteria for assignment.
- Identification of Mentors and Mentees

A wide variety of characteristics are desirable in mentor teacher, including possessing the necessary communication skills and commitment to professional enhancement. Teachers interested in being involved must complete the SCTA Mentorship Program Application Form and send it to the SCTA PD Chair. Applications are ongoing through-out the school year and will be accepted as funds permit.

- Time Allocation

The S.C.T.A. commits itself to providing as many TOC days as possible up to 3 TOC days per Mentorship team. The use of this time will be decided by the partnership.

- A teacher or TOC new to teaching (up to 3 days)
- A teacher with a significantly new assignment (up to 2 days)
- A teacher who has returned to teaching after several years of absence or with an assignment in a new school (up to 1 day)

Mentees may re-apply for more funding if needed and when available.

- Partnership Training

The joint training of mentees and mentors will be designed by the SCTA PD Chair to identify needs and to establish training situations to meet both parties' needs.

1.5 The S.C.T.A. has identified the following categories of support for beginning teachers

- Systems Information: Giving the new teacher information related to procedures, guidelines or expectations of the school district.
- Resources/Technology/Materials: Collecting, disseminating or locating materials or other resources for use by the new teacher.

- **Instructional:** Giving information about teaching strategies or the instructional process to the new teacher.
 - **Student Management:** Giving the new teacher guidance and ideas related to discipline and managing students.
 - **Scheduling/Planning:** Offering new teachers information about organizing and planning the school day.
 - **Environment:** Helping the new teacher by arranging, organizing, or analyzing the physical setting of the classroom.
 - **Demonstration Teaching:** Teaching while the new teacher observes (preceded by a conference to identify the focus of the observation and followed by a conference to analyze the observed teaching episode).
 - **Parental:** Giving help or ideas to the new teacher related to conferencing or working with parents.
- 1.6 The SCTA Mentorship Program shall be funded from District PD funds; the amount to be determined by the PD Committee of the current year. (up to \$10,000 per year)
- 1.7 Participants in the SCTA Mentorship Program will submit a summary of their activities and an evaluation to the District Professional Development Committee by June 15th. The evaluation will concern itself with examining to success of the program. Participants will be requested to complete the written SCTA Teacher Mentorship Program Feedback Form.

Date Adopted: May 5, 2009

Date Revised: Jan. 9, 2009

S.C.T.A. POLICY STATEMENT

PROFESSIONAL DEVELOPMENT PLANS

NO.1050

REGULATIONS

PROFESSIONAL DEVELOPMENT

- 1.1 The purpose of Professional Development is to support the professional growth of teachers and the continuous development of instructional practices that enhance student learning.
- 1.2 Teachers develop Professional Development plans that outline professional development goals and work to fulfill goals cooperatively with other educators in an ongoing self directed process.
- 1.3 The Professional Development plan is owned and managed by the teacher who is encouraged to share it with colleagues.
- 1.4 Teachers should be prepared to share their Professional Development plans with their school based Pro-D committee to assist in school wide and district planning.
- 1.5 The S.C.T.A. Professional Development Plan is based on the following principles:
 - It is the responsibility of the individual teacher to make a continuing effort to develop professionally.
 - Participation by teachers in professional development should be on a voluntary basis.
 - A needs assessment process should be the starting point of professional development.
 - The District Professional Development Committee works collaboratively with teachers in identifying needs, planning training and tailoring activities to fit the teachers' needs.
 - Professional development activity should include the growth of competence, collegiality, influence, social and personal development and health.
 - Effective professional development requires a commitment of adequate resources, time and organizational support.

- Effective professional development activities incorporate presentation and discussion, demonstration or modelling and practice with feedback.
- The idea of teachers teaching teachers should be promoted in the provision of professional development programs.
- Collegial support, on-site coaching and on-going support should be available to the individual teacher to allow for adequate internalization or behaviour change.
- The individual teacher should be given the opportunity and the time to pursue his/her professional development objectives.
- Professional development programs should incorporate a wide repertoire of teaching approaches and no one professional development program should be viewed as a universal panacea for the improvement of instruction.

1.6 The S.C.T.A. Professional Development Plans objectives are to:

- Increase personal and professional growth for the teacher.
- Provide opportunities to strengthen interpersonal relationships and partnerships between colleagues who share common interest.
- Improve self esteem and confidence for the teacher.
- Clarify personal professional values for the teacher as a result of collaboration with peers.
- Provide opportunities for formally established networking to continue.
- Allow a wide range of ways to represent and communicate learning so that more teachers will feel "safe" to share personal learning with members beyond the immediate project team members.
- Provide flexibility and offer many choices to enhance teacher learning.
- Provide opportunities to celebrate growth and learning of teachers.
- Support L.S.A., subject groups, interest groups to network.
- Enhance the leadership skill of teachers.
- Empower teachers to fully mobilize resources available to them.

1.7 Development of a Professional Development Plan:

- In September of each year, a teacher considers personal and professional needs. The District Professional Development Committee will assist the individual teacher in this planning by using professional development reps as facilitators to explain the procedures and assist in an effective needs assessment.
- The Committee will ensure time is provided for schools to meet and develop school Professional Development goals and for individuals to develop personal plans well before deadlines.
- Part of the teacher's Professional Development plan will evolve from individual reflection and part may be based on a consideration of issues facing the individual or the school that year.
- From the list of needs and issues, the teacher would set a number of goals and explore how they could be achieved. Priorities may need to be adjusted throughout the year according to changing circumstances.
- The teacher may choose to keep a professional development portfolio as evidence that goals are being actively pursued and/or met.

1.8 Activities for fulfilling Professional Development Plans:

- Professional conferences and courses.
- Professional improvement such as sharing with colleagues and personal reflection.
- Mentoring in which a teacher is sponsored by a teacher with more experience.
- Group work where a team or department form advisory and research relationships with one another.
- Reciprocal partnerships in which two teachers agree to work with each other on identified objectives.
- Professional improvement activities, seminar and projects sponsored by the school and District Pro-D committee.
- Involvement in the development and implementation of curriculum.
- Professional reading.
- Working with colleagues in the classroom setting (peer coaching, mentoring, partnering, etc.)

1.9 The S.C.T.A. has identified the following support for Professional Development Plans:

- Individual PD funds
- Professional Development funds that are available through L.S.A.s and School Based PD Committees.
- Funds are also available through the Learning Community Team to provide for teacher-on-call costs while working on a project.
- The District Professional Development Committee will ensure that time and opportunities are made available on designated Pro-D days.
- The District Professional Development Committee will ensure a list of people willing to act as resource persons for their colleagues is maintained.

Date Adopted: May 5, 2009

Date Revised: May 2008

S.C.T.A. POLICY STATEMENT

PROFESSIONAL DEVELOPMENT

NO.1060

REGULATIONS

PART-TIME TEACHERS

- 1.1 The S.C.T.A. believe that when the principal tells the teacher they must attend a professional activity, the principal is obligated to pay.
- 1.2 The S.C.T.A. believe that a part-time teacher who is scheduled to work on a PD day is not obligated to make up a teaching day for their partner.
- 1.3 The S.C.T.A. believe that part-time teachers are not legally obligated to attend PD activities if the day falls on a day they do not work.
- 1.4 The S.C.T.A. believe that if a part-time teacher in an elementary school is scheduled to work a full day on a PD day, they must legally attend for the full day. If a part-time teacher in an elementary school is working a pro-rated portion of a day, the part-time teacher is legally obligated to attend for the portion of that day they would normally work.
- 1.5 The S.C.T.A. believe that a part-time teacher in a secondary school is obligated to attend PD days on a pro-rated basis, according to their FTE.

Date Adopted: May 8/97

Date Revised: May 2011

S.C.T.A. POLICY STATEMENT

PROFESSIONAL DEVELOPMENT

NO.1070

REGULATIONS

APPEAL PROCESS

- 1.1 If a teacher, school, or L.S.A. has been denied the use of PD funds for a chosen activity, the individual, group, or designate may present a written and - if desired - verbal, appeal to the PD Committee.

Date Adopted: May 5/98

Date Revised:

S.C.T.A. POLICY STATEMENT

ADVERTISING IN SCHOOLS

NO. 2000

1. The SCTA recognizes that many healthy relationships exist between schools and the business community on the Sunshine Coast. Examples include:
 - work experience programs
 - the cablevision program at Elphinstone Secondary
 - donations from business
 - the use of appropriate educational materials supplied by corporations in our local classrooms

2. The SCTA believes that the following guidelines should govern partnerships between schools and corporations/the local business community:
 - Corporate involvement in schools should not require students to observe, listen to, or read advertising.
 - Sponsor recognition and corporate logos are for identification rather than commercial purposes, and therefore are kept to a minimum.
 - Instructional materials supplied by private sources may be used if they are relevant to the curriculum and not intended primarily for the gain of the private source.
 - Teachers should retain discretion in the use of such materials.
 - Corporate involvement should not increase inequality between schools in the education system.
 - Agreements with corporations/local business should be reached after full discussion with participating school staff, student and parent representatives and in reference to this policy.
 - Such arrangements should not take advantage of the public school setting or of the captive market represented by students.

3. Given that students are surrounded by advertising, the SCTA affirms the importance of media literacy education for students.

Date Adopted: May 5, 2009

Date Revised: May 2008

S.C.T.A. POLICY STATEMENT

AMENDMENTS TO SCHOOL CALENDAR

NO. 3000

REGULATIONS

Notice of Intention to Seek Approval

If the Board plans to consider a school calendar proposal, the Board shall provide seven days written notice of the Board's intention to seek approval to the local President and to the S.C.T.A. members assigned to the school.

The notice to seek Union approval must be one month prior to the date of the consideration for approval by the Board of School Trustees if the days in session are consistent with the standard school calendar.

The notice to seek Union approval must be two months prior to the date of the consideration for approval by the Board of School Trustees if the days in session are not consistent with the standard school calendar.

Secret Ballot of Employees Assigned to a School

Upon receiving notice of a proposal, the President or members of the Executive designated by the President will conduct a meeting of the S.C.T.A. members assigned to the school submitting the proposal.

At this meeting, the factors outlined below will be reviewed.

Consideration of a Proposal by the Local

No proposal will be approved that increases the days in session, hours of instruction or supervision duties.

A secret ballot as outlined in By-Law 3.3 of the S.C.T.A. Constitution will be held.

If three-quarters or fewer of the S.C.T.A. members assigned to the school vote in favour of the proposal, the proposal will not be approved.

If more than three-quarters of the S.C.T.A. members assigned to the school vote in favour of the proposal, the proposal will be forwarded to the local executive for consideration.

Consideration of a Proposal by the Local Executive Committee

Among the factors the local Executive will consider in determining whether or not to approve a proposal are:

- scope and sequence of the change
- impact on professional practices and pedagogy
- impact on other local members including teachers-on-call
- terms and conditions of the Collective Agreement and the impact of the proposal on the Collective Agreement
- the needs and concerns of the minority including posting in and out of the school
- availability of district services for the days in session
- educational viability and value of the proposal
- support of other unions of employees assigned to the school.

Communication of Decisions

The President will communicate the decision of the local Executive to the S.C.T.A. members of the school submitting the proposal, to the Board and to the other unions affected.

If the proposal is not approved the President shall communicate the concerns to the S.C.T.A. members of the school to allow the opportunity to revise the proposal for reconsideration by the Executive.

The President shall report approval or rejection to the Superintendent within the timelines as outlined above.

Collective Agreement Varied or Amended by the Proposal

If the proposal amends or varies the collective agreement the local will give tentative approval and ensure the proper Letters of Understanding are drawn up before giving final approval to the proposal.

The Letters of Understanding must not erode or deteriorate any terms and conditions of the collective agreement.

Date Adopted: May 11/95

Date Revised:

Collective Agreement Contract Language

Article A.25: School Staff Committees (L)

1. There may be established, as determined by a majority vote of the school staff, by September 30th of each school year, a recognized Staff Committee in each school.
2. The size, membership and procedures of the Staff Committee shall be determined by the school staff, but at least one of the school's Administrative Officers may elect to be included in its membership.
3. The staff committee may:
 - a. study and make recommendations on matters of concern to staff members;
 - b. ensure that all staff are provided with the relevant information to assist the staff in making educationally sound decisions;
 - c. have access to all school level budget and financial information, as requested.
4. Implementation
 - a. Decisions made by a majority vote of the school staff shall be binding on all members of the staff.
 - b. The school administration shall not unreasonably refuse to implement the recommendations of the staff committee.
 - c. Should the school administration not implement the recommendations of the school staff committee, reasons shall be provided, in writing if so requested. The school staff committee may forward a copy of the recommendation and the reasons to the Superintendent of Schools.



The following information is provided for your reference:
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S.C.T.A. POLICY STATEMENT

SCHOOL STAFF COMMITTEES

NO.4000

REGULATIONS

SCHOOL STAFF COMMITTEES

ROLE OF STAFF COMMITTEE

- a. Study and make recommendations which set the parameters for:
 - school regulations, policies and routines
 - school educational policy
 - curriculum planning and evaluation
 - timetables and organization and reporting procedures
 - professional development and non-instructional days
 - *school staffing including utilization of the teaching staff and auxiliary staff
 - parental concerns and complaints - the staff committee may set up a process to respond to requests for specific placement of students.
- b. Assess the teaching and learning conditions within the school and make recommendations for improvement in the total teaching situation.
- c. Maintain a liaison with other school committees. All other school committees report to and work through the staff committee.
- d. Ensure that all teachers are provided with relevant information to assist the teachers in making educationally sound decisions.
- e. Review and make recommendations on matters of concern raised by member(s) of the teaching staff.
- f. Have access to and review all school level budget and financial information.
- g. Ensure that a representative from the staff committee attend PAC meetings.
- * The Executive may choose to call district meetings of staff committee chairs and together make recommendations regarding minimal levels of service which each student in each school could expect. This would apply to areas such as library, music, etc.

Date Adopted: May 5, 2009

Date Revised: May 2008

S.C.T.A. POLICY STATEMENT

SCHOOL STAFF COMMITTEES

NO.4010

SAMPLE CONSTITUTION

A Staff Committee Constitution should meet the needs of a staff. It may be detailed or simply an outline of procedures followed.

I Statement of objectives:

The staff of _____ (hereinafter called "the school") believes that the exercise of collegial decision making not only contributes to teacher professional growth, but to a more effective learning environment for students. Teachers, as professionals, have the right to be involved in the decision making process of the school within the confines of the School Act of British Columbia. We believe that the staff should play an essential role in the operation of our school.

II Underlying Assumptions:

- a. That the school staff is a team of professionals working together toward a common goal.
- b. That the educational relationship between pupil, parent, and teacher is the basis of the school's purpose and that all administration and organization must be supportive of that relationship.
- c. That teachers have a democratic right to share in the decisions which affect them.
- d. That the school staff wish to operate as democratically as possible.
- e. That the school staff shall form a Staff Committee (hereinafter called "The Committee") to further the aims and objectives of the school staff.

III Staff Committee Officers

- a. The Chair shall be elected at the first meeting of the Committee in September of each year.
- b. The Secretary shall be elected at the first meeting of the Committee in September of each year.

IV Membership:

- a. The Committee shall consist of the following:
 - eight teaching staff representing a variety of subject areas.
 - one SCTA representative
 - one representative of the Special Education Teacher Assistants (to be a liaison only, without a vote)
 - administrative officers.
- b. All members of the Committee shall be elected at the SCTA portion of the June staff meeting.
- c. Elections will be by secret ballot and membership will be for a period of one year.
- d. Elections will be conducted by the current Chair.
- e. Should a person resign, or otherwise be unable to fulfill his/her teaching assignment, a replacement shall be elected by the school staff, as a whole, at the next regular monthly staff meeting.

V Voting:

- a. Each member of the Committee shall have one vote, except as noted in section IVa.
- b. All matters brought before the Committee shall be voted on at the appropriate meeting. A Yes vote will mean that the matter will be taken to the whole staff for a vote at the earliest full staff meeting.

VI Procedures:

- a. There shall be at least one meeting of the committee during each month that school is deemed in session.
- b. Extraordinary meetings may be called by the Chair at the request of:
 - i. any two committee members, or
 - ii. any three members of the teaching staff, or
 - iii. an Administrative Officer.
- c. A quorum shall consist of any five committee members.
- d. Meetings shall be open to all the schools SCTA members. Attendance by non-members shall be at the discretion of the Committee.
- e. The agenda procedure, for regular monthly meetings, shall be as follows:
 - i. an agenda list will be posted in the staff room 72 hours prior to the Committee meeting for staff to add topics of discussion.
 - ii. a proposed agenda will be posted in the staff room 48 hours prior to the Committee meeting.
- f. Items not on the agenda may be allowed from the floor by unanimous consent of all Committee members present.
- g. Matters of a confidential nature may, on request, be dealt with in camera by the Committee.
- h. Only members of the Committee may vote at Committee meetings.

VII Amendment of By-Laws:

- a. At the June SCTA portion of the staff meeting, these by-laws may be amended with a 75% majority.
- b. Notice of Motion to amend the by-laws shall be filed with the Committee not less than 14 days prior to the June meeting.

VIII Implementation:

- a. All decisions of the Committee will be ratified by the staff as a whole.
- b. Decisions made by a majority vote of the school staff shall be binding on all members of the staff.
- c. The school administration shall not unreasonably refuse to implement the recommendations of the Committee.
- d. Should the school administration fail to implement recommendations of the school staff meeting, written reasons for the failure to implement the recommendations shall be provided to the Committee. The Committee may forward a copy of the recommendation and the reasons for failing to implement the recommendations to the Superintendent of Schools.

Date Adopted: May 11/95

Date Revised:

S.C.T.A. POLICY STATEMENT

SCHOOL STAFF COMMITTEES

NO.4020

PROCESS FOR DEALING WITH AN ISSUE

1. The staff or a teacher identifies an issue.
2. The item is placed on the staff committee agenda.
3. Staff committee addresses the issue and makes written recommendations to:
 - a. staff - votes for ratification - if accepted, the recommendation goes to the administrator(s) with an expected timeline stated for response and action
 - b. administrator(s) - only if the issue does not effect the entire staff.
4. Administrator(s) will act on the recommendations or administrator(s) will not act to the satisfaction of the staff.
5. Should the administrator accept the recommendation from the staff committee and not act as per the recommendation, the following steps are followed:
 - a. the administrator(s) is given the opportunity to explain his/her actions in writing
 - b. a letter is written to the Superintendent outlining the recommendation and the lack of action
 - c. a grievance may be filed if the issue or non-action is perceived to be in violation of the Collective Agreement.

Date Adopted: May 11/95

Date Revised:

S.C.T.A. POLICY STATEMENT

SCHOOL STAFF COMMITTEES

NO.4020

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Date Adopted: May 11/95

Date Revised:

S.C.T.A. POLICY STATEMENT

ROLE IN HIRING FOR S.C.T.A. POSITION AND STAFF ASSIGNMENTS

NO.4030

REGULATIONS

1. Staff Committee Roles:

- 1.1 The S.C.T.A. staff committee may make recommendations to the Administration on matters of timetable and S.C.T.A. staff assignments for the school. The S.C.T.A. committee shall ensure all relevant information regarding all aspects of staffing is available to all S.C.T.A. members.
- 1.2 The S.C.T.A. staff committee may advise Administration on areas of concern if a reduction of programs or staff are proposed. The S.C.T.A. staff committee may not propose alternative reductions of programs or the nature of the reductions.
- 1.3 The S.C.T.A. staff committee may advise Administration of concerns and make recommendations to Administration, if the school administration time allotment is to be increased or decreased.
- 1.4 The S.C.T.A. staff committee may advise Administration, and be a part of, forming questions to be asked during an interview for S.C.T.A. positions.

2. Role of Individual S.C.T.A. Members:

- 2.1 If the Administration invites S.C.T.A. members to be part of an interview team, the S.C.T.A. staff committee shall decide if members of a staff will be present and a part of the interview procedures.
- 2.2 The S.C.T.A. staff committee shall be responsible for the selection of S.C.T.A. members to be part of the interviews. The S.C.T.A. executive recommends that the S.C.T.A. staff representative, and the S.C.T.A. Professional Development representative be part of any interview team.
- 2.3 S.C.T.A. members may choose, as a staff, or as a staff committee, to be part of the decision making in areas of school focus and class composition.
- 2.4 S.C.T.A. members shall not be part of any decision to reduce S.C.T.A. assignments, positions or appointments within the school.
- 2.5 S.C.T.A. members shall not be part of any decision to reduce assignments, positions or appointments of the members of any other union within the school.
- 2.6 S.C.T.A. members shall not be part of any interview committees for the purposes of hiring members of any other union.

- 2.7 S.C.T.A. members may be part of any interview committees for the purposes of hiring Administration or Management if invited to be a part of the process.
- 2.8 S.C.T.A. members who sit on interview committees for S.C.T.A. positions shall be governed by the following principles:
 - 2.8.1 S.C.T.A. members shall ensure the same questions are asked by the same person, to all applicants for a position.
 - 2.8.2 S.C.T.A. members shall check, through questioning, to be sure that all applicants have the proper qualifications as listed in the posting. S.C.T.A. members may not be given access to resumes of applicants for a position.
 - 2.8.3 It is unethical for any S.C.T.A. member to comment in a negative way on any applicant's teaching methods, philosophy or procedures unless the comments have first been directed, in private, to the applicant. S.C.T.A. members shall not offer any criticism of applicants for a position. It is appropriate to comment on strengths noted or areas in which it is felt the applicant would support existing philosophy and goals.
 - 2.8.4 S.C.T.A. members must ensure confidentiality is maintained and that all notes taken during an interview must be shared with the applicant if the applicant requests.
 - 2.8.5 S.C.T.A. members are not part of the decision to hire or not to hire an applicant.

Date Adopted: May 11/95

Date Revised:

S.C.T.A. POLICY STATEMENT

S.C.T.A. GRIEVANCE POLICY

NO.5000

REGULATIONS

1. The S.C.T.A. as a constituent local of the B.C.T.F. has full authority to act as the Teachers Union in School District 46 pursuant to the Public Education Labour Relations Act and the Collective Agreement negotiated pursuant to it. The S.C.T.A. is certified by the B.C.T.F. to deal with all local matters, contract violations. The S.C.T.A. may also in full consultation with the B.C.T.F. deal with Provincial matter contract violations through Step Three of the grievance procedure.
2. Members with possible school-based grievances should immediately inform the staff representative or president.
3. The president shall have overall responsibility for the processing of grievances. The president shall keep BCTF staff informed of the state of grievances, and shall advise BCTF in all cases when a formal grievance is filed.
4. The role of the Staff Representative in grievance processing is:
 - a. to know the contract
 - b. to help his/her staff become more aware of contents of contract
 - c. to discuss problems and grievability with staff members as problems arise
 - d. to advocate for and/or represent teachers at the staff level
 - e. to act as a link to the President in exploring, documenting and forwarding a grievance that arises in the school
 - f. to support the grievor throughout the process
 - g. to keep staff informed of necessary information
5. Grievance Committee
 - a. There shall be a Grievance Committee comprised of
 - (1) the President
 - (2) the Bargaining Chairperson or an active member of the Bargaining Committee
 - (3) the Vice-President of the S.C.T.A.
 - (4) SCTA members appointed by the SCTA Executive in accordance with the SCTA Committee Application protocol.

- b. The role of the Grievance Committee shall be
 - (1) to track the progress of all grievances in the local
 - (2) to formulate advice regarding local support or non-support of particular grievances
 - (3) to participate as SCTA representatives in meetings of the Joint Grievance Committee.
- 6. The authority to refer a Local Matters grievance to arbitration shall rest with the executive, which shall consider any recommendation of the grievance committee and the BCTF Bargaining and Members Service Division.
- 7. Procedures for appeal shall be governed by B.C.T.F. Policy 19.02.

Date Adopted: Feb. 5, 2013

Date Revised: Feb. 19, 2013

S.C.T.A. POLICY STATEMENT

PICKET LINE VIOLATIONS

NO.6000

REGULATIONS

Picket Line Discipline

1. In the event that the B.C.T.F. calls for a strike of its members, all members will respect the picket line and will not report to work.
2. If after every effort has been made to persuade a member to comply with the picket line, and the member still chooses to cross the picket line then:
 - a. He/she will appear before the Executive in accordance with B.C.T.F. policy 7.8, 7.9 and 7.10. The Executive shall conduct a hearing and assess penalties according to guidelines established by B.C.T.F. procedures in 43.16.
 - b. The recommendations may include:
 - i) assessment of a day of pay at the rate of TOC pay for each day he/she crosses the picket line
 - ii) publishing names to the membership
 - iii) loss of right to hold office.
3. **Third Party Picket Line - CUPE**
When a picket line is placed around the workplace by action taken by CUPE, the members of the S.C.T.A. will respect that job action by not crossing the picket line. The membership will be provided with information regarding the job action.
4. **Picket Lines in the Community**
The members of the S.C.T.A. will make every effort to respect picket lines placed at any workplace in the community. If a member of the S.C.T.A. is found to have crossed the picket line, a letter will be sent to that member informing the member of the reasons for the job action and requesting the member to respect the job action.

Date Adopted: May 1989

Date Revised: May 8/97

S.C.T.A. POLICY STATEMENT

USE OF THE S.C.T.A. BANNER

NO. 7000

REGULATIONS:

1. The SCTA banner may be used at SCTA events and BCTF sponsored events.
2. The SCTA banner may be used at BC Federation of Labour sponsored events.
3. The SCTA banner may be used at School District 46 events and functions.
4. The SCTA banner may be used as public events where the executive has authorized our participation through a motion at an executive meeting.
5. That the SCTA Banner be used at nonpartisan all candidates meetings for federal, provincial, municipal and school board elections in order to increase teacher visibility.

Date Adopted: Feb. 5, 2013

Date Revised: Feb. 19, 2013

S.C.T.A. POLICY STATEMENT

ASSESSMENT AND EVALUATION Assessment for Learning

NO. 8000

The Sunshine Coast Teachers' Association supports forms of assessment that:

- assist teachers to design instruction and plan activities and experiences that lead to improved student learning,
- promote in students a desire and ability to engage in further learning, and
- are developed and/or selected, as well as implemented, in collaboration with teachers.

Therefore, the Sunshine Coast Teachers' Association is opposed to any forms of assessment that:

- impede and/or do not assist teachers in designing instruction and planning activities and experiences that lead to improved student learning,
- lead to unnecessary frustration and discouragement by students, particularly those most disadvantaged,
- are externally imposed and do not take into consideration the realities and demands of classroom teachers' work and,
- have no guarantee they will not be used to rank teachers, schools or districts.

Date Adopted: October 30, 2007

Date Revised:

S.C.T.A. POLICY STATEMENT

LIMITS TO PREFERENTIAL CALL-OUT

NO. 9000

Teachers have a professional responsibility to ensure students have the best possible environment for learning. At the same time, teacher should be aware of the ethical and professional impact preferential call-out has on colleagues since requesting a particular TOC may affect the employment, pay, and seniority of other TOC's.

Therefore, members of the Sunshine Coast Teachers' Association should only request a specific individual when there is a clear professional need.

Date Adopted: February 26, 2008

Date Revised:

S.C.T.A. POLICY STATEMENT

DONATIONS

NO. 10000

1.) The SCTA continue to allocate on a yearly basis \$2.00 per FTE member to be given in donation to one or more organizations on the Sunshine Coast. This donation is to be used to assist them in providing services and support to children, youth and families.

Date Adopted: May 5, 2009

Date Revised:

2.) SCTA Bursary Criteria: Active SCTA Member's child(ren); concrete plan to attend post secondary (where, when, what) and successful completion of Grade 12. Students who demonstrate financial need have priority. Process: The school selects recipients in consultation with SCTA School Staff Rep and Teachers. Funds are paid directly to the post secondary institute upon receipt of enrolment, student number and institution address. Funds may be held for up to 2 years.

Date Adopted: May 15, 2018

Date Revised:

