BCTF Members' Guide
2024–2025

BCTF

Kids Matter
Teachers Care

Goals of the BCTF

1. **To help ensure that public schools provide for the continued intellectual, physical, social, and emotional growth and development of each individual.**

2. **To promote the establishment and continued development in every school of sound learning and teaching conditions, including the provision of adequate support services.**

3. **To work toward the integration of social and educational services that contribute to the welfare and development of students.**

4. **To encourage full public participation in determining the overall objectives of education at the provincial, district, and school level.**

5. **To create public awareness of problems in society that hinder student growth and development and to stimulate the search for solutions.**

6. **To strive to eliminate from the school system discrimination on the basis of sex, race, religion, age, handicaps, economic status, marital status, sexual orientation, gender identity, number of dependents, or pregnancy.**

7. **To promote professional growth of teachers through the continuous development of pre-service, internship, and in-service education.**

8. **To establish a code of ethics and professional conduct, criteria of qualification, and criteria and procedures for the assessment of professional competence, and to ensure that teachers are effectively subject to the judgment of their peers in these matters, with guarantee of due process.**

9. **To ensure, through the development of democratic processes, professional autonomy for teachers and protection from capricious or malicious action, unjust regulations, and the abuse of authority.**

10. **To maintain for teachers a level of status and economic standing appropriate to the responsibility of the profession.**

11. **To work co-operatively with other groups and agencies to transform the public schools to make them more relevant and effective in preparing students for their futures.**

12. **To promote a working and learning environment in the public schools of British Columbia that is free from violence.**

13. **To support the right of all students, regardless of age, to free basic education as defined by the current K–12 programs.**

14. **To promote the well-being of members through working conditions that nurture ongoing health and vitality.**

Policy 11.01

Members' Guide to the BC Teachers' Federation

The guide consists of five parts:

PART 1 BCTF priorities, services, and organization.

PART 2 The constitution and by-laws of the organization.

PART 3 A compilation of the BCTF's policies and procedures, in the form of motions passed from 1953 to June 2024 by the Annual General Meeting and by meetings of the Representative Assembly, the Executive Committee, and the former (until 1965) Consultative Committee.

PART 4 Information about the Federation, covering such topics as the teachers' pension plan and BCTF history.

PART 5 BCTF Simplified Rules of Order and Representative Assembly and Annual General Meeting Rules of Order.

2024–25

PART 3
POLICIES AND PROCEDURES
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PART 1
BCTF Priorities, Services, and Organization

Priorities for 2024–25

(as set by the 2024 Annual General Meeting)

That the following be the 2024–25 leadership priorities:

- Provide opportunities so a diversity of members including early career teachers can connect and engage in advocacy, professional development, and collective action.
- Fight for a bargaining structure that represents locals and advances members' needs.
- Directly pressure government to solve the teacher shortage.
- Fight for working and learning conditions in which teachers' workload issues and students' social, emotional, and academic needs can be met.
- Work within the Federation and collaborate with education partners, other unions, and the broader community to advance justice, truth and reconciliation, anti-racism, and anti-oppression in the face of environmental, social, and political forces.
- Advancing the role of public education and the union as a catalyst for change in the climate emergency. (24 AGM, pp. 5–6)

Priorités pour 2024–25

(adoptées à l'Assemblée générale annuelle de 2024)

Que les priorités de leadership pour 2024–25 soient les suivantes :

- Créer des occasions pour qu'une diversité de membres, y compris le personnel enseignant en début de carrière, puisse tisser des liens et s'engager dans la défense des intérêts, le perfectionnement professionnel et l'action collective.
- Militer pour une structure de négociation qui représente les sections locales et répond aux besoins des membres.
- Faire pression directement sur le gouvernement pour qu'il résolve le problème de la pénurie d'enseignant.es.
- Faire campagne pour des conditions de travail et d'apprentissage permettant de répondre aux problèmes de charge de travail du personnel enseignant et aux besoins sociaux, émotionnels et scolaires des élèves.
- Travailler au sein de la Fédération et collaborer avec des partenaires de l'éducation, d'autres syndicats et la collectivité au sens large pour faire progresser la justice, la vérité et la réconciliation ainsi que la lutte contre le racisme et l'oppression en tenant compte des forces environnementales, sociales et politiques.
- Promouvoir le rôle de l'éducation publique et du syndicat en tant que catalyseur de changement dans le contexte de l'urgence climatique. (24 AGM, pp. 5–6)

Objectifs de la FECB

1. Par son concours assurer dans les écoles publiques un milieu suscitant chez tous une croissance continue sur les plans intellectuels, physiques, sociaux et affectifs et favorisant le développement de chaque élève.
2. Encourager l'implantation et le perfectionnement continu dans chaque école de conditions propices d'apprentissage et d'enseignement, y compris la mise en place de services de soutien adéquats.
3. Travailler à l'intégration des services socio-éducatifs qui contribuent au bien-être et au développement des enfants.
4. Encourager une massive participation générale lors de la détermination des objectifs généraux d'enseignement aux divers paliers : province, conseil scolaire et école.
5. Sensibiliser le public aux problèmes sociaux qui constituent un handicap à la croissance et au développement des élèves et stimuler la recherche de solutions.
6. S'efforcer d'éliminer du système scolaire les formes de discrimination fondées sur le sexe, la race, la religion, l'âge, les handicaps, le statut économique, l'état civil, l'orientation sexuelle, le nombre de personnes à charge ou la grossesse.
7. Encourager la croissance professionnelle des enseignants par le perfectionnement continu de la formation préalable, de l'internat d'enseignement et de la formation en poste.
8. Établir un code de déontologie, ainsi que des critères en matière de qualification professionnelle et des critères et méthodes permettant d'évaluer la compétence professionnelle et veiller à ce que les enseignants soient soumis au jugement de leurs collègues dans ces questions et puissent disposer de recours.
9. Garantir par l'institution de procédés démocratiques l'autonomie professionnelle des enseignants et leur protection contre toute action arbitraire ou malveillante, contre des règlements injustifiés ou l'abus d'autorité.
10. Maintenir pour les enseignants un niveau et un statut économiques conformes à la responsabilité de leur profession.
11. S'efforcer, en collaboration avec d'autres groupes et agences, de transformer les écoles publiques pour leur donner une pertinence accrue et les rendre plus efficaces dans la préparation des élèves pour l'avenir.
12. Encourager, au sein des écoles publiques de la Colombie-Britannique, la formation d'un environnement de travail et d'apprentissage à l'abri de toute violence.
13. Garantir à l'ensemble des élèves, indépendamment de leur âge, le droit au libre accès à une formation de base, suivant la définition donnée par les programmes courants, de la maternelle jusqu'à la douzième année.
14. Promouvoir le bien-être des membres grâce à des conditions de travail qui permettent de maintenir sur le long terme une bonne santé et vitalité. (see Policy 11.01 for English)

Code de déontologie

Le code de déontologie formule, pour tous les membres de la Fédération des enseignant(e)s de la C.-B. (FECB), des règles générales destinées à maintenir des normes élevées en matière de conduite professionnelle et de service envers les élèves, les collègues et le syndicat. Les membres sont priés de communiquer avec les responsables syndicaux locaux ou avec le personnel de la FECB approprié pour obtenir des conseils sur la manière de procéder avec des questions liées au code de déontologie de la FECB.

1. Les membres s'adressent aux élèves et se comportent envers eux avec respect et dignité. Ils agissent avec eux de manière judicieuse, en se souciant toujours de leurs droits individuels et de leur sensibilité.
2. Les membres respectent le caractère confidentiel de l'information concernant les élèves et ne divulgueront des renseignements qu'aux personnes et agences autorisées s'occupant directement de leur bien-être. Les membres respectent les exigences légales en signalant les problèmes à la protection de l'enfance.
3. Une relation privilégiée existe entre les membres et les élèves. Les membres évitent d'en tirer profit à des fins matérielles, idéologiques ou autres avantages.
4. Les membres sont disposés à examiner avec leurs collègues, les élèves et leurs parents/tuteurs ou tutrices, les pratiques employées dans l'exercice de leurs fonctions professionnelles.
5. Les membres dirigent toute critique sur la performance pédagogique et le travail d'un ou d'une collègue, directement et de façon privée au ou à la collègue concerné(e).. Si les membres impliqués considèrent que la situation n'a pas été réglée, ils peuvent, après en avoir informé par écrit et de façon privée le membre concerné, diriger la critique de manière confidentielle aux personnes compétentes pouvant leur offrir des conseils et de l'aide. * *Il ne sera*

pas considéré comme une infraction des membres au code de déontologie de suivre les dispositions légales de signalement pour des situations concernant la protection de l'enfance.

6. Les membres reconnaissent l'autorité et les responsabilités de la FECB et de ses syndicats locaux et s'acquittent des obligations qui leur incombent en tant que membres de leur syndicat.

7. Les membres obéissent aux dispositions de la convention collective.

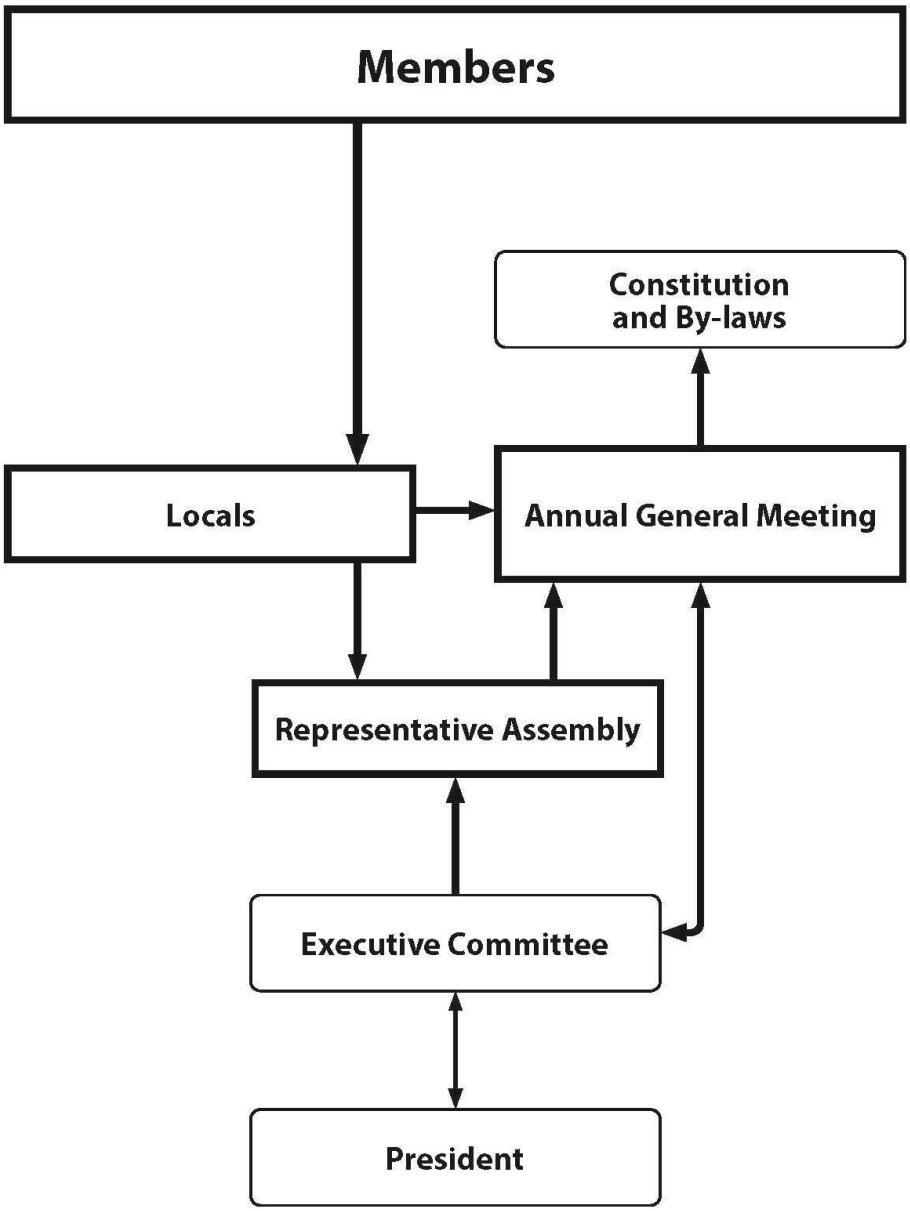
8. Les membres agissent d'une manière qui ne va pas à l'encontre des moyens de pression professionnels ou à toutes autres stratégies collectives de leur syndicat. manière à ne pas porter.

9. Les membres, à titre individuel ou en tant que membres d'un groupe de membres, s'engagent à ne pas représenter de façon non autorisée la Fédération ou ses syndicats locaux auprès d'organismes externes.*

10. Dans le cadre des activités et des réunions du syndicat, les membres ne doivent pas exercer de discrimination à l'encontre d'un autre membre en raison de la race, de la couleur, de l'ascendance, du lieu d'origine, des convictions politiques, de la religion, de l'état matrimonial, de la situation familiale, d'un handicap physique ou mental, du sexe, de l'orientation sexuelle, de l'identité ou de l'expression de genre, de l'âge de cette personne ou du membre, ou parce que cette personne ou ce membre a été reconnu coupable d'une infraction pénale ou d'une infraction punissable sur déclaration de culpabilité par procédure sommaire qui n'est pas liée à l'adhésion ou à l'adhésion éventuelle, ou de tout autre motif protégé par le Code des droits de la personne de la Colombie-Britannique.

* Voir la procédure 31.B.12 *du Guide des membres.*

Governance of the BCTF



Governance of the BCTF
The BCTF is a democratically structured organization and the governance chart identifies the groups or bodies related to governance.

Members—Members of the BCTF ultimately determine the decisions and directions of the BCTF in two very important ways:

1. Members through locals elect delegates to the BCTF Annual General Meeting. The Annual General Meeting makes key decisions for the organization and elects the Executive Committee.
2. Members through locals elect Local Representatives which make up the Representative Assembly. The Representative Assembly has key decision making responsibilities.

Locals—Locals have the responsibility for acting on behalf of members regarding local matters. Members in locals elect their local president and executive which guide the affairs of the local.

Annual General Meeting—The Annual General Meeting is comprised of delegates and Local Representatives elected by members through locals, and the 12 members of the Executive Committee. There are approximately 670 voting delegates at an Annual General Meeting. The Annual General Meeting elects the Executive Committee, determines the fee, approves any changes to the by-laws, establishes priorities for the next year, and makes the significant policy decisions of the Federation.

Constitution and by-laws—The constitution and by-laws establish the rules by which the organization is run. The by-laws establish the division of responsibilities among the major decision-making bodies and spell out what each level of decision making is authorized to do. The by-laws of the BCTF have to be followed by all bodies of the organization, including the Annual General Meeting. Only the Annual General Meeting can amend the by-laws, and only then with a 75% majority of delegates voting in favour. The by-laws are found in Part 2 of this guide and spell out in more detail the role of each of the decision-making bodies.

Representative Assembly—The Representative Assembly meets three times a year and has the specific responsibilities of approving a budget and electing the Judicial Council and Committee of Ombudspersons. The Representative Assembly also makes policy and procedure decisions for the Federation.

Executive Committee—The Executive Committee of the BCTF is elected by the Annual General Meeting and consists of 13 members. 3 of them, the President, First Vice-President, and Second Vice-President, serve in a full-time capacity. There are 10 Members-at-Large with one position designated for a member who identifies as Aboriginal, one designated for a member who identifies as a person of colour, and one designated for a member who identifies as 2SLGBTQIA+. The immediate Past-President serves in a one-year term on the Executive Committee and, in those years, increases the Executive Committee to 14 members.

The Executive Committee has overall responsibility for the running of the Federation. It meets monthly with additional meetings as necessary. The Executive Committee is the employer of BCTF staff and determines what work will be done in any given year. The Executive Committee also has responsibility for the creation and appointment of any advisory committees or task forces.

President—The President of the Federation has responsibility for overall supervision of the affairs of the organization in between meetings of the Executive Committee.

Executive Committee

2024–25

President
Clint Johnston
cjohnston@bctf.ca

First Vice-President
Carole Gordon
cgordon@bctf.ca

Second Vice-President
Robin Tosczak
rtosczak@bctf.ca

Members-at-Large
Jelana Bighorn
jbighorn@bctf.ca

Brenda Celesta
bcelesta@bctf.ca

Mariah Franzmann
mfranzmann@bctf.ca

Rick Kumar
rkumar@bctf.ca

Hallan Mtatiro
hmtatiro@bctf.ca

Chris Perrier-Evely
cperrier@bctf.ca

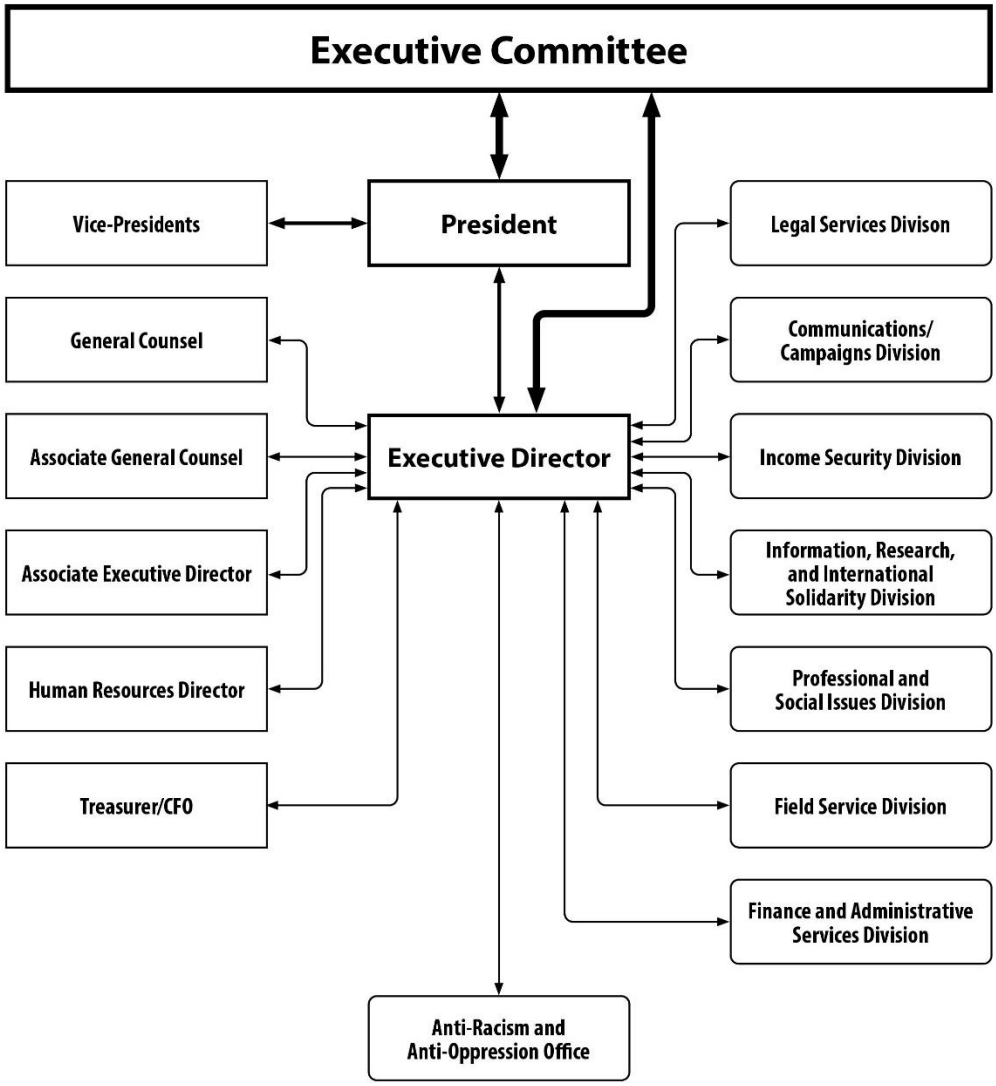
Marilyn Ricketts-Lindsay
mricketts@bctf.ca

Trevana Spilchen
tspilchen@bctf.ca

Katherine Trepanier
ktrepanier@bctf.ca

Winona Waldron
wwaldron@bctf.ca

BCTF Staff Organization



Staff organization

The Federation employs about 150 people to develop and deliver the programs and services that are determined by the decision-making bodies of the organization. There are three groups of staff: administrative, support, and excluded. Administrative staff are primarily former teachers who were active in the organization and hired to carry out major program development and service. Support staff comprise the largest component of staff and perform a wide range of tasks including support to administrative staff and officers and technical and logistical support to a number of programs and initiatives. These two groups of staff are organized into two separate unions; the administrative staff which are members of the Teachers' Staff Union and the support staff which are members of the Teachers' Federation Employees' Union. There are seven excluded staff who undertake management oversight and human resources functions.

The staff are organized into seven divisions and a legal department that are shown on the staff organization chart. Each division has a Director and a specific set of responsibilities with regard to programs and services that are carried out through the division. The staff listing by division identifies some of the major responsibilities in each division. The Executive Director by virtue of the by-laws has overall responsibility for the conduct and organization of staff and for the overall assignment of work. The Executive Director is responsible directly to the Executive Committee and on a day-to-day basis consults with the President.

BCTF Staff/
Membres du personnel de la FECB

Executive Director/Directrice exécutive O: 604-871-2156
Amber Mitchell; *amitchell@bctf.ca* C: 604-404-2361

Associate Executive Director/Directrice administrative associée O: 604-871-2155
Sandy Biggerstaff; *sbiggerstaff@bctf.ca* C: 604-404-7579

Director of Human Resources/Directrice des ressources humaines O: 604-871-2203
Elsa Dutton; *edutton@bctf.ca* C: 778-227-9476

General Counsel/Avocate générale O: 604-871-1912
Gretchen Brown; *gbrown@bctf.ca* C: 604-340-2022

Associate General Counsel/Avocate générale associée O: 604-871-1911
Stefanie Quelch; *squelch@@bctf.ca* C: 604-379-2984

Treasurer and Chief Financial Officer/Trésorier et directeur des services financiers O: 604-871-2271
Delwin Yung; *dyung@bctf.ca* C: 604-340-2907

Director of Anti-Racism and Anti-Oppression Office/Directrice du bureau de lutte contre le racisme et l'oppression
Ellen Kim; *ekim@bctf.ca* O: 604-871-1876

Administrative Staff Contacts/Personnel cadre

	Responsibilities	**Phone Numbers (604 Area Code)**
Anti-Racism and Anti-Oppression Office		
Nikhita Fester; *nfester@bctf.ca*	Assistant Director	O: 871-1995
Communications and Campaigns Division		
Rich Overgaard; *rovergaard@bctf.ca*	Director	O: 871-1872; C: 340-1992
Anna Chudnovsky; *achudnovsky@bctf.ca*	Outreach/Political Action	O: 871-1879
Amy Smart; *asmart@bctf.ca*	Media Relations Officer	O: 871-1881; C: 340-1959
Sunjum Jhaj; *sjhaj@bctf.ca*	*Teacher* Magazine Editor/Internal Communications	O: 871-1877; C: 754-1629
Executive Offices		
Litia Fleming; *lfleming@bctf.ca*	Governance Co-ordination and Support	O: 871-2158
Field Service Division		
Lee-Anne Clarke; *lclarke@bctf.ca*	Director	O: 871-1842; C: 340-2686
Lori Jones; *ljones@bctf.ca*	Generalist	O: 871-1838; C: 340-3023
Michael-Don Borason*; mborason@bctf.ca*	Health and Safety Specialist	O: 871 1891; C: 379-4806
Debbie Morran; *dmorran@bctf.ca*	Collective Bargaining/Provincial Grievances	O: 871-1836; C: 340-1985
Carolyn Pena; *cpena@bctf.ca*	Bargaining and Collective Agreement Melding	O: 871-1844; C: 340-6579
Derek DeGear; *ddegear@bctf.ca*	Local support	O: 871-1853; C: 348-9468
Starleigh Grass; *sgrass@bctf.ca*	Local support	O: 871-1839; C: 340-2833
Julia MacRae; *jmacrae@bctf.ca*	Local support	O: 871-1824; C: 379-4797
Kathrina Russell; *krussell@bctf.ca*	Local support	O: 871-1883;
James Sanyshyn; *jsanyshyn@bctf.ca*	Local support	O: 871-1840;
George Serra; *gserra@bctf.ca*	Local support	O: 871-1819; C: 340-2245
Gavin Slade-Kerr; *gsladekerr@bctf.ca*	Local support	O: 871-1833;
Joanne Sutherland; *jsutherland@bctf.ca*	Local support	O: 871-1847; C: 778-952-0482
Matt Westphal; *mwestphal@bctf.ca*	Local support	O: 871-1887; C: 340-2652
Renée Willock; *rwillock@bctf.ca*	Local support	O: 871-1841; C: 340-2177
Income Security Division		
Chris Harris; *charris@bctf.ca*	Director	O: 871-1925; C: 340-2191
Michael Kimmis; *mkimmis@bctf.ca*	Health and Wellness	O: 871-1957
Allan Lee; *alee@bctf.ca*	Pensions and Group Benefits	O: 871-1935
Sarb Lalli; *slalli@bctf.ca*	Salary Indemnity Plan Administrator	O: 871-1949; C: 236-330-8963
Luke Olver; *lolver@bctf.ca*	WCB Advocacy	O: 871-1890

Legal Services Department		
Wesley Lui; *wlui@bctf.ca*	Staff Lawyer	O: 871-1904
Michael Prokosh; *mprokosh@bctf.ca*	Staff Lawyer	O: 871-1907
Shanti Reda; *sreda@bctf.ca*	Staff Lawyer	O: 871-1910
Arshia Sattari; *asattari@bctf.ca*	Staff Lawyer	O: 871-1924
Alanna Tom; *atom@bctf.ca*	Staff Lawyer	O: 871-1906
Vivian Wan; *vwan@bctf.ca*	Staff Lawyer	O: 871-1908
Professional and Social Issues Division		
Christine Stewart; *cstewart@bctf.ca*	Director/Teachers Council/Deans of Education	O: 871-1800; C: 340-2323
Karen Chong; *kchong@bctf.ca*	Social Justice Co-ordinator	O: 871-1850
Heather Kelley; *hkelley@bctf.ca*	Social Justice Co-ordinator	O: 871-1821
Henry Lee; *hlee@bctf.ca*	Leadership and Member Training	O: 871-1871
Sherry Payne; *spayne@bctf.ca*	Internal Relations Co-ordinator/Peer Support Services	O: 871-1803
Grahame Rainey; *grainey@bctf.ca*	Curriculum and Ed Policy Ministry Liaison	O: 871-1845
Jennifer Slack; *jslack@bctf.ca*	PSA and Adult Education Liaison	O: 871-1812
Daniel Shiu; *dshiu@bctf.ca*	TIP/Professional Support Co-ordinator	O: 871-1849
Gail Stromquist; *gstromquist@bctf.ca*	Aboriginal Education	O: 871-1854
Carmen Woo; *cwoo@bctf.ca*	French Programs and Services/ New Teachers/BCTF on Campus/TQS	O: 871-1809
Information, Research, and International Solidarity Division		
Andrée Gacoin; *agacoin@bctf.ca*	Director	O: 871-2255; C: 340-3228

Department Fax Numbers/
Numéros de télécopieur par départements

BCTF Main fax	604-871-2293
Income Security	604-871-2287

Internet services

BCTF website
The BCTF website (*www.bctf.ca)* provides members with a wealth of information about member services, professional and social justice issues, professional development events, health and safety materials, and teaching resources. The website promotes the Federation's publications, such as the *Teacher* magazine, research reports, and news stories.

The *bctf.ca* website also has materials and services, like BCTF governance documents, bargaining updates, and resources for local offices that are member-access only. Prior to 2021, this content was in the MyBCTF member portal. That space has been replaced with a simpler system where members enter their passwords to view member-only content. Members can log in with their personal email, instead of their BCTF member ID number.

TeachBC
The BCTF's former TeachBC website (*teachbc.bctf.ca)* is now part of the *bctf.ca* website. Members can find relevant teaching resources and share their own in a more dynamic and user-friendly manner.

Email
Members who have provided the BCTF with their personal email -addresses receive the biweekly BCTF News and occasional eblasts from the BCTF about important issues and events.

Social media
The Federation also uses social media to communicate with members. Follow the Federation:
www.facebook.com/BCTeachersFederation
http://www.x.com/bctf
www.instagram.com/bcteachersfederation
www.youtube.com/BCTFvids.

2023–24 Local Fees and Release Time

Local	Members As of Sep 30, 2023 (excluding TTOCs)		Local Fees		Release Time	
	Actual	FTE	"Regular"	TTOC	Pres	Other Officers
Abbotsford	1,270	1,157	$600	$3/day	100.0	First Vice-President—100%, Labour Relations Officer—100%
Alberni	258	243	$540	0.45%	100.0	PD Chairperson—12.5%
Arrow Lakes	45	43	$475	0.556%	100.0	None
Boundary	97	89	$550	0.275% (up to $40)	100.0	As needed
Bulkley Valley	119	109	0.64%	0.64%	100.0	As needed
Burnaby	1,889	1,740	0.75%	0.75%	100.0	First and Second Vice-President—100%, PD Chairperson—30%
Burns Lake	71	68	$500	1.00% (up to $50)	100.0	As needed
Campbell River	392	362	$475	0.60%	100.0	First Vice-President—As needed
Cariboo-Chilcotin	281	262	$475	$200	100.0	Vice-President and PD Chairperson—20%
Central Coast	32	28	$500	125%	100.0	As needed
Central Okanagan	1,669	1,602	$475	0.60%	100.0	First and Second Vice-President—100%, PD Chairperson—50%, EC Liaison—10%
Chilliwack	996	948	0.69%		100.0	Vice-President—100%, Vice-President—10%, PD Chairperson—20%
Comox	654	594	0.70%	0.70%	100.0	Vice-President—60%, PD Chairperson—20%
Coquitlam	2,298	2,265	$642.80	0.25%	100.0	First and Second Vice-President—100%, PD Chairperson—40%, Labour Relations Officer—100%
Cowichan Valley	545	507	$535	1.00%	100.0	Vice-President—50%, PD Chairperson—20%
Cranbrook	237	221	0.8265%	0.8265%	100.0	Vice-President—35%
Creston Valley	115	102	0.75%	0.75%	100.0	None
Delta	1,124	1,106	$520	0.25%	100.0	First Vice-President—100%, Second Vice-President–50%, PD Chairperson—10%,
Fernie	149	139	$550	$0.00	100.0	None
Fort Nelson	46	44	$500	$2/day	100.0	As needed
Fraser-Cascade	128	121	0.65%		100.0	As needed
Gold Trail	77	78	$475	0.65%	100.0	As needed
Golden	62	58	$475	0.08%	100.0	As needed
Greater Victoria	1431	1267	0.78%	0.78%	100.0	First Vice-President—60%, Second Vice-President and Safety Officer—28%, Treasurer—14%, Contract Chairperson—100%, PD Chairperson—60%
Gulf Islands	107	95	0.70%	0.70%	100.0	As needed
Haida Gwaii	49	41	$640	1% of Cat 4 Step 1	100.0	Treasurer—Three days
Kamloops Thompson	1,079	979	$525		100.0	First Vice-President—100%, Second Vice-President—20%, Bargaining Chairperson—as needed, PD Chairperson—up to 20%, Health and Safety Chairperson—as needed
Kimberley	75	71	$475	0.50%	100.0	As needed
Kitimat	69	65	1.20%	1.20%	100.0	As needed
Kootenay Columbia	268	248	$500	0.67%	100.0	As needed
Lake Cowichan	36	33	$480	0.50%	100.0	As needed
Langley	1,840	1,660	0.66%	0.66%	100.0	Vice-President—100%, Vice-President—60%, Vice-President—60%
Maple Ridge	1,139	1,074	0.71%	0.71%	100.0	Vice-President and Bargaining Chairperson—100%
Mission	465	447	0.780%	0.780%	100.0	Vice-President—20%
Mount Arrowsmith	295	270	0.70%	0.70%	100.0	First Vice-President—50%, PD Chairperson—as needed, Bargaining Chairperson—as needed
Nanaimo	923	838	0.85%	0.75%	100.0	Contract Officer—100%, PD Chairperson–40%, Professional Issues Officer—100%
Nechako	186	177	0.55%	0.55%	100.0	As needed
Nelson	230	207	0.80%		100.0	
New Westminster	508	477	0.80%		100.0	As needed

Local	Members As of Sep 30, 2023 (excluding TTOCs)		Local Fees		Release Time	
	Actual	FTE	"Regular"	TTOC	Pres	Other Officers
Nicola Valley	118	112	$475	2% (up to $25)	100.0	PD Chairperson—12.5%
Nisga'a	25	24	$500	0.35%	100.0	As needed
North Okanagan-Shuswap	509	414	0.80%	0.40%	100.0	First Vice-President—30%, PD Chairperson—as needed
North Vancouver	1,153	1,003	0.80%	0.80%	100.0	First and Second Vice-President—100%, PD Chairperson—20%
Okanagan Skaha	378	354	0.73%	0.73%	100.0	First Vice-President—30%, PD Chairperson—20%
Peace River North	389	356	0.70%	0.60%	100.0	Vice-President—20%
Peace River South	234	219	$525	$3/day	100.0	As needed
Prince George	857	820	$580	$2.55/day	100.0	First Vice-President—100%, Second Vice-President—50%
Prince Rupert	142	165	0.80%	$1.25/day	100.0	
Princeton	32	30	$475	$475 cap (pro-rated)	100.0	
qathet	217	178	$575	$290	100.0	Vice-President—as needed, PD Chairperson—40%
Quesnel	211	197	$475	0.85%	100.0	As needed
Revelstoke	84	77	0.60%	0.60%	100.0	
Richmond	1,573	1,470	0.68%	0.68%	100.0	First, Second, and Third Vice-President—100%
Saanich	540	463	0.72%	0.60%	100.0	
Sea to Sky	365	335	0.50%	0.50%	100.0	PD Chairperson—20%
SEPF	501	437	0.825%	0.825%	100.0	First Vice-President—100%, Second Vice-President—20%
Sooke	897	825	0.75%	0.75%	100.0	First Vice-President—100%, Second Vice-President—40%, Treasurer—as needed
South Okanagan-Similkameen	182	170	0.70%		100.0	As needed
Stikine	20	20	$600		100.0	
Sunshine Coast	275	236	0.65%	0.65%	100.0	Vice-President—20%, PD Chairperson and Mentorship Chairperson—20%
Surrey	5,289	4,750	0.62%	0.62%	100.0	First and Second Vice-President, Professional Support Services Officer, PD Officer, 2 x Grievance Officer, Health and Safety Officer, and Accommodations Support Officer—100%
Terrace	237	224	$900	$65/month	100.0	As needed
Vancouver Elementary and Adult Educator Society (VEAES)	1,954	1,785	0.88%	0.71%	100.0	First, Second, Third, and Fourth Vice-President—100%, Fifth Vice-President—40%, Adult Ed President—23%
Vancouver Island North	90	85	0.70%	0.70%	100.0	
Vancouver Island West	34	34	$650	$650	100.0	
Vancouver Secondary	1,297	1,236	0.83%	0.83%	100.0	First and Second Vice-President—100%
Vernon	614	576	0.675%	0.50%	100.0	First Vice-President—60%, PD Chairperson—20%
West Vancouver	489	476	0.80%	0.55%	100.0	Vice-President—50%, PD Chairperson—12.5%
Windermere	84	79	$475	0.35%	100.0	As needed

PART 2
Constitution and By-laws

BCTF Constitution

Name

The name of the society is the British Columbia Teachers' Federation.

Purposes

The purposes of the Society are:

1. to foster and promote the cause of education in British Columbia.
2. to raise the status of the teaching profession in British Columbia.
3. to promote the welfare of the teachers of British Columbia.
4. to provide for the enlargement of the scope of the purposes of the Federation by permitting an alliance or affiliation to be made between the Federation and any other organization having purposes similar to the Federation.
5. to establish, continue, and sponsor a Salary Indemnity Fund for its members. (24 AGM, p. 5)
6. to organize and administer a Benevolent Fund among its members.
7. to organize and administer such other services and programs as the Annual General Meeting may from time to time order.
8. to finance and administer programs to encourage the employment of teachers in numbers consistent with staffing ratios developed by the profession.
9. to finance and administer programs to foster effective teaching and appropriate learning conditions as approved by the profession.
10. to regulate relations between employers and employees through collective bargaining in British Columbia.
11. to create and charter locals of the Federation.
12. to continue to develop and offer programs of professional development for teachers.
13. to safeguard teachers' pensions and act as joint trust plan member partner with respect to teacher pension funds.
14. to continue to develop programs of social justice, and to provide international assistance to educational organizations.
15. to promote the attainment of the purposes of the Federation by participation in educational, social, co-operative, electoral, political, economic, bargaining, or other activity authorized pursuant to the by-laws of the Federation.

This society is a member-funded society. It is funded primarily by its members to carry on activities for the benefit of its members. On its liquidation or dissolution, this society may distribute its money and other property to its members. (17 AGM, p. 7)

By-laws

By-law No. 1 — Membership

1.1 (a) All teachers and other BCTF bargaining unit members employed in a school district in the province of British Columbia shall be eligible to be voting members of the Federation and of a local in that school district. Membership commences upon submission of a completed membership form to the Federation or upon receipt by the Federation of applicable membership fees, whichever occurs first.

1.1 (b) Subject to By-laws 1.1(c), 1.1(d), 1.1(e), 1.5, 1.6, and 3.7, only voting members shall be entitled to seek and hold office and vote on all matters as provided in these bylaws. Voting members are entitled to all rights of membership, including those required by the Labour Relations Code.

1.1 (c) Exclusions: those positions that create a conflict of interest such as Members of the Legislative Assembly, officials and employees of the Ministry of Education and Child Care, employees of the British Columbia Public School Employers' Association, employees of the British Columbia School Trustees Association, employees of the British Columbia School Superintendents' Association, employees of the Principals' and Vice-Principals' Association, district superintendents of schools, superintendents of schools, assistant superintendents of schools, and administrative officers shall not be eligible for voting membership in the Federation.

1.1 (d) Membership as a voting member ceases upon resignation, retirement, or termination of employment with a school district. Subject to By-law 1.1(c), a voting member who is on a full-time unpaid leave of absence from a school district, or on layoff with recall rights, is entitled to remain a voting member of the Federation without payment of a membership fee for the duration of the leave of absence.

1.1 (e) Subject only to By-law 1.1(d) (with respect to voting members on a full-time unpaid leave of absence), where no membership fees are paid to the Federation or local by a voting member for a period of six months, voting membership in the Federation and local respectively shall automatically convert to inactive membership status without further notice to the member.

Affiliate members: Members appointed as administrators

1.2 (a) Persons appointed as administrative officers in a school district, shall be eligible, for affiliate membership upon submission of a completed application to the Federation, receipt by the Federation of the applicable membership fee, and acceptance for admission as an affiliate member as determined at the discretion of the Executive Committee.

1.2 (b) Affiliate membership shall entitle the member to:

(i) participate in the Salary Indemnity Plan established pursuant to By-law 8.7, for up to one year, provided the application is made within 60 days of that person's appointment as an administrative officer.

(ii) participate in applicable BCTF affiliated group life insurance plans.

(iii) receive pension and income security advice, such as advice on BCTF benefit plans, unemployment insurance, Workers' Compensation Board, the Teachers' Pension Plan, and the Canada Pension Plan, and have the right to attend pension seminars.

(iv) receive the *Members' Guide*, on request.

(v) receive the *Teacher* magazine, or its equivalents.

(vi) join provincial specialist associations.

(vii) participate in BCTF professional development activities, as made available to affiliate members by the Federation.

1.2 (c) Affiliate members are not entitled to vote, seek, or hold office.

Associate members

1.3 (a) Associate membership shall only be granted to persons not eligible for voting membership.

1.3. (b) Associate membership shall be granted upon submission of a completed application to the Federation, receipt by

the Federation of the applicable membership fees, and acceptance for admission as an associate member as determined at the discretion of the Executive Committee from the following people:

(i) Persons holding instructional positions in education institutions recognized by the Federation that are not public schools. "Public school" means a school established and maintained under the provisions of the *BC School Act*.

(ii) Persons who do not hold valid BC teaching certificates and are employed as teacher replacements by a board of school trustees and who are not a member of the bargaining unit.

(iii) Persons who hold valid BC teaching certificates but are not members of the bargaining unit.

(iv) Persons employed as home-school co-ordinators by a board of school trustees but are not members of the bargaining unit.

(v) Members of the Early Childhood Educators of BC.

(vi) Teachers, voting members or retired, holding certificates valid in other provinces.

(vii) Persons who are employed in a school district to provide professional services to students and/or teachers, and who are not members of the bargaining unit.

(viii) Persons employed by school boards who teach in night school or adult education programs or courses that are part of the regular school curriculum or equivalent thereto, who have university level training or relevant specialized experience, and who are not members of the bargaining unit.

(ix) Other persons who meet the criteria of By-law 1.3(a), and who apply to and are accepted by the Executive Committee.

1.3 (c) Associate membership shall entitle the member to:

(i) join provincial specialist associations on payment of the PSA membership fee.

(ii) participate in BCTF professional development activities, as made available to associate members by the Federation.

(iii) participate in applicable BCTF affiliated group life insurance plans, and the BCTF/Royal Trust Group Registered Retirement Savings Plan where school board payroll deduction is available, and subject to eligibility conditions under the terms of those plans.

1.3 (d) Associate members are not entitled to vote, seek, or hold office.

Student members

1.4 (a) Student membership may be granted upon submission of a completed application to the Federation to students enrolled in programs of study in university/college programs leading to certification as teachers, and acceptance for admission as a student member as determined at the discretion of the Executive Committee.

1.4 (b) There is no fee for student membership.

1.4 (c) Student membership shall entitle the member to:

(i) join provincial specialist associations on payment of the PSA membership fee.

(ii) participate in BCTF professional development activities, as made available to student members by the Federation.

(iii) participate in applicable BCTF affiliated group life insurance plans, and the BCTF/Royal Trust Group Registered Retirement Savings Plan where school board payroll deduction is available, and subject to eligibility conditions under the terms of those plans.

1.4 (d) Student members are not entitled to vote, seek, or hold office.

Honorary members

1.5 (a) Honorary membership may be granted to any retired voting member, who was, at the time of retirement, a voting member in good standing of the Federation, and accepted for admission as an honorary member as determined at the discretion of the Executive Committee.

1.5 (b) Honorary membership may also be conferred by decision of the Annual General Meeting or of the Representative Assembly on any person.

1.5 (c) There is no membership fee for honorary membership. Honorary members who are employed by a school district, and a member of the BCTF bargaining unit, will be converted from honorary member to voting member status, and will be required to remit membership fees as a voting member. For greater certainty, the member may convert back to honorary member status after ceasing to be employed by a school district, in accordance with By-law 1.5(a) and 1.5(b).

1.5 (d) Honorary members are not entitled to vote, seek, or hold office, with the exception that honorary members who are retired members hold voting rights that can only be exercised during the special committee of the whole held to discuss pension matters during an Annual General Meeting or a Special General Meeting.

1.5 (e) Individuals who were granted Honorary Life Membership as of June 30, 2024, under the BCTF's previous by-laws, will continue to enjoy the benefits of that membership, including that they are not required to pay membership fees while employed by a school district and while otherwise entitled to voting member status.

Inactive members

1.6 (a) Where a voting member becomes an inactive member through operation of By-law 1.1(e), the member will continue to receive representation from the BCTF and its locals related to the member's employment with a school district.

1.6 (b) Inactive members are not required to pay membership fees and are not entitled to vote, seek, or hold office. Inactive members who return to work with a school district will remit membership fees and be converted from inactive membership status to voting member status immediately upon receipt by the Federation of the applicable membership fees.

Members not in good standing

1.7 (a) The Executive Committee may declare a member to be not in good standing due to a failure to pay fees or levies as prescribed in these by-laws or due to the member failing to comply with these by-laws or any applicable policies of the Federation.

1.7 (b) Members not in good standing shall not be entitled to vote, seek, or hold office, or to receive benefits of membership, other than as required by the Labour Relations Code.

1.7 (c) Members not in good standing shall continue to remit dues or be subject to recovery of fees pursuant to By-law 4.4.

(24 AGM, pp. 28–31)

By-law No. 2 — Voting

2.1 At all general meetings of any local of the Federation, voting rights shall be governed by the provisions of By-law 1 and By-law 3.7. (10 AGM, p. 2)

2.2 Voting at any general and representative assembly meetings of the Federation is through a delegated system of voting. The election of delegates to any general meeting of the Federation, and of Local Representatives, shall be at a general meeting of the local or of the sublocal, as provided for in By-law 8.2. Notice of such meeting shall be given to every member of the local entitled to vote, in accordance with the by-laws of the local; in the absence of such provision notice shall be given to each member at their place of residence or business address not less than seven days before the meeting. (17 AGM, p. 8)

2.3 No local shall include in its by-laws any provision denying the right to vote at any general meeting to any member entitled under By-law 1 to vote.

By-law No. 3 — Locals

3.1 The Executive Committee shall have the power to create locals. Each local shall adopt a constitution and by-laws to govern its operations. No clause in the constitution and by-laws of any local shall be inconsistent with the constitution and by-laws of the Federation.

Failure to observe the terms of this by-law may render a local liable to sanctions contained in By-law 6.12.

3.2 Locals of the Federation shall be entitled to full autonomy in the conduct of collective bargaining and negotiations with employers.

3.3 A local may make provision for the formation of sublocals. To qualify as a sublocal for the purpose of By-laws 8 and 9 (representation at general meetings) each sublocal must be approved by resolution of the Executive Committee of the Federation. For the purpose of By-law 6 (representation at the Representative Assembly), a sublocal approved by resolution of the Executive Committee of the Federation shall be considered a local.

3.4 If two or more school districts amalgamate, the locals in those districts shall be supported by the BCTF as the locals determine the governance structures that best meet the needs of their members.

3.5 No person shall be a member of a local who is not a member of the Federation.

3.6 All voting members of the Federation employed in the British Columbia public school system shall be members of the local or, if appropriate, locals organized in the school district by which they are employed. Where more than one local exists in any school district, membership in the appropriate local or locals shall depend on the duties assigned by the employing school district. (10 AGM, p. 3)

3.7 Voting members working in more than one local shall choose the local in which they shall be permitted to vote and hold office. (10 AGM, p. 3)

3.8 Only voting members shall be entitled to vote or to hold office in locals.

3.9 If an voting member on a full-time unpaid leave of absence is subsequently employed by a different school district on a part-time or full-time basis, their membership will be transferred to the local corresponding to the district in which they have paid employment. (19 AGM, p. 10) (24 AGM, p. 31)

By-law No. 4 — Fees and levies

4.1 Each voting, affiliate and associate member of the Federation shall pay an annual fee. The annual fee shall consist of:

(a) an amount set by the Annual General Meeting of the Federation, payable to the Federation;

(b) for those members who are members of locals, an amount set by a general meeting of each local, payable to the local. (24 AGM, p. 31)

4.2 The membership year for voting and student members shall be from July 1 and shall end on June 30 next following. For voting members, the fee is due and payable in installments at the end of each month, proportionate to the period of employment of the member during the membership year. Voting members shall execute authorizations for payroll deduction of fees and levies. Voting members are deemed to be in good standing upon execution of the said authorization. For affiliate and associate members, the membership year shall be the 12 months following the date of application for membership accompanied by payment of fees at the rate currently in force, except for associate members who are uncertificated teacher replacements, in which case the membership year and method of payment of fees and levies shall be the same as for voting members. (24 AGM, p. 31)

4.3 For expenses in connection with the obtaining of the objectives of the Federation, any general meeting may make a levy upon the voting membership of the Federation. In the event that the Collective Bargaining Defence Fund, established by the Federation, has a balance of less than $5,000,000.00, the Representative Assembly may make a levy upon the voting membership of the Federation of an amount necessary to immediately restore the balance in that fund to the sum of $5,000,000.00. Any levy made on the membership pursuant to this by-law shall be paid by each voting member on or before a date to be determined by the general meeting or Executive Committee, and any member who fails to comply with this requirement shall not be in good standing until such levy is paid.

Notwithstanding anything contained in these by-laws, no levy on the membership of the Federation shall be made for the purpose of financing political parties and/or election campaigns of political parties. (24 AGM, p. 31)

4.4 The membership fee established by a local includes, and shall be deemed in all cases to include, the fees and levies of the Federation. The annual fee and any levy of the Federation or any levy of a local of the Federation are debts due to the Federation or the local, as the case may be, and may be collected with costs of suit in the name of the Federation or the local, as the case may be, in any court of appropriate jurisdiction.

By-law No. 5 — Executive Committee

5.1(a) There shall be an Executive Committee, which shall consist of a President, First Vice-President, Second Vice-President, an Immediate Past-President (when applicable), and ten Members-at-Large, elected in such a manner as to ensure that at least three Member-at-Large vacancies are filled at each Annual General Meeting. One Member-at-Large position shall be designated to be held by a Member of Colour, one shall be designated to be held by an Aboriginal member, and one shall be designated to be held by a 2SLGBTQ+ member. The designated positions shall have the same term and role as the non-designated positions. The Executive Committee positions are elected by the Annual General Meeting and shall take office on the following July 1. Each member of the Executive Committee shall be a member in good standing entitled to vote, in accordance with By-law 1.1. An Executive Committee member may be removed from office under the provisions of By-law 1.7, By-law 5.21, or By-law 7. (17 AGM, p. 22) (22 AGM, pp. 12–13) (23 AGM, pp. 9, 11)

5.1(b) Notwithstanding the foregoing, each Member-at-Large shall be elected for a term of two years. If for any reason a Member-at-Large leaves the position after only one year, a successor shall be elected to fill the unexpired portion of the two-year term. Should a Member-at-Large, part way through their term of office, accept nomination to run for a table officer position, their position as Member-at-Large shall be declared vacant as of the following July 1. (23 AGM, p. 10)

5.1(c) The immediate Past-President serves in a one-year, non-voting position on the Executive Committee. In the event that a President shall be elected to an additional year of office, the Executive Committee non-voting position of immediate Past-President shall be vacated. (17 AGM, p. 21) (24 AGM, p. 32)

5.1(d) All members of the Executive Committee shall be eligible for re-election subject to the equity criteria established in By-law 5.1(a). (17 AGM, p. 22)

5.1(e) The Member-at-Large position designated to be held by an Aboriginal member is open only to the election of a member who identifies as being Aboriginal.

5.1(f) The Member-at-Large position designated to be held by a racialized member is open to the election of a member who identifies as racialized, including those members who identify as being Aboriginal.

5.1(g) The Member-at-Large position designated to be held by a 2SLGBTQ+ member is open to the election of a member who identifies as 2SLGBTQ+. (23 AGM, p. 11)

5.1(h) Executive Committee members may not concurrently serve as Executive Committee members and Local Representatives or local delegates to the Annual General Meeting or hold BCTF appointed or elected roles, except as assigned by the Executive Committee as part of their Executive Committee duties. (23 AGM, p. 10) (24 AGM, p. 32)

5.2 The Executive Committee shall meet at the call of the President. The President shall call a meeting of the Executive Committee on demand of a majority of its members.

5.3 Subject to By-laws 6, 8, 9, and 14, the Executive Committee shall exercise all the powers of the Federation, the direction and supervision of the business and the conduct of the affairs of the Federation.

5.4(a) All nominations for positions on the Executive Committee shall be in writing and shall indicate the position(s) for which the member is being nominated. The nomination shall be by resolution of a general meeting of a local or shall bear the signatures of at least 10 voting members of the Federation in good standing and shall include the acceptance of the nominee. A person who has been nominated for a position may withdraw from nomination for that position at any time prior to the election. (22 AGM, p. 13) (24 AGM, p. 31)

(b) The Representative Assembly shall appoint a Nominating Committee, whose duty it shall be to ensure that at least one nomination is received for each position on the Executive Committee that will become vacant at the next Annual General Meeting.

(c) All nominations shall be delivered to the Chairperson of the Nominating Committee, in person or through the offices of the Federation.

(d) Candidates for the Executive Committee who intend to run for positions with equity criteria shall confirm that they meet the equity criteria by self-identification on the nomination form provided to the Nominating Chairperson. During the election process a candidate can drop down to run for an equity position for which they have self-identified on the nomination form, or drop down to the remaining positions without equity criteria. (17 AGM, p. 22)

(e) Nominations may be officially received up to January 31, or the close of proceedings of the winter Representative Assembly,

whichever is later. No further nominations may be officially received until the opening of the Annual General Meeting. If January 31 falls on a Sunday, nominations must be received by close of business on the next business day.

(f) Information with respect to candidates, in accordance with procedures established therefor by the Representative Assembly, shall be published in respect of all persons standing in nomination as of the close of further nominations in sub-paragraph (d). Such publication shall accompany the Notice of Meeting provided for in By-law 8.1, or the notice to members of Special Resolutions.

(g) At the Annual General Meeting, nominations may be delivered to the Chairperson of the Nominating Committee and announced to the meeting in accordance with the Standing Rules of Order of the Annual General Meeting. At the Annual General Meeting, a withdrawal from candidacy is effective if stated by the person nominated to the assembly at any session.

5.5 If any member of the Executive Committee shall resign from office, or without reasonable excuse be absent from three consecutive meetings of the Executive Committee, or be suspended or expelled from the Federation, the Executive Committee shall declare the office vacated.

Whenever a vacancy shall occur in the Executive Committee, the vacancy shall be filled by appointment by the Representative Assembly until June 30 next following the next Annual General Meeting.

If the term of office of the member creating the vacancy would expire on June 30 following and the vacancy arises after the Annual General Meeting has adjourned, no appointment shall be made to fill the unexpired term of office.

If, in any given year, the AGM is not able to fill the positions that require specific equity representation or meet the ratios designated in the by-laws, due to there being an insufficient number of candidates meeting the criteria, the positions shall be declared vacant and shall be filled by the Representative Assembly, applying the same criteria, until June 30 of the following year. (18 AGM, p. 12)

5.6 The Executive Committee may appoint advisory committees and create sections or departments to carry on the activities necessary for the attainment of the objects of the Federation. The powers and duties of advisory committees, sections or departments shall be such as may from time to time be prescribed or approved by the Executive Committee.

No action shall be taken by any advisory committee, section, or department without the authorization of the Executive Committee.

5.7 The Executive Committee shall have the power to appoint, fix the remuneration of, and dismiss the Executive Director. The Executive Director shall be responsible to, and take direction from, the Executive Committee. In consultation with the President, the Executive Director shall carry out the duties assigned to them; and without limiting the generality of the foregoing, the Executive Director shall assign the duties and direct the activities of all employees of the Federation; shall have charge of the archives of the Federation; shall designate as confidential and preserve the confidentiality of files containing information about individual members; shall cause to have prepared and preserved a record of all meetings of the Federation, the Executive Committee, and the Representative Assembly.

5.8 The Executive Committee shall have the power to appoint, dismiss, and, subject to the terms of any applicable contract or collective agreement, set the remuneration and working conditions of all employees engaged to perform the duties of the Federation including employees within administrative, support, and excluded staff of the Federation. (15 AGM, p. 3)

For purposes of this by-law, the Executive Committee may determine by resolution whether any employee is within the administrative staff, support staff, or excluded staff of the Federation. The Executive Committee may, by resolution, delegate to the Executive Director the power to appoint, dismiss, and subject to the terms of any applicable contract or collective agreement, set the remuneration and working conditions of employees engaged to perform the duties of the support staff of the Federation, or specified classes thereof, provided always that the exercise of such delegated power by the Executive Director shall be reviewed by the Executive Committee.

The Executive Committee may, by resolutions, delegate to the Executive Director the power to appoint, dismiss and, subject to the terms of any applicable contract or collective agreement, fix the remuneration and working conditions of employees engaged to perform the duties of the non-administrative staff of the Federation, or specified classes thereof, provided always that the exercise of such delegated power by the Executive Director shall be reviewed by the Executive Committee. (15 AGM, pp. 3–4)

The Executive Committee is empowered to enter into contracts in respect of remuneration and conditions of employment with excluded staff, as well as with groups representing employees of the Federation, and for this purpose is empowered to enter into individual contracts and collective agreements with trade unions duly certified to represent such employees pursuant to provincial labour statutes. (15 AGM, p. 4)

5.9 The Executive Committee shall nominate one or more Canadian chartered banks, or any branch or branches thereof, and/or a credit union incorporated under the *Credit Union Act* to be the bankers of the Federation, and shall from time to time by resolution designate signing officers for banking purposes, who shall include the Treasurer or, in their absence, a person designated by the Executive Committee and at least one of: the President and Vice-Presidents.

5.10 The Executive Committee may appoint external investment managers to invest and re-invest any monies of the Federation.

5.11 The Treasurer, or, in their absence, a person designated by the Executive Committee, and at least one of the President and Vice-Presidents jointly are authorized and empowered on behalf of the Federation to invest and re-invest any monies of the Federation not invested in accordance with By-law 5.10, except that the Treasurer alone, or, in their absence, a person designated by the Executive Committee, is empowered to invest and re-invest any surplus operating funds of the Federation.

5.12 All investments shall be in accordance with policies and investment objectives approved by the Executive Committee. Investments shall be in securities in which trustees are authorized by law to invest. (12 AGM, p. 10)

5.13 Deleted (approved March 17–20, 2012)

5.14 (a) Provincial Specialist Associations: The Executive Committee may give approval at any time to the organization, within the Federation, of provincial associations of persons with special educational interest, provided that no clause of the constitution and by-laws of any such specialist association conflicts with the constitution and by-laws of the Federation and provided that membership in any such specialist association be voluntary and open to any member of the Federation.

5.14 (b) Except as expressly provided in By-law 5.14(c), a Provincial Specialist Association shall not operate or maintain a bank account nor invest funds in any form of investments whatsoever. All funds received by a Provincial Specialist Association, except those received as a result of a conference sponsored by the Provincial Specialist Association, shall be placed on deposit with the Federation.

5.14 (c) The President of a Provincial Specialist Association approved by the Federation in accordance with By-law 5.14(a) may nominate and appoint a branch of a Canadian chartered bank or a branch of a credit union, incorporated under the *Credit Union Act* of British Columbia, to be the banker of the Provincial Specialist Association for the sole purpose of operating a conference bank account. Such a conference bank account shall be operated in accordance with the policies and procedures approved by the Executive Committee of the Federation.

5.15 The Executive Committee shall have prepared and shall adopt annually for the W.R. Long Memorial International Solidarity Fund a statement of anticipated revenues, expenditures, and fund balance for the forthcoming year. Expenditures in excess of the budget so adopted shall only be made by a resolution assented to by a majority of at least two-thirds of the Executive Committee.

5.16 (a) The Executive Committee shall have the power to enter into and amend an agreement and declaration of trust to continue the BCTF Salary Indemnity Trust.

(b) The Executive Committee may appoint trustees to the Board of Trustees of the BCTF Salary Indemnity Fund. The

Executive Committee may establish procedures governing trustee appointments. (24 AGM, p. 3)

5.17 When a budget has been established in accordance with By-law 6.10, the Executive Committee may authorize expenditure in excess of the program or capital budget only by a resolution assented to by a majority of at least two-thirds of the Executive Committee.

5.18 Borrowing Powers: The Executive Committee shall have power to borrow from any person or persons any sum or sums of money and for that purpose shall be entitled to charge the assets of the Federation by way of mortgage, lien, debenture, or otherwise, provided that such power shall not be exercised except if it be assented to by at least two-thirds of the Executive Committee.
(15 AGM, p. 4)
(16 AGM, p. 4)

5.19 The Executive Committee shall be empowered to grant legal aid to any member. The Executive Committee may by policy delegate to General Counsel or a specified member of the administrative staff the power, subject to review by the Executive Committee, to grant or refuse legal aid to members pursuant to policies adopted by the Federation in respect of legal aid. A voting member dissatisfied with the decision of General Counsel and/or designated administrative staff member may, within 60 days of the receipt of the decision, appeal that decision to the Executive Committee by notifying General Counsel of such appeal in writing. The decision of the Executive Committee in respect of a request for legal aid shall be final and binding and, notwithstanding any other provision in these by-laws, there shall be no appeal of a decision of the Executive Committee to the Representative Assembly, the Annual General Meeting, or the Judicial Council in respect of a member's request for legal aid. (12 AGM, pp. 11–12)
(15 AGM, p. 4)
(24 AGM, p. 31)

5.20 Except by majority vote of the Annual General Meeting, no member of the Executive Committee shall receive remuneration for services as a member of the Executive Committee, but nothing herein shall preclude the Federation from reimbursing members of the Executive Committee for expenses incurred in the business of the Federation.

5.21 (a) An Executive Committee member may be removed from office by a two-thirds majority vote at the Annual General Meeting or a Special General Meeting.

(b) An Executive Committee member may be suspended from office by a unanimous vote of the other Executive Committee members. (23 AGM, p. 8)

5.22 The Federation will not make donations to:

1. any federal, provincial, or municipal political party.
2. any individual candidate or group of candidates seeking office in any federal, provincial, or municipal election.
3. any individual seeking the nomination for any federal, provincial, or municipal party. Concomitantly, the Federation may not directly affiliate to any political party. Locals of the Federation have the autonomy with regard to political donations but will not use Federation grants for this purpose. (23 AGM, pp. 10–11)

By-law No. 6 — Representative Assembly

6.1 The Representative Assembly shall consist of the Local Representatives, the Local Presidents, and the members of the Executive Committee, but any decision at a meeting of the Representative Assembly shall be by vote of the Local Representatives only.

The Representative Assembly may, either at its own discretion or at the request of the Executive Committee, advise the Executive Committee on any question affecting Federation policy. It may authorize or prohibit any proposal of the Executive Committee for action which is deemed to be contrary to, or beyond the scope of, Federation policy. To these ends, the Representative Assembly will adopt procedures to enable Local Representatives to have access to documentation provided to members of the Executive Committee.

6.2 The Annual General Meeting may, from time to time upon recommendation of the Executive Committee or the Representative Assembly, fix the number of Local Representatives and the number of voting cards to which each local is entitled.

6.3 All Local Representatives shall be elected on or before June 30 of each year and shall take office on July 1 following. Each local shall, in accordance with By-law 2, elect a Local Representative or Representatives in such number as prescribed by the Annual General Meeting.

6.4 Each Local Representative must be a member in good standing of the Federation, entitled to vote, and a member of the local by which they are elected.

6.5 Should any local fail to elect the required number of Local Representatives, the Executive Committee shall have the power to appoint Local Representatives from that local. Appointed Local Representatives shall be qualified in the same manner as prescribed in By-law 6.4.

6.6 Should an elected or appointed Local Representative cease to be eligible to hold office, they shall, ipso facto, cease to be a member of the Representative Assembly and their successor shall be elected in accordance with these by-laws.

6.7 Should an elected or appointed Local Representative be unable to attend a meeting of the Representative Assembly through illness or other unavoidable cause, the President or another authorized agent of the local that they represent may appoint a substitute, who shall have the same qualifications prescribed in By-law 6.4, to represent that Local Representative, provided that the President or other authorized agent of the local informs the Executive Director of the name of such appointee. At the meeting of the Representative Assembly attended, such a substitute shall have the same duties and powers as those of a regular Local Representative.

In the event that a Local Representative or substitute cannot remain in attendance throughout the course of a meeting of the Representative Assembly, they may designate another Local Representative (or substitute, appointed pursuant to this by-law) from the same local who shall have the same duties and powers as those of a regular Local Representative, during such an absence.
(11 AGM, p. 26)

6.8 In the exercise of all powers assigned to it by these by-laws, the Representative Assembly shall be subject to a review, if demanded, of a general meeting of the Federation. Such a review shall be initiated only by the Executive Committee or through the Executive Committee upon written request of at least five locals, following adoption of resolutions to that effect passed by general meetings of those locals, provided always that notice of such review shall accompany the notice of meeting provided for in By-law 8.1.

6.9 The Representative Assembly shall meet at the call of the President. The President shall call a special meeting of the Representative Assembly upon demand in writing of at least 20% of the Local Representatives.

6.10 The Executive Committee shall have prepared annually for the general operating fund, a statement of anticipated revenues, expenditures and cash flow, a statement of proposed capital expenditures, and program budget statements for all BCTF programs for the forthcoming year. The Representative Assembly shall consider such statements and with such amendments as it deems necessary shall adopt a budget for the general operating fund for the forthcoming year. No expenditures in excess of the budget so adopted shall be made except in accordance with By-law 5.17, or in accordance with subsequent budget amendments that may be made by resolution of the Representative Assembly.

6.11 Deleted (filed and registered June 4, 2003)

6.12 Notwithstanding anything contained in these by-laws, the Representative Assembly shall have the power to reprimand or suspend any local of the Federation which, in the opinion of the Representative Assembly, has been guilty of conduct harmful or prejudicial to the interests or objects of the Federation, provided, however, that such local shall have the right to appeal from the decision of the Representative Assembly to the next general meeting (either annual or special), which may confirm, reverse, or modify such decision.

6.13 The Representative Assembly shall undertake further duties as may from time to time be assigned to it by a general meeting of the Federation.

By-law No. 7 — Judicial Council

7.1 There shall be a Judicial Council which shall, except as provided by By-law 7.8, have the jurisdiction to consider and deal with complaints against members in respect of allegations that the member has:

(a) breached the Code of Ethics, or

(b) engaged in conduct harmful or prejudicial to the interests of the Federation.

7.2 The Judicial Council shall be composed of a chairperson, who shall be elected by the Representative Assembly, and an additional 18 members who shall be elected by the Representative Assembly. All members of the Judicial Council shall be voting members of the Federation entitled to vote, and must receive a majority of the votes cast by the Representative Assembly. When a Judicial Council member resigns from or otherwise leaves the Judicial Council, the member's appointment to the Judicial Council may continue solely for the purpose of completing ongoing proceedings. (24 AGM, p. 31)

7.3 The chairperson of the Judicial Council may constitute panels to consider complaints, consisting of no fewer than three other members of the Judicial Council. Such panels may be designated as Screening Panels, Hearing Panels, or Appeal Panels. The Judicial Council may, subject only to the direction of the Annual General Meeting, establish rules and procedures for considering complaints, provided that all such rules and procedures comply with the principles of natural justice and the duty of fairness. Should a member of a panel be unable to continue, the work of the panel on a particular matter may continue to completion at the discretion of the Judicial Council chairperson.

7.4 The Screening Panel may dismiss a complaint or determine the process by which a complaint may be resolved in accordance with Federation policy and procedure.

7.5 Where a complaint is referred to a Hearing Panel, and after the panel has considered the matter in accordance with its Policies and Procedures:

(a) the panel shall be empowered to dismiss the complaint; or

(b) where the member who is the subject of the complaint has been found in breach of the *Code of Ethics,* or to have engaged in conduct harmful or prejudicial to the Federation's interests, the panel may:

(1) publish the finding of the breach;

(2) issue a warning to the member;

(3) issue a reprimand to the member;

(4) issue a levy;

(5) suspend the right of the member to hold office or to receive specified benefits from the Federation and/or subsidiary bodies; or

(6) impose a combination of the foregoing sanctions, commensurate with the gravity of the breach, and consistent with the Federation's Policies and Procedures. (18 AGM, p. 11)

7.6 A member found in breach by a Hearing Panel may, within 30 days of notification of the decision, appeal to an Appeal Panel by notifying the chairperson of the Judicial Council in writing of such appeal. The appeal may be with respect to the finding of breach, and/or with respect to the penalty imposed. The Appeal Panel may confirm, reverse, or modify the decision of the Hearing Panel, or may refer the complaint back to a Hearing Panel for reconsideration in accordance with the Appeal Panel's findings.

7.7 The decision of an Appeal Panel shall be final and binding and notwithstanding any other provision in these by-laws, there shall be no appeal of the decision of an Appeal Panel to the Representative Assembly or to an Annual General Meeting.

7.8 Except as provided in By-law 7.1, and in accordance with the local's Constitution and by-laws, the executive committee of a local shall have the jurisdiction to consider a complaint that a member of that local has breached the local's constitution, by-laws, or procedures or has acted in a manner harmful and prejudicial to the interests of the local, provided that the same alleged breach has not been pursued at the provincial level. The executive committee of the local shall consider the complaint in accordance with the principles of natural justice and the duty of fairness, and after such consideration it may:

(a) dismiss the complaint, or

(b) where such a breach by the member who is the subject of the complaint is found:

i. determine appropriate publication of the finding of the breach;

ii. suspend the right of the member to hold office in the local and/or to receive specified benefits of membership in the local for a period not exceeding two years; or

iii. impose a combination of the foregoing commensurate with the gravity of the breach. (16 AGM, p. 4)

7.9 A member found in breach pursuant to By-law 7.8 by the executive committee of a local shall, within 30 days of being notified of the decisions, have the right to appeal to an Appeal Panel of the Judicial Council by notifying the chairperson of the Judicial Council and the President of the local in writing of such appeal. The Appeal Panel shall consider the appeal in the same manner as if it were an appeal from a Hearing Panel pursuant to By-law 7.6.

7.10 A levy imposed by the Judicial Council shall be a debt due to the Federation and may be collected with costs of the suit in the name of the Federation in any court of competent jurisdiction. (16 AGM, p. 4)

(See also By-law 16—Discipline)

By-law No. 8 — Annual General Meeting

8.1 (a) The Annual General meeting of the Federation shall be held during the month of March or April at a date, time, and place to be fixed by the Executive Committee.

(b) Notice of the date, time, and place of every Annual General Meeting or Special General Meeting, the text of every special resolution, and, in the case of an Annual General Meeting, where to access the BCTF's audited financial statements shall be sent by email to every voting member in good standing who has provided the Federation with an email address.

(c) Notice of the date, time, and place of every Annual General Meeting or Special General Meeting, and the text of every special resolution, shall be available to every voting member in good standing through the BCTF website in the 21 days prior to the Annual General Meeting.

(d) The audited financial statements of the Federation shall be available to every voting member in good standing through the BCTF website in the 21 days prior to the Annual General Meeting.
(12 AGM, p. 11)
(17 AGM, p. 8)
(23 AGM, p. 9)
(24 AGM, p. 3, 31)

8.2 (a) The voting body of an Annual General Meeting or Special General Meeting shall consist of the members of the Executive Committee, the Local Representatives, and additional delegates from each local ("Delegates") elected in accordance with By-law 2. Each local is entitled to one Delegate for each 0.2%, or fraction thereof, of the total voting membership of the Federation as of the previous November 1.

(b) Voting by Local Representatives and Delegates at the Annual General Meeting or a Special General Meeting is by way of delegate voting. Local Representatives and Delegates act as delegates for the voting members of their local for the purpose of the meeting. Each voting member has one vote, which is allocated to the Local Representatives and Delegates for their local. Each local shall adopt policies that address the distribution of votes among delegates from the local. Each member of the Executive Committee holds a single vote and is not included in the local member count for the purpose of the Annual General Meeting delegate voting. (23 AGM, p. 10)

(c) When a local includes one or more sublocals, each sublocal shall have the right to representation at the meeting in the proportion of one Delegate for each 0.2%, or fraction thereof, of the total voting members of the Federation who are voting members of the sublocal, without prejudice to the rights of representation of the members of the local who are not members of the sublocal.

(d) Each local's Delegate count for the Annual General Meeting will be made available no later than January 15. Each local's updated membership count, for the purpose of delegate voting, will be made available no later than March 1. (14 AGM, p. 4)
(21 AGM, p 24)

8.3 Delegates or Local Representatives from a local may designate either a Delegate from the same local or a Local Representative from the same local to hold and exercise the voting rights of the voting card or cards assigned to them provided that the

Annual General Meeting may by resolution limit the number of voting cards that may be held and voted by a Delegate or Local Representative, and provided further that locals may, by resolution of a general meeting, establish rules regulating such transfers of voting cards. (22 AGM, p. 13)

8.4 The Annual General Meeting shall, in accordance with By-law 5, elect the members of the Executive Committee and shall adopt policies and procedures for the attainment of the objects of the Federation. The Annual General Meeting may amend, alter, delete, or replace existing Annual General Meeting, Representative Assembly, or Executive Committee policy or procedure statements.

8.5 The Annual General Meeting shall set fees and may allocate any part thereof to special funds pursuant to the objects of the Federation.

8.6 The business of the Annual General Meeting shall include:

(a) receipt of reports.

(b) receipt of financial statements.

(c) nomination and election of officers.

(d) appointment of auditors.

(e) setting of fees and allocation of any part thereof to special funds (except the Salary Indemnity Fund) operated pursuant to the objects of the Federation. (24 AGM, p. 4)

(f) adoption of policies and prescription of procedures for the attainment of the objects of the Federation.

(g) such other business as may properly be brought before the Annual General Meeting.

8.7 The Annual General Meeting may create and amend regulations (the "Salary Indemnity Plan") governing the terms and conditions of short-term and long-term benefits from the Salary Indemnity Fund for members who are absent from work as a result of illness or accident. The Salary Indemnity Fund shall be funded from member contributions that are set from time to time by the Salary Indemnity Fund Board of Trustees. The Salary Indemnity Fund shall be segregated from Federation funds and shall be used by the Trustees of the Salary Indemnity Fund solely for the provision of benefits in accordance with the Salary Indemnity Plan Regulations and for the expenses incurred in the administration of the Salary Indemnity Plan and the Salary Indemnity Fund. (18 AGM, p. 11) (24 AGM, p. 4)

By-law No. 9 — Special General Meeting

A Special General Meeting shall be held:

(a) on the decision of the Executive Committee, or

(b) at the call of the Executive Committee when directed by the Representative Assembly, or

(c) within 60 days of the Executive Committee receiving a written request from at least five locals representing not less than 10% of the voting members of the Federation, following adoption of resolutions to that effect passed by general meetings of those locals, a Special General Meeting will be held. Notice of the date, time, and place of the Special General Meeting, together with all matters to be proposed at such meeting, shall be provided to every voting member in good standing as prescribed in By-law 8.1(b) and (c).

Notice of the time and place of every Special General Meeting, together with notification of all matters to be proposed at such meeting shall be sent to every member entitled to vote as prescribed by the *Societies Act* or by publication in the *BCTF Newsletter/Teacher.*

(d) within 60 days of the Executive Committee receiving a written request from at least 10% of the voting members of the Federation, in accordance with the *Societies Act*, a Special General Meeting will be held. (17 AGM, p. 8) (18 AGM, p. 11) (23 AGM, p. 9) (24 AGM, p. 31)

By-law No. 10 — Powers of the President

The President shall be the presiding officer of the Federation, and shall also be a member, ex officio, of all committees and sections appointed by the Executive Committee. They shall have general supervision of all matters and affairs of the Federation. In the absence of or disability of the President, their duties shall be performed by the First Vice-President, or in turn, in their absence or disability, by the Second Vice-President.

By-law No. 11 — Duties of the Treasurer

11.1 The Treasurer shall hold office at the pleasure of the Executive Committee. They shall sign and execute all instruments pertaining to the responsibilities as Treasurer in the name of the Federation as authorized to do so by the Executive Committee.

11.2 They shall be the legal custodian of the property of the Federation.

11.3 They shall have the care and custody of all monies of the Federation, whether as membership fees or otherwise, and shall deposit the same in such credit unions and banks as shall be designated by the Executive Committee, and shall disburse and dispose of the same in accordance with budgets approved in By-laws 5.15, 5.16, 5.17, 6.10 or as directed by the Executive Committee or Representative Assembly and in accordance with criteria approved by either the Annual General Meeting, Representative Assembly, or the Executive Committee and the purposes and by-laws of the BCTF.

11.4 They shall keep or cause to be kept a proper set of books of account of the Federation and shall exhibit the same to the Executive Committee or to the Representative Assembly when required.

11.5 They shall submit to the Annual General Meeting financial statements prepared in accordance with the requirements of the *Societies Act.* (18 AGM, p. 11)

11.6 They shall be required, when requested by the Executive Committee, to execute a bond for the faithful discharge of their duties in such sum as the Executive Committee may require, the premiums of such bond to be paid from the funds of the Federation.

By-law No. 12 — Quorum

A quorum of the Executive Committee or the Representative Assembly shall be a majority of the members thereof.

A quorum of a general meeting of the Federation shall be 20% of those persons entitled to vote.

By-law No. 13 — Seal

The seal shall be kept in the custody of the Treasurer and shall not be affixed except by the authority of a resolution of the Executive Committee and in the presence of such officers as may be prescribed in and by such resolution, or (if no officers are prescribed by the resolution) in the presence of the Treasurer and the President or one of the Vice-Presidents.

By-law No. 14 — Referendum

The Executive Committee may at its discretion, and shall when directed by a general meeting or the Representative Assembly, submit to the voting members any questions affecting the interests of the Federation. The Representative Assembly shall determine the referendum voting procedures. No action shall be taken by the Executive Committee or Representative Assembly except as authorized by a majority of those voting.

By-law No. 15 — Financial Year

The financial year for the BCTF shall commence on July 1 of each year, provided that the Representative Assembly may, by three-quarters majority of Local Representatives voting, determine another date for the commencement of the financial year. The financial year for the Salary Indemnity Plan shall be as determined by the Salary Indemnity Fund Board of Trustees. The financial year for other special funds shall be as determined by the Executive Committee. (24 AGM, p. 4)

By-law No. 16 — Discipline

The Federation shall prepare and adopt a Code of Ethics to govern the professional conduct of its members, which code shall be binding on every voting member of the Federation. The Code of Ethics may be amended only at an Annual or Special General Meeting by special resolution passed by a three-quarters majority and in accordance with the provisions of the *Societies Act.*

Complaints of an alleged breach by an voting member of the Code of Ethics or of conduct harmful or prejudicial to the interests of

the Federation may be submitted by any voting member having a legitimate interest in the complaint and not having available a more appropriate recourse.

The right to file a complaint shall expire six months after the complainant knows of or can reasonably be expected to know of the events upon which the complaint is based. Complaints shall be directed to the Chairperson of the Judicial Council and/or designated administrative staff. (12 AGM, p. 11) (24 AGM, p. 31)

By-law No. 17 — Special funds

17.1 The Federation has, through a general meeting, created a Salary Indemnity Fund. In the future, the Federation may create other special funds designed to promote the general welfare of the members.

17.2 The Salary Indemnity Plan shall be governed in accordance with the trust agreement that establishes the Salary Indemnity Fund as of January 1, 2025. The Salary Indemnity Plan benefits and eligibility requirement will be as prescribed in the Salary Indemnity Plan Regulations set in accordance with By-law 8.7. Special funds, other than the Salary Indemnity Fund, will be governed by regulations or procedures determined the Executive Committee.

17.3 Reference in BCTF by-laws and procedures to the "Salary Indemnity Plan Regulations" or "SIP Regulations" means the regulations created and amended by the BCTF Annual General Meeting or Special General Meeting that set out membership eligibility for Salary Indemnity Plan participation and the short- and long-term benefits provided under the Salary Indemnity Plan. For clarity, the Salary Indemnity Plan Regulations shall not set out the rates of contributions required for members of the Salary Indemnity Plan, which shall be determined exclusively by the Trustees of the Salary Indemnity Fund.

17.4 All members of the Salary Indemnity Plan shall pay contributions to the Salary Indemnity Plan in accordance with the rates set by the Salary Indemnity Fund Board of Trustees from time to time.

17.5 The audited financial statements of the Salary Indemnity Fund shall be available to every voting member in good standing through the BCTF website promptly after they are approved by the trustees and provided to the BCTF. (24 AGM, pp. 4–5, 31)

By-law No. 18 — Examination of books and records

18.1 All books, documents, and other records shall be kept in the office of the Federation. With the exception of those books, documents, or records containing information confidential to members or former members, or in-committee minutes, these books, records, and documents may be examined by any member upon their giving to the Executive Director due notice in writing to that effect. If a member wishes to examine records that include information confidential to members or former members, or in-committee minutes, they may write to the Executive Director who will consider the request.

Nothing hereinbefore contained shall prevent the examination by a member of books, documents, and records concerning that member, that have been designated by the Executive Director under By-law 5.7 as confidential. (23 AGM, pp. 9–10)

18.2 Records kept by the Federation in accordance with the Societies Act are generally not available to the public. If a person, other than a member, wishes to inspect these records they may write to the Executive Director who will consider the request. (21 AGM, p. 25)

By-law No. 19 — Rules of Order

All meetings of the Federation and its locals shall be governed by rules of order adopted at an Annual General Meeting. Locals are empowered to adopt additional rules not inconsistent with those adopted by the Annual General Meeting.

By-law No. 20 — Amendments to the Constitution and By-laws

Only the Annual or Special General Meeting can amend the Constitution, the by-laws, and the Code of Ethics and only if passed by at least two-thirds of the votes cast by delegates on behalf of the voting members.

Only the Annual or a Special General Meeting can amend the Salary Indemnity Plan Regulations and only if passed by at least three-quarters of the votes cast by delegates on behalf of the voting members. (17 AGM, p. 8) (23 AGM, p. 9)

By-law No. 21 — President, First Vice-President, and Second Vice-President

21.1 That the President, First Vice-President, and Second Vice-President be relieved of their teaching duties for the duration of their terms of office.

21.2 That during their term of office, the President be paid 130% of the salary they would have received had they been teaching, plus an additional 20% of the average teachers' salary. (21 AGM, p. 25)

21.3 That during their term of office, the First Vice-President and Second Vice-President be paid 120% of the salary they would have received had they been teaching, plus an additional 15% of the average teachers' salary. (21 AGM, p. 24)

21.4 That the President, First Vice-President, and Second Vice-President receive benefits equal to those they would have received had they been teaching. (22 AGM, p. 13)

By-law No. 22 — Auditor

The Society must have an auditor.

By-law No. 23 — Requirements for changing auditor

At an Annual General Meeting, a resolution appointing an auditor, other than the incumbent auditor, must not be proposed unless:

(a) the incumbent auditor has declined reappointment, or

(b) at least 14 days' written notice of the proposed resolution has been given to:

(i) all persons entitled to receive notice of the meeting, and

(ii) the incumbent auditor.

By-law No. 24 — Comparative financial statements

The financial statement of the Society must be prepared as comparative financial statements relating separately to:

(a) the period determined under section 35(2) of the *Societies Act,* and

(b) the preceding period, if any, in relation to which financial statements for the Society were prepared.

By-law No. 25 — Exception to requirement for comparative financial statements

Despite Reporting Society Provision 3, the financial statements of the Society may deal with only the period determined under section 35(2) of the *Societies Act* if the reason for doing so is set out in the financial statements.

By-law No. 26 — Providing financial statements and auditor's report to auditor and members

At least 10 days before the date of each Annual General Meeting, the Society must send to the auditor and to each member a copy of:

(a) the financial statements that are to be presented at the meeting, and

(b) the auditor's report, as defined in section 1 of the *Societies Act*, on those financial statements.

By-law No. 27 — Providing financial statements and auditor's report to security holder

The Society, on request of a person holding a bond, debenture, note, or other evidence of debt obligation, whether secured or unsecured, of the Society, must send to the person a copy of the Society's latest financial statements and a copy of the auditor's report, as defined in section 1 of the *Societies Act,* on those financial statements.

By-law No. 28 — *Societies Act*

Where the Constitution or the by-laws of the Federation are inconsistent with the *Societies Act*, the provisions of the *Societies Act* prevail. (17 AGM, p. 8)

By-law No. 29 — (Former Constitution Provision)

The operations of the Federation are to be carried on throughout the Province of British Columbia but chiefly in its office located in Vancouver.

By-law No. 30 — Charter

British Columbia Teachers' Federation

CHARTER

BE IT KNOWN that on this ___ day of _____ ,20__, the Executive Committee of British Columbia Teachers' Federation has granted to the _____
(name of local)

this charter as local No. __ of the Federation in respect of (description of members to be included in the local, for example, "teachers employed by School District No. __ and such other members of the Federation as are determined by the Executive Committee") by virtue of which the local has and shall have full authority to determine local matters and administer the affairs of the local in accordance with the provision of the constitutions and by-laws of the Federation and the local.

Dated at _____, British Columbia this __ day of _____, 20__.

_____
President

Seal

_____
Executive Director

(24 AGM, pp.31–32)

Part 3
Policies and Procedures

Foreword

This part of the booklet is a compilation of policy and procedure motions passed from 1953 to the current year by Annual General Meetings, the Representative Assembly, the Executive Committee, and the former Consultative Committee.

Reference to minute pages is restricted to the original and most recent reference for each statement, unless an Annual General Meeting statement has been acted upon by another body later. In such cases, three references appear: 1. the original, 2. the most recent Annual General Meeting, and 3. the most recent reference by the other body.

Abbreviations used in the references are as follows: AGM means Annual General Meeting; RA means Representative Assembly; Ex means Executive Committee; Cons means Consultative Committee. (The latter committee ceased to function in 1965.)

Definitions of “Policies” and “Procedures”

The notation “reviewed” in a reference means that the Executive Committee has examined the statement and decided that it is worth retaining.

The statements appear in two categories, “policies” and “procedures.” Policy statements are statements of objectives the BCTF wants to attain or retain, and/or beliefs expressed by the BCTF on any matter. They deal with matters over which the BCTF does not have complete control (a government, university, school board, or other organization is involved). Procedure statements are statements of practice adopted or regulations established by the BCTF to handle business over which it does have complete control.

In each section or subsection any statements of policy appear first. The statements of procedure follow. To further distinguish the two kinds of statements, the last digit in the numbers of policy statements is odd; that of numbers of procedure statements is even.

Organization of Part 3

Each year staff examine every motion in every set of minutes of the Executive Committee, the Representative Assembly, and the Annual General Meeting, to decide which of those motions will be included in the next year’s compilation of policies and procedures and, if so, where. Procedural motions, instruction or action motions, and motions of approval in principle are not included in the book.

Purposes of Part 3

This compilation of policies and procedures has two purposes:

1. To serve as a ready reference on BCTF policies and procedures, and
2. To establish a point of reference from which future resolutions can flow.

Locals are encouraged to submit resolutions at any time of the year to the appropriate BCTF committees, rather than to wait for the fall months to submit resolutions for the Annual General Meeting. The committees can usually take action on the resolutions within a short time.

Resolutions intended for the Annual General Meeting must be submitted to the BCTF office by December 15. (See Section 2.C for detailed information on resolutions.)

If possible, resolutions should refer to specific statements in this booklet. Resolutions should ask “That statement (number) be amended to read..." or "That statement (number) be deleted.”

Additional BCTF procedures are contained in the Federation’s by-laws, printed as Part 1 of this booklet.

How BCTF Policies are Formulated

The Annual General Meeting is the sovereign policy-making authority within the Federation. This does not mean that the Annual General Meeting is a policy-making body. Actually it is a policy-approving body, deciding for or against issues after debating resolutions referred to it by locals or recommendations submitted by committees.

The Federation's committees are appointed by the Executive Committee and are responsible to it. The Executive Committee and Representative Assembly may submit recommendations to the Annual General Meeting for policy determination. The Annual General Meeting may adopt, reject or amend any recommendation or resolution placed before it. The Annual General Meeting is therefore essentially a policy-approving or determining body rather than a policy-initiating one.

The Annual General Meeting is made up of voting delegates elected by locals in the ratio of one delegate for each 0.2 per cent, or fraction thereof, of the total voting membership of the BCTF who are members of the local. In this way the voting members control the policies of their organization.

If any policy adopted through a resolution were traced back to its source, its origin would probably be in the mind of an individual member, who concluded, as a result of experience or of reflection on problems confronting members, that BCTF policy was lacking or deficient on a particular issue. The member would have raised the matter for debate at a local meeting and the local, in turn, would have passed a resolution for reference to an Annual General Meeting. Similarly, an individual member serving on a BCTF committee is often the source of a particular recommendation passed by the committee for reference to an Annual General Meeting. Every individual member can therefore initiate policy.

The BCTF by-laws give broad powers in certain specified areas to the Executive Committee. The Executive Committee generally exercises “all the powers of the Federation, the direction and supervision of business, and the conduct of the affairs of the Federation.” These powers are exercised, however, subject to the action of a general meeting of the Federation. Should a general meeting believe that the Executive Committee has in any way abused its authority, it may censure the executive, countermand its decisions, or amend the by-laws to limit or remove any powers of the Executive Committee.

The Executive Committee is also subject to the advice and direction of the Representative Assembly. The latter has specific responsibility assigned to it (Procedure 25.B.08), including the right to authorize or prohibit any action proposed by the Executive Committee that is beyond the scope of, or contrary to, BCTF policy.

The Executive Director and the other staff officers have no powers in policy determination. They may and do suggest policy and offer advice on policy matters, but may not move or second resolutions and have no vote. They do not determine policy; they carry out the policies adopted by the Annual General Meeting, the Representative Assembly, and the Executive Committee.

BCTF Privacy Policy

The British Columbia Teachers' Federation (BCTF) is committed to protecting the privacy and confidentiality of its members' personal information.

The BCTF is committed to complying with the British Columbia *Personal Information Protection Act*, S.B.C. 2003, c. 63 (PIPA). This includes managing the collection, use, disclosure, retention, and ultimate disposition of its members' personal information in ways that safeguard the privacy of its members.

Definitions

Personal Information—means information about an identifiable individual and includes employee personal information but does not include contact information, or work product information.

Privacy Officer—means the staff person designated responsibility for ensuring that the BCTF complies with this policy and PIPA.

Personal information collected

The BCTF collects personal information to fulfill its obligations to members and in the course of providing a variety of services. The types of information collected include:

- name
- home address
- contact telephone number
- date of birth
- email address.

Additional information may be collected to administer the collective agreement, to fulfill the BCTF's duty of representation to you, or to provide you with specific services.

Purposes for collection, use, and disclosure

The BCTF collects, uses, and discloses personal information for the purposes of fulfilling our obligations to you as set out in the BCTF *Members' Guide*, to provide specific services as required, and to fulfill its role as the bargaining agent representing members. The purposes for which the BCTF collects, uses, and discloses personal information include, for example:

- to identify you
- to communicate with you
- to confirm your eligibility for services
- to comply with various professional legal and regulatory requirements
- to provide services related to the Salary Indemnity Plan, legal services, grievances, Workers' Compensation Board (WorkSafe BC) advocacy, Ministry of Education Professional Conduct Unit (formerly Teacher Regulation Branch) advocacy, and pension plan advocacy and assistance
- to provide provincial specialist association memberships and associated services
- to determine eligibility for BCTF positions
- to determine eligibility for an award, scholarship, or bursary
- when another Act permits
- to collect a debt
- to conduct research.

Protection of personal information

The BCTF is committed to protecting your personal information from unauthorized use or disclosure. Its commitment means that:

- it will collect the minimal amount of information necessary.
- it will collect, use, and disclose your personal information only for purposes that are reasonable and the purposes it has identified.
- it will collect, use, and disclose your personal information that is reasonable for fulfilling those purposes.
- it will not disclose your personal information without your permission unless it is required or authorized by law to do so.
- it will employ appropriate security measures to ensure only authorized individuals have access to your personal information.
- it will keep your personal information only as long as is reasonably necessary.
- it will destroy your information using a confidential and secure method when your personal information is no longer required.

Individual access

Individuals have the right to request access to their personal information under the control of the BCTF, and to know how the information has been used, anf to whom it has been disclosed. The Privacy Officer will assist them with their access requests.

Access requests must be submitted by completing the BCTF Access Request Form. You may submit a form via the BCTF website or request a form by sending an email to the BCTF Privacy Officer and returning the form by mail to the BCTF, 100 – 550 West 6th Avenue, Vancouver, BC, V5Z 4P2, Attention Privacy Officer; alternatively, the form can be submitted to the BCTF Privacy Officer electronically by sending it as an attachment in an email to *privacy@bctf.ca*. In certain situations, further to privacy legislation, the BCTF may not be able to provide access to certain personal information that it holds about an individual. Examples of where it may not provide access include, but are not limited to, situations where:

- the provision may reveal personal information about another individual.
- the information is subject to solicitor-client privilege.
- the information was collected in relation to an investigation or a contravention of a federal or provincial law.
- the information could reasonably be assumed may harm the BCTF.
- the provision could reasonably be expected to threaten the health or safety of an individual.

If access cannot be provided, the BCTF will notify the individual making the request, in writing, of the reasons for the refusal. Where access has been provided and where the information is demonstrated to be inaccurate or incomplete, the BCTF will amend the information as required. Where the information needs to be provided in an alternative manner to ensure the health of safety of the individual, the BCTF will notify the individual making the request.

Questions or concerns regarding BCTF's privacy procedures

An individual may direct their general questions regarding privacy at the BCTF, as well as any questions or concerns regarding BCTF's compliance with this policy, by mail to the BCTF at 100 – 550 West 6th Avenue, Vancouver, BC, V5Z 4P2, Attention Privacy Officer or by email to *privacy@bctf.ca*.

The BCTF will investigate any complaints received in writing. If a complaint is found to be justified, the BCTF will take appropriate measures to resolve the complaint including, if necessary, amending its policies and procedures. An individual will be informed in writing of the outcome of the investigation regarding their complaint.

(Jun 09 Ex, pp. 10–13)
(Jan 17 Ex, Appendix 1)

BCTF Conflict of Interest Policy for Members

The BCTF has adopted a detailed Conflict of Interest policy and procedure which applies to all members. It is included in the *Members' Guide* as Procedure 20.G.02.

1. Aboriginal Education

POLICIES

1.A.01—That the BCTF acknowledge and support the rights and ability for Aboriginal Peoples to identify and address issues of importance for Aboriginal students within the public education system, and work with Aboriginal Peoples to improve public education. (Feb 89, Ex, p. 19) (Nov 18 Ex, p. 2)

1.A.03—That the BCTF believes that an educational system that forces Aboriginal students to assimilate to majority cultural attitudes and patterns is a form of racism. (99 AGM, p. 28)

1.A.05—That the BCTF recognizes that Aboriginal communities have the primary responsibility for defining what constitutes success for Aboriginal students in the public schools. (99 AGM, p. 28)

1.A.09—That locals should ensure that local education agreements not involve dual systems of supervision and evaluation. (Feb 92 Ex, p. 14)

1.A.13—1. That the BCTF recognizes the importance of teachers of Aboriginal ancestry working in the school system, both for programs that are targeted to Aboriginal students and programs that serve all students.

2. That the BCTF actively support an employment equity program for the public schools with the aim of achieving a teaching force that is reflective of the ethnic diversity of BC public schools.

3. That the employment equity program for Aboriginal teachers include the following elements:

a. Goals for achieving employment equity, including goals for having Aboriginal teachers in programs throughout the system, as well as in programs supported by targeted Aboriginal education funding.

b. Workshops for teachers and school districts to explain employment equity programs and how they work.

c. A baseline database of teachers in BC public schools who self-identify as Aboriginal. (Dec 11 Ex, p. 18)

d. Employment equity pilot projects in districts where the BCTF local and the school board agree to undertake a project.

e. A program with targets and actions to increase the number of Aboriginal people who seek and achieve teacher training and qualifications.

f. Research to identify systemic impediments to employment equity, including hiring policies, employment practices, and workplace climate.

g. Support networks which include a mentoring program for beginning Aboriginal teachers.

h. An annual report on and monitoring of progress toward meeting the employment equity goals. (Jan 00 Ex, p. 16)

1.A.17—That the school and community should recognize the successes of Aboriginal students. (75 AGM, p. 33) (Reviewed Dec 79 Ex, p. 15)

1.A.19—That the BCTF urge the Ministry of Education to facilitate development of district plans and services to support Aboriginal students, particularly at the points of transition where students experience difficulties. (73 AGM, p. 23) (Reviewed Dec 77 Ex, p. 12)

1.A.21—That counselling and Aboriginal support workers should be available in all schools with Aboriginal students to provide assistance to Aboriginal students experiencing difficulty. (76 AGM, p. 51)

1.A.23—That curriculum and learning resources that are relevant to and respectful of Aboriginal culture be available for use at all levels and that the ministry provide adequate funding for development, distribution, and implementation. (78 AGM, p. 38)

1.A.25—That curriculum and learning resources that are relevant to and respectful of Aboriginal culture and its diversity are included as integral parts of the curriculum and Integrated Resource Packages, not as add-ons marginal to the regular program. (76 AGM, p. 52)

1.A.27—That learning resources related to the culture of the Aboriginal Peoples in the region where the school is located be used in classrooms, and that ministry funding should be available to support the development of these learning resources where they do not already exist. (76 AGM, p. 52) (17 AGM, p. 25)

1.A.29—That the BCTF encourage every member to undertake at least one Aboriginal education activity annually. (06 AGM, p. 26)

1.A.31—That the BCTF express opposition to any cutbacks in funding to local Aboriginal Education initiatives. (Jan 03 Ex, p. 21) (Nov 18 Ex, p. 3)

1.A.33—That the BCTF, with other partners, develop, maintain, and make accessible to teachers a database of existing learning resources and locally developed curriculum for all grade levels to support the inclusion of Aboriginal content throughout the curriculum. (Feb 99 Ex, pp. 18–22)

1.A.35—That Aboriginal history and culture content be increased in all subjects, with special emphasis on social studies, and that the Ministry of Education fund workshops for teachers and be made available to support this additional content. (Feb 99 Ex, pp. 18–22)

1.A.37—That the history and background to treaty processes should be incorporated into social studies at different levels, including the information from history, provisions of the Canadian Constitution relevant to Aboriginal inherent rights to self-government, the definition of Aboriginal rights through court decisions, and the BC Treaty Process. (Feb 99 Ex, pp. 18–22)

1.A.39—That a mandatory First Peoples course be part of the graduation program. (Aug 17 Ex, p. 8)

1.A.41—That local Aboriginal communities have input into the allocation of targeted funding. (Feb 99 Ex, pp. 18–22) (Aug 17 Ex, p. 8)

1.A.43—That the BCTF advocate for, support, and encourage the development of Aboriginal Education Enhancement Agreements guided by the following principles:

1. All partners, including teachers, will be involved in the development, implementation, and assessment of Aboriginal Education Enhancement Agreements.

2. BCTF members will be represented by the Local President or their designate, and locals will ensure involvement of Aboriginal teachers.

3. Aboriginal Education Enhancement Agreements will be culturally sensitive, relevant to the traditional territory, include meaningful and supportive academic goals, and cross-curricular indigenization.

4. The Enhancement Agreements process should be student-centred and seek to produce positive outcomes for Aboriginal students.

5. Aboriginal Education Enhancement Agreements should shift away from inappropriate testing and ranking to a focus on the diverse needs of Aboriginal students.

6. Effective implementation of Aboriginal Education Enhancement Agreements requires dedicated funding for in-service and collaboration and properly funded up-to-date culturally appropriate resources. (Sep 04 Ex, p. 10) (19 AGM, pp. 23–24)

1.A.47—That the BCTF encourage all universities and colleges to accept BC First Nations Studies 12 and English First Peoples 12 as acceptable for Grade 12 course credits for admission and advertise that recognition in their catalogues**.** (Feb 99 Ex, p. 22) (Feb 12 Ex, p. 6)

1.A.49—The BCTF encourages the faculties of education and the Teachers' Council to: (Jan 19 Ex, p. 4)

1. ensure that during teacher training, all preservice teachers take at least one Aboriginal content course. (Dec 11 Ex, p. 18) (Jan 19 Ex, p. 4)

2. integrate Aboriginal content into all seminars and courses. (Feb 00 Ex, p. 4) (Jan 19 Ex, p.4)

3. require that all preservice teachers, faculty, and staff receive education about the history of colonialism and training in anti-racism as it relates to Aboriginal people. (Jan 19 Ex, p. 4)

1.A.59—That the BCTF urge the provincial government to fully fund the Native Education College. (Jun 07 RA, p. 9)

1.A.61—That local Pro D committees and provincial PSAs be requested and encouraged to include Aboriginal education workshop offerings in Pro D events and conferences to assist teachers in developing Aboriginal cultural literacy. (Dec 06 Ex, p. 6)

1.A.65—That the BCTF encourage members of the Aboriginal Education Partners Group (AEPG) to lobby the ministry to report on expenditures from "targeted funding," and that the BCTF encourage the AEPG to add targeted funding as a standing item on its agenda. (09 AGM, p. 8)

1.A.69—That the BCTF call upon all school districts to stop promoting stereotypical representation of Aboriginal people through the use of sports mascots. (Jan 10 RA, p. 10)

1.A.71—That the BCTF encourage all schools and school districts to commence events with a recognition of whose traditional Aboriginal territory they are on. (10 AGM, p. 8)

1.A.73—That locals be encouraged to commence meetings and events with a recognition of whose Aboriginal territory they are on. (10 AGM, p. 8)

1.A.75—That the Federation call upon the provincial government to demonstrate meaningful implementation of the *United Nations Declaration on the Rights of Indigenous Peoples* and British Columbia's Bill 41: *Declaration on the Rights of Indigenous Peoples Act* by:

1. adopting a funded plan of action that ensures all school districts are providing all employees with comprehensive in-service that fully addresses all aspects of Call to Action #57 of the Truth and Reconciliation Commission of Canada.
2. adopting the long-held recommendation of the BCTF, FNESC, BCSTA, and other organizations for the graduation requirements to include at least one First Peoples course at the secondary school level for all students.
3. ensuring school districts provide all teachers with the necessary teaching resources in keeping with the Indigenous content embedded in the revised curriculum, and relevant to the worldviews and knowledges of local First Nations communities.
4. implementing a plan of action to ensure that Indigenous languages are taught in all school districts, and easily accessed by students.
5. working with the BCTF, the BC Teachers' Council, and other organizations and bodies to significantly increase the number of First Nations, Métis, and Inuit teachers working in BC schools.
6. working with the BCTF and other organizations to implement a plan of action to address racism experienced by Indigenous staff, students, and families in BC schools.
7. abandoning colonial narratives in education promoted by the Organization for Economic Co-operation and Development (OECD), and discontinuing the utilization of colonial tools such as the Foundation Skills Assessment (FSA) and the Program for International Student Assessment (PISA). (21 AGM, pp. 9–10)

PROCEDURES

1.A.02—That the goals of the BCTF in Aboriginal education be to improve the success of Aboriginal students in the public schools and to build a new relationship with Aboriginal students and communities, and that these be pursued through:

1. working with Aboriginal organizations and other groups in the public schools to define success and appropriate indicators of success.
2. building awareness and commitment of teachers to practices that will improve the success of Aboriginal students.
3. identifying and supporting practices that help achieve success for Aboriginal students.
4. working to make schools inclusive of and for Aboriginal students, parents, teachers, and support workers.
5. building positive relationships of teachers and schools with Aboriginal communities. (99 AGM, p. 28)

1.A.04—That the BCTF Annual General Meeting, Representative Assemblies, provincial conferences, and zone meetings commence with a recognition of whose Aboriginal territory they are on. (03 AGM, p. 36) (10 AGM, p. 8)

1.A.06—That the BCTF work with the Deans of Education of BC universities to develop and put in place plans, programs, and incentives for the recruiting, attracting, supporting, and training of Aboriginal and minorities people to join the teaching profession. (06 AGM, p. 19)

1.A.08—That locals encourage and work with support staff unions and their school boards to examine the composition of their teaching, support, administrative, and managerial staff to ensure the equitable presence, inclusion, and representation of Aboriginal and minorities in all sectors of the educational system. (06 AGM, p. 26)

1.A.10—That whenever possible, the BCTF include Aboriginal education in BCTF conferences, Federation Leadership Institutes, and other training initiatives. (Jan 03 Ex, p. 21)

1.A.12—That locals be encouraged to include Aboriginal education representatives in their local processes and structures. (Aug 03 Ex, p. 4)

1.A.14—That locals be encouraged to work toward developing a plan for recruiting, supporting, and retaining Aboriginal teachers in union leadership positions. (05 AGM, p. 41)

1.A.16—1. That the BCTF should work with appropriate education and Aboriginal organizations to create a program to encourage Aboriginal people to enter teacher training.

2. That the faculties of education should develop programs that encourage Aboriginal support workers to train as teachers.
3. That each local work with its board of school trustees and Aboriginal communities to develop a district plan for recruiting, retaining, and supporting Aboriginal teachers.
4. That the BCTF work with the Aboriginal Educators' Association (PSA) to develop a program of support for Aboriginal teachers who are new to teaching. (Feb 99 Ex, p. 18)

1.A.20—Employment equity for Aboriginal teachers

1. Overall goal

That the teaching population in each school district be proportionate to the ratio of Aboriginal students in the district.

2. Objectives

a. That every local develop a strategic plan to achieve Employment Equity for Aboriginal teachers, which includes:

i. work with members to develop awareness and member support.

ii. the creation of local joint union/district policy on Employment Equity for Aboriginal teachers.

iii. elements to address retention as well as hiring of Aboriginal teachers.

b. That each district seek dispensation from the Human Rights Tribunal to allow for preferential hiring of Aboriginal teachers.

c. That each local identify a subcommittee or task force to implement the plan.

3. Role of the Federation

a. To support locals in their work to develop an employment equity strategy.

b. To provide local leadership with a suggested strategy to plan and implement an Employment Equity Program for Aboriginal teachers in their district. The plan will include goals, timetables, and measures of success.

4. Assumptions

We support an Employment Equity Program for attraction and retention of Aboriginal teachers. The BCTF has a letter of understanding attached to the collective agreement and policy supporting Employment Equity for Aboriginal teachers. (Nov 07 RA, p. 6)

1.A.22—That the BCTF develop a plan to encourage teachers of Aboriginal ancestry to recognize and report on bullying that stems from systemic discrimination. (Dec 07 Ex, p. 3)

1.A.24—That the Federation work with the BCSTA and BCPSEA to facilitate self-identification of Aboriginal teachers on application forms. (Dec 07 Ex, p. 4)

1.A.26—That the Federation endorse the following principles regarding the impact of the proliferation of testing on Aboriginal children.

Professional Statement

As Aboriginal teachers:

- we believe the misuse and overuse of standardized testing further discriminates against Aboriginal children and reinforces negative stereotypes.
- we believe paper and pen testing does not acknowledge the gifts of our children.
- we believe this is a colonial tool that perpetuates negative feelings and undermines our children's ability to learn.
- we believe there is a problem and more testing will not address our children's needs.
- we believe our children are entitled to equal access to and appropriate support for their successful high school completion.
- we believe we need to focus on strategies and solutions to help Aboriginal children. (08 AGM, p. 9)

1.A.28—That the Federation develop and promote materials to recruit Aboriginal students to the teaching profession and that the Federation lobby the BCSTA and school boards to do the same. (Dec 08 Ex, p. 7)

1.A.30—That the BCTF train Aboriginal teachers in rural areas to facilitate the Aboriginal parent workshops, and include added training sessions to update those who are already trained. (Dec 08 Ex, p. 7)

1.A.32—That the Federation encourage locals, school boards, and Aboriginal communities to work together to develop workshops on Aboriginal educational issues for all teachers. (Dec 08 Ex, p. 8)

1.A.34—That the Federation actively implement procedures 1.A.06 and 1.A.16 by seeking out interested school districts to develop a locally-based teacher education program for Aboriginal employees wanting to become teachers. (Dec 08 Ex, p. 8)

1.A.36—That the Federation encourage that the locals ensure that their Local Contact for Aboriginal Education (LCAE) be a member of the local executive committee. (Apr 09 Ex, p. 14)

1.A.38—That information be provided to locals that would assist them in the local development and implementation of the employment equity programs for Aboriginal educators including the establishment of locally developed timelines. (Apr 09 Ex, p. 14)

1.A.40—That the BCTF develop and provide a workshop for members that addresses myths and stereotypes of Aboriginal people, and updating the employment equity workshop. (Jan 10 Ex, p. 12)

1.A.42—That the Federation find ways to meet the demands of workshop requests for *Aboriginal Education*, *Employment Equity for Aboriginal teachers*, and *Enhancement Agreement* workshops by providing sessions to recruit and train Aboriginal teachers as workshop facilitators. (Jan 10 Ex, p. 12)

1.A.44—That the BCTF encourage school districts to allocate space in the schools for Aboriginal students, parents, staff, and community members. (Feb 12 Ex, p. 6)

1.A.46—Traditional Aboriginal territories

That the BCTF:

1. encourage teachers to recognize and incorporate environmental issues with respect to the impact on Aboriginal traditional territories, culture, and way of life, into their teaching.
2. lobby the Ministry of Education to recognize the importance of incorporating local environmental issues and their impact on traditional Aboriginal territories into the existing curriculum at all grade levels. (May 12 RA, p. 11)

1.A.48—That the BCTF routinely give a gift of thanks and appreciation to Aboriginal elders and invited guests who attend BCTF events in appreciation of their welcoming us onto their traditional territories. (Oct 15 Ex, p. 7)

1.A.50—Statement of principles and concerns

That the Federation adopt the following statement which encompasses principles for incorporating Aboriginal ways of knowing in the curriculum and concerns that need to be addressed:

1. The following list of principles must be followed to ensure this endeavour is successful:
   a. Recommendations and Calls to Action from the Truth and Reconciliation Commission must guide the spirit of all educational initiatives.
   b. Recognition of intergenerational issues related to residential school experiences and other forms of colonization must to be central to the curriculum.
   c. Teaching history from an Aboriginal perspective is an essential component of the curriculum.
   d. Teaching history must link the legacy of colonial injustice to contemporary intergenerational impacts by including the living component.
   e. Teachers must be supported by the Ministry of Education when dealing with systemic racism and other forms of discrimination.
   f. Educational leadership, in all areas, must include authentic Aboriginal voices.
   g. Initiatives must be built over time with trusted partners in Aboriginal education.
   h. Adequate in-service funding must be provided to enable teachers to work with Aboriginal content in all curricular areas.
   i. Teachers must be supported by the Ministry of Education and school districts in seeking appropriate resources and workshops. Efforts to identify teacher-led, teacher-created resources and workshops must be made, and those identified made widely available.
   j. In-service must include teacher-led and created practices and resources.
   k. Local knowledge and connections must be developed to support classroom teaching.
   l. Living links must be part of the process of infusion, including Elders and artists in the classroom, and current issues in struggles of Aboriginal people in BC.
   m. Adequate funding must be provided to enable teachers' access to Elders, speakers, and cultural workers to provide authenticity and in classrooms and visits to local Aboriginal communities.
   n. Elders, spokespersons, and local First Nations community members must be fairly compensated for their contributions.
   o. Protocols built around acknowledgment of traditional territories must be part of the process.
   p. Success must be measured by the strength of the local relationships formed and the respect students develop for Aboriginal issues.
2. The following list of concerns must be addressed to ensure this endeavour is successful:
   a. Recognition that Aboriginal people have been silenced and left out of Canada's history; it must be acknowledged that this absence has contributed to the oppression of Canada's Aboriginal people.
   b. Recognition of the obligation for a nation-to-nation relationship guided by the spirit and intent of the original treaty relationship.
   c. Recognition of the historic and current forms of systemic racism experienced by Aboriginal people in schools and the obligation of school systems to address this.
   d. Recognition of Canada's attempted genocide of Aboriginal people.
   e. Any desire to bring redress must come from recognizing the role of colonization in the dispossession of Indigenous land and resources. An authentic education must first recognize this and build support for the many and varied struggles of Aboriginal people to achieve social justice. (Apr 16 Ex, pp. 9–10)

2. Annual General Meeting

Note: The standing rules of order of the Annual General Meeting are found in Part 5 of this book.

A. General

PROCEDURES

2.A.02—That the Annual General Meeting annually approve a statement of priority objectives for the BCTF for the following year. (May 78 RA, p. 15)

2.A.04—That following consultation with the Representative Assembly, the Executive Committee recommend the priorities for the following year to the Annual General Meeting. (86 AGM, p. 7)

2.A.06—That the Executive Committee annually, in its leadership report, submit recommendations for policies, programs, and actions to the Annual General Meeting. (86 AGM, p. 8)

2.A.08—1. That the Executive Committee recommend to each Annual General Meeting the names of voting members to serve on the Resolutions Committee. Recommendations for the Resolutions Committee should include at least one member who identifies as Indigenous and one member who identifies as Black or a person of colour. The Executive Committee shall also recommend to each Annual General Meeting the names of voting members or honorary associate members to act as chairpersons. Individuals recommended as chairpersons shall not be seeking Executive Committee office. (74 AGM, p. 20) (00 AGM, p. 14) (May 22 RA, pp. 12–13) (24 AGM, p. 31, 50)

2. That members be eligible to serve on only one Annual General Meeting committee at a time: i.e., Resolutions Committee, Annual General Meeting Nominating Chairperson/Tellers, and as a scrutineer. (Nov 98 Ex, p. 20)

3. That the Executive Committee select the Annual General Meeting chairpersons to recommend to the upcoming Annual General Meeting at the regularly scheduled December Executive Committee meeting each year and that:

a. the chairpersons:

i. not be voting members of the Annual General Meeting or hold any other elected or appointed responsibilities at the meeting.

ii. avoid engaging in the debate from the floor on the business matters before the Annual General Meeting.

b. in making the selection, the Executive Committee consider the need for the inclusion of members from equity-seeking groups. (Apr 19 Ex, p. 13)

4. That the role of the AGM Resolutions Committee be to facilitate the business of the Annual General Meeting by:

a. serving as a resource for the voting members of the AGM who wish to bring forward amendments, alternate wording, subsidiary motions, and new resolutions.

b. supporting the AGM chairpersons by providing voting members of the AGM with advice on the application of the AGM Standing Rules of Order, by-laws, policies, and procedures.

c. liaising with the Federation staff who work in the technology pit at the meeting and providing them with the wording of proposed amendments, alternate wording, subsidiary motions, and procedural motions that will be brought forward.

d. moving amendments to the agenda and the order of unfinished business, taking into account the priority order of AGM business.

e. assisting with the process of replacing voting cards and ballots/clickers, as necessary.

f. providing advice to the meeting as necessary. (Feb 20 Ex, p. 11)

2.A.10—That the members of the Resolutions Committee for the Annual General Meeting shall not, by virtue of their membership on the Resolutions Committee, lose any of their normal rights to participate in Annual General Meeting debates. (Reviewed Dec 79 Ex, p. 19) (Feb 12 Ex, p. 8)

2.A.12—1. That the reports and recommendations of all Executive-appointed committees and task forces be submitted to the Annual General Meeting only through the report of the Executive Committee.

2. That all recommendations of the Executive Committee to the AGM be accompanied by supporting statements.

3. That, in the event that the Executive Committee does not endorse, or substantially changes, any of the recommendations from a BCTF committee or task force, the Executive Committee shall, upon the request of the committee or the task force, make an annotation in the report of the Executive Committee to the Annual General Meeting. (74 AGM, p. 20) (Oct 78 Ex, p. 8)

2.A.14—Distribution of documents at the Annual General Meeting

That the following conditions apply to the distribution of printed materials to Annual General Meeting delegates:

1. That the Federation continue to reduce the amount of paper used at the Annual General Meeting and encourage locals, members, committees, and others to consider alternates to distributing hard copies of materials for delegates.

2. That BCTF committees, task forces, and PSAs be authorized to distribute print materials to Annual General Meeting delegates within the meeting room only after approval by the Full-Time Table Officers, Executive Committee, Representative Assembly, or the Annual General Meeting.

3. That all materials distributed to delegates clearly identify the originator(s).

4. That the Annual General Meeting meeting kits and additional Federation documents for distribution to delegates be signed off by the Executive Director.

5. That all materials distributed at the Annual General Meeting be consistent with the Federation's social justice principles.

6. That, in general, material intended for Annual General Meeting delegates from groups or individuals outside of the BCTF be made available outside the meeting room only unless approved by the Executive Director in advance of the meeting. (Nov 76 Ex, p. 8) (Feb 11 Ex, p. 11) (Dec 24 Ex, p. 9)

2.A.16—That when the Representative Assembly or the Executive Committee wants to distribute a report supplementary to the one contained in *Reports and Resolutions*, the report be distributed either at the beginning of the Annual General Meeting or at least one session prior to the one in which the report will be discussed. (74 AGM, p. 37) (Reviewed Dec 79 Ex, p. 14)

2.A.18—That the Executive Director prepare a report to the Annual General Meeting, and that the delegates be provided with the opportunity to ask questions of the report. (77 AGM, p. 5) (17 AGM, p. 40)

2.A.20—Guidelines for display space at the Annual General Meeting and Representative Assembly:

1. That there shall be no commercial displays other than those directly related to the BCTF *Advantage* program. Non-profit groups who have been granted display space may offer resources for teachers for sale and conduct fundraising through the sale of merchandise and/or raffle tickets.

2. That display space will be offered to:

a. BCTF Advantage partners where a contractual obligation is present.

b. BCTF groups, such as PSAs, committees, programs, and locals.

c. Outside groups with which the BCTF has an organizational relationship, including labour affiliation partners and other unions, then community groups related to education, and/or thereafter community groups consistent with BCTF social justice values. (Dec 09 Ex, p. 23) (Feb 11 Ex, p. 11) (Feb 25 Ex, p. 15)

2.A.22—That the Retired Teachers' Association be informed, as soon as the Annual General Meeting agenda has been proposed when pensions matters will be discussed. (Feb 97 Ex, p. 2)

(86 AGM, p. 8)

2.A.26—1. That prior to pension matters being considered, the meeting shall move into a special committee of the whole with delegates, staff, representatives of honorary associate members, and others, as appropriate, present.

2. That the number of honorary associate member representatives shall be determined on the same basis as local delegates.

3. That during the special committee proceedings, the honorary associate member representatives shall be governed by all applicable rules contained in section 11 of the BCTF Standing Rules of Order of the Annual General Meeting as if they were a local of the Federation.

4. That the delegates and honorary associate member representatives shall consider the recommendations and resolutions placed before the meeting in the special committee of the whole.

5. That all recommendations and resolutions that were considered in the special committee of the whole proceedings must be considered out of committee by voting members. (07 AGM, p. 7) (10 AGM, p. 3) (24 AGM, p. 31)

2.A.28—That Honorary Life Members be granted voice at BCTF Annual General Meetings. (94 AGM)

2.A.34—That during the opening session of the Annual General Meeting, the chairpersons conduct an orientation session with delegates that includes:

1. appropriate conduct of delegates on the floor of the Annual General Meeting, especially regarding noise levels when speakers or delegates are engaged in addressing the assembly either from the podium or from the floor.
2. appropriate rules of conduct for delegates between and amongst each other while attending an Annual General Meeting.
3. information on the role of media at the Annual General Meeting and the interaction of the media with delegates.
4. briefing on appropriate rules of procedure including the recording of negative votes and the role and process on in-committee discussions/decisions.
5. information on other matters as appropriate.

(Apr 03 Ex, p. 11)

2.A.38—That any publication or documents distributed at Annual General Meetings or Representative Assemblies will be consistent with anti-discriminatory social justice policies of the BCTF. (May 04 RA, p. 12)

2.A.40—That the BCTF cover TTOC costs for a local to send delegate(s) and Local Representative(s) to the BCTF Annual General Meeting when the following condition has been met:

The local has attempted to negotiate with the board that the employer cover the costs of TTOCs for local delegate(s) and Local Representative(s) attendance at the Annual General Meeting when the board has implemented a spring break different from that set by the provincial calendar. (Feb 08 RA, p. 11)

2.A.42—That all BCTF Annual General and Representative Assembly meetings have:

1. at least one microphone that is easily accessible to people with disabilities.
2. a system in place that allows people with disabilities to speak without having to make their way to a microphone.

(Jan 09 RA, p. 9)

2.A.44—That agenda topics that are not required to be scheduled at specific times be varied year-to-year in so far as possible. (Oct 09 Ex, p. 4)

2.A.46—That the Federation supports and encourages delegates to bring an ally or support person to stand with them when speaking at a microphone at the Annual General Meeting, Representative Assembly, and other BCTF governance body meetings. (Apr 21 Ex, p. 10)

2.A.48—That the Federation encourage each local to elect teachers' teaching on call as Annual General Meeting delegates. (May 24 RA, p. 14)

B. Nomination of Executive Members

Note: See also Part 5, section 12 of the Annual General Meeting's Standing Rules of Order.

2.B.02—1. That a picture of the candidate, and a statement including qualifications, service, and policy statements for all candidates standing in nomination as of the final date for nomination prior to the Annual General Meeting, be published in the *Teacher*/BCTF newsletter. Such statements are subject to uniform length restrictions and deadline as determined by the editor of the *Teacher*/BCTF newsletter. Such publication will be provided to members prior to the Annual General Meeting, in the issue of the newsletter setting out the Notice of Annual General Meeting and/or notice of Special Resolutions to members.

2. That BCTF publications not indicate the source of any nomination.

3. That pictures and policy statements of, and biographical data on all candidates nominated from the floor on the first day of the Annual General Meeting be posted for the information of the delegates. (Jun 64 Ex, p. 11) (98 AGM, p. 8)

2.B.04—That a BCTF provincial task force or committee, the Provincial Specialist Association Council, or any provincial specialist association shall not, as a group, recommend or endorse any candidate for any BCTF Executive Committee position. Members wishing to endorse a candidate or candidates should be identified as individuals only or, subject to local policies, by positions or offices held in a local, but not by any Federation position or office. (89 AGM, p. 51) (98 AGM, p. 8)

2.B.06—That Federation resources, including any Federation email list, should not be used to support individual candidates or groups of candidates seeking Federation office with the exception of allowing the posting of the address of a website containing Executive Committee candidate's election information to the presidents' email list. (Feb 01 Ex, p. 27) (May 09 RA, p. 4)

2.B.08—That with the published agenda for the Annual General Meeting shall be included the names and pictures of candidates as follows:

1. Subject to paragraph 2. (below), all candidates who stood in nomination as of the final date for nominations prior to the Annual General Meeting pursuant to By-law 5.4(e).
2. If by the close of business on the Friday, two weeks prior to the commencement of the Annual General Meeting, a candidate has formally withdrawn from nomination, the name and photograph of that individual shall not be included. (Oct 90 Ex, p. 9) (98 AGM, p. 8)

2.B.10—That the Federation's social media tools not be used to promote any individual's candidacy. (Dec 13 Ex, p. 6)

2.B.12—Campaign conduct

That, in the conduct of their campaigns, candidates for BCTF elected office:

1. uphold the principles of the Commitment to Solidarity.
2. be guided by the BCTF harassment policies and procedures for members at BCTF-sponsored meetings and events.
3. refrain from seeking an external platform to malign the Federation or undermine collective strategies of the BCTF.
4. strive to focus on issues, strategies, and actions, and to avoid disparaging other candidates on a personal basis.

(Nov 14 RA, pp. 11–12)

2.B.14—Campaign brochures and paraphernalia

That at the BCTF Annual General Meeting, campaign brochures and paraphernalia for Executive Committee elections be limited to the following items:

1. Buttons indicating the name of a candidate(s) running for an Executive Committee position.
2. A BCTF-produced booklet to be provided for each Annual General Meeting delegate on the convention floor with each candidate offered the same amount of space in the publication to

articulate a platform and provide links to their own personal campaign materials, webpages, and/or social media accounts. (15 AGM, p. 10) (21 AGM, p. 29)

2.B.16—Special issue of the *Teacher*

That the following apply to the booklet distributed to Annual General Meeting delegates as per Procedure 2.B.14 of the *Members' Guide to the BCTF*: (May 21 RA, p. 9)

1. The content be limited to a statement and photo from each candidate for election to the Executive Committee who has declared their candidacy by the deadline specified in By-law 5.4(d).
2. The statements be limited to 300 words, followed by up to three links to additional information online.
3. Candidates may supply a photo or choose to use the photo published in the regular issue of the *Teacher*.
4. The deadline for receipt of the photo and statement by the BCTF shall be no later than two full weeks before start of the Annual General Meeting, with the details and date sent to candidates in advance.
5. As per Procedure 2.B.02—3., any candidates nominated from the floor on the first day of the Annual General Meeting shall have their photo, statement, and biographical information posted for the meeting, however will not be included in the special issue of the *Teacher* for Annual General Meeting delegates.
6. This special issue will be in addition to the publication of candidate's statements, bios, and photos in the *Teacher* magazine sent to all members, as required by per By-law 5.4(e) and Procedure 2.B.02. (Nov 15 RA, p. 6)

C. Resolutions

2.C.02—1. That locals be encouraged to consider submitting recommendations to the Executive Committee or resolutions to the Representative Assembly as an alternative to sending resolutions to the Annual General Meeting. Locals are encouraged to do so throughout the year, whenever issues arise. In the case of recommendations submitted to the Executive Committee, the local will be advised of the outcome of the Executive Committee's deliberations, including referral to an advisory committee.

2. That locals be encouraged to use their resolutions to the Annual General Meeting for matters that cannot be addressed by the process outlined above, for emergent issues, or for matters that can only be dealt with by an Annual General Meeting, such as revisions to by-laws or policies and procedures previously adopted by an Annual General Meeting.

3. That, notwithstanding any of the above, locals shall have the right, in their sole discretion, to submit any matter by resolution directly to the Annual General Meeting, without having first submitted it to the Executive Committee or Representative Assembly for consideration.

4. That chairpersons of BCTF advisory committees be encouraged to make regular use of the Federation's publications to give the membership advance information concerning activities and problems in their areas of jurisdiction, to the end that delegates to the Annual General Meeting will be better prepared to deal effectively with the issues placed before them. (Mar 77 Ex, p. 11) (May 11 RA, p. 13)

2.C.04—1. That to be acceptable for consideration by the Annual General Meeting, a resolution must be published in *Reports and Resolutions*, or be a "late" resolution. (see Annual General Meeting Standing Rules 6.C)

2. That to be acceptable for publication in *Reports and Resolutions*, a resolution must meet the following criteria:

a. It is sponsored by:

i. a general meeting of a local or sublocal.

ii. a local delegate assembly acting for the local in submitting the resolution.

iii. an individual member or group of members, provided that the resolution was first moved and considered at a local general meeting and failed to receive the endorsement of the meeting. (15 AGM, p. 10)

b. The process outlined in part 1. above be completed by December 15.

c. i. The resolution(s) are submitted to the Annual General Meeting Co-ordinator or the Director of the Communications/Campaigns Division on or before December 15.

ii. That where a local submits a resolution to the Annual General Meeting which, in the opinion of the BCTF general counsel, is unconstitutional or exceeds the powers of the Annual General Meeting, the BCTF general counsel provide advice and the local be permitted to submit an amended resolution before January 25. (00 AGM, p. 14) (Jan 12 Ex, p. 3)

d. Resolutions may be submitted electronically, through the mail, or by hand. (09 AGM, p. 6)

e. It does not call for reaffirmation of present policies or procedures.

f. It is submitted with a supporting statement containing evidence and argument in support of the resolution.

g. The supporting material does not appear in a series of clauses introduced by "whereas."

h. That adoption of a resolution by the Annual General Meeting does not imply adoption of any supporting material. (76 AGM, pp. 6–7, 54) (89 AGM, p. 24)

2.C.06—That the Executive Committee review resolutions from locals being forwarded to the Annual General Meeting, and provide advice, as appropriate, with that advice being indicated in the *Reports and Resolutions* booklet. (Jan 06 Ex, p. 4) (Apr 10 Ex, p. 8)

2.C.08—That in preparation for the Annual General Meeting, a meeting of the Resolutions Committee and chairpersons be convened as soon as possible after the deadline for submission of local resolutions to the Annual General Meeting has passed to review the resolutions and consider any advice to locals, as appropriate, with regard to possible wording changes, combining of like resolutions from more than one local, and other advice that would facilitate the business of the Annual General Meeting. (Apr 08 Ex, p. 13) (Jan 10 Ex, p. 16)

2.C.10—That locals be encouraged to:

1. review with new Local Representatives the governing structures of the BCTF.
2. divert resolutions from the Annual General Meeting agenda to the Executive Committee or Representative Assembly, as per Policy 2.C.02. (May 11 Ex, p. 6)
3. connect with other locals sponsoring similar resolutions in order to collaborate on wording.
4. hold delegation meetings in advance of the Annual General Meeting for orientation and discussion of Annual General Meeting business. (Oct 09 Ex, p. 3)

2.C.12—That the Federation list local resolutions under each topic heading in the *Reports and Resolutions* booklet for the Annual General Meeting in random order. (Nov 18 RA, p. 7)

3. Bargaining

A. Basic Principles

POLICIES

3.A.01—That the BCTF call on the provincial government to restore to local school boards the traditional fiscal and budgetary autonomy of employers to enter into fair collective agreements and the means to honor such contracts or awards. (85 AGM, p. 6) (95 AGM, p. 25)

3.A.03—That the government ensure that public sector K–12 and adult education bargaining structures be based on:

1. a respect for the role of trustees and local community decision making.
2. an ability to conclude an agreement.
3. bargaining styles that contribute to the achievement of a negotiated settlement.
4. sufficient resources to meet bargaining outcomes. (Dec 96 Ex, p. 7)

3.A.07—That in the event government should establish a commission to review existing provincial bargaining structures for K-12 bargaining, the BCTF be guided by the following principles in making any submission to such a commission:

1. Honour full, free collective bargaining, with a preference for local bargaining.
2. Respect for the role of trustees and local community decision-making.
3. An ability to conclude an agreement.
4. Bargaining styles that contribute to a negotiated settlement.
5 Sufficient resources to meet bargaining outcomes.
6. Employer structures that are publicly accountable.

(Jan/Feb 03 RA, pp. 16–17)

PROCEDURES

3.A.02—That the BCTF opposes all forms of wage controls, including provincial mandates, wage re-opener (me-too) clauses, essential service designation by government, and legislative interference with negotiated agreements, as being contrary to the principle of free collective bargaining. (76 AGM, p. 47) (00 AGM, p. 7) (24 AGM, p. 27)

3.A.04—That the BCTF and its locals not negotiate with the employer to place any terms and conditions of employment into board policy. (Sep 02 Ex, p. 5)

3.A.06—That the BCTF and its locals:

1. not negotiate with the employer to place any stripped terms and conditions of employment into board policy.
2. continue to emphasize to employers and others the importance of full and free collective bargaining rights for teachers regardless of board policies that relate to working and learning conditions.
3. may provide comment on proposed board policies/procedures. (Oct 02 Ex, p. 16)

3.A.08—That when the BCTF is negotiating with BCPSEA about an issue that negatively impacts on a specific local or locals that the local(s) be consulted before any agreements are made between the provincial bodies. (Feb 08 RA, p. 4)

B. Objectives

POLICIES

3.B.03—That the BCTF is strongly opposed to the use of any form of merit rating to determine members' salaries. (86 AGM)

3.B.07—Teachers Teaching on Call

1. That the BCTF and its locals work to secure contract language that provides for seniority-based TTOC call-out procedures that take into account areas of expertise. (07 AGM, p. 23)
2. That the following principles guide provincial language on callout for TTOCs:
   a. Based on seniority.
   b. That the size of the callout list ensures that all TTOCs receive enough work.
   c. To use seniority earned by TTOCs to move into contract positions through post and fill. (Apr 17 Ex, p. 6)

3.B.13—That non-discrimination clauses in teachers' collective agreements be amended to include specific protection for members who identify as transgender or who otherwise do not conform to normative gender expectations. (Nov 09 RA, p. 12)

C. Provincial Government Matters

POLICIES

Note: See section on Bargaining and Professional Rights policies.

D. Disputes

E. Negotiations—BCTF Role

POLICIES

3.E.03—That the salary for a part-time teacher should be in direct proportion to that fraction of the full-time duties inclusive of preparation time. (Oct 80 RA, pp. 10–11)

PROCEDURES

3.E.02—That the BCTF continue to support the principle of local bargaining and oppose provincial bargaining. (92 AGM, p. 46)

3.E.04—That the Field Service Division co-ordinate to provide materials, advice, and assistance to support local and regional bargaining and collective agreement implementation. (May 70 RA, pp. 6–7) (75 AGM, p. 8) (May 22 RA, p. 10)

3.E.08—That members should be informed of the contents of an Agreement-in-Committee prior to any public release of such information. (May 99 RA, p. 13)

F. Negotiations—Local Role

POLICIES

3.F.01—That all boards of school trustees should be required by law to indemnify fully all BCTF members for accidents that may occur during the discharge of their duties. (Jan 75 RA, p. 9)

PROCEDURES

3.F.02—That locals negotiate local matters on the basis of objectives set locally. (75 AGM, p. 8) (97 AGM, p. 15) (24 AGM, p. 27)

3.F.06—Agreements-in-Committee

1. That Field Service staff members should be fully informed of the terms of any proposed local matters Agreement-in-Committee well in advance of its approval so that they may meet, discuss with, and advise the local on the wisdom of the proposal and its impact, if any, on other locals. (May 97 RA, p. 11)
2. That no agreement should be concluded without receiving this advice.
3. That an opportunity should be given to staff or political officers to present any major concerns to the local. (Feb 83 RA, p. 4)

3.F.08—That locals be encouraged to co-operate with Aboriginal and school districts in the negotiation and implementation of Aboriginal Enhancement Agreements, including monitoring to avoid potential conflict with the provincial collective agreement. (Feb 99 Ex, p. 22)

3.F.10—That the BCTF request of government that all school boards be required to indemnify fully all BCTF members for accidents that may occur during the discharge of their duties. (May 97 RA, p. 11)

3.F.12—Sign-off and ratification process

1. Local Matters

That agreements reached by the local parties with respect to "local matters" as identified in Appendix II of the Split of Issues are not subject to ratification by the Federation.

2. Other Matters

a. That agreements reached by the local parties with respect to "local options" as identified in Appendix I of the Split of Issues (Provincial Matters) shall be subject to ratification by the provincial parties.

b. That the agreement of a Full-Time Table Officer, one of the lead negotiators, and the Director of the Field Service Division shall constitute ratification on behalf of the Federation with respect to agreements reached by the local parties pursuant to paragraph a. above. This group may refer any issue to the Executive Committee for advice and/or decision. (Apr 01 Ex, p. 2) (Aug 21 Ex, p. 5)

3.F.14—That locals may produce their agreements in a format suitable to their needs except that such format should not pose any obstacles in a grievance/arbitration situation. (Sep 08 Ex, p. 8)

3.F.16—That the BCTF provide support to locals to undertake actions to encourage their trustees to support local bargaining. (May 10 RA, p. 14)

3.F.18—That locals be encouraged and supported to make presentations to their boards regarding the importance of local bargaining and a renegotiated split of issues. (Oct 10 Ex, p. 14)

G. Provincial Bargaining Structures

PROCEDURES

3.G.02—Bargaining Conference

1. That the Executive Committee schedule a provincial Bargaining Conference of significant duration to adequately deal with the purposes of the conference prior to the commencement of each round of bargaining. (May 99 RA, p. 11)

2. That the purpose of the Bargaining Conference be to approve:

a. objectives for the provincial table.

b. a broad strategic framework for the upcoming round of bargaining, provincially and locally. (Nov 16 RA, p. 7)

3. That the delegates to the Bargaining Conference be:

a. i. members of the Executive Committee.

ii. members of the Bargaining Team (exclusive of staff). (May 99 RA, p. 11) (Nov 00 RA, p. 9)

iii. local delegations consisting of:

- Local President or designate
- local bargaining chairperson or designate
- further local delegates elected by the local on the basis of one further delegate per 250 members (FTE) or portion thereof in excess of the first 400 members.

b. That the delegates in i.–ii. Have one vote each and no such delegate shall have more than one vote.

c. That the local delegations be entitled to the total number of votes equal to:

i. the number of delegates (exclusive of Local Representatives) to which the local would be entitled at the Annual General Meeting; plus,

ii. the number of Local Representatives to which the local would be entitled at the Representative Assembly. (Jan 97 RA, p. 6) (May 97 RA, p. 10)

d. That all members of the WLC/Bargaining Advisory Committee be invited to attend and that each of the following advisory committees be invited to send up to two representatives with voice but no vote:

i. Committee for Action on Social Justice
ii. Teachers Teaching on Call Advisory Committee
iii. Provincial Specialist Association Council
iv. Professional Issues Advisory Committee
v. Aboriginal Education Advisory Committee
vi. Health and Safety Advisory Committee
vii. Income Security Committee
viii. Pensions Committee
ix. Advisory Committee on French Programs and Services
x. Adult Education Advisory Committee. (Jan 10 RA, p. 10)

e. That the agenda be organized to prioritize advice, updates, and reports from advisory committees and the Executive Committee, to be followed by the setting of objectives. (Jan/Feb 03 RA, p. 8) (Nov 16 RA, p. 7)

4. a. That input and advice from members on objectives and strategies occur through locals, provincial specialist associations, and advisory committees prior to the Executive Committee's making recommendations on those matters to the Bargaining Conference.

b. That members through locals, provincial specialist associations, and advisory committees have an opportunity to discuss and consider the Executive Committee's recommendations on objectives and strategies prior to the Bargaining Conference. (Nov 96 Ex, p. 1)

c. That groups represented in 3.d. be requested to prepare and circulate briefs in support of bargaining objectives.

d. That the Federation schedule a Bargaining Collaboration Day connected to the zone meeting immediately prior to each Bargaining Conference. (Oct 24 Ex, p. 9)

5. That the Executive Committee be authorized to convene additional Bargaining Conferences, as it determines necessary, at critical junctures in the bargaining process. (May 99 Ex, p. 13)

6. That the Bargaining Conference be held utilizing the Representative Assembly Standing Rules of Order, except that all motions in-committee require a seconder. (24 AGM, p. 27)

3.G.06—Bargaining Team

1. That the Provincial Bargaining Team consist of:

a.a Full-Time Table Officer of the BCTF, one other member of the Executive Committee, and four voting members of the BCTF, all appointed by the Executive Committee. (24 AGM, p. 31)

b. a lead negotiator(s) appointed by the Executive Committee (upon recommendation of the Bargaining Team) from the above six members of the team. (Feb 19 RA, p. 10)

c. the President of the BCTF as an ex officio member.

d. one member of the BCTF staff with voice but no vote. (Aug 12 RA, p. 3)

2. That if a Bargaining Team member vacates their position, that the Executive Committee be notified and determine whether to post the vacancy. (May 23 RA, p. 9)

3. That the following be the terms of reference for the Bargaining Team:

a. To assist in the planning of the Bargaining Conference.

b. To recommend to the Executive Committee the approval of the package to be presented at the table.

c. To negotiate.

d. To determine and implement appropriate table tactics consistent with the Federation's overall bargaining strategy.

e. To recommend an Agreement-in-Committee to the Executive Committee.

f. To recommend to the Executive Committee, the breaking off of negotiations, job actions, mediation, arbitration, or other processes to achieve a collective agreement. (Nov 96 RA, pp. 15–16)

g. To recommend a lead negotiator(s) to the Executive Committee. (Aug 12 RA, p. 3) (Feb 19 RA, p. 10)

h. To recommend to the Executive Committee a broad framework for engaging members as observers to bargaining sessions between the Bargaining Team and the Employer, and for determining appropriate and strategic processes and schedules for observers within that framework. (Feb 24 Ex, p. 18)

4. That teacher members of the Bargaining Team be seconded by the Executive Committee on a full-time basis when appropriate. (Nov 96 Ex, p. 6)

5. That the Bargaining Team choose a chairperson to chair meetings of the team.

6. That an orientation be provided for Bargaining Team members regarding:

a. workplace protocols, including:

i. the roles and responsibilities of support and administrative staff in the operations of the BCTF.

ii. the relationship of the team and individual members of the team to the Full-Time Table Officers and the Executive Committee.

b. the relationship of the team and individual members of the team with members.

7. That an opportunity for team building be provided soon after the appointment of the full team.

8. That visits to locals by Bargaining Team members be approved by the Full-Time Table Officers.

9. That the Bargaining Team be dismissed at an appropriate time following ratification of an Agreement-in-Committee. (Nov 96 Ex, p. 2)

10. That the Bargaining Team, where feasible, verify with locals provincial information used in negotiations.

11. That the Bargaining Team consult and invite members with specialized experience or expertise to provide information to the Bargaining Team during the development of the language and its negotiation at the table. (May 99 Ex, p. 14) (Nov 23 Ex in-committee, pp. 25–26)

12. That negotiations training sessions be held to facilitate the development of local bargaining teams. (Jan 09 RA, p. 9) (Aug 12 Ex, p. 11) (May 13 RA, p. 18)

13. a. That members of the Provincial Bargaining Team not communicate publically on bargaining issues unless requested to do so by the Federation.

b. That members of the Provincial Bargaining Team, while seconded on a full-time basis, not have teaching responsibilities or hold any other BCTF or local leadership roles, with the exception of the Full-Time Table Officer and Executive Committee member appointed to the team who will continue with their provincial responsibilities. (Aug 12 Ex, p. 11)

3.G.08—Executive Committee

That the Executive Committee have primary responsibility for the overall conduct and co-ordination of bargaining including:

1. appointing and replacing, as necessary, teacher members of the Bargaining Team.
2. maintaining ongoing liaison with the Bargaining Team.
3. setting the Bargaining Conference.
4. recommending objectives and strategies to the Bargaining Conference.
5. receiving objectives and strategies approved by the Bargaining Conference and approving emergent objectives.
6. approving the package.
7. approving, after consultation with the Bargaining Team, the breaking off of negotiations, mediation, arbitration, or other processes to achieve a collective bargaining agreement.
8. recommending job actions or ratification to members.
9. recommending voting procedures to the Representative Assembly for job actions and ratification.
10. maintaining the link between the Federation and members.
11. approving internal and external communications strategies.
12. developing processes for dealing with bargaining and contract issues which arise after the collective agreement has been ratified. (Nov 96 RA, p. 16)
13. that during the time that negotiations are underway, the Executive Committee make every effort to ensure that the duties undertaken by the Full-Time Table Officers assigned to the team be primarily related to bargaining. (May 99 Ex, p. 13)
14. approving a broad framework for engaging members as observers to bargaining sessions. (Feb 24 Ex, p. 18)

3.G.10—Locals

That locals assume primary responsibility for:

1. electing delegates to the Bargaining Conference.
2. soliciting input from members of the local with regard to bargaining objectives.
3. submitting resolutions to the Bargaining Conference. (Nov 23 RA in-committee, p. 2)
4. providing information and support materials to the Bargaining Team, including surveys of members, for case building, as requested. (May 99 RA, p. 12)
5. bargaining a local matters agreement.
6. providing advice as requested.
7. contract administration at the local level.
8. facilitating information meetings on bargaining, visits of Federation officers and other representatives, and the distribution of Federation-approved materials.
9. organizing provincially authorized votes and job actions. (Nov 96 RA, pp. 16–17)

3.G.12—Representative Assembly

That the Representative Assembly continue to determine the voting procedures pursuant to the Labour Relations Code Regulations to be used when the organization undertakes job action or ratification votes. (Nov 96 RA, p. 17) (Jun 01 RA, p. 11)

3.G.14—Miscellaneous

1. That bargaining be a component of Summer Leadership Conferences and, in particular, that the Summer Leadership Conference prior to each new round of bargaining hold discussions and provide training on the objective-setting process and related matters.

2. a. That the two zone meetings prior to the anticipated start of bargaining have bargaining as their primary focus and matter of discussion. (May 23 Ex, p. 7)

b. That while the Federation is engaged in bargaining, bargaining matters be the primary focus and matter of discussion at zone meetings. (May 23 Ex, p. 7)

3. That, as part of the overall bargaining process, the Federation use all-member surveys, as appropriate. (May 99 Ex, pp. 13–15)

H. Mid-Contract Modification Process

PROCEDURES

3.H.02—That modification, exclusive of grievance settlements, includes

1. any amendment to the collective agreement which alters an existing term and condition through addition, omission, or correction.
2. any agreement to waive the provisions of the agreement for the term of the agreement or another specified period.
3. any variation to an established existing term and condition of employment which provides an exception to the rule.
4. letters or Memoranda of Understanding dealing with procedural or interpretive issues relating to the collective agreement. (Oct 98 Ex, pp. 7–10)

3.H.04—Modifications to local matters

1. That locals must seek Field Service advice prior to making any modifications.
2. That locals may authorize modifications using their own procedures. (Oct 98 Ex, pp. 7–10) (Jan 10 Ex, p. 14)

3.H.06—Modification to provincial matters—central provision(s) negotiated by provincial parties

1. That modification is by the provincial parties.
2. That proposed modification(s) shall be circulated to locals for advice.
3. That dependent upon the nature of the mid-contract modification, ratification shall be by one of the following, as determined by the Executive Committee:
   a. By the Executive Committee.
   b. By a vote of the general membership of the BCTF.
4. That where appropriate, ratification in instances of 3.a. or 3.b. shall include a vote by a general meeting in a local or locals directly affected by the change.
5. That amendments shall be framed in a letter of understanding signed by the President. (Oct 98 Ex, pp. 7–10)

3.H.10—That locals be encouraged to negotiate, as a mid-contract modification, a clause to support green lateral exchange/transfer between districts. (Nov 07 RA, p. 3)

I. Working and Learning Conditions Goals and Principles

POLICIES

3.I.01—That the BCTF foster effective teaching and learning conditions throughout the province.

Those conditions should provide:

1. For each student:
   a. The guidance and assistance of a qualified professional teaching staff.
   b. Access to varied and suitable learning materials.
   c. A physical environment suited and equipped for the learning planned in that environment.
   d. A learning environment that encourages active involvement and provides a wide range of first-hand experiences.
2. For each teacher:
   a. The opportunity and time to fulfill their role as a professional educator.
   b. Time to plan and organize; time to work with colleagues; time to work with parents; time for career development; time to think.
   c. Protection from excessive and extraneous demands upon their time and professional skills.
   d. Adequate space suitable for planning, preparation, marking, conducting interviews, and meeting with students, parents, associated professionals, paraprofessionals, and colleagues.
   e. The autonomy to spend a portion of the school's budget for materials and supplies according to their professional judgment.

f. Recognition of the principle of equalizing the load of staff members in the school.

3. For both students and teachers:

a. Limitations should be established on class size to improve educational situations.

b. Essential class space, texts, equipment and minimum materials and supplies should be provided before the start of any course. (69 AGM, pp. 19–20)
(Reviewed Jan 80 Ex, p– 6)

3.I.03—Teachers should not perform duties which rightfully belong to members of another bargaining unit. (Nov 06 RA, p. 4)
(Feb 07 RA, p. 8)

3.I.05—That the school is a basic educational unit. A desirable situation exists when each school has:

1. an adequate number of highly qualified teaching and support staff.
2. an adequate amount of instructional space that may be flexibly organized to accommodate various sized instructional groups.
3. an adequate budget for instructional materials and supplies, with autonomy for the professional staff of the school in the spending of a significant portion of that budget.
4. a well-equipped library or resource centre.

(75 AGM, pp. 13–14)
(May 75 RA, p. 18)

3.I.07—A desirable class size and teacher assignment situation exists when:

1. a class does not exceed 15 pupils.
2. a special class does not exceed 10 students.
3. there are no special limitations or extensions associated with courses within the secondary teacher's assignment, and the average daily student load does not exceed 120.
4. the teacher's weekly instructional assignment does not extend beyond 20 hours. (69 AGM, pp. 20–21)
(79 AGM, p. 6)

3.I.09—That class size in kindergarten and years 1, 2, and 3 should be the lowest of any level in the K to Grade 12 continuum.
(Oct 75 Ex, p. 25)

3.I.11—That provision should be made for all elementary and secondary schools to have teacher-counsellors. (Oct 75 Ex, pp. 23–24)

3.I.15—That the equipment and facilities used in business education skill courses should adequately reflect those in the business community. (Jun 79 Ex, p. 10)

3.I.17—That the BCTF continue to lobby the provincial government to establish, in legislation, firm class-size and composition limits and learning specialist teacher/student ratios and caseloads at all grade levels. (07 AGM, p. 18)

3.I.19—That the BCTF lobby the provincial government to provide funding to school districts to reinstate staffing ratios and caseloads for specialist teachers so that services that support student learning can be regained. (07 AGM, p. 18)

PROCEDURES

3.I.02—That the BCTF take action to ensure the professional nature of teachers' tasks by:

1. educating and supporting teachers in refusing to perform tasks more appropriately assigned to school secretaries, office staff, janitorial, maintenance, or transportation staff.
2. including this issue in BCTF research, publications, and campaigns related to professional autonomy.
3. working with CUPE and other affected unions to raise awareness among the public, trustees, and teachers of the amount of clerical and custodial work teachers do, and its detrimental effect on the quality of education.
4. working with CUPE and other affected unions to end the performance by teachers and students of tasks more appropriately assigned to school secretaries, office staff, janitorial, maintenance, or transportation staff. (Nov 06 RA, p. 4)

J. Declaration of Teaching and Learning Conditions

POLICIES

3.J.01—Declaration of Teaching and Learning Conditions

Preamble:

A school system that will foster the growth and development of every individual, to the end that they will become a self-reliant, self-disciplined, socially and environmentally responsible member of a democratic, pluralistic society, requires appropriate teaching and learning conditions. The Declaration of Teaching and Learning Conditions sets out the teaching and learning provisions that teachers believe will ensure an education system of the highest quality and responsibility.

1. Rights and responsibilities of the local association

1.1 It is the responsibility of the local to ensure that discussion of the declaration takes place.

1.2 It is the responsibility of the local to make an annual presentation to the school board and the public to report on the teaching and learning conditions in the district.

1.3 It is the right and responsibility of the local to participate in any school board established committees whose mandate affects the working and learning conditions of members. All bargaining unit members on such committees shall be appointed by the local.

1.4 It is the right and responsibility of the local to defend and improve the collective agreement.

2. Rights and responsibilities of members and staff

(see also Members' Guide Policy 31.B.02, the BCTF Code of Ethics)

2.1 The staff of a public school has the right and responsibility to ensure a school environment for staff and students that follow participatory democratic practices.

(see BCTF Members' Guide Sections 3.O—Staff Committees, 9.A.03, 31.A.04, 31.A.O2 (5), 30.A.01)

2.2 The staff of a public school have the right and responsibility to provide input to the local for the local budget presentation to the school board.

2.3 It is the right and responsibility of a school staff to advocate for improved teaching and learning conditions.

2.4 A school staff has the right to participate in decisions regarding the allocation of learning resources in the school.

3. Rights and responsibilities of members

3.1 The member has the right to belong to a union that will act on their behalf in negotiating all terms and conditions of their employment and representing them with the employer.

3.2 The member has the right to work in a workplace free from harassment, sexual harassment and free from discrimination on the basis of race, colour, ancestry, place of origin, religion, gender identity, sexual orientation, age, marital status, disability, or family status.

3.3 The member has the right to due process in the pursuit of teaching or learning concerns associated with their assignment.

(see BCTF Members' Guide Policy 50.A.01)

3.4 The member has the responsibility of assessing the quality of the learning conditions provided for the students in their care.

(see BCTF Members' Guide Policy 30.A.15)

3.5 The member has the right and responsibility to participate in decision making regarding the policies and practices in their workplace.

3.6 The member has the right to have employer-provided training in areas that are required for them to perform their duties.

3.7 The member has the responsibility to maintain a standard of practice that reflects current knowledge and research, and the right to choose professional development activities appropriate to their professional inquiries and responsibilities. *(see BCTF Members' Guide Policy 31.A)*

3.8 The member has the right to determine methods of instruction, use of technology, planning and presentation of materials and the appropriate assessment and evaluation instruments and strategies.

3.9 The classroom teacher, in collaboration with the school-based team and/or other specialist teachers assigned to provide

support services to students, shall have the right to determine the placement of, resources for, and support services necessary to the needs of students with disabilities/disabled students and/or diverse learners and other students in the class. (May 22 RA, p. 9) (23 AGM, p. 18)

3.10 The member has the right and responsibility to report to their local and the BCTF, any conditions that, in their judgment, are detrimental to the welfare, health or safety of students and staff. It is expected that a member will report such conditions to the school staff representative and/or principal, as per local policy and pertinent legislation, prior to reporting them to the local or the BCTF.

3.11 The member has the right to spend a portion of the budget for instructional materials and supplies according to their professional judgment.

3.12 The member shall have the right and responsibility to provide input for the local budget presentations to the school boards.

3.13 Members who are new to the profession, new to the school district, in new assignments and members who work as teachers teaching on call have the right to expect support from the local and the school board in adjusting socially and professionally to the culture of the staff and district in which they are employed.

3.14 The member has the right and responsibility to inform parents of changes in teaching and learning conditions, and the effects on the education of students.

4. Rights and responsibilities of students

The BCTF recognizes and supports the following rights and responsibilities of students:

4.1 The right to enjoy freedom of speech, due process and freedom from any form of abuse, discrimination or harassment and the responsibility to be aware and considerate of the rights of others.

4.2 The right to enjoy equal access to free public school education, up to and including grade 12 graduation, regardless of age or disability. This education should include free access to learning materials and to a wide range of curriculum offerings, and the responsibility to utilize available learning resources and take advantage of opportunities for growth and development.

4.3 The right to physical environments that are hygienic, safe, conducive to learning and free from barriers to persons with disabilities, and the responsibility to refrain from practices that endanger the safety of others.

4.4 The right and responsibility to retain their ethnic, cultural and linguistic heritage and to be made aware of the ethnic, cultural and linguistic heritage of others.

4.5 The right and responsibility to participate in decisions in accord with the growth of maturity of the student, both as an individual and as part of the group.

4.6 The right to participate, without financial barrier in all courses, programs, activities and clubs sponsored by the school.

4.7 The right to a teacher teaching on call when any teacher providing support service to the student is absent (including an administrative officer who may be called away to fulfill administrative duties).

The preceding sections set out the rights and responsibilities for BCTF members, local unions, and for students. The sections that follow set out the best provisions for class size, support services materials, resources, facilities and measures to ensure the health and safety of students and staff members.

5. Professional teaching staff formula minimum allocations

5.1 That the following be a Basic Staffing Formula:

a. for the first 80 students, one teacher for each 10 students or fraction thereof.

b. for each 15 students or fraction thereof over 80, one additional teacher.

c. for the purposes of this formula, school teaching staff shall include classroom teachers, teacher-librarians, teachers delivering preparation time, counsellors, learning assistance teachers, and other specialist teachers.

5.2 For purposes of this formula, those teachers employed under special program approvals, with the exception of learning assistance teachers, shall not be included. For example, teaching staff for students with developmental disabilities, or students who are impaired in sight, hearing, or speech shall be in addition to the numbers provided by this formula.

6. Schools with greater educational needs—supplementary staffing

6.1 For schools with greater educational needs additional teachers shall be provided. Factors indicative of greater education needs include:

a. the socio-economic status.

b. language spoken in the home.

c. culture of the families whose children attend the school.

d. the presence of students with special learning and/or diverse needs.

e. availability of community resources, particularly in small districts.

f. social pressures affecting students in rural and urban centres.

g. geography.

Each school should develop a school/community profile which includes information about the factors mentioned above, to assist in determining the educational needs of the school.

The purpose of the supplementary staff is to permit reduced class sizes, a more intensive program of learning assistance and remedial instruction, and increased contact by the school staff with ministry of human resources personnel, public health officials, social workers, home and school workers, and auxiliary professional personnel.

6.2 Additional teachers shall be provided to schools that:

1. are located in the lowest quartile of the BC population on statistical measures of socio-economic status.

2. include a high proportion where language spoken in the home is not English or French or where significant cultural differences exist.

3. include a number of students with special and/or diverse learning needs due to a physical, mental, behavioural or emotional disability or with health issues.

4. are located in the communities where the problems associated with small enrolment require additional programs.

5. are located in environments where the social conditions require additional school programs.

Such staffing shall be determined by a school staff after consultation with parents, administrators, auxiliary professional personnel and, wherever possible, the students. This process might involve the use of school profiles, weighting formulas and needs assessments.

6.3 In staffing such schools, the formulas outlined in article 7 shall be supplemented as follows:

Elementary and secondary schools

- for 60 to 105 students—one teacher.
- for over 105 students—one teacher for each additional 100 students or major fraction thereof.

For purposes of this formula, those teachers assigned as a result of special education funding shall not be included. For example, teachers for students with developmental disabilities or impairment in sight, hearing or speech shall be in addition to the numbers provided by this formula.

6.4 That a 1.0 FTE resource teacher be provided to schools on a pro-rated basis for every eight students with a ministry special education designation. (Nov 09 RA, p. 12)

7. Class size, teacher workload and specialized services

7.1 Subject to the conditions in article 6.3, minimum criteria shall be observed as set out in subsections 7.2 to 7.10 inclusive.

7.2 Maximum sizes for regularly scheduled classes shall be:

Kindergarten	15 students
Multi-graded Primary class	15 students
Primary single grade class (Grades 1-3)	20 students
Intermediate classes of 2 grades	22 students
Intermediate classes of 3 grades	17 students
Intermediate classes of 4 grades	15 students
Special class (including ESL)	less than10 students
All second language courses and Secondary Humanities classes	

(English & Socials)	23 students
Any other class (4-12)	25 students
Any other split class (4-12)	22 students
Shops and laboratories	20 students

"Regularly scheduled classes" include alternate programs, online learning, distance education, and adult education classes and/or caseloads. The equivalence shall be determined through analysis of the particular circumstances by the teacher and the union.

7.3 The purpose of full inclusion is to provide a positive educational experience for all students. Classes shall be smaller than the sizes stated in 7.2 when they include a high proportion of students with learning disabilities, diverse learning, behavioural, emotional, or health needs, or with a broad range of student ages, grade levels, or achievement levels. (May 22 RA, p. 9) (23 AGM, p. 18)

7.4 Students shall not be segregated or organized into classes by sex or gender identity unless there is a bona fide educational reason to do so. (17 AGM, p. 40)

7.5 That time for planning and collaboration must be included in the weekly instructional time as follows:

- Instructional time 72%
- Preparation time 16%
- Collaboration time 12%

(includes time to plan with colleagues, research time, observation time, and assessment/evaluation time).

(see BCTF Members' Guide Policies 49.11, 51.05, 51.07)

7.5.1 Instructional assignment shall be defined as time during the regular timetable week devoted to teaching courses and lessons and shall include time assigned to supervise curricular activities, including study periods.

7.6 That minimum professional staffing for school libraries or Learning Commons shall be:

Students	Teacher-Librarians
200 or fewer	0.6
201 – 400	1.0
401 – 750	1.5
751 – 1000	2.0
Over 1000	2.5

Plus 0.5 teacher-librarians for each full 400 students above 1,000. Library support staff shall not be used to reduce or replace Teacher-Librarian staffing. The allocation of library support staff shall not exceed the staffing allocation for teacher-librarians. Support staff shall be under the direct supervision of the teacher-librarian.

7.7 An adequate number of teacher-counsellors, special education resource teachers, learning assistance teachers, speech-language pathologists, psychometricians, teacher-psychologists, and special education assistants shall be provided to meet the needs of all students in elementary and secondary schools. In order to ensure that adequate resources are allocated to a school, the caseload for a learning support teacher shall be based on the following weighting formula:

- Category A (Physically dependent) and Category B (Deaf/blind)—4 points
- Category C (Moderate to profound intellectual disability), Category D (Physical Disability/Chronic Health Impairment), Category E (Visual impairment), Category F (Deaf or hard of hearing), Category G (Autism spectrum disorder), or Category H (Intensive behaviour interventions/Serious mental illness)—3 points
- Category K (Mild intellectual disability), Category Q (Learning disability), or Category R (Moderate behaviour support/Mental illness)—2 points
- Category P (Gifted)—0.5 points
- Students with no designation but who are seen for ongoing support—2 points
- Students presently being assessed and/or in the referral and assessment process—1 point
- Special case load and/or class composition consideration shall be given for students who exhibit multiple-category needs.

The total caseload for any one (1) full-time equivalent non-enrolling teacher for the school year shall not exceed a headcount of thirty (30) students *or* a weighting of thirty-three (33) points, as per weighting formula above. For those learning specialist teachers who are also enrolling teachers or have other teaching roles, their caseload should be reduced according to the percentage that they are teaching. For example, if a learning specialist teacher is teaching two courses out of a seven-course teaching load, the caseload should be reduced by 28%.

7.8 Qualified teacher-counsellors shall be provided at a minimum of one teacher-counsellor for each 250 students, with at least one qualified teacher-counsellor per school. (May 22 RA, p. 9)

7.9 No member shall be required to perform school supervision duties.

7.10 Each member shall be entitled to a teacher teaching on call as a replacement when the member is absent for any reason.

8. Space, facilities and resources

8.1 Classrooms and other space provided shall be sufficiently flexible to allow the staff choices in the organization of classes and groupings and in the application of effective instructional techniques.

8.2 Appropriate space and facilities should be provided to support all the programs offered in the school.

8.3 The size of a room in a school shall be based on a functional plan rather than on a rigid square footage formula, but a minimum classroom size and configuration should be 84 square metres (900 square feet).

8.3.1 Minimum instructional space at the elementary level shall be provided as follows:

- 4.4 square metres (47 square feet) per student in small schools enrolling up to 50 students; and
- 250 square metres (2,700 square feet) plus 3 square metres (33 square feet) per student in schools enrolling 51 or more students.

8.4 Library or resource centre space or learning commons space for existing schools shall be:

- Up to 100 students—168 square metres (1800 square feet)
- 101 or more students—168 square metres (1800 square feet plus .3 square metres (3 square feet) for each student above 100.

8.5 Library resource centre or learning commons space for new schools, major renovations or library additions to existing schools or learning commons shall be:

- per studallent .8 square metres (9 square feet).

8.6 All physical library space shall be dedicated and permanent, but flexible enough to accommodate a range of uses including but not limited to teaching space, collaborative working space, and quiet reading and working space.

8.7 Libraries shall be provided:

8.7.1 ample, up-to-date and good condition print materials to reflect Canadian, Aboriginal, and global society and to support instruction and student interest and needs through inquiry and voluntary unleveled free reading selection.

8.7.2 electronic (digital) capacity, including sufficient outlets, connection hardware and devices, and access to a broad spectrum of digital materials and tools free from imposed filtering.

8.8 Fully equipped gymnasium, playgrounds, sports fields, and outdoor environmental study areas shall be provided. Fields and equipment maintained and serviced to adhere to safety standards.

8.9 Separate changing, lavatory, and shower facilities, including a gender-neutral space, shall be provided to facilitate integrated physical education and sports programs.

8.10 Lavatory facilities for classes including Kindergarten, primary, or for disabled students/students with disabilities shall be provided within the classroom or the building/portable in which the classroom is located.

8.11 Adequate space with ventilation and privacy shall be available in all schools for learning specialist and for itinerant staff.

8.12 Accessibility shall be provided around, into and within the school structure for students and members with disabilities and impairments.

8.13 Each school shall have a staffroom of at least 84 square metres, equipped with kitchen facilities. Staff shall have access to adult washrooms and shower facilities.

8.14 Each member shall have a workspace with access to personal storage, appropriate teaching and professional resources, and appropriate supported and maintained technology, including all supporting hardware and components to be provided by the district. (May 22 RA, pp. 9–10)

9. Health and safety

9.1 All students and staff in public schools and programs have the right to be in schools or programs free from bullying, violence, discrimination, and harassment.

9.2 Classes shall be conducted only in seismically sound facilities that are well-ventilated, clean and where temperature, lighting, humidity, sound level, and other physical conditions are hygienic, safe and conducive to effective learning.

9.3 The number of students in a laboratory, shop or other specialized classroom shall not exceed the number for which the facilities were originally designed.

9.4 All teachers new to assignments, including teachers on call shall receive safety training. Teachers teaching on call will be provided with a practical written guide outlining routine and emergency procedures followed at the school and will be briefed by the employer on all health and safety risks presented by their assignment.

9.5 In any classroom, appropriate additional safety measures shall be put in place, and teachers teaching on call will be advised of such measures. (23 AGM, p. 18)

9.6 Students new to a school will not be in attendance until a background check has ascertained that the student poses no risk of violence or until a plan has been written and communicated to all staff and adequate resources and training are in place to eliminate or minimize the risk of violence.

9.7 Districts will have a system to track incidents of violence and/or threats of violence committed by students and parents/guardians, and this history will be communicated to all staff who are likely to have contact with the student and/or parent/guardian. (05 AGM, p. 41)

9.8 Staff, including teachers on call will be apprised of any risk of violence from parents/guardians of students with whom they come into contact. A written plan, including training, shall be in place to eliminate or reduce the risk of violence and communicated to all staff, including teachers teaching on call.

(see BCTF Members' Guide Policies 49.13 and 53.A.29-33)

9.9 Staff will be advised of medical conditions which may affect learning or the health and safety of any students in the school.

9.10 Members will have the appropriate ergonomic conditions.

9.11 Working alone procedures shall be in place for members.when working in isolation, visiting the homes of students, or similar situations.

9.12 Districts shall have an emergency response plan for incidents of catastrophe or violence. (05 AGM pp. 18–24)
(14 AGM, pp. 13–15)

9.13 That all teachers be entitled to at least five non-instructional days within the school year calendar to undertake year-end duties such as completing final reports and forms, record keeping, book inventory, filing, planning, class loading, closing classrooms, moving classrooms, and contacts with parents; and that the BCTF lobby the government and Ministry of Education and Child Care to provide these days. (Jan 97 RA, p. 10)
(24 AGM, p. 27)

K. General

POLICIES

3.K.01—That innovative schools and practices should be encouraged in order to develop better learning conditions.
(69 Ex. p. 21)
(Reviewed Dec 78 Ex, p. 16)

3.K.03—That greater emphasis should be given to elementary schools in terms of educational planning and financial assistance.
(69 AGM, p. 21)
(Reviewed Dec 78 Ex, p. 16)

3.K.07—That the *School Act* and Regulations be amended to contain health and safety standards for schools that meet or exceed the *Workers Compensation Act* and Occupational Health and Safety Regulation and that classes shall not be conducted where these conditions are not met. (78 AGM, p. 36)
(May 12 Ex, p. 1)

PROCEDURES

3.K.04—1. That the organizational structure of the BCTF and its locals be modified to reflect a broadened scope of bargaining.

2. That the BCTF encourage locals to establish collective bargaining committees that are representative of major committees including agreements, learning conditions, professional development, status of women, and teachers teaching on call.
(81 AGM, p. 13)
(93 AGM, p. 3)

3.K.08—With regard to statutory class-size violations, health and safety violations, or other statutory violations, locals be advised to emphasize to employers that no local or member will agree to violate any of the statutory requirements. (Sep 02 Ex, p. 4)
(May 10 Ex, p. 1)

3.K.20—That no local or BCTF member make recommendations to reduce the overall member FTE in a school district's budget. (11 AGM, p. 19)

3.K.22—The Federation's position is that neither members nor students should be compelled to participate in patriotic exercises at school; and, that a member's or student's choice to not participate in a patriotic exercise at school should be respected. (Jan 25 RA, p. 8)

L. Schools With Disproportionate Levels of Educational Needs

POLICIES

3.L.01—That the BCTF endorse the following guidelines for staffing schools with greater educational needs:

1. School boards shall adopt staffing policies based on the unique needs of each school as indicated by the disproportionate levels of educational needs.

2. Additional supports shall be provided for staff of schools with disproportionate levels of educational needs such as lighter teaching loads, smaller classes, extra equipment and learning resources, additional specialist assistance (including access to health care and diagnostic services, support staff, translation services, and in-service training.

3. Time should be allocated for program planning by all members to meet the needs of students with disabilities/disabled students and of all students in schools with disproportionate levels of educational needs. (May 76 Ex, pp. 24–25)
(Feb 20 Ex, p. 12)
(Apr 22 Ex, p. 6)

3.L.03—That the federal and provincial governments should provide increased funding to school boards to ensure improved educational opportunities for students for English language acquisition. (77 AGM, p. 18)
(22 AGM, p. 7)

3.L.05—That the BCTF lobby the Ministry of Education to remove the five-year funding cap for ELL and ESD students.
(08 AGM, p. 22)
(22 AGM, p. 7)

3.L.07—That the BCTF and its locals lobby school boards to provide free in-service training during instructional hours with release time and TTOC coverage for teachers to support the identified needs of the school. (Nov 08 RA, p. 13)
(Jun 20 RA, p. 9)

M. School Day and Year

POLICIES

3.M.01—1. Maximum compulsory attendance by students and regular classroom teachers should not exceed 25 hours per calendar week.

2. A regular classroom teacher should not be required to offer more than 20 hours of instruction per calendar week.

3. The number of compulsory attendance days per week should not exceed five.

4. The number of compulsory attendance days per school year for students and teachers should not exceed 190.

5. There should be one week each month with only four compulsory attendance days.

6 A vacation period of five school days should be provided, commencing on the last Monday in March. (Mar 78 Ex, p. 10)

7. The afternoon session of kindergarten should be of two hours' duration. (May 71 RA, pp. 13–14)
(75 AGM, p. 93)

8. No student should be required to be absent from their home for more than eight hours a day as a result of the school timetable, shifts, extended days or bus schedules. (May 71 RA, pp. 13–14)
(Reviewed Mar 78 Ex, p. 10)

9. The Ministry of Education should provide more time for elementary teachers to conclude year-end administrative procedures and to prepare for next year. (Sep 74 Ex, p. 7)
(Reviewed Dec 78 Ex, p. 16)

3.M.07—That the *School Act* be amended to grant Kindergarten teachers up to 20 school days for home/school orientation at the beginning of the school year. (79 AGM, p. 7)
(11 AGM, p. 19)

3.M.09—1. That in schools where parent-teacher interviews are mandated, teachers be provided with one non-instructional day for each set of class interviews they are required to conduct.
(Jun 06 RA, p. 11)

2. That these days should be used at the discretion of each school in the district for parent-teacher interviews.

3. That these days should be in addition to the present five non-instructional days approved by the Ministry of Education.
(79 AGM, p. 8)

3.M.11—1. Voluntary programs and activities include all those that are beyond the provincially prescribed and locally determined curricula of the school.

2. All extra-curricular activities are voluntary and are outside the regular duty of the member.

3. Advertisements and application forms for teaching vacancies and/or transfers shall not include reference to voluntary activities and programs.

4. Involvement or non-involvement of a member in voluntary activities is outside the scope of a report on the work of the member.
(82 AGM, p. 27)

3.M.13—That there is no need for holding summer pre-opening day staff meetings that involve the entire staff. (Jan 81 RA, p. 5)

3.M.17—That the BCTF oppose the loss of non-instructional days. (Sep 82 RA, p. 2)

3.M.19—Extended Day
That the implementation of extended days be conditional upon the following:

1. An extended day not be imposed as a precondition to getting a new school built or a renovation.
2. Extensive consultation with the local, school staff, parents, and the community.
3. Consideration of the educational implications of an extended day with respect to student learning, course offerings, and school programs.
4. Compliance with all terms of collective agreements or, in the absence of contract language, the agreement of the local.
5. Contract provisions providing protection with respect to hours of work, instructional time, preparation time, assignment of staff in the school, and related issues.
6. Voluntary participation by teachers with transfer provisions for those unwilling to participate in an extended day.
7. Protection against split shifts, an annual review, and approval by the local.
8. Provision of adequate staffing, funding, and resources to provide for increased costs related to maintenance and supervision.
9. Limitation of extended day classes to students in Grades 10–12. (Nov 97 RA, p. 6)

3.M.21—That the BCTF oppose school calendar changes that are driven primarily by education underfunding. (Jan/Feb 03 RA, p. 18)

3.M.23—That the BCTF and locals consider any proposals on school calendar changes on the basis of:

1. whether learning and teaching is enhanced.
2. the impact on childhood and family life.
3. the impact on working parents.
4. the long-term implications for teachers' salaries and hours of work.
5. whether other members and support staff lose pay and/or work.
6. the impact on professional development and professional development days.
7. the impact on other public services in the 34ractice34 such as policing.
8. the health and safety of both staff and students.
9. the language in the collective agreement.
(Jan/Feb 03 RA, p. 18)

3.M.25—That locals call upon school boards to ensure that any discussion of school calendar changes involves the broadest community input and is representative of the community, including people from all socio-economic backgrounds. (Jan/Feb 03 RA, p. 18)

3.M.27—That the BCTF request school boards to work with union locals to find solutions to the problems of schools on the semester system where teachers have no scheduled regular preparation time for an entire semester. (07 AGM, p. 13)

N. School Staffing, Teacher Aides, Auxiliaries and Volunteers

POLICIES

3.N.01—That auxiliary school personnel are those adults who serve, in a paid capacity, to assist the teaching and administrative staff in the performance of duties. This assistance shall be under the direction and supervision of the teaching and/or administrative staff. "Direction'' means teaching and learning activities will be designed, initiated, and evaluated by teachers; ''supervision'' means the activity will be carried out in such a place and manner that the teacher can readily conduct ongoing evaluation. Auxiliary school personnel include such persons as teacher aides, school aides, library aides, supervision aides, lab assistants, markers, and child care workers; excluded are school secretaries and janitorial, maintenance and transportation staff. (75 AGM, pp. 73–74)
(76 AGM, p. 97)

3.N.03—That auxiliary school personnel may be used effectively to perform:

1. routine clerical duties, such as checking student attendance, distributing supplies and books, collecting and recording money, marking workbooks and exercises that may be checked by use of an answer key, recording marks as directed;
2. general housekeeping, such as maintaining bulletin boards, setting up equipment;
3. preparing teacher aids, such as charts, flash cards, transparencies, stencils, tapes, and pictures;
4. supervising in school buildings, on playgrounds, in study halls, and on field trips;
5. preparing and maintaining science and shop supplies and equipment;
6. supervising students and performing clerical duties in the library. (75 AGM, p. 74)
(Reviewed Jan 80 Ex, p. 6)

3.N.05—That auxiliary school personnel may be used effectively to perform, on a one-to-one or group basis, such instruction-related tasks as listening to students read and conducting drills. Auxiliary school personnel who have training in a specific area may be used as resource persons to demonstrate such skills or talents. In all instances such functions must be performed under the direction and supervision of a teacher; in no instance shall auxiliary school personnel assume diagnostic, prescriptive or evaluative responsibilities; nor shall auxiliary school personnel independently initiate learning activities. (75 AGM, p. 74)
(76 AGM, p. 97)

3.N.07—That auxiliary school personnel shall not:

1. infringe in any way upon the responsibilities of a teacher.

2. assume any instructional responsibilities in the absence of a teacher.

3. tutor or instruct on a one-to-one or group basis.

4. provide any form of direct or independent remedial instruction. (75 AGM, p. 74)
(Reviewed Jan 80 Ex, p. 6)

3.N.09—That, notwithstanding any other statements in this section, auxiliary school personnel shall not be used as alternatives for:

1. lowering of the student/teacher ratio.

2. qualified professional personnel, including librarians, counsellors, and teachers teaching on call.

3. adequate secretarial services.

4. adequate equipment. (75 AGM, pp. 74–75)
(Reviewed Jan 80 Ex, p. 6)

3.N.11—That auxiliary school personnel assisting in a classroom situation must do so under the direction and supervision of a qualified classroom teacher. Auxiliaries whose tasks are of a general supportive nature and who are not working under the direction and supervision of an individual teacher shall be under the direction and supervision of the school staff. (75 AGM, p. 75)
(76 AGM, p. 97)

3.N.13—That, when discussions are held or decisions are made with respect to students that arise from the work of associated professionals, the teacher(s) of those students must be involved. (75 AGM, p. 75)
(Reviewed Jan 80 Ex, p. 6)

3.N.15—That district staffing requirements for professional teachers and, where appropriate, requirements for associated professionals and auxiliary school personnel be a matter of negotiation between the local and the school board. (75 AGM, p. 76)
(Reviewed Jan 80 Ex, p. 6)

3.N.17—That conditions governing the selection, assignment, evaluation, and dismissal of auxiliary school personnel be a matter of negotiation among locals and school boards and employees' associations or unions. (75 AGM, p. 76)
(Oct 80 RA, p. 4)

3.N.19—That appropriate pre-service and in-service training programs for auxiliary school personnel and the teachers with whom they work should be a matter for negotiation. (Oct 80 RA, p. 4)
(97 AGM p. 45)

3.N.21—That auxiliary school personnel should be hired as an addition to the allowable numbers of teachers rather than as alternatives to teachers. (Feb 76 Ex, pp. 4–5)

3.N.23—Volunteer participation in schools should be encouraged and should be related to educational programs where volunteers can bring their special talents to schools.

As a general rule, volunteers should be used on a by-need, special occasion basis in the co-curricular and voluntary activities of the school.

Teachers will respect the provisions of any collective agreements between boards and non-teaching employees regarding the use of volunteers in the schools.

In the absence of any such provisions in collective agreements teachers shall be guided by the following principles:

1. Policies regarding the use of volunteers should be developed at the district level and with agreement from the school board, the local and non-teaching employee unions.

2. Implementation of policies on use of volunteers should be monitored by a committee with representatives from the school board, the local(s) and non-teaching employee unions.

3 Districts should develop through such monitoring committees mechanisms for:

a. ensuring school adherence to policies.

b. resolving conflicts that may arise between teaching or non-teaching staff and volunteers.

4. Volunteer participation in schools should complement the work of paid teaching and non-teaching staff and should not substitute for it.

5. Volunteers should not be used in schools to replace teachers, teacher aides or other school personnel who have been laid off or had their hours of work cut.

6 Volunteer participation in schools should not be a substitute for adequate staffing by professional and non-teaching support personnel.
(May 86 RA, pp. 15, 16)

PROCEDURES

3.N.02—That the BCTF support innovative or research projects in school staff when the following criteria are met:

1. The local and the BCTF are consulted, and the approval of the local is obtained with regard to the form of participation of its members.

2. Whenever feasible, experimental-control group situations are established.

3. Appropriate selection and training procedures are established for any auxiliary school personnel involved.

4. A well-defined evaluation process is part of the program.

5. The duration of the program is clearly specified.

6. Provided that it is not contrary to existing BCTF policy. (75 AGM, p. 76)
(Reviewed Jan 80 Ex, p. 6)

7. Participation of members and students be entirely voluntary, and that clear opt-out procedures be identified for any potential research. (Jan 10 Ex, p. 2)

3.N.04—That the BCTF:

1. reject the assumption that declines in student population need be accompanied by declines in teaching staff.

2. maintain that the prime consideration for staffing of schools be that of student needs.

3. resist layoffs of teachers until such time as all the educational needs of students are met.

4. oppose any increase in student/teacher ratio.

5. insist that local school boards replace any staff lost through retirements, resignations and terminations until such time as all the educational needs of students are met.

6. offer to work with the BCSTA and local school boards to obtain adequate financial support for education. (79 AGM, pp. 8–9, 37–39)

3.N.06—That the BCTF use every opportunity to create member and public awareness of the difference between the Student-Educator Ratio and actual class size figures. (79 AGM, p. 8)
(97 AGM, p. 45)

3.N.08—That the BCTF encourage teacher locals to hold liaison meetings on a regular basis with locals of CUPE and other unions that represent teaching assistants and other non-teaching personnel in their district. (Oct 95 Ex, p. 4)

O. Staff Committees

PROCEDURES

3.O.02—1. Purposes

That the purposes of staff committees are:

a. to promote democratic decision-making in schools.

b. to ensure greater commitment to decisions.

c. to enhance professionalism and the quality of education.

2. Role and Responsibility

Principles governing the role and responsibility of staff committees:

a. are based on principles of participatory democracy, professional 35ractice and collegiality.

b. are consistent with the terms of local collective agreements and Federation policy.

c. provide an opportunity for every staff member to be directly involved in shaping the educational policies and practices of the schools.

d. provide teachers with the authority and autonomy to reflect on their practice, share and analyze this reflection with colleagues and apply the results of this analysis to the practical, day-to-day decision and policy making at the school level.

e. provide a forum for collegial problem-solving on matters of resource allocation, education policy and professional practice within the school.

3. Scope of Function

That the function of staff committees are consistent with the local collective agreement, local policy and BCTF policy.

That the function of staff committees be to review and make recommendations on any matters of staff concern which may include but shall not be limited to the following.

a. Review each teacher's assignment under the following headings:

i. Adequate physical requirements.
ii. Suitable class size and composition.
iii. Suitable instructional assignment.
iv. An adequate supply of learning materials.
v. An adequate auxiliary staff.
vi. Time to plan, to organize and to work with individual students, with colleagues, and with parents.
vii. Student evaluation (reporting on student progress).

b. Assess the teaching and learning conditions within the school and make recommendations for improvement in the total teaching situation.

c. Assess the need within their schools for, and the appropriate utilization of resource persons from other government ministries. (95 AGM, p. 18)

d. Study and make recommendations on:

i. school regulations, policies and routines.
ii. school educational policy.
iii. non-instructional days.
iv. school curriculum planning and evaluation.
v. school timetable and organization.
vi. school staffing including utilization of teaching staff and auxiliary staff.
vii. professional development.
viii. staff development. (Nov 09 RA, p. 12)

e. Establish structures that promote effective communication and co-operation between staff and the school's parent advisory committee.

f. Receive representations from members of the community, students and/or committees of students in such a manner as may be agreed to by the committee.

g. Have access to and review all school level budget and financial information.

h. Ensure that all staff are provided with the relevant information to assist the staff in making educationally sound decisions.

i. Explore any other matters of concern to members of the school staff.

j. Have input into defining the in-school role, function and tasks of the school's administrator(s). (95 AGM, p. 16)

3.O.04—1. That the decisions made by a school staff may be made by consensus of the whole staff, by majority vote, or by delegation to any staff committee or group authorized by the school staff to make decisions on its behalf; however such practices shall not serve to limit the right of teachers to involvement in the decision making process.

2. That the school staff should not concede to administrative officers the right to reject democratically determined decisions of staff.

3. That decisions made by the staff, or by any group authorized by the staff to make decisions, shall be open to review and revision by the school staff. (06 AGM, p. 17)

3.O.06—Local Support for Staff Committees

1. That policies and guidelines with respect to staff committees shall be consistent with the terms of the local collective agreement and with BCTF policy.

2. That where the collective agreement is silent on the matter, the locals develop policies on staff committees with respect to the following:

a. size and composition of school staff committees.

b. relationship between staff committees and other school based committees, non-teaching personnel, parent advisory council, and student council.

c. guidelines for the framing of staff committee constitutions that include:

i. voting and election procedures, including election of a chair.
ii. scheduling meetings.
iii. development of the agenda.
iv. reporting and circulation of minutes.
v. conduct of meetings.
vi. decision making process.
vii. role of the staff representative. (90 AGM, pp. 65–67) (97 AGM, p. 45)

3.O.08—That BCTF members invite all unionized non-teaching staff in our schools to attend and participate, without voting rights on contractual matters, in staff committee meetings, where appropriate. (Jun 06 RA, p. 11)

P. Desirable Criteria for School Libraries

POLICIES

3.P.01—Every public school student in British Columbia is entitled to meaningful and substantive library services. The school library or learning resources centre provides a dynamic environment made up of a vital mix of people, materials, equipment, furnishings, and space, and this centre is responsive to the individual and curricular needs of all students and staff of the school. While the classroom is the core of the learning situation, the success of the educational process relies on an adaptable and enriching library program.

To meet each school's particular needs, there should be a clearly enunciated library philosophy and program plan designed by the librarian(s) in consultation with the staff and other resource personnel, taking into account the needs of the individual student, the curriculum, the school, and the community.

The most vital part of any library is the personnel responsible for its operation. It is imperative that the librarian be trained in the fields of librarianship and education, and that the services of such a person be available to every school on a continuous basis for the whole school day.

The librarian as an educational leader should be a positive force, facilitating the interaction between people and resources within the school and the community. Trained supportive clerical and technical staff are also essential to an operative library program.

The library collection, both print and nonprint, must reflect the needs of the curriculum as well as the personal interests of individual students. The library collection must be kept relevant and current and the resources must be sufficiently extensive to support all aspects of the educational program.

The process of selection should reflect high quality materials in the most appropriate format. The library budget must also reflect these needs and goals.

Adequate time and a wide variety of selection aids are two necessary adjuncts to selection. Provision for teachers and students to be involved in the selection process is essential to the development of a usable collection.

School staffs must be involved in planning the design and furnishings of the library facility for present and future needs. The space must be extensive enough to meet the objectives of the school's teaching and learning programs and processes, and to provide for the individual needs of students.

All teachers and administrators within the school system must be made familiar with the philosophy and goals of school librarianship.

PROCEDURES

3.P.02—When a teacher librarian's services are not available, in the library, teachers shall not assume the duties of that teacher librarian or utilize the services of a volunteer or any other person to do the work of the teacher librarian. (05 AGM, p. 47)

4. Boards of School Trustees, School Districts, and BC School Trustees Association

POLICIES

4.01—That the BCTF favour joint meetings of BCTF and BCSTA officers and/or committees, when an exchange of information or of points of view is desirable. (54 AGM, p. 21)
(Reviewed Jan 76 Ex, p.23)

4.03—Amalgamation—District Reorganization

Reorganization, sharing of services, or amalgamation of any school district must:

1. ensure that the community or communities involved have the opportunity for thorough discussion and input prior to any final decisions.
2. provide for the development of a better learning environment with superior opportunities for students in the district(s) concerned. There must be no reduction of any education services (including any unionized staffing) in the district(s) concerned.
3. ensure that decisions are based on sound educational principles and that financial and administrative considerations are secondary to educational concerns.
4. guarantee that collective agreement provisions covering all unionized employee groups be respected and that no unionized employee lose any rights or benefits.
5. ensure that any districts affected by reorganization or amalgamation receive adequate additional provincial funding to facilitate changes during the transition period.
6. take into consideration demographic trends and geographic factors.
7. provide a reasonable transition period for the parties to resolve outstanding issues. (Jan 26/95 Ex, pp. 2–3)
(Dec 19 Ex, pp. 7–8)

4.13—That the BCTF call on the provincial government to consult broadly with communities and organizations before making any decisions on changing the governance of K–12 public education. (Oct 05 Ex, p. 4)

4.17—That the BCTF and its locals oppose government's proposals to institute "school centred leadership" in schools and "shared business systems" in districts and seek the co-operation of school support staff unions in this opposition. (06 AGM, p. 9)

4.19—That the BCTF and its locals work with trustees, parents, and supportive partner groups to convince the government to:

1. rescind its plans to pilot or make mandatory "shared business systems" and "school centred leadership."
2. uphold elected trustees' rights to determine levels of funding and staffing at schools.
3. halt its plans to give districts the right to contract in or out services such as contract enforcement, professional development, and support services. (06 AGM, p. 9)

4.21—That the BCTF raise concerns with the ministry's school district auditing process to address in particular:

1. the lack of consistency between districts depending on audit teams
2. the clarity and transparency of the audit process and the implementation of a consistent process
3. transparency of audit reports and recommendations
4. a shift toward the purpose of the audit process being to support, guide, and clarify ministry expectations and away from the primary purpose being to penalize districts and claw back of funding
5. the absence of district accountability for federal revenues
6. the frequency of audit. (May 08 Ex, p. 15)

PROCEDURES

4.02—That the BCTF work with locals and members to ensure that the boards of school trustees are able to continue to exercise their democratic, elected responsibilities and obligations to the community without interference from outside agencies such as BCPSEA or the Teacher Regulation Branch. (Dec 11 Ex, p. 18)
(Nov 16 Ex, p. 7)

4.04—That should any trustee or school board be penalized as a result of their commitment to maintain stability in the public school system and the continued employment of teachers, the Federation will offer its assistance and support. (Nov 03 Ex, p. 6)

5. CLC/BC Federation of Labour

POLICIES

5.01—That the following constitute a BCTF Statement on the Labour Movement:

The BCTF is a "union of professionals." We are a union because we collectively represent our members in bargaining and enforcing a collective agreement that determines the terms and conditions of our employment. As professionals we have broad latitude to exercise our expertise and autonomy in our working lives. As working people who work for a salary set through bargaining, we share a common experience with other trade unionists in both the public and the private sector. We not only share common experiences, we have common values and often common goals about the type of society we collectively hope to achieve. It is only right that we should be part of the organized labour movement in this province and this country. That means affiliation with the BC Federation of Labour and the Canadian Labour Congress. Through these affiliations, we are also able to join and participate in local labour councils.

The labour movement has always had a credo which the BCTF strongly endorses: what we desire for ourselves, we desire for all. The Federation's affiliation with the BC Federation of Labour/CLC is based in the belief that the labour movement must take a leadership role in building a just, equitable, and sustainable world. It is the collective strength of working people, working together through the labour movement under the leadership of the BCFED and the CLC, that will move us closer towards realizing economic improvement and social progress in this country. Through participation in the BC Federation of Labour and the Canadian Labour Congress, the BCTF is guided by the following:

1. working towards economic improvement and social progress for all citizens of BC and Canada.
2. working to ensure that the labour movement always represents the collective best interests of all working people through its policies and public advocacy.
3. seeking ways and means for the labour movement to enhance its collective strength by acting collectively and in solidarity with the interests of all of its members.
4. advocating for structures and processes in the labour movement that will enhance broad participation of trade unionists.
5. developing strategies within the BCTF that enhance greater awareness and participation of BCTF locals and members in the work of the labour movement.
6. seeking the support of working people to strengthen the public education system. (06 AGM, p. 25)

5.03—That the BCTF encourage all locals to affiliate with an appropriate Labour Council and elect delegates to the BC Federation of Labour convention and take steps to regularly include costs for the bi-annual BC Federation of Labour convention in local budgets.
(Apr 03 Ex, p. 11)
(Dec 14 Ex, p. 10)

5.05—That the BCTF urge the Government of Canada to support following international Labour Organization Conventions:

1. The Right to Organize and Collective Bargaining Convention, 1949 (#98).
2. The Labour Relations (Public Service) Convention, 1978 (#151).
3. The Collective Bargaining Convention, 1981 (#154).

5.07—That the BCTF work with other teacher and education worker unions to organize an education caucus at conventions of the CLC. (Sep 08 Ex, p. 6)

PROCEDURES

5.06—Affiliation

The financial costs of labour affiliation be as follows:

1. That the BCTF cover the full cost of fees for affiliation to the Canadian Labour Congress.
2. That the BCTF cover the full cost of fees for affiliation of all locals to the BC Federation of Labour.

3. That the BCTF cover the full cost of fees for affiliation to local labour councils for those locals that decide to affiliate to their labour council. (06 AGM, p. 32)

4. That, where the labour council has been dissolved by the CLC and a community-based labour organization remains in place, the Federation will continue to pay the cost equivalent to the local's labour council affiliation fees, to a community-based labour organization on the condition that:

a. the community labour organization has a broad base of union participation beyond the BCTF local, a structure for financial accountability, and formal decision-making procedures in place.

b. the local has decided through a vote of a general meeting or staff representative assembly to join the community-based labour organization rather than the replacement structures put in place by the CLC.

c. the local provides ongoing reports of the activities and viability of the community labour organization.

d. the grant is reviewed on an annual basis. (12 AGM p. 13)

5.08—That the BCTF representatives to the BC Federation of Labour Executive Council be the President, First Vice-President, and one member elected by the Representative Assembly. (May 06 Ex, p. 1) (Dec 14 Ex, p. 10–11)

5.10—1. That the member elected by the Representative Assembly to serve on the BCFED Executive Council:

a. be elected annually at the Spring Representative Assembly to serve for the subsequent school year, July 1 to June 30.

b. be a voting member of the BCTF for the year to be served.

c. be nominated by at least 10 voting members of the BCTF. (24 AGM, p. 31)

d. not hold any other position on the BCFED Executive Council during the term of office. (Apr 19 Ex, p. 6)

2. Submit their nomination and a curriculum vitae by the published deadline. (May 06 Ex, p. 1) (March 24 Ex, p. 5)

3. The Federation will cover the cost of the BCTF rep to the BCFED Executive Council, elected by the Representative Assembly, to attend the BC Federation of Labour convention, regional conferences, and BCTF Representative Assemblies, and, if not already a delegate from their local, to the AGM in a non-voting capacity. (Jan 16 RA, p. 7) (Jan 17 RA, pp. 13–14)

5.12—That the BCTF President serve as an Officer of the BC Federation of Labour. (May 03 Ex, p. 3) (May 06 Ex, p. 6) (June 24 Ex, p. 5)

5.14—1. That a BC Federation of Labour report be provided at all meetings of the Executive Committee and the Representative Assembly and at the Annual General Meeting.

2. That the Executive Committee provide input and advice to the president on issues and matters being considered by the BCFED. (May 03 Ex, p. 3)

5.16—That locals or members seeking to have issues raised at the meetings of Officers or the Executive Council of the BC Federation of Labour should forward such matters to the BCTF Executive Committee. (May 03 Ex, p. 3)

5.18—That bilateral meetings between the Full-Time Table Officers of the BC Federation of Labour and the BCTF occur on a regular basis. (May 03 Ex, p. 3)

5.20—1. That a BCTF caucus consisting of all BCTF delegates be convened by the Executive Committee prior to the opening of each BC. Federation of Labour convention.

2. That the Executive Committee appoint one of the three BCTF representatives to the BC Federation of Labour Executive Council, as the caucus chairperson, prior to the convention.

3. That BCTF delegates be encouraged to attend BC Federation of Labour equity caucus meetings at convention, where possible. (Jun 13 Ex, p. 22) (May 16 Ex, p. 10)

5.22—That BCTF delegates selected by locals to attend the annual convention of the BC Federation of Labour be elected by a general meeting of the local. (May 03 RA, p. 15)

5.24—BCFED Conventions

That the following be the procedure for forwarding resolutions from the BCTF to the BC Federation of Labour convention:

1. Resolutions from locals will be submitted directly to the BC Federation of Labour, with a copy to the BCTF. (Jun 06 RA, p. 8)

2. Resolutions from the BCTF will be approved by an AGM, RA or Executive Committee meeting and circulated to locals in advance of the BCFED convention. (Jan 04 Ex, pp. 15–16) (May 04 RA, p. 9)

3. That the table officers provide an overview of important labour issues at the pre-convention caucus meeting.

4. That the BCTF communicate directly with elected delegates from locals regarding information on the convention and caucus meetings.

5. That a list of all BCTF convention delegates be provided to BCTF delegates at the pre-convention caucus meeting. (Jan 04 Ex, pp. 15–16) (May 16 Ex, p. 10)

5.26—BCFED convention delegates

That, if a local does not elect a full delegation to the BC Federation of Labour convention, the vacant spot on their delegation will revert to the BCTF for redistribution as follows:

1. Locals will endeavour to elect their delegates by October 30 and, after doing so, will notify the BCTF of any unfilled spots in their delegation.

2. The Federation will redistribute the unfilled spots to:

a. BCTF Executive Committee members not already elected as part of their local delegation.

b. locals that have indicated their ability to send additional delegates to attend all or part of the convention.

3. Unfilled spots will not be redistributed to other unions. (Nov 16 RA, pp. 5–6)

4. Notwithstanding Procedure 5.22, spots redistributed to a local may be filled by decision of the local executive committee or staff rep assembly.

5. The cost of sending additional local delegates will be in accordance with Procedures 5.28, 5.30, and 5.32. (Nov 14 RA, p. 3)

5.28—That locals assume the full cost of sending locally elected delegates to the BC Federation of Labour Convention and that the BCTF assist with this cost by undertaking the following:

1. scheduling of a training or other Federation event immediately prior to or following the BC Federation of Labour Convention so that travel costs for at least one person from each local to attend the BC Federation of Labour Convention would be covered.

2. covering the cost of accommodations for the night between the above-referenced Federation event and the convention for delegates from outside the Lower Mainland attending both events.

3. encouraging and supporting local delegates from qualifying regions of the province to apply for the BC Federation of Labour Convention travel susbidy. (Jan 06 Ex, pp. 7–8) (June 24 Ex, pp. 5–6)

5.36—That the BCTF disseminate information from and provide links to the BC Federation of Labour on the home page of the BCTF web site, in *Teacher* magazine and elsewhere as appropriate, and that, in particular, access to the British Columbia Unionized Products and Services Directory and to the Federation of Labour's "Current Disputes" list be made readily available to BCTF. (07 AGM, p. 7)

5.38—CLC Conventions

That the following procedures be used to select and support BCTF delegates to the CLC convention:

1. That the two organizational delegates to the convention be the President and the First Vice-President of the BCTF and in the event of either being unable to attend, the Second Vice-President, and that all costs be covered by the Federation.

2. That all other delegates be selected by a general meeting of their local, including other members of the Executive Committee wishing to attend.

3. That locals may send up to their designated delegate entitlement and assume the full cost of sending any locally elected delegates.

4. That the Federation cover the full costs of delegate attendance for any member of the Executive Committee elected by their local to attend and for the BCTF representative to the BC Federation of Labour Executive Council if elected by their local to attend. (Dec 13 Ex, p. 6)

5. That the Federation subsidize local attendance at CLC conventions on the following basis:

a. When the convention is in Toronto or Montreal, the Federation will cover the most economical transportation costs plus an expense subsidy up to $500 for up to one delegate from each local. The cost of registration and other claimable expenses per Procedure 10.I.04 and Procedure 10.I.06 are eligible for the subsidy. Expenses claimed must be in accordance with the Federation's Travel and Expense Allowance Policy. (Oct 17 Ex, pp. 1–2)

b. When the convention is in Vancouver, the Federation will cover the most economical transportation costs for up to one delegate from each local.

(Members of the Executive Committee elected by a local are additional to this one delegate per local entitlement.)

6. That the president convene meetings of a caucus of BCTF delegates at CLC conventions as appropriate.

7. That the following be the procedure for forwarding resolutions from the BCTF to the Canadian Labour Congress convention:

a. Resolutions from locals will be submitted directly to the CLC, with a copy to the BCTF.

b. Resolutions from the BCTF will be approved by the AGM, RA, or Executive Committee meeting and circulated to locals in advance of the CLC convention. (Aug 08 Ex, p. 7)

8. That BCTF delegates be encouraged to attend Canadian Labour Congress equity caucus meetings at convention, where applicable. (May 16 Ex, p. 10)

5.42—BC Federation of Labour (BCFED) Standing Committees

1. That the Executive Committee use the following process prior to submitting the names of nominees to the BCFED standing committees:

a. That when a representative seat(s) is available, the Executive Committee will determine if it should be filled, and if this will be member or staff representation, on recommendation from the Full-Time Table Officers.

b. When member representation is determined by the Executive Committee, the corresponding advisory committee(s) will be invited to nominate a member with the exception of:

i. the position(s) of nominee to the BCFED Political Action Standing Committee shall be the Second Vice-President or designate.

ii. the position(s) of nominee to the BCFED Young Workers' Committee be posted for all members eligible under the BCFED criteria, with selection by the Executive Committee.

2. Should a Federation representative to a BCFED standing committee who has been nominated by a Federation advisory committee cease to be a member of that advisory committee, the position will be deemed vacant and the process in a. above will be followed.

3. That Federation representatives to BCFED standing committees be eligible to serve up to three two-year terms, provided they continue to meet the required BCFED eligibility criteria.

4. That Federation representatives to BCFED standing committees consult and report back as follows:

a. to the Federation advisory committee of which they are a member

b. to the Full-Time Table Officers, in the case of the representative to the BCFED Political Action Committee and Young Workers' Committee. (May 22 Ex, p. 4)

5.44—That locals be encouraged to appoint or elect members to specifically be responsible for attending local Labour Council meetings, where applicable, in order to further the goals described in Policy 5.01. (Jun 13 Ex, p. 14)

5.46—That BCTF select representatives to Canadian Labour Congress Advisory Committees on the following basis:

1. Where applicable, as determined by the Full-Time Table Officers, the BCTF members will be selected from among interested members of the corresponding BCTF advisory committees, in which case the advisory committee will select a member of the committee and the Executive Committee will be made aware of the nomination prior to it being submitted to the Canadian Labour Congress.

2. The member appointed will be eligible to serve up to three two-year terms. Should the member cease to be a member of the BCTF advisory committee, the position will be declared vacant and the process in 1. above will be followed unless the vacancy occurs after January 1 in a convention year. (Oct 19 Ex, p. 6)

5.48—That BCTF reimbursement of expenses and/or release time for other CLC/BC Federation of Labour related meetings and events shall be as follows:

1. That the BCTF shall cover release and expenses, as per the BCTF travel and expense allowance procedures, when a member is appointed by the BCTF as its representative in the meeting or event. Activities and events beyond representing the Federation in the primary role or function are at the member's expense.

2. Any expenses and/or release related to other self-appointed, or CLC/BC Federation of Labour elected positions, or roles such as additional caucuses and/or standing committees, shall be at the member's expense. Members may seek endorsement and/or support of their local when seeking non-BCTF appointed positions on caucuses and standing committees. (June 24 Ex, p. 6)

6. Canadian Teachers' Federation

PROCEDURES

6.02—CTF Board of Directors—selection

That the BCTF representatives to the Canadian Teachers' Federation Board of Directors be:

1. one of the Full-Time Table Officers, for the year in which they will serve, selected annually at the second April Executive Committee meeting.

2. the Executive Director.

3. the Executive Director's attendance at the CTF AGM be in a non-voting capacity. (Apr 16 Ex, p. 10)
(Aug 16 Ex, p. 13)
(May 1, 20 Ex, p. 11)

6.04—That the BCTF representatives to the CTF Board of Directors:

1. be guided by BCTF policy in representing the Federation.

2. seek direction from the BCTF Executive Committee in advance of board meetings where necessary.

3. report to the BCTF Executive Committee following each meeting of the CTF Board of Directors. (Apr 16 Ex, p. 11)

6.06—That the work of the CTF and opportunities for member engagement be regularly featured in BCTF communications to members. (Apr 16 Ex, p. 11)

6.08—CTF committees

That the procedure for recruiting BCTF members for nomination to CTF committees shall be as follows:

1. Vacancies on CTF committees be publicized to the members of the corresponding BCTF advisory committee, with the exception of the Advisory Committee on French as a First Language, which shall be represented by a SEPF representative, selected by SEPF.

2. That applicants submit a curriculum vitae form.

3. That the BCTF Executive Committee select the member(s) to nominate to the CTF from among the names submitted. (Apr 19 Ex, p. 6)

4. That, where advisable and on recommendation of the Executive Director, BCTF staff members be considered for nomination to CTF committees. (Apr 16 Ex, pp. 11–12)
(May 1, 20 Ex, p. 11)
(March 25 Ex, p. 8)

6.10—That the BCTF President be a member of the CTF delegation to the World Congress of Education International. (Apr 16 Ex, p. 12)

6.12—That, when BCTF members attend Canadian Teachers' Federation meetings the CTF expense rates and procedures prevail and, as such, the BCTF will not provide additional reimbursement. (Apr 16 Ex, p. 12)

6.14—Statement of Principle

That the following statement of principle guide the BCTF affiliation with the Canadian Teachers' Federation:

1. The BCTF recognizes the value of a national teachers' organization that advocates for the teaching profession, strong and stable publicly funded public schools and the rights and well-being of all teachers and students.
2. To that end, the BCTF will actively participate in the Canadian Teachers' Federation and, through the CTF, strengthen alliances and solidarity with teachers and teacher organizations across the country.
3. The BCTF commits to bringing the experience, concerns, and values of the BC teachers to its work within the CTF and to sharing the concerns, experiences and values of teachers in other jurisdictions with BCTF members. (Apr 16 Ex, p. 13)

6.16—That the BCTF delegates to the CTF AGM, as calculated by the CTF constitution, and alternates be selected annually as follows:

1. The CTF Director as selected per Procedure 6.02—1.
2. Any members currently serving on CTF committees.
3. Six members as delegates and up to two alternates, elected at the Winter RA. (Nov 18 RA, p. 15)
4. The balance of the representatives be members of the Executive Committee selected at the second April Executive Committee meeting, with Executive Committee and EC-elect eligible for selection. (May 16 RA, pp. 15–16) (Nov 16 RA, p. 4) (Nov 24 RA, p. 10)

6.18—That a report on the work of the Canadian Teachers' Federation and BCTF participation in the CTF be provided to at least one Representative Assembly each year and to every BCTF Annual General Meeting. (Jun 16 Ex, p. 24)

6.20—That the Federation cover the costs for the BCTF delegates to the Canadian Teachers' Federation Annual General Meeting who wish to attend the Canadian Teachers' Federation pre-Annual General Meeting annual Canadian Forum on Public Education. (May 17 Ex, p. 6) (Mar 20 Ex, p.7)

7. Certification and Teachers Council

POLICIES

7.A.03—That the Teacher Regulation Branch should:

1. be fully funded by the province.
2. not require an annual fee for certificate holders.
3. not be further expanded in its scope.
4. establish and maintain a policy of openness and accessibility in its operations and procedures.
5. ensure that its policies and procedures do not require boards to report minor disciplinary matters.
6. ensure that its policies and procedures do not require public reporting of minor disciplinary matters.
7. ensure due process in discipline procedures for certificate holders through adherence to UNESCO's five equitable safeguards (as adopted on October 5, 1966 by the UNESCO-ILO Special Intergovernmental Conference on the Status of Teachers), as follows:

i. the right to be informed in writing of the allegations and the grounds for them.

ii. the right to full access to the evidence in the case.

iii. the right to defend oneself and to be defended by a representative of one's choice, adequate time being given to the teacher for the preparation of a defense.

iv. the right to be informed in writing of the decisions reached and the reasons for them.

v. the right to appeal to competent authorities or bodies. (Dec 11 Ex, p. 17) (16 AGM, p. 40)

7.A.05—That the Teacher Regulation Branch ensures that BCTF members requested to attend a meeting concerning possible discipline be informed of their right to representation. (Dec 11 Ex, p. 17) (Jun 15 Ex, p. 14)

7.A.07—That the Teachers' Council require faculties of education to include training in occupational health and safety as part of all teacher education programs in the province. (01 AGM, p. 12) (12 AGM, p. 12)

7.A.17—Statement of principle

The BCTF is committed to the teaching profession, the public interest, and public education. Teachers have a necessary role on the Teachers' Council and bring the experience, expertise, and teacher voice to decision-making at the council.

To ensure this commitment to the teaching profession, the public interest, and public education, the BCTF must take action to protect the role of the Federation as the voice of the profession and oppose all attempts by the Teachers' Council, or the BC government, to create competing alternate structures that would undermine public education and diminish the profession. (10 AGM, p. 28) (12 AGM, p. 12)

PROCEDURES

7.A.02—That the BCTF sponsor meetings of those councillors who are BCTF members, to enable these councillors to:

1. discuss directions for the council.
2. review relevant BCTF policies and procedures.
3. develop advice to the BCTF on council matters.
4. prepare reports to Federation bodies. (Oct 97 Ex., p. 6) (Dec 11 Ex, p. 17)

7.A.04—That a report summarizing activities of the Teachers' Council and the Teacher Regulation Branch be presented at every AGM and at least two RAs per year. (12 AGM, p. 12) (16 AGM, p. 39) (Nov 18 RA, p. 13)

7.A.10—That the statutory mandate of the Teachers' Council be limited to:

1. establishing requirements for issuing teachers' certificates.
2. approving teacher education programs for pre-service teachers. (10 AGM, p. 20) (12 AGM, p. 12)

7.A.12—That the BCTF oppose any increase in certification fee for BCTF members. (Jun 90 RA, p. 18) (12 AGM, p. 12)

7.A.14—That the annual practice fee be waived annually for members in receipt of Salary Indemnity benefits. (Jun 90 RA, p. 18) (Jan 12 RA, p. 9)

7.A.16—Zonal Endorsation Grants and Council Election Grants

1. That in seeking endorsation to become the BCTF-endorsed candidate in a council zone:

a. the nominee from each local may, upon application to the BCTF, be reimbursed at current BCTF rates, for any necessary release time, travel, meal and accommodation expenses incurred in attending the endorsation meeting in each local in the zone.

b. approval for reimbursement of expenses shall be by a Full-Time Table Officer and the staff person responsible for the Teachers Council.

2. That if a council election is necessary in any zone, the BCTF-endorsed candidate may apply for funding as follows:

a. grants shall be available to a maximum of $3,000 per council zone to cover mailings, design, and printing of a campaign brochure and/or letter, release time, travel costs, etc.

b. costs of mailing/distribution to council members in the zone, within the maximum grant, will be covered provided that these costs have been minimized, where possible, through use of school district courier or mailing services.

c. prior approval should be sought by the candidate or their designate by providing the Federation with an outline of planned activities and related costs.

d. approval shall be by a Full-Time Table Officer and the staff person responsible for the Teachers Council. (Dec 11 Ex, p. 18)

(Dec 11 Ex, p. 18)

7.A.18—Zonal Selection of BCTF-Endorsed Candidates

1. Eligibility

Only voting BCTF members are eligible for BCTF endorsation as candidates in Teachers Council elections. (24 AGM, p. 31)

2. Local Nominees

a. Each local has the right to select one nominee.

b. Each local nominee must be endorsed by either an executive meeting, a delegate assembly, or a general meeting.

c. Each local nominee must undertake to abide by the endorsation process.

3. Zonal Endorsation

a. A BCTF staff person will serve as the zone co-ordinator for the endorsation process. The zone co-ordinator's duties shall include those of returning officer.

b. Voting to determine the zone's BCTF-endorsed candidate shall be by secret ballot at an executive committee meeting, staff rep assembly, or general meeting. Each local will cast the number of votes equal to its total Representative Assembly vote allocation and may choose to split its votes between candidates. (Jun 00 Ex, p. 28)

c. In the event that only one person seeks nomination for BCTF endorsation in a zone, a ballot must be held in each local in the zone and the nominee may apply for BCTF funding if the nominee chooses to attend the local meetings.

d. A curriculum vitae form shall be completed by each local nominee, and the completed form will be forwarded to all locals in the zone by the zone co-ordinator. Nominees will have the opportunity to speak and answer questions at local venues, and after a review of the curriculum vitae/speeches, a secret ballot will take place.

e. The Local President of each local shall report ballot results to the zone co-ordinator. The nominee who receives the plurality of the votes shall be declared the BCTF-endorsed candidate for that zone.

f. The zone co-ordinator shall report the total ballot results to each local and each candidate without reference to local counts.

g. Each local shall publicize the endorsed candidate's name among its members.

h. The BCTF shall publicize, among its members, the names of all BCTF-endorsed candidates. (Oct 06 Ex, p.3)

4. Criteria for seeking BCTF endorsement

That any member seeking to become the BCTF-endorsed candidate in any council zone be requested to confirm that they are prepared to:

a. regularly communicate with locals in their zones.

b. attend BCTF-sponsored meetings of elected councillors.

(Jan 07 Ex, p. 11)

(Dec 11 Ex, p. 18)

7.A.20—That, on condition that the information is used solely for the purpose of promoting the election of a BCTF-endorsed candidate to the Teachers Council, a local shall, upon request in writing, be provided with member name, address, and telephone lists and/or labels free of charge for all voting members who are also members of the Teachers Council in the zone. (May 97 Ex, p. 2)

(Dec 11 Ex, p. 18)

(24 AGM, p. 31)

8. Education Finance

Basic Principles

That the education finance system be based on these principles:

1. The system of public education finance must provide adequate funds to meet the educational needs of the province's students.

2. The education finance system needs to provide for equality of educational opportunity for all students.

3. The system of education finance must allow school boards to support innovation and improvements and promote high levels of local interest and involvement in public schooling.

4. Any education funding and taxation system must acknowledge the benefits of a quality public school system to all residents of the province and to the nation as a whole.

(93 AGM, p. 10)

5. That education-business partnerships should not be established to compensate for inadequate funding of education.

(95 AGM p. 4)

POLICIES

8.A.01—Provincial Funding System Policy

1. That provincial public school education resource levels be determined jointly by school boards and the province as follows:

a. The provincial government is responsible for determining the provincial mandate for public school education.

b. The provincial government should review and revise the mandate each year in consultation with the BCTF, BCSTA, and other provincial K–12 organizations.

c. Local school boards are responsible for assessing the educational needs of the students in their districts in relation to the Mandate for Education under the Statement of Education Policy Order.

d. Local school boards are responsible for determining budgets to meet the needs of their students and for notifying the provincial government of what those needs are and the budget to meet them.

e. The province must consider provisional budgets from school boards before making a final determination of the provincial allocation to school boards for delivering the mandate.

f. Local school boards must have the authority to set local school district supplementary budgets over and above the provincially determined allocation.

2. That provincial funding of the mandate consider the following in determining allocations for individual districts:

a. Equal education opportunity requires additional instructional services for students with special needs.

b. Costs will vary depending on climate of the district, size of district, geography, size and age of schools, staff qualification and experience, and actual needs of the students (including those with designations and those not yet designated but needing additional support).

c. Any revised curriculum or newly mandated provincial programs require appropriate funding, and provincially co-ordinated and funded in-service.

d. Rapid enrolment growth has cost implications.

e. Costs of in-service, curriculum development and implementation, especially during a period of educational change should be adequately covered.

f. Employees in the public school system have full collective bargaining rights.

3. That the annual increase in the cost of providing the provincial mandate be no less than an agreed upon and understood index (such as the Consumer Price Index, but must also be based on provisional budgets submitted by school boards.

4. That rules governing budget timelines, growth indices, school system mandate, and local taxation authority for education funding purposes be set out in provincial legislation, and that such regulations acknowledge school boards' need to plan annual budgets in advance, respect the need to do multi-year planning, and allow for local budget setting stability and predictability.

5. That the fiscal framework continue to be used to enhance public accountability by setting out school district program allocations to meet the mandate and indicating school board program expenditures.

6. That fiscal framework formulas continue to be revised to reflect actual program cost experiences.

7. That costs of school-level and school-board-level administration be limited to ensure that public school resources are focused on teaching and learning.

8. That education finance systems must co-ordinate the allocation of revenue with the governance of schools to produce high

levels of local interest, maximum awareness of local educational needs, and equity of educational opportunity.

9. That the provincial government provide full funding for capital costs, seismic mitigation, and earthquake/disaster preparation in BC's public schools.

10. That all school supplies, furniture, and equipment should be exempt from the Provincial Social Services Tax (sales tax) and the Goods and Services Tax (GST).

11. That should any local have imposed on it a local system of school decision-making, the Federation would expect any school board or local to uphold the following guidelines:

a. That the BCTF oppose school-based budgeting programs which include decisions on staffing and working conditions.

b. That all decisions at the school level comply with all contractual obligations and be consistent with the policies of the BCTF and the local.

c. That decision-making procedures at the school level include provision for:

i. effective staff involvement particularly of those affected by the decision.

ii. full disclosure of pertinent information to all participants in the decision-making process.

iii. a clear definition of the decision-making process including participants and points of time at which decisions must be made.

iv. adequate time and support to carry out the process.

Appropriate parental and community involvement.

d. That any imposed school-based budgeting system should include provisions for a regular evaluation of the system at both the district and school levels.

e. That the operation of any school-based budgeting system not impinge on the primary responsibility of the school staff to provide a quality educational program and equal opportunity for each student.

12. That locals be encouraged to oppose the implementation of school-based budgeting. (May 19 RA, pp. 12–14)

8.A.09—That the BCTF demand that the government fully fund the provincial collective agreement, inclusive of all provisions of previous local agreements**.** (99 AGM, p. 19)

8.A.13—That the Federation call on the Ministry of Education and Child Care to provide targeted funding for all students with disabilities, regardless of the specific designation. (Feb 06 Ex, p. 13) (Nov 24 RA, p. 4)

8.A.15—That students who are not yet meeting expectations as determined by classroom assessment receive fully and publicly funded:

1. prompt intervention.

2. additional daily support within the school day that meets the specific needs of the student.

3. direct instruction by a teacher(s). (Feb 06 Ex, p. 14) (May 16 Ex, p. 10)

8.A.19—That the BCTF is opposed to education funding legislation that caps or limits the number of enrolled students who will be funded by the ministry. (May 02 RA, p. 17)

8.A.21—That the Federation work with other education partner groups to develop common strategies for:

1. lobbying government to fully fund all collective bargaining outcomes.

2. securing adequate funds for a quality public education system in BC. (Aug 02 Ex, p. 16)

8.A.27—That the BCTF and locals urge school boards to:

1. Foster support for full funding of a strong and stable public education system through community dialogue, lobbying, and coalition work.

2. Build needs budgets in active consultation with teachers, students, parents, support staff, and the community.

3. Submit needs budgets that reflect the real costs of education of all students. (03 AGM, p. 12)

8.A.35—Federal Education Finance Policy

1. That the federal government has a responsibility in the support of public education.

2. That the provincial and federal governments in their agreements to allocate tax revenues, should give prime consideration to the provincial responsibility for financing elementary and secondary education

3. That federal money should be available to provinces for post secondary education in the form of fiscal transfers that will not interfere with provincial priorities and provincial constitutional autonomy in education.

4. That the federal government should provide to the appropriate provincial ministry of education sufficient funds to provide for at least one year's instruction to school-age immigrant children in one of the official languages of Canada.

5. That the federal government should ensure that there is adequate funding to facilitate its initiatives affecting education.

6. That the federal government should assume a greater responsibility for financing post-secondary education. (Feb 10 Ex, p. 4)

8.A.37—That the BCTF urge the federal government to support the inclusion of schools in the same exemption from GST purchases of goods and services now granted to municipalities. (Sep 04 Ex, p. 12)

8.A.41—That the BCTF lobby the provincial government to increase funding for adult students to be equivalent to that for students in K–12. (Jan 07 Ex, p. 3) (18 AGM, p.16)

8.A.43—1. That the BCTF demand that the Ministry of Education reverse its decision to eliminate the .5 base funding for each secondary student in Grades 10, 11, and 12.

2. That the BCTF work with other education stakeholders to get the Ministry of Education to reverse its decision to cut funding for secondary students.

3. That locals be encouraged to work with trustees and other local stakeholders to call on the Ministry of Education to reverse its decision to cut funding for secondary students.

4. That locals be encouraged to lobby their MLAs to support the call for reversing the Ministry of Education decision to cut funding for secondary students. (Nov 07 RA, p. 11)

8.A.47—That the BCTF oppose any provincial government cuts to post-secondary funding, and support effots aimed at increasing post-secondary funding. (Apr 08 Ex, p. 4) (Feb 19 Ex, p. 6)

8.A.51—1. That the BCTF adopt the following policy:

a. The BCTF believes that all K–12 educational programs should be provided to all students at no cost.

b. A student should be able to have a clear path to graduation, free of fees.

c. The provincial government must fully fund the public education system.

d. The provincial government should withdraw funding from private schools, and apply that funding to public education.

2. That the BCTF, along with locals, the BCSTA, school districts, BCCPAC, and DPACs, jointly lobby government to completely fund public education, including those amounts previously raised through charging fees. (08 AGM, p. 34)

8.A.55—That costs incurred by taxpayers for university or vocational training for their dependants should be deductible for income tax purposes. (57 AGM, p. 36) (Reviewed Dec 78 Ex, pp. 16–17)

8.A.59—That the BCTF lobby the Ministry of Education to change its capital funding definition of a "classroom" to include rooms used for programs that support student learning, such as ESL rooms, learning assistance rooms, computer rooms, art rooms, music rooms, etc. (Nov 08 RA, p. 3)

8.A.65—That the BCTF oppose education funding models that sever the link between the provisions of services and the needs of students; and further, that the BCTF oppose the prevalence model of education funding that makes designations for students with disabilities and special needs meaningless. (19 AGM, p. 17)

PROCEDURES

8.A.02—1. That the BCTF oppose any legislation that depends exclusively on the average dollar expenditure throughout the province as a factor for the calculation of grants to school boards.

2. That the BCTF continue to study education finance and that it continue its efforts to improve the present system of education finance in this province.

3. That the BCTF continue to strive for co-operative action with the BCSTA and other organizations to achieve improved provincial funding of elementary and secondary education.

4. That the BCTF actively encourage each local to gain a working partnership with its school board in establishing priorities and in examining existing practices.

5. That the BCTF assist locals to increase member and public awareness of issues in education finance.

8.A.04—That the BCTF continue to advocate for improved and targeted grants from the Ministry of Education to school boards for students with diverse needs, and for mechanisms to ensure that all of these grants are used for the ongoing support of assessment, designation, and inclusion of students in schools. (93 AGM, p. 22) (May 22 RA, p. 12)

8.A.06—That the BCTF oppose school-based budgeting and all other gainsharing plans. (May 97 RA, p. 17)

8.A.10—That members not participate in staffing decisions that result in reductions of teacher services to students. (Apr 02 Ex, p. 19) (Jan 17 Ex, in-cttee p. 2)

8.A.12—That members and locals should work with parents and other members of communities to oppose the closure of public schools solely for financial reasons. (AGM 03, p. 25)

8.A.14—That the BCTF members ensure that peer tutors are not used to provide relief to an underfunded education system or to replace the hiring of adequate numbers of teachers and/or educational assistants. (08 AGM, p. 22)

9. Education Policy

I. General Principles

POLICIES

9.A.01—The Mandate

The broad prime aim of the public school system should be to provide students with a holistic education that prepares them for a socially responsible life in a free, democratic, and pluralistic society. The public school system should enable each student to reach their greatest potential in a safe, inclusive, and respectful environment. (94 AGM) (19 AGM, p. 19)

9.A.03—Democratic Schools for a Democratic Society

1. A fundamental and continuing task of public schools is to ensure:

a. that every student has an opportunity to learn about the origins and evolution of democratic systems, including an awareness of democratic/representative structures in public education and to learn in a school environment that models participatory democratic processes.

b. that all students have systematic opportunities, appropriate to their stages of development, to participate in decision making regarding the policies and practices of their schools. (95 AGM, p. 14)

2. The BCTF support the democratization of schools by:

a. keeping members informed about current research and developments.

b. seeking government funding to assist school staffs in designing and piloting models of democratic governance and decision-making structures in their schools.

c. providing advice and support to school staffs seeking to design and implement democratic restructuring projects.

d. providing school staffs with advice about frameworks to examine their school governance structures, and to make these structures more democratic.

e. that the BCTF develop activities and materials including workshops, to implement this procedure. (95 AGM, p. 14) (10 AGM, p. 11) (19 AGM, p. 21)

9.A.05—Public Education Alternatives

That the BCTF continue to support alternatives within the public education system to meet the diverse circumstances of students, subject to the following principles:

1. That they be based on sound education pedagogy.

2. The full provincial curriculum will be in place.

3. There is equal access of all students to the benefits of public education.

4. All schools will have an equitable share of educational resources.

5. Students, parents and members are entitled to participate in discussions and decisions where appropriate about the philosophy and curriculum of their public school system.

6. There is prior discussion and agreement of those directly affected, in the case of school-wide alternative programs, the school staff, parents and students attending the school, the local teachers' union, and unions representing other workers employed in the school or district.

7. All members will have the right to participate in discussions and decisions about the philosophy, curricula, pedagogy and organization of their school, both as colleagues and as members of the school community of parents, students and teachers.

8. Organizational arrangements and teaching conditions will be consistent with collective agreements in effect in a school district

9. That schools will continue to offer an array of programs reflecting the diversity of the school population. (95 AGM, p. 34) (11 AGM, p. 14)

9.A.07—Provincial Education Goals

Provincial educational goals should be directed towards ensuring:

1. for each student the opportunity for successful participation and for the enhancement of their self-esteem regardless of aptitude or background

2. equal opportunity for all regardless of age, learning disabilities or abilities, or interests and aspirations

3. protection from discrimination on the basis of place of birth, place of residence, gender identity, age, race, religion, socio-economic status, disability or sexual orientation

4. that action be taken to reverse the effects of past discrimination

5. provision of lifelong access to public education

6. provision of programs that increase students' options rather than limit them

7. equal opportunity for all students to develop capacity for intellectual and cultural growth, recreation and leisure activity, healthy relationships, productive community life, and participation as citizens in a democracy (19 AGM, p. 21)

8. opportunities for parents, students and members to develop objectives and programs

9. adequate teacher education programs in universities

10. adequate funding for the continued professional development of members

11. opportunities for students of any age to further their education (Feb 85 Ex, p. 12) (90 AGM, pp. 26–27)

12. Access to Public Education is not limited by citizenship or immigration status. (Jan 95 Ex, p. 23) (Apr 18 Ex, p. 10, 17)

9.A.09—Rights and Roles of Members

1. Public schools must be organized and operated in a manner that balances public accountability structures of government and school boards with the principles of participatory democracy, in order that members may model the democratic processes about which students learn. (95 AGM, p. 15)

2. Section 182(2) of the *School Act* on Minister's Orders should be rescinded as it is undemocratic and erodes the professional autonomy of teachers.

3. There should be due process for members when their decisions are being appealed, including appropriate consultation with

the member involved, the right of member appeal, and protection with respect to the inclusion of information in member evaluation reports, personnel files, and communication with the Disciplinary and Professional Conduct Board. (12 AGM p. 20)

4. The Royal Commission recommendation 6.11 (that the ministry provide funding through school boards for the BCTF to initiate relevant programs of professional development) should be implemented.

5. Teachers' assistants and other auxiliary personnel should not be used to design, supervise or assess educational programs or to provide instruction to individual students or groups of students. Teachers' assistants must work only under the direct supervision of a member.

6. Hiring policies should be developed to ensure that the teaching force reflects the diversity of society by recruiting members of under-represented groups into the profession.

7. In order to facilitate the growth and development of every individual, support services, provided by specialist teachers, must be made available to meet the needs of all students.

8. In co-operation with the BCTF, a mechanism should be developed for involving members in the discussion of the implementation of the inter-ministerial protocols on support services to schools. (90 AGM, pp. 26–32)

9. Revise the 1701 audit process in consultation with the Federation, and include the Federation when making changes to these processes. (Nov 17 Ex, p. 14)

9.A.11—Continuous Learning/Retention of Students

1. That the BCTF supports the principle of continuous learning in the development of school programs.

2. That the BCTF adopt the following definition of continuous learning: That continuous learning be defined as opportunities for students to build progressively on their learning with respect to their prior knowledge, interests, capabilities and individual learning rates and styles.

3. That the means by which continuous learning is implemented should be determined by members at the school level.

4. The means by which continuous progress is implemented in the primary program should be determined by members at the school level.

5. Determining student movement in the continuous progress model should be the responsibility of the classroom teacher, in consultation, when necessary, with the school-based team and parents. (90 AGM, pp. 26–32)

6. That local school boards be encouraged to provide programs and conditions which will ensure that teen parents are able to complete their secondary education. (Jan 89 Ex, p. 26) (19 AGM, p. 22)

9.A.13—Primary Program

1. The BCTF supports the principles and school system organization of the revised *Primary Program: A Framework for Teaching*. (01 AGM, p. 35) (08 AGM, p. 11)

2. That the BCTF advocate for a lengthened gradual entry for full-day Kindergarten students. (Jun 10 Ex, p. 19) (19 AGM, p. 22)

9.A.15—Intermediate/Graduation Programs

1. The BCTF supports the Ministry of Education's three Principles of Learning:

a. Learning requires the active participation of the student.

b. People learn in a variety of ways and at different rates.

c. Learning is both an individual and a group process. (Jun 06 RA, p. 7)

2. The study of an Aboriginal language or any language that a board decides on in consultation with members of the communities concerned should be an option as an addition to or to replace any second language for students in the proposed intermediate and graduation programs. (90 AGM, pp. 26–32)

3. Meaningful work experience should be an option but not compulsory for all students. (90 AGM, pp. 26–32)

4. That the BCTF supports the belief that a general education should include opportunities for career education. (08 AGM, p. 11)

5. That the BCTF favors the issuance of an appropriate certificate to every student (showing the level of education completed) when they leave school. (69 AGM, p. 34) (Oct 80 RA, p. 3)

6. That there should be no permanent recording of failure on the senior secondary school graduation statement (Dogwood Certificate). (Jun 81 Ex, p. 4)

7. That the French Immersion Dogwood continue to be awarded to students who have completed Grade 12 French Immersion. (Aug 02 Ex, p. 8)

8. The graduation transitions program should be implemented in such a way that students fulfill the requirements of the graduation transitions program of 80 hours of physical activity by taking courses in their public schools. (Sep 07 Ex, p. 3) (10 AGM, p. 11)

9. Any decision about a student challenging a course should be made by teachers in consultation with the student and, as appropriate, their parent(s)/ guardian(s). (90 AGM, pp. 26–32)

10. That with respect to workload issues related to the challenge program:

a. all committee work related to challenge be compensated for through release time

b. additional remuneration as specified in the collective agreement be provided for work beyond the prescribed school year

c. teachers receive adequate release time to prepare assessment materials, supervise the challenge and assessment, and evaluate student work for each student challenge of each course.

11. That there be no fees charged for school or district administration of challenge and equivalency programs.

12. That the Federation monitor on an ongoing basis equity questions to ensure that the program is offered as equitably as possible.

13. That the ministry provide additional funding for secondary schools so that this program can be offered in a manner which will not require reallocation of resources presently used for other programs.

14. That the ministry provide sufficient funding for in-service programs which help teachers explore methodologies which would be appropriate to challenge.

15. That the adjudication of whether students have successfully challenged a course and the establishment of the criteria for challenge reside with teachers. (May 10 Ex, p. 1) (Nov 10 RA, p. 9)

9.A.17—Assessment/Evaluation/Reporting

General

1. The prime appropriate role of assessment and evaluation is to support learning.

2. Assessment systems should be designed after there is clarity and agreement on the curriculum so that curriculum drives assessment rather than assessment driving curriculum. (90 AGM, pp. 26–32)

3. That the BCTF supports the use of a variety of formal and informal assessment and evaluation techniques to assess student learning.

4. That the BCTF supports the use of a variety of reporting practices for communicating with parents about student progress.

5. That school districts are responsible for providing time, resources, and training opportunities to support members in reporting to parents about student progress.

6. That the provincial government is responsible for securing funding to provide schools with adequate resources to facilitate reporting to parents in the language of the home. (19 AGM, p. 22)

7. That the BCTF supports the professional autonomy of the member in assessing, evaluating and reporting the progress of students. (1994 AGM)

8. That the BCTF believes that the interests of all concerned are best served when the evaluation of all students for all stages of school progress is the responsibility of the school, keeping in mind that the central relationship in education is the one that exists among the student, the parent and the teachers. (69 AGM, p. 32) (Reviewed Dec 79 Ex, p. 15)

9. That the BCTF actively oppose the use of standardized tests as a means of evaluating individual student, individual member or individual school performance. (Oct 75 RA, p. 21) (Feb 82 RA, p. 17)

10. That students designated as a result of an educational evaluation, retain such classification when transferring from one district to another. (Jun 93 RA)

11. That the Ministry of Education provide at least one day per reporting period for members to complete student reports.

12. That members be encouraged to continue to use a variety of formal and informal assessment, evaluation and reporting, including student self-evaluation.

13. That the Ministry of Education and school districts provide funding and resources, including time for more effective pre-service and in-service training opportunities for members to learn how to use a variety of informal and formal assessment, evaluation and reporting practices.

14. That the Ministry of Education, school districts, and schools provide adequate funds to facilitate the use of a variety of informal and formal assessment, evaluation and reporting by members. (May 19 RA, p. 11)

15. That school districts and education partner groups, supported by the Ministry of Education, develop strategies to assist parents and the community to understand the role and nature of assessment, evaluation and reporting in schools. (May 94 RA)

16. That Ministry of Education requirements regarding reports on student progress be reasonable in terms of efficient ways of reporting appropriate information to parents and that the resources provided by the ministry to the school system should be adequate for the time required by members to prepare the reports. (Jan 96 Ex, p. 22)

17. New assessment practices and systems should not be established or required until there is clarity in definition, research demonstrating the validity and value of each, and extensive discussion on the key issues. (19 AGM, p. 22)

18. Student assessment practices and systems to provide for:

a. time for the member to collect information and for record keeping, analysis and collegial consultation.

b. additional time for formal and informal reporting to parents.

c. a realistic teacher workload.

d. teacher training on alternative assessment techniques.

e appropriate facilities and resources.

f. opportunities for parent education about curriculum, assessment and evaluation processes.

g. time for parent-teacher conference.

19. There should be no centralized, provincial system for the collection of individual student achievement data.

20. There should be no centralized provincial system for collecting demographic data on individual students.

21. The uses of technology for assessment practices should be determined by members at the school level. Research, evaluation and training should be in place prior to the introduction of such technology. (90 AGM, pp. 26, 32)

22. That the Ministry of Education provide the appropriate technology to support members in assessment, evaluation and reporting practices, and that this technology:

a. be teacher/user friendly.

b. be supported by in-service education.

c. be funded for availability on an equitable basis.

d. encourage personalized reporting. (May 94 RA)

23. That on any Ministry of Education committee established on measurement and evaluation, a majority of the members should be representatives nominated by the BCTF Executive Committee. (Jun 74 Ex, p. 15)

24. The BCTF is opposed to the development of standardized provincial report cards. (Apr 04 Ex, p. 4)

9.A.19—K–12

1. That the BCTF supports the use of written comments and is opposed to use of letter grades for reporting to parents about student progress in the Primary Program.

2. Written comments should identify both the accomplishments and the learning needs of students. (94 AGM)

3. That the BCTF supports the use of written comments for formal reporting to parents about student progress in K–7; all other material (for example, checklists, online, and digital resources) will be considered optional and supplemental. (Aug 99 Ex, p. 15) (May 19 RA, p. 12)

4. That in Grades 4 through 7, teachers should have the option of reporting to parents using letter grades and/or written comments. (1994 AGM)

5. That in reporting to parents about student progress in Grades 8–12, teachers may support letter grades with written comments. (May 94 RA) (Nov 99 RA, p. 7)

6. That the BCTF support the use of letter grades and percentages on both term and final student progress reports for Grades 10, 11 and 12. (May 12 RA, p. 15)

7. That the Ministry of Education and the BCTF reassess the purpose and impacts of the provincial examination program through research and dialogue, including holding a provincial forum on assessment and evaluation. (May 12 RA, p. 15)

8. That the BCTF's long-term objective continue to be elimination of provincial examinations in BC public schools. (May 94 RA) (Nov 07 RA, p. 12)

9. That the use of any kind of external secondary school leaving examination or provincial assessment generating a mark on a student's transcript would be incompatible with the practice of the school accepting responsibility for determining whether or not its students had met graduation requirements. (May 72 Ex, p. 13) (Reviewed Dec 79 Ex, p. 19) (Jan 19 Ex, p. 6)

10. That the BCTF is opposed to provincial Ministry-imposed assessments, and district-imposed assessments in the secondary grades. (04 AGM, p. 39) (13 AGM, p. 8) (19 AGM, p. 22)

11. That the BCTF advise locals to insist that any teacher who is required to mark provincial exams is provided necessary release time. (Sep 04 Ex, p. 8) (May 12 Ex, p. 4–5)

9.A.25—Standards and Accountability

General

1. That the BCTF believes that standards should be used to help students, parents, and teachers interpret student performance and set realistic and attainable goals. They should be used to encourage personal commitment to learning and to assist each student to recognize and achieve their personal best. (1994 AGM)

2. That any indicators, criteria or standards for school district annual reports should be based on the full development of the student as a person and citizen, and should assess progress on all education goals, consistent with the mission statement for BC schools. (94 AGM)

3. Authentic, democratic accountability systems should centre on goals set by teachers, parents and students in the context of the school community.

4. The school-based team, recognizing the diversity and complexity of special needs students:

a. Provides co-ordination of support services to students.

b. Ensures an accountability system for support services at the school level focusing on the rights of the student.

c. Develops mechanisms allowing field input into the implementation of the inter-ministerial protocols. (90 AGM, pp. 26–32)

9.A.27—That systems of accountability should be based on democratic principles that recognize:

1. the primary value of the professional judgment of the teacher;

2. that accountability is best achieved in the frequent dialogue among groups belonging to the school community. (Jun 90 RA, p. 16)

9.A.31—That the BCTF support the concept of a system evaluation and school plans under the following conditions:

1. support the broad goals, learning outcomes and curriculum that have been established.

2. system evaluation, school plans and other such initiatives should be governed by a set of principles on which there is agreement amongst the key stakeholders.

3. that the system evaluation be multifaceted and balanced, and not depend on narrow or exclusively quantitative data.

4. that teachers, through their locals, be involved throughout the process of developing, implementing, monitoring and assessing the success of the system evaluation.

5. the system evaluation and school plans be expressly precluded from dealing with personal and confidential information on students, teachers, and other employees, and from discussing the terms and conditions of employment of any school board employee. (May 02 RA, p. 17)

9.A.37—That the BCTF inform government that it supports a dramatic shift in our public school system away from the current accountability agenda that emphasizes inappropriate testing, ranking, and narrow achievement measures to one that focusses on providing the conditions for optimal teaching and learning. (06 AGM, p. 12)

9.A.41—That the ministry fund three additional non-instructional days within the traditional bookends of each school year for the purpose of supporting the implementation of new curricula, programs, and policies. (Nov 77 Ex, p. 5) (08 AGM, p. 11)

9.A.45—That members be mindful of the Code of Ethics when they participate in the written and oral components of any school evaluation process. (Feb 96 Ex, p. 14) (Oct 10 Ex, p. 6)

9.A.47—That FSA or standardized test results not be used as goals or measures of success for school accreditation or any other school or district evaluation or accountability process. (02 AGM, p. 36)

9.A.49—That locals should actively point out to all education stakeholders, and especially students and parents, the inappropriateness of using FSA or similar test results for any school or district evaluation or accountability process. (Nov 02 RA, p. 15)

9.A.51—That the BCTF provide members with support and encouragement to withdraw their consent to having their own child(ren) write the FSA tests or other accountability driven standardized tests. (06 AGM, p. 13)

9.A.53—Implementing Change

1. That to successfully implement new curricula directions the BCTF urge the Ministry of Education to provide school districts targeted funding and resources associated with these changes including:
   a. effective ongoing in-service training opportunities.
   b. additional time for effective in-service.
   c. equipment and educational resources needed to support these changes.
   d. maintenance and upkeep of equipment and technology.
2. Members' involvement is the key element of the implementation of education change.
3. The structure, content, and timing of training activities specific to the implementation of any education change is best determined by members collegially.
4. The provision of funding for the implementation of education change is the responsibility of the Ministry of Education and school districts.
5. Proposed program changes should be implemented only after transition between levels has been clearly defined and articulated.
6. The Ministry of Education, in collaboration with the BCTF, continue to review/develop programs and policies so that they are consistent with the goals of education and principles of learning. (94 AGM) (14 AGM, p. 26)

9.A.55—Learning Resources

1. That information about available learning resources funding and purchases should be reported to school staff on an ongoing basis.
2. That district aggregate totals for ministry funds for learning resources, and total expenditures in the district be reported by school boards to local teacher unions on an annual basis, and also when there are any significant changes.
3. That the Ministry of Education and local school boards clarify rules and processes for spending of district learning resource funds, and that this information be sent to all teachers in each district.
4. That districts maintain, establish, or re-establish central learning centres which loan learning resources and materials to individual teachers. (Jun 01 RA, p. 15) (May 19 RA, p. 12)

9.A.61—School and District-Wide Tests

1. That locals undertake an analysis of all school- and district-wide tests to determine whether or not they have any educational value to teachers, to schools or to students or are used primarily to collect data for district accountability contracts or school growth plans.
2. That the BCTF provide to locals an analytic framework to assist in determining the educational value of school- or district-wide assessments currently in use.
3. That locals seek the agreement of their school boards to eliminate any school- or district-wide tests that are determined to have little educational value or are used primarily to collect data for district accountability contracts or school growth plans.
4. That the BCTF and its locals assert the professional right of members to opt in or out of any school- or district-wide assessment.
5. That the BCTF initiate a study of the effects of district-wide testing on the professional practice of teachers. (Feb 07 RA, p. 4) (Nov 18 RA, p. 8)

9.A.65—1. That, again, the minister of education be urged to:
   a. bring an immediate end to the practice of ranking BC schools.
   b. eliminate the compulsory administration of Foundations Skills Assessment tests to all Grade 4 and 7 students, by changing to a process of random sampling with neither schools nor students identified.
   c. consult with the teaching profession to develop appropriate and educationally sound means of assessing BC's education system.
2. That locals lobby MLAs, trustees, DPAC and PAC representatives, labour councils, and other union and community groups to help persuade the minister of education to make these changes.
3. That locals meet with superintendents and chairpersons of boards of education to discuss the educational and professional concerns of teachers related to the existing Foundation Skills Assessment program and to advocate for the foregoing changes. (Nov 08 RA, pp. 4–5)

9.A.69—Meeting the needs of all students

That the Federation call on the provincial government to:

1. provide the learning conditions and resources necessary to support BC teachers in meeting the needs of all students.
2. reject the "master teacher" scheme in favour of increased funding for professional development and in-service to help teachers ensure that all students have a broad-based education that prepares them to become engaged analytical, contributing citizens.
3. provide funding and support for the Federation's successful Teacher Inquiry Program, action research, and mentorship initiatives. (10 AGM, p. 12) (Apr 18 Ex, p. 14)

9.A.71—That school-based union meetings and/or staff committees be central to the establishment of or revision to school plans. (Jun 15 Ex, p. 15)

PROCEDURES

9.A.02—That the BCTF support student assessment practices that are determined at the school level. (83 AGM, p. 11) (May 19 RA, p. 18)

9.A.10—That in support of increasing the focus on teaching and learning in public schools, BCTF members:

1. participate in educational change that will produce a positive outcome for student learning.
2. increase their active involvement at the school level with parents through parent advisory councils.

3. express to parents and trustees our educational and professional concerns with FSA testing and standardized tests.

4. refrain from participation in accountability initiatives at the school and district level that do not align with the broader aims of the BCTF. (06 AGM, pp. 12–13) (May 19 RA, p. 18)

9.A.12—That the BCTF oppose mandatory school accreditation. (94 AGM) (98 AGM, p. 11)

9.A.14—The responsibility for the effective operation of schools rests with local school boards, members, and their communities. The following policy is provided as guidance to those members who, by majority decision of the school staff, wish to undertake the school's plan of self evaluation. (Nov 10 RA, p. 8)

1. That the purpose of school assessment is to provide school staffs with an opportunity to develop, in co-operation with their local communities, the best possible school climate and programs. The assessment should be forward-looking, for example, conducting an appreciative inquiry rather than a fault-finding evaluation of the past. (Nov 10 RA, p. 8)

2. That part of the professional responsibility of members includes participating in assessing the educational programs of the schools.

3. That the local should negotiate a policy for school assessment that includes the following prerequisite conditions:

a. The right of the school staff to clarify its purposes and objectives in undertaking assessment.

b. The right to determine the most appropriate instrument to use in meeting the objectives, and then the right to determine whether all or part of the instrument is used.

c. The right of a school staff to determine if teacher/administrator evaluating should occur during the year of an assessment.

d. The responsibility of the school staff to determine the extent of community involvement in the assessment.

e. The need to provide adequate resources, including appropriate in-service education release time to carry out the assessment without jeopardizing the current educational programs.

f. Adequate resources to implement assessment; for example, additional secretarial assistance, teachers teaching on call days.

g. Adequate release time for full staff meetings that does not require the use of professional development days (non-instructional days).

h. The time that will be required and the portion of the school year to be designated for school assessments.

i. The frequency.

j. The right of the school staff to determine if any external review team should visit the school. If the school does not agree to the visitation by an external team, the purposes and the membership (to include at least one classroom teacher) should be determined by the members of the school.

k. The right of the school staff to determine to which external group, or individuals, if any, the results of the assessment shall be released.

l. The agreement of the school board to implement the recommendations resulting from the assessment, wherever possible.

m. The agreement of the school board to negotiate the priority of implementation of particular recommendations resulting from the assessment.

4. That school staffs have the right and responsibility to determine whether or not the negotiated conditions are satisfactory before undertaking school assessment.

5. That if a school staff has not achieved satisfactory conditions for undertaking assessment, an appeal shall be made to the local for support.

6. That the BCTF shall provide full legal and moral support to a school staff for the right to decline school assessment providing that the local has supported the appeal of the school staff.

7. That, in accordance with statement 4.4 of the learning conditions declaration, if a school staff is dissatisfied with school board actions in implementing recommendations in the assessment report, the school staff should grieve through the local grievance procedure. (Jun 82 RA, pp. 10–12) (Nov 97 RA, p. 52)

9.A.16—That any self-evaluation by a staff in any public school should be confined to consideration of the suitability of the programs, and that the decision to undertake such evaluation, including its format, should be agreed to by a majority of the school staff. (80 AGM, p. 23)

9.A.22—That teachers no longer participate in the government's satisfaction survey. (Nov 03 RA, p. 18)

9.A.24—That the BCTF advocate and support planned and responsible approaches to the implementation of change in education policies, practices, and curriculum. Specifically, implementation should adhere to the following principles:

1. Centrality of teaching—The implementation recognizes teachers as the key agents of educational change. The plan respects teachers as self-directed professionals committed to improving education policies, practices, and curriculum.

2. Clarity—Before the implementation begins, members, both individually and collectively, are clear about the concept, the value, and the process of change.

a. Conceptual clarity—Members understand the proposed change and how it differs from their current practice.

b. Value clarity—Members are convinced that the change offers an improvement over current practice.

c. Procedural clarity—Members understand the steps to be taken during the implementation.

3. Resources—There are adequate and appropriate resources to support the implementation. Members identify their own resource needs. Provisions are made for equitable access to physical resources—facilities, equipment, technology, materials; organizational resources—workload, class size, class composition; professional support—coaching, training, in-service.

4. Time—There is adequate time for each phase of the implementation. Members have enough lead time to achieve conceptual, value, and procedural clarity. They have additional release time during the implementation process to assess, modify, solve unanticipated problems, and to evaluate, share, and report what they have learned. Wholesale transformative change is a paced process that acknowledges effective implementation must be incremental and staged over time.

5. Professional autonomy—The implementation recognizes the diverse talents, interests, and experiences of teachers. Members can adapt and implement change in a variety of ways.

6. In-service—The implementation of newly mandated curriculum:

a. is identified as in-service.

b. is not funded through the use of professional development funds.

c. should not occur during professional development days.

d. should be supported with targeted funding and release time provided by the Ministry of Education for orientation to, and professional reflection on, the curriculum revisions.

7. Empowerment—The implementation increases the confidence, vitality, and feeling of influence of both students and teachers.

8. Involvement and communication—The implementation provides for the involvement of teachers, parents, students, trustees, district, and Ministry staff in ways that foster ownership and commitment.

9. Diversity—The implementation acknowledges the uniqueness of communities, school districts, and schools, and the diverse needs and expectations of parents and students. The process is flexible enough to accommodate these differences and equitably meet diverse needs. (89 AGM, pp. 13–15) (14 AGM, pp. 26–27)

9.A.26—That the BCTF and locals seek to establish statutory and contractual processes to ensure that provincial and local education policy and curriculum matters are developed with the full participation of the Federation and locals. (89 AGM, p. 15)

9.A.28—That the BCTF and locals provide active support to teachers who are being directed to use teaching and assessment strategies that are contrary to teacher autonomy and established policy. (Jan 05 Ex, p. 15)

9.A.30—That members participate in education policy discussions and initiatives from government or school districts only when the BCTF or local determine those initiatives respect teacher professional rights and autonomy and promote improvements for student learning. (05 AGM, p. 10)

9.A.32—That teachers not submit data in the form of "value added" test scores to administration. (Jan 06 RA, p. 4)

9.A.34—1. That the BCTF adopt the following statement of principle, communicate it to government, MLAs, education partner organizations, PACs, and DPACs, and develop communication strategies to further publicize it.

A statement of concern from the teachers of British Columbia
The public school teachers of British Columbia call upon government and school boards to make a dramatic shift in our public school system.

The government's current "accountability" system for public schools relies on narrowly focussed standardized tests as the main vehicle for determining the effectiveness of our schools.

Teachers believe we should be more concerned about meeting the diverse needs of all the students in our public schools and the success of our schools is all about how well we do that.

Why are we concerned?
Standardized tests (such as FSA and provincial exams):

- Do not address the individual needs of students. They tell us little if anything about what individual children are actually learning.
- Can, and do, actually harm many students. They emphasize what students cannot do rather than what they can. Too often they discourage children rather than motivate them and in the end limit their options for learning.
- Do not help teachers teach. Instead they force teachers to teach to the narrow scope of learning to be tested at the expense of a much richer learning experience. Important learning such as creative and critical thinking cannot be standardized and measured and therefore doesn't "count."
- Lead to standardized teaching and that means too many of the individual needs of students are not addressed.
- Result in a way of evaluating the school system that is simplistic and unfair. Research is clear, scores on standardized test have more to do with social and economic factors than what happens in school.

There is a better way!
The teachers of BC believe:

- Every child counts and all can learn. Our joy in teaching and our students' love of learning comes from meeting the needs of every student.
- We are all accountable for maximizing students' opportunities to learn. Teachers must teach well and governments must provide the conditions such as appropriate class sizes, class compositions, and learning resources that allow each student to learn.
- Teachers must be allowed to make professional judgments about how students are taught and assessed.

We call on government to work with teachers, school districts, and parents to build a public school system that provides all students, including vulnerable learners, the best possible opportunities to create, to think, to learn, and to grow. (Jan 14 Ex, p. 9) (May 15 Ex, p. 4)

9.A.36—Statement of Principle on Assessment
We, the undersigned BC public school teachers, believe that the primary purpose of assessment is to support and promote students' learning. As teachers, we know it is important to use a variety of methods to assess students' progress and meet students' needs. Ongoing classroom assessment allows students to demonstrate in a variety of ways what they are learning and thereby informs teaching and learning. Teachers know that learning is a complex process and that students learn in different ways and at different rates. We also know that assessment is an important part of the learning cycle.

We oppose the proliferation of mandated district-wide and provincial testing, including the Foundation Skills Assessment (FSA) and provincial exams, which take time away from teaching and learning and encourage misuses such as the Fraser Institute's ranking of schools. Results from these tests do not provide the resources necessary to improve public education and do not enhance learning for students. (Nov 07 Ex, p. 10)

9.A.38—That teachers be advised to not participate in the distribution of marked FSA booklets to parents. (Feb 08 RA, p. 10)

9.A.40—That in the event that marked FSA booklets are distributed to parents by administrators, teachers be advised to provide parents with accompanying printed information outlining teachers' concerns about the FSA and the proliferation of mandated testing. (Feb 08 RA, p. 10)

9.A.42—That the BCTF continue to communicate to members the Federation's policy on testing and assessment in BC's classrooms emphasizing teacher autonomy. (Jun 08 Ex, p. 7)

9.A.44—That schools in which the principal has arranged time during the school day for collaboration in the form of Grade-Group meetings, attendance be at the teacher's discretion. (Nov 08 RA, p. 14)

9.A.46—That members who attend Grade-Group meetings insist that the choice of topics to be discussed be decided by consensus among the individual members attending. (Nov 08 RA, p. 14)

9.A.48—That members not support secondary school Professional Learning Communities unless they ensure that participation is voluntary, that members choose the topics, and how the work of their group is reported. (Nov 08 RA, p. 14)

9.A.50—1. That locals be requested to develop and implement plans that support colleagues and ensure that principals/vice-principals work only through Local Presidents/school union representatives regarding the preparation for, administration of, or marking of FSAs.

2. The Executive Committee recommends to locals that local plans include:

a. the collection of member signatures on letters of solidarity

b. the copying and presentation of solidarity letters to principals, superintendents, school boards

c. actions to support TTOCs

d. meetings with DPACs and PACs to explain the BCTF position, seek PAC support of the random sampling administration of FSAs and request that DPACs and PACs communicate their support to the minister/ministry of education. (Dec 08 Ex, p. 4)

9.A.52—That members not participate in any action or decision on educational matters that may impinge on the professional autonomy of any teacher; that school staff decisions may not compel the pedagogical practice of any teacher. (09 AGM, p. 11)

9.A.54—That the BCTF insist that the provincial government recognize teacher professional autonomy in the use of marks programs of their own choice for assessing students and reporting to parents. (09 AGM, p. 12)

9.A.58—That the BCTF support local action campaigns by:

1. providing materials (in multiple languages, with content adapted for various cultural groups) to encourage parents to withdraw children from the FSA.
2. developing and initiating a campaign on the appropriate forms and uses of assessment across the grade levels (including provincial exams and district mandated assessments).
3. a video, communication support, and materials for use in community meetings.
4. a grant to facilitate local plans and campaigns. (Oct 09 Ex, p. 7)

9.A.60—That the BCTF support local action plans that address the broader issues of testing assessment including materials to support meetings with parents and teachers. (Oct 09 Ex, p. 9)

9.A.62—Protection and privacy of students

That the BCTF use the right to be forgotten as a guiding principle in the BCTF's advocacy work for the protection and privacy of students, in regards to data collection, record keeping, and data storage. (15 AGM, p. 17)

II. General

POLICIES

9.B.01—That in accordance with Policy 9.A.01, it is through the knowledge, skills and example of teachers that schools foster the growth of students into autonomous, socially responsible citizens. Specifically, members help to educate their students in the following ways:

1. through philosophical understanding of the aims, goals and values of education for a society which is just, democratic and peaceful and which supports its citizens in their pursuit of happiness and fulfilment
2. through knowledge about teaching practice based on research and experience
3. through understanding current affairs and social developments such as technological changes, cultural changes and the arms race, which affect the context in which teaching and learning occur
4. by applying skills and understandings developed through formal and informal training, through feedback and coaching from colleagues, and through practice in the classroom
5. through serving as role models of caring, understanding, resourceful, responsible, self-directing adults who are committed to learning and personal growth and who exhibit honesty, openness and integrity
6. by planning and organizing learning experiences appropriate for their students
7. by participating within the teaching profession in developing new knowledge concerning teaching and learning, in sharing information, materials and knowledge with colleagues, and in supporting the development and enforcement of professional standards
8. by participating as an educational leader within the community, e.g., serving as an advocate for education, helping the community to understand the connections between the conditions for teaching and learning and the quality of education and to appreciate the types of changes required in the schools. (77 AGM, pp. 7–9) (Feb 85 Ex, p. 12)

9.B.03—That the BCTF believes that public schools should be primarily concerned with general education, not with training for specific jobs. (69 AGM, p. 34) (Reviewed Dec 79 Ex, p. 14)

9.B.07—That the BCTF oppose the use of any form of corporal punishment in the public schools of BC. (76 AGM, p. 17)

9.B.09—The BCTF believes that:

1. The teaching process should emphasize human and social relationships and should guide students in their development.
2. a. Teaching processes aim to develop students to become self-reliant, self-disciplined, participating members with a sense of social responsibility within a democratic society.

b. That the BCTF supports student involvement in democratic decision making, for example through class meetings, student councils, and other group problem solving, conflict resolution, and decision-making activities, when and where appropriate. (95 AGM, p. 16)

3. Teaching is a planned process that includes:

a. assessing of learner needs

b. establishing and communicating objectives to the learner;

c. developing interpersonal relationships designed to motivate the learner

d. creating a classroom climate that is conducive to learning

e. matching content, materials, and strategies to the needs of the learner

f. appraising selected content, and materials on an ongoing basis

g. providing ongoing feedback to the learner.

4. Intended learnings should include a balance of objectives from all of the cognitive, the effective, and the psycho-motor domains.
5. A member is aware of many different styles and strategies in teaching and seeks to adapt those to meet their own unique situation.
6. The member is aware that the teaching process includes ongoing communication between the teacher and the parent(s)/guardian(s) of the student(s) and promotes such communication. (85 AGM, p. 12)

9.B.11—That the Ministry of Education should pressure publishers to eliminate all indications of grade and ability level from prescribed and supplementary texts in the BC public school system and include such indications as grade and ability level in the teacher notes or teacher manuals that accompany these prescribed and supplementary texts. (Jan 79 RA, p. 12)

9.B.13—Educational Leadership

1. That the BCTF believes that the central relationship in public education is among the teacher, student and parent, and that all others in the system are to support this fundamental relationship.
2. That the BCTF believes that the responsibility for providing educational leadership in the public school system of BC is a shared one and that members have provided and will continue to provide effective educational leadership at the school, district and provincial levels. (94 AGM)
3. That the Ministry of Education and school districts provide funding and resources, including time, for effective, ongoing in-service training opportunities for members to develop/extend the knowledge, skills and attitudes needed to successfully implement the new curricular directions.
4. That the BCTF and its locals continue to be advocates for professional autonomy that encourages members to be involved in innovative teaching practices.
5. a. That the BCTF and the other educational partners reassess the increasing social responsibilities expected of schools to determine if schools are the appropriate venue for these services.

b. That if the school system is determined to be the appropriate venue for those social-responsibility services, the appropriate ministries of government and school districts must provide additional support to fulfil society's expectations of schools.

6. That teacher assignments be organized within the work day/assignment to provide opportunities for members to collaborate/consult with other members and support personnel.
7. That the Ministry of Education and the BCTF as well as other partner groups more actively acknowledge and support public school teachers and the services they provide to youth and society.
8. a. That the BCTF and the Ministry of Education encourage member discussions about issues in education by providing time and opportunity for members to talk together about educational change issues.

b. That the Ministry of Education provide funding to facilitate discussion and collaborative planning among members to promote educational change in secondary schools.

9. That school districts/schools promote programs/ structures that facilitate school-based collaboration. (May 94 RA)
10. That the Ministry of Education and the BCTF collect, publish and distribute research data on the relationship between school timetables and student/teacher needs.
11. a. That where members agree on their value, staffs design school timetables to facilitate the effective delivery of curricular directions in order to meet student/teacher/community needs and priorities.

b. Once a significant majority of members agree, then staffs use school-based collaborative processes in designing timetables.

12. That districts review the manner in which support services are offered so that classroom teachers have ready access to regular consultation and support in the classroom.

13. a. That education partners at all levels be encouraged to use more collaborative decision-making processes.

b. That the Ministry of Education, school districts and schools provide resources and time within the working day to facilitate member collaboration at the school, district and provincial levels.

14. a. That schools be physically structured and staffed to promote a safe and healthy learning environment.

b. That schools use instructional materials/processes that promote a safe and healthy learning environment.

15. That the Ministry of Education, school districts, in collaboration with teachers, the BCTF and other appropriate educational partners, develop and provide school-based learning materials that acknowledge and honour the multi-ethnic/ multicultural diversity of the school community.

16. That members work with the other education partners in the school to establish policies and programs that will increase students' responsibility/ accountability for their learning and behaviour.

17. That administrators provide support for members in matters of student discipline and attendance.

18. That the Ministry of Education and school districts provide increased opportunities for members to participate in programs of educational leadership.

19. That school board trustees and school district administrative staff remain current regarding education trends and classroom challenges.

20. a. That the Ministry of Education and school districts, in consultation with provincial partners, develop a comprehensive school-facilities action plan to upgrade/replace decaying school structures.

b. That the Ministry of Education target funding to implement the above recommendation.

21. That teachers and other user groups of schools at the local level have a significant involvement in the design of school facilities.

22. a. That the Ministry of Education and school districts, in consultation with teachers and other education partners, improve supportive teaching/learning environments, such as teacher preparation areas, office space, storage, the general aesthetics of school buildings, internal environmental systems, libraries and cafeterias.

b. That the Ministry of Education target new funding to implement the above recommendation.

23. That the Ministry of Education and school districts explore with the BCTF and other education partners, the advisability and feasibility of making school facilities available for other uses.

(May 94 RA)

9.B.15—That the Federation oppose the use of PEN numbers (or any other personal identifier) on student surveys. (Dec 01 Ex, p. 4) (Sep 10 Ex, p. 11)

9.B.17—That the BCTF oppose the use of instructional time for the administration of student surveys, and advise members that administrative officers have the sole responsibility for the distribution of both the parent and student surveys. (Mar 02 Ex, p. 3)

9.B.19—That the BCTF lobby the government to change the term "non-enrolling teachers" to "learning specialist teachers." (02 AGM, p. 35)

III. Curriculum Principles

POLICIES

9.C.01—That the curriculum of each public school should be so designed that it would promote and foster the growth and development of each individual, to the end that they will become a self-reliant, self-disciplined, participating member with a sense of social responsibility within a democratic society.

1. Programs should be specifically designed for individual students, recognizing the unique way in which each learns.

2. The following are some of the characteristics of the learning process that should be considered in the design of the curriculum:

a. Students learn through a variety of processes: such as the manipulative, the imaginative, the creative, the intellectual.

b Students learn best when a multi-sensory approach is used.

c. Students learn most rapidly when the activities in which they are involved seem useful and important to them.

3. In the process of organizing learning experiences:

a. Provision should be made for pupils to understand concepts, to acquire skills, and to develop desirable habits, attitudes and appreciations.

b. Every student from the earliest years should be assisted in developing techniques for self-learning and given opportunities for self-evaluation.

4. In organizing and selecting learning experiences and in determining sequence, teachers of various disciplines, teachers of students of different ages, specialist teachers, and when necessary, members from the consultative services should communicate continually.

5. The intrinsic value of an organized series of learning experiences should be clearly recognizable to the students, to the parents and to the community.

6. The school system should be organized to permit each student to make continuous progress.

7. The progress of students should be evaluated in its relation to objectives that may have been agreed upon co-operatively by teacher and student.

8. The program designed for each student, and the continuing evaluation and redesigning of the program, should in every case be the responsibility of the professional teacher.

9. In attempting to provide for the individual differences of pupils in the classroom, members should make continuing professional decisions concerning, for example:

a. adaptations of the curriculum;

b. the selection of a variety of materials;

c. the methods of grouping the pupils;

d. the identification of pupils with learning difficulties for referral to other professional people.

10. Curriculum revision at all levels should be a continuous process.

11. The public school system should be viewed as a single unit, which should foster in each pupil a lifetime desire for continuous learning. (74 AGM, pp. 33–35) (Reviewed Dec 79 Ex, p. 15)

9.C.03—That the development and approval of courses at the local level should be encouraged. (Feb 71 Ex, p. 3)

9.C.05—That locally developed courses numbered 11 or 12 that have been evaluated and approved by the local school board and local teachers' association, and registered with the Ministry of Education, should be recognized for credit for graduation on the same basis as provincially prescribed courses. (Jun 75 Ex, p. 25) (Reviewed Dec 79 Ex, p. 19)

9.C.07—That funding of local curriculum development should be a responsibility of the Ministry of Education and the local school board. (Feb 76 Ex, p. 13)

9.C.09—That the ministry's role in school curriculum should be to facilitate the development by the public of broad general goals and policies and to facilitate the efforts of trustees, teachers, parents and students in their pursuit of goals. (77 AGM, p. 7)

9.C.11—That the BCTF recognizes the need for educational planning and development at the school and local level that gives full consideration to the social, economic, ethnic and cultural nature of the students and others in the school community. (75 AGM, p. 9) (Reviewed Dec 79 Ex, p. 15)

9.C.13—That the concept of a provincial core curriculum with arbitrary levels of attainment for all students is not acceptable. (Oct 77 RA, p. 5)

9.C.15—That the Ministry of Education should institute an elective women's study course as part of the curriculum in Grades 11 and 12. (79 AGM, p. 19)

9.C.17—That the BCTF affirm these principles of freedom of academic inquiry:

1. The study of and inquiry into controversial issues and/or difficult and disturbing issues is a fundamental right of the students of British Columbia.
2. The scheduling, organization, and execution of programs of study and inquiry into such issues is a fundamental right of teachers in the schools of British Columbia.
3. Members have the fundamental right to select the approach and resources that they consider most appropriate in presenting materials and topics.
4. Members are free to pursue the goals and objectives of courses being taught, in an atmosphere of openness and sensitivity.
(86 AGM, pp. 24–25)

9.C.19—That BCTF members adhere to the following guidelines when selecting resources:
1. Learning resources should be consistent with the general educational goals of British Columbia, and with the aims of specific courses.
2. Learning resources should meet high standards of accuracy, currency, inclusivity, and presentation.
3. Learning resources should be appropriate for the subject area and for the diverse ages, emotional development, ability levels, and social development of the students for whom the materials are selected.
4. Learning resources, across the subject areas, should be designed to help students gain an understanding of the knowledges, understandings, and experiences of Aboriginal peoples and equity-seeking groups.
5. Learning resources should be designed to motivate students to examine their own attitudes and behaviours and to comprehend their own responsibilities, rights and privileges.
6. Learning resources on controversial issues should enable students to engage in critical reflection, open mindedness, and social justice.
7. Learning resources be free of implicit or explicit corporate advertising. (08 AGM, p. 12)
(16 AGM, p. 37)

9.C.21—That when members are relieved from teaching duties to work on curriculum revision committees, no honoraria need be paid to the members involved, and the costs of teachers on call are paid by the ministry. (Nov 66 Ex, p. 3)
(Reviewed Dec 79 Ex, p. 19)

9.C.23—That the ministry should provide concentrated working time for its revision committees through extended periods of released time and/or summer work. (Feb 80 Ex, p. 9)

9.C.27—Issues of social responsibility, inclusive of a global and environmental education perspective, should be woven into the entire curriculum. (90 AGM, pp. 26–32)

9.C.29—There should be an exploration with Aboriginal representatives of a diversity of models, in order to provide equitable educational opportunities for Aboriginal students. There should be Aboriginal representation in the formation of education policy and curriculum development. (90 AGM, pp. 26–32)

9.C.31—There should be ethno-cultural representation in the formation of education policy and curriculum development.
(90 AGM, pp. 26–32)

9.C.33—Curricular programs and learning outcomes should be designed to help students gain an awareness of our pluralistic society as well as an understanding of the many important contributions made to civilization by minority and ethnic groups. (90 AGM, pp. 26–32)

9.C.35—There should be a labour education component in the provincial curriculum. (90 AGM, pp. 26–32)

9.C.37—There should be gender equity and access to services in all aspects of education. (90 AGM, pp. 26–32)
(21 AGM, p. 7)

9.C.39—There should be Aboriginal Ways of Knowing and Being, as well as decolonial, antiracist, and multicultural approaches integrated into the curriculum and student services.
(90 AGM, pp. 26–32)
(21 AGM, pp. 7–8)

9.C.53—That members at the school/department level collegially determine the nature and extent of curriculum integration.
(May 94 RA)

9.C.55—Integration of subjects should not occur until there is clarity about the concept, agreement on its value, and adequate resources. (90 AGM, pp. 26–32)

9.C.57—The degree and type of curriculum integration should be determined by members at the school level. (90 AGM, pp. 26–32)

9.C.61—The minimum time allocations for subjects be used as a guide to assist with program planning and not be viewed as prescriptive in nature. (94 AGM)

9.C.65—That the BCTF supports the inclusion of applications in curricula to increase student interest and relevance but is opposed to the artificial splitting of curricula into applied and theoretical courses.
(Nov 95 Ex, p. 4)

9.C.67—That the BCTF demand that the ministry immediately include participation of teacher-librarians in all ministry curriculum and literacy committees and that a teacher-librarian be added to ministry staff to guide the building of strong school library programs in BC public schools. (07 AGM, p. 13)

9.C.69—That the BCTF engage PSAs, PD networks, locals, and education partner groups in efforts to secure adequate funding from the Ministry of Education for appropriate learning resources and in-service to support the implementation of new and revised curriculum. (08 AGM, p. 14)

9.C.71—That:
1. additional secondary school IRPs on Aboriginal culture (such as First Nations Studies 12, and English First Peoples 10, 11, and 12) be created, across the subject areas.
2. ministry funding be available to support the implementation of these courses.
3. should such additional courses be created and made available with the necessary supports, the completion of a (one) such course be a requirement of graduation for all students.
4. Aboriginal content be embedded in all K-12 IRPs.
(11 AGM, p. 5)

PROCEDURES

9.C.02—That the BCTF provide professional guidance to members in the design and evaluation of locally developed courses.
(72 AGM, p. 27)
(Reviewed Dec 79 Ex, p. 15)

9.C.04—That the BCTF and locals seek to establish statutory and contractual processes to ensure that members have professional autonomy in determining the methods of instruction and the planning of course materials. (89 AGM, p. 15)

IV. CURRICULUM AREAS

D. Adult Education

POLICIES

9.D.01—1. That the BCTF support adult education as a core component of the public education system and be available in every school district. (Oct 19 Ex, p. 15)
2. That the BCTF urge the provincial government to provide adequate funding for day-care facilities for children of adults attending educational centres. (1994 AGM)
3. That the BCTF urge the provincial government to provide targeted funding per FTE for educating adult students equal to that of K–12 students. (Oct 19 Ex, p.15)
a. with special needs designations and/or undesignated learning needs (Jun 22 Ex, p. 20)
b. who are English Language Learners (ELL).(Oct 19 Ex, p.15)
c. who are of Aboriginal descent. (Jan 97 Ex, p.22)
d. to complete their high school education. (Jan 96 Ex, p. 21)
e. regardless of whether they have already obtained graduation status. (Dec 98 Ex, p. 20)

5. That the provincial government should continue to provide the Adult Dogwood Diploma, the BC Secondary Regular Graduation program, and tuition-free education for adult students through courses offered by school boards.(96 AGM p. 11)
(Nov 01 RA, p. 14)
(22 AGM, p. 8)

6. That the BCTF urge the provincial government to provide additional funding, resources and support services to adult education courses serving marginalized communities and populations.
(Jan 97 Ex, p. 22)
(Oct 19 Ex, p. 16)

7. That the Ministry of Education ensure that Adult Education teaching resources and curriculum are relevant to, reflective of, and responsive to the needs, realities, and experiences of adult learners.
(Feb 20 Ex, p. 16)

9.D.03—1. That the BCTF inform the Ministry of Education of its support for:

a. the continuation of funding of adult education in the K-12 public education system.

b. the removal of the enrolment cap on adult education and funding.

c. an increase in the per student amount for adult education students to match K–12 funding. (Oct 19 Ex, p. 16)

2. That the BCTF request that the Ministry of Education remove the requirement that adult education be funded on enrolment and completion.

6. That the system for distributing adult education funds at the school district should be transparent and accountable.
(Feb 03 Ex, pp. 6–7)

9.D.05—1. That the BCTF recognize that adult education is an important alternative program for students within the public education system.

2. That the *School Act* recognize adult education as an important alternative program for students within the public education system. (03 AGM, p. 16)

9.D.07—That adult education programs leading to the completion of a Dogwood Certificate should be primarily provided in the K–12 public education system. (03 AGM, p. 16)

9.D.09—That adult education programs should be accessible and stable, and that the BCTF call on school districts to both promote and make visible these programs in their communities.
(03 AGM, p. 16)
(22 AGM, p. 8)

9.D.11—That the criteria for measuring student/program success in adult education programs should take into account student needs and goals, learning abilities, and life circumstances.
(03 AGM, p. 16)
(22 AGM, p. 8)

9.D.13—That the comprehensive theoretical and practical components of adult education be available in all teacher education programs in BC. (03 AGM, p. 17)
(22 AGM, p. 8)

E. Career Education

POLICIES

9.E.01—That a general education should include opportunities for career education including:

1. knowledge of career options
2. counselling on appropriate career choices
3. "hands on'' experience with broad, non-specialized training within school courses and work experience/work observation programs. (May 81 RA, p. 15)

9.E.03—That all career preparation programs should be designed to allow students to enroll in part or in all of the courses within a program. (May 81 RA, p. 16)

9.E.05—That the BCTF seek to ensure that each career preparation program:

1. provides opportunities in the curriculum and in the work experience for students to examine the rights, the contributions and the responsibilities of working people and of trade unions.
2. provides opportunities for students to acquire broad generic skills rather than narrow, specific job preparation skills.
3. is able to stand on its own merits as an integral part of secondary school education; that is, it does not have to be specifically articulated to a program in a tertiary institution.
4. is non-sexist in design, and content.
5. provides equal opportunity to both girls and boys to enroll in any career preparation program.
6. includes a work experience component that is solely educational.
7. includes a clause that it is the responsibility of the work experience co-ordinator to ensure that the student is not replacing a regular employee.
8. is adequately funded. (May 81 RA, p. 16)
9. includes unlearning racism and learning skills for students at all levels to respond to racist incidents. (Feb 99 Ex, p. 22)

PROCEDURES

9.E.02—That the BCTF seek the redesign of those career preparation programs whose primary focus is on job training rather than on general education. (May 81 RA, p. 16)

F. Child Care/Parenting

POLICIES

9.F.01—That it is the responsibility of the federal and provincial government to establish and fully fund child care. (Oct 80 RA, p. 11)
(May 09 RA, p. 14)

9.F.03—That local school boards be encouraged to provide programs and conditions such as on-site child care, parenting skills and counselling which will ensure that teen parents are able to complete their secondary education. (AGM 90, p. 37)

9.F.05—That all Child Care programs for young children should:

1. be universally accessible.
2. be of high quality.
3. be publicly funded, non-profit, and regulated.
4. provide programs that are child-centred, play-based, developmentally appropriate, and culturally sensitive.
5. focus on the development of the whole child and four areas of growth: well-being and belonging, exploration and creativity, social responsibility and diversity, and language and literacies.
6. provide seamless care to all children integrated with K–7 school schedules at one location. (May 09 RA, p. 14)

9.F.07—That all of the ministries involved with supporting children and families fully fund and support a model of co-ordinated services that includes the comprehensive, seamless delivery of Child Care services. (May 09 RA, p. 14)

9.F.09—That the BCTF believes in regulated, fully public funded, and universally accessible child care programs for three- and four-year-old children based on the principles outlined in the British Columbia Early Learning Framework (2008) with a community-based democratic governance structure. (May 09 RA, p. 15)

G. Consumer Education

POLICIES

9.G.01—That the BCTF supports maintaining and/or introducing the teaching of essential consumer education skills within existing required courses. (Feb 82 RA, p. 16)

9.G.03—That the BCTF opposes separate compulsory courses in consumer education in the secondary school program.
(Feb 82 RA, p. 6)

9.G.05—That the BCTF lobby the Ministry of Education to provide adequate funding for the implementation of new curriculum and other ministry initiatives. (Jun 08 Ex, p. 5)

H. English Language Learners (ELL)

POLICIES

9.H.01—ELL programs should be reviewed and additional staffing and resources should be provided to assist in the delivery of these programs. (90 AGM, pp. 26–30)
(22 AGM, p. 7)

9.H.03—That the Ministry of Education and the BCTF develop provincial guidelines for assessment to support ELL/ESD learners, in particular, ELL/ESD learners with special needs; such guidelines to include: placement for ongoing language support; identification procedures for funding and appropriate services. (90 AGM, pp. 26–30)
(22 AGM, p. 8)

9.H.05—That school boards identify, develop, and provide programs for ESL/ESD learners with special needs, and that these programs be funded by the Ministry of Education, with support from the federal government. (90 AGM, pp. 26–30)

9.H.07—That school boards recognize the developmental nature of language learning (second-language learning as well as first-language learning) and provide a continuum of services to meet the changing needs of ESL/ESD students as they progress in their language development. (90 AGM, pp. 26–30)

9.H.09—That school boards support the inclusion of ELL/ESD students into regular classes by providing ongoing support and resources for the students and the classroom teachers.
(90 AGM, pp. 26–30)
(22 AGM, p .8)

9.H.11—That the Ministry of Education/school boards ensure that curricular resources are available to members that meet the specific needs of ELL/ESD learners that recognize the cultural diversities of students. (90 AGM, pp. 26–30)
(22 AGM, p. 8)

9.H.13—That school boards provide in-service training, funded by the Ministry of Education and developed in conjunction with the BCTF, in ESL/ESD methodology and practice for classroom teachers, teachers on call, and ESL/ESD teachers. (90 AGM, pp. 26–30)

9.H.15—1. That school boards support regular liaison between schools, ESL/ESD teachers and families or sponsors of ESL/ESD students by providing orientation programs and ongoing educational support.
2. That the Ministry of Children and Family Development, in collaboration with the Ministry of Education and school districts, provide multilingual home-school liaison workers proportional to the diverse backgrounds and numbers of ELL/ESD students in each school district. (90 AGM, pp. 26–30)
(22 AGM, p. 8)

9.H.17—1. That the Ministry of Education in consultation with the BCTF ensure that the needs of ESL/ESD students are considered and met in the development of all curriculum (assessment) guides and resources.
2. That school districts in consultation with locals ensure that the needs of ELL/ESD students are considered and met in the implementation of all curriculum (assessment) guides and resources. (90 AGM, pp. 26–30)
(22 AGM,p. 8)

9.H.19—1. That the Ministry of Education, through policy and funding, support the principle that students of all linguistic and cultural backgrounds have equitable access to educational opportunities within the BC public school system.
2. That the Ministry of Education ensure that significant school-related documents are available in the major languages of families whose home language is not English. (90 AGM, pp. 26–30)

9.H.21—That the BCTF promote public awareness of the issues related to ELL/ESD students by publishing the findings of its ESL/ESD study. (90 AGM, pp. 26–30)
(22 AGM, p. 8)

9.H.23—That the Ministry of Education distribute its proposed policy on ESL/ESD learners to teachers and appropriate partner groups for advice and feedback.

9.H.25—That the federal government and the Ministry of Education and Child Care target adequate and accountable funding to school districts to accommodate the growing needs of ELL/ESD and, where applicable, refugee learners fleeing war torn countries.
(May 94 RA)
(May 24 RA, p. 9)

9.H.27—1. That the Ministry of Education and Child Care ensure that school districts have access to relevant and appropriate assessment tools in an ELL/ESD student's home language in situations where there are speech-language and/or significant academic concerns and/or cognitive concerns. (Jan 99 Ex, p. 20)
(Jun 22 Ex, p. 20)
(Nov 24 RA, p. 4)
2. That ELL/ESD students be provided with both ELL/ESD assistance and other assistance as required to address additional special needs. (May 95 Ex, p. 10)
(Jun 22 Ex, p. 20)

9.H.29—That ESL service be provided for students for whom English is an additional language in French Immersion at the time that they begin the English component. (Nov 08 RA, p. 13)

9.H.31—That the BCTF advocate for:
1. additional ESL reception-level support for students who speak English as a second language prior to classroom placement.
2. the removal of the five-year cap on service to students who speak English as a second language, and that part of the advocacy strategy be to work with various immigrant support associations and agencies, as appropriate. (Jan 10 RA, pp. 5–6)

I. Environmental Education

POLICIES

9.I.01—That the BCTF urge the Ministry of Education to encourage school districts to establish recycling programs in all BC schools, and assist the implementation of these programs with educational support materials and information. (AGM 90, p. 35)

9.I.03—That the BCTF urge the Ministry of Education to incorporate environmental education into the curricula from Kindergarten to Grade 12, and that these curricula be developed jointly with the BCTF. (AGM 90, p. 35)

PROCEDURES

9.I.02—That the BCTF and its locals encourage all school staffs to work with students, parents, administrators and local authorities to establish and promote school-based environmental education and recycling programs. (AGM 90, p. 34)

9.I.04—That the BCTF and its locals demonstrate their commitment to environmental preservation in the operation of their daily affairs by reduction and recycling practices. (Jun 90 RA, p. 20)

J. Family Life and Sexual Health

POLICIES

9.J.01—That the BCTF believes that family life education and sex education should be an integral part of the school curriculum.
(69 AGM, p. 33)
(Reviewed Dec 79 Ex, p. 15)

9.J.03—That the Ministry of Education should, in conjunction with the BCTF, develop and implement family life and sex education courses at all levels of the public school system. (May 80 RA, p. 24)

9.J.05—AIDS
1. Information on AIDS should be provided as part of the compulsory curriculum.
2. In-service education should be made available to members concerning AIDS and other potentially communicable diseases.
(88 AGM, p. 9)
3. That the BCTF call upon the Ministry of Education and school districts to make available accurate, age-appropriate, and up-to-date learning resources to support the learning outcomes for intermediate grades pertaining to AIDS and HIV. (07 AGM, p. 11)

9.J.07—That the Ministry of Education should, in conjunction with the BCTF, develop and implement programs to educate students about rape and sexual assault. (78 AGM, p. 12)

9.J.09—Guidelines for Implementation of Sexual Health Education

1. That students have access to sexual health education that:
   a. is appropriate to their age and level of development.
   b. considers and respects the diversity of individuals and their families, (including students who are LGBTQ-identified, students from LGBTQ-headed families, or those who engage in sexual activity with others of the same sex, regardless of self-identification).
   c. is available in a variety of settings within a safe and supportive school environment.
   d. recognizes the needs and abilities of individual students. (Jan 16 Ex, p. 11)
   e. takes a positive approach to the body and its changes.
   f. takes a positive approach to sexuality, and is not limited to only discussion of reproduction.
2. That the content of the sexual health education curriculum:
   a. be age and developmentally appropriate.
   b. respect the diversity of individuals and their families (including students who are LGBTQ-identified, students from LGBTQ-headed families, or those who engage in sexual activity with others of the same sex, regardless of self-identification).
   c. include appropriate content for students with differing physical, mental, and cognitive abilities.
   d. reflect current and accurate knowledge.
   e. include relevant topics such as (but not limited to):
      i. basic anatomy and physiology, health, hygiene, and safety.
      ii. developmental changes of puberty.
      iii. reproduction and conception, effective contraception, prevention of STI/HIV
      iv. healthy relationships, setting personal boundaries and limits, sexual orientation, gender identity, communication, media influences.
      v. accessing information, and family and community resources.
      vi. prevention of abuse and exploitation.
   f. encourage safe decision-making, healthy behaviour, and critical thinking.
   g. provide opportunities to develop personal insight, values, motivation, and skills.
3. That members create a respectful and safe environment conducive to sexual health education by:
   a. encouraging interaction.
   b. establishing ground rules for discussion that:
      i. are considerate of students' feelings and perceptions
      ii. respect personal privacy.
   c. setting a tone that encourages a positive and inclusive learning experience for all students.
   d. keeping the classroom discussion age and developmentally appropriate (physically, cognitively, emotionally, and experientially) for the majority of students in the classroom.
   e. using inclusive language.
   f. being present when a guest speaker is in the class.
   g. being prepared to refer students for follow-up and/or healthcare.
   h. responding to student questions by:
      i. focusing on sexual health, body science, and factual information.
      ii. taking time to consider how or whether to answer immediately or publicly.
      iii. acknowledging that the member may not be able to personally answer all questions.
      iv. providing resource information to students for having their questions answered outside of the classroom setting.
      v. providing an opportunity for students to ask questions anonymously (using, for example, a question-box format).
      vi. previewing, sorting, and grouping questions.
      vii. adding questions that students may be reluctant to ask.
      viii. using frequently asked questions to adapt future lessons.
      ix. depersonalizing questions to maintain students' anonymity.
4. That members and locals ensure that classroom presentations by community health professionals and sexual health educators:
   a. reflect these guidelines.
   b. enhance but do not replace implementation of the sexual health education curriculum.
   c. respect the contracting-out language contained in the collective agreement.
5. That school districts ensure that:
   a. in-service is available and supported.
   b. in-service is up-to-date and factual, covers topics, strategies, and resources that support the needs of learners and the sexual health curriculum at all grade levels.
   c. relevant, up-to-date, and comprehensive resources that reflect these guidelines and the curriculum that are available and supported. (Nov 15 Ex, p. 6)
   d. relevant, up-to-date in-service and resources be provided to teachers to support students with differing physical, mental, and cognitive abilities.
   e. administrators support the delivery of sexual health education.
   f. community health professionals, including sexual health presenters, enhance but do not replace the school's sexual health education curriculum.
   g. the use of guest presenters does not violate the contracting-out language of the collective agreement.
   h.resource people, including guest presenters, provide detailed information on the content and their instructional approach prior to their presentation. (Jun 10 Ex, pp. 19–20)

K. Fine Arts Policy

L. Languages

POLICIES

9.L.01—That the BCTF support the principle that all parents have the right to have their students taught in either official language in any part of Canada where there are sufficient numbers to make it feasible. (Jan 78 RA, p. 14)

9.L.03—That the French as a Minority Language Program should not be offered in place of French Immersion programs and should be available, where numbers warrant, solely for the general education of French as a Minority Language students. (Sep 07 Ex, p. 4) (Dec 14 Ex, p. 5)

9.L.05—That the BCTF support the provision of opportunities for all students to become fluent in both official languages. (Jan 78 RA, p. 15)

9.L.07—That the Ministry of Education and local school boards should encourage the use of French as a language of instruction within the public school system for both French-speaking students and interested English-speaking students, where the numbers warrant it. (75 AGM, p. 11)

9.L.09—That the Ministry of Education in collaboration with the universities should ensure that sufficient numbers of teachers in BC are trained (or retrained) to teach French immersion, francophone, and Core French programs. (Feb 78 Ex, pp. 9–10) (Oct 06 Ex, p. 6)

9.L.11—That training programs for immersion teachers should accommodate the requirements of early immersion, late immersion, and expansion to the secondary level. (Nov 84 Ex, p. 12) (Jan 98 Ex, p. 15)

9.L.13—That the BC universities and the Ministry of Education, in consultation with the BCTF, develop adequate in-service retraining programs for members wishing to retrain or upgrade in second language instruction in one of the official languages. (Nov 84 Ex, p. 11) (Oct 06 Ex, p. 6)

9.L.15—That retraining programs should incorporate upgrading of the individual's language abilities as well as opportunities for

cultural immersion and professional development experiences in immersion setting. (Nov 84 Ex, p. 12) (Jun 97 Ex, p. 22)

9.L.17—That there be implemented in BC schools, second language learning programs in both official languages, in addition to immersion programs, which will provide students the opportunity to develop from an early age facility in a second language. (Nov 84 Ex, p. 12)

9.L.19—That learning assistance and special education services will be available for students with special needs which will enable a student to remain in the language program of their choice. (Nov 84 Ex, p. 12)

9.L.23—That the Ministry of Education and local school boards should encourage the teaching of local minority group languages, including Aboriginal languages, where the local minority group communities have requested that such teaching take place. (Jan 76 RA, p. 12)

9.L.27—That the following criteria be considered by locals and school districts prior to supporting an expansion of second language offerings other than in English, French, and First Nations' languages in public schools:

1. availability of certified teachers presently in the school district who are able to provide instruction in that second language;
2. availability of age-appropriate and ability-appropriate resources and curricular materials in that second language that meet the requirements of the Prescribed Learning Outcomes;
3. availability of district funds to support teacher-led in-service and professional development to support pedagogy relevant to that second language;
4. the capacity of the school district to support and maintain the new second language program without negatively affecting other educational services in the district, including direct support to teachers and learners in regular programs;
5. the capacity of the school district to support and maintain the new second language program without having to access monies beyond grants from the provincial government. (Jun 79 Ex, p. 12) (Apr 10 Ex, p. 15)

9.L.29—1. That the BCTF support the provision of official French as a Minority Language (Francophone) instruction and facilities within the currently existing structures of the public school system, with such adaptations as may be necessary to meet legal and educational requirements.

2. That the BCTF support within existing structures, adaptations within existing structures that would:
   a. preserve the integrity and effectiveness of the public school system in the province.
   b. provide equity between programs offered in the two official languages.
   c. be organizationally sound and realistic from an educational point of view.

3. That the BCTF call on the provincial government to improve, for all French as a first or working language teachers, the quality of education and the working conditions in official French as a Minority Language or French as a second language programs by providing increased funding to meet special needs in those programs, including:
   a. development of French as a first or second language provincial curriculum along with program guides for all subjects.
   b. development of French as a first or second language resources and support materials relevant to BC and to BC curriculum.
   c. provision wherever possible of physical school facilities dedicated exclusively to official minority language (Francophone) programs, with Francophone school administration and support staff.
   d. prevention of teaching assignments with too many grade levels and/or subject preparations.
   e. in-service for specialized training in the teaching of French as a Minority or second language. (May 92 RA, p. 12-13) (Jan 15 RA, p. 9)

9.L.31—That the BCTF lobby the provincial and federal governments to provide all necessary resources that will enable students to better meet all the learning outcomes prescribed by the French programs IRPs. (Feb 08 Ex, p. 6)

9.L.33—That where French Immersion programs are offered, members appointed to learning specialist positions such as, but not limited to, learning assistance teachers, special education resource teachers, learning support teachers or teacher-librarians, should be able to communicate and provide services in both official languages, whenever possible. (17 AGM, p. 30)

9.L.35—That where Core French, French Immersion, and/or Intensive French programs are implemented, school districts should provide equitable learning resources, library books, students services, and resource educational support for students with special needs in the same manner as they are provided for in regular English programs. (17 AGM, p. 31)

PROCEDURES

9.L.04—That the BCTF communicate with boards of education and education partner organizations regarding the challenges facing teachers of Core French, French immersion, and French as a Minority Language in BC schools. (Jan 08 Ex, p. 8) (Dec 14 Ex, p. 6–7)

9.L.06—That the BCTF investigate available federal funding to expand the BCTF French Programs and Services to better serve its members. (Jan 07 Ex, p. 9)

M. Library

POLICIES

9.M.01—That scheduling of classes in the school library be a matter of mutual consent between the teacher-librarian and classroom teacher on a needs basis. (85 AGM p. 12)

O. Multi-Cultural

POLICIES

9.O.01—That school boards should:

1. establish representative advisory committees to assist in the development of school-based committees to assist in the development of school-based programs that reflect the multiculturalism of Canadian society;
2. provide such committees with adequate funding to carry out their tasks. (77 AGM, p. 18)
3. provide programs for ESL learners with special needs, and that these programs should be funded by the Ministry of Education, with support from the federal government;
4. purchase additional curriculum resources that specifically meet the needs of ESL learners, and that accurately represent all students and include accurate images of students from a wide variety of linguistic and cultural backgrounds;
5. provide in-service training, funded by the ministry and developed in conjunction with the ESL PSA, in ESL methodology and practice for classroom teachers and teachers on call as well as ESL teachers.
6. develop a partnership with families of ESL students through programs that provide orientation and involvement in public schools. (93 AGM, p. 18)

9.O.03—1. That the BCTF should be consulted by the ministry in the development of all curriculum/assessment frameworks to ensure that the needs of ESL students are considered and met.

2. That school districts should consult with locals regarding the implementation of curriculum/assessment frameworks for ESL learners. (93 AGM, pp. 19–20)

9.O.05—1. That students of all linguistic and cultural backgrounds should have equitable access to educational opportunities within the BC public school system.

2. That the Ministry of Education should ensure that significant school-related documents are available in the major languages of families whose home language is other than English. (93 AGM, p. 18)

9.O.07—That multilingual home-school liaison workers should be provided proportional to the diverse backgrounds and numbers of ESL students in each school district, and that the cost of these workers be included in Ministry of Education ESL funding formulas, with support from the federal government. (93 AGM, p. 19)

9.O.09—That provincial and Federation funding should be available to develop and maintain adequate programs to orient the families of new immigrant students and to orient and place the students. (93 AGM, p. 18)

P. Peace Education

9.P.04—That in addition to traditional services commemorating all war casualties, and those who served in various capacities as part of the War efforts an appropriate way to commemorate Remembrance Day in the schools is to promote the concept of world peace. (83 AGM, p. 13)
(95 AGM, p. 27)
(Feb 19 Ex. p. 6)

Q. Pre-School/Early Childhood Education/Kindergarten

POLICIES

9.Q.05—That the BCTF promote and foster early childhood education as part of a lifelong educational continuum. (75 AGM, p. 10)
(Reviewed Dec 79 Ex, p. 14)

9.Q.07—1. The BCTF affirms and acknowledges the importance of quality early childhood education experiences.
2. Early childhood education experiences may be offered through a home with parents and caregivers, a variety of community-based Child Care programs and Kindergarten programs.
3. The BCTF supports efforts to enhance communications about early childhood programs and issues with parents, child care providers and the public school system. (Jan 01 Ex, p. 31)

9.Q.09—That all Kindergarten programs:
1. be universally accessible.
2. focus on the development of the whole child and on the five areas of the Primary Program (aesthetic and artistic, emotional, intellectual, physical, and social development).
3. be culturally sensitive, developmentally appropriate, and child-centred.
4. offer a quality learning experience, recognize the importance of play, feature integrated subject matter, focus on experiential learning and higher-order thinking, and be delivered in a quality classroom environment that provides adequate space and has a sink and bathrooms.
5. acknowledge the unique needs of individual students and provide continuity of service.
6. have the classroom support and resources students need.
7. be based on the principles of learning in the Ministry of Education's Early Learning framework document (2008) and Primary Program 2000.
8. should be facilitated and supported by teachers with training in early childhood education.
9. should be aligned and integrated with other community child care and government services. (01 AGM, p. 34)
(09 AGM, p. 9)

9.Q.11—1. That Kindergarten students and staff should have consistent support of and timely access to specialized services and resources.
2. That teachers have access to in-service provided by the district when requested. (01 AGM, p. 60)
(09 AGM, p. 10)

9.Q.13—That the BCTF call on the BC government to fund affordable early child care and education for every child in BC, and commit to staffing child care centres with certified early childhood educators in not-for-profit centres. (Feb 05 RA, p. 7)

9.Q.15—That full-day Kindergarten programs be accessible to all Kindergarten students in schools that offer full-day Kindergarten programs. (05 AGM, p. 43)

9.Q.19—The Federation agrees that universal high quality child care programs are urgently needed in this province but does not support the shifting downward of academic achievement expectations to three- and four-year-olds.
(Jan 09 Ex, p. 9)

9.Q.21—That the BCTF urge the provincial government to:
1. fund child care programs separately from the K–12 system.
2. fully fund the child care and K–12 systems to meet the needs of all children.
3. provide the funding to ensure adequate classroom spaces for all Kindergarten programs. (Jan 09 Ex, p. 11)

9.Q.23—That the BCTF supports the Ministry of Education's Early Learning Framework (2008) as the basis for learning for children aged 0 to Kindergarten entry.
(May 09 RA, p. 14)

PROCEDURES

9.Q.02—That the BCTF provide full-day Kindergarten workshops for schools on a cost-recovery basis. (Jan 10 Ex, p. 13)

R. Religion

POLICIES

9.R.01—That the BCTF reaffirm its stand that schools should be of a secular nature. (64 AGM, p. 35)
(Reviewed Dec 79 Ex, p. 15)

9.R.03—That the study of creationism and intelligent design not be part of any curricula taught in any school supported by public funds. (Mar 81 Ex, p. 3)
(Nov 09 Ex, p. 12)

S. Resource Persons and Materials

POLICIES

9.S.01—That the Ministry of Education and/or school boards should make every effort to provide learning materials, including textbooks, prior to the beginning of the term. (55 AGM, p. 6)
(Reviewed Dec 79 Ex, p. 15)

9.S.03—1. That subject to policies 47.B.01—E, 47.B.03 and 47.B.05, the BCTF believes that any person who is responsible for undertaking teaching duties must be a graduate of an accredited teacher education program and be certificated. (Jan 12 RA, p. 8)
2. That the BCTF supports the use of community resource persons to enrich classroom teaching and learning experiences. Resource persons are to be used on an occasional basis and only at the request of and under the direct supervision of the teacher.
(Nov 97 RA, p. 11)

9.S.05—1. That excellence in learning materials should be sought from all sources, with preference being given to Canadian materials.
2. That a qualified committee should examine thoroughly materials for suitability and accuracy before recommending them for use.
3. That, if no existing materials prove suitable, some qualified person or persons should be commissioned to prepare some.
(75 AGM, pp. 7–8)

9.S.07—Given that the BCTF recognizes and acknowledges Aboriginal people's right to territory, self-determination, and primacy of place within a settler-colonial context that the BCTF adopt the following basic principles for the development of learning materials appropriate to the Aboriginal, ethnic, cultural, and demographic diversity of Canada.
1. Learning materials should contribute to a feeling of self-worth in all students and reflect fully and accurately the reality of Canada's racial, religious and cultural diversity, class, sexualities, and gender identities.
2. Learning materials should facilitate the development of mutual awareness, understanding and appreciation among all racial, religious, and cultural groups in Canadian society, as well as class, sexualities, and gender identities.
3. Learning materials should provide students opportunities to explore and reflect on their cultural identity.

4. Learning materials should recognize how colonial culture, power, and privilege within our communities have negative impacts on racial and ethnic dynamics. (Jan 83 Ex, p. 22) (Feb 18 Ex, p. 2)

9.S.09—That the Ministry of Education should enter into agreements necessary to provide legal use by members of a wide range of materials for teaching, including photocopying of print materials, use of multi-media materials and videotapes of educational useful programs, and licenses for software. (Oct 93 Ex, p. 6)

T. Science/Social Studies

POLICIES

9.T.01—That members strive to choose resource material which do not contain glamorized and gratuitous violence. (Jun 93 Ex, p. 8)

9.T.03—That social studies, including aspects of geography, history, law, civilization, economics, political, labour, and women's studies be required elements of the senior secondary program. (Feb 92 Ex, p. 6)

9.T.05—That the BCTF encourage teachers to consider the use of alternatives to animal dissection in meeting the learning outcomes in the science curriculum. (10 AGM, p. 8)

U. Summer School

POLICIES

9.U.01—That the BCTF support summer school courses/programs that adhere to the following principles:

1. They are based on sound education pedagogy.
2. They follow the full provincial curriculum.
3. There is equal access for all students.
4. Organizational arrangements and working and learning conditions are consistent with collective agreements. (Feb 08 RA, p. 11)
5. They are taught by certificated teachers.
6. Teachers are covered under the full provisions of the collective agreement in their local, including salary and benefits. (Feb 08 RA, p. 11)

9.U.03—That the BCTF lobby the provincial government to change current practices so that summer school can be free to all students. (Nov 06 RA., p. 5)

V. Involvement of Stakeholders

POLICIES

9.V.01—That the BCTF believes in working co-operatively with the Ministry of Education and the BCSTA, the BC Confederation of Parent Advisory Councils, community agencies and other groups interested in education toward achieving this prime aim of the public school system. (74 AGM, pp. 56–57) (May 77 RA, p. 7)

9.V.03—1. That the goals and directions of the school system should be determined by interaction of students, parents and teachers at the local level through a process that would involve examination of present and future needs of our young people. (Oct 77 RA, p. 51)

2. That locals be encouraged to establish regular communications with their district parent advisory councils. (95 AGM, p. 17)

9.V.05—That each school staff should consult with the students of the school, the parents of the students and other members of the community, with a view to formulating school policy regarding the effective and orderly operation of the school. (76 AGM, p. 18)

9.V.07—1. That the BCTF support the concept of parent and student involvement in educational decision-making, where appropriate. (76 AGM, p. 56) (98 AGM, p. 12)

2. That parent input in the classroom placement of children is valuable, but is only one part of a balanced decision-making process. The final decision should rest with the teachers and other educational professionals in the schools. (07 AGM, p. 11)

9.V.09—That the BCTF encourage community involvement at the school, district and provincial levels by promoting and fostering those organizations and structures supportive of public education. (Reviewed Dec 79 Ex, p. 14) (01 AGM, p. 35)

9.V.11—That members be encouraged to develop further the relationship between the home and the school. (Oct 75 Ex, p. 23)

9.V.13—That the BCTF support and encourage the development of community schools. (Jan 76 Ex, p. 2)

9.V.15—That members should be given the opportunity to participate in the formulation of educational policy on the basis of equality with other authorities, particularly at the local level. (61 AGM, pp. 32–33) (89 AGM, p. 51)

9.V.17—That all the educational partners continue to support and encourage meaningful student, parent and community involvement in schools. (May 94 RA)

9.V.19—That schools and school districts be encouraged to develop educationally relevant partnerships with the community and business/labour. (May 94 RA)

9.V.21—That the BCTF supports international student exchanges for cultural experiences as opposed to the sale, for profit, of BC education to international students both at home and abroad. (05 AGM p. 12)

9.V.23—That the provincial government enact legislation requiring that school boards:

1. report on the status of all international students under their care and the programs provided them.
2. establish minimum standards for the living conditions and guardianship of international students. (Jun 05 RA, p. 14)

VI. Students With Special Needs

POLICIES

9.W.01—That the BCTF confirm its commitment to inclusion of all students in a fully funded universal public education system, and express the following principles with regard to the inclusion of students with special needs:

1. Every student can learn, and every student is entitled to an appropriate education and full range of education services in their community.
2. The Ministry of Education must provide appropriate funding to school districts to ensure proper supports are in place for all students with special needs and their teachers.
3. Some students require differentiated or adapted programs, placements, and/or supports; full-time placement in a regular classroom may not best meet the needs of some students.
4. Special education services must be made available regardless of the age of the student, including children, youth, and adult learners.
5. Assessment by the appropriate professional of a student's special needs must be made available in a timely manner by school districts, and be done at the earliest age possible.
6. Appropriate supports (including release time and in-service) must be made available for the teachers involved.
7. Appropriate facilities, equipment, and assisting personnel must be provided by the school district.
8. Appropriate levels of assisting personnel must be provided for feeding, toileting, changing clothes, and supervising students with special needs, where applicable.
9. In-service related to inclusion of students with special needs should be accessible to all teachers in all school districts, including TTOCs.
10. Learning specialist teachers, not the classroom teacher, will be responsible for developing individualized education programs for students.

11. The school district must ensure that appropriate numbers of learning specialist teachers are available in each school.

12. The school's administrative officer must establish and clearly communicate to all school personnel emergency response procedures that specifically address the safety of students with special needs.

13. The Ministry of Education, in consultation with the education partners, must regularly review Ministry policies and procedures regarding the inclusion of students with special needs in regular classrooms in order to provide greater support for these students and their teachers.

14. Special education services must not be treated like dispensable luxuries by school districts facing financial pressures or staffing shortages. (18 AGM, pp. 22–23)

9.W.03—1. That school-aged students are best served by speech-language pathologists and school psychologists working as an integral part of the public school system, under the jurisdiction of the Ministry of Education.

2. That the BCTF advise the Ministry of Education that any proposed transfer of services provided by speech language pathologists and school psychologists to the Ministry of Health will be to the detriment of the needs of public school students.

3. That the BCTF urge all MLAs to oppose any transfer of services provided by speech language pathologists and school psychologists for public school students from the Ministry of Education to the Ministry of Health. (Feb 86 RA, p. 14)
(17 AGM, p. 31)

(See also Section 4, Declaration)

9.W.07—1. That the BCTF opposes the elimination and/or reduction of programming options for students with special needs.

2. That the BCTF opposes the reassignment of special education and learning specialist BCTF members in response to budgetary constraints. (92 AGM, p. 12)
(02 AGM, p. 35)

9.W.09—The Federation's position is that the provincial government and school districts should provide the necessary funding, facilities, resources, equipment, staffing, and in-service to help ensure that all students, including those with disabilities and/or diverse needs, have the opportunity to be meaningfully educated in their neighbourhood public schools. (Jan 92 Ex, p. 10)
(Jan 25 RA, p. 9)

9.W.11—That the BCTF acknowledge the wide range of qualified specialist teachers and associated professionals who work in concert with classroom teachers, supporting the education programs of students with special needs, including, but not limited to: school counsellors, elementary learning resource teachers, secondary learning resource teachers, district integration resource teachers, speech and language pathologists, hearing resource teachers, and vision resource teachers, psychometricians and psychologists so that appropriate levels of support will be provided.
(Jan 92 Ex, p. 11)
(Jan 99 Ex p. 20)

9.W.13—That the Ministry of Education and school boards should provide the opportunity for study of ASL (American Sign Language) where it is requested by 10 or more students.
(Jan 92 Ex, p. 10)

VII. Criminal Records Check

POLICIES

9.X.01—1. That criminal records checks to investigate convictions on offenses against students should be conducted by certificated authorities and inappropriate records should result in denial of certification.

2. That entrants to teacher education institutions should be counselled on the effects of a criminal record, regarding an offense against students, on their ability to obtain a teaching certificate.

3. That school boards should not conduct criminal records checks because:

a. Criminal records checks are not an effective means of preventing criminal actions against students. Most offenders do not have previous criminal records.

b. The use of criminal records checks might lead to a false sense of security from actions by school board employees against students.

c. The disclosure of records to the prospective and present employer might lead to unfairness and abuse of the information which might not relate to the appropriateness of the applicant as a teacher.
(May 88 RA, p. 14)

9.X.05—That the BCTF lobby the government for the payment of the additional requirement for criminal records checks.
(Jan 08 Ex, p. 9)
(12 AGM, p. 20)

10. Finance

A. Financial Objectives

PROCEDURES

10.A.02—That the BCTF's financial policies be based on planned programs continuously reviewed, in terms of current short-term and long-term objectives. (70 AGM, p. 22)
(Reviewed Jun 80 Ex, p. 13)

10.A.04—That in general, current year's operations should be financed from current year's general operating fund revenues.
(79 AGM, p. 25)
(89 AGM, p. 11)

10.A.06—That as an objective, the BCTF achieve a cash position that would avoid incurring net interest expense at any time during a fiscal year to meet current operating needs. (79 AGM, p. 25)
(86 AGM, p. 39)

10.A.08—That with respect to property management, the Finance Committee be guided by the principle of service to the membership rather than by consideration of monetary gain.
(55 AGM, p. 11)
(Jun 81, Ex, p. 11)

B. Fees and Levies

Note: See also section 20, "Membership.''

POLICIES

10.B.01—That the BCTF negotiate an employee allowance equal to the SIP fee with the employer. (03 AGM, p. 19)

PROCEDURES

10.B.02—1. That, for each voting member, the BCTF portion of the annual membership fee shall be calculated as a percentage of the salary of the member. (24 AGM, p. 31)

2. That the ''salary'' means basic salary received from the employer, and includes the allowance paid by the employer for supervisory or administrative duties or special qualifications, but does not include any other allowance except those approved for inclusion in salary by regulation. (83 AGM, p. 24)

10.B.06—That, for each voting member, the local portion of the annual membership fee shall be an amount set by a general meeting of the local, and this portion of the fee shall be payable to the local.
(75 AGM, p. 68)
(Reviewed Jun 80 Ex, p. 13)
(24 AGM, p. 31)

10.B.08—That the fee for an voting member who teaches on a part-time basis be a pro rata fee deducted monthly, based on a percentage of time the member taught that month. (75 AGM, p. 68)
(Reviewed Jun 80 Ex, p. 13)
(24 AGM, p. 31)

10.B.10—That the fee for an voting member who teaches for less than a full school year be a pro rata fee based on the number of months the member has taught, deducted in those months.
(75 AGM, p. 68)

(Reviewed Jun 80 Ex, p. 13)
(24 AGM, p. 31)

10.B.12—That individuals coming to British Columbia as exchange teachers be given voting membership without payment of fee. (75 AGM, p. 69)
(Reviewed Jun 80 Ex, p. 13)
(24 AGM, p. 31)

10.B.14—That the fee for an voting member who is on leave of absence without pay shall be waived. (75 AGM, p. 69)
(Reviewed Jun 80 Ex, p. 13)
(24 AGM, p. 31)

10.B.16—That the fee for an voting member who is on leave of absence and is receiving part salary shall be a pro rata fee, based on the percentage of salary the member is receiving. (75 AGM, p. 69)
(Reviewed Jun 80 Ex, p. 13)
(24 AGM, p. 31)

10.B.18—**2024–25 fees**

1. That for the 2024–25 membership year, the fee for those who are members under By-law 1.1(a) shall be 1.690% of the actual salary of the member, allocated as follows:

1.259% to the General Operating Fund
0.310% to the Collective Bargaining Defence Fund
0.079% to the Public Education Defence Fund
0.015% to the Provincial Bargaining Fund
0.027% to the W.R. Long International Solidarity Fund.

Except that the fee for voting members who are teachers teaching on call shall be 1.590%. (24 AGM, p. 24, 31)

2. That for the 2024–25 membership year, the fee for affiliate members, under By-law 1.2, be $100.

3. That for the 2024–25 membership year, the fee for associate members under By-law 1.3 shall be $100.

4. That for the 2024–25 membership year, a member who is on leave of absence either without pay or on deferred salary leave, remains a voting member, without payment of fees.

5. That for the 2024–25 membership year, each member eligible to participate in the Salary Indemnity Plan pay, in addition to the fee for the operation of the Federation, a fee for the operation of the Salary Indemnity Fund of 2.02% of the actual salary of the member, plus the participating employee's share of the employer's savings from reduced Employment Insurance premiums (the rate will be in effect until the Board of Trustees of the BCTF SIF sets the rate effective July 1, 2025). (24 AGM, pp. 22, 32–33, 35)

10.B.20—That voting members and voluntary voting members whose fees cannot be deducted and remitted through a school board payroll system shall pay the appropriate BCTF and local fees (as established by By-law 4 and the rules respecting fees) directly to the BCTF office. (Jun 76 Ex, p. 27)
(Jun 81 Ex, p. 11)
(24 AGM, p. 31)

10.B.22—That any single or continuing special levy whose total exceeds $50 per member must be put to the general membership by a referendum and be passed by a simple majority before it can be assessed and collected. (73 AGM, p. 51)
(91 AGM, p. 51)

10.B.24—That the base amount of the annual membership fee charged affiliate administrative members consist of:

1. the pension program, the Income Security program, the Assistance Society program, and the Reserve Fund.
2. the estimated cost of the *Members' Guide*, The BC Teacher, the BCTF Newsletter or equivalent. (13 AGM, p. 16)
3. an amount to cover membership processing costs.
(88 AGM, p. 19)
(Jun 14 Ex, p. 5)
(AGM 24, p. 22)

C. Accounting Policies

PROCEDURES

10.C.02—That the BCTF appoint the audit firm KPMG as its auditor for the fiscal year ending June 30, 2023. (22 AGM, p. 4)

10.C.04—That the BCTF's financial statements be prepared in accordance with Canadian accounting standards for not-for-profit organizations.

That the financial year commence on July 1 of each year.
(Jan 93 Ex, pp. 12–13)
(Aug 21 Ex, pp 1–2)

10.C.06—That the Finance Committee review the audit appointment every year and that at least every fifth year a comprehensive review of the auditor be conducted. (Jan 93 Ex, p. 13)
(Jun 19 Ex, p. 7)

D. Budgeting Procedures

PROCEDURES

10.D.02—1. That the Executive Committee recommend a program budget to the spring meeting of the Representative Assembly.

2. That the Representative Assembly adopt a budget at its spring meeting for the subsequent budget year.

3. That the Executive Committee be required to consider a Statement of Forecasted Revenues, Expenditures and Cash Flows for the succeeding year and recommend a fee to the winter meeting of the Representative Assembly.

4. That at its winter meeting the Representative Assembly consider a Statement of Forecasted Revenues, Expenditures and Cash Flows for the succeeding year and recommend a fee to the Annual General Meeting.

5. That the Executive Committee have the right to include a recommended fee in its report to the AGM.

6. That all committee recommendations to the AGM be accompanied by an estimate of cost implications, if any.

7. That the Policies and Procedures Committee assist the sponsors of resolutions to ensure that every resolution is accompanied by cost estimates that are as accurate as possible, and have the assistance of the treasurer as necessary. (May 78 RA, p. 36)
(Jan 93 RA, p.5)

That reallocation of resources between various budget areas may only be completed by a general meeting, as the Annual General Meeting establishes the fee annually for these budget areas:

- General Operating Fund
- Collective Bargaining Defence Fund
- Ed May Memorial Social Responsibility Fund
- Provincial Bargaining Fund
- Public Education Defence Fund
- W.R. Long International Memorial International Solidarity Fund.

However, the Executive Committee may reallocate resources within the General Operating Fund (GOF), between the following GOF-related funds, in consultation with the Treasurer and Chief Financial Officer:

- GOF Facilities Capital Fund
- GOF Non-Pension Post-Employment Benefit Fund
- GOF Emergent Issues Fund
- GOF Contingency Fund.

The following considerations shall be made as part of that decision:

- GOF cash resources required to fund ongoing Federation activities
- the statement of forecasted revenues, expenditures, and cash flows for the GOF
- foreseeable future unusual needs of the GOF in the next two to three years
- ongoing and foreseeable future needs and requirements of the other GOF-related funds
- with the advisement of the Finance Committee.

Any reallocation shall be reported to the Representative Assembly.
(Apr 25 Ex, pp. 3–4)

10.D.04—1. That no program budget, in total, be allowed to exceed the budget established in accordance with By-law 6.10 unless the Executive Committee authorizes such over expenditure in accordance with By-law 5.17.

2. That within each program budget no line item more than $5,000 and 5% over the budget line be expended without the prior approval of the Executive Committee in accordance with By-law 5.17. See Procedure 10.D.20 for principles of budget changes once the budget has been adopted.

3. That within each program budget, line items that exceed the budget by more than $100,000 must be reported to the Representative Assembly, through the Treasurer's finance report.

(Jan 93 Ex, pp. 12–13)
(Aug 20 Ex, p.4)

10.D.12—1. That the Salary Indemnity Plan be charged an annual administration fee based on the actual costs of services, staff and facilities provided to the plan by the General Operating Fund of the Federation.

2. That the W.R. Long Fund be charged an annual administration fee based upon the actual costs of services provided to this fund by the General Operating Fund of the Federation.

(Jan 93 Ex, pp. 12–13)

10.D.14—That an administration fee be charged to the PSA Services program for the costs of accounting, member mailing and computer services provided to that program. (Jan 93 Ex, pp. 12–13)

10.D.16—Capital Budgets

1. That, in accordance with BCTF by-laws, a statement of proposed capital expenditures be submitted annually to the Executive Committee.

2. That the capital budget be reviewed annually.

3. That, in accordance with By-law 5.17, within the capital budget no line item be exceeded by more than $5,000 and 5% over the budget line be without prior approval of the Executive Committee. Exceptions are essential services, but they are to be reported to the Executive Committee as soon as possible.

4. That, within the capital budget, a capital item that exceeds the budget by more than 10% and $100,000 must be reported to the Representative Assembly through the Treasurer's finance report.

5. That, in accordance with By-law 5.17, capital items that were not budgeted for and are more than $5,000 be approved by the Executive Committee.

6. That capital items that were not budgeted for and are more than $100,000 must be reported to the Representative Assembly through the Treasurer's finance report. (Jan 93 Ex, pp. 13–15)
(Aug 20 Ex, pp. 5–6)

10.D.18—That the initial assessment and development of program statements and budgets be the responsibility of the program co-ordinators, and that, insofar as possible, committee and task force members participate. (Feb 78 Ex, p. 2)

10.D.20—That the Executive Committee adopt in principle three general criteria for budget changes once the budget has been adopted:

1. funds can be expended or financial commitments made in excess of the budget, when prior budget amendment authorization has been obtained, in accordance with Procedure 10.D.04—2. or 10.D.16—3.

2. when costs exceed the budget, service/goods are not to be bought, or financial commitments made without the prior approval of the Executive Committee in accordance with Procedure 10.D.04—2. or 10.D.16—3. Exceptions are essential services/goods, but they are to be reported to the Executive Committee as soon as possible.

3. within program areas, subsequent to the annual budget being approved, any proposed amendment must be supported by reasonable justification and capacity within the recommending division. (Mar 81 Ex, p. 7)
(Dec 11 Ex, p. 10)
(Aug 20 Ex, p. 6)

10.D.22—1. That an amount of money not to exceed $500 may be granted by the President as a donation to worthy causes that are clearly consistent with the objects of the Federation.

2. That donations made under this procedure shall be subject to budgeted limitations.

3. All donations made from the President's Discretionary Grant shall be reported to the Executive Committee on an annual basis.

(May 90 Ex, p. 2)
(Jan 00 Ex, p. 30)
(Jun 20 Ex, p. 7)

10.D.24—That any proposal for extension or initiation of BCTF services and financial policies be accompanied by a responsible estimate of its immediate and long-term costs, that, when the proposal is to be presented to an AGM, it be made early enough to be included in *Reports and Resolutions* and that the budget implications of each recommendation in the executive's leadership report be provided to the AGM.

(77 AGM, pp. 35–36)
(86 AGM, p. 8)

10.D.26—GOF Facilities Capital Fund

1. That the purpose of the GOF Facilities Capital Fund (FCF) is to accumulate funds for future capital expenditures related to the BCTF building common elements. It is not intended to fund capital expenditures related to BCTF-occupied or a specific tenant space in the BCTF building.

2. That the year-to-year funding for such capital expenditures be drawn from the Facilities Capital Fund.

3. That funding will be made from allocations of the General Operating Fund's membership fees. Such funding shall be approved by the spring Representative Assembly.

4. That the objective of the FCF is to accumulate funds and to even out cash flow requirements for major capital expenditures for the BCTF facilities.

5. That any revenues generated by the fund remain in the FCF.

6. That planned, or unexpected but necessary, BCTF facilities or related equipment projects be charged against the FCF.Examples of such projects would be window replacement, roof replacement, major HVAC system and equipment repairs, or replacement and common area improvements.

(Feb 18 Ex, pp. 10–11)

10.D.28—Non-Pension Post-Employment Fund

GOF Non-Pension Post-Employment Benefit Fund

1. That the purpose of the GOF Non-Pension Post-Employment Benefit Fund (NPBF) is to accumulate funds for the non-pension post-employment benefit plan for BCTF staff (Other Post-Employment Benefits).

2. That year-to-year funding required for Other Post-Employment Benefits be drawn from the NPBF.

3. That funding will be made from allocations of the General Operating Fund's membership fees. Such funding shall be approved by the spring Representative Assembly.

4. That the objective of the NPBF is to accumulate funds and to even out cash flow requirements for Other Post-Employment Benefits.

5. That any revenues generated by the NPBF remain in the NPBF. (Feb 18 Ex, p. 11)

10.D.30—GOF Emergent Issues Fund

1. That the purpose of the GOF Emergent Issues Fund is to ensure that the Federation can meet, without delay, special or emergent expenses that could not have been anticipated and budgeted for by the Spring Representative Assembly. An example of these type of expenses are donations whose needs arose after the budget had been set. Expenditures from this fund are not to be significant. Significant expenditure can be drawn from the GOF Contingency Fund.

2. Payments from the GOF Emergent Issues Fund will be made in accordance with policies and procedures approved by the Representative Assembly.

3. That the following be charged against the GOF Emergent Issues Fund:

a. Generally, expenses related to emergent issues and events related to public education that were not in the budget and cannot be financially supported by other funds.

b. Donations for emergent issues and events that were not in the budget and do not meet the expense criteria of other funds.

c. When a public school experiences significant loss or damage as a result of a fire or other natural disaster, donations be provided to the affected members through the local to help members replace lost or damaged teaching materials.

d. Loss or damage to BCTF facilities not covered by insurance such as the insurance claim deductible.

4. That funding will be made from allocations of the General Operating Fund's membership fees. Such funding shall be approved by the Spring Representative Assembly.

5. That the GOF Emergent Issues Fund maintain a balance of approximately $500,000 at the beginning of each fiscal year.

6. That expenditures up to $10,000 be made with the approval of the Executive Committee and included in the next Treasurer's report to the Representative Assembly.

7. That expenditures greater than $10,000 will be made with the approval of the Representative Assembly. (Jan 23 RA, p. 6)

10.D.32—GOF Contingency Fund

1. That the purpose of the Contingency Fund is to set aside a reserve of funds to cover possible significant unforeseen needs of the Federation. It is anticipated to be used for unexpected expenditures that are outside the range of the operating budget and cannot be funded from the existing programs in the General Operating Fund.

2. That expenditures greater than $50,000 from the Contingency Fund must be approved by the Representative Assembly.

3. That expenditures of an urgent matter greater than $50,000 can be made with the approval of the Executive Committee but must be reported to the Representative Assembly.

4. That the GOF Contingency Fund be financed from the General Operating Fund determined each year by the Representative Assembly on an annual basis.

5. That as an objective, the BCTF achieve a minimum balance in the GOF Contingency Fund of $10,000,000.

(Jan 23 RA, pp. 6–7)

F. Purchasing Procedures

PROCEDURES

10.F.02—1. That the purchase of all services, supplies and capital items be controlled through the BCTF Purchasing Department.

2. That whenever possible, quotations be obtained from a minimum of three suppliers.

3. That the Purchasing Department be responsible for selecting and maintaining an inventory of standard stationery and office supplies. (Jan 93 Ex, p. 15)

10.F.04—That the BC Teachers' Federation purchase union-made goods where possible and that goods and services, including hotel services, be purchased from or through unionized firms where such union supplies are available. (Jun 84 Ex, p. 4) (Aug 88 Ex, pp. 13–14)

10.F.06—That the BCTF purchase Canadian made products where possible, and that meetings, conferences or other business organized by the BCTF staff, task forces or committees take place in Canada. (Jan 95 Ex, p. 23)

10.F.08—Contracts and Agreements

1. That, in general, all contracts between the BCTF and other organizations or companies supplying or providing services or materials to the BCTF be in writing and reviewed with tenders sought not less than every third year.

2. That, whenever possible, tenders be obtained from at least three unionized suppliers.

3. That all contracts over $5,000 per annum be approved by the Co-ordinator of Purchasing and Facility Services.

4. That all contracts over $25,000 per annum be approved by either the Treasurer, the Executive Director, or the Assistant Executive Director.

5. That, in general, the length of contracts not exceed three years.

6. That a system of controlling and filing all contracts be implemented. (May 92 Ex, p. 11)

10.F.10—That the BCTF develop and implement ethical purchasing policies and procedures to ensure that goods and services secured by the BCTF have not been produced by workers toiling in unsafe and unhealthy environments. (Nov 05 RA, p. 12)

10.F.12—BCTF Advantage Plan Social and Ethical Guidelines

That the following be the social and ethical guidelines for the BCTF Advantage Plan:

The BCTF Advantage Plan will take the following into consideration when selecting a supplier for the BCTF Advantage Plan:

1. The BCTF will avoid companies that:

- are egregious offenders or have patterns of equal employment opportunity violations
- have a pattern of anti-union actions or are on the Federation of Labour boycott list
- use involuntary labour of any kind; including prison labour, indentured labour, or forced labour. Overtime must be paid and voluntary. Employees shall not be required to lodge "deposits" or identity papers upon commencing employment with the company or as a condition of employment.
- employ anyone under the age of 15, and/or younger than the age for completing compulsory education. Furthermore, partners of any kind must comply with all local laws pertaining to the restrictions on workers under the age of 18, including restrictions on their exposure to situations in or outside of the workplace that are hazardous, unsafe, or unhealthy without adequate protection from such hazards.
- are weapons manufacturers or produce or sell handguns
- produce nuclear weapons
- engage in the manufacture of tobacco based products
- manufacture or sell products known to have adverse public health consequences, whether or not in contravention of local standards, or have misleading or irresponsible marketing of products and services such as stereotypical depictions of women and minorities in advertising
- have a poor environmental compliance record, including a history of fines or civil penalties as a result of transgressing federal or provincial environmental legislation, when compared to industry counterparts
- undertake tests on live animals in the development of cosmetic, personal care, or household products
- use illegal direct or indirect payments (bribes, kickbacks, non-monetary favours, etc.) to obtain preferred status from channel partners, customers, or government officials, or accept such inducements from suppliers seeking their business
- have demonstrated a lack of regard by failing to communicate about important corporate issues which directly involve the local community such as land use, facility closings, and pollution concerns.

2. The BCTF will favour companies that:

- offer products or services that reduce waste generation or conserve natural resources
- show progress in reducing volume and toxicity of waste, emissions, and effluents
- have innovative programs to reduce use of energy, water, materials, and land
- consistently have good compliance records
- have policies and programs that favour historically oppressed and marginalized people
- have inclusive nondiscrimination employment policies that include sexual orientation
- show positive union relations or employee participation relative to their industry
- respect workers' rights to communicate with management, organize, and collectively bargain
- negotiate and communicate in good faith and deal fairly and respectfully with all stakeholders
- employ sound practices of corporate governance, including issues of board independence, board and executive compensation, and structural integrity. (Sep 07 Ex, p. 12)

10.F.14—Ethical Purchasing

That the following be the BCTF ethical purchasing policy:

1. The BCTF will purchase goods and services that meet the highest possible ethical standards, wherever practical.

2. Primary suppliers to the BCTF will adopt a Supplier Code of Conduct and compliance will be implemented over time and as resources allow. (Nov 07 Ex, p. 2)

10.F.16—Medical Services

That the Federation investigate the provision and/or promotion of medical services through the Advantage Program and ensure that no medical service accessed through the Advantage Program advocates for privatized medical care. (Mar 08 Ex, p. 6)

G. Investment Policies and Objectives

PROCEDURES

10.G.02—1. That all investments be made in accordance with the *Trustee Act* except that those monies invested in accordance with By-law 5.11 be restricted to:

a. Securities of Canada or a province, or

b. Securities, the payment of the principal and interest of which is guaranteed by Canada or a province.

c. Guaranteed Investment Certificates with

(i.) a Dominion Bond Rating Service (DBRS) short-term credit rating of at least R–1 (DBRS rating scale varies from R–1 [low] [good credit quality], to R–1 [middle] [superior credit quality], to R–1 [high] [highest credit quality]), (ii.) a long-term credit rating of at least A (DBRS rating scale A is considered good credit quality), or (iii.) from a credit union which is guaranteed by a provincial or a federal government statutory corporation. (Oct 16 Ex, pp. 1–2)

2. That the Executive Committee approve a statement of investment policy, objectives, and performance measures for each BCTF investment fund and that these be reviewed annually by the Finance Committee, seeking the advice of the fund actuaries, if any, the treasurer, and the external investment managers.

3. That investments of the Salary Indemnity Fund be governed by ethical investment guidelines approved by the Executive Committee and reviewed annually by the Finance Committee. (Apr 93 Ex, pp. 17–18)

10.G.04—That the Treasurer, or, in their absence, a person designated by the Executive Committee and at least one of the President and vice-presidents jointly be and are hereby authorized and empowered on behalf of the BCTF to buy, sell, assign, and transfer securities and to sign and execute on behalf of the Federation, all powers of attorney and endorsements as may be necessary for that purpose. (Jun 68 Ex, p. 17) (Sep 91 Ex, p. 5)

H. Insurance

PROCEDURES

10.H.02—That the BCTF provide group travel accident insurance to cover members and staff while they are travelling on BCTF business. (Aug 76 Ex, p. 12) (Jun 81 Ex, p. 11)

10.H.04—That either directly, or through a policy of insurance, the Federation will defend and indemnify all locals, all members and employees against any corporate or individual liability arising out of approved activities of the Federation. (Aug 86 Ex, p. 3) (Oct 18 Ex, p. 5)

I. Travel and Expense Allowances

PROCEDURES

10.I.02—General

In principle, a member or staff person should not be ''out-of-pocket'' as a result of necessary expenses when on BCTF business If in any circumstances a member or staff person finds they are ''out-of-pocket'' as a result of a strict application of these regulations They should bring the matter to the attention of the program co-ordinator or the treasurer. Members travelling to BCTF conferences or meetings book their travel arrangements at least two months in advance of the event/meeting, or as soon as possible once registration is available. (Oct 77 RA, pp. 46–50) (May 86 RA, p. 8) (Nov 23 RA, p. 3)

10.I.04—Transportation

Travel expenses should be reasonable and appropriate in the circumstances, taking into consideration safety, practicality, efficiency, and cost. Accessibility needs of members should also be considered to ensure members can fully and equally participate in union activity. Members are encouraged to consider the carbon footprint of their transportation choice. The following considerations are to be made:

1. Public transportation is the preferred mode of transportation and includes buses, ferries, trains, rapid transit, and commercial flights. (Nov 23 RA, p. 3)

2. Economy class fares are to be booked. (Nov 23 RA, p. 3)

3. Rapid transit (i.e., Canada Line and SkyTrain) is to be used when travelling between the Vancouver International Airport, the BCTF building, and downtown locations that are in close proximity to the Olympic Village, Yaletown, City Centre, and Waterfront SkyTrain stations. (Nov 23 RA, p. 3)

4. Taxi charges can be claimed between the Vancouver International Airport, the BCTF building, and downtown locations, for those who have accessibility needs or in circumstances where safety considerations are required. (Nov 23 RA, p. 3)

5. Private automobile—subject to the special regulations governing the use of private automobiles, members may claim reimbursement for use of their private automobiles at the current Canada Revenue Agency non-taxable per-kilometre allowance. (Jan 16 RA, p. 9) (May 18 RA, p. 3) (Nov 22 RA, p. 4)

6. a. That the BCTF recognize cycling as a form of transportation and compensate cyclists on the BCTF expense form, when travel expenses are to be compensated.

b. That the recommended bicycle allowance be 26 cents per kiliometre. (08 AGM, pp. 29–30)

7. That the following suggested practices for booking air travel be implemented:

a. Book when you know you need to go. This means book early for airfare savings, but not before you know your times of travel, to avoid change fees.

b. When a member requests a change to an airline booking, the member shall be responsible for the costs related to the change unless W.E. Travel obtains authorization from a program co-ordinator or an acceptable reason is provided. (Jan 13 Ex, p. 2)

8. That the BCTF not reimburse the cost of ride-hailing expense claims without prior special approval due to lack of local, safe alternatives. (May 1, 20 Ex, p. 4)

9. That, beginning July 1, 2019, the BCTF purchase “Gold Standard” carbon offsets through Less Emissions for 10% of all air travel undertaken by BCTF members and staff for all BCTF-related air travel. (Nov 18 RA, p.7)

(Special Regulations Governing Use of Automobiles)

1. Persons travelling on BCTF business by private automobile must charge expenses on the basis of public transportation costs except:

a. when two or more persons are travelling in one car, in which case only the driver may claim reimbursement at the approved mileage rate.

b. when in the opinion of the program co-ordinator or the Treasurer, the use of public transportation would be impractical or where rigid application of the regulations would cause an unreasonable hardship. (Nov 11 Ex, p. 9)

Persons travelling by automobile instead of public transportation, but claiming expenses on the basis of public transportation, may claim only for the accommodation, meals, and other expenses that would have been claimable if public transportation had actually been used.

2. Persons travelling on BCTF business are expected to pool the use of cars whenever possible.

3. Staff persons and members must carry their own automobile insurance for passenger hazard, third-party liability, collision, etc. The BCTF will not reimburse anyone for losses incurred from accidents, parking or traffic violations. In no case shall anyone be entitled to any personal gain or profit arising out of the use of an automobile on BCTF business.

4. Parking charges: at actual cost.

5. Automobile rental: in cases where a combination of public transportation and automobile rental will best meet the needs of both the staffperson or member and the Federation, automobiles may, with the approval of the program co-ordinator or the Treasurer, be rented.

Automobile rentals should be of a sub-compact, compact or intermediate size automobile. Under certain driving conditions, four wheel or all-wheel drive options are acceptable upon the approval of the Treasurer's Office.

All car rental bookings should be done through W.E. Travel.

(Jun 03 Ex, p. 2)
(Apr 17 Ex, p. 2)
(Aug 23 Ex, p. 4)

Third-party liability insurance coverage and collision coverage are not provided by the car rental agency as part of the basic rental charge and may be offered at additional cost. The BCTF does not have, nor is able to get, coverage for members and BCTF staff. W.E. Travel will advise upon booking, and both members and BCTF staff should accept the insurance coverage offered by the car rental company. This insurance coverage from the rental company can be claimed as an expense. (Jun 03 Ex, p. 2)
(Apr 17 Ex, p. 2)
(Aug 23 Ex, p. 4)

10.I.06—Accommodation, meals, and telephone expenses

1. a. Hotel rooms are at cost. Where the accommodation is billed directly to the Federation, members and staff must ensure that all personal expenses charged against the hotel account are paid to the hotel before checking out. Staff and members should stay, whenever possible, at one of the hotels recommended by the BCTF.

i. Claims must be supported by receipts.

ii. Should another person accompany the staff person or member, but not for official business reasons, reimbursement for accommodation will be limited to the expense that would have been incurred if that person had travelled alone.

iii. That where members attending a BCTF meeting choose to share accommodation, each member shall be eligible to receive $20 per night. A receipt would not be required. (May 13 RA, p. 3)

b. Overnight accommodations will be provided, at BCTF expense, to those members attending a Federation-sponsored meeting, conference, or seminar when any of the following conditions apply:

i. weather or road conditions prevent a safe and timely return home in the judgement of the affected member.

ii. on the day the meeting adjourns and the member is unable to arrive home in a safe manner or in the judgment of the affected member. (Jan 12 RA, pp. 5–6)
(May 15 Ex, p. 13)
(May 23 RA, pp. 5–6)

iii. on the night prior to the meeting if travel on the day of the meeting would require the member to leave home prior to 6:30 a.m.
(May 23 RA, pp. 5–6)

c. short-term rental accommodations are claimable expenses only when hotel accommodation is not available. Prior approval from the Treasurer's Office is required. (Oct 23 Ex, p.4)

2. Where a staff person or member travelling on BCTF business stays with friends or relatives, their hospitality may be recognized to a limit of $30 per night. A receipt is not required. The description on the expense voucher should read ''Gift in lieu of hotel accommodation covering _____ nights.'' The amount should be entered against the hotel item. (Jan 04 RA, p. 7)

3. Meals, including gratuities: breakfast—$20, lunch—$25, dinner—$40. Liquor consumed with meals is not a separately claimable expense. Liquor expenses must be funded by the regular meal allowance. When an Executive Committee member or a staff member is required to host a non-BCTF member at a meal, while on BCTF business, reasonable meal costs may be claimed at actual cost, subject to the approval of the Executive Director. Persons claiming for meals while attending a BCTF meeting, conference, seminar or training should use their reasonable judgement on whether to claim relative to meeting start and end times. (Feb 07 RA, p. 7)
(Jan 16 RA, pp. 9–10)
(Jan 22 RA, p. 8)
(Jan 23 RA, pp. 4–5)

4. Committee meals: the total expense of committee meals may be paid and reimbursement claimed by a committee member or a staff member as long as the total claim, including gratuities, does not exceed the standard meal allowance rate times the actual number of persons attending the meeting.

5. That meal costs for all BCTF meetings attended by members and staff be limited to BCTF per diem policy amounts unless the prior approval of the FTTO is obtained. (Apr 10 Ex, p. 4)

6. Telephone and fax charges related to BCTF business:

Any claim must be supported by a copy of the telephone company billing or hotel account and an itemized explanation of the calls." (Jan 10 Ex, p. 2)

Staffpersons and members may claim a reasonable number and length of telephone calls to their home residence when absent from home on official business. Such calls are not to exceed one per day of absence.
(Jan 00 Ex, p. 27)

8. All delegates to the AGM are provided hotel accommodation for each night of the AGM, including the final night on which the meeting ends. Rooms will not be provided on the final night of the Annual General Meeting in cases where travel home is possible. (May 12 RA, p. 3)
(Jan 13 Ex, p. 11)

9. Bargaining Team

a. That non-Metro team members be provided with a one-bedroom, furnished apartment and a start-up allowance of $200 to pay for incidentals. An alternative accommodation arrangement not to exceed an equivalent cost, may be approved upon application to the Treasurer. (Dec 11 Ex, p. 10)
(Jun 14 Ex, p. 5)

b. Transportation Expenses—That transportation expenses incurred, vouchered as per current policy, be provided for team members to return home once a week.

c. Per Diem Expenses—That team members be provided with meal and transportation or other Executive Committee approved expenses based on current policy for Full-Time Table Officers.

d. Team members who have not exercised their option of having their residence relocated to Vancouver be provided with an expense reimbursement of up to $100 to cover additional expenses by virtue of now working full time out of the BCTF building.
(May 01 Ex, p. 9)
(Jan 12 Ex, p. 4)

10. Executive Committee

a. That the BCTF pay the accommodation, meal and travel expenses for the family of each Executive Committee member in attendance at the initial meeting of the Executive Committee in August. If a family member(s) continues to stay with the EC member through the remainder of the summer conference, the EC member will pay the family accommodation unless there is greater expense for the Federation for the family member(s) to return home separately after the Executive Committee meeting concludes.

b. That the BCTF pay accommodation, meal, travel, and childcare expenses to permit the spouse/guest of each Executive Committee member and each Executive Committee member-elect to attend the final dinner meeting of the Executive Committee.
(Nov 99 RA, p. 7)
(Jan 12 Ex, p. 4)

11. That accommodation for the RA be provided on the following basis:

a. Local Representatives, Local Presidents, and Executive Committee members have the option of staying in the hotel where the meeting is located on the Friday night of the RA. Non-metro delegates would be provided a room on the Thursday night, as well as on the Friday night, only when travel to the meeting on the Friday morning is not possible or would be unsafe and create undue hardship. Non-metro delegates would also be provided with accommodation on Saturday night, when travel home is not possible, in accordance with Procedure 10.I.06.

b. In so far as possible, the RA agenda be structured with a later start time and a correspondingly later end time on the first day, in order to accommodate travel on the first morning and ensure no overall reduction in the available meeting time. (Jan 12 Ex, p. 4)
(May 14 RA, p. 4)

12. Sharing of accommodation

That the Federation encourage sharing of accommodation at BCTF-sponsored meetings. (May 81 Ex, p. 29)
(Jan 13 Ex, p. 11)

13. Definition of Metro

That for the purposes of this procedure, Metro be defined as the area in which the destination is able to be reached by public transit within 60 minutes. (Jun 14 Ex, p. 5) (Apr 16 Ex, p. 3) (Oct 21, Ex, p. 3) (Apr 22, Ex, p. 1)

10.I.08—Meeting Expenses

At each meeting members should complete their expense vouchers and submit them to the staff person responsible for making the meeting arrangements. After being approved by the program co-ordinator, the vouchers will be submitted to the BCTF Accounting Department and a reimbursement cheque will be mailed to the member within the next seven days. The Accounting Department is unable to pay expense claims in excess of $100 in cash, or cash members' expense cheques. (May 86 RA, p. 8) (May 08 RA, p.48)

10.I.10—Vouchers

1. A letter detailing expenses is acceptable whenever a regular voucher form is not available.

2. That if a voucher amount reimbursed is different than the amount claimed, a copy of the voucher be sent with the cheque to the member. (May 86 RA, p. 8) (Dec 99 Ex, p. 9)

3. Vouchers must be submitted within three months of the relevant event but within two months after the year-end (June 30). (Feb 10 Ex, p. 8) (Apr 17 Ex, p. 2)

10.I.12—Travel Advances and Reservations

1. Members travelling long distances, on an extended basis or for any situation in which they cannot await reimbursement of their expenses by cheque may obtain a travel advance from the BCTF's Accounting Department. Arrangements for travel advances should be made through the staff person responsible for the committee and the request should be submitted, if at all possible, two weeks prior to the travel date. Travel reservations and accommodation may be booked through the BCTF office. (May 86 RA, p. 8) (Jun 07 RA, p. 3)

2. That W.E. Travel be used for BCTF-related business. (Apr 07 Ex, p. 9)

3. That all air travel arrangements for BCTF business be booked through the BCTF travel agent. (Jan 03 Ex, p. 18) (Jun 07 RA, p. 3)

10.I.14—Teachers on Call

All school boards have been requested to bill the BCTF directly for the cost of a teacher teaching on call when a regular teacher is absent from duty on BCTF business. No individual claims should therefore be made for teachers on call.

The Federation meets not only the salary costs but also the travel costs for teachers on call for members on Federation business in districts that provide for payment of both to teachers on call. (Oct 77 RA, pp. 46–50) (May 86 RA, p. 8)

10.I.16—That the BCTF fund all delegates to the AGM in the same manner as it funds the attendance of local representatives. (83 AGM, p. 25)

Executive Committee

10.I.20—That the normal rates paid for all Executive Committee meetings apply to the Executive Committee meeting section of the Summer Leadership Conference. (Aug 74 Ex, p. 35) (Reviewed Dec 78 Ex, pp. 16–17)

10.I.22—That eligible travel expenses for Executive Committee members attending meetings and events consist of costs associated with one return trip from home to the meeting or event unless the Executive Committee member is a resident in Metro and commuting daily to the meeting. (Aug 09 Ex, p. 7)

Bargaining Team

10.I.24—1. That the BCTF second bargaining team members, normally on a school term basis.

2. That the bargaining team members be provided with a reasonable amount of release time as determined by the Full-Time Table Officers, prior to return to teaching duties.

3. That summer work:

a. must be approved by the Executive Committee;

b. be beyond summer training or meeting times;

c. be compensated on the basis of one/one hundred and eight-nine (1/189) of actual salary. (Nov 96 Ex, p. 6–7)

Dependant Care

10.I.28—1. The definition of dependant is a person who is dependent upon an individual for their care and support and who is:

a. the individual's spouse; or

b. the child or grandchild of the individual or of the individual's spouse; or

c. the parent, grandparent, brother or sister of the individual or of the individual's spouse.

2. Where permitted by community care licensing regulations the BCTF will provide daycare services for delegates' families at the AGM and for other meetings and conferences, as designated by the BCTF Executive Committee. (Jan 09 RA, p. 6) (Apr 16 Ex, p. 9)

3. When on-site daycare is provided, these services be utilized by conference attendees wherever feasible. For dependants other than children, outside care, if required, is permitted. Those living outside the Lower Mainland are not required to bring dependants to on-site daycare facilities. Lower Mainland members should obtain approval of the program co-ordinator before using outside daycare services.

4. A maximum claim of $240 per 24-hour day will be paid for outside daycare services. Where care is required for less than a full day, the amount paid will be based on the number of hours of daycare at $18 an hour. The BCTF will only reimburse members for dependant costs that would not otherwise be incurred by the member. Members must submit a receipt with the expense voucher showing the name and address of the caregiver and amount expended. Members must obtain the approval of the program co-ordinator before incurring daycare costs in excess of the maximum to be reimbursed by the BCTF. (May 14 RA, p. 11) (May 17 RA, p. 4) (May 19 RA, p. 3)

5. That where permitted by community care licensing regulations, the BCTF provide onsite childcare at all provincial meetings when extended beyond the working day. (May 11 RA, p. 16) (Nov 16 RA, p. 6)

6. That the Federation expand childcare services currently provided for BCTF delegates attending the AGM by including childcare services during lunch and dinner breaks, with parents bearing the responsibility for meals, to facilitate attendance at presentations and meetings. (Nov 13 Ex, pp. 8–9)

10.I.30—That the BCTF recognize the need to provide dependant care expenses for members on BCTF business at any level of the organization. (77 AGM, p. 15)

Hotel Accommodation

10.I.32—That the following policy apply for Executive Committee members who wish hotel accommodation for BCTF business in Vancouver.

1. Executive Committee meetings

a. Lower Mainland EC members—EC members residing in Metro (as defined in Procedure 10.I.02.13.)—the nights during the EC meeting, but not the night before the meeting and not the night of the day on which the meeting concludes, unless the meeting precedes another meeting requiring the EC member attendance, that commences the following day. (Jan 12 Ex, p. 4) (Aug 18 Ex, p. 2)

b. Outside Lower Mainland EC members—the nights before and during the meeting, and the night of the day on which the meeting concludes.

2. AGM

Accommodation for EC members in relation to the AGM will be as follows:

a. EC members will be provided with accommodation on the same basis as AGM delegates.

b. EC members may request accommodation for the night between the pre-AGM EC meeting and the opening of the AGM. (Sep 94 Ex, p. 13)

(May 14 Ex, p. 7)

10.I.38—1. That zone meeting participants have access to hotel accommodation on the Friday night of a zone meeting.

2. That all zone meetings be Friday and Saturday.

(Sep 08 Ex, p. 4)
(April 16 Ex,p. 3)

Miscellaneous

10.I.42—That the BCTF make every effort to use cost effective sustainable practices when providing refreshments at events and meetings. (05 AGM p. 39)

10.I.44—That there be established a link on the BCTF website to facilitate carpooling, both to BCTF events, meetings, and generally among teachers. (Nov 07 RA, p. 3)

10.I.46—That if members register for a BCTF-sponsored event and fail to attend, that no per diem claim for that member be approved for that meeting. (Feb 10 Ex, p. 9)

10.I.48—That animal boarding and care up to $50 a day be added as a reimbursable expense for travelling on Federation business with receipts being required. (May 22 RA, pp. 5–6)

10.I.50—1. That when a local officer who has release time from the local attends BCTF committee and working group meetings, the Federation provides release time to the local to enable it to replace the local officers as required.

2. This shall apply when the local officer would have been on local release but has been replaced in order to attend:

a. advisory committees
b. task forces
c. ad hoc groups
d. focus groups
e. Internal Mediation Services casework
f. Judicial Council casework
g. Peer Support Services casework
h. research projects. (May 24 RA, p. 13)
(June 24 Ex, p. 4)

J. Grants

1. General

PROCEDURES

10.J.02—That:

1. to be eligible to receive full grants from the BCTF, locals be required to levy a minimum local fee, and that the amount of that minimum fee be set annually at the winter Representative Assembly for the following school year;

2. locals whose fees are less than the minimum fee set by the winter Representative Assembly receive grants prorated on the basis of the relationship of the local fee to the provincial minimum;

3. for purposes of those locals whose fees are less than the minimum, as referenced in Procedure 10.J.02.2, the following grants that relate to providing support at the local level or for local matters will be prorated:

a. Local Action Plan Grant
b. Local Support Grant
C. President's Release Time Grant
d. Political Action/Public Relations Grant
e. Union Mentorship Grant
f. Local Bargaining Grant. (May 18 RA, p. 3)

4. for locals whose fees are a flat-rate amount per full-time equivalent member, the local fee for grant purposes be calculated by dividing the local flat-rate amount per full-time equivalent member by the local's average salary per full-time equivalement member for the previous year. (Jan 89 RA, p. 5)
(Jan 25 RA, pp. 5–6)

10.J.06—That locals are not eligible to receive both the Local Action Grant and the Professional Issues Action Grant in the same school year. (May 11 Ex, p. 9)

2. BCTF Assistance Society

10.J.08—That the BCTF provide the BCTF Assistance Society a yearly grant

1. The grant be used by the BCTF Assistance Society in its mandate to provide emergency financial aid to those who are, or have been, voting members of the BCTF, and to their spouses, including common-law partners, and dependants as defined by the *Income Tax Act*. (24 AGM, p. 31)

2. The grant will be funded from the BCTF Advantage Program revenue-sharing agreements with the program's partners.

3. The amount of the grant will be determined on a yearly basis during the BCTF budget setting process.

4. Considerations for the grant amount will be the estimated revenues from the BCTF Advantage Program revenue-sharing agreements in excess of the costs of the Health and Safety—WCB program.

5. That the BCTF Assistance Society to provide regular financial reports on how the grant is being utilized.

(Jun 83 RA, pp. 6–7)
(Oct 19 Ex, p. 2)

3. School Union Representative Training

10.J.10—1. That the BCTF annually provide a grant to locals for up to five days of training of school/local union representatives, which may include:

a. staff representatives
b. staff committee chairpersons
c. school professional development representatives
d. school-based team representatives
e. social justice representatives
f. school health and safety representatives
g. local executive committee members
h. teachers teaching on call
i. teachers new to the profession
j. some combination of the above. (May 13 RA, p. 11)
(16 AGM, p. 18)
(24 AGM, p. 44)

2. That the grant be provided on the basis of a leadership training plan for union representatives in schools/locals jointly agreed by the local and the Federation. (97 AGM, pp. 34–35)
(99 AGM, p. 37)

3. That for purposes of this grant policy, a staff is:

a. The sum of members who work in a single work site, be it a school, a resource centre, a board office, or other facility.

b. The sum of members who work in a single work site who are members of a separate bargaining unit represented by a local.

c. The sum of teachers on call in the district who are members of the local.

4. That the grant include:

a. up to four days teacher-on-call costs per staff.

b. up to an additional four days teacher-on-call cost per staff for each 25 members or portion thereof in excess of 50, except that a "TTOC staff" shall be entitled to a maximum of two representatives.

c. release time provided as time in-lieu where there is agreement with the school district to do so. (23 AGM, p. 24)

5. That the grant may additionally include an amount not to exceed $4,000 per local to cover costs related to:

a. travel and accommodation where geographical dispersion is a factor.

b. the attendance of up to three local executive members when the total number of staff in the local is less than 10.

6. That:

a. locals may use up to one day of their four day SURT allotment for the purpose of union training and collective agreement awareness for newly hired teachers.

b. locals seeking variances to meet special circumstances under the provisions of this grant policy may submit a special request to the Executive Committee. (Jan 97 Ex, p. 5)
(Apr 11 Ex, p. 14)

7. That in addition to the local dispersion grant an annual grant of $4,000 be provided to SEPF to cover additional costs associated with SEPF school union representatives travelling to Vancouver for school union rep training sessions. (Aug 00 Ex, p. 4)

8. That locals that use all four days of training have access to a grant offer the New Teacher School Union Representative Training as a fifth day. (AGM 21, p. 30)

4. International Solidarity

10.J.14—1. That the W.R. Long Committee be authorized to approve expenditures of up to $5,000 from the fund, and that expenditures in excess of that amount be approved by the Full-Time Table Officers, upon recommendation of the W.R. Long Committee, or by the Executive Committee.

2. That the Full-Time Table Officers and the W.R. Long Committee chairperson be authorized to approve expenditures of up to $2,000 for international assistance of an urgent nature, in accordance with the policies of the fund.

3. That the administrative and operating costs of the W.R. Long Committee shall be a charge against the W.R. Long Fund. (Jan 92 Ex, p. 8)

10.J.16—That the following be the criteria for expenditures from the W.R. Long Memorial International Solidarity Fund:

1. Education Projects in Developing Countries

a. Expenditures may be made to promote partnerships with teacher organizations in developing countries located in identified priority areas.

b. Expenditures may be made for projects in such areas as teacher union organizing, leadership training, involvement of women and professional development. Equipment, supplies and necessary resources to support these areas of work may be funded.

c. That expenditures may be made from the W.R. Long Memorial International Solidarity Fund in extraordinary circumstances to assist non-teacher unions in developing countries located in identified priority areas. (92 AGM, p. 46)

d. Grants may be made to teacher organizations to provide relief to their members who are victims of natural disasters, wars, or political oppression.

e. Expenditures may be made for training, equipment, supplies or necessary resources for other educational activities.

2. Expenditures may be made to support the activities of the exchange teachers' association.

3. Expenditures may be made for projects that improve international understanding and promote global education within the BC educational system. (Jan 92 Ex, p. 9)

5. Locals and Sublocals

10.J.18—Local and Sublocal Organization Support Grants

The Local and Sublocal Organization Support Grants will help advance the goals of the BCTF as stated in section 11 (Goals of the BCTF) of the *Members' Guide*, including the annual Leadership Priority in Procedure 11.02. (Jan 18 RA, p. 6)

That an annual support grant to locals and sublocals be provided on the following basis:

1. A local support grant:

a. will provide an annual grant to locals of $15 per FTE under 800 FTE, $12 per FTE between 801 and 1,000 FTE and a flat rate of $12,000 for locals with greater than 1,000 FTE. (May 14 RA, p. 3) (Jan 17 RA, p. 6)

b. a minimum grant of $5,000.

c. a geographical dispersion grant of $1,500 to the local and to other locals in one or more of the following categories:

i. the 10 locals with the greatest area per teacher;

ii. the 10 locals with the lowest ratio of teachers to schools;

iii. locals with one or more sublocals;

iv. locals with one or more communities where float-plane transportation is the only viable option for teachers living and working in those communities;

v. locals with one or more communities where 10 or more voting members teach and which are, on a regular basis, one hour traveling distance away from the main centre. (May 08 RA, p. 5) (May 12 RA, p. 11) (24 AGM, p. 31)

2. A sublocal support grant up to $30,000, will be made available on the following basis:

a. BCTF recognized sublocals submit an outline of proposed activities with estimated costs to the Federation to obtain approval for the grant.

b. BCTF recognized sublocals are to submit receipt of an itemized account of expenditures with copies of invoices and receipts.

c. The grant can be used for release time of a sublocal president but supporting documentation must be submitted.

d. Upon request the grant can be issued prior to receipts/supporting documents being submitted.

e. The grant proposal will be reviewed and approved by the Full-Time Table Officers. (May 10 RA, p. 4) (May 17 RA, p. 4) (May 21 RA, p. 4)

3. A local release time grant:

a. Locals will qualify for a maximum number of release days annually for the school year (September to June) based on the following:

i. up to 175 FTE members—40 days

ii. from 176–510 FTE members—60 days

iii. from 511–999 FTE members—80 days

iv. from 1,000–1,499 FTE members—100 days

v. from 1,500–2,999 FTE members—120 days

vi. over 3,000 FTE members—140 days.

b. Locals will qualify for up to two release days per school and worksite annually for school site staff representatives.

c. Locals will be reimbursed for release time that is not already covered by other BCTF grants.

d. Locals will be reimbursed for actual cost of release.

e. Restrictions on grant use:

i. The grant will only cover the cost of release time. Cost of third-party contractors or office support staff salaries cannot be claimed using this grant.

ii. Locals may not claim for any portion of the ongoing cost of regularly released officers. However, locals may claim for additional costs of increased release time for part-time released officers.

f. Locals are required to submit a proposal of activities/task/duties/etc. and estimated number of release days used for general approval.

g. Locals will be reimbursed upon receipt of an itemized account of expenditures including copies of invoices and receipts.

h. Locals are requested to submit a summary report of activities/tasks/duties/etc. performed when submitting their invoices and expenses for reimbursement. (Aug 23 Ex, pp. 9–10) (Aug 24 Ex, pp. 5–6)

10.J.20—President's Release Time Grant

That the BCTF provide support to locals through a grant that enables the full-time release of Local Presidents to facilitate the support in each local for implementation of Federation priorities. (03 AGM, p. 40)

That grants for release time for Local Presidents be made on the following basis:

1. The grant shall cover salary and benefit costs, including contractual allowances paid to all members in the local (but not including allowances paid by the local) equal to the categories and increments they would have received had they been teaching, subject to adjustments in Procedure 10.J.20—2. The remaining portion will be paid by the local.

2. Each eligible local is entitled to a percentage of their president's salary and benefit costs, as defined in Procedure 10.J.20—1., deducted by the amounts by locals which will be calculated as follows:

a. 0.173% of the local's estimated total salary of the previous fiscal year.

b. estimated total salary is based on the local's FTE multiplied by the provincial average salary per FTE member of the previous year. (21 AGM, p. 30) (23 AGM, p. 3)

3. Locals may use any portion of the cost of the difference between the release time provided under part 1 above and the greater of 50% release time or 0.5% release time per member to provide release time grant for other local officers.

4. To apply for the grant, the local must submit to the Federation:

a. verification from the school board of the President's salary under the position of the salary grid, allowance(s), and benefit costs, as defined in Procedure 10.J.20.1, to the board for the release of the President.

b. verification of the cost of other local officers and/or support staff, as appropriate.

5. A grant request must be submitted by June 30 of the school year in which the grant applies, or the request will not be considered. (93 AGM, p. 15) (10 AGM, p. 22)

6. That the BCTF provide the equivalent of a .6, Category 5, of the salary scale, to a member or members of the executive of Local 93 as the need arises, in order to permit this local to be less isolated from its members and better answer the needs of its members in a timely fashion and equitable manner.

7. That a local be given a President's Release Time Grant that is the equivalent to the salary and benefit costs, defined by Procedure 10.J.20. Regardless of their employment status prior to the individual being elected as a Local President, the President's Release Time Grant will be equivalent to a full-time teaching position. (Jan 17 Ex, p. 4) (17 AGM, pp. 27–28) (24 AGM, pp. 22–23)

10.J.22—Special grant for computer and technology equipment (Sep 16 Ex, p. 2)

1. That the Executive Committee be empowered to accept and deal with requests of small isolated locals and sublocals for special grants, beyond the present grant formula, on the following basis:

a. For the purchase of computer and technology equipment.

b. Such a grant shall only be accessible to an individual local or sublocal once every five years.

c. That special grant requests from locals for the purchase of computer and technology equipment be approved to a maximum grant of $1,500.

d. That special grant requests from locals approved by the Executive Committee be paid on receipt of copies of invoices and supporting documentation. (May 14 RA, p. 3) (Nov 16 RA, p. 5)

2. That special grant requests from locals approved by the Executive Committee be paid on receipt of copies of invoices and supporting documentation. (Oct 06 Ex, p. 2)

3. That special grant requests from locals for the purchase of computer and technology equipment be approved to a maximum grant of $1,500. (Oct 06 Ex, p. 3)

10.J.24—That, subject to the approval of the Executive Committee, the BCTF may make loans to locals. Further, it may be required:

1. that all grants be withheld until the loan is repaid;

2. that such loans be subject to interest at current bank interest rates. (Mar 70 Ex, p. 11) (Jun 81 Ex, p. 15)

10.J.26—That training workshops be provided, on the request of locals by the BCTF. Training workshops shall be financed on the following basis:

1. That the cost of facilitators and resource persons be paid by the BCTF. (Jan 20 Ex, p. 4)

2. That on-site expenses, transportation and other expenses of local teachers attending the workshops be the responsibility of the local concerned. (May 78 RA, p. 4)

3. That when a local officer who has release time from the local to give workshops or training sessions required by the Federation in locals other than their own, the Federation provides release time to the local to enable it to replace the local officer as required. (01 AGM, p. 18)

10.J.28—Zone meetings

1. That the Federation zone meeting structure include the following minimum representation from locals:

a. the president of each local and sublocal;

b. the bargaining chairperson for each local;

c. the professional development chairperson for each local;

d. a social justice contact for each local;

e. a health and safety representative for each local;

f. a teacher teaching on call representative for each local;

g. a local contact for Aboriginal education;

h. a FFWL representative;

and that the Executive Committee be authorized to include additional representatives as necessary. (05 AGM, p. 41) (19 AGM, p. 30)

2. That the Executive Committee procedure for representation at zone meetings be:

a. locals between 1,000–1,600 members shall be entitled to one additional delegate.

b. locals over 1,600 members shall be entitled to two additional delegates. (May 09 Ex, p. 7)

c. that a representative from each of the following advisory committees be included: the Aboriginal Education Advisory Committee, the Health and Safety Advisory Committee, the Professional Issues Advisory Committee, the Working and Learning Conditions/Bargaining Advisory Committee, the Committee for Action on Social Justice, and the Teachers Teaching on Call Advisory Committee. (Apr 05 Ex, p. 6) (Apr 13 Ex, p. 8)

Note: See Procedure 25.M.02 for BCTF funded attendance at Zone Meetings.

10.J.30—That the Federation provide up to 10 Equity and Inclusion Grants each year, intended to support locals in conducting an audit of local processes and practices, and developing plans for greater equity and inclusion in the engagement, leadership, and work of the local.

The criteria of this grant shall include:

1. This grant is intended to support locals in conducting an audit of local processes and practices, in order to develop a plan for greater equity and inclusion in the engagement, leadership, and work of the local.

2. The audit plan and activities should be led by and include members from a range of equity-seeking groups wherever possible.

3. Locals shall submit an outline of proposed activities and/or audit plan, with estimated costs to obtain approval before undertaking action.

4. Priority will be given to locals that did not receive funding in the previous year. Applications received after November 1 will be considered subject to available funds.

5. Locals will be reimbursed upon receipt of an itemized account of expenditures with copies of invoices and receipts, up to $6,000.

6. Locals may not claim for the cost of food or refreshments.

7. Locals may include costs relating to cultural humility training for local/sublocal executive committees. (Aug 20 Ex, p. 25) (May RA 21, p. 6)

6. Provincial Specialist Associations

POLICIES

10.J.01—That the BCTF not spend BCTF funds in sponsoring national specialist associations. (Jun 67 RA, p. 6) (Reviewed Nov 76, Ex, p. 8)

PROCEDURES

10.J.30—1. That the grants to provincial specialist associations be based on PSA membership counts of voting BCTF members as of April 15 of the previous school year. (Jun 02 Ex, p. 5) (Dec 17 Ex, p. 6) (24 AGM, p. 31)

2. Regional conference grants

a. PSAs are eligible for no more than one grant in a two–year period. (Jan 13 Ex, p. 12) (May 16 Ex, p. 3)

b. A PSA may receive only one grant in a year.

c. The conference to which the grant is applied must be a second conference (not the usual provincial PSA conference) unless the PSA is a very small PSA (fewer than 150 BCTF members). In the latter case, the grant can apply to the first conference, provided the conference meets the rest of the criteria.

d. The conference must be held outside of the Lower Mainland (the area east of Chilliwack and Mission) and/or southern Vancouver Island (Nanaimo and south).

e. The application for a grant must include a plan which has the date, location, topic, and a proposed budget for the conference. Conferences must include participants from more than one school district.

f. After the conference, a report is required which details the number of participants, a financial statement, and an evaluation of the conference.

g. Two thirds of the grant will be released to the PSA before the conference and the final third of the money will be released once the conference report is received by the BCTF. (Sep 01 Ex, p. 8)

h. That PSA regional conference grants should be able to be used for a series of at least three professional development events, e.g., webinars or workshops. (May 12 Ex, p. 4)

10.J.32—1. That in any given year a specific PSA may apply for a special grant of up to a maximum of $2,000. Only one such grant will be granted to an individual PSA in a two-year period. There will be a maximum of two grants issued per year. Consideration in determining the merits of a special grant for a PSA are: (Jan 12 RA, p. 6)

a. a new PSA requiring funds for promotion and organization;

b. a new or more intensely pursued program activity that is seen as beneficial to the profession as a whole;

2. Grants shall be made with the approval of the president and first vice-president on the recommendation of the PSA Council. (May 78 RA, p. 5) (Jan 79 RA, p. 14)

10.J.34—That each PSA provide the following for its members, with copies to the BCTF and PSA Council Agenda Steering Committee, as a condition for a PSA member grant in the subsequent year:

1. a financial statement;
2. a proposed budget and program statement;
3. a statement of disclosure consistent with By-law 5.14(c) re outside bank accounts, including a copy of the June 30 bank statement(s)
4. a statement of communications and representations to outside agencies
5. that each PSA will provide a report following each conference that includes a statement of revenue and expenditure and a comparison to the previous year
6. a PSA executive list consistent with Procedure 33.16 (d). (May 11 RA, pp. 3–4) (Jun 18 Ex, p. 2)

10.J.36—That on the written request of a PSA, and subject to the recommendation of ASC PSAC, the treasurer be authorized to approve no interest loans to a maximum of $5,000 for periods not exceeding 12 months, and that BCTF grants be applied directly against any outstanding loans. (Dec 11 Ex, p. 11) (Apr 17 Ex, p. 8)

10.J.38—That on the written request of a PSA, and subject to the recommendation of ASC PSAC, that no interest loans to PSAs in excess of $5,000 be subject to the approval of the president or one of the vice-presidents and the treasurer, and that BCTF grants be applied directly against any outstanding loans. (Dec 11 Ex, p. 1) (Apr 17 Ex, p. 8)

10.J.40—That teachers on call pay the equivalent rate as students and retirees for provincial specialist association membership fees. (01 AGM, p. 44)

10.J.42—That the $1 required by the BCTF for student associate membership be deducted from the present student PSA membership fee. (Apr 01 Ex, p. 8)

10.J.44—That the Federation provide a PSA member grant on the following basis:

1. up to 100 BCTF members—$6,000
2. from 101–200 BCTF members—$7,000
3. from 201–300 BCTF member—$8,000
4. from 301–400 BCTF members—$9,000
5. from 401–500 BCTF members—$10,000
6. from 501–600 BCTF members—$11,000
7. from 601–700 BCTF members—$12,000
8. from 701–800 BCTF member —$13,000
9. from 801–900 BCTF members—$14,000
10. from 901–1,000 BCTF members—$15,000
11 over 1,000 BCTF members—$16,000

PSAs must comply with Procedure 33.08.7, or they shall not receive a PSA member grant. (Dec 17 Ex, p. 5–6)

7. Regional and Provincial Conferences/ Summer Conference

10.J.46—That the BCTF provide the necessary funding and support for training at the BCTF Summer Leadership Conference for one teacher teaching on call representative from each local. (93 AGM, p. 41)

10.J.50—That the BCTF adopt a scaled representation system where appropriate for funded attendance at major BCTF training sessions to bring attendance closer to representation by population. (93 AGM, p. 39)

10.J.54—That training for new local chairs/contacts be held at every Summer Leadership Conference. (Apr 09 Ex, p. 12) (Jan 20 Ex, p. 4)

8. Community Outreach Grants

10.J.56—That the following be the criteria for BCTF outreach grants to outside agencies:

1. Grants should not exceed $5,000.
2. Requests must be made in writing, and have the recommendation of the Full-Time Table Officers as to:
   a. support or non-support.
   b. amount.
   c. appropriate budget subcode or amendment.
3. Preference will be given to requests that have potential for a provincial rather than local impact.
4. If provision does not exist in an approved program budget, a budget amendment must be put forward and approved by the Executive Committee before a grant is issued. (Sep 88 Ex, p. 13) (Jan 00 Ex, p. 30)

9. Strikes and Third Party Disputes

10.J.58—Job Action Grants

1. That locals be eligible to receive job action grants when:
   a. the local is honouring picket lines in a third party dispute, or
   b. the Federation has completed a successful strike vote and the Executive Committee has decided to begin strike preparations, or
   c. the employer has served the Federation with lock-out notice.
2. The grant is intended to assist locals in paying costs related to internal local communications and organizing activities, including but not limited to, special meetings, teacher rallies, leaflets/bulletins for members, rental of office and/or meeting space, and teachers teaching on call and release time costs. Receipts must be provided.
3. Approval of actual expenditures is by one of the Full-Time Table Officers on the advice of the director of the Collective Agreement and Protective Services Division or designate.
4. The grant covers 100% of the first $5,000 and 50% of the balance of approved costs up to $20,000. (Jan 98 RA, p. 4) (Jan 13 RA, p. 4)

10.J.60—Successful Strike Vote

That the following procedure apply to expenditures related to achieving a successful strike vote:

That in preparation for a strike vote, the Federation assume the full costs, as authorized by the Executive Committee, of:

1. grants to locals to assist in local organization for a yes vote;

2. additional communications required to support a campaign for a yes vote;

3. additional meetings of Federation committees or governance bodies;

4. meetings and activities of committees struck by the Federation to plan and organize for a yes vote, including any committee(s) struck to develop plans for job action;

5. additional travel incurred by the Executive Committee, Bargaining Team and staff in organization for a yes vote;

6. other initiatives taken by the Federation in support of a yes vote. (Jan 98 RA, p. 6)

10. Political Action Grant

10.J.62—That the Federation provide an annual Political Action Grant to support locals' political action/campaigns/or other related organization and mobilization activities on the following basis:

1. Locals/sublocals be requested to submit an outline of proposed activities with estimated costs to the Federation to obtain general approval for the grant before undertaking a program.

2. Locals qualify for the following:

a. $5,000 for 0–100 FTE members

b. $10,000 for 101–500 FTE members

c. $15,000 for 501–1,000 FTE members

d. $25,000 for 1,001–2,000 FTE members

e. $30,000 for 2,001 FTE members and up.

3. Locals will be reimbursed for costs related to engaging the members and the public in political action campaign(s) for costs including, but not limited to:

a. bargaining

b. opposing the Foundation Skills Assessment

c. raising awareness of public education issues in local communities

d. provincial or municipal election-related activities

e. other related policies/campaigns

f. community building

g. raising the profile of the local

h. sponsorship/support of local activities.

4. Highlight, support and reinforce the Federation's Leadership Priorities Grants can be used for release time, school visits, phone banking, advertising, printing, mailing, hosting public/member events, travel, food and non-alcoholic refreshments, or other activities related to the campaigns.

5. If political action grants are used for lobbying public office holders as defined in the *Lobbyists Transparency Act*, grant funding from any person or organization with a "direct interest in the outcome of the lobbying activity" that contributed $1,000 within the preceding twelve months must be reported by the local. Please visit the Office of the Registrar of Lobbyists for BC for further information.

6. Locals may not claim for any portion of the ongoing cost of regularly released officers. However, locals may claim for additional costs of increased release time for part-time released officers specifically related to political action activities outlined in the plan.

7. Planning and co-ordination between locals that share municipalities, electoral districts, commuting members, or other strategic geographic considerations is encouraged. All locals involved must still submit their own proposal and grant request.

(Jun 97 Ex, pp. 14–15)
(Oct 00 Ex, p. 15)
(Jun 22 Ex, pp. 12–14)
(Sept 23 Ex, p. 3)

11. Adult Educator Grants

10.J.64—1. That the BCTF provide locals with a one-time grant of up to $15,000 for those school years where the local is:

a. involved in a sign-up certification drive of adult educators, or

b. negotiating a first contract for a new unit of new adult educators.

2. That costs eligible for inclusion under the local grant for adult educator organizing and negotiations be:

a. release time for local officers/adult educators to attend meetings with respect to the sign-up and certification process;

b. costs of preparing and printing material regarding sign-up and certification;

c. release time for local officers and/or d to develop "first contract" proposals;

d. costs of preparing and printing "first contract" bargaining materials, including bargaining proposals and member communications; and

e. release time for local officers and/or adult educators directly involved in bargaining a "first contract."

3. That adult educators covered under a separate agreement be provided with an annual grant of $10,000 to support bargaining and collective agreement enforcement. (Jun 10 Ex, p. 14)
(Jun 11 Ex, p. 15)

12. Amalgamation Grant

10.J.66—That the BCTF provide the necessary staff resources and, upon application, up to $2,500 per amalgamating local, to support the actual costs incurred in the process of contract melding. (98 AGM, p. 35)

10.J.68—That for the next three fiscal years following the amalgamation of two or more locals into a single local, transition grants be available to the newly amalgamated local at local request on the following basis:

1. first fiscal year after amalgamation – $30,000
2. second fiscal year after amalgamation – $25,000
3. third fiscal year after amalgamation – $15,000

(Dec 97 Ex, p. 6)
(Feb 01 Ex, p. 5)

13. Social Justice Grants

Provincial Social Justice Initiatives Grants

10.J.70—1. That the following process and criteria apply to Provincial Social Justice Initiatives Grants:

A. Criteria for projects

i. Projects must:

a. reflect the principles of the BCTF social justice lens: access, agency, advocacy, and solidarity/action.

b. have an ongoing impact on teachers and students across the province and in their community.

c. involve several teachers, where possible.

d. demonstrate potential for systemic change.

e. provide a written summary of the project.

ii. funding is for projects that take place within the current school year.

iii. projects may involve the local community. (Nov 11 Ex, p. 9)
(Nov 17 Ex, p. 3)

B. Process

1. Locals submit the BCTF Provincial Social Justice Initiatives grant application form for approval of the grant before undertaking the project.

2. The total amount of grant funds awarded in each school year will be a maximum of $5,000.

3. All grant applications must be received by 5:00 p.m. on the first Monday in December. If there are any remaining grant funds available after the initial funds have been allocated, applications that meet the grant criteria and are submitted by Thursday before April 15, will be considered for funding.

4. The CASJ Grant Subcommittee will review the submitted grant applications, consider the criteria, and make a recommendation to the Full-Time Table Officers who will determine the successful applicants. (Oct 18 Ex, p. 7)

5. Grant recipients must submit the BCTF Provincial Social Justice Initiatives Grant report form by the end of the school year. The report may be published and distributed to members.

6. Any teaching resources produced using grant funds be posted by grant recipients on TeachBC. (Apr 18 Ex, pp. 11–12)

Local Social Justice Grants

10.J.72—That social justice grants be available annually on the following basis:

A. Criteria for Projects

1. Locals must have developed a local social justice plan which incorporates the principles of the BCTF's Social Justice Plan. (Note: The BCTF Social Justice Planning workshop is recommended.) (Feb 16 Ex, p. 15)

2. Projects must:

a. be designed to involve teachers in social justice issues.

b. have an ongoing impact on teachers, students, and/or the community as an objective.

c. reflect the principle(s) of social justice: equity, opportunity, security/safety, participation, and sustainability.

d. include a follow-up component.

e. contain an evaluation component.

3. Locals are encouraged to consider projects that involve the local community.

4. Priorities will be given to projects which involve several teachers and where the project fits into the local social justice plan.

5. Funding is for projects that will take place in the current school year.

6. The grant may not be used for overseas projects or for school supplies, school materials, or hardware that the school district or Ministry of Education is responsible for providing or for donations to charitable or other organizations. (Apr 17 Ex, p. 9)

B. Process

1. Locals must submit the BCTF Local Social Justice Grants application form for approval of the grant before undertaking the project.

2. The local social justice grant is $4 per every $1 of local funds to a maximum total grant of $2,000. (Jun 05 Ex, p. 21)

3. Grants are adjudicated on an ongoing basis; however all grant applications must be received by 5:00 p.m. on the Thursday before April 15. If there are any remaining grant funds available after the initial funds have been allocated, applications that meet the grant criteria and are submitted by the Thursday before April 15, will be considered for funding.

4. Locals are eligible for one grant. Grants will be approved by two Full-Time Table Officers on advice from the Grant Subcommittee. (Oct 18 Ex, p. 7)

5. The grant may not be used for overseas projects or for school supplies, school materials, or hardware that the school district or Ministry of Education is responsible for providing or for donations to charitable or other organizations. (Aug 02 Ex, p. 17)
(Apr 18 Ex, pp. 13–14)

14. Union Mentorship Grant

10.J.74—1. That the BCTF annually provide a grant to locals of up to a maximum of $3,500 to support union mentorship initiatives.

2. That the Federation provide a Union Mentorship Grant to be available each year, to support locals to develop union mentorship plans for members who identify as racialized, persons of colour, 2SLGBTQIA+, neurodivergent, people with disabilities/disabled people, and/or members who identify as Indigenous and/or Aboriginal. (00 AGM, p. 42)
(16 AGM, p. 17)
(Aug 20 Ex, p. 25)
(Aug 24 Ex, p. 5)

3. That the Federation provide an additional one-time grant of up to $10,000 to locals that have had the same local president for consecutive school years to support with union mentorship initiatives within the local specifically intended to address succession planning. (23 RA, p. 12)

10.J.76—That the following process, purpose, and criteria apply to Union Mentorship Grants:

1. Process

a. That locals be requested to submit to the Federation an outline of proposed activities, with estimated costs, to obtain approval for a union mentorship grant before undertaking the program, and that approval be by a Full-Time Table Officer and the director of PSID.

2. Purpose

a. To provide mentorship and/or training opportunities for members to undertake future leadership roles in their local.

b. To promote mentoring/training opportunities for new members to become more involved in local executives and union activities.

3. Criteria

This grant:

a. supports the engagement of members who are not already locally released officers 50% or more, including attendance at BCTF conferences and zone meetings.

b. requires prior approval.

c. is not normally available to support opportunities available to members of locals, such as attendance at governance meetings and delegated conventions. (May 13 Ex, pp. 1–2)
(Jun 13 Ex, pp. 9–10)
(Jan 30, 20 Ex, p. 4)

15. Local Mediation Grant

10.J.78—That the BCTF provide one-time start-up grants of up to $5,000 to be made available to any local or group of locals intending to develop their own local mediation program.(09 AGM, p. 30)

10.J.80—That locals intending to develop their own mediation programs and applying for the mediation grant, must submit to the Federation, a plan which includes:

1. A financial plan with a detailed breakdown of costs.

2. Where the program includes mediators, a process and criteria for selection and appointment of mediators and a plan for ongoing training and development for those mediators.

3. Clearly articulated program guidelines and procedures.

4. Fair and equitable procedures for members to be eligible for and to access the service.

5. A plan for sustaining the program over time.

6. A program review process that includes a report back to the Internal Relations Staff person regarding the status and effectiveness of the program. (Sep 09 Ex, p. 9)

10.J.82—That the Federation monitor the requests for grants as they are received and develop plans in response to those requests as appropriate, including but not limited to:

1. Developing a package of materials to assist locals in establishing appropriate policies and procedures.

2. Establishing a cadre of trainers from current membership of the IMS as mediation trainers.

3. That locals be permitted to use the $5,000 grant to pay the costs of sending out mediation trainers to train teachers in the local. (Sep 09 Ex, p. 9)

16. Local Action Plan Grant

10.J.84—1. That a grant be established to assist locals prepared to take political and demonstrative actions to assert their right to free collective bargaining on matters of significant concern to the local and its members.

2. The grant would cover costs related to a local campaign to obtain improvements for members to an amount of $25,000. Additional costs for the campaign would be shared equally between the local and the Federation up to a limit of $5,000.

3. The grant is to support campaigns beyond those related to formal contract negotiations.

4. Consent for the grant is by the Executive Committee upon application by a local that meets the following criteria:

a. The local has already initiated work on the issue and it has a profile in the district.

b. The issue has provincial application.

c. The application has been approved by a general meeting of the local.

d. There is evidence of broad member support in the local for the issue.

e. the local action plan engages a broad base of members in collective actions.

f. that the application include the following:

i. identification of the issue that is central to the campaign.

ii. date of the general meeting that endorsed the application.

iii. a budget with a detailed list of estimated expenditures.

5. No local will be approved for this grant more than once in a three-year period.

6. If approved, expenses for local actions undertaken prior to submission of the grant request will not be reimbursed.

7. The funds may be accessed for a period of 18 months after the approval date. Grants issued under this proposal would be a cost to the Collective Bargaining Defence Fund as per Procedure 10.L.10 (i).

8. The local is expected to submit or present a written report to the RA, outlining the campaign supported by this grant.

9. Grants approved under this proposal may be increased by a favourable vote of the Representative Assembly.

(Nov 08 RA, pp. 8–9)
(Jan 11 RA, pp. 5–6)

17. Labour Council Affiliation Grant

10.J.86—1. That all locals be encouraged to belong to and participate in their local labour council, where one exists in the region.

2. a. That the Federation provide an annual grant to locals to cover the costs of affiliating the local FTE membership to the local labour council.

b. That the grant be provided upon application from the local and be based on the local FTE count on September 30 of that year.

(Jun 06 Ex, p. 16)
(Nov 15 RA, p. 7)

20. Local Bargaining Grant

10.J.92—That the Federation provide a grant to locals during the school year when local bargaining occurs to support local bargaining teams to prepare for and conduct local bargaining campaigns on the following basis:

1. Locals be reimbursed for costs up to a maximum of $6,000 for release time, and other costs (such as room rental and travel costs, printing, and other actions related to local bargaining).

2. Locals may not claim for the cost of food or refreshments, nor for any portion of the ongoing cost of regularly released local officers or compensation for released officers or other members who undertake bargaining or bargaining related work during the summer.

3. Locals will be reimbursed upon receipt of an itemized account of expenditures including copies of invoices and receipts.

(Jun 13 Ex, p. 9)

21. Trustee Election and By-Election Grant

10.J.94—That the Federation provide a grant to support locals where there is a trustee election or by-election on the following basis:

1. Locals qualify for the following:

a. $500 for 0–500 FTE members

b. $750 for 501–999 FTE members

c. $1,000 for 1,000 and over FTE members.

2. Locals will provide a detailed plan for proposed use of the grants in the "Outline of activities" section of the grant form. The plan should be provided prior to undertaking any activities and include actual or estimated costs.

3. Locals will be reimbursed for release time, printing, and other costs related to the local's trustee by-election campaign, upon receipt of an itemized account of expenditures with legible copies of invoices and receipts.

4. Locals may not claim for any portion of the ongoing cost of regularly released local officers. Where the local chooses to release a part-time regularly released officer to undertake this work such costs may be claimed.

5. Locals may not use the grant funds for public advertising during the official campaign period. (Jan 21 Ex, p. 3)

K. BCTF Executive Committee

10.K.06—That during their terms of office the President, the First Vice-President and Second Vice-President be considered BCTF employees with respect to the application of the *Teachers' Pensions Act*. (74 AGM, pp. 45–46)

(May 97 RA, p. 10)

10.K.08—1. That in the event that the President and/or first Vice-President, and/or second Vice-President do not reside in Metro and must move closer to or to Metro to perform their duties, arrangements be made between them and the BCTF Treasurer and CFO to ensure that they do not suffer financial loss or make a financial gain as a result of relocation with the following criteria:

a. Accommodation provided to the President and/or First Vice-President, and/or Second Vice-President during their term will be temporary in nature, and in order to qualify they must maintain a separate primary residence outside of Metro.

b. The BCTF will find and secure appropriate accommodation for the FTTO. The FTTO will provide their accommodation needs to the Treasurer's Office. A search will be arranged by the Treasurer's Office with a short-list of suitable options for viewing by the FTTO.

c. In addition to providing the temporary accommodation, the following associated costs will be paid by the BCTF:

i. relocation moving expenses to/from the primary residence.

ii. furniture and furnishings at the temporary accommodation, which will remain the property of the BCTF.

iii. travel costs to/from their primary residence to an equivalent of three round trips per month.

2. That for purposes of this procedure, Metro will be defined as in Procedure 10.I.06.13. (May 97 RA, p. 10)
(Nov 16 RA, pp. 4–5)

10.K.10—1. That the Executive Committee Members-at-Large and past president be relieved of up to 40% of their duties as teachers or locally released officers for the duration of their terms of office. (02 AGM, p. 47)

2. That Executive Committee Members-at-Large and the past president be released at Federation expense during their term of office from their duties as teachers or locally-released officers for up to 0.4 of full-time assignments or 40% of school days in session, plus additional time as required for any additional duties assigned by the Executive Committee or the president in emergent circumstances.

(00 AGM, p. 42)
(02 AGM, pp. 47–48)

3. That where a BCTF Executive Committee member is also a locally released officer, the Federation provide a grant to the local that will not exceed an amount equivalent to the cost of 0.4 FTE of the salary and benefits of that officer, with the approval of the Full-Time Table Officers. The grant will be provided on the following basis:

a. For locals that fully cover the costs of their released officers, the local will be reimbursed by the Federation for the equivalent cost per day of the released officer (salary and benefits) for each day on BCTF business.

b. For locals in receipt of a presidential release grant, the local will be reimbursed by the Federation for the cost of bringing in a replacement for each of the days the officer is on BCTF business. The local must provide a copy of such costs paid to the school district to do work in the local as a result of the officer being on BCTF business. The day(s) when the replacement is obtained may or may not coincide with the days the officer is on BCTF business.(Jan 06 Ex, p. 5)

(Oct 07 Ex, p. 3)

4. That where Executive Committee members are required by the Federation to be absent from their duties in excess of the 0.4 FTE release time, the local or school board shall be reimbursed the cost of salary and benefits equivalent to what they would have received had they been teaching during that time, inclusive of any allowances as per the Collective Agreement.

(May 93 Ex, p. 10)

(May 98 Ex, p. 7)

10.K.12—That subject to the restrictions regarding Executive Committee member release to undertake Federation responsibilities (statement 10.K.10), an executive member may use their allocated release time of up to 10 days per school year for preparation for Executive Committee activities including Executive Committee meetings and advisory committee meetings. (Jan 01 Ex, p. 28)
(Apr 24 Ex, p. 9)

10.K.14—That the Federation provide a subsidy of $100 per month, for every calendar month of their term, to each non-FTTO

member of the Executive Committee to support their access to and use of an appropriate communication device to conduct Federation business. (Aug 07 Ex, p. 4)
(Apr 24 Ex, p. 10)

L. Special Funds

1. Collective Bargaining Defence Fund

10.L.02—That the purpose of the Collective Bargaining Defence Fund is to pay costs directly related to strikes, lockouts, and the honouring of picket lines in third-party disputes in accordance with policies and procedures approved by the Representative Assembly. (91 AGM, p. 27)
(May 97 RA, p. 13)
(21 AGM, p. 30)

10.L.04—1. That as an objective, the BCTF achieve a balance in the Collective Bargaining Defence Fund of $115,000,000. (99 AGM, p. 36)
(22 AGM, p. 5)

2. That any revenues generated by the fund remain in the fund. (91 AGM, p. 27)

10.L.06—That, when the balance of the Collective Bargaining Defence Fund is less than deemed desirable, the Executive Committee may establish standby credits or lines of credit to ensure that adequate funds are available. (91 AGM, p. 27)

10.L.08—That the Collective Bargaining Defence Fund be financed by an allocation from the membership fee of each voting member to be determined each year by the Annual General Meeting. (91 AGM, p. 28)
(24 AGM, p. 31)

10.L.10—That the following be charged against the Collective Bargaining Defence Fund:

1. strike, lockout and third party dispute pay pursuant to procedures established by the Representative Assembly;
2. job-action-related public relations costs paid pursuant to procedures established by the Representative Assembly;
3. job-action grants paid pursuant to procedures established by the Representative Assembly;
4. strike support to other unions in accordance with the guidelines outlined in Procedure 10.L.18; (May 18 RA, p. 3)
5. costs related to the support and defence of free collective bargaining. (May 04 RA, p. 3)

and that the amounts spent under this policy be reported to the Representative Assembly at least twice a year. (Nov 16 RA, p. 7)

10.L.12—Strike, Lockout and Third Party Dispute Pay

1. Amount of pay:

a. $100 a day commencing on the first full day of a member's involvement in a BCTF-authorized strike;

b. $100 a day commencing on the first full day of a member's involvement in a lockout;

c. $100 a day commencing on the first full day of a member's involvement in a third party dispute; and, subject to (d) will continue for each work day the individual is not at work providing that they perform picket line duty or other job action support as determined by the local executive. (Aug 01 RA, p. 3)
(Jan 21 Ex, p. 3)

d. in a third party dispute part-time teachers shall be eligible to receive strike pay only for each day of the dispute on which they would normally be scheduled to work. (Nov 00 RA, p. 8)
(Nov 01 RA, p. 5)

e. in the event of a BCTF strike or lockout, part-time teachers shall be eligible for strike pay for each of the days of the dispute on which they are able to perform picket line duty or other job action as determined by the local executive. (Nov 01 RA, p. 5)

f. no teacher shall receive, from the Collective Bargaining Defence Fund, more than $50 per day of pay for each full day of BCTF-authorized strike, lockout, or third-party dispute. (Aug 01 RA, p. 3)
(May 18 RA, p. 3)

g. No member shall receive strike pay once the available funds in the Collective Bargaining Defence Fund have been exhausted. (14 AGM, p. 32)

2. a. That, in the case of a third-party dispute, locals will require boards to pay only those members who:

i. are participating in supervision of field trips in progress at the time the picketing began.

ii. are participating in supervision of field trips which the local has permitted to proceed because of financial or other commitment.

iii. are attending previously scheduled offsite professional development activities.

iv. are working at a regular worksite which has not had a picket line established by the striking union.

v. are participating in a teacher exchange.

b. That all members of the local who honour a third-party picket line, other than those paid pursuant to the foregoing and as per Procedure 10.L.12—4., shall receive strike pay. Membership shall be based on a list supplied by the local. (Jun 01 RA, p. 9)

3. Payment

a. The executive of the local shall submit to the BCTF office a list of members who have become eligible for pay, and BCTF staff, when satisfied that the list is accurate, shall make payments directly to the members.

b. In the event that members are paid by their employer(s) for any day for which they have received pay under this policy, the amount of payment under this policy shall be repaid by the members to the Federation.

c. Rotating strikes or lockouts directly related to the same basic issue shall qualify for payment on the same basis as a consecutive-day strike or lockout.

d. Where only a small percentage of members in a local are off work because they are honouring a third party picket line, and where it is possible for those members to be reassigned, the local and those members shall first seek reassignment. Should reassignment be denied, or should it cease part way through a dispute, third party dispute pay provisions shall apply.

4. Eligibility

a. Bargaining unit members who are voting or associate fee-paying members of the BCTF and are on the active payroll of the employer shall be eligible for pay. (For the purpose of this statement, being on a teachers teaching on call list in a school district shall constitute being "on the active payroll of the employer.") (24 AGM, p. 31)

b. Teachers on call shall only be eligible for pay in the local in which they exercise full membership rights. Teachers on call in receipt of salary for any days worked in another district shall not be eligible for strike pay for those days. (Jan 00 RA, p. 4)

c. Individuals are ineligible for pay if they are:

i. unemployed or, at the beginning of the job action, on a layoff unrelated to the job action.

ii. in receipt of full sick leave benefits. (Dec 01 Ex. p.4)

iii. in receipt of full WCB wage loss replacement benefits.

iv. in receipt of full SIP benefits. (Dec 01 Ex. p.4)

v. delinquent in the payment of BCTF dues, fees or levies;

vi. on exchange and in receipt of salary from another employer.

5. Members in receipt of partial sick leave benefits or partial SIP benefits are eligible for strike pay for the days they would normally be scheduled to work. (Dec 01 Ex. p. 4)

6. Employees who are in the unit as a result of a variance to the bargaining certificate, but not yet included in a collective agreement, are eligible for strike pay pursuant to Policy 10.L.12. (Nov 01 RA, p. 7)

7. That in any job action, the involvement of members and locals should be as equitable as possible. (Nov 01 RA, p. 8)

8. Any BCTF member dismissed or suspended following actions which are alleged to have been carried out as a result of a strike, lockout or honoring a picket line, may be entitled to benefits from the Collective Bargaining Defence Fund. The amount and duration of such benefits shall be determined by the Executive Committee. (Jan 98 RA p. 6)

10.L.18—1. That the BCTF, by decision of the Executive Committee, provide strike support to other unions using the following guidelines:

a. strikes by provincial teacher unions in other parts of Canada, up to $15,000

b. strikes by teacher union locals in other parts of Canada, up to $2,000

c. strikes by national unions or other provincial unions, up to $10,000 (May 19 RA, p. 10)

d. strikes by locals of other unions in British Columbia, up to $2,000

e. other strikes up to $2,000 or if greater by recommendation to the Representative Assembly.

2. That any amounts exceeding those indicated in a. shall be by recommendation to the Representative Assembly.

3. That all such expenditures be a charge to the Collective Bargaining Defence Fund. (Feb 05 RA, p. 4)

2. That any revenues generated by the fund remain in the fund until the objective in 10.I.22.1 is achieved. (91 AGM p. 26) (18 AGM, p. 7)

10.L.24—That expenditures from the Contingency Fund must be approved by the Representative Assembly. (91 AGM p. 26)

10.L.26—That the Contingency Fund be financed by an allocation from the membership fee of each voting member to be determined each year by the Annual General Meeting. (91 AGM p. 26) (24 AGM, p. 31)

10.L.28—That the following be charged against the Contingency Fund:

1. Expenses related to emergent issues and events related to public education that were not budgeted, and cannot be financially supported by other funds.

3. Provincial Bargaining Fund

10.L.32—1. That the purpose of the Provincial Bargaining Fund shall be to pay costs related to provincial contract negotiations, including initial, one-time-only costs, excluding grievance arbitration, associated with the implementation of a new provincial collective agreement, according to budgets established by the process set out in this procedure. (99 AGM, p. 20)

2. That the Provincial Bargaining Fund be financed by an allocation from the membership fee of each voting member to be determined each year by the Annual General Meeting. (24 AGM, p. 31)

3. That the Executive Committee shall have prepared annually for the Provincial Bargaining Fund a budget statement of anticipated revenues and expenditures for the following year. The Representative Assembly shall consider such statement and with such amendments as it deems necessary, shall adopt a budget for the Provincial Bargaining Fund for the forthcoming year. No expenditures in excess of the budget so adopted shall be made except by a resolution assented to by a majority of at least two-thirds of the Executive Committee, or in accordance with subsequent budget amendments to the Provincial Bargaining Fund that may be made by resolution of the Representative Assembly.

4. That any revenues generated by the Provincial Bargaining Fund remain in the Fund. (97 AGM, pp. 35–36)

4. Public Education Defence Fund

10.L.34—That a Public Education Defence Fund be established with the following purposes:

1. to ensure adequate resources are available to effectively respond to the attack upon public education launched by government including reductions in education funding, deterioration of learning conditions in the schools, the removal of full bargaining rights for teachers; and

2. to support the implementation of the Federation's Public Education Advocacy Plan. (02 AGM, p. 44)

3. to ensure adequate resources are available to engage members in raising teacher and public education issues in municipal, provincial, and federal elections. (09 AGM, p. 28)

4. That a program to support a Federation role in raising teacher and public education issues in municipal, provincial, and federal elections be established as a component of the Public Education Defence Fund. (09 AGM, p. 28)

10.L.36—1. That the Public Education Defence Fund be financed by an allocation from the membership fee of each voting member to be determined each year by the Annual General Meeting. (24 AGM, p. 31)

2. That an annual budget of the Public Education Defence Fund be approved by the Spring Representative Assembly for use and implementation by the Executive Committee as per By-laws 6.10 and 5.17.

3. That any revenues generated by the Public Education Defence Fund remain in the Fund. (02 AGM, pp. 44–45)

10.L.38—That annual allocations to the Public Education Defence Fund take into consideration the need to maintain a positive fund balance in the PEDF, in order to ensure resources are available in the election program, in particular for provincial elections which occur every four years. (09 AGM, p. 28)

5. Hardship Fund

10.L.40—That:

1. the Hardship Fund be established and funded from parties that wish to assist members who are under financial hardship during job action.

2. these funds received by the BCTF be distributed to locals, who will then distribute the funds to their members who are experiencing financial hardship.

3. these funds be distributed to locals on a pro-rata basis, per full-time equivalent member at each local at September 30.

4. locals be encouraged to establish criteria upon which members in their local who are under financial hardship are to receive funding.

5. The Hardship Fund is separate and distinct from the BCTF Assistance Society. (Oct 16 Ex, p. 2)

M. Special Support

10.M.02—That the BCTF provide political, legal, and financial support, as necessary, to any member who may face disciplinary action as a result of participation in a Federation approved job action activity or other collective strategy. (Sep 01, Ex. p. 8) (May 03 RA, p. 13)

N. Miscellaneous

10.N.02—1. That in granting charitable donations to outside organizations, the Executive Committee be guided by the following criteria:

a. The organization has a provincial, national, and/or international profile.

b. The work of the organization has a positive impact on teachers and/or students.

c. The goals and actions of the organization are not in conflict with policies of the BCTF.

d. The BCTF be publicly acknowledged as donor or sponsor.

2. The Executive Committee review charitable donations on an annual basis and consider a limited number of options which can be accommodated within budget priorities and available resources. (Apr 04 Ex, p. 4)

11. Goals of the BCTF

POLICIES

11.01—Goals of the BCTF:

1. To help ensure that public schools provide for the continued intellectual, physical, social, and emotional growth and development of each individual.

2. To promote the establishment and continued development in every school of sound learning and teaching conditions, including the provision of adequate support services.

3. To work toward the integration of social and educational services that contribute to the welfare and development of students.

4. To encourage full public participation in determining the overall objectives of education at the provincial, district and school levels.

5. To create public awareness of problems in society that hinder student growth and development and to stimulate the search for solutions.

6. To strive to eliminate from the school system discrimination on the basis of sex, race, religion, age, handicaps, economic status, marital status, sexual orientation, gender identity, number of dependents or pregnancy.

7. To promote professional growth of teachers through the continuous development of pre-service, internship and in-service education.

8. To establish a code of ethics and professional conduct, criteria of qualification, and criteria and procedures for the assessment of professional competence, and to ensure that teachers are effectively subject to the judgment of their peers in these matters, with guarantee of due process.

9. To ensure, through the development of democratic processes, professional autonomy for teachers and protection from capricious or malicious action, unjust regulations and the abuse of authority.

10. To maintain for teachers a level of status and economic standing appropriate to the responsibility of the profession. (74 AGM, pp. 53–54) (May 80 RA, p. 16)

11. To work co-operatively with other groups and agencies to transform the public schools to make them more relevant and effective in preparing students for their futures. (Jan 87 RA, p. 18)

12. To promote a working and learning environment in the public schools of British Columbia that is free from violence.

13. To support the right of all students, regardless of age, to free basic education as defined by the current K–12 and adult education programs. (93 AGM, p.14)

14. To promote the well-being of members through working conditions that nurture ongoing health and vitality. (Feb 08 RA, p. 12)

PROCEDURES

11.02—That the Federation commit to:

- Provide opportunities so a diversity of members including early career teachers can connect and engage in advocacy, professional development, and collective action.
- Fight for a bargaining structure that represents locals and advances members' needs.
- Directly pressure government to solve the teacher shortage.
- Fight for working and learning conditions in which teachers' workload issues and students' social, emotional, and academic needs can be met.
- Work within the Federation and collaborate with education partners, other unions, and the broader community to advance justice, truth and reconciliation, anti-racism, and anti-oppression in the face of environmental, social, and political forces.
- Advancing the role of public education and the union as a catalyst for change in the climate emergency. (24 AGM, pp. 5–6)

11.04—That the BCTF seek legislative changes that would:

1. Expand the statutory mandate of the BC public school system to include fostering the growth and development of every individual, to the end that they will become and be a self-reliant, self-disciplined, participating member with a sense of social and environmental responsibility within a democratic society.

2. Remove restrictions on teachers' collective bargaining from the *School Act*.

3. Remove provisions from the School Act which undermine professionalism and quality education, specifically those permitting boards to utilize ''teachers' assistants'' and to contract out the provision of educational programs.

4. Replace the centralizing power of ''minister's orders'' with a representative educational body to recommend to the minister regulations in areas such as curriculum, graduation requirements, and student/program evaluation.

5. Re-establish a provincial school calendar—providing set holidays, winter, spring and summer breaks. (May 90 RA, pp. 14–15) (99 AGM p. 18)

11.06—That the BCTF and its locals take political action aimed at enhancing educational program quality and equality of access to educational programs. (82 AGM, p. 17)

12. Health and Welfare of Students

POLICIES

12.01—That the BCTF, in principle, recognizes and supports the following rights and responsibilities of students:

1. Rights of Students

The right:

a. to be informed of the rights and responsibilities of students.

b. to enjoy freedom of speech and assembly.

c. to enjoy equal access to free public school education.

d. to enjoy access to stimulating learning resources—both human and material.

e. to enjoy basic communications skills, including functional literacy.

f. to be provided with opportunities for optimum growth and development through various learning processes—manipulative, imaginative, creative, intellectual.

g. to appropriate diagnosis and remediation where handicaps of any kind exist.

h. To have access to educational options and alternatives to suit needs (i.e., recognition and appreciation of uniqueness).

i. To receive guidance for developing the individual's own integrated system of values.

j. to enjoy freedom from sex-role stereotyping.

k. to enjoy opportunities for developing self-confidence, self-discipline and self-reliance.

l. to retain an ethnic, cultural and linguistic heritage.

m. to be made aware of the ethnic, cultural and linguistic heritage of others.

n. to be exposed to global concerns.

o. to due process.

p. to participate in decisions in accord with the growth of maturity of the student, both as an individual and as part of a group.

q. to physical environments that are hygienic, safe and conducive to learning (appropriate temperature, lighting, colors, humidity and cleanliness), and free from barriers to persons with disabilities.

r. to enjoy freedom from physical and psychological abuse and any form of harassment, including sexual harassment. (93 AGM, p. 13)

s. to have access to their personal records in accord with the growth of maturity of the student, both as an individual and as part of a group.

t. to enjoy access to adequate food, clothing and housing.

u. to safety.

v. to enjoy access to health instruction and facilities.

w. to protection from contagious diseases.

x. to have access to condoms in all secondary school washrooms in conjunction with appropriate education for students.

y. to enjoy access to recreation facilities and programs.

2. Responsibilities of Students

The responsibility:

a. to be aware and considerate of the rights of others.

b. to refrain from infringing on the right of others to freedom of speech and assembly.

c. to utilize learning resources.

d. to develop basic communication skills.

e. to take advantage of opportunities for growth and development.

f. to develop an integrated system of values and to know the limit to which an individual's value system may be incompatible with the values of society.

g. to become self-disciplined and self-reliant.

h. to recognize and respect various ethnic, cultural and linguistic heritages.

i. to insist on due process for self and others.

j. to participate in decisions in accord with the growth of maturity of the student, both as an individual and as part of a group.

k. to protect others from physical and psychological abuse.

l. to respect and not to abuse the right of access to adequate food, clothing and housing.

m. to refrain from practices that endanger the safety of others.

n. to practise health habits that will contribute to the welfare of the group.

o. to practise health habits that will protect others from contagious diseases. (90 AGM, p. 38)

12.03—That the BCTF encourage schools to develop a student behavior code with input from students, parents, and teachers, administrators and non-teaching personnel. (94 AGM)

12.05—1. Teachers have a duty to render assistance in an emergency.

2. Teachers shall not be called on to administer medication on a regular or predictable basis.

3. School boards should establish policies that require schools to establish systems for administering medication after consultation with parents, family physicians, the public health nurse and the Medical Officer of Health.

4. The administration of medication should be the responsibility of appropriate health personnel except for those mature students capable of and trained in self-administration.

5. If isolation or other exceptional circumstances prevent the foregoing policy from being applicable and teachers are required to administer medication, the following conditions constitute prerequisites:

a. appropriate amendments are made to the Medical Practitioners Act;

b. teachers volunteer to provide the service;

c. teachers receiving training appropriate to the required duties;

d. payment for any services rendered by teachers in administering medication are negotiated between boards of school trustees and locals of teachers. (Jan 81 RA, p. 14)

12.07—That the provincial government should establish regional centres with residential and outpatient capabilities for the care and education of students with severe psychological, emotional and behavioral disorders. (81 AGM, p. 33)

12.09—That only nutritious foods should be sold in school cafeterias. (74 AGM, pp. 60–61) (Oct 80 RA, p. 3)

12.11—That because of the privileged relationship between counsellors and students, counsellors should not be required to give evidence against students. (Jan 75 Ex, p. 8)

12.13—That the BCTF support the establishment of a dental health program for all BC students. (Nov 75 Ex, p. 26)

12.15—That the BCTF support a program of school-based dental clinics supplemented by mobile units, with the following provisos:

1. That existing space be used for clinics only where the school board and the staff of a particular school agree that such space is not required for other purposes now or in the foreseeable future.

2. That additional space be provided where this is not the case.

3. That the cost of all space used for dental clinics be charged directly to the Ministry of Health.

4. That teams of dentists perform regular inspections and checkups to ensure overall professional supervision of the program. (Nov 75 Ex, pp. 26–27)

12.17—That students should be provided the opportunity to participate in organized physical activity for a minimum of 40 minutes daily during school instructional hours. (Jan 76 RA, p. 17) (Jan 77 RA, p. 8)

12.19—That provincial legislation should be improved to protect the rights of abused and neglected children. (Jan 80 Ex, p. 6)

12.21—Students with HIV/AIDS

That the following policies refer to individuals who have tested positive for antibodies, as well as those in whom the virus is active.

1. Students infected with the AIDS virus should have the right to attend their regular classes.

2. The identity of a student affected with the AIDS virus should be protected in accordance with our Code of Ethics.

3. When, in the opinion of the Medical Health Officer or the attending physician, the physical condition or behavior of a student infected with AIDS virus poses a health risk, alternative instruction should be provided.

4. Decisions regarding alternative instruction should be made on a case-by-case basis.

5. Alternative instruction for students infected with the AIDS virus should be provided by teachers who fully understand the situation of a student who has developed AIDS related illnesses. (88 AGM, pp. 8–9)

12.23—Breast and Testicular Cancer Self-Examination

That breast self-examination training for early detection of breast cancer for young women, and testicular self-examination training for early detection of testicular cancer for young men be introduced at the high school level in BC public schools.(Nov 90 Ex, p. 3) (Jan 10 Ex, p. 14)

12.25—That the BCTF state its opposition to:

1. the use or promotion of "reparative therapies" or "conversion therapies" aimed at changing lesbian, gay or bisexual students' sexual orientation.

2. the referral of any student to therapists who promote and practice this form of abuse.

and, that the BCTF call upon both the provincial and federal governments to ban "conversion therapies." (Nov 00 RA, p. 5) (Nov 15 RA, p. 9)

12.27—1. That all students on work experience in schools be given occupational health and safety training by the employer.

2. That no student be placed in a work experience assignment which does not provide WCB coverage and the appropriate occupational health and safety training.

3. That teachers working in work experience programs receive occupational health and safety training as it related to their supervisory duties with regard to students in the workplace. (01 AGM, p. 12)

12.29—That the BCTF call on the Liberal government to fulfil its campaign mandate to provide equitable and effective levels of service to BC's most vulnerable children and families.(Nov 01 RA, p. 9)

12.31—That the MCFD (Ministry of Children and Family Development), MOE (Ministry of Education), MOH (Ministry of Health) join together with education partner groups, including unions, the First Call Coalition to design an effective, stable delivery model that co-ordinates and integrates services to support BC's most "at risk" children and families. (Nov 01 RA, p. 10)

12.33—That the BCTF affirms the necessity of human rights for all students in an inclusionary public education system which prepares students for full citizenship in a democratic society. (Apr 03 Ex, p. 6)

12.35—That the Ministry of Education provide monetary incentives to schools to ban the sale of junk food and drinks from their premises. (May 04 RA, p. 13)

12.37—That school districts develop policies prohibiting the referral of students to private education providers. (Jan 05 Ex, p. 20)

12.39—That BCTF members advocate for a healthy, scent-free environment by discouraging students from using scented body sprays, and by educating them about the negative health effects of body spray on themselves and others. (07 AGM, p. 17)

12.41—That the BCTF recommend to the provincial government that, in accordance with Canada Safety Council recommendations, 15-passenger vans be banned for transporting students.(Apr 08 Ex, p. 9)

PROCEDURES

12.04—That the BCTF monitor, through its locals, the delivery of services to students with special needs. (Jan 79 Ex, p. 6) (Dec 94 Ex, p. 10)

12.06—That the BCTF urge all teachers to develop an awareness of child abuse. (Jan 80 Ex, p. 6)

12.08—That the BCTF take a leadership role in designing and implementing professional development and preventive programs in the area of child abuse. (Nov 86 Ex, p. 13)

12.10—1. That locals participate with school boards in the development of policies and protocols for the prevention, detection and reporting of child abuse in co-operation with other school board employee groups, based on the BCTF protocol model.

2. That locals monitor all school board application forms used for screening applicants for teaching positions and report any concerns to the BCTF, and that furthermore, the BCTF, in conjunction with the BCSTA, develop a model teacher application form.

3. That locals work with the school boards to develop in-service programs and call upon school boards to provide release time in addition to regular non-instructional days, and money for in-service to:

a. educate teachers about the prevention, detection and reporting of child abuse;

b. familiarize teachers with school board and community child abuse protocols.

4. That each local request the school board to join with it to demand that the Ministry of Education provide funding for the implementation of mandated family life programs which include a child abuse prevention component at all levels of the school system.

5. That locals work with school boards to inform and familiarize parents and guardians about the prevention, detection and reporting of child abuse. (Aug 74 Ex, pp. 35–36) (Jan 87 RA, pp. 7–9)

12.12—That the BCTF, as a part of its commitment to the welfare of students and the elimination of discrimination, work towards a safe and inclusive public school environment that respects the religious diversity of students, including those from non-religious backgrounds, within the context of the Canadian Charter of Rights and Freedoms. (Jan 00 Ex, p. 3)

12.14—That BCTF members continue to participate on school-based teams:

1. to advocate for the educational and resource needs of individual students (without being limited to available resources), and

2. to inform, through school union representatives, affected parents, school parent groups, and other interested parties of educational needs not being met. (Sep 02 Ex, p. 17) (Feb 10 Ex, p. 3)

12.16—That locals recommend to their local trustees that they ban the sale of junk food and drinks from schools. (04 AGM, p. 35)

12.18—That the Federation advise teachers and schools that cannot meet all the Daily Physical Activity requirements to focus on increasing the number of students in the school who are physically active with the highest quality programming available. (Jun 08 Ex, p. 15)

12.20—That BCTF members encourage students to wear hats and use sunscreen whenever they are participating in outdoor activities generally, and in particular during outdoor school activities. (Nov 08 RA, p. 14)

13. Health, Welfare, and Safety of Teachers

A. Miscellaneous

PROCEDURES

13.A.08—Transportation of students for voluntary activities:

The provision of bus transportation to facilitate curricular and voluntary activities is a responsibility of the local school board, and should, through the finance formula, also be a responsibility of the Ministry of Education.

Members have a heavy teaching load in addition to voluntary activities and should therefore not undertake further duties such as driving buses to transport students.

As a general principle members should undertake that job for which they were hired—teaching. While voluntary activities may enrich the school experience, that assistance should not include driving buses to transport students, any more than it includes secretarial and other support tasks.

It is recommended that:

1. Members should not be responsible for the transportation of students by bus.

2. Locals should urge their boards to provide adequate financial assistance to voluntary activities, including transportation.

3. Members should refrain from:

a. driving buses for the purpose of transporting students;

b. participating in societies or other such business arrangements that are made to transport students on curricular or voluntary activities. (80 AGM, pp. 5–6) (89 AGM, p. 53)

13.A.10—Salary Indemnity Plan Investment Policy

1. Purpose

1.1 Pursuant to the Part 2 of the BCTF Constitution, a purpose of the BCTF is to organize and administer a Salary Indemnity Fund ("SIF") among its members to provide benefits to members who are disabled from employment as a result of illness or accident. The benefit provisions of the SIF, described as the Salary Indemnity Plan ("Plan"), are contained in the Plan Regulations of the Salary Indemnity Plan ("Plan Regulations").

1.2 The Plan benefits are financed through fees paid by the members and the EI rebate, both as described in paragraph 7.1 of the Regulations, that are deposited and invested in the SIF, and from the investment income earned by the SIF. The prudent investment management of the SIF will have a direct effect on the ability of the BCTF to achieve the goals of the Plan. (Sep 14 Ex, p. 2)

1.3 This section constitutes the Statement of Investment Policy ("Policy") established by the BCTF to document the governance structure and the policies and procedures for the management of the SIF investments.

Scope

1.4 The Policy applies to the investments of the SIF only, and does not apply to any of the other assets of the BCTF.

2. Governance

Governing Principles

2.1 The investment management of the SIF will at all times comply with the Policy, the BC Trustee Act and any other applicable legislation.

2.2 This Policy shall put into operation the high standards of governance established by the Executive Committee ("Executive") of the BCTF in the management and oversight of SIF investments. (Sep 14 Ex, p. 2)

2.3 External resources for the operation and management of SIF investments may be used when the use of such resources is warranted and cost effective.

Responsibilities for SIF Investments

2.4 The Executive of the BCTF has the responsibility for the investment of the SIF, pursuant to paragraph 5.12 of the BCTF by-laws that states: "All investments shall be in accordance with policies and investment objectives approved by the Executive Committee."

2.5 Under paragraph 5.6 of the by-laws, the Executive can delegate certain investment responsibilities for the SIF investments

to the Finance Committee ("Committee"). The responsibilities of the Committee for the SIF investments are set out in the Terms of Reference of the Committee.

2.6 Under paragraph 5.11 of the by-laws, the Executive can delegate certain responsibilities for the SIF investments to the Treasurer of the BCTF ("Treasurer").

2.7 The Executive's responsibilities in connection with the SIF include:

a. appointing a Committee

b. annual approval of the Policy

c. appointing external investment managers, pursuant to paragraph 5.10 of the by-laws, to invest the assets of the SIF on the recommendation of the Committee

d. receiving and reviewing recommendations from the Committee on possible changes to the Policy and on the investment management and operation of the SIF, and making any changes as it considers appropriate.

2.8 Pursuant to their Terms of Reference, the Committee's responsibilities include:

a. annually reviewing the Policy and making recommendations for any amendments to it to the Executive that the Committee considers in the best interests of achieving the objectives of the SIF.

b. recommending to the Executive, the selection, termination or replacement of the Investment Managers, the Custodian, consultants and any other independent experts, as appropriate.

c. reviewing quarterly the investment performance of the SIF and the Investment Managers retained by the BCTF

2.9 The Treasurer's responsibilities include

a. preparing the agenda for the Committee's meetings and arranging for the preparation and delivery of all meeting materials

b. meeting regularly with the Investment Managers and with the Investment Consultant

c. adjusting the allocation of assets in accordance with the Policy

d. investing any assets not specifically allocated to an external investment manager

e. providing information on significant cash flow changes to the Investment Managers.

3. Overview of the SIF

3.1 The liabilities of the Plan at any given time consist of obligations to pay benefits to existing claimants at that time for as long as they remain entitled to benefits under the Plan. The obligations range from a small number of days of claim payments to members receiving short-term disability benefits to potentially 25 or more years of claim payments to members receiving long-term disability benefits.

3.2 The benefit levels are based on the disabled member's salary at the time of disability. Long-term disability benefits may be adjusted for inflation pursuant to paragraph 19.6 of the regulations, at the discretion of the Executive.

3.3 Paragraph 7.5 of the Plan Regulations specify that "reserves, determined by actuarial study, shall be established in order to support the objective that the plan operate on a fully funded basis," to increase the certainty that future claim payments will be made to the existing claimants.

3.4 The level of fees to be deposited to the SIF is established by the BCTF at its annual general meeting, based on the recommendation of the Executive who receive advice from the actuary.

3.5 The actuary of the Plan performs an actuarial valuation as of June 30 of each year, the fiscal year-end of the BCTF. The actuary also performs estimates of the Plan's position as at December 31 each year. (Feb 17 Ex, p. 8) (Jun 18 Ex, p.3)

4. Investment Objectives

4.1 The primary investment objective of the SIF is to earn an annual rate of return that exceeds the annual rate of increase in the Consumer Price Index by at least 3.0%, after deduction of investment management and custodial expenses. If the SIF earns such a rate of return, the reserves should be sufficient, based on normal actuarial experience, to provide the future claim payments for existing claimants, including the discretionary inflation adjustments.

4.2 The secondary investment objective of the SIF is to earn over the long-term a return after investment fees higher than the Benchmark Portfolio as described in Section 7.

4.3 The risk objectives of the BCTF for the operation of the SIF are:

a. to ensure that the benefits will be paid, both over the short-term and the long-term

b. to avoid having significant fluctuations to the fee on an annual basis

4.4 To some extent the elimination or reduction of risk competes with the primary and secondary investment objective returns, and steps that may be taken to reduce or eliminate risk could reduce the likelihood of achieving the investment objectives. As the SIF has a long-term time horizon that extends beyond a normal business cycle, the SIF can assume some risk of declining asset values over the short term. It is understood, therefore, that the primary risk objective and the investment objectives might not be achieved over the short term in order to achieve the investment objectives, on average, over the long term. (Feb 17 Ex, p. 8)

5. Investment Principles

5.1 This Section describes the principles to be applied to the investment management of the SIF.

5.2 The SIF is to be invested in investments that a prudent person would make, in accordance with the BC Trustee Act, as amended.

5.3 The selection of investments in the SIF should be made in the context of the total portfolio, with a reasonable expectation of a fair return or appreciation.

5.4 The assets of the SIF should be invested in the capital markets to achieve the investment objectives. Although exposure to the capital markets could lead to short-term declines in the market value of the SIF, this risk is acceptable over the long term, as long as the increased risk results in rates of return that support or improve the expected level of income from the SIF.

5.5 The investment objectives can best be achieved by investing in a mix of diverse asset classes with varied investment characteristics.

5.6 The risk of price fluctuations within the asset classes and the uncertainty of future economic and investment conditions dictate prudent diversification by economic sector, industry, quality and market capitalization, so that no single security or class of securities will have a disproportionate impact on the performance of the total rate of return of the SIF.

5.7 Competent external professional investment management can add value, relative to a static benchmark portfolio, through opportunistic security selection, and that selecting external professional investment managers can add value relative to the Benchmark Portfolio, as described in Section 7.

5.8 Risk should be controlled, and guidelines and constraints should be established to ensure that any Investment Manager retained by the Executive does not take excessive risk.

5.9 Diversification of investment managers is desirable to reduce the probability of a substantial shortfall inherent in a single investment style or investment manager. The advantage of retaining multiple investment managers shall be balanced with the disadvantage of over-diversification and excessive investment management and administration costs.

6. Permitted Categories of Investments

6.1 The SIF may be invested in any of the following permitted categories of investments:

a. debt securities of Canadian or non-Canadian issuers, issued in Canadian or non-Canadian currencies, including sovereign, provincial, municipal and corporate bonds, debentures, mortages, mortgage-based securities, asset-backed securities, notes and other debt instruments, Credit Unions that are domiciled in the province of British Columbia; (Jan 07 Ex, p. 5)

b. income-producing commercial, industrial, and residential property, held in a professionally-managed, diversified, pooled real estate fund;

c. interest-bearing cash and cash equivalents, including guaranteed investment contracts or term deposits with banks, trust companies or insurance companies;

d. unitized funds or mutual funds consisting of eligible investments in the above categories, managed in accordance with the guidelines and constraints as set out in Section 9.

(Feb 17 Ex, p. 8)
(Jun 18 Ex, p. 3)

6.2 As there may be other categories of investment that, when added to the SIF, may further increase the probability of achieving the investment objectives, the Committee shall review other categories of investment from time to time, as they deem fit and shall recommend to the Executive for inclusion any other categories of investments that, in their opinion, will help achieve the investment objectives.

6.3 Should the Executive approve a new category of investment appropriate for inclusion in the SIF, the Committee, with the advice of the Treasurer, shall develop constraints and guidelines in respect of investing in that category of investment for approval by the Executive.

6.4 Until such time the Executive approves a new category of investment and approves amendments to this Policy to include the constraints and guidelines as described in paragraph 6.3, any investment not specifically permitted by this Policy shall be prohibited.

6.5 All investments are subject to the constraints of this Policy, as specifically set out in Section 9, and any legal requirements, including the *BC Trustee Act*.

7. Benchmark Portfolio

7.1 A Benchmark Portfolio is a hypothetical portfolio, defined and specified in advance, consisting of specified asset classes, each invested in the percentage for that asset class set out in the benchmark asset mix, and, within each asset class, invested in the market index specified for that asset class.

7.2 The Benchmark Portfolio is the set of asset classes, in combination, that is expected to have the greatest likelihood of achieving the investment objectives, as set out in Section 4.

7.3 The Executive shall establish a Benchmark Portfolio for the SIF, based on the recommendations of the Committee. If the Committee believes that the Benchmark Portfolio established for a SIF cannot meet the investment objectives over the following four-year period, it will develop an alternative Benchmark Portfolio for recommendation to the Executive. (Feb 17 Ex, p. 8)
(Apr 18 Ex, p. 2)

8. Fund Management

Custodian

8.1 Under paragraph 7.6 of the Plan Regulations, the assets of the SIF are to be segregated from other BCTF assets. Accordingly, the Executive shall appoint a Custodian to hold the assets of the SIF. The Custodian's responsibilities are as follows:

a. perform its duties in accordance with the terms of its Custodial Agreement with the BCTF;

b. fulfil the regular duties of a Custodian as required by law;

c. maintain in good order each security owned by the SIF;

d. provide the treasurer with accurate and complete accounting of the SIF, including monthly reports of all assets of the SIF and transactions during the month; and

e. process the security transactions that result from the buy and sell orders placed by the Investment Managers, provided that the transactions comply with all applicable legislation.

Investment Managers

8.2 Except for as otherwise specified, the Executive, upon the recommendation of the Committee, will appoint one or more competent external professional investment managers ("Investment Managers") to manage the assets of the SIF. For the purposes of this Policy, the treasurer, who may be investing a portion of the SIF, is also considered an Investment Manager.

8.3 The Executive, upon the recommendation of the Committee, shall develop an Investment Management Structure, consisting of Investment Managers to invest the assets of the SIF in accordance with the investment principles as set out in Section 5.

(Feb 17 Ex, p. 8)

8.4 The selection of an Investment Manager will be made in a prudent manner, applying fair and reasonable identification, evaluation and selection standards for a potential Investment Manager. The selection shall take into account:

a. the relevant experience and expertise

b. suitability of investment style

c. the structure of the organization

d. turnover of personnel

e. capacity and servicing capabilities

f. investment performance record, including consistency of performance and risk

g. fees

8.5 An Investment Manager, in performing their duties, shall:

a. exercise the care, diligence and skill of a prudent investment counsellor and shall at all times act on a basis that is fair and reasonable;

b. adhere at all times to the Code of Ethics and Standards of Professional Conduct adopted CFA Institute and to the internal conduct guidelines established by the Investment Manager;

c. manage its portfolio account in accordance with the terms of its Investment Management Agreement with the BCTF, its Investment Management Mandate and the specific guidelines set out herein.

8.6 The responsibilities set out for an Investment Manager in the Investment Management Mandate shall also apply to any sub-advisors retained by the Investment Manager.

8.7 Unless directed by the treasurer, each Investment Manager shall be responsible for choosing brokers to execute transactions in the best interests of the SIF.

8.8 The Committee, shall monitor the performance of the Investment Managers, in accordance with Section 11, and shall recommend to the Executive any changes in Investment Managers as it deems in the best interest of the SIF.

Investment Consultant

8.9 The Investment Consultant shall, at the request of the treasurer, consult with the Committee on issues relating to the SIF, the Managers and other investment-related issues.

8.10 The Investment Consultant shall prepare and deliver a report at the request of the treasurer at least four times a year. The report shall include a review of the performance of the SIF investments and on each Investment Manager's performance.

9. Guidelines and Constraints

Application of Guidelines and Constraints

9.1 Paragraph 5.8 states the investment principle that risk should be controlled and guidelines and constraints should be established by the Executive, on the recommendations of the Committee, to ensure that any Investment Manager retained does not take excessive risk. This Section describes the approved guidelines and constraints established to ensure that the Investment Managers in making investment decisions, do not take excessive risk.

9.2 All investments shall confirm with the BC Trustee Act, the BCTF Constitution and by-laws, the Plan Regulations and any other applicable law and regulations, notwithstanding any other provision in this Policy.

9.3 An Investment Manager shall not, without the prior approval of the treasurer, invest in any assets which are not approved or readily marketable.

9.4 All securities shall be purchased through normal public market facilities, unless the purchase price approximates the prevailing market price and is negotiated on an arm's length basis.

9.5 Only the treasurer is authorized to waive or modify any of the restrictions in appropriate circumstances. Any such waiver or modification will be made only after a thorough review, and all requests for waivers and modifications will be maintained in the permanent records of the BCTF.

Socially Responsible Investing

9.6 The Salary Indemnity Fund's (Fund) primary goal is to generate returns that are sufficient to maintain the Fund over the long term to help achieve the Salary Indemnity Plan's procedures and regulations in Procedure 13.C.02. Responsible investing involves evaluating both financial and non-financial factors of investment opportunities. Responsible investing and considering environmental, social, and governance (ESG) factors are an important part of that process. The identification and evaluation of ESG factors into the investment process allows for a more comprehensive understanding of an investment's risk and opportunities, and the sustainability of that investment. A sustainable investment is one that has the potential for long-term maintenance of environmental, economic, and social well-being. When making an investment in a company, consideration must be given to their climate change impacts. Rather than divesting

from companies, we believe using a variety of strategies to actively engage companies in order to encourage corporate responsibility, and at the same time fulfil the fiduciary duty to the Fund's stakeholders. There are situations that no amount of engagement will lead to a change in behaviour and divestment will occur. The Fund shall also seek to avoid investments in governments or corporations whose policies on environmental, social, and governance issues conflict with the goals of the BCTF. The investments of the Fund shall be subject to the following criteria wherever such will not result in the breach of trust, fiduciary duty, or applicable statute: (Apr 19 Ex, p. 3)

a. The corporations should have as their business, the provision of products or services only for non-military use.

b. The corporations should not earn revenue from the production or manufacture of small arms for civilian customers.

c. The corporations should earn most or all their revenue from forms of energy that do not result in the extraction of, and generation from thermal coal or oil sands bitumen in the oil sands. (Dec 19, Ex, p. 3)

d. The corporations should not earn revenue from the production or distribution of pornography.

e. The corporations should not earn revenue from the production or sale of tobacco products, tobacco-related products, including vaping related tobacco/nicotine products.(May 1, 20, Ex, p. 4)

f. The corporations should have a record of constantly striving to support and strengthen the communities in which they operate.

g. The governments or corporations should encourage progressive industrial relations with all members of their staff or employees.

h. The corporations should have a record of constantly striving to comply with United Nations climate change conventions and of implementing environmentally conscious practices.

i. The governments or corporations should adopt the United Nations Declaration on the Rights of Indigenous Peoples and should not practice gender, racial, or religious discrimination, or cultural genocide, governments and corporations should not do business in any jurisdiction where such discrimination is legislated or openly encouraged by the jurisdiction.

j. The governments or corporations should not produce or source products through the use of child labour or sweatshops. (Apr 19 Ex, p. 4)

k. The corporations should not directly earn revenue from private education nor the privatization of public education. (17 AGM, p. 19) (Jun 17 Ex, p. 8)

9.7 Should the divestiture of any security be deemed necessary for failure to meet the criteria set out in paragraph 9.6, the schedule of the divestiture shall be established by the BCTF and the Investment Manager. (Jun 18 Ex, p. 3)

10. Communication Requirements

Communication by the external Investment Managers

10.1 Each Investment Manager will prepare and deliver a report on the management of their portfolio as soon as practicable at the end of each calendar quarter. Such report shall contain following information:

(a) The value of the assets managed by them as of the end of that quarter, together with a portfolio listing that summarizes the holdings and a summary of transactions;

(b). Time-weighted rates of return for their portion of the SIF and the Benchmark;

(c) An analysis of their performance including significant decisions that had bot a positive and negative effect on returns relative to the Benchmark;

(d) An overview of any significant shifts in strategy and/or portfolio composition that occurred during the quarter; and

(e) An overview of any changes in their firm, including business strategy, ownership, and personnel.

10.2 As soon as practically possible after the end of each calendar quarter, each Investment Manager shall submit a letter of compliance to the Treasurer explaining any investment guideline contained in this mandate which has been breached. If the Investment Manager does not plan to meet the guideline by the end of the following quarter, the Investment Manager shall immediately notify the Treasurer if there is a material vacation.

10.3 At the request of the Treasurer, each Investment Manager will meet with the Committee at least twice a year to review the results they have achieved, and to provide the following information as set out in their Investment Management Mandate:

(a) The intended investment strategy, including the major sources of risk and return in the intended strategy, and

(b) The Underlying rationale for the investment strategy, including an economic commentary, a market overview, and return expectations for the capital markets.

10.4 Each Investment Manager shall inform the Treasurer promptly of any changes in the Investment Manager's firm, including any changes in ownership, senior investment personnel or investment management style or of any element of the Policy that could prevent attainment of the Plan's objectives.

10.5 Paragraphs 10.1, 10.2, 10.3, and 10.4 above do not apply to the Treasurer in their role as Investment Manager. The Treasurer will report to the Committee on the Real Return Bond mandate as outlined in Section 11.

Communication by the Treasurer and the Committee

10.6 At the meetings with the Committee, the Treasurer will report:

a. on the performance of the SIF, as described in Section 11,

b. on the results of any meetings the treasurer has had with the Investment Managers and the Investment Consultant since the previous meeting.

c. on any issues that the treasurer believes may affect the ability of the SIF to achieve the investment objectives, as set out in Section 4.

10.7 The Treasurer will provide such information as may be necessary for the annual review of the Policy that is required under paragraph 11.6

10.8 The Treasurer will meet at least once annually with the Executive to report on the activities of the Committee on the investment management of the SIF. The treasurer will include in the treasurer's report a review of the investment performance of the SIF and any recommendations by the Committee to amend the Policy. The treasurer will provide copies of the minutes of the Committee's meetings to the executive.

11. Monitoring and Review

Monitoring and Review of Investment Performance

11.1 The treasurer shall conduct a quarterly evaluation of the performance of the Investment Managers. Such an analysis will include both quantitative and qualitative measures, including an evaluation of the rates of return, an analysis of the areas where the Investment Managers have added or subtracted value, an evaluation of the degree of risk taken in the pursuit of stated objectives and an assessment of any changes in each Investment Manager's firm.

11.2 The committee shall at its meetings review the reports prepared by the Investment Managers, by the treasurer or by the Investment Consultant on behalf of the Treasurer. They shall review:

a. the investment returns of the SIF and the Investment Managers, including each component of the SIF and of the Investment Managers' portfolios, over both the short-term and the long-term

b. the value added or lost by the SIF and the Investment Managers relative to the target rates of return

c. the sources of the value gained and lost, and their amounts, relative to the target rates of return

d. the level of risk taken by the Investment Managers in making their decisions, and the appropriateness of those decisions

e. the level of risk within the SIF overall

f. the acceptability of the performance of the Investment Managers and of the SIF overall

g. the economic conditions that may affect future performance of the SIF and the potential impact on the SIF

h. any recommendations made by the treasurer for changes relating to the performance or management of the SIF.

11.3 At its regular meetings, the Committee will assess the performance of each Investment Manager. The assessment of an Investment Manager shall be made in the context of the criteria for the Investment Manager's original selection and shall include:

a. the rates of return earned by the Investment Manager, relative to the performance target as set out for them in their Investment Management Mandate;

b. the Investment Manager's adherence to this Policy and their Investment Management Mandate;

c. the Investment Manager's adherence to the investment approach and decision-making process for which the Investment Manager was hired;

d. any changes in the Investment Manager firm, including ownership, organizational structure and key investment personnel.

11.4 An Investment Manager's continued suitability for the SIF may be examined at any time should the Committee lose confidence in the Investment Manager's ability to succeed. Factors that might lead to a review include one or more of the following:

a. performance substantially below the expected rate of return

b. changes in the Investment Manager's investment approach and decision-making processes

c. inappropriate levels of risk

d. fundamental changes within the Investment Manager's firm, including changes in ownership, personnel or a substantial growth or reduction in assets under management

e. evidence of malfeasance by the Investment Manager

f. failure to adhere to this Policy

11.5 Concerns about the performance of an Investment Manager shall be noted in the minutes of the Committee's meeting, and shall include the conclusions of the Committee as to the next steps that will be taken in connection with the retention of such Investment Manager. The Committee shall make any recommendations to the Executive for any changes in Investment Managers that it deems in the best interests of the SIF and the members.

Review of the Policy

11.6 The Committee shall review the Policy at least once each year. They shall:

a. re-assess the SIF's investment objectives, the Benchmark Portfolio and the impact of any changes in the SIF's cash flow on the investment of the SIF

b. examine the target rates of return for the Investment Managers and for the SIF overall, and determine if such targets remain appropriate given the prevalent economic conditions

c. examine the cash flow levels, and determine the likelihood of any changes in those levels and their impact, given the prevalent economic conditions

d. consider opportunities available in the market, through asset classes not currently being used by the SIF, to add value or to reduce risk

e. examine the investment management structure, including the choice of active and index management, and the extent to which investment management styles have been diversified, to determine if the investment management structure remains appropriate

f. consider the impact of any changes in legislation

12. Conflict of Interest

12.1 These guidelines apply to the Executive, the Committee, the BCTF administration including the treasurer, the Investment Managers, the Custodian, the Investment Consultant, any other external advisors retained by the BCTF and any employee or agent retained by these individuals or entities to provide services to the SIF.

12.2 A conflict of interest exists when a person has the opportunity to advance or protect one's own interest or the private interests of others with whom one has a relationship, including a familial or other personal or business relationship, in a way detrimental to the interests, or potentially harmful to the integrity or fundamental mission of the BCTF.

12.3 No person listed in paragraph 12.1 may exercise their powers with regard to the investment of the SIF in their own personal or business interest or in the interest of their family or of a third person, nor may they place themselves in a situation of conflict of interest or potential conflict of interest.

12.4 An individual listed in paragraph 12.1 shall disclose in writing the nature and extent of an interest to the treasurer immediately upon first becoming aware of a conflict of interest or a potential conflict of interest. The treasurer shall report such disclosure to the Committee.

12.5 If the party disclosing the conflict of interest has the capacity to participate in or to make decisions affecting the investments of the SIF, the party may only continue to participate with the approval of the Executive.

12.6 The failure of a person to comply with the procedures described in this Section shall not of itself invalidate any decision, contract or other matter.

Investment in an Investment Manager's Firm

12.7 An Investment Manager shall not invest in its own securities from the assets of the SIF unless such securities are publicly traded and selected by the Investment Manager on behalf of all that Investment Manager's discretionary accounts or pooled fund having mandates similar to that of the SIF. Each Investment Manager shall provide the treasurer with its internal guidelines on purchasing securities of its organizations or affiliates. (Feb 17 Ex, p. 8)

13. Delegation of Voting Rights

13.1 The BCTF has engaged the services of the Shareholder Association for Research & Education (SHARE) to exercise voting rights for Canadian equities in accordance with the Proxy Voting Guidelines approved by the BCTF.

13.2 The global equity Investment Managers are delegated the responsibility of exercising voting rights acquired through the SIF investments. (Feb 17 Ex, p. 8)

13.3 The global equity Investment Managers will exercise acquired voting rights with the intent of fulfilling the BCTF's investment objectives and policies in the best interests of the SIF. (Feb 17 Ex, p. 8)

13.4 The global equity Investment Managers will maintain a record of how they exercised voting rights on behalf of the SIF.

13.5 If there is a need for clarification on how to exercise voting rights, the global equity Investment Managers should obtain a directive from the Treasurer.

13.6 The Executive, through the Treasurer, reserves the right to provide specific direction on the exercising of any voting rights. The investment manager for the Salary Indemnity Plan Cash and Cash Equivalents asset class be the BCTF Treasurer and Chief Financial Officer (CFO). (Apr 18 Ex, p. 2)

13.7 The global equity Investment Managers are charged with the responsibility of bringing any significant or special voting matters to the attention of the Treasurer within a reasonable period of time. (Dec 15 Ex, p. 2) (Feb 17 Ex, p. 8)

13.A.12—Administrative Review

1. That a member may request an administrative review of a decision of the Salary Indemnity Plan to decline, or suspend, or terminate SIP:ST benefits.

2. That the administrative review of the Salary Indemnity Plan administrator's decision be conducted by the Director of the Income Security Division. The administrative review may result in non-binding recommendations to the Salary Indemnity Plan administrator. If an appeal to the SIP Committee is initiated, the recommendations shall be included with the appeal. The recommendations will also be provided to the member, along with the plan administrator's final decision. (Jan 97 Ex, p. 16) (Jun 20 Ex, p. 11)

B. Sick Leave

POLICIES

13.B.01—Teachers are entitled to protection against loss of salary during the school year as a result of absence due to illness, accident or quarantine. (78 AGM, pp. 20–21) (89 AGM, p. 53)

13.B.03—That teachers should not normally be required to furnish medical certificates to verify absences. (Feb 79 Ex, p. 12)

C. Salary Indemnity Plan

PROCEDURES

13.C.02— Pursuant to the BCTF Constitution and By-Laws, the Federation has established and continues to sponsor a Salary Indemnity Plan (hereinafter called the "plan") for the benefit of its members. Effective January 1, 2025, the Board of Trustees of the BCTF Salary Indemnity Trust (hereinafter called the "Board") is responsible for the governance of the plan. Day-to-day administration of the plan is performed by the BCTF as the plan's "administrative agent." BCTF shall designate an employee to be the "plan

administrator" of the Salary Indemnity Plan with responsibility to oversee the administration of the Plan.

The plan shall provide short-term and long-term benefits, in accordance with the following regulations, to members disabled from employment as a result of illness or accident.

Note: The Salary Indemnity Plan is not insured by an insurance company regulated under the *Financial Institutions Act.* The BCTF is exempt from the regulatory requirements of the *Financial Institutions Act.*

These regulations, adopted by the BCTF Annual General Meeting are effective January 1, 2025. Amendments to these regulations by subsequent Annual General Meetings, are generally effective on September 1 following the Annual General Meeting at which the amendments were made, except as otherwise noted. Members whose claim effective date is prior to January 1, 2025, will continue to receive benefits based on the plan in effect at that time, except as otherwise noted. (18 AGM, pp. 14–15) (21 AGM, p. 28) (24 AGM, pp. 5–6)

Regulations

General Provisions

1. Eligibility and participation

1.1 (a) All voting members of the Federation employed by a school board or a local association on a regular full-time or regular part-time assignment; (24 AGM, p. 31)

(b) All employees of the Federation except those specifically exempted from participation in the plan by the Federation; and

(c) All affiliate administrative members not participating in a wage loss replacement plan may participate in the plan, providing they do so within 30 days of appointment as an administrative officer. (16 AGM, p. 20)

1.2 For the purposes of these regulations, the word "member" includes the following:

(a) an individual who became disabled from employment while a contributor to the plan; and

(b) except for the purposes of the Salary Indemnity Plan—short-term portion of the plan, employees of the Federation participating in the plan pursuant to Regulation 1.1(b).

1.3 A member who has attained age 64, has reached the later of Factor 88 or age 60, has 34 years of contributory service or, who is in receipt of a retirement pension from the Pension Corporation (BC) may apply to withdraw from the long-term section of the plan. Application for withdrawal may be made during any school year in which one of the foregoing conditions has been met and upon the completion of the appropriate withdrawal form. Withdrawal will be effective, upon approval, in September for applications submitted in that month, and applications submitted later will be effective the month following approval of the application. (18 AGM, p. 14)

1.4 A member who has previously applied for and been granted a pension through the Pension Corporation (BC), and has subsequently returned to employment as defined in 1.1 is ineligible for long-term disability benefits.

1.5 A member who is an inmate of a prison or similar institution shall not be eligible for benefits from the plan during such period of incarceration. A member whose teaching certificate is suspended or cancelled due to a criminal conviction shall not be eligible for benefits from the plan. Where such conviction is unrelated to the member's teaching career and/or is medically based, the Board shall review the case and, at its sole discretion, may determine that benefits should continue to be paid. (24 AGM, p. 7)

1.6 The plan at its discretion shall have the right, on behalf of claimants, to purchase leaves of absences or to reinstate previously withdrawn service through the Pension Corporation (BC), where in the opinion of the Board such a purchase will be cost effective in conjunction with the application of Regulation 21.1. (24 AGM, p. 7)

1.7 Non-compliance with a licensed physician's, recommendations related to the disabling condition may result in suspension of benefits until the claimant follows the physician's advice. Such suspension will be reviewed by the Board. (12 AGM p. 17) (16 AGM, p. 20) (24 AGM, p. 7)

1.8 Failure to participate or co-operate in a rehabilitation program that has been recommended by the member's licensed physician and approved by the Salary Indemnity Plan may result in the suspension of benefits during the period of time that the member did not participate or co-operate in the rehabilitation program. (13 AGM, p. 18) (16 AGM, p. 20) (21 AGM, p. 25)

1.9 If a repayment is owed to the plan, the member shall make such repayment forthwith or in a repayment schedule approved by the administrative agent. Any amount owing and not repaid may be deducted from current or future benefits despite any passage of time. (24 AGM, p. 7)

2. Effective date of coverage

2.1 A member shall be eligible for benefits under this plan as follows:

(a) for Salary Indemnity Plan: Short-term, benefits from the date the member is first actively at work.

(b) for Salary Indemnity Plan: Long-term, benefits from the twentieth or later day of employment exclusive of sick leave.

Employees of the Federation participating in the plan pursuant to Regulation 1.1(b) are not eligible for benefits under the Salary Indemnity Plan—short-term portion of the plan.

3. Proof of Claim

3.1 (a) Proof of claim, satisfactory to the administrative agent, must be made to the plan within 12 months of the expiration of the qualifying period. The Board, in its sole discretion, may extend this period. (17 AGM, p. 18) (24 AGM, p. 8)

(b) Any action against the Board or the administrative agent with respect to the denial or termination of disability benefits under the plan must be commenced not later than one year after the claimant has been advised of the decision to deny or terminate benefits. (24 AGM, p. 8)

(c) Any action against the Board or the administrative agent with respect to the plan, other than those actions referred to in Regulation 3.1(b), must be commenced not later than one year from the furnishing of a reasonably sufficient proof of a loss or claim under the plan. (24 AGM, p. 8)

3.2 All claims for benefits shall be accompanied by such forms as are required by the administrative agent, specifically: (24 AGM, p. 8)

(a) claimant application form signed by the member; and

(b) with the exception of intermittent absenses, a medical form signed by a licensed physician, nurse practitioner, or registered midwife, or in special circumstances, a notarized statement signed by the member; and

(c) the school board verification of sick leave form signed by an official of the employing school board or local association or the Federation.

Intermittent absences are defined as absences which occur at irregular intervals. (16 AGM, p. 22) (21 AGM, p. 27)

3.3 The administrative agent is empowered to secure from the employing school board or local president or the Federation, information in regard to accumulated sick leave, number of days' absence or other information which the administrative agent may require in connection with the payment of benefits. (24 AGM, p. 8)

3.4 A member applying for benefits, or in receipt of benefits, under the plan may be required to submit to an independent medical examination by a licensed physician selected by the administrative agent or its agent(s). (12 AGM p. 18) (16 AGM, p. 20) (22 AGM, p. 15) (24 AGM, p. 8)

3.5 The administrative agent shall select only licensed physicians who have agreed to provide information regarding a member's illness to that member's physician at the time it is provided to the administrative agent. (16 AGM, p. 21) (24 AGM, p. 8)

3.6 A member in receipt of benefits will be required to provide, at periodic intervals, medical evidence of continuing disability.

3.7 A member in receipt of benefits for more than three months will be required to provide supporting medical evidence indicating that the member is receiving ongoing care and treatment by an appropriate licensed physician for that disability, or a registered professional as directed by an appropriate licensed physician except where the administrative agent is aware that the disability is terminal. (16 AGM, p. 21)

(21 AGM, p. 27)
(24 AGM, p. 8)

3.8 Expenses incurred by a member in obtaining medical certificates or other requested information under this regulation shall be borne by the member, except that the costs of an independent medical examination required under Regulation 3.4 shall be borne by the plan.
(12 AGM, p. 18)

3.9 Receipt of benefits for an illness which is caused by drug or alcohol use shall be contingent upon the claimant receiving continuing treatment for the use of these substances. (12 AGM, p. 18)
(21 AGM, pp. 27–28)

3.10 Where a claim is the result of a work-related injury or illness, the member must file a Workers' Compensation Board claim prior to payment of benefits pursuant to the plan. (17 AGM, p. 18)

4. Leave of Absence

4.1 A member on a leave of absence who becomes disabled while on leave and qualifies for benefits under the plan shall be eligible for benefits as follows:

(a) if the member is on leave with pay, benefits shall commence on the date they would normally have commenced if the member had not been on leave;

(b) if the member is on leave without pay, for a period not exceeding 36 months, the qualifying period shall commence on the date the leave is scheduled to expire.

4.2 For the purposes of these regulations, the phrase “sick leave” shall mean paid leave of absence provided by the employer for reasons of illness or accident.

5. Death of a claimant

5.1 In the event of the death of a claimant, the full benefit for the month in which the death occurs shall be paid to the claimant's beneficiary or estate.

6. Administration and appeals

6.1 The Salary Indemnity Plan shall be administered by the administrative agent. The administrative agent may delegate administrative duties to its agents, in its discretion. (24 AGM, p. 9)

6.2 A member may appeal a decision of the administrative agent in relation to the Salary Indemnity Plan (including a decision in relation to the Health and Wellness Program), to the Board within six (6) months of the date of notification of the decision. No appeal may be taken from a decision by a Medical Review Committee. (24 AGM, p. 9)

6.3 Appeals shall be governed by the Board’s Appeals Policy. The Board’s decision on an appeal shall be final and binding upon the administrative agent, the claimant, the claimant’s beneficiaries, and the estates of the claimant and the claimant’s beneficiaries. (24 AGM, p. 9)

7. Financing of the Plan

7.1 The plan shall be financed from the Salary Indemnity Fund (hereinafter called the "fund"). The revenue of the fund shall include:

(a) contributions from each eligible member;

(b) the premiums paid by the employees of the Federation participating in the plan pursuant to Regulation 1.1(b).

(c) the allocation of the full amount of the savings of the unemployment insurance premium reduction accruing to each eligible member from the acceptance of the short-term section of the plan as a EI Wage Loss Replacement Plan;

(d) the investment income from all monies allocated to the fund.
(24 AGM, pp. 9–10)

7.2 Insufficient actuarial reserves may result in benefits being suspended and/or reduced by decision of the BCTF Executive Committee, after consultation with the Board, until the Unfunded Liability is fully amortized. (24 AGM, p. 10)

7.3 All monies payable under this plan to or by members shall be payable in Canadian currency.

8. Amendments

8.1 The plan shall be amended only by special resolution of an Annual General Meeting of the Federation.

Salary Indemnity Plan—Short-term

9. Definition of Disability

9.1 To qualify for benefits under this section of the plan a member must be prevented, by illness or injury, from performing their normal employment duties.

10. Qualifying Period

10.1 Subject to the other provisions of the plan, a member who becomes disabled through illness or injury shall be eligible for benefits on the first working day following the termination of sick leave. Such a member shall be referred to as a claimant hereinafter.

10.2 A member who voluntarily terminates employment while having sick leave days to their credit shall not be entitled to benefits.

11. Benefits

11.1 Benefits shall consist of:

(a) an amount paid on a daily or monthly basis to each eligible claimant during the benefit period; plus

(b) an amount equal to the contribution to the Teachers' Pension Plan or other BC public sector pension plan required of the claimant by the applicable *Public Sector Pension Plan Act*, which amount shall be paid directly to the Teachers' or public sector pension plan by the plan on behalf of the claimant.

11.2 Benefits shall be based on the gross annual salary of the claimant applicable on the last day of work or of sick leave. No adjustment of benefit attributable to increased salary shall be paid except when a claim is closed in one school year and subsequently reopened in the following school year. Then a salary increase, due to a salary grid increase prior to the reapplication, will be recognized. No adjustment of benefits attributable to increases in percentage of contract will be paid until the claimant has returned to work at the new percentage of contract for 20 consecutive working days. (05 AGM, p. 28)

11.3 The gross annual salary of the claimant applicable on the last day of work or sick leave shall not be adjusted due to salary increases negotiated retroactively.

11.4 The benefit shall be 50% of salary with the basic benefit never less than Employment Insurance benefits. Notwithstanding 7.7, the basic benefit shall never be less than the benefit which would have been provided by the Employment Insurance Corporation.

11.5 A benefit month is composed of 20 benefit days.

11.6 A claimant who is eligible for benefits for part of a month shall be entitled to 20 days of benefits less the number of days for which salary was received for the month, with that number of days determined by the ratio of the monthly salary received to the claimant's regular monthly salary.

11.7 If while in receipt of benefits from this plan the claimant is entitled to claim benefits from Workers’ Compensation for the same accident or illness, or Employment Insurance (special benefits, excluding sickness benefits), the benefits from this plan shall be reduced by the amount of benefits from the Workers’ Compensation or Employment Insurance (special benefits, excluding sickness benefits) plan.
(16 AGM, p. 21)
(22 AGM, p. 16)

11.8 The benefit shall be offset by the amount of a retirement pension received under any registered pension plan if the retirement income from same would be considered earnings under section 35 of the Employment Insurance Regulation, or for a retirement pension from the Teachers’ Pension Plan (BC). (16 AGM, p. 21)

12. Successive Claims

12.1 When a claimant resumes employment, following a period of short-term benefits in respect of one accident or illness, other than for approved accommodation employment purposes, and again suffers a disability that is related to the preceding accident or illness, that claimant shall:

(a) if the resumption is for a period of less than 90 consecutive calendar days, be entitled to benefits of not more than the balance of the 120 day maximum benefit period, or

(b) if the resumption is for a period of 90 but less than 180 consecutive calendar days, be entitled to whatever number of benefit days remain of the original maximum of 120 benefit days and, in any event, not less than 75 benefit days, or

(c) if the resumption is for 180 consecutive calendar days or more, be considered to have a new disability.

12.2 If a claimant returns to work at a reduced salary, and within 180 consecutive calendar days again suffers a disability that is related to the preceding disability, and subsequently establishes a claim for benefits from the plan, the benefit shall be based on the salary used to determine the initial benefit.

12.3 Periods of absence from employment for an accident or illness unrelated to the original claim and the months of July and August shall not constitute a break in the resumption of employment.

12.4 No additional period of return to work other than that required by the regulations on eligibility is required for qualification for receipt of benefits in respect of a different accident or illness.

13. Duration of Benefits

13.1 Except as noted in 12.1(b), 14.3, or 15.4, and provided all other requirements are met, the maximum number of work days for which benefits shall be paid in respect of any one claim shall be 120.

13.2 No benefits shall be paid in respect of July and August. However, in the event that a provincial resource teacher, a teacher in a year-round school, or an adult educator with a contract for services during July and August makes a claim, the administrative agent has the authority to grant benefits during July and August. (24 AGM, p. 12)

13.3 When a claimant in receipt of benefits subsequently becomes eligible for sick leave from the employing school board, payments of benefits shall be suspended. On the day following the termination of resumed sick leave, the claimant shall, provided all other requirements are met, be eligible to resume receipt of benefits.

14. Accommodation (Teaching) Employment

14.1 For a claimant to remain eligible to receive benefits, any return to normal employment duties on a part-time basis must be recommended by a physician and approved by the administrative agent. (24 AGM, p. 12)

14.2 The claimant must have worked 20 or more days, exclusive of sick leave, to qualify for accommodation (teaching) employment benefits, and the benefits shall be based on the gross annual salary of the claimant's last day of work.

14.3 The claimant shall continue to receive benefits from the plan as calculated in Regulation 11.6.

15. Accommodation (Non-Teaching) Employment

15.1 For a claimant to remain eligible to receive benefits, any remunerative employment other than the claimant's normal employment duties must be recommended by a physician and approved by the administrative agent. (24 AGM, p. 12)

15.2 The claimant shall continue to receive benefits from the plan but the benefit will be reduced by an amount equal to 50 per cent of the amount earned in employment.

15.3 Days or partial days spent in accommodation (non-teaching) employment shall be assessed as part of the claimant's benefit period. Where questions arise, the length of the entitlement period shall be determined by resolution of the Board. (24 AGM, p. 12)

15.4 The claimant is responsible for reporting all employment in the manner established by the administrative agent. (24 AGM, p. 12)

15.5 The benefit of a claimant engaged in remunerative employment for other than approved accommodation purposes shall be reduced by the full amount earned from that employment.

16. Adjudication of Claims

16.1 Claims shall be adjudicated by the administrative agent. (24 AGM, p. 13)

Salary Indemnity Plan—Long Term

17. Definition of Disability

17.1 To qualify for benefits under this section of the plan a claimant must:

(a) continually for a period of up to 12 months commencing at the expiration of the qualifying period, be suffering from a disability that prevents the claimant from performing their normal employment duties;

(b) subsequently, be suffering from a disability that prevents the claimant from performing the duties of any gainful employment.

17.2 Gainful employment means work which the claimant is medically able to perform for which the claimant has the requisite qualifications by reason of education, training, or experience

(a) which will provide a gross income of at least 60% of the predisability full-time equivalent gross employment income within five years of starting the new employment, this income to be adjusted annually to reflect the cost of living allowance the claimant would have received since the date of disability. (13 AGM, p.18)

17.3 During a period of total disability, the claimant must be under the ongoing care and attendance of the appropriate specialist for that disability.

17.4 For the purposes of this section of the plan, "disability" means either a physical or mental illness or injury.

18. Qualifying Period

18.1 Subject to the other provisions of the plan, a claimant who is not an employee of the Federation, and who becomes disabled through injury or illness shall be eligible for benefits immediately following the termination of sick leave and Salary Indemnity Plan short-term benefits, when no fewer than 120 days of benefits have been paid for that claim.

18.2 Subject to the other provisions of the plan, a claimant who is an employee of the Federation participating in the plan pursuant to Regulation 1.1(b) and who becomes disabled through injury or illness shall be eligible for benefits or as set out in a collective agreement with the Federation immediately following the termination of sick leave benefits.

19. Benefits

19.1 Subject to Regulation 7.7, the benefit shall be 65% of the first $40,000 of gross annual salary, 50% of the next $40,000 of gross annual salary, and 40% of the balance. Notwithstanding Regulation 7.7, the basic benefit shall never be less than 50% of gross annual salary. (13 AGM, p. 18) (14 AGM, p. 17) (21 AGM, p. 28)

19.2 Gross annual salary shall be the annual salary of the claimant applicable on the last day of work or sick leave. No adjustment of benefit attributable to increased salary shall be paid until the claimant has returned to work or sick leave for 20 consecutive working days.

19.3 The gross annual salary applicable on the last day of work or sick leave shall be adjusted due to salary increases negotiated retroactively.

19.4 The benefit payable in a month shall be reduced by the sum of:

(a) the initial (basic) amount of monthly disability or retirement pension paid to the claimant in the month from the Canada Pension Plan, excluding all allowances for dependent children and any cost of living adjustments.

(b) the sum of monthly wage loss and disability benefits paid to the claimant in the month from Workers' Compensation, which are related to the current disability claim.

(c) the amount of monthly disability benefits paid to the claimant in the month from any plan or program or under any law of any government, within or without Canada, excluding any cost of living adjustments to that benefit or any benefit a claimant was receiving prior to the date the claimant was first absent from work as a result of total disability.

(d) the amount of monthly retirement pension received from any registered pension plan.

(e) the amount of the Accommodation Employment Offset (Offset).

The Offset is intended to ensure that total income from accommodation employment and the Salary Indemnity Plan does not exceed the employment income before the disability occurred. "Net Employment Income" in a month, whether before or after the disability has occurred, is equal to the gross employment income in that month, minus the deductions under the *Income Tax Act*, the *Canada Pension Plan Act*, the *Employment Insurance Act,* and the *Teachers' Pension Plan Act*.

If the total of Net Employment Income from accommodation employment (as described in Regulation 23) and the gross benefit from the Salary Indemnity Plan is greater than the Net Employment Income before the disability occurred, the benefit from the Salary Indemnity Plan shall be reduced.

After the reduction, the Net Employment Income from the accommodation employment plus the net benefit from the Salary Indemnity Plan will be equal to the Net Employment Income before the disability occurred. This reduction is referred to as the Offset.

19.5 The net benefit shall be paid in monthly instalments, including July and August.

19.6 The net benefit shall be increased annually, effective July 1, at the discretion of the Board, to a maximum increase of five per cent, except that: (24 AGM, p. 14)

(a) a claimant who as of July 1 has been in receipt of benefits for less than 12 months shall have the indexation increase prorated on the basis of the number of complete months of benefits paid prior to July 1; and

(b) a claimant who as of July 1 has been in receipt of benefits for less than 12 months due to successive claims, and whose benefit has not changed, shall have the indexation increase prorated on the basis of the number of complete months of benefits paid prior to July 1; and

(c) a claimant who as of July 1 has been in receipt of benefits for less than 12 months due to successive claims, and whose benefit was

increased due to increased salary, shall have the indexation increase prorated on the basis of the number of complete months of benefits paid from the most recent recommencement of benefits to July 1.

19.7 Supplementary indexing payments may be approved by the Board following the annual review of the financial experience of the plan. (24 AGM, p. 15)

19.8 A member in receipt of benefits for more than twelve months may be required to provide proof of acceptance or denial of Canada Pension Plan benefits. A member who has been requested by the administrative agent to re-apply for, or to appeal a declination of Canada Pension Plan benefits, shall provide proof of acceptance or denial of such re-application or appeal. If the member fails to provide proof of the required application, re-application or appeal, as the case may be, the benefit shall be reduced by an amount equivalent to Canada Pension Plan disability benefits. (04 AGM, p. 20) (17 AGM, p. 19) (24 AGM, p. 15)

Note: The period of time during which a claimant is in receipt of SIP: Long-term benefits is credited as pensionable service in the Teachers' Pension Plan, without contribution.

20. Successive Disabilities

20.1 When a claimant resumes employment, following a period of long-term benefit payments, for other than rehabilitative purposes, and within 180 consecutive calendar days again suffers a total disability that is related to the preceding disability, the disability shall be deemed a continuation of the preceding one, and that claimant shall;

(a) if the resumption is for a period of less than 90 consecutive calendar days, be entitled to whatever benefits the claimant remains eligible to receive, or

(b) if the resumption is for a period of 90 but less than 180 consecutive calendar days, be entitled to whatever benefit days the claimant remains eligible to receive and, in any event, not less than 75 benefit days.

20.2 When a claimant resumes employment, following a period of long-term benefit payments, for other than rehabilitative purposes, for 180 consecutive calendar days or more, any disability incurred by that claimant, whether related to the preceding disability or not, shall be considered a new disability.

20.3 When a claimant returns to their normal employment duties at a reduced salary, following a period of long-term benefit payment, and within 180 consecutive calendar days suffers from a disability that is related to the preceding disability and re-establishes a claim for benefits from the plan, the benefits shall be based on the salary used to determine the initial benefit.

20.4 When a claimant who has received benefits under the plan returns to work for any period and suffers a disability that is unrelated to the previous disability, the subsequent disability shall be considered a new disability and the claimant shall be entitled to benefits pursuant to the provisions of the plan.

21. Duration of Benefits

21.1 Benefits shall continue as long as a claimant remains disabled in accordance with the terms of the definition of disability, and shall cease on the earliest of:

(a) the date the claimant recovers except in cases of approved accommodation employment or retraining where the benefits may be extended to the end of the school term in which an approved accommodation return to normal employment duties is completed, or three months following completion of an approved retraining program, or

(b) the earlier of:

i. the attainment of 35 years of Contributory Service (minimum 55)

ii. the later of:

(1) the end of the month in which the claimant's age and Contributory Service equals "90" with the Pension Corporation (BC), and

(2) the end of the month in which the claimant attains age 61, or

iii. the end of the month in which the claimant attains age 65, or

(c) the end of the month in which death occurs. (17 AGM, p. 18)

22. Benefit Exclusions

22.1 Benefits may be suspended due to refusal to participate in a medical or vocational assessment requested or approved by the independent external agency or administrative agent. (17 AGM, p. 18) (22 AGM, p. 16) (24 AGM, pp. 15–16)

23. Accommodation Employment

23.1 For a claimant to remain eligible to receive benefits, any remunerative employment must be recommended by a physician and approved by the administrative agent. (24 AGM, p. 16)

23.2 Any of the following may be eligible for consideration as accommodation employment:

(a) a return to normal employment duties on a part-time basis;

(b) any gainful occupation that is of a less demanding nature than the normal employment duties;

(c) a formal vocational training program. (24 AGM, p. 16)

23.3 The claimant is responsible for reporting involvement in approved accommodation employment in the manner established by the administrative agent. (24 AGM, p. 16)

23.4 Any request by the claimant for an accommodation extension of benefits beyond that outlined in Regulation 21.1 must be presented to the Board for decision. The Board's decision shall be final and binding. (24 AGM, p. 16)

24. Adjudication of Claims

24.1 The medical adjudication of claims shall be conducted by an independent external agency selected by the administrative agent. (24 AGM, p. 16)

24.2 In the event a claimant disputes the decision of the external agency and/or the administrative agent regarding the medical acceptability of a claim, the dispute shall be finally and conclusively determined by a medical review committee. The medical review committee shall be composed of three physicians; one designated by the claimant, one by the Board, and a third agreed to by the first two. The third physician shall act as the chairperson of the committee. (24 AGM, p. 16)

24.3 Any referral of a dispute to a medical review committee must be commenced not later than one year after the claimant has been advised of the decision which is the subject of the dispute:

(a) To commence the referral to a medical review committee, a claimant must:

i. advise the administrative agent in writing that they are referring the matter to a medical review committee.

ii. provide the administrative agent with a written statement signed by a physician that they agree to act as the claimant's designated physician for the medical review committee.

(b) The administrative agent shall apply for a doctor to represent the Plan within 15 days of the above notification and advise the claimant of its designated physician as soon as reasonably possible thereafter.

(c) The Plan's designated physician will review such materials as they deem necessary and may require the claimant to submit to a medical examination, before providing the administrative agent with their medical opinion regarding the external agency's decision. A copy of the medical opinion will be provided to the claimant's designated physician.

(d) Upon receiving the above opinion, the administrative agent may:

i. place the claimant back on claim with payments retroactive to the date of denial/termination, with the claim continuing to be administered in the same manner as all other long-term disability claims.

ii. confirm the external agency's decision.

(e) The administrative agent may confirm the external agency's decision, on the basis of the Plan's designated physician's medical opinion or if the claimant has not provided the requested medical information or submitted to an examination. In this case, the claimant may advise the administrative agent, within 30 days of their designated physician's receipt of the medical opinion, that they wish to continue with the medical review committee process.

(f) If the member advises they wish to continue with the medical review committee process, in accordance with Regulation 24.3 (e), the designated physicians will select a third physician to act as chairperson for the medical review committee.

(g) If the designated physicians cannot agree upon a chairperson within 30 calendar days after the date the claimant informs the administrative agent about their desire to continue with the medical review committee, the appointment shall be made by the Dean of Medicine at the University of British Columbia, or their delegate.

(h) The administrative agent may exercise their discretion to extend the time limits contained in this regulation in circumstances in which the claimant has made bone fide efforts to comply with the time limits. (22 AGM, p. 17)
(24 AGM, pp. 16–17)

24.4 The medical review committee shall

(a) conduct such examinations and review such materials as it deems necessary;

(b) ensure that the claimant is aware of all information considered by it, and has a fair opportunity to respond to it;

(c) consider the real substance of the dispute between the parties within the terms of the plan, and issue a decision which resolves the dispute.

The decision of the medical review committee shall be final and binding upon the claimants, the plan and the external agency.
(24 AGM, p.17)

24.5 Costs incurred by the medical review committee in adjudicating any claim shall be borne equally by the claimant and the plan if the appeal is denied. If the appeal is granted, the costs incurred shall be borne entirely by the plan.

24.6 The provisions of the *Commercial Arbitration Act*, R.S.B.C. 1996, c55, as amended from time to time, shall govern the medical review committee proceedings, and the provisions of this Article 24 shall be deemed to be a submission to arbitration within the provisions of the *Commercial Arbitration Act*.

Wellness programs

25. Eligibility

Participation in the Health and Wellness Program is available to all members covered by the Salary Indemnity Plan. (24 AGM, p. 21)

26. Benefits

26.1 The Board provides a Health and Wellness Program, which may consist of a number of distinct benefit programs, to proactively avoid disability and to assist members who become disabled to return to their teaching positions or work assignments as early as possible through a rehabilitation program offered, on a voluntary basis, in lieu of or during the disability absence. The benefits provided by the Board under its Health and Wellness Program must comply with Income Tax Act (Canada) requirements for an "employee life and health trust."

26.2 The Board shall provide details of programs offered under the Health and Wellness Program in specific program documents. The Board may amend Health and Wellness Program documents from time to time. In any event, the Board and the administrative agent will exercise judgment and discretion in their administrative decisions regarding eligibility for health and wellness benefits. (24 AGM, p. 21)

27. Features of the Health and Wellness Program

27.1 The Health and Wellness Program has the following features:

(a) The Health and Wellness Program is funded by the Salary Indemnity Fund, as a component of the disability services provided to members;

(b) The program is voluntary for members;

(c) Any program of rehabilitation delivered as a benefit under the Health and Wellness Program is to be delivered by qualified rehabilitation consultants.

(d) Medical information of members will be confidential and will not be released to the employer without express consent or order issued by court of tribunal.

(e) Employers that agree to participate in the Health and Wellness Program must agree:.

i. that they will not use any information relating to the employee's involvement in the rehabilitation program against any employee in disciplinary proceedings or in any evaluation of the employment performance of the employee; and

ii. to provide accommodation in employment and comply with the duty to accommodate. (24 AGM, pp. 20–21)

28. Subrogation

The Plan and the British Columbia Teachers' Federation shall have full rights of subrogation with respect to the full amount of any long-term benefits paid or payable to a claimant where the disability of the claimant is caused or contributed to by the action of any third party. The terms of subrogation in relation to the claimant are set out in Schedule A of the Plan, and form part of the plan.

A claimant may be required, as a condition precedent to receipt of long-term benefits, to execute an agreement substantially in the terms of Schedule A.

Schedule A (Proportional Recovery of Benefits)

BC Teachers' Federation Salary Indemnity Plan—Long-term Subrogation Agreement

In consideration of the payment to me of long-term disability benefits by the British Columbia Teachers' Federation Salary Indemnity Plan ("the Plan") I, _____ agree as follows:
(name)

1. I agree that the Trustees of the BCTF Salary Indemnity Trust are fully subrogated, to the extent of the gross benefits I am entitled to under the Salary Indemnity Plan—Long-term disability benefits, in respect of any claim that I may have against any person who may be found to have legal responsibility to me in respect of my disability (the tort-feasor). I specifically agree that the Trustees of the BCTF Salary Indemnity Trust:

(a) are entitled to recover the proportion of such benefits set out in paragraph 7 below in the event I am entitled to compensation for loss of income (whether or not included in an "all inclusive" settlement or judgment) as a result of a claim, cause of action, settlement or judgment in respect of the tort-feasor; and

(b) are authorized by me to commence action in my name against the tort-feasor in the event I do not do so.

2. I agree to fully co-operate with the Trustees of the BCTF Salary Indemnity Trust, their agents, to provide full details of my injury or disability including the names of any tort-feasors and witnesses, and to provide copies of all documentation which the Trustees of the BCTF Salary Indemnity Trust may request in relation to their subrogated claim.

3. I agree that I will not conclude any settlement with the tort-feasor or the tort-feasors' insurer without consent of the Trustees of the BCTF Salary Indemnity Trust.

4. I agree that if I commence legal action against any tort-feasor for damages which I have sustained and for which I have received or may receive any benefits from the Trustees of the BCTF Salary Indemnity Trust, I will advise the Trustees of the BCTF Salary Indemnity Trust immediately, will not conclude any settlement without the consent of the Trustees of the BCTF Salary Indemnity Trust, and will instruct my solicitor accordingly.

5. I agree to repay to the Trustees of the BCTF Salary Indemnity Trust the proportion of benefits set out in Paragraph 7 in the event that I recover compensation for loss of income as a result of a settlement, judgment, or award, and will instruct my solicitor to pay the appropriate sums directly to the Trustees of the BCTF Salary Indemnity Trust before any monies from the settlement or judgment are disbursed to me.

6. I agree to release the Trustees of the BCTF Salary Indemnity Trust from obligation under the Salary Indemnity Plan Long-term Disability Plan, to the extent that my recovery as a result of a settlement, judgment, or award in respect of the tort-feasor includes compensation for future loss of wages and/or loss of ability to earn income.

7. The proportion of benefits repayable under paragraph 5 of this agreement is calculated according to the formula

$$\frac{A - L}{B} = \frac{C}{D}$$

where:

A is the total amount of recovery from the tort-feasor pursuant to the settlement, judgment, or award which may be reasonably allocated to loss of wage;

L is the net legal cost attributable to recovery of A, which is the percentage of the overall net legal cost of the action against the tort-feasor which A constitutes in relation to the total amount recovered against the tort-feasor; "net" means net of taxable costs and disbursements and any other costs and disbursements recovered by me other than taxable costs and disbursements;

B is the total claim for recovery of lost wages against the tort-feasor; or the total amount which could reasonably be claimed for recovery of lost wages given the evidence and circumstances at the time the settlement, judgment, or award is made, whichever is less;

C is the amount of benefits to be repaid under Paragraph 1 and 5, and shall not exceed the net benefits paid to date; and

D is the gross amount payable to date without deduction for Canada Pension Plan disability benefits, Workers Compensation benefits or Employment Insurance maternity benefits.

8. The portion of benefits released under paragraph 6 of this agreement is calculated according to the formula

$$\frac{A - L}{B} = \frac{C}{D}$$

where:

A is the total amount of recovery from the tort-feasor pursuant to the settlement, judgment, or award which may be reasonably allocated to future loss of wages and or loss of ability to earn income;

L is the net legal cost attributable to recovery of A, which is the percentage of the overall net legal cost of the action against the tort-feasor which A constitutes in relation to the total amount recovered against the tort-feasor; "net" means net of taxable costs and disbursements and any other costs and disbursements recovered by me other than taxable costs and disbursements;

B is the total claim for recovery of lost wages against the tort-feasor, or the total amount which could reasonably be claimed for recovery of lost wages given the evidence and circumstances at the time the settlement, judgment, or award is made, whichever is less;

C is the amount of benefits to be released under Paragraph 1 and 6, and shall not exceed the net benefits payable; and

D is the total amount of gross benefits payable without deduction for Canada Pension Plan disability benefits, Workers Compensation benefit or Employment Insurance maternity benefits.

9. All matters and differences in relation to this agreement shall be referred to the arbitration of a single arbitrator to be chosen by the parties. The award and determination of such arbitrator shall be final and binding upon the parties hereto. The provision of the *Commercial Arbitration Act*, R.S.B.C. 1996, c. 55, as amended from time to time, shall govern the arbitration proceedings, and the provisions of this paragraph shall be deemed to be a submission within the provisions of the *Commercial Arbitration Act*.

Dated at _____, British Columbia, this _____ day of_____, _____.

_____
Signature

_____
Witness

_____
On Behalf Of: Trustees of the BCTF Salary Indemnity Trust

_____
Witness

(24 AGM, pp. 18–20)

13.C.04—1. That the Director of Income Security and the Salary Indemnity Plan Administrator be excluded from participation in the BCTF Salary Indemnity Plan on the basis of fiduciary obligations to the plan.

2. Subject to negotiations with the individuals involved, the BCTF excluded staff is included in the BCTF Salary Indemnity Plan.

3. That the following statement of policies and procedures be adopted:

Policies and procedures regarding employee participation in the Salary Indemnity Plan (Long-term)

A. Decision to include/exclude

1. Subject to the Salary Indemnity Plan regulations, the final decision to incorporate a class of employees shall rest with the Executive Committee, upon the recommendation of the Income Security Committee.

2. The Salary Indemnity Plan Administrator, and the Director of Income Security in a fiduciary position to the plan, shall not participate in the plan.

B. Policies and procedures with respect to the handling of employee LTD claims

1. All employee applications shall be handled exclusively by the Salary Indemnity Administrator and in their absence, by the Director of Income Security Division.

2. The Salary Indemnity Plan Administrator and the LTD administrative service contractor (Great-West Life), shall administer the plan rules in an even-handed fashion and consistent with their fiduciary obligations to the plan.

3. In the case of employee applications, the Salary Indemnity Plan Administrator shall act as a Claims Officer in establishing a Salary Indemnity Plan file, in forwarding primary documents to Great-West Life (Administrative Services Only Service Provider), and in the updating of files.

4. All employee files shall be retained in a locked and separate filing cabinet located in the office of the Salary Indemnity Plan Administrator. Keys to the filing cabinet shall be kept in the personal possession of the SIP Administrator and the Director of the Income Security Division.

5. Other than the Salary Indemnity Plan Administrator and the Director of the Income Security Division, no other BCTF employee or officer shall have access to employee Long Term files or handle completed applications or correspondence related to an employee LTD file.

6. Employees shall not have access to their Long Term file.

7. There shall be separate application forms and files for employees that shall be marked in such a way as to distinguish them from BCTF member application forms and files.

8. As a condition of the administrative service only contract, the service provider (Great-West Life) shall designate one of their employees who shall have sole responsibility for the handling of BCTF employee claims.

9. The Salary Indemnity Plan Administrator shall review annually with the designated service provider employee (Great-West Life) and with all Income Security staff, the procedures and processes that have been developed for the handling of employee claims.

10. The Salary Indemnity Plan Administrator shall not use the software and electronic information systems used for BCTF member claims, but may utilize a spreadsheet or data base for maintaining records, providing that such information is accessible only by the SIP Administrator and the Director of the Income Security Division.

11. The Salary Indemnity Plan Administrator shall establish other necessary routines and procedures to ensure that communications and correspondence exchanged between BCTF and its Service Provider (Great-West Life) keep employee information confidential. (Aug 01 Ex, p. 3)

13.C.08—1. The Executive Committee may appoint up to seven trustees to serve at any given time on the Salary Indemnity Fund Board of Trustees ("trustees").

2. All voting members of the BCTF and/or members of the Salary Indemnity Plan (the "Plan") are eligible to be appointed and/or serve as trustees, subject to the restrictions set out in this procedure. The following individuals are not eligible to serve as trustees:

a. BCTF Executive Committee members (during their term as BCTF Executive Committee member)

b. Teachers' Pension Plan Board of Trustee members (during their term as Teachers' Pension Plan trustee)

c. affiliate administrative members of the Plan

d. BCTF staff who are engaged in the administration of the Plan.

3. In establishing the Board of Trustees, the Executive Committee may appoint up to three trustees for five-year terms and the remaining trustees for three-year terms. After the initial establishment of the Board of Trustees, appointments shall be for three-year terms.

4. Trustee appointments will usually begin on January 1, but the Executive Committee may appoint a trustee to fill an existing vacancy at any time.

5. In filling a vacancy mid-term, the new trustee will be appointed to fill the remainder of the existing or vacated term.

6. If a trustee's employment with a school district or the BCTF ends, and their eligibility to act as a trustee ends part way through their term, the trustee may request the consent of the Executive Committee to complete their current term as trustee. Such requests may be granted at the Executive Committee's discretion.

7. The Executive Committee may terminate the appointment of a trustee at its discretion and will consider termination of the appointment if the trustee is absent from three or more Board of Trustees meetings within a calendar year.

8. Trustees may be re-appointed but are only eligible to serve a maximum of three terms (excluding any term they completed due to the early termination of another trustee's term).

9. The appointment process will include a call for applications shared broadly with BCTF members and BCTF staff, establishment of an Executive Committee short-listing committee, and may include virtual or in-person meetings with short-listed applicants.

10. In appointing the trustees, the Executive Committee will consider the following criteria: membership in the SIP, the need for diversity of experience, including experience within the teaching profession and union, other relevant experience, including experience with disability plans or financial experience, geographic representation, and representation of equity-deserving groups. (May 24 Ex. P. 5)

D. Health and Safety

POLICIES

13.D.01—That locals be advised that all workplace health and safety committee meetings must be held during instructional time. (Sep 99 Ex, p. 15–16)

13.D.03—That locals be advised that the annual eight hours educational leave for health and safety committee members be provided during instructional time. (Sep 99 Ex, p. 15–16)

13.D.05—That locals be advised that health and safety training required under the *Workers Compensation Act* is not an appropriate use of professional development days and must be done during instructional time. (Sep 99 Ex, p. 15–16)

13.D.07—1. That there be a designated local health and safety representative, selected in accordance with procedures of the local at each work site.

2. That no BCTF member serve as an employer health and safety representative. (01 AGM, p. 13)

13.D.09—That locals and district health and safety committee members:

1. encourage all health and safety representatives to utilize their entitlement to an eight-hour annual educational leave under S.135 of the *Workers Compensation Act*, and
2. request the BCTF/WorkSafe course as the content for the education leave. (Nov 00 RA, p. 10)

13.D.11—That:

1. all school district orientation programs for teachers include an occupational health and safety section particularly violence prevention;
2. all teachers on call receive annual school district orientation(s), including a section on occupational health and safety which includes violence prevention;
3. all student teachers receive an orientation on occupational health and safety issues, which relate to their practicum assignment and worksite particularly violence prevention;
4. all exchange teachers receive an orientation on occupational health and safety which relates to their assignment and worksite particularly violence prevention. (Jan 01 RA p. 12) (Oct 04 RA, p. 12)

13.D.13—That a safety plan for working alone as required by the OH&S Regulation 4.21 be provided by the employer for all BCTF members who work alone, including but not limited to the following situations:

1. one-room schools.
2. portables.
3. hospital/homebound.
4. storefront.
5. remote wings of schools.
6. morning/weekend, single evening classes.
7. individual work at school outside of regular hours.
8. voluntary.
9. outdoor schools.
10. home visitations.
11. alternate education programs off site;.
12. remote or isolated areas, including teacherage issues.
13. itinerant teachers. (01 AGM p. 16)

13.D.15—That the employer ensure a safety plan for hospital/homebound and distributed learning teachers and that it include a non-smoking environment, the presence of another adult at all times, and a way of communicating in an emergency. (01 AGM p. 16)

13.D.17—That the provision of any support staff time due to safety reasons be done in the context of an overall safety plan which includes training, resources, program placement, consultation with the BCTF member(s) concerned, and other issues. (01 AGM p. 28)

13.D.19—That ozone generators not be used in schools or other school board worksites. (Jun 01 RA, p. 18)

13.D.21—That school districts be requested to develop risk control programs to limit the exposure of members to viral diseases including West Nile, Hanta Virus, Fifth Disease, SARS, and Norwalk Virus. (Jun 03 Ex, p. 12) (Mar 4/5 04 Ex, p. 4)

13.D.23—That school staffs should have the opportunity to use school district recreational facilities without charge, for recreation. (Oct 80 RA, p. 3)

13.D.27—That a teacher returning from long-term medical leave should:

1. receive support and assistance from school administrators, supervisory and consultant personnel and staff members;
2. receive an appropriate assignment within their area of training and experience;
3. have an opportunity for appropriate in-service and adequate preparation time;
4. have, on request of the teacher, an opportunity for a transition period of part-time teaching with the option for returning to full-time assignment. (Feb 82 RA, p. 5)

13.D.29—Teachers with HIV/AIDS

That the following policies refer to individuals who have tested positive for antibodies, as well as those in whom the virus is active.

1. The identity of a teacher infected with the AIDS virus should be protected.
2. Teachers infected with the AIDS virus should have the right to continue their employment.
3. Where a teacher with an AIDS related illness becomes too sick to work, full access to sick leave, long-term disability and medical benefits be ensured. (88 AGM, p. 8)
4. The BCTF supports the rights of individuals to decide when and if to have the HIV antibody test. The BCTF is opposed to mandatory HIV testing of teachers. (Jan 92 Ex, p. 11)

13.D.31—That the BCTF encourage locals to urge school boards to ensure that both itinerant teachers and teachers on call are provided with a practical written guide, outlining the location of, and emergency procedures for, each work site in the district and are provided with all district health and safety procedures. (Jan 99 Ex, p. 22) (Jan 03 Ex, p. 28)

13.D.33—1. That Workers' Compensation Board health and safety regulations should apply to all schools and school sites.

2. That students should be counted as employees for purposes of WCB regulations affecting first aid training, requirements for safety equipment, and other health and safety regulations.
3. That government be urged to establish additional statutory, regulatory and administrative standards for healthy and safe schools.
4. That the BCTF seek to have the permissible concentration standards for airborne contaminants substantially reduced and seek to have standards for molds and fungi included in the WCB Health and Safety regulations. (Jan 96 Ex, p. 22) (Jan 12 Ex, p. 3)

13.D.35—The BCTF supports the right of teachers and students to a working environment that is free from violence, threats of violence, abuse, intimidation or harassment of any kind—physical, verbal, or emotional. (Jan 93 Ex, p. 24)

13.D.39—That the BCTF strongly oppose any deregulation of health and safety laws. (Nov 01 RA, p. 10)

13.D.41—That the BCTF recommend to locals that the provisions of the collective agreement and WCB/health and safety

regulations be used to enforce working, learning, and safety/security conditions of adult educators. (Feb 03 Ex, p. 7)

13.D.43—That the BCTF request the colleges and institutes that train teaching assistants include health and safety in their curriculum. (Nov 04 Ex, p. 3)

13.D.45—That the BCTF request that health and safety be included in the program for all student teachers prior to them undertaking their first practicum. (Nov 04 Ex, p. 3)

13.D.47—That locals lobby their school boards to develop and implement policies for scent-free worksites. (05 AGM, p. 29)

13.D.49—That the BCTF is opposed to the use of pesticides on school board property, and as such, the BCTF in co-operation with CUPE and other support staff unions:

a. request the provincial government to ban the use of pesticides on school property, and

b. urge locals to lobby. (05 AGM, p. 45)

13.D.51—That the BCTF is opposed to the use in schools of cleaning products that contain known carcinogens, endocrine disrupters and reproductive toxins, and as such, the BCTF:

a. request the provincial government to ban the use in schools of cleaning products that contain known carcinogens, endocrine disrupters and reproductive toxins, and

b. urge locals to lobby their school boards to ban the use from their facilities, of cleaning products that contain known carcinogens, endocrine disrupters and reproductive toxins.

c. seek the support and co-operation of CUPE and other support staff unions. (05 AGM, p. 46)

13.D.53—That the BCTF call upon WorkSafeBC and national health authorities to establish healthy reference levels for mercury over long-term exposure. (Nov 05 Ex, p. 2)

13.D.55—That locals be encouraged to ask their members to participate in Day of Mourning ceremonies on April 28 in their communities. (Apr 06 Ex, p. 4)

13.D.57—1. That the BCTF urge government to co-ordinate with employers and the WCB, the production of a safety manual for teachers working in correctional centres with input from the BCTF and locals and members involved in working in these correctional centres.

2. That the BCTF request that the Ministry of Education co-ordinate with employers and the WCB, the provision of regular in-service to teachers working in provincial correctional centres. (Oct 06 Ex, p. 4)

13.D.59—That locals be urged to lobby their school districts to observe a "minute of silence" at all school district worksites each year on April 28 in recognition of the National Day of Mourning. If April 28 falls on a day when school is not in session, the "minute of silence" should be observed on the nearest school day prior to April 28. (Oct 07 Ex, p. 6)

13.D.61—That the BCTF lobby the provincial government to legislate that the first day of school—that is, the day after Labour Day, before any students are scheduled to be at school, be a day when at each school district workplace the new and young worker orientation required by Part 3 of the Occupational Health and Safety Regulation is implemented. (Apr 08 Ex, p. 8)

13.D.63—That the BCTF work with education partners to lobby WorkSafeBC and the provincial government to provide a level of first aid coverage for schools that accounts for the number of people in a workplace and not just the number of workers. (Apr 08 Ex, p. 8)

13.D.65—That the BCTF lobby the provincial government to financially support school boards so that they are able to address the Ministerial Order relating to anaphylaxis plans. (Apr 08 Ex, p. 8)

13.D.67—That BCTF members encourage boards of education to ensure that solar index warnings and air quality indexes be posted daily. (Nov 08 RA, p. 15)

13.D.69—That the BCTF lobby the Ministry of Education to develop protocols for the evacuation of persons with physical challenges in the event of an emergency at a school district site. (Nov 08 Ex, p. 7)

13.D.71—That the BCTF:

1. raise with BCPSEA the employers' responsibility to ensure that all administrators be adequately trained in health and safety to WorkSafeBC standards, prior to assuming their supervisory roles.

2. communicate our intention to seek orders from WorkSafeBC should the situation not be rectified. (Apr 09 Ex, p. 5)

13.D.73—That the Federation support the implementation of a Universal Public Drug Plan as recommended by the Canadian Health Coalition and lobby the federal and provincial governments to develop such a plan. (May 09 Ex, p. 11)

13.D.75—That newly elected officers of the BCTF receive new and young worker orientation prior to taking office, and that locals be requested to develop procedures to ensure that all locally released officers receive new and young worker orientation. (Jun 09 Ex, p. 15)

13.D.77—That the employer provide, every year, free flu shots for teachers who choose to participate. (Nov 09 Ex, p 10)

PROCEDURES

13.D.02—That the BCTF provide advice and advocacy on health and safety matters, including:

1. advice to members on when and how to use the WCB Teleclaim process.

2. appeals to WCB.

3. assistance in the initiation of a WCB claim when in the judgment of the health and safety officer it is deemed in the interest of the Federation and the individual member.

4. representation at the WCB.

5. medical reports and other documents necessary to establish a WCB claim.

6. return to work and accommodations arising out of WCB claims. (Nov 00 Ex, p. 24) (Jan 12 Ex, p. 3)

13.D.04—1. That the district health and safety committee be actively involved in ensuring and reviewing health and safety plans for all BCTF members who work at sites governed by employers other than a school board.

2. That adult educators/night school instructors and summer school teachers have representation on the health and safety committee at each site. (Jan 12 Ex, p. 3)

3. That all BCTF health and safety representatives consult with other employee health and safety representatives or members on an ongoing basis. (Nov 00 Ex, p. 28)

13.D.06—That any incident, including an accident, near miss, injury (including psychological injury), threat of violence, or occupational disease involving a BCTF member be reported to WorkSafeBC, investigated by a team which includes the worksite BCTF health and safety representative, or another BCTF member designated by the representative. (Nov 00 Ex, p. 28) (Jun 03 Ex, p. 12) (May 21 RA, p. 14)

13.D.08—That members must report any incident, and forward a copy to the local office, including an accident, near miss, injury, threat of violence, or occupational disease to the WCB. (Jun 03 Ex, p. 12)

13.D.10—That the BCTF work with Human Resources Canada to provide services and assistance to teachers who are considering leaving the profession. (Jan 03 Ex, p. 28) (Jan 78 RA, p. 11)

13.D.12—That all schools and worksites be non-smoking areas. (87 AGM, p. 27) (04 AGM, p. 21)

13.D.14—That the BCTF establish a support system for teachers who have been investigated but not charged with sex/child abuse, or have been exonerated by the courts. This support system should also provide assistance to spouses and students of such teachers. (May 89 RA, p. 12)

13.D.16—1. That the BCTF oppose the use of screening questionnaires such as the Gallup Teacher Insight, in the selection process for teachers and that the Federation protect the privacy and human rights of our members.

2. That BCTF members and prospective members be advised not to complete screening questionnaires such as the Gallup Teacher Insight.

3. That any local facing use of screening questionnaires such as the Gallup Teacher Insight, be advised of the in-dispute procedures in the *Members' Guide*. (Feb 05 RA, p. 7)

13.D.18—That BCTF members complete only the current mandated *WorkSafeBC* Form 6A: "Worker's Report of Injury or Occupational Disease to Employer," to be found on the *WorkSafeBC* web site, and not any other locally made district form for reporting purposes. (Jun 06 RA, p. 12)

13.D.20—That the BCTF work with the BC Federation of Labour and WCB/Worksafe BC to establish more appropriate and improved standards for maximum and minimum temperatures in classrooms. (07 AGM, p. 16)

13.D.22—That the BCTF work with the BC Federation of labour, SNAG (the School Noise Abatement Group), and WCB/Worksafe BC to establish more appropriate and improved standards for classroom noise levels. (07 AGM, p. 16)

13.D.24—That the BCTF continue to provide advice on safety issues to locals and to members working in provincial correctional centres across the province. (Oct 06 Ex, p. 4)

13.D.26—1. That when a BCTF member is requested by the BCTF to attend a WCAT hearing during the summer recess, and when that member is not an officer or official from the local or Federation in receipt of an allowance or additional payment over regular salary, the Federation shall compensate that member for 1/189 of the salary of the member for each day that a member is requested to be in attendance. (Sep 08 Ex, p. 6)

13.D.28—That the BCTF include in its public and member communications the health and safety concerns associated with class size and composition issues. (Nov 08 Ex, p. 6)

13.D.32—That the BCTF develop policies and procedures for complying with the working alone and in isolation regulation for BCTF members who are on BCTF business. (Nov 08 Ex, p. 6)

13.D.36—1. That, as appropriate, health and safety workshops be included in BCTF conferences including new and student teacher conferences.

2. That health and safety workshops be made available for locally organized new and student teacher conferences. (Apr 09 Ex, p. 6)

13.D.38—That local presidents receive instruction on the incident reporting process for when members are injured at local and BCTF-sponsored events. (Jun 09 Ex, p. 15)

13.D.40—That a risk assessment be performed for BCTF committees while working outside the normal work day. (Jun 09 Ex, p. 16)

13.D.42—That the BCTF Meeting Room Inspection Checklist be distributed to locals to be used at local meetings. (Aug 09 Ex, p. 4)

13.D.44—That the BCTF provide training and support to locals for the development of appropriate policies and practices that will foster a safe and professional workplace for their employees. (10 AGM, p. 19)

13.D.46—Health and Safety Representatives

The BCTF recognizes the health and safety representative as a union leader and encourages locals to adopt and promote the following description for the role and function of the health and safety representative:

A. Health and safety representative—school level

1. Organizer/leader:

a. is a member of the site-based joint health and safety committee or is a worker representative.

b. complies with the *Workers Compensation Act* and *Regulation* in establishing a health and safety program.

c. advocates for workers' health and safety rights.

2. Communicator:

a. receives and distributes relevant health and safety information.

b. attends staff meetings to report on school, district, and provincial health and safety issues.

c. attends local meetings of health and safety representatives.

d. participates in health and safety representative training.

3. Advocate:

a. is familiar with local collective agreement, *Workers Compensation Act* and *Regulation* and how it applies to educational environments.

b. is familiar with local and district health and safety policies.

c. advocates for members in matters relative to health and safety to improve working conditions.

d. works collegially with school union representatives, professional development representatives, social justice representatives, and school committees

B. Health and safety representative—local level

1. Locals ensure that each worksite in the district elects at least one school-based health and safety representative.

2. Locals ensure the role and function of school-based health and safety representatives are included in local policy.

3. Locals ensure school union representative training programs be provided for health and safety representatives.

4. Locals be encouraged to provide release time for school union representative health and safety training.

5. Locals encourage health and safety representatives to participate in the legislated eight-hour training.

6. Locals be encouraged to actively participate in district health and safety committees.

C. Health and safety representative—provincial level

The Federation will:

1. communicate with BCTF school health and safety representatives on all matters related to the health and safety of BCTF members.

2. promote and provide health and safety training for school health and safety representatives.

3. inform and advise school staffs regarding BCTF policies. (Jun 10 Ex, pp. 11–13)

13.D.48—That the BCTF supports members who are suffering from Electromagnetic Hypersensitivity by ensuring that their medical needs are accommodated in the workplace. (13 AGM, p. 20)

13.D.50—That, in the event of a public health emergency that puts members' health and safety in jeopardy, such as a pandemic, Federation policy shall be guided by the following strategies and principles:

1. Members' health and safety matters, meaning that members' health, safety, and lives should be paramount considerations when guiding the Federation's response to such an emergency, equal to the health, safety, and lives of students, families, other school staff, and Federation staff.
2. Protective measures for members shall be demanded as necessary, including the immediate provision of personal protective equipment, early access to vaccines, exposure control or health and safety measures for members, and/or whatever else is needed.
3. Precautionary and universal protections shall be demanded as necessary. (21 AGM, p. 4)

E. Benefit Plans

PROCEDURES

13.E.02—That the BCTF support locals and members with ongoing information resources supported by print, online materials, and training to achieve the following:

1. To raise member awareness about current benefit plans including coverage, access, exemptions, eligibility, penalties, and cost saving measures.

2. To support local leaders and WLC/Bargaining chairs in providing advice to members about benefits through the provision of workshops and training at summer conference, FLI, rookie FLI, zone meetings.
3. To provide members with the historical context in which defined benefit plans were achieved, and to educate members about how defined benefit plans best support the principles of union solidarity and benefits security for all members.
4. To educate members, locally and provincially, about the need to make benefit improvements in the next rounds of bargaining. (Dec 09 Ex, pp. 7–8)

13.E.04—That the BCTF:
1. support the institution of the Vitality Program through the BCTF Rehab Program
2. encourage members to take workshops on contract language and other documents such as *Workers Compensation Act* to empower members to understand and exercise their rights
3. provide members through a variety of communication tools with information on work/life balance
4. create a work/life balance section on the BCTF website/webpage. (Dec 09 Ex, p. 11–12)

13.E.06—That any savings in benefits plans realized through structural changes or bulk buying be re-invested in the benefits plan. (Dec 09 Ex, p. 12)

13.E.08—1. That all members be eligible for benefits.
2. That all plans permit dual coverage between members and their spouse.
3. That all members in receipt of short- and long-term disability payments remain eligible for all employee benefits and that the employer continue to pay its share of premiums.
4. That members determine which dependents are to be covered by their benefit plans, including, but not limited to, common-law relationships and same-sex couples.
5. That the BCTF table improvements to supplemental employment benefit plans and ensure that these plans are extended to birth fathers, adoptive parents, and same sex couples. (Dec 09 Ex, p. 12)

14. Independent Schools

POLICIES

14.01—That teachers in all provincially-funded schools should be subject to the same certification standards as teachers in the public school system. (Oct 78 RA, p. 15)

14.03—That the following principles should be strictly adhered to by all schools receiving public funds:
1. There should be equality of opportunity with respect to admission, discipline, learning conditions, standards of service, and course offerings for students within a school district.
2. All schools should be governed by the same laws, regulations, and procedures as set by duly-elected representatives of the public, both provincially and locally.
3. Parents and other members of the general public should have equal rights to involvement in the operation and activities of all such schools.
4. No public funds, directly or indirectly, should be used to proselytize, to the exclusion of others, any one religion, or to give any imbalanced views of particular moral codes or political views.
5. The operating funds spent on behalf of each student at the school level should not be greater in the publicly-funded private school(s) than in the public schools in the same district.
6. All such schools should be subject to the same public control, requirements, scrutiny and accountability with respect to budgeting, expenditure and reporting.
7. There should be strict enforcement of the same ethical considerations with respect to conflict of interest by publicly-elected officials on matters dealing with governance and financial support of public or independent schools. (79 AGM, pp. 5–6)

14.05—That the BCTF demand that the Ministry of Education enforce the provisions of Section 1A of the *Independent School Act* and withdraw all government funding from private schools that violate that section of the Act. (06 AGM, p. 11)

14.07—That the BC government withdraw funding for the religious schools in Bountiful. (Nov 08 RA, p. 16)

PROCEDURES

14.02—That the BCTF actively oppose any restrictive admission policies of the private schools of this province that receive public funds. (Oct 78 RA, p. 16)

14.04—That the BCTF oppose the centralization of the administration of independent school funding in BC and campaign to have all publicly funded schools accountable to the local taxpayers from whom they receive support. (Oct 78 RA, p. 16)

14.06—That BCTF members should not provide to independent schools information that assists those schools in their discriminatory or selective admission of public school students. (Jun 82 Ex, p. 2)

14.08—That the BCTF Committee for Action on Social Justice develop recommendations for changes to the *Independent School Act* that assure the following:
1. that independent schools adhere to the BC curriculum
2. respect for the UN Charter on the Rights of Women and Children
3. that inspections are yearly, unscheduled, and conducted by educators who are not aligned with independent schools
4. that no government funds be provided to independent schools. (Nov 08 RA, p. 15)

15. Induction Ceremonies, Awards

POLICIES

15.01—That the BCTF go on record as favoring, wherever possible, either in our own association or in the communities of which we are citizens, the establishment and expansion of loans, bursaries and scholarships for the recruitment to the teaching profession of the best possible students, to the end that a high standard of teaching may be maintained in this province. (56 AGM, p. 9) (Reviewed Jan 75 Ex, p.8)

PROCEDURES

15.02—That all locals shall hold annual induction ceremonies, preferably early in the new school year. All new contract teachers and new teachers on call shall be inducted into the teaching profession. All new teachers shall accept the BCTF Code of Ethics. If an individual is unable to attend the induction ceremony, other arrangements shall be made for their acceptance of the Code of Ethics. (98 AGM, p. 43) (Sep 99 Ex, p. 6)

15.04—That each local shall have a member responsible for induction ceremonies and initiation of new members. (76 AGM, p. 54)

15.06—That locals shall make certain that each new contract teacher and new teachers on call receive a copy of the BCTF Code of Ethics, and notification of membership in the BCTF. (98 AGM, p. 43) (Sep 99 Ex, p. 6)

15.08—That the BCTF support teachers' awards that meet the following criteria:
1. Awards are open to all practicing public school teachers.
2. The Federation is consulted on the criteria and/or public school teachers are included on the awards selection committee.
3. Award criteria and application processes are widely publicized.
4. Award criteria and selection processes respect the professional autonomy of teachers and acknowledge that there are

many different ways in which teachers demonstrate excellence in their professional practice. (Aug 97 Ex, p. 9)
(May 18 Ex, p. 4–5)

15.10—G.A. Fergusson Memorial Award

That unsuccessful nominations for the G.A. Fergusson Memorial Award be kept on file and reconsidered for the two succeeding years. (54 AGM, p. 28)

15.12—That there be five trustees of the G.A. Fergusson Memorial Award, four appointed for three-year terms, and one Executive Committee member who will act as a voting member and chair of the committee. These trustees shall name the recipient of the annual award and report to the President. (Nov 81 RA, p. 6)
(Nov 97 RA, p. 4)
(May 24 RA, p. 9)

15.14—1. That schools, local presidents, local representatives, and PSA presidents be informed annually of the criteria and process for nomination for the G.A. Fergusson award. Nominations shall only be accepted in the process and manner communicated.

2. That nominations consist of a summary of the basis for the nomination as per the criteria and not to exceed three pages in length and to be accompanied by no more than three supporting letters. Packages that exceed those limits will be asked to resubmit if possible before the deadline.

3. Nominees shall be current or past BCTF members that have made "an outstanding contribution to public education" that has been over a significant period of time and is of a provincial nature. Major avenues for such outstanding contributions shall be exemplary service to colleagues through activism in the BC Teachers' Federation and/or leadership with organizations whose purpose is to positively impact public education. (Dec 05 Ex, p. 7)

4. That members currently serving as G.A. Fergusson Award trustees not be eligible for nomination for the award during their term as a trustee. (Apr 16 Ex, p. 19)
(May 24 Ex, pp. 8–10)

15.16—Maxwell A. Cameron Memorial Award

1. That the BCTF make available the Maxwell A. Cameron Memorial Award to students enrolled in a discrete teacher education program at a public university in British Columbia.

2. That the award be granted annually to a student completing the final year of the Bachelor of Education Degree in secondary school teaching and a student completing the final year of a Bachelor of Education in elementary school teaching who, in the opinion of the Dean of Education and director of the division (elementary or secondary), is an outstanding student in the graduating class who has:

a. initiated, worked, or participated in a project that created positive change globally or in their local community, and/or

b. been actively involved in issues related to poverty, LGBTQ rights, women's rights, anti-racism, peace, global, or environmental issues.

3. That the Maxwell A. Cameron Memorial Award consist of a cheque for $1,000. (May 10 Ex, p. 7)
(Feb 18 Ex, p. 3)
(Apr 19 Ex, p.5)

15.18—That the BCTF provide input into the criteria for the premier's award(s) for teaching excellence, but decline participation in the selection process. (Sep 07 Ex, p. 7)
(May 18 Ex, p. 5)

15.20—International Solidarity Program Award

That the following be the criteria and process for selecting recipients of an Award of Recognition for Outstanding Contribution to the BCTF's International Solidarity Program:

1. That the purpose of the award be to recognize individuals and organizations that have made outstanding contributions to the BCTF's international solidarity work over an extended period of time.

2. That the BCTF partner NGOs, BCTF members and staff be eligible for nomination by the W.R. Long International Solidarity Fund Committee.

3. The Executive Committee shall decide, on an annual basis, the recipient of the award. (Oct 95 Ex, p. 6)

15.22—That BCTF members be discouraged from participating in or accepting awards, which are bases solely upon government measures of accountability or Fraser Institute rankings. (07 AGM, p. 12)

15.24—Stewart Schon Health and Safety Award

1. That the Stewart Schon Health and Safety Award be granted to a member or honorary associate member who has made an outstanding and sustained contribution to the health and safety of BCTF members.

2. That a call for nominations, with a brief biography of Stewart Schon, be sent to members by November 1 each year and that the deadline for nominations be January 31.

3. That nominations may be submitted by locals, groups of members, or individual members.

4. That the award be determined by decision of the Executive Committee at the February Executive Committee meeting.

5. That no member of the Executive Committee, holding office at the time of selection, be eligible to be nominated for the award.

6. That the award be presented at the Annual General Meeting and that the recipient have their name listed in the *Members' Guide* and receive a framed certificate. (Apr 08 Ex, pp. 6–7)
(Apr 16 Ex, p. 19)

15.26—That BCTF members not accept awards from or participate in award ceremonies or celebrations hosted by the Fraser Institute. (Oct 06 Ex, p. 12)

15.30—Bob Rosen Social Justice Award

1. That the Bob Rosen Social Justice Award be granted to a member or honorary associate member who has made an outstanding and sustained contribution in working for systemic change on issues of social justice, including but not limited to one or more of the following: anti-racism, peace and global education, environmental justice, the status of women, antipoverty, and LBGTQ issues.

2. That a call for nominations, with a brief biography of Bob Rosen, be sent to members by November 1 each year and that the deadline for nominations be January 31.

3. That nominations may be submitted by locals, groups of members, or individual members.

4. That the award be determined by decision of the Executive Committee at the February Executive Committee meeting.

5. That no member of the Executive Committee, holding office at the time of selection, be eligible to be nominated for the award.

6. That the award be presented at the Annual General Meeting and that the recipient have their name listed in the *Members' Guide* and receive a framed certificate. (Jun 12 Ex, pp. 8–9)
(Apr 16 Ex, p. 19)

15.32—Connie Jervis Early Career Teaching Award

1. That the Connie Jervis Early Career Teaching Award be granted to a member who has made an outstanding contribution to public education and is currently in their first 10 years of teaching.

2. That members, Local Presidents, Local Representatives, and the provincial specialist association presidents be informed annually of the criteria and process for nomination for the Connie Jervis Early Career Teaching Award.

3. That a call for nominations, with a brief biography of Connie Jervis, be sent to members by November 15 each year and the deadline for nominations be January 31.

4. That nominations consist of a summary of the basis for the nomination as per the criteria, not to exceed two pages in length and be accompanied by no more than three supporting letters.

5. That the major criteria for receipt of the award remain "an outstanding contribution to public education." Exemplary service to colleagues through activism in the BCTF is a major avenue for making such an outstanding contribution.

6. That no member of the Executive Committee, holding office at the time of selection, be eligible to be nominated for the award.

7. That the award be determined on an annual basis by decision of the Executive Committee at the February Executive Committee meeting.

8. That the award be presented at the Annual General Meeting and that the recipient have their name listed in the *Members' Guide* and receive a framed certificate. (Nov 21 Ex, p. 6)

16. International Solidarity

PROCEDURES

16.02—That the W.R. Long Memorial International Fund fee allocation be set annually by the Annual General Meeting to be used in countries outside of Canada to:

1. build partnerships with teacher organizations.
2. promote universal public education.
3. foster equity, mutual respect, and reciprocal growth.
4. support self-determination and empowerment.
5. develop understanding of global interdependence.
6. strengthen teacher union solidarity. (92 AGM, p. 46) (16 AGM, p. 18) (24 AGM, p. 33)

16.04—That the BCTF International Solidarity Program and activities be informed by the following strategic values and principles:

1. Build solidarity through "Intercambio" (Spanish for exchange/interchange")
2. Support and strengthen teacher unions as agents of teachers and defenders of universal, democratic, and quality public education.
3. Collaborate with unions through funding programs based on needs identified by the unions that engage their members, support gender equity and opportunity, and address labour and human rights.
4. Develop long-term relationships that are mutually respectful and co-operative in determining the nature of projects.
5. Focus primarily on solidarity work in the Americas—South, Central, North.
6. Work as the lead education partner of CoDevelopment Canada in the development and joint sponsorship of projects in Latin America.
7. Support union programs that engage and support Indigenous educators and promote environmental responsibility.
8. Engage in regional projects and research with unions and others supporting public education, such as the Tri-national Coalition in Defense of Public Education and the IDEA Network (Initiative for Democratic Education in the Americas).
9. Partner with the Canadian Teachers' Federation in strengthening solidarity relationships in the Americas, particularly through work with Education International Latin America.
10. Participate in Education International activities through the Canadian Teachers' Federation.
11. Organize and participate in activities that engage members directly in international solidarity, such as the Tri-national Conference, the Americas pedagogical conference in Cuba, Indigenous teacher exchanges, the Cross-border Conference, CTF's Project Overseas, and providing some training directly when requested by southern partners, such as the Cuba and Peru team and occasional workshops in Central America.
12. Incorporate international colleagues in BCTF meetings and workshops.
13. Provide solidarity support for teacher unions internationally in labour struggles and disasters affecting teachers.
14. Raise members' knowledge of and commitment to international solidarity and to strengthen their understanding of the BCTF profile and role in the international movement. (Jun 19, Ex, pp. 26–27)

17. Labour Affairs

POLICIES

17.13—That the BCTF support the unionization of all Wal-Mart stores. (Nov 05 RA, p. 11)

17.15—That the Federation continue to support workers in Colombia and speak out against human rights abuses in that country, particularly against teachers, labour leaders, and Indigenous peoples. (Nov 05 RA, pp. 11–12) (Jun 20 RA, p. 9)

17.17—That the BCTF oppose the "Security and Prosperity Partnership" that is part of a program of deep integration among the countries in NAFTA. (Aug 07 Ex, p. 3) (May 11 Ex, p. 7)

17.19—1. That the BCTF call on the BC government to place the Trade, Investment and Labour Mobility Agreement before the legislature for debate and action rather than proceeding with the significant changes in BC that have been secretly negotiated by the BC and Alberta governments without legislative authority.

2. The BCTF opposes the Trade, Investment and Labour Mobility Agreement (TILMA) between Alberta and British Columbia. (Nov 07 RA, p. 11)

PROCEDURES

17.02—That as part of the ongoing process of building increased member awareness of issues related to affiliation with labour, the BCTF continue to maintain a good working relationship with organized labour through:

1. contact with political officers;
2. ongoing bargaining liaison and support;
3. labour education. (May 86 RA, p. 22) (Jan 89 RA, p. 9)

17.04—That each and every member be given the opportunity of voting by referendum ballot prior to any affiliation of the BCTF with labour. (73 AGM, p. 5) (Reviewed Dec 79 Ex, p. 15)

17.08—That locals be encouraged to continue contacts, liaison and support work with other unions including local labour councils to promote common education, social and economic objectives. (Jan 89 RA, p. 9)

17.10—1. That the BCTF maintain liaison with other employee groups to promote the cause of education and to discuss educational and economic objectives.

2. That such a program of liaison be specifically concerned with:

a. the policies and procedures of local government and school boards;

b. the legislative policies of the provincial and/or federal governments and policies and procedures of government-controlled institutions;

c. common areas of concern to BCTF and other employee groups that are affected by such policies and procedures. (73 AGM, p. 3) (Oct 80 RA, pp. 3–4)

17.12—That the BCTF continue to co-operate with labour, particularly the public sector, education partners and community groups to eliminate wage "guidelines," promote public services and advance alternative economic strategies. (96 AGM, p. 35)

17.14—1. That the BCTF endorse the democratic right of public and private sector workers to strike.

2. That the BCTF oppose government legislation that interferes with or obstructs the legal right to strike. (Jan 79 RA, pp. 24–25)

17.16—That the BCTF support the use of union labour in all construction projects where public funds are used, including construction projects tendered by school districts. (Apr 85 Ex, p. 12) (Feb 10 Ex, p. 12)

17.20—That the BCTF fund the participation of up to two Executive Committee members at the CLC Harrison Winter School. (Aug 03 Ex, p. 1) (Nov 09 Ex, p. 1)

18. Leaves of Absence

19. Legal Services/Contract Enforcement

PROCEDURES

19.02—Legal Services to the Federation and Locals

1. General

a. The Federation provides necessary legal advice, through the staff lawyer assigned to legal aid or outside counsel assigned by the Federation, to locals through their presidents or other authorized officials, on all aspects of the operations of the local within its objects. Legal advice on all aspects of the operations of the Federation with its objects is similarly available to Federation staff, the Executive Committee and Full-Time Table Officers. (May 04 Ex, p. 1)

b. The president and general counsel, subject to review by the Executive Committee, may authorize the payment of legal costs (on a full or partial basis) of any necessary legal action brought or defended on behalf of the Federation, its elected officers or staff in such capacity, or a local or its elected officers in such capacity, or on behalf of a member when in the opinion of the president and general counsel the legal issue is of significant importance to the Federation as a whole. The president and general counsel may refer the matter to the Executive Committee for decision. Where authorization to fund a matter involving a local or its officers is not granted by the president and general counsel, the matter shall, at the request of the local, be referred to the Executive Committee for a final decision. (Aug 12 Ex, p. 8)

2. Contract enforcement

a. Grievance Handling

i. Locals shall enforce the terms and conditions of the Provincial Collective Agreement in accordance with BCTF advice.

ii. Locals shall seek advice from the BCTF prior to settling a grievance.

iii. The Federation shall assume the primary responsibility for a grievance not settled at step 3 in the grievance procedure. Any grievance not settled at the completion of step 3 shall be referred at that point to the BCTF through Field Services.

iv. The BCTF, in consultation with the respective local, shall decide the disposition of a Provincial Matters grievance.

v. The BCTF, in consultation with the respective local, shall recommend the disposition of a Local Matters grievance to the respective local.

vi. The BCTF shall appoint an advocate for a grievance under (iv) and (v) above, if such an appointment is necessary.

vii. A local shall have the right to appeal a decision under iv, v, and ix., pursuant to Procedures for Appeals by Locals in part (b) following.

viii. If a grievance proceeds beyond step 3 of the grievance procedure, the BCTF shall continue to ensure that the local which initiated the grievance is fully consulted and involved.

ix. Should an arbitration award deny a grievance, the BCTF shall decide, in consultation with the respective local, whether or not to appeal the decision.

x. The BCTF shall report regularly on grievances to locals, staff representatives, and members.

b. Grievance Appeals

i. The Executive Committee will appoint five of its members annually to hear grievance appeals. One of these members will be appointed as chair of the grievance appeal panel and another as the alternate chair. A grievance appeal panel will consist of three of these five members and will include the chair or the alternate chair.

ii. Grievance appeals must be supported by the local executive.

iii. Grievance appeals must be in writing, setting out the reasons why the local wishes to appeal the decision of the Federation and those reasons should be related to the grounds for appeal set out in (vii).

iv. Grievance appeals should be addressed to general counsel and be made within 30 days of receipt of notification of the Federation's decision. The appeal should be accompanied with the appropriate documentation in support of the appeal. (Aug 12 Ex, p. 8)

v. If desired, a member or members authorized by the local executive may appear to present the appeal to the grievance appeal panel. The panel will have the power to determine its own procedures in accordance with the rules of natural justice.

vi. All documentation and information received shall be dealt with in a confidential manner.

vii. The grounds for grievance appeal are that:

1. The decision being appealed was made in a manner that was arbitrary, discriminatory, in bad faith, or negligently;

2. There is a question as to the correctness of the original decision;

3. The decision was made without attending to the real substance of the matters in dispute.

viii. If there is evidence that was unavailable at the time that the Federation's decision was made, or new evidence that has become available, and this evidence might affect the Federation's decision, then this matter must be remitted to the Federation's grievance assessment process for further consideration prior to being appealed.

ix. Grievance appeals will be conducted in confidence. The decision of the grievance appeal panel will be made by secret ballot in committee with the Federation grievance assessment lawyer and local representative(s), if they choose, present.

x. The grievance appeal panel may deny the appeal, direct the matter back to the Federation's arbitration review process, or direct that the grievance be referred to arbitration.

xi. If the local executive authorizes it, then a member or members directly affected by the outcome of the grievance in issue may assist in the presentation of the appeal.

xii. The BCTF will pay the travel, accommodation, and release time expenses of two representatives of the local. (Jun 01 Ex. p. 4) (Nov 09 RA, p. 4)

c. Mediation

Locals shall consult with BCTF staff prior to entering into mediation proceedings related to either bargaining or contract enforcement. Where mediation is undertaken, the BCTF must be directly involved.

d. Interest Arbitration on Local Matters

i. The decision to settle a Local Matters agreement by arbitration shall be approved by the director of the Collective Agreement and Protective Services Division in consultation with appropriate staff or, on appeal, by the BCTF Executive Committee.

ii. The choice of advocate shall be decided by the Federation in consultation with the local. (Dec 96 Ex, p. 16–17)

3. Payment

a. The BCTF will pay the costs incurred for approved mediation and/or contract grievances and/or applications before the LRB and/or interest arbitration.

b. Where a Labour Relations Board application, initiated by the employer is involved, choice of advocate will be decided by the Federation in consultation with the local. (97 AGM, p. 43) (98 AGM, p. 40)

4. Payment during arbitrations

That when a BCTF member is required or requested by the BCTF to attend an arbitration during the summer recess, and when that member is not an officer or official from the local or the Federation in receipt of an allowance or additional payment over regular salary, the Federation shall compensate that member for 1/189 of the salary of the member for each day that a member is requested to be in attendance. (Jan 99 RA, p. 6)

19.04—Legal Advice, Assistance, and Aid to Individual Members

1. Advice

Advice of a practical and legal nature is available to members from local officials and BCTF staff assigned to locals, on any matter arising out of the member's employment. Where required in the opinion of staff or the president of the local, members may be referred to the Federation's legal staff for specific legal advice.

2. Legal assistance and legal aid

In sections 3–9 of this procedure:

a. "Legal assistance" means the provision of services to a member by a Federation staff lawyer or other qualified administrative staff member in accordance with this procedure.

b. "Legal aid" means the authorization of funding for outside legal counsel at the legal aid rate to assist in the payment of legal fees in accordance with this policy.

c. "Legal aid rate" means the fee rate and rules with respect to approvals and disbursements established in sections 3.d. and 6 of this procedure.

d. "Member" means a voting member of the Federation, and includes a person who was a voting member at the time the circumstances leading to the request for legal assistance arose, provided that:

i. no former member who subsequently became a member of an organization that provides, or ought reasonably to provide, assistance in respect of the matter may be granted legal aid or legal assistance; and

ii. the circumstances of the loss of voting membership may be considered as a relevant factor by staff in considering applications under this procedure.

iii. no more than two years has passed since the individual ceased to be a voting member. Where the merit of the case is strong, legal aid may be granted for criminal matters more than two years after the loss of voting membership. (Jun 13 Ex, p. 11) (24 AGM, p. 31)

e. "Matters arising directly out of the member's practice of the teaching profession" are those which involve work related activities on or off school property. Legal aid or legal assistance may be granted in exceptional cases where the member's only connection to the complainant is via employment. (Jun 13 Ex, p. 12)

"Practice of the teaching profession" means teaching in a position which requires membership in the Federation. (Jun 13 Ex, p. 11)

"Staff" means lawyers employed by the Federation (including, where appropriate, general counsel), or other qualified members of the administrative staff, who have been specified by general counsel to be responsible for the administration of particular areas of this procedure.

3. Criminal matters

The Federation may provide legal aid to members, in matters arising directly out of the member's practice of the teaching profession, in accordance with the following policies:

a. Upon request by a member, staff may, subject to b. below, provide legal aid to assist the member in respect of legal representation costs up to plea, or determination of guilt or innocence by the trier, in defence of any criminal investigation or criminal charge.

b. Staff may decline to provide or continue legal aid in circumstances which, in the opinion of staff, in accordance with the criteria listing in 19.04.4.a.i and ii., is not in the best interests of the Federation to provide legal aid. (Aug 12 Ex, p. 9) (Jun 13 Ex, p. 12)

c. Where legal aid has been granted under a. and the member is found guilty or pleads guilty, staff may give the member notice that subsequent funding in respect of sentencing is denied.

d. The grant of legal aid does not cover expenses in respect of pre-trial applications pursuant to the *Charter* unless specifically approved in advance by general counsel.

e. Staff may, prior to considering an application under this section, request the member or member's representative to provide an estimate of the legal costs expected to be encountered, and/or may authorize legal aid expenditures only to a specified level, after which further expenditures must be approved by general counsel.

f. Where legal aid has been granted and the member discharges counsel originally retained, or due to actions of the member, that counsel will no longer agree to represent the member, staff may make further funding conditional on the member assuming responsibility for costs wasted, or may, with notice to the member, discontinue funding.

4. Other legal matters

a. General principles of assistance

i. In determining whether or not to grant or continue legal assistance or legal aid funding under section 4 of this procedure, staff may have regard to all the circumstances of the matter, including the legal merits of the case, the nature of the individual's interest in question, the effect of the case on the Federation and its membership, and the reasonable use of the Federation's resources. Staff may consider the amount of legal aid or assistance already provided by the Federation and may decline further assistance where the amount exceeds what is reasonable to provide for one member. (Jun 13 Ex, p. 12)

ii. Staff shall determine the form of assistance given to the member, including the selection of counsel, and has the discretion to terminate assistance upon notice to the member where circumstances warrant. The member must follow the reasonable advice of counsel. The member must also provide any information staff considers necessary for administering the provision of legal aid. (Jun 13 Ex, p. 12)

(iii) Where outside counsel is employed, such counsel shall be instructed by the Federation. (Aug 12 Ex, p. 8)

b. Disciplinary and Professional Conduct Board ("commissioner")

Staff provides legal assistance and/or legal aid to members facing proceedings or investigations against them by the commissioner in accordance with the following guidelines:

i. Legal assistance or legal aid will not be granted or continued where the member has:

- on substantially the same allegations been finally found or pleaded guilty and convicted on a criminal charge; or
- been dismissed by the employer and the dismissal has not been grieved or the dismissal has been finally determined against the member.

Where staff believe there are compelling reasons for continuing assistance despite this rule, the member's application for further assistance may be approved by general counsel.

ii. Where the member has resigned employment subsequent to the allegations which are the subject of the Disciplinary and Professional Conduct Board proceedings, legal assistance or legal aid shall not be granted or continued without the approval of general counsel. (Dec 11 Ex, p. 18)

iii. That members who have faced criminal charges that have arisen directly out of the member's practice of the teaching profession, and who have had the charges dropped, dismissed, or who have been found not guilty of those charges, may apply to have their legal defence costs reimbursed after the conclusion of criminal proceedings if the member used a BCTF-approved lawyer. (Jan 10 RA, p. 14) (Aug 12 Ex, p. 9)

iv. Subject to b.i and b.ii, staff provides legal assistance or grants legal aid to defend the member when the member has received a citation to appear at a disciplinary hearing.

v. The Federation shall not be responsible for any fines or costs levied against the member by the council.

c. Civil litigation

i. When requested by a member, staff may provide legal aid to commence, continue or defend civil litigation in respect of a matter arising directly out of the member's practice of the teaching profession where no other forum is appropriate and the member has no other institutional source of funding.

ii. Civil legal aid is subject to the following:

(1) unless there are compelling reasons to the contrary, members involved in civil litigation with other members shall not be provided with legal aid;

(2) legal aid shall not be granted to file and prosecute a civil suit unless in the opinion of staff the member has suffered significant and wrongful damages;

(3) in the event of a successful outcome or settlement, court-awarded costs or a reasonable portion of the settlement shall be used to offset legal aid paid by the Federation;

(4) in the event of an unsuccessful outcome the Federation shall be responsible for adverse court-awarded costs, but shall in no event be responsible for damages, fines, or any portion of a settlement;

(5) legal aid shall not be granted where there has been a final determination against the member based on substantially the same allegations in another legal proceeding;

(6) an application for legal aid to defend civil proceedings shall not be considered while any other legal proceedings based on substantially the same allegations are outstanding, unless staff believes there are compelling reasons to do so, in which case the request may be approved by general counsel; and with the approval

of general counsel, legal aid may extend to defending a favourable decision appealed by the opposing party.

d. Human rights complaints

The Federation may provide legal assistance or legal aid to a member in matters arising directly from the member's practice of the teaching profession where:

i. In the opinion of staff no other means of proper defence is available, legal assistance or legal aid may be granted to a member facing a complaint under human rights legislation.

ii. In exceptional circumstances, where there is no alternative means of pursuing the matter, staff may provide legal assistance or legal aid to a member to initiate a human rights complaint.

iii. With the approval of the general counsel, legal assistance or aid may include judicial review to defend a favourable tribunal decision.

e. Employment Insurance and Worksafe/WCB matters

Staff may provide legal assistance or legal aid as appropriate to assist members in dealing with employment insurance or Worksafe/WCB issues arising directly from their employment. With the approval of general counsel, legal aid may extend to include judicial review to defend a favourable tribunal decision.

5. Appeals of judicial and quasi-judicial decisions

a. Where legal assistance or legal aid has been granted under this procedure and a decision or verdict favourable to the member has been obtained which is then appealed by the opposing party, unless otherwise specified in this procedure staff will generally continue legal assistance or legal aid to defend the appeal.

b. Where legal assistance or legal aid has been granted under this procedure and the decision or verdict is unfavourable to the member, any request for further legal aid or assistance must be referred to the Executive Committee.

6. Legal aid funding rate and conditions

Where staff authorizes legal aid under this procedure, the following applies:

a. The maximum hourly rate for which the Federation is responsible is established periodically by the Executive Committee. The current rate is a maximum of $235.00 per hour. (May 19 Ex, p. 4) (May 22 Ex, p. 8)

b. The authorization for legal aid assumes one lawyer on the file and includes payment of reasonable and necessary disbursements. The following disbursements require pre-approval of staff:

i. single disbursements over $1,000;

ii. aggregate disbursements over $5,000; and

iii. travel costs of the member or witnesses from outside BC.

c. Unless there are compelling reasons to the contrary, no member shall be reimbursed for legal costs in any action or appeal commenced by the member without prior approval under this procedure.

7. Travel and accommodation

Travel and accommodation expenses for members shall be paid in accordance with Federation procedure 10.I.

8. Legal aid and legal assistance process

a. Applications for legal aid or legal assistance shall be in writing from the member and directed to staff.

b. Where the application for legal aid is not approved, staff shall inform the member of the rights of appeal within the Federation under section 9 of this procedure.

9. Member appeals

a. Within 60 days of notification that legal assistance or legal aid is denied, an voting member may appeal the decision to the Executive Committee by notifying general counsel of such appeal in writing pursuant to By-law 5.19. Where the application of a former member is refused, the member may request general counsel to place the matter before the Executive Committee, and general counsel may do so at their discretion. (Aug 12 Ex, p. 9) (24 AGM, p. 31)

b. Where a member appeals to the Executive Committee, both the member and staff who made the decision appealed from shall forward relevant documents to the Executive Committee, and the member may provide written argument. The member may seek information about the appeal process through the local or directly from Federation staff but neither the local nor the Federation will provide representation for the appeal. (Aug 12 Ex, p. 9)

c. The Executive Committee may decide the matter on the basis of the written material before it, or alternatively may consider the matter at a scheduled meeting with the member and staff present.

d. Where the Executive Committee considers only the written material, staff who made the decision appealed from shall not be present.

e. Where the Executive Committee decides to conduct an oral appeal, it shall hear from the member and/or a representative of the member, staff who made the decision appealed from, and the member shall have the right to make final comments. When the Executive Committee deliberates on the appeal, neither the member nor staff shall be present.

f. All consideration of legal aid requests by the Executive Committee shall be in committee, with Executive Committee members only, and all information in connection with them shall be treated in strict confidence.

g. Where there is an oral appeal, the commitment of the Federation extends to the travel and accommodation expenses, where applicable, of the member and representative at Federation rates but does not extend to any fees or other charges by the representative.

h. The decision of the Executive Committee is final and binding. (May 04 Ex, p. 1) (May 08 Ex, p. 9)

19.06—Arbitrator's costs for expedited arbitration process

That, should locals successfully negotiate an expedited arbitration process that the Federation will pay the locals' half of the cost of the arbitrator, at the arbitrator's hourly rate; however the Federation reserves the right to limit such costs in appropriate circumstances. (Nov 10 RA, p. 8)

20. Membership

Definitions

1. Voting members [By-law 1.1(a) and 1.1(b)] must sign up with a local and the Federation. Have voting rights.

2. Associate members [By-law 1.2] must apply to the Federation. Do not have voting rights.

3. Honorary associate members [By-law 1.3] have membership conferred on them by the Executive Committee. Do not have voting rights, other than the right to select delegates to vote on pensions resolutions at the Annual General Meeting.

4. Honorary members [By-law 1.4] have membership conferred on them by the Annual General Meeting or the Representative Assembly. Do not have voting rights.

5. Honorary life members [By-law 1.5] have membership conferred upon them by the Annual General Meeting. No payment of dues while voting members. Have voice but no vote at the BCTF AGM when no longer voting members. (Nov 11 Ex, p. 5)

6.Affiliate members [By-law 1.6] must apply to the Federation. Do not have voting rights. (Includes affiliate administrative members.) (Mar 88 Ex, p. 9) (Jan 00 Ex, p. 10) (24 AGM, p. 31)

A. Voting Membership

20.A.02—Voting membership shall be granted for the term of a person's employment to:

1. All persons employed as teachers in a BC school district who sign up to a local and the Federation, including:

a. teachers on call who hold a valid BC teaching certificate; and

b. persons who hold a valid BC teaching certificate, and who are employed by school boards to teach K–12 curriculum courses, or equivalent thereto.

2. All exchange teachers coming to BC from another country or province, without signing up or paying a membership fee. Exchange teachers are not eligible for a number of collective agreement benefits that are negotiated for members and are not eligible to receive benefits from the Salary Indemnity Plan. (Jan 16 RA, p. 8)

3. Associated professionals and others who are employed in a school district to provide professional services to students and/or teachers, who are covered by the collective agreement, and who sign up. (Jan 00 RA, p. 12)
(Nov 09 RA, p. 7)
(24 AGM, p. 31)

20.A.04—For certainty, the following categories of persons are deemed pursuant to By-law 1.1(b) to be voting members of the Federation and of the local in which they have applied for voting membership:

1. Teachers on call who have not previously been voting members, who are included on the TTOC list in the district, and who are actively seeking work as a TTOC: from the date of application for voting membership for six months or until dues from employment are received, whichever period is shorter.
2. A teacher teaching on call voting member who is elected as president or to another full or part-time position in a local: for the period of the term or terms of such office(s), provided dues are paid, at the regular rate, on the salary received by such voting member for such office.
3. An voting member who is elected as a delegate to the Annual General Meeting, during the period up to the commencement of the AGM, for purposes of acting as a delegate to the AGM, provided that the individual may only attend the AGM as a delegate if voting membership status has been otherwise re-acquired by the commencement of the AGM.
4. An voting member who has been elected to a BCTF local or provincial office or who has been appointed to a provincial committee or other position requiring voting membership, and who retires from continuing employment with the school district, provided that,
   a. the individual is placed forthwith on the TOC list in that district, and
   b. the individual is actively seeking TTOC work for a period of six months or until dues are paid from employment as a TTOC, whichever period is shorter. (Jan 00 RA, p. 12)
(24 AGM, p. 31)

20.A.06—Where a voting member works in more than one local:

1. the voting member is presumed to be able to vote and hold office ("voting membership") in the first local in which application for membership is made
2. where a voting member works as a teacher teaching on call in more than one local and is subsequently employed on a regular temporary or continuing contract, voting membership will be assigned to the local in which the member has the temporary or continuing contract
3. a voting member working in more than one local may elect to change their voting membership by notice to the BCTF membership department, and the "old" and "new" voting locals, provided such notice is not given after lockout, or when strike notice is served by BCTF or a third party. (Jan 00 Ex, pp. 10–11)
(10 AGM, p. 14)
(24 AGM, p. 31)

B. Associate Membership

20.B.02—Associate membership shall be granted upon application and receipt of fees to the following people:

1. Persons holding instructional positions in recognized education institutions that are not public schools. "Public school" means a school established and maintained under the provisions of the BC *School Act*.
2. Persons who do not hold valid BC teaching certificates and are employed as teacher replacements by a board of school trustees.
3. Persons who hold valid BC teaching certificates but are not employed as teachers.
4. Persons employed as home-school co-ordinators by a board of school trustees.
5. Members of the BC Early Childhood Educators' Association.
6. Teachers, voting members or retired, holding certificates valid in other provinces.
7. Students enrolled in programs of study in university/college programs leading to certification as teachers. (Apr 01 Ex, p. 8)
8. Associated professionals who are employed in a school district to provide professional services to students and/or teachers, and who are not covered by the local's collective agreement.
9. Persons employed by school boards who teach in night school or adult education programs or courses which are part of the regular school curriculum or equivalent thereto, who have university level training or relevant specialized experience, and who are not covered by the local's collective agreement.
10. Members who as voting or affiliate administrative members have been in receipt of, and who will continue to receive Salary Indemnity Plan benefits or benefits from another salary continuance plan, who cease to be employed by a school board, shall be granted associate membership without application or payment of fees.
11. Other persons who meet the criteria of By-law 1.2, and who apply to and are accepted by the Executive Committee.
(Jan 94 Ex, p. 19)
(Jan 00 Ex, p. 11)
(24 AGM, p. 31)

20.B.04—Associate memberships other than those granted under 20.B.02(2)—teacher replacements are subject to the following conditions:

1. The membership year corresponds to the membership year in By-law 4.2.
2. To continue their membership, an individual must submit a renewal application each year. (Mar 88 Ex, p. 9)

20.B.06—That associate membership entitle a member to:

1. join provincial specialist associations on payment of the PSA membership fee.
2. participate in BCTF PD activities, as appropriate.
3. participate in BCTF/Seaboard Voluntary Group Life Insurance Plan, the BCTF/North American Group Life Insurance Plan, and the BCTF/Royal Trust Group Registered Retirement Savings Plan where school board payroll deduction is available, and subject to eligibility conditions under the terms of those plans.(Jun 11 Ex, p. 16)
(Aug 12 Ex, p. 10)

C. Affiliate Membership (By-law 1.6)

20.C.02—a. That, in keeping with By-law 1.6, the BCTF enter into affiliation with the education student society executive committees of the public universities and university-colleges of BC according to the terms agreed to by both parties.

b. That no affiliation fee be levied upon the education student society executives of the public universities and university-colleges.
(85 AGM, p. 23)
(94 AGM)

D. Affiliate Administrative Membership

20.D.02—That affiliate administrative membership entitle the member to:

1. participate in the Salary Indemnity Plan, subject to the restrictions in By-law 1.6; (18 AGM, p. 13)
2. participate in the BCTF/BCSTA Group Life Plan, the BCTF/Seaboard Voluntary Group Life Plan, and/or the Citadel Life Insurance Plan, or their equivalents, where applicable;
3. receive pension and income security advice, such as advice on BCTF benefit plans, unemployment insurance, WCB, the teachers' pension plan and the Canada pension plan, and have the right to attend pension seminars;
4. receive the *Members' Guide*, on request;
5. receive the *Teacher*, or their equivalents; (13 AGM, p. 16)
6. join provincial specialist associations;
7. participate in BCTF PD activities, as appropriate.
(88 AGM, pp. 18–19)
(10 AGM, p. 13)

E. Honorary Membership Categories

20.E.02—Honorary Associate Membership (By-law 1.3)

1. Honorary associate membership shall be granted to all voting members upon their retirement from teaching.
2. Honorary associate membership may be granted upon application, and with the approval of the President and Executive Director, to any retired person who at any time prior to retirement was a voting member of the Federation. (Jun 78 Ex, pp. 24–25)
(Dec 09 Ex, p. 23)

(24 AGM, p. 31)

20.E.04—Honorary Life Membership (By-law 1.5)

1. Voting and retired members who have given outstanding service to education at a provincial level may be nominated for honorary life membership. (Jun 78 Ex, p. 25) (Mar 82 Ex, p. 9) (24 AGM, p. 31)

2. The rights of honorary life membership vary with employment and be equivalent to the membership category related to employment status of the individual.

3. That fees be waived for all honorary life members. (Jan 90 Ex, p. 12)

4. That honorary life members be granted voice at BCTF Annual General Meetings. (94 AGM p. 40)

5. That, while serving on the Executive Committee, Executive Committee members not be eligible for nomination to be granted Honorary Life Membership. (Apr 16 Ex, p. 18)

20.E.06—Honorary Membership (By-law 1.4)

1. Persons who have made a contribution to education that is recognized provincially may be nominated for honorary membership.

2. Where honorary membership has been granted in recognition of public office, such membership shall terminate when their terms of office end. (Jun 78 Ex, p. 25)

F. Miscellaneous

POLICIES

20.F.01—That the BCTF work towards the inclusion of all adult educators in BC school districts as members. (Feb 03 Ex, p. 7)

20.F.03—That the BCTF seek changes to Sections 20 and 21 of the School Act that would make provisions governing membership in the teacher bargaining unit a matter to be resolved through the collective bargaining process. (Mar 03 Ex, p. 7)

PROCEDURES

20.F.02—That the BCTF continue as the single organization for teachers in the BC public schools. (Jun 78 Ex, p. 25)

20.F.06—That providing new members with information about the benefits of belonging to the BCTF be initially the responsibility of the local, with the assistance of the BCTF Membership Department. (Jun 78 Ex, p. 26)

20.F.08—That the Federation continue to make available membership cards for members, by request with the availability of membership cards communicated to the membership as a whole at least once per year, and make available membership certificates and lapel pins for new members attending local welcoming events. (Jun 78 Ex, p. 26) (Aug 11 Ex, p. 6) (Jan 20 Ex, p. 22)

20.F.10—That it be the responsibility of each local to ensure that members who are on leaves of absence continue to receive all local materials and information that are available to their voting members. (Jun 78 Ex, p. 27) (24 AGM, p. 31)

20.F.14—That members conduct themselves in a manner to avoid arrangements that undermine the policies and procedures of the Federation. (Nov 01 Ex. p. 4) (Dec 12 Ex, p. 15)

20.F.16—That locals consider developing local procedures to ensure that locally-elected officers do not place themselves in a conflict of interest or a perceived conflict of interest when applying for school district human resources or management positions. (May 04 RA, p. 12)

20.F.18—That the Federation publicly express its opposition to the removal of freely negotiated membership requirements and that all MLAs be made aware of the results of previous attempts by government to do so. (Aug 02 Ex, p. 16)

20.F.20—That the BCTF:

1. organize all certified teachers working in the public school system across the province who are teaching BC curriculum courses leading to graduation, but who are not currently members of the bargaining unit.

2.ensure that those teachers have equal rights and protections including equal pay scales. (09 AGM, p. 20)

G. BCTF Conflict of Interest Policy for Members

PROCEDURES

20.G.02—BCTF Conflict of Interest Policy for Members

1. Purpose

The purpose of this Policy is to promote transparency and reduce the incidence and impact of conflicts of interest. It is intended to identify real, potential and perceived conflicts of interest and provide for the consistent application of measures to prevent and deal with such conflicts of interest.

The Federation is committed to ensuring that its business and activities are conducted in a manner consistent with the interests of the membership as a whole and in a manner that maintains the memberships' trust and confidence. To achieve this, the Federation is putting in place this Policy to provide procedures to ensure conflicts of interest are disclosed and either avoided or appropriately managed.

2. Application

This Policy applies to all members of the Federation. It is anticipated that members who are politically active in the Federation will be at a greater risk of being in breach of a real, potential or perceived conflict of interest. For this reason, Federation officials (i.e., those politically active in the Federation) are responsible for informing themselves and complying with the requirements imposed on them by this Policy.

3. Definition

A conflict of interest includes a situation where personal considerations may compromise, or have the appearance of compromising, a person's professional judgment. A personal interest includes business, commercial and financial interests, as well as personal matters and career interests.

Conflicts of interest are situations in which an impartial observer might reasonably question whether actions or decisions taken by a member are influenced by considerations of personal interest. There are three distinct types of conflicts:

a. A real conflict of interest is a situation where the personal interest actually conflicts with the member's obligations to the Federation.

b. A potential conflict of interest is a situation where the personal interest has not yet conflicted with the member's obligations to the Federation but might in the future.

c. An apparent conflict of interest occurs where an actual or potential conflict may not exist but where there may be, from the perspective of a reasonably well-informed, impartial observer, a perception of a conflict of interest. This is also referred to as a "perceived" conflict of interest.

Conflicts of interest fall into two further categories: those that may be appropriately managed and those that are prohibited because they cannot be appropriately managed.

A conflict does not occur when the interest or benefit to the member is only as part of the advancement of the interests of the Federation as a whole (i.e., negotiations regarding salary, benefits and other terms and conditions of employment that will benefit a larger group).

4. General Principles

A conflict of interest occurs when the proper administration of a member's duties clashes, or appears to clash, with their private financial affairs.

A conflict of interest occurs when the proper administration of a member's duties clashes, or appears to clash, with their political or professional interests outside of the Federation.

Members should not, for private gain, make use of information obtained through in-committee sessions, or is otherwise confidential and not available to the public, and to which they have access by reason of their membership in the Federation.

A member should not put themself in a position where their judgment could, even unconsciously, be affected by a friendship or

close relationship with someone whose interests diverge from those of the Federation.

A conflict of interest can arise at any time. The mere existence of a conflict of interest does not imply wrongdoing or impaired judgment on a member's part. However, conflicts of interest must be recognized, disclosed and avoided or appropriately managed.

5. Examples of Specific Conflicts of Interest

A conflict of interest would occur if a member were to become involved in a Federation election in which they were the nominating chair for the election. Nominating chairs must be seen to be completely neutral.

A conflict of interest would occur if a member were to become involved in Federation politics when employed as a staff member of the Federation. Staff members should remain neutral so that they can serve all those within the Federation, regardless of political affiliation.

A conflict of interest would occur if a member who was also a member of the BC Teachers' Council of the Teachers' Regulation Branch remained at a meeting that was discussing, in-committee, Teacher Regulation Branch issues. The member could remain if they were specifically invited by the chair of the meeting to stay.

6. Personal and Confidential Information

A member who receives personal or confidential information in the course of Federation business or activities must not use the confidential information for any purposes other than those for which it is disclosed.

7. Obligation to Disclose

Any member who becomes aware that they have an actual, potential or apparent conflict of interest that would, or may reasonably be perceived to, affect the member's participation in Federation business or activity must, as soon as practical, disclose the existence, nature and scope of the conflict to the Executive Director.

A disclosure statement should be updated if any material change occurs.

Members are encouraged to raise matters of concern regarding conflicts of interest to the Executive Director. Any information provided anonymously will not be acted upon unless the information is independently substantiated.

A member's disclosure of a conflict of interest will be kept confidential, except as necessary to investigate whether a conflict of interest exists and, if so, its scope.

The failure to disclose a conflict of interest or abide by the provisions of this Policy may result in disciplinary action.

8. Determination of Conflict of Interest

Where an actual, potential or apparent conflict of interest has been disclosed, the Executive Director shall determine whether a conflict of interest exists and, if so, the appropriate measures to deal with the conflict of interest including whether the member can continue to participate in the activity, whether it can be carried out with appropriate safeguards, or whether the member must remove themself from the situation or activity. If there is an actual, potential or apparent conflict of interest involving the Executive Director, the Executive Committee shall determine the issue.

Where the Executive Director has made a determination that a conflict of interest exists, and the appropriate measures for dealing with it, the Executive Director shall notify the member, generally in writing, and include any terms and conditions that must be followed.

Note: The decision of the Executive Director is binding and final, subject only to external review by appropriate legal bodies.

9. Consequences

Terms and conditions imposed by the Executive Director may include the removal of Federation privileges such as, but not limited to:

a. removal from discussion and vote regarding the matter in which the conflict arises.

b. attendance at Federation meetings partially or wholly prohibited.

c. access to the portal partially or wholly removed.

d. (in rare circumstances) a recommendation to the Executive Committee that a member be removed from an official position (elected or appointed) within the Federation.

All consequences will be conducted in accordance with the principles of due process and procedural fairness. (Jan 13 Ex, p. 15)

20.G.04—BCTF Conflict of Interest Policy for Executive Committee and Senior Management (collectively referred to as "EC Members")

1. Purpose

This policy is intended to be read and interpreted as additional to the BCTF Conflict of Interest Policy for Members. The purpose of this policy is to promote transparency and avoid the incidence and impact of conflicts of interest. It is intended to identify real, potential and perceived conflicts of interest and provide for the consistent application of measures to prevent and deal with such conflicts of interest in compliance with the *Societies Act*.

2. Definition

A conflict of interest includes a situation where personal considerations may compromise, or have the appearance of compromising, an EC member's professional judgment. A personal interest includes any direct or indirect material and career interests. Conflicts of interest are situations in which an impartial observer might reasonably question whether actions or decisions taken by an EC member are influenced by considerations of personal interest.

A conflict of interest does not occur where the interest or the benefit to the EC member is only as part of the advancement of the interests of the EC or the Federation as a whole (i.e. voting on bargaining matters for the entire bargaining unit or the purchase of insurance to benefit all EC members).

3. General Principles

EC members must act honestly, in good faith and with a view to the best interests of the Federation and its purposes. EC members must exercise the care, diligence and skill of a reasonably prudent person in similar conditions.

EC members should not, for private or political gain, make use of information to which they have access by reason of their position as EC members.

EC members should not participate in decisions if they have a direct or indirect material interest in a contract or transaction, or a proposed contract or transaction, that conflicts with their duties to the Federation as a whole. EC members should not participate in decisions that could create a duty that materially conflicts with their duty to the Federation. EC members should not act in manner that advances the interests of their local over the EC member's obligations and responsibilities to the Federation.

EC members should not put themselves in a position where their judgment could, even unconsciously, be affected by a friendship or close relationship with an individual about whom a decision must be made or who will benefit from an EC decision.

4. Disclosure

If there is a potential conflict of interest, the EC member must:

a. fully disclose to the full EC the nature and extent of the material/career interest, friendship or relationship.

b. leave the EC meeting when the matter is discussed, unless specifically asked to provide information.

c. leave the EC meeting and abstain from voting on any recommendations or resolutions pertaining to the matter.

d. not take any action or engage in any discussions intended to influence the discussion or vote, including discussions outside the EC meeting.

The disclosure of any conflict of interest must be recorded in the minutes of the relevant EC meeting. (Apr 17 Ex, Appendix 1)

21. Ministry of Children and Family Development

POLICIES

21.A.01—Delivery Model

That the following principles be the foundation for any school-linked integrated service delivery model for students "at risk":

1. Child-centred: The well-being, development and safety of children/youth (persons under 19 years of age) is the primary focus of all policies, programs and services. It is understood that children/youth are usually best served in the context of their families.

2. Integrated and Comprehensive: The integrated, service delivery system supports the child and family through access to a

continuum of services, from prevention to intervention, that are integrated provincially, regionally, locally and in the school.

3. Respectful of collective agreements: Providing integrated services and bringing personnel together from various agencies can be complicated without an awareness and respect for the collective agreement(s).

4. Collaborative: Collaborative processes and team structures strengthen the capacity of communities, service providers and families to support children and youth. Role clarity underpins the ability to collaborate effectively.

5. Empowering: Processes that strengthen the capacity of communities and families to operate independently and self-sufficiently, to determine their own needs, and to plan how they will meet these needs are pivotal.

6. Quality and accountability: The new system will be open and accountable to clients, and the public, with consistent standards and quality that service the comprehensive mandate of public schools (e.g., BCTF policy 9.A.01). Services provided by teaching professionals will be governed by the BCTF Code of Ethics, policies on the roles, responsibilities, and rights of members (e.g., 9.A.01, 9.A.09), and the provincial collective agreement.

7. Equity: Children/Youth and families need access to educational opportunities and the necessary supporting human services to achieve equitable outcomes. It is recognized that some students, because of social, economic, physical or cultural barriers, require additional specialized support (see BCTF policy 9.A.07).

8. Culturally sensitive: Programs and services are culturally sensitive and appropriate.

9. Resources: Programs and services are adequately funded and all personnel are provided with the necessary time to do the work. (Jan 97 Ex, pp. 25–26)

21.A.03—That any successful, school-linked integrated service delivery model will meet the following operating criteria:

1. Develops a local school-community model that identifies the best match between needs and resources.

2. Ensures appropriate school personnel (such as school counsellor, inner city project teacher or youth at risk co-ordinator) link with community human service agencies in a multidisciplinary team in a manner respectful of the collective agreement and work jurisdictions.

3. Involves all key players in the formulation of policy and protocols resulting in clarity around roles/responsibilities.

4. Uses an integrated case management system, with clarity around information sharing.

5. Designates a liaison for each child and family receiving services.

6. Provides a continuum of year-round services/programs from prevention to intervention to treatment and support.

7. Researches and builds on successful models and best practice.

8. Builds shared understanding and shared vision among community members regarding a child-centred integrated service model.

9. Respects the integrity of school-community based programs.

10. Agrees on criteria and processes for on-going evaluation.

11. Provides on-going, job-embedded, multi-disciplinary training, the necessary time and professional development for all staff. (Jan 97 Ex, pp. 26–27)

21.A.05—That no locally-developed protocols exceed reporting requirements as laid out by the Ministry of Children and Family Development. (May 00 RA, p. 16)

21.A.07—That the BCTF demand that the Ministry of Children and Family Development and school boards ensure implementation of the confidentiality provision in the provincial template in order that teachers who report suspected child abuse are protected from violence and other forms of intimidation and harassment. (Jun 00 Ex, p. 21)

PROCEDURES

21.A.02—That the BCTF seek to establish ongoing liaison meetings between representatives of the BCTF, the representative for children and youth, and representatives of the Ministry for Children and Family Development to discuss issues around children in care and our respective roles and responsibilities to ensure the highest quality of services and care. (Feb 09 Ex, p. 5)

21.A.04—1. That teachers co-ordinate the development of common education plan for children in care and that appropriate support staff be included in the development of such plans.

2. That schools employ on-site school counsellors whose sole work is to support children in care at a ratio of 8 CIC per-school-based counsellor.

3. That Ministry of Children and Families Development staff act as prudent parents and be fully involved in the development of common education plans.

4. That all teachers receiving a child in care be informed about the individual child's status and history prior to the child being assigned. (Aug 09 Ex, p. 6)

21.A.06—That school counsellors be informed of and be requested to annually remind students in care of post-secondary bursaries, grants, and funding opportunities to further their education. (Sep 09 Ex, p. 4)

21.A.08—That the Federation request the Ministry of Education (MOE) and the Ministry of Children and Family Development (MCFD) to include teachers in the work of developing transition plans for students in care. (Sep 09 Ex, p. 4)

21.A.10—That the BCTF encourage teachers working with the CIC to involve these children, if appropriate, in developing transition plans when they move between grades or schools. (Sep 09 Ex, p. 4)

21.A.12—That the Ministry of Education (MOE) and the Ministry of Children and Family Development (MCFD) use a wide range of indicators that include the child's aesthetic, social, emotional, intellectual, and physical development and well-being when supporting and assessing the individual progress of children in care." (Sep 09 Ex, p. 5)

22. Ministry of Education and Child Care

A. District Superintendents

POLICIES

22.A.03—That the Minister of Education should implement procedures to provide for consultation with locals of teachers in the hiring of locally or provincially appointed district superintendents. (Jun 73 Ex, p. 21) (Reviewed Dec 79 Ex, p. 19)

B. Scholarships

22.B.01—That the Ministry of Education should expand its financial assistance program to any student who requires assistance to start and/or continue their tertiary education. (75 AGM, p. 92) (Reviewed Dec 79 Ex, p. 15)

22.B.05—That the BCTF encourage the provincial government to reallocate its present budget for government scholarship examinations on an equitable basis to schools that wish to reward graduating students for any kind of excellence. (Oct 74 RA, p. 18) (Reviewed Dec 79 Ex, p. 18)

22.B.07—That the BCTF promote structures and processes to the end that the secondary school staff recognize and reward, from a provincial fund, secondary school students who are prepared to undertake practical, creative and self-initiated projects that will advance personal career goals and/or benefit society in some tangible manner. (Oct 74 RA, p. 18) (Reviewed Jun 80 Ex, p. 14)

22.B.09—That the BCTF seek a more equitable distribution, based on a broad variety of specialty areas, in the presentation of special government bursary awards to graduating secondary students. (Feb 86 RA, p. 13)

C. Miscellaneous

22.C.01—That the Ministry of Education should bear the cost of teachers on call and/or other expenses for member representatives to attend ministry-initiated meetings. (Jun 79 RA, p. 13)

22.C.03—That teachers who are employed by the Ministry of Education to do non-seconded curriculum work such as writing, revising and reviewing Integrated Resource Packages, reviewing and evaluating resources, preparing and marking provincial exams and evaluating resources, and other similar activities be paid their daily rate as per their collective agreement for weekends and/or summer work. (Nov 00 RA, p. 6)

25. Organization of the BCTF

PROCEDURES

A. General

25.A.02—That the BCTF publication, Simplified Rules of Order, shall apply as establishing rules of order for all meetings of the Federation other than the Annual General Meeting, and Representative Assembly, and for all meetings of its locals, provided that, where a local constitution does not prescribe a figure to represent a quorum, 15 per cent of the members in good standing shall constitute a quorum. (75 AGM, p. 8) (83 AGM, p. 22)

25.A.04—1. That all BCTF province-wide votes be administered, counted and released by the BCTF. (84 AGM, p. 40) (May 97 RA, p. 13)

2. That for ratification votes, advance polls be allowed in order to provide every member a reasonable opportunity to vote. (Nov 00 RA, p. 6)

25.A.06—**Procedures for Ratification and Other Province-Wide Votes** (except strike votes and as otherwise determined by the Representative Assembly):

1. All members shall receive at least 48 hours' notice of the vote.
2. The vote shall be conducted by secret ballot.
3. The vote will be conducted in all parts of the province in the same period of time.
4. Notice of the vote will be:
   a. posted to all schools and other major work sites; and,
   b. provided in local newsletters or bulletins to all members.
5. The executive of each local shall notify the Provincial Returning Officer of the local's request to conduct the vote in that local in one of the following manners:
   a. at all schools/work sites
   b. at specific central schools/work sites or union offices
   c. at a general meeting(s)
   d. at a general meeting(s) and at specific schools/work sites
   e. electronically, co-ordinated by the Federation and local.

The Provincial Returning Officer shall approve the request and any vote to be conducted in a manner other than as outlined above must be approved by the Provincial Returning Officer. The Provincial Returning Officer shall ensure that all requests for alternative methods afford members a reasonable opportunity to vote. (May 22 RA, p. 11)

6. Information regarding the issue to be determined must be provided to members in a timely manner before the vote takes place.
7. Reasonable provision shall be made for advance voting for members who will not be able to vote in their local during the voting period.
8. Each local shall appoint a local returning officer who is an voting BCTF member to assist the Provincial Returning Officer. (24 AGM, p. 31)
9. The count shall be conducted by the Provincial Returning Officer. Any information obtained during the count, except the local and provincial results of the vote, shall remain confidential. Except where locals have opted for electronic votes under 5.e. above, the vote will be counted locally with reports from local returning officers to the Provincial Returning Officer. Any information obtained during the count, except the local and provincial results of the vote, shall remain confidential. (May 22 RA, p. 11) (Jan 23 RA, p. 14)
10. The results of the vote will be reported by the Provincial Returning Officer to the Federation President and Executive Committee. The President will notify local presidents of their local and the provincial results of the vote, prior to any public release of the count. (Jun 01 RA, p. 9–11) (Jun 06 RA, p. 7) (Jan 23 RA, pp. 3–4)

25.A.08—That Federation resources not be used to support or advertise unofficial groups within the Federation, except for letters and articles in the *Teacher* Magazine. (May 98 RA, p. 9) (Nov 15 Ex, p. 8)

25.A.10—1. That, upon request of a hearing-impaired participant, a sign language interpreter be provided for any meeting of a Federation decision-making body, committee or task force and that locals and PSAs be encouraged to make similar provisions for any of their activities. (Oct 90 Ex, p. 11)

2. That the BCTF provide sign language interpretation services upon request and with 10 days' notice for members who are deaf and hard of hearing and are attending meetings or professional development activities organized or sponsored by the BCTF. (Jan 02, Ex. p. 8)

3. That locals be encouraged to provide, upon request, sign language interpretation services for members who are deaf and hard of hearing and are attending meetings or professional development activities organized or sponsored by the locals. (Jan 02, Ex. p. 8)

25.A.12—That member opinion surveys be conducted from time to time on matters of specific or general interest.(Jan 92 Ex, p. 10)

25.A.14—That the Full-Time Table Officers be authorized to release all or sections of any member or public survey conducted by the BCTF provided such release does not compromise the interest of members and/or the Federation. (Apr 97 Ex, p. 3)

25.A.18—That in meeting dietary requests of members at BCTF functions where meal(s) are provided, such requests be limited to those made for health or medical reasons only. (Apr 01 Ex, p. 9)

25.A.22—That BCTF work areas, hallways, and meeting rooms in the BCTF building be declared scent-free effective July 1, 2004 and that all employees and members who regularly attend meetings at the building be so advised. (Jun 04 Ex, p. 12)

25.A.24—That, effective October 1, 2005, no smoking be permitted anywhere on BCTF property. (Jun 05 Ex, p. 21)

25.A.26—1. That the Spring Representative Assembly annually elect four members: at least one member who identifies as a man and at least two members who identify as women or gender-diverse, and, additionally, at least one member who identifies as Black, Indigenous, or a person of colour to serve as ombudspersons for the Representative Assembly to assist members who feel they have been harassed at the meeting, and that these members:

   a. not be voting members of the assembly or have any other elected or appointed responsibilities at the meeting.
   b. have current or past experience, Internal Mediation Service experience, or other relevant experience in conflict resolution. (Nov 17 RA, p. 9) (Jan 23 RA, pp. 10–11)

2. That the Executive Committee appoint at least four members, at least two who identify as women or gender diverse, at least one who identifies as Aboriginal, Indigenous, Black, or a person of colour, to serve as ombudspersons for the Annual General Meeting to assist members who feel that they have been harassed at the meeting, and that these members: (Jan 25 RA, p. 9)
   a. not be voting members of the assembly or have any other elected or appointed responsibilities at the meeting.
   b. have current or past experience, internal mediation service experience, or other relevant experience in conflict resolution.
   c. complete specific antiharassment training with a focus on issues relevant to equity groups.

And, that, in making the selection, the Executive Committee consider the need for inclusion of members who identify as being from other equity-seeking groups. (May 19 RA, p. 11) (May 21 RA, p. 9)

3. That the RA ombudspersons and the AGM ombudspersons:

a. provide assistance to members who feel they have been harassed or assist in the resolution of member to member complaints.

b. assist with disputes discretely and confidentially with the members directly concerned, involving others only when absolutely necessary.

c. respect the confidentiality of all individuals throughout the process and ensure that all individuals directly involved in the process are made aware of any outcome directly concerning them.

d. bring to the attention of the chairpersons, rather than the meeting directly, those concerns that, on rare occasion, are pertinent to the whole assembly, recognizing that the chairpersons are responsible for the decorum and conduct of the meeting as a whole.

e. take action to stop harassment, up to and including recommending to the chairpersons, Executive Director, and president, the removal of an individual from the meeting.

4. That the following Commitment to Solidarity guide the conduct of members participating in BCTF meetings:

a. We believe that union solidarity is based on the principle that all members are equal and deserve mutual respect.

b. We understand that an inclusive union is a stronger union, and commit to embracing both unity and diversity.

c. We commit to ensuring that members of equity-seeking groups are welcomed, fully included, and treated equitably and respectfully at all Federation meetings and events. (Nov 16 RA, p. 6)

d. We believe that all members have the right to feel safe and be treated with dignity at BCTF meetings.

e. We commit to conducting all Federation meetings in an environment free from harassment, discrimination, and intolerance.

f. We undertake to give our full attention to members, presenters, and invited guests who are addressing our meetings.

g. We value vigorous discussion, welcome active participation, and encourage members to share perspectives and debate positions because through such debate we develop strong policies and practices.

h. We appreciate that our union has a long and spirited tradition standing up for firmly held views, and that we do this internally with each other and externally as a collective.

i. We respect our democratic processes and understand that, once our decisions are made, the collective position prevails.

5. That the Commitment to Solidarity statement be:

a. read to the meeting by a chairperson in the opening session of every Annual General Meeting and at the Representative Assemblies.

b. reviewed annually at Federation committee meetings.

c. circulated to participants in major Federation meetings, conferences and events. (May 13 RA, pp. 16–17)

d. displayed intermittently in a prominent location at the front of the room or screen during Representative Assemblies and Annual General Meetings. (Apr 21 Ex, p. 10)

6. That the Commitment to Solidarity be translated into French and made available. (Jun 13 Ex, p. 22)

25.A.28—Safe, secure, and respectful environment

The BCTF is committed to providing a safe, secure, and respectful environment that is free from discrimination, as defined by the *BC Human Rights Code*, bullying and harassment at all BCTF-sponsored meetings and events as is reflected in Procedure 25.A.26—4., the Commitment to Solidarity. This applies to all members attending BCTF-sponsored events. (Jan 22 RA, p.7)

BCTF-sponsored event is defined as any activity, event, or meeting at which Federation business takes place, or any interaction relating to Federation business, and includes:

1. annual general meetings, representative assemblies, and all Federation committee meetings and task forces.
2. videoconferences, phone calls, and emails.
3. physical location.
4. online activities, such as social networking, and messaging. (Jun 24 Ex, pp.6–7)

1. Definition of bullying and personal harassment

a. Bullying and personal harassment is defined as behaviours that would be understood by a reasonable person to be contrary to the development and maintenance of a respectful relationship. These behaviours include, but are not limited to, incidents that are:

i. vexatious; conduct, comments, actions, or gestures which are humiliating, offensive, hurtful, or belittling.

ii. repeated; conduct, comments, actions, or gestures that when taken in isolation seem minor, but when repeated can lead to a conclusion of harassment.

iii. a single incident of sufficient seriousness to have a significant impact on the recipient or the environment.

iv. hostile or unwanted.

v. affecting the member's dignity, well-being, or physical integrity.

vi. resulting in a harmful or poisoned environment.

b. Examples of bullying and personal harassment include, but are not limited to:

i. written or verbal comments, actions, gestures, or other behaviours or "jokes" which are humiliating, offensive, hurtful, or belittling.

ii. intimidation.

iii. abusing authority.

iv. yelling or shouting at an individual or group (except where intended to alert another to danger).

v. attempting to discredit an individual or group by spreading false information about them.

2. Actions that are not included in this policy

a. Nothing in this policy is meant to fetter lively discussion of different points of view and vigorous debate, as reflected in the Commitment to Solidarity statement, or the exercising of authority as provided for in the Standing Rules of Order of the Annual General Meeting and Representative Assembly, and the Simplified Rules of Order for other BCTF meetings.

b. The policy is also not meant to discourage well-meaning, active engagement in the union and should be seen as a way to prevent complaints and/or support the resolution of complaints, rather than a means to limit engagement, influence political decisions, or restrain participation.

3. Member responsibilities

Every member has the right to be treated in a fair, reasonable, and respectful manner. Members covered by this policy are responsible for creating a respectful environment by:

a. ensuring behaviours are respectful and appropriate at all times.

b. accepting responsibility for one's actions, reactions, and behaviours, and their impact on others.

c. making one's concerns known promptly and appropriately.

d. being a part of the solution by raising concerns directly with the member in private, by approaching the conversation with an open mind, by clarifying one's concerns in a respectful manner with resolution being the focus and goal.

4. No reprisals

No adverse action, including retaliation, shall be directed to either a member making a complaint or receiving a complaint. All complaints are made in good faith and on the basis of reasonable beliefs.

5. False or frivolous complaints

Members shall not make false or frivolous complaints.

6. Confidentiality

All proceedings under these procedures including resolutions shall remain confidential, subject to the Federation's ability to conduct a full and thorough investigation, if necessary. The Federation will not disclose any information about a complaint except as is necessary, and only to the extent that is necessary, in order to investigate the complaint, to take action on the complaint or as may be required by law.

7. Expected behaviours and stated values

Appropriate behaviours create an environment of mutual support and respect.

a. All members are equal and deserve mutual respect.

b. An inclusive union is a strong union and we commit to embracing both unity and diversity.

c. All members have the right to be safe and to feel safe and be treated with dignity at BCTF meetings.

d. All Federation meetings will be conducted in an environment free from harassment, bullying, discrimination, and intolerance.

e. All members commit to giving our full attention to members, presenters, and invited guests who address our meetings.

f. Vigorous discussion and active participation is valued.

g. Sharing and debating perspectives respectfully and sharing our firmly held beliefs with each other in meetings and externally as a collective.

h. Members strive to resolve member-to-member conflicts in a timely, constructive, resolution-focused manner.

8. Resolution—BCTF, RA, or AGM

All members will commit to good faith participation in the process by seeking resolution.

When a member feels that they are the target of bullying or harassing behaviours they may:

a. raise concerns directly with the member in private, by approaching the conversation with an open mind, by clarifying one's concerns in a respectful manner with resolution being the focus and goal, and/or.

b. contact the appointed ombudspersons for the meeting. The procedures outlined in 25.A.26—3. will be followed.

(Nov 14 RA, pp. 9–11)

9. Resolution—other BCTF meetings and events (sponsored and initiated by the BCTF)

All members will commit to good faith participation in the process by seeking resolution.

When a member feels that they are the target of bullying or harassing behaviours they may:

a. raise concerns directly with the member in private, by approaching the conversation with an open mind, by clarifying one's concerns in a respectful manner with resolution being the focus and goal, and/or.

b. Contact the Executive Director as per the process outlined in 10 below.

10. Resolution—additional processes

If the President or Executive Director is asked to assist in the informal resolution of a conflict, they will have the discretion to draw on BCTF members from the Internal Mediation Service or seek assistance from external sources. Pursuing an informal process does not preclude any person from filing a formal complaint under this Procedure. An individual is not required to go through the informal resolution process before proceeding to filing a formal complaint if they wish. (June 24 Ex, p. 6)

Where member-to-member conversations have not achieved resolution and/or when a member has chosen to take the complaint directly to the Executive Director, the following process will be followed:

a. The member making the complaint (initiator) will submit to the Executive Director a written complaint, signed and dated. A copy of this complaint will be provided to the responder. The complaint must include:

i. the names of the initiator and responder.

ii. details of the incident(s) that led to the complaint, including dates, places, names of members involved or witnesses to the incident(s) and any other relevant information.

b. The Executive Director will review the complaint. This review will include contact with the initiator, the responder, and may include any witnesses if, in the opinion of the Executive Director, more information is required. Should the responder choose to provide written information that information will be provided to the initiator. The Executive Director will determine whether:

i. the complaint has been appropriately dealt with and resolved, or

ii. if not resolved satisfactorily, commence a mediation process.

c. If it is determined that a mediation process will commence, mediation may include:

i. support and guidance to members in conducting difficult conversations.

ii. development of new skills or approaches for resolving the conflict.

iii. exploration of options for resolution.

iv. facilitation of joint problem solving meetings.

d. The Executive Director will have the discretion to draw on BCTF members from the Internal Mediation Service or seek assistance from external sources. (Jan 15 RA, pp. 10–11)

e. The Executive Director, in consultation with the President, may determine that an investigation is required and initiate an internal or external investigation.

f. In a situation where there is no identified complainant, or an individual or witness does not wish to go forward with a complaint, the complaint will typically not be carried forward. However, in keeping with the BCTF's commitment to ensuring the safety and dignity of all individuals participating in BCTF-sponsored events, if conduct poses a risk of harm to the safety or well-being of an individual or group, is seriously impairing the effective functioning of BCTF business at any BCTF-sponsored event, or is significantly undermining the Federation's ability to meet its commitments under Procedures 25.A.26 and/or 25.A.28, the Executive Director, in consultation with the President, may initiate processes under this section.

g. The Executive Director, in consultation with the President, may, where reasonably necessary to address an urgent concern, request that a member who is engaging in harassing or discriminatory behaviour:

i. cease any harassing or discriminatory behaviour.

ii. leave or refrain from attending a meeting.

iii. cease communicating with another member.

h. In exceptional circumstances, where reasonably necessary to address serious or persistent harassing or discriminatory behaviour, the chair of a meeting and/or the individual responsible for an event may direct an individual to leave a meeting or event.

i. Following an investigation which finds a breach of Procedure 25.A.26 or 25.A.28, the Executive Director, in consultation with the President, may take actions to stop or remedy harassment or discrimination including:

i. issuing directions with respect to further participation in BCTF-sponsored events.

ii. recommending to the BCTF Executive, the removal of a member from BCTF committee work and a prohibition from participating on future BCTF committees, activities, or events.

iii. referring the matter to the BCTF Judicial Council.

j. The Executive Director and President may assign designates to assume their powers and responsibilities with respect to this procedure. (June 24 Ex, p. 7)

Note: None of these procedures are applicable to local association offices. Locals, as employers are obliged to develop their own policies and procedures dealing with bullying and harassment in the workplace, and are advised to put their own policies and procedures in place for locally sponsored meetings and events.

(Nov 14 RA, pp. 9–11)

25.A.30—That the BCTF mirror their policy of purchasing fair trade coffee by purchasing fair trade tea and encourage other BC unions to adopt a similar policy. (Oct 08 Ex, p. 11)

25.A.32—That the Federation charge a minimal fee for access to a members' personal information in the possession and/or control of the Federation, and that the Federation provide the member with a written estimate of the fee before providing the personal information and that staff be requested to identify a threshold and possible schedule of charges and authorization protocols. (Mar 09 Ex, p. 15)

25.A.34—That at the commencement of major Federation meetings, e.g., RAs and AGMs, conferences, trainings, or workshops, the following announcement be made if photographs and/or videos are to be taken:

"Members are reminded that photographs and/or videos may be taken during the course of this meeting. Any member not wishing to be included in any post-meeting publication, should notify the director of the Communications and Campaigns Division or member of staff responsible at the beginning of the meeting." (Nov 09 Ex, p. 15)

25.A.36—That bottled water not be provided at any Federation meetings. (Nov 09 RA, p. 11)

25.A.38—That vendors providing food for meetings at the BCTF building do so using containers that are reusable or recyclable and that the Federation only use vendors who do so. (Oct 10 Ex, p. 13)

25.A.40—When the representatives to BCTF training, meeting, and conference events are selected, equity in access and representation should be a guiding principle. (11 AGM, p. 16)

25.A.42—That BCTF Annual General Meetings and Representative Assemblies be declared scent-free, and that delegates be requested not to wear perfume, cologne, or any scented products. (04 AGM, p. 41)

25.A.44—That the BCTF ensure that every building used for BCTF events or meetings have a designated gender-neutral washroom that is accessible to all members. (17 AGM, p. 34)

25.A.46—That the BCTF encourage all attendees and speakers, including invited quests, at BCTF meetings to use gender-neutral language and provide a list of suggested terms. (17 AGM, p. 36)

25.A.48—That the Federation advance a culture of consent by:

1. establishing and supporting the expectation that all Federation meetings, socials, and events be free from inappropriate comments, gestures, and physical contact, and encouraging locals to do the same.
2. supporting members with strategies and resources to reflect on their own interactions with others and ensure they do not initiate or participate in inappropriate behaviour.
3. supporting members with strategies and avenues to address inappropriate comments, gestures, and physical contact in the workplace and the broader community, and ways in which they can act as effective allies for colleagues, students, and others who are experiencing or have experienced abuse and harassment of this nature.
4. providing members with strategies and resources to educate their students about the necessity of consent, ways to address inappropriate comments, gestures, and physical contact, and ways in which they can identify and halt harassment and serve as effective allies for others. (18 AGM, p. 2)

25.A.50—1. Any discrepancies regarding the list of voting members entitled to vote, or any requests to vote from members who are not included on the list of voting members, will be forwarded to the Provincial Returning Officer for determination. The Provincial Returning Officer will consult with the Executive Director as necessary and defer any determinations regarding a conflict of interest to the Executive Director. (24 AGM, p. 31)

2. A member who is denied a vote by the Executive Director because of a conflict of interest may appeal that decision to a panel of the Executive Committee by notifying the BCTF Executive Director in writing of their appeal before the close of the vote. The appeal will be heard by a panel of five members of the Executive Committee orally or in writing, at the panel's discretion, and on an expedited basis. The decision of the panel shall be final and binding.
3. When an appeal is initiated, the member will be given an opportunity to vote if the appeal cannot be conducted before voting closes. Their vote will be kept sealed until the appeal is concluded. If the panel determines that the conflict of interest excludes the member from voting, their vote will be destroyed. If the panel determines that the member is entitled to vote, their vote will be submitted to be counted. (May 21 Ex, p. 1)

25.A.52—When participating in BCTF meetings and events, all members are expected to act in accordance with a culture of consent and consider their actions, words, and related feedback in order to ensure a safe, respectful environment for all. (22 AGM, p. 19)

25.A.54—That if municipal, provincial, or federal elected officials and candidates are invited to any BCTF event, time be made for questions and answers afterward. (23 AGM, p. 27)

B. Governance Structure

25.B.02—That the organizational structure of the BCTF be as follows:

1. An Annual General Meeting as provided for in By-law 8. (05 AGM, p. 41)
2. A Representative Assembly, which shall consist of:

a. Local representatives chosen by locals according to the following formula:

Percentage of BCTF Membership	Number of Local Representatives
Less than 2.5 per cent	1
2.5 per cent to 4.99 per cent	2
5 per cent to 7.49 per cent	3
7.5 per cent to 9.99 per cent	4
10 per cent and more	5

plus 1 additional local representative for locals of 1,000 or more members. No local with more than 500 members shall have fewer than 2 local representatives. (00 AGM, p. 23)

b. Members of the Executive Committee as non-voting members.

c. Local presidents as non-voting members, unless elected by their local as a Local Representative. (04 AGM, p. 15)

3. An Executive Committee consisting of:

a. The immediate past president, serving for one year in a supernumerary position on the Executive Committee.

b. President, First Vice-President and Second Vice-President—elected for one-year terms by the Annual General Meeting.

c. Ten Executive Committee Members-at-Large—with one Member-at-Large position designated for a member who identifies as being Aboriginal, one designated for a member who identifies as racialized, and one designated for a member who identifies as 2SLGBTQ+—elected by the Annual General Meeting for two-year terms in such a manner as to ensure that at least three vacancies shall be filled at each Annual General Meeting. (65 AGM, pp. 4–5) (Sep 90 RA, p. 4) (19 AGM, p. 28) (23 RA, p. 12)

4. For locals amalgamated in or after 1996, the formulae for determining representation and voting cards as set out in Procedures 25.B.02 and 25.D.02 shall be applied to the amalgamated local so that it is entitled to the total representation of the former locals as though there had been non amalgamation. (03 AGM, p. 41) (04 AGM, p. 34) (22 AGM, p. 20)

25.B.04—1. That the position of BCTF Past-President be limited to a one-year term immediately following the person's term as President.

2. That, for the one-year term a Past-President serves, the Past-President position will be an additional position on the Executive Committee and will not alter the number of Member-at-Large positions nor the length of the Member-at-Large terms.(84 AGM, p. 39) (17 AGM, p. 21)

25.B.06—That if a member, who has served as Full-Time Table Officer or as a term appointee to the Federation staff, exhausts all their sick leave after returning to teaching, unused leave accumulation during service with the Federation be automatically available, and that attendant costs be a charge against the Federation. (Jan 78 RA, p. 13)

25.B.08—That the three main constituent parts of the organization named above be allocated powers as follows:

1. The Annual General Meeting shall be the sovereign body of the Federation. Both the Executive Committee and the Representative Assembly shall be responsible to it.
2. All powers at present vested in the Executive Committee - shall continue to be so vested except as specifically allocated to the Representative Assembly.
3. The powers of the Representative Assembly shall be:

a. to exercise budgetary control.

b. to advise the Executive Committee on any matter concerning the welfare of the Federation.

c. to authorize or prohibit any proposal of the Executive Committee for action that is contrary to, or beyond the scope of, BCTF policy.

d. to make reports, submissions and recommendations to the Annual General Meeting.

e. to nominate candidates for the offices of president, vice-presidents and Members-at-Large of the Executive Committee.

f. to receive full reports of all actions of the Executive Committee and its appointees, and to meet as often as required for thorough discussion of these reports.

g. to reprimand or suspend for cause any local or provincial specialist association.

h. to nominate persons for honorary membership in the Federation.

i. to carry out such duties and to accept such powers as shall be assigned from time to time by the Annual General Meeting.

(65 AGM, pp. 6–7)
(May 80 RA, p. 15)

C. Executive Committee

25.C.02—That all decisions of the Executive Committee or Representative Assembly that affect the autonomy of locals must be ratified by the next ensuing AGM before becoming BCTF policy or procedure. (61 AGM, p. 20)
(Reviewed Nov 76 Ex, p. 8)

25.C.04—That the chairperson of the Executive Committee have a deliberative vote. (Jan 74 Ex, p. 26)
(Reviewed Dec 79 Ex, p. 19)

25.C.06—That, upon request of two or more members of the Executive Committee, the vote on any motion shall be recorded by name. (May 75 Ex, p. 2)
(Reviewed Dec 79 Ex, p. 19)

25.C.08—That the Executive Committee agenda:

1. be proposed by the President in consultation with the other Full-Time Table Officers, Executive Director, and Executive Committee members, and in consideration of emerging and ongoing issues, reports, recommendations, referrals, and guest speakers.
2. be posted online, normally no later than by the Friday preceding an Executive Committee meeting.
3. be accompanied by relevant documents, also posted by the Friday preceding an Executive Committee meeting wherever possible. (Dec 97 Ex, p. 19)
(Apr 18 Ex, p. 9)

25.C.10—That, prior to the start of the school year, committees, task forces, and PSA Council be provided with a list of the EC, RA, and AGM meeting dates for that year. (Aug 75 Ex, p. 2)
(Apr 18 Ex, p. 9)

25.C.12—That there be no recorded vote in open session on any legal aid, personnel, or staffing issue, or on any issue on which a secret ballot was taken while the Executive Committee was meeting "in committee" or "in-private" session. (May 76 Ex, p. 1)
(Nov 14 Ex, p. 3)

25.C.14—That after having received pertinent information from the party or parties concerned, decisions regarding requests for legal aid be dealt with in committee of the whole with only members of the Executive Committee present. (Sep 77 Ex, p. 3)

25.C.18—Procedures for virtual Executive Committee meetings:

1. When an Executive Committee meeting is scheduled to occur virtually:

a. Executive Committee members will be notified in advance of the date, time, and purpose.

b. When possible, agenda, recommendations, and background will be available electronically.

c. The meeting shall be run in alignment with the normal rules of order; motions shall be moved and seconded; the vote shall be taken either visually or by using the functionality of the virtual platform as decided by the chair.

d. Minutes of the meeting shall be printed and distributed on the same basis as minutes of meetings of the Executive Committee.

e. Minutes shall be subject to correction (not amendment) prior to adoption at the next meeting of the Executive Committee.

f. Procedure 25.C.18—2. will apply for observers where possible.

2. When the Executive Committee meeting is open to observers:

a. Voting Federation members may register as observers. Registration will be open until midnight the day before the meeting begins. (24 AGM, p. 31)

b. Observers will be provided access to the meeting at the beginning of the meeting, and at the conclusion of lunch as per the agenda.

c. Members must access the Zoom meeting with a name that matches their registration in order to be provided access to the meeting.

d. The chair of the meeting is responsible to oversee the running of the meeting, including ensuring the business of the meeting is able to be completed. The chair will prioritize Executive Committee speakers and may determine specific times for observers to speak on an item, and/or may rotate speaking order to hear from first time speakers or observers from different locals as the chair determines appropriate.

e. Observers may request to speak by entering their name and local in the chat feature of the meeting platform. The chat feature should not be used for other commentary or cross-communication.

f. Observers joining virtually are required to ensure that the meeting is not audible to anyone who is not also a registered observer.

g. Should the meeting move into a committee of the whole without observers, observers will be placed in the waiting room area.

h. Should observers experience connection, technical, or audio challenges, the meeting will continue as technical support is not available during the meeting. (Aug 81 Ex, pp. 5–6)

(Oct 14 Ex, p. 8)
(Aug 21 Ex, p 6)
(Jan 23 Ex, pp. 10–12)

25.C.20—Executive Committee members are generally expected to be physically present at Executive Committee meetings. Executive Committee members may request virtual or telephone participation in an Executive Committee meeting under the following conditions:

1. A personal or family emergency, an important responsibility or commitment, or temporary medical need requires the Executive Committee member to remain home.
2. Weather and/or emergent travel conditions make it unreasonable or a risk to one's safety to attend the Executive Committee meeting.
3. The Executive Committee member is elsewhere on BCTF business authorized by the Executive Committee or the President.
4. The Executive Committee member is representing the Federation at another body as authorized by the Executive Committee or the President.

(Apr 02 Ex, p. 9)
(Oct 14 Ex, p. 8)
(Jan 23 Ex, pp. 13–14)
(Dec 24 Ex, pp. 5–6)

25.C.22—That a BCTF Executive Committee member be able to assume a staff position only after they have left the Executive Committee for a minimum of one full school year. (Nov 89 Ex, p. 9)
(May 08 RA, p. 3)

25.C.24—1. That the Executive Committee be authorized to consult with the Ministry of Education on any matter on which BCTF policy has been established.

2. That the Executive Committee should consult the Representative Assembly and/or the membership for instruction on any matter on which BCTF policy has not been established.

(56 AGM, p. 2)
(Reviewed Dec 79 Ex, p. 14)

25.C.26—That the following guidelines be adopted for Executive Committee zonal contacts and visits to locals.

1. EC Zonal Contacts

a. Prior to the August Executive Committee meeting, the President will determine the assignment of Executive Committee zonal contacts.

b. FTTOs will not be zonal contacts.

c. Other EC members will be assigned to zones which do not include their own locals unless it is not possible to do so.

d. Zonal contact assignments will be rotated periodically. No EC member shall be assigned to a zone for more than two consecutive years.

e. That the purpose of EC zonal contacts be to enhance the ongoing liaison between locals and the EC. EC zonal contacts answer questions on EC business to support local understanding,

attend zone meetings on behalf of the EC, and provide general Federation information and support to locals.

f. EC zonal contacts are not a representative of the zone or the locals within a zone, and do not provide advice on member labour matters. Member issues and/or motions on local needs should be directed to the appropriate mechanism (governance body) or person (Federation staff).

g. EC zonal contacts do not provide or generate any written records and shall redirect parties to the minutes and decisions of the meeting, or to the Executive Director for any other documents or records (By-Law 18). (Dec 11 Ex, p. 18) (Dec 15 Ex, p. 6) (Feb 25 Ex, pp. 12–13)

2. EC Visits to Locals

a. All requests for EC visits to locals shall be directed to the BCTF.

b. FTTOs will fill these requests where possible. If an FTTO is not available, other EC members shall be asked on an equitable basis. (Dec 97 Ex, p. 19)

25.C.32—That newly elected officers of the BCTF receive new and young worker orientation prior to taking office, and that locals be requested to develop procedures to ensure that all locally released officers receive new and young worker orientation. (Jun 09 Ex, p. 15)

25.C.34—Posting on social media

Executive Committee members should:

1. be guided by the principles of the Commitment to Solidarity when posting on social media at BCTF meetings.
2. be familiar with the Federation's Conflict of Interest policy and avoid any real, potential, or apparent conflict in relation to their use of social media.
3. not post any information related to the business of an in-committee or private session.
4. not post the decisions of the Executive Committee until after the key decisions document has been published online.
5. consider the best interest of the Federation when posting on social media about reports and presentations to the Executive Committee meetings, visits to locals, and participation in Federation events. (Dec 13 Ex, p. 6)

25.C.36—Federation spokespersons

That the following be the procedure pertaining to Federation spokespersons:

1. The President is the official spokesperson for the Federation.
2. Where authorized in advance by the President, the spokesperson's role may be delegated to the First Vice-President or Second Vice-President. The President may also ask Executive Committee members or other voting members, where appropriate, to act as official spokespersons for the Federation on specific matters. In these circumstances, a briefing will be provided accordingly. The use of the Federation's name and one's office as an Executive Committee member may only be cited when authorization as spokesperson has been granted. (24 AGM, p. 31)
3. Those authorized to act as spokespersons shall do so responsibly, recognizing that speaking on behalf of the Federation generally means to communicate or report authoritatively, including but not limited to:

a. official positions or policies of the Federation as articulated in the *Members' Guide,* or by other decisions of the Executive Committee, Representative Assembly, or Annual General Meeting.

b. campaigns and activities of the Federation.

c. information that has been developed by Federation. (Apr 14 Ex, pp. 16–18)

25.C.38—That all formal documents and reports submitted to the Executive Committee, with the exception of those deemed to be confidential, be made available to Local Representatives and Local Presidents on the member portal, and that Local Presidents and Local Representatives be notified of the material posted in advance of each Executive Committee meeting. (Nov 16 RA, p. 7)

25.C.40—1. An Annual General Meeting or a Special General Meeting may conduct a vote to remove a member of the Executive Committee under By-law 5.21 in accordance with the following process:

a. The member will receive adequate notice of the allegations against them and that their status as a member of the Executive Committee is being considered by the Annual General Meeting or Special General Meeting.

b. The member will be given an opportunity to make a written submission to the Annual General Meeting or Special General Meeting regarding the allegations and their membership on the Executive Committee. (23 AGM, p. 23)

2. The Executive Committee may conduct a vote to suspend a member of the Executive Committee under By-law 5.21 in accordance with the following process:

a. The member will receive adequate notice of the allegations against them and that their status as a member of the Executive Committee is being considered by the Executive Committee.

b. The member will be given an opportunity to make a written submission to the Executive Committee regarding the allegations and their membership on the Executive Committee. (Oct 23 Ex, p. 11)

D. Representative Assembly

25.D.02—That allocation of voting cards at the Representative Assembly be determined as follows: each local and sublocal shall be assigned a number of voting cards equivalent to one vote for every 0.2 per cent of the total voting membership of the Federation, or fraction thereof; however, each local and sublocal shall be assigned at least one voting card. (73 AGM, p. 60) (79 AGM, p. 31)

25.D.04—That local representation and voting card entitlement for the Representative Assembly for the succeeding school year shall be computed on the BCTF membership figures available on March 31 each year and shall remain in force for the entire succeeding school year. (May 76 Ex, p. 17) (Reviewed Oct 80 Ex, p. 13)

25.D.08—That an important function of all local representatives be to exchange and interpret information between the BCTF office and locals. (65 AGM, pp. 5–6) (Reviewed Oct 80 RA, p. 13)

25.D.10—That the RA elect its Agenda Committee. (Jan 79 RA, p. 25)

25.D.12—That members being nominated to the Representative Assembly Agenda Committee must already be elected as LRs for the ensuing year. (May 80 RA, p. 9)

25.D.14—1. That the RA Agenda Committee consist of:

a. the President and the chairpersons of the RA as non-voting members.

b. one LR who identifies as Indigenous, elected by the assembly at its spring meeting, as a voting member.

c. one LR who identifies as Black or a person of colour, elected by the assembly at its spring meeting, as a voting member.

d. five LRs, elected by the assembly at its spring meeting, as voting members. (May 22 RA, p. 12)

2. That the Agenda Committee elect its own chairperson. (Jun 79 RA, p. 12)

25.D.16—1. That locals, prior to submitting resolutions to the Representative Assembly, be requested to seek advice and background information from the Executive Committee and staff and appropriate committees. (May 94 RA, p. 11)

2. That the RA Agenda Committee, in recommending an agenda to the RA, be requested to place local resolutions at an early point on the RA agenda. (Jan 90 Ex, p. 35)

3. That motions connected to making BCTF structures and processes more equitable be prioritized in Representative Assembly agendas. (May 21 RA, p. 9)

25.D.18—That where possible, full documentation of BCTF Representative Assembly agenda items, reports, recommendations, and resolutions be provided to local representatives at least three weeks before the Representative Assembly to allow for local input on issues and that materials on emergent issues be sent at least seven days prior to the Representative Assembly. (Feb 91 RA, p. 3) (Nov 02 RA, p. 7) (Nov 22 RA, p. 6)

25.D.22—That to fulfil the requirement of By-law 6.10, the RA shall:

1. approve a budget that will meet the financial objectives of the Federation;
2. ensure that significant shifts in resources are consistent with priorities set by the AGM;
3. approve the creation, continuance, expansion or curtailment of programs. (Jun 79 RA, p. 13)

25.D.24—That budget information to be considered by the RA be circulated at least two weeks prior to the Spring RA. (Jan 90 Ex, p. 35)

25.D.28—That alternate local representatives who request it shall be added to the BCTF Representative Assembly mailing list. (Jan 79 RA, p. 33)

25.D.34—That all Federation documents sent to local representatives and local presidents be labelled clearly regarding the following:

1. confidentiality
2. appropriate distribution
3. as an action request and/or
4. as information. (Feb 01 Ex, p. 8)

25.D.36—That the RA adopt the following voting procedures for election for RA positions:

1. Election for positions voted on by the Representative Assembly shall be by secret ballot.

2.The Nominating Chairperson or alternate shall oversee all elections. (Jan 15 RA, p. 8)

3. Curriculum vitae for each individual running for election will be distributed to local representatives if received before the close of business on the previous day.
4. Ballots shall be distributed to duly recognized local representatives on the basis of one ballot for each voting card held by the LR.
5. If the meeting concurs, balloting for more than one position may be done concurrently.
6. A ballot shall be deemed valid if marked for at least one candidate, but shall be declared invalid if marked for more candidates than the number of vacancies to be filled. Should the validity of any ballot be questioned by any person assigned to count the ballots, it shall be the sole responsibility of the chief scrutineer to decide whether or not that ballot is valid.
7. On the completion of the count, the chief scrutineer shall report to the meeting the number of votes received by each candidate, without attaching names to the numbers. Following an indecisive ballot, and before each candidate is identified with the vote count, the candidate receiving the fewest votes shall be dropped from the ballot. At this time, the meeting may, at its discretion, order the dropping of additional candidates from the next ballot.
8. No candidate shall be declared elected unless they receive more than 50 per cent of the number of valid ballots cast.
9. At any time prior to the conducting of a ballot any candidate may, by giving notice to the meeting, withdraw their name from further balloting. (Jan 87 RA, p. 14)

25.D.38—That the scrutineers at the RA be selected from members of the Representative Assembly or alternate LRs. (Jun 82 RA, p. 10) (Nov 07 RA, p. 12)

25.D.40—That prior to the adoption of major policies and procedures by the Representative Assembly, locals be given adequate time and information to consider the issues and advise their representatives of the local's views. (86 AGM, p. 9)

25.D.42—That at the first RA in the fall, a presentation on RA policies and procedures precede the official start time of the meeting. (Nov 02 RA, p. 7)

25.D.44—That in order to prepare for the RA, locals be encouraged to provide release time for LRs as necessary. (Nov 02 RA, p. 8)

25.D.46—That representative assemblies be scheduled in keeping with its organizational and decision-making role and consistent with past practice as follows:

1. The Fall RA should normally be at the end of the ninth week following the September opening of school.
2. The Winter RA should normally be held six weeks prior to the commencement of the AGM.
3. The Spring RA should normally be held at the end of May or beginning of June, approximately four weeks prior to the end of the school year. (Jan 04 RA, p. 5)

25.D.50—That any publications or documents distributed at Annual General Meetings or representative assemblies will be consistent with anti-discriminatory social justice policies of the BCTF. (May 04 RA, p. 12)

25.D.52—That the process for submitting local resolutions for consideration of the Representative Assembly be as follows:

1. Local resolutions received a full three weeks prior to the Representative Assembly will be sent out to local representatives with the agenda. These resolutions will be costed and the costing made available to local representatives at the RA.
2. Local resolutions received a full week prior to the Representative Assembly will be added electronically to the Local Resolutions document available to members. These resolutions will not be costed. All resolutions received by the BCTF a full week prior to the Representative Assembly will be placed on the RA Agenda as a local resolution.
3. Resolutions submitted less than one week prior to the RA will be considered as late resolutions by the RA Agenda Committee if the matter dealt with in the resolution occurred too late for the motion to be submitted at least one week prior to the RA. (Jun 06 RA, p. 7) (May 09 RA, p. 13–14) (Nov 22 RA, pp. 7–8)

25.D.54—That when a Local President is also a member of the Executive Committee, the local be permitted to send a designate to the Representative Assembly. (May 04 Ex, p. 4)

25.D.56—That, in the event that a Local President or Local Representative is elected to the position of RA chairperson, the local be permitted to send an alternate at BCTF expense. (May 11 RA, p. 12)

25.D.58—That, in the event that a Local or Sublocal President is unable to attend a meeting of the Representative Assembly through illness or other unavoidable cause, the local or sublocal be permitted to send an alternate at BCTF expense. (Jan 18 RA, p. 4) (Nov 18 RA, p. 9)

25.D.60—That all BCTF Annual General and Representative Assembly meetings have:

1. at least one microphone that is easily accessible to people with disabilities.
2. a system in place that allows people with disabilities to speak without having to make their way to a microphone. (Jan 09 RA, p. 9)

25.D.62—Health and safety reps at RAs and AGM
That the RA yearly elect two local representatives of the RA to sit as health and safety representatives for members at the Representative Assembly meetings, and recommend to the Executive Committee that the AGM do the same. (Nov 13 RA, p. 3)

25.D.64—Finance Committee representation
That the Representative Assembly annually at the Spring RA elect two local representatives, who have been elected as LRs for the ensuing year, to serve as members of the BCTF Finance Committee in addition to those appointed by the Executive Committee. (Nov 13 Ex, p. 6)

25.D.66—Health and safety representatives

1. That the Spring RA annually elect two members, who will be local representatives for the upcoming year, to serve as health and safety representatives for the RA.

2. That the Executive Committee annually recommend to the AGM the names of two members who will serve as health and safety representatives for the AGM.

3. That the health and safety representatives for the RA and AGM be provided an orientation prior to the commencement of the Fall RA and of the AGM.

4. That the role of RA and AGM health and safety representatives be as follows:

a. To assist designated staff with the health and safety inspections done before the commencement of the RA and AGM as well as the inspections done at intervals during the meetings.

b. To advise designated staff of any health and safety concerns brought to their attention or observed during the meetings.

c. To investigate and remedy, in conjunction with designated staff, any situation that poses a health and safety hazard.

d. To bring to the attention of the chairpersons, if necessary, any information that is deemed relevant to the health and safety of members at the meeting. (Dec 13 Ex, p. 4)

25.D.68—That locals who have more than one representative are strongly encouraged to designate local representative positions for members who identify as Black, Indigenous, and/or persons of colour. (Apr 21 Ex, p. 10)

F. Committees, Task Forces and Representatives to Outside Agencies

25.F.02—That the Executive Committee define and approve terms of reference for all committees and task forces, and review same at least triennially. (Aug 78 Ex, p. 40)

25.F.04—That no task force or committee be struck until its terms of reference have been defined and approved by the Executive Committee. (Aug 78 Ex, p. 40)

25.F.06—That when a task force is established, it be given a time limit of no more than two years for preparation of a final report. (Oct 78 Ex, p. 14)

25.F.08—That any BCTF member be eligible to serve on any BCTF committee or task force. (Feb 80 Ex, pp. 2–3) (91 AGM, p. 46)

25.F.10—That committee vacancies normally be posted and filled once annually. (Jun 81 Ex, p. 11) (Nov 02 Ex, p. 8)

25.F.12—Procedures for recruiting BCTF committees and task force members:

1. Vacancies on committees will be publicized to the membership through email bulletins and on the BCTF website. Postings for task forces positions will be posted at large, or, depending on the terms of reference and composition of the task force, may be advertised to specific groups within the membership. Postings for committee or task force appointments will provide relevant information about the role and a link to the BCTF curriculum vitae form online. All postings will specify the date and time of the deadline for receipt of the curriculum vitae by the BCTF. The postings will also make members aware of the considerations listed in 25.F.12.5. Postings will also encourage the FFWL members to apply.

2. Each nominee will be required to submit a BCTF curriculum vitae form, available on the BCTF website, that includes:

a. educational background;

b. an outline of teaching experience;

c. an outline of BCTF (including local) experience;

d. a statement of why they wish to serve in the specific position;

e. names of two references.

Applications received after the deadline will not be considered.

3. Curriculum vitae forms will be kept confidential, to be shared with the Executive Committee, the recording secretary for the EC and the BCTF administrative staff member who co-ordinates the committee or task force. The fact that a person has expressed a willingness to serve will not be confidential.

4. That in making appointments to BCTF committees and task forces, the Executive Committee will take into account:

a. the importance of representation from members in their first five years of teaching.

b. the importance of representation from all areas of the province.

c. the need for diversity and to ensure that members from equity-seeking or minority groups are represented on committees.

d. the importance of achieving a balance of males and females representative of the general membership.

e. the importance of a balance of released officers and members who are actively teaching. (Jan 18 Ex, p. 2)

Note: the points above are not listed in priority order.

5. That in making appointments to the Advisory Committee on French Programs and Services, attempts be made to make appointments representative of the range of French programs in the province (including core French, French immersion, and the Francophone school district).

6. Appointments will normally be made after receipt of a report and recommendations to the Executive Committee from a table officer. The designated table officer will consult with the staff person who co-ordinates the committee or task force in advance.

7. In filling committee and task force vacancies the following will apply:

a. The Executive Committee will vote by secret ballot, with applicants being required to receive more than 50% support in order to be appointed.

b. When a ballot has been inconclusive, the name with the lowest number of votes will be dropped off.

c. If a subsequent ballot is not conclusive, the Executive Committee may vote to repost the vacancy.

d. Where family members of Executive Committee members are candidates for an appointment to any Federation body, the Executive Committee members shall absent themselves from deliberations and the absence shall be recorded in the minutes.

e. Out-going Executive Committee members will not be eligible for appointment to committees or task forces until a period of one year has elapsed between leaving the Executive Committee and beginning a committee or task force term.

8. a. The normal term of appointment shall be three years, except where one- or two-year appointments are made to ensure that approximately one-third of the committee members are appointed each year.

b. Except by special resolution of the Executive Committee no person may serve more than six consecutive years on any particular committee.

9. When a committee member completes a term:

a. they are eligible to apply again, if they have not yet reached the limit of six years, but must submit a new curriculum vitae to apply for reappointment.

b. being eligible does not guarantee appointment for a subsequent term.

Note: When a member is not reappointed, it may be for various reasons such as the considerations listed in section 4. above, and should not be taken to imply a lack of confidence in the applicant. (May 12 RA, p. 10) (Aug 15 Ex, pp. 7–15)

25.F.24—That printed guidelines and terms of reference for the guidance of committee and task force members be mailed out to these members: (a) on appointment, and (b) at least once each year to continuing members. (Aug 78 Ex, p. 41)

25.F.26—That committees and task forces annually review pertinent policy and procedure statements, by-laws and terms of reference. (Nov 76 Ex, pp. 9–10) (Aug 78 Ex, p. 38)

25.F.28—1. That BCTF advisory committees, as committees, not become involved in attempting to influence the election of candidates to the Executive Committee. (Sep 89 Ex, p. 2)

2. That BCTF advisory committees not become involved in staffing decisions of the Federation. (Jun 17 Ex, p. 13)

25.F.42—The Federation both appoints representatives to outside agencies (these representatives promote the objectives of and are responsible to the BCTF), and nominates representatives to outside agencies that make the appointments (these representatives safeguard the interests of BCTF members, may not always have the opportunity to actively promote BCTF objectives, and are responsible to the agencies). (Aug 78 Ex, p. 38)

25.F.44—BCTF Representatives to Outside Agencies

1. That the BCTF, through its representatives, assert itself as the voice of public school teachers in British Columbia and speak on behalf of public school teachers in all areas that address the professional, social, and economic interests of teachers. (Jan 10 RA, p. 14)

2. The Executive Committee decides whether or not the BCTF shall appoint or nominate representatives to outside agencies, what process shall be followed in making appointments or nominations, and the term of appointments.

3. Before appointing or nominating representatives, the following information shall normally be obtained and included in any posting:

a. the terms of reference of the group
b. the time frame of the group
c. the expected frequency of meetings of the group
d. the reporting lines of the group.

4. In appointing or nominating representatives to outside agencies, the Executive Committee may:

a. post province-wide
b. post regionally
c. solicit names from local presidents, PSA officers, etc.
d. appoint without posting; e.g., Executive Committee members, committee members and task force personnel, staff members
e. authorize BCTF committees/task forces and/or PSAs to make appointments or nominations from among their own members
f. authorize BCTF committees/task forces and/or PSAs to post positions and make appointments or nominations from among the nominees.

5. When circumstances dictate, the President and/or First Vice-President and/or Executive Director may make appointments on an interim basis subject to review by the Executive Committee, and in making such appointments, may solicit names.

6. When positions are posted:

a. nominations be accepted from locals, provincial specialist associations, district councils, local representatives, members or groups of members
b. nominees be required to submit curriculum vitae forms.

7. Those who are appointed or nominated by the BCTF:

a. shall have demonstrated familiarity with and support for BCTF policy
b. be encouraged to seek advice from BCTF officers concerning proposals that appear to deviate from BCTF policy
c. be prepared to make recommendations that would assist in developing policy.

8. Those who are appointed:

a. regularly submit reports to the BCTF as requested;
b. shall, when there is more than one representative to the same agency, be permitted to meet together with BCTF staff as needed at BCTF expense to prepare reports and consider recommendations. (Feb 06 Ex, p. 9)

9. Except by special resolution of the Executive Committee, no person serve more than two consecutive terms on any one group.

10. Any BCTF voting member in good standing be eligible to serve on provincial advisory committees. (Aug 78 Ex, pp. 42–43) (Rev. Jan 95 Ex, p. 13) (24 AGM, p. 31)

25.F.46—BCTF Representatives on Ministry Committees

That the following principles be endorsed for the governance of BCTF participation on ministry policy committees:

1. member representatives are of the organization not from the organization;

2. BCTF names representatives, the minister does not choose from a list;

3. ministry choice from membership-at-large is not acceptable. (May 81 RA, p. 16)

4. members serving on ministry committees submit a report as requested to the BCTF in writing on the work of that committee within 30 days. (Apr 00 Ex, p. 19) (Feb 06 Ex, p. 9)

25.F.48—1. Any ministry advisory committee should include a majority of members, appointed by the BCTF.

2. BCTF opposes any reduction of numbers of members on ministry committees.

3. The current committee structure should remain in place until the end of this school year.

4. Program steering committees should continue until programs have been implemented. (Jan 94 RA, p. 8)

25.F.52—Selection of BCTF Representatives on Ministry Curriculum Committees

1. The core selection committee be a minimum number of three who fit the basic criteria (in item 4. below).

2. The three on the committee include the PSA Council chairperson or designate, a PSA president or designate who fits the discipline or cross-curricular concern, and member of the BCTF staff.

3. When a three-person committee is deemed to be too narrow pursuant to PSAC policy, the PSA Council chairperson, member of BCTF staff, and a Full-Time Table Officer shall decide on the number and composition of the enlarged committee.

4. The basic criteria for members of the selection committee include:

a. expertise in the area required by the committee.
b. sensitivity to process skills and team building.
c. collaborative skills.
d. understanding the terms of reference and the implications for the work of the committee.
e. familiarity with Ministry committee structures and protocols.
f. ability to work within timelines.

5. If the PSA Council chairperson or designate or a PSA president or designate applies for a ministry committee, they shall not also be a member of the selection committee.

6. Opportunities to serve shall be advertised to all members via the Federation's electronic distribution lists.

7. Proposed advice to BCTF representatives should:

a. understand their role as a representatives of the Federation as a whole;
b. be cognizant of the Code of Ethics;
c. contact BCTF staff for assistance in mediation processes, should the need arise;
d. understand their responsibilities and be fully prepared and committed to do the necessary preparation, reading and other work associated with the committee. (Nov 93 Ex, pp. 10–11)

8. The final selection of BCTF representatives on Ministry curriculum committees shall be authorized by the FTTOs, based on recommendation from the selection committee. (May 16 Ex, pp. 2–3)

25.F.54—That the BCTF advertise, shortlist and nominate BCTF members as possible members of ministry curriculum committees only if the ministry agrees to use the BCTF as the sole means of obtaining its nominations of BCTF members. (May 81 RA, p. 17)

25.F.56—1. That the President and Executive Director (or their designates) determine those conferences or events, internal or external, to which the BCTF will send members, the number of members, and then select those who will attend. This does not apply to Executive Committee member attendance at conferences or events, internal or external, as their attendance is determined by the EC.

2. That, where possible and appropriate, the opportunity will be advertised so that any BCTF member may apply to attend. Where timing does not provide for an open call, or where the topic is specialized, a specific advisory committee and/or PSAs may be considered.

3. That, in selecting members to attend, the President (or designates) and Executive Director shall be guided by the following provisions:

a. The member must have some background in the area to be studied.

b. The topic of study must be of general concern to the profession.

c. The member attending must be prepared to report back to the Federation and, as appropriate, to advisory committees, to PSAs, or, through the Federation, to the broader membership.

d. The participation of early career and equity-deserving members. (Mar 78 Ex, p. 9)
(Oct 13 Ex, p. 7)
(Feb 25 Ex, pp. 14–15)

25.F.58—That upon specific request from the ministry for teacher consultants, and following consultation with the appropriate PSA(s), the BCTF:

1. names individual members; or
2. provides a list of names to the ministry; or
3. waives the opportunity to name members. (Jun 90 Ex, p. 15)

25.F.62—That in developing protocols with the ministry, the BCTF seek to include an understanding on the part of the ministry that Federation members be surveyed only through the Federation and/or its locals. (Jan 03 Ex, p. 10)

25.F.68—1. That prior to the August Executive Committee meeting, the President will determine the assignment of Executive Committee liaison to advisory committee meetings and PSA Council.

2. That no Executive Committee member shall be assigned as liaison to an advisory committee for more than two consecutive years. The exception to this shall be liaison with PSA Council, which will be assigned to the FTTOs, and is deemed to be ongoing.

3. That Executive Committee members attend meetings of advisory committees as non-voting members of the committee.

4. That the purpose of Executive Committee attendance at advisory committee meetings be to enhance the ongoing liaison between the advisory committee and the Executive Committee.

25.F.70—That all BCTF committee members takes reponsibility for the shared working environment of the committee and aim to establish a space that is free from discrimination towards members who identify as Indigenous, Black, or people of colour. (Jan 22, Ex, p.14)

25.F.72—BCTF advisory committees

1. Purpose

Advisory committees consist of voting members who are appointed by the Executive Committee (EC), bringing member voice and input to the Federation's work. Each advisory committee is dedicated to a specific subject area, providing invaluable insight, discussion, and advice that helps inform the overall perspective of the EC. Operating in an advisory capacity, the work of advisory committees is directed by defined terms of reference, set by the EC, which outlines the scope of their respective responsibilities.

Advisory committees provide area-specific expertise, advice, and contributions to the Federation's work. Members of these committees bring a diversity of lived and professional experience, geographic perspective, and insight that fosters rich member-to-member conversations and a multifaceted understanding of critical issues. Advisory committees offer insight into topics within their defined terms of reference, actively support members by facilitating discussions at BCTF events and meetings when requested, provide a space for member expertise and voice, and make contributions that can help shape strategic direction of the EC.

2. Participation

2.1 All appointments are conducted in accordance with Procedure 25.F.12.

2.2. Members appointed to an advisory committee are expected to:

a. prioritize and attend the advisory committee's scheduled meetings.

b. plan for, attend, and facilitate sessions at the BCTF Summer Leadership Conference and zone meetings (where applicable).

c. conduct themselves in alignment with all Federation policies and procedures.

2.3 Advisory committee members may not attend advisory committee meetings or other committee activities while on medical or related leaves from their regular employment, unless the member has obtained approval from their employer to engage in such work and/or the local has a formal agreement with the employer permitting members to engage in union business while on a leave.

2.4. Advisory committee members are requested to resign from the committee if a leave will result in more than one missed advisory committee meeting or activity. Members may then re-apply for future appointment as per Procedure 25.F.12.

2.5. Participation in advisory committee meetings is intended to be in person. Hybrid participation is supported where feasible.

3. Roles

3.1 Members appointed to advisory committees work collaboratively together, and with various roles that support the work of the committee, within the terms of reference of said committee. The committee is reliant on all parties understanding and respecting these respective roles and is always guided by a desire for a collaborative shared space.

3.2 Advisory committees have the following identified roles:

a. Chair or co-chairs

Selected at or prior to the first meeting of the year, the chair(s) role is to set the agenda, run the meeting, and facilitate the meeting in Federation policies and procedures. If no chair is selected, one may be appointed by the Federation.

b. EC liaison

The EC liaison's role is to be the conduit between the committee and the EC. They contribute political and strategic guidance to help inform the work of the committee and share information on broader Federation activities or actions. They can also help assist the chair in maintaining the meeting and addressing issues that may arise. The EC liaison does not have a vote on the committee and may not serve as chair. The EC liaison participates as a representative of the EC, and not as an individual member or as a representative of their local. Following each meeting, the EC liaison may present a summary report to the EC.

c. Staff co-ordinator

The staff co-ordinator's role is to support the chairs, arrange for documents required, prepare the summary report following the meeting, manage the committee's budget, and provide Federation information to help inform the work of the committee. Staff participate as an employee of the Federation and have collective agreement rights as employees. The staff do not have a vote on the committee and may not serve as chair.

d. Advisory committee members

Advisory committee members are voting members of the committee and may also serve as chairperson of the meeting. Advisory committee members participate in discussion, decisions, work together, and contribute to Federation work only on matters within the defined terms of reference of the committee. Advisory committee members participate as representatives of all Federation members and not as an individual member or as a representative of their local.

e. The President

The BCTF President (or Full-Time Table Officer designate) is an ex-officio member of all advisory committees, as per By-law 10, and may attend and participate at any time.

4. Recommendations and the decision-making process

4.1 Advisory committees are not a part of the formal governance structure of the Federation. As per the Federation's by-laws, advisory committees exist as a delegated authority of the EC.

4.2 Advisory committees provide input to the EC through the following:

a. A written summary report following each advisory committee meeting is shared with the EC. The report shall include key highlights of matters considered and any substantive motions carried by the committee for record. The EC liaison shall present the report and any key highlights or information for the EC's awareness. Recommendations will be considered by the EC throughout the year when they are required due to the timelines of a BCTF policy or procedure.

b. Advisory committee feedback on the leadership priorities is shared with the EC and a report from the committee shared in the Annual General Meeting's Reports and Resolutions book.

c. Advisory committee representatives (2) attend an EC meeting to share an annual report and the key recommendations of the committee for the consideration of the EC.

d. Key recommendations from the committee are considered annually unless they are required due to the timelines of a BCTF policy or procedure (see 4.2.a. above). This supports the Federation to effectively plan, budget, and implement decisions carried in a co-ordinated manner. Members on advisory committees should continue to utilize the Federation's governance structure, as individual members, to bring forward items through their respective local structures to representative assemblies and annual general meetings throughout the year outside of their role on an advisory committee.

e. Written and/or verbal reports from the committee may be delivered to other Federation or external meetings only at the request of the Federation, or where required under Federation policy and procedure.

4.3 The work that comes from advisory committees may inform decisions made at the EC table however, any reports or motions carried by advisory committees are not binding on the EC.

4.4 The EC has duties to the Federation and its members as a whole and must consider many aspects when making decisions, whereas the members of an advisory committee can focus on their specific scope and terms of reference only. It is the role of the EC within the governance structure to consider the broad scope and capacity of the Federation and make decisions about if, and how, input should or can be acted upon at any particular time.

4.5 Items not carried by the EC do not necessarily reflect disagreeing with the subject or intent in principle. (Feb 25 Ex, pp. 6–11)

G. Locals

POLICIES

25.G.01—That the BCTF encourage locals, where appropriate, to ensure that adult educators are represented on local structures. (Feb 03 Ex, p. 8)

25.G.03—That the BCTF encourage locals to facilitate the participation of adult educators at local general meetings, and, where appropriate, staff representative assemblies. (Feb 03 Ex, p. 8)

25.G.05—That the BCTF encourage locals to provide adult educators with opportunities for professional development and access to PD funds. (Feb 03 Ex, p. 8)

25.G.07—That the Executive Committee encourage locals to elect social justice representatives at every worksite. (Jan 03 Ex, p. 20)

25.G.09—That the Executive Committee recommend that locals facilitate union orientation presentations to student teachers, TTOCs, and new teachers in each local. (Nov 04 Ex, p. 3)

25.G.11—1. That the BCTF recommend that each local establish a working and learning conditions committee.

2. That the following list be a suggested outline of actions for local working and learning conditions:

a. collect and analyze local data

b. receive and act on teaching and learning conditions reports from the Federation (Aug 11 Ex, p. 5)

c. liaise/assist with local executive committee re: local working and learning conditions objectives

d. participate on joint local/board committees

e. collect stories regarding class-size and class composition issues

f. prepare and make presentations to board members and MLAs

g. report to members regarding working and learning conditions issues

h. undertake any other initiatives identified by the local. (Jan 06 Ex, p. 13)

25.G.13—1. That locals be encouraged to select a local member to serve as a local parent contact.

2. That the role of the local parent contact be to work with the local to:

a. maintain and build on partnerships with parents.

b. help inform parents about current education issues.

c. facilitate discussions with parents and teachers on issues of mutual interest and concern.

d. be available to assist in promoting parent presentations in the local upon PAC request.

3. That support for the local parent contact include:

a. web site and email support.

b. providing materials to assist in carrying out the role.

c. video conferencing.

d. encouraging locals to support the LPC in carrying out the role. (Jun 06 Ex, p. 12)

25.G.15—That locals with adult educators be encouraged to have an adult education representative on their local executive committees. (Jan 18 RA, p. 6)

25.G.17—That locals (where applicable) be asked to name one adult education teacher as the contact for the local. (Feb 11 Ex, p. 6)

25.G.19—Union- and Canadian-made products and services

That the Federation encourage locals to:

1. purchase union- and Canadian-made products and use union services wherever possible.

2. urge boards of education to incorporate a commitment to supporting union products and services in board policy. (15 AGM, p. 12)

25.G.21—French Education Local Chair (FELC)

That the BCTF recognizes the importance of a French as First or Working Language (FFWL) representative as a union leader and encourages each local to elect a chair to represent FFWL members, and that:

1. the chair encourage each school site to elect a FFWL representative to communicate with them.

2. the Federation recommends the following description for the role and function of the FELC and FFWL school representative, while recognizing that each local is unique and adjustments to the model may be necessary:

A. FELC—local level

1. Locals ensure that each worksite in the district elects at least one FFWL school representative.

2. Locals ensure the role and function of FFWL school representatives are included in local policy.

3. Locals ensure school union representative training programs be provided for FFWL school representatives.

4. Locals are encouraged to provide release time for FFWL school union representative training.

5. Locals are encouraged to actively participate in or create a district French advisory committee.

6. The FELC informs and advises school staffs regarding BCTF FFWL policies.

B. FFWL School Representative

1. Organizer/leader

a. liaise with and support FFWL members and French programs in the school

b. advocates for FFWL rights.

2. Communicator

a. receives and distributes information relevant to FFWL members

b. attends local meetings of concern to FFWL members

c. participates in school professional development representatives' training to advocate for FFWL members.

3. Advocate

a. is familiar with local collective agreement provisions pertaining to FFWL members

b. is familiar with local and district FFWL policies

c. advocates for members in matters relative to FFWL to improve working conditions

d. works collegially with school union representatives, professional development representatives, social justice representatives, and school committees. (Apr 16 Ex, pp. 8–9) (Jun 19 Ex, pp. 2–3)

PROCEDURES

25.G.02—That no new locals be formed with a membership of fewer than 20 and any existing local whose membership falls below 12 be discontinued. (Oct 59 Ex, p. 9) (Jun 80 Ex, p. 12)

25.G.04—That no further separation of locals within any one school district be approved. (Jan 64 Consultative, p. 4) (Reviewed 78 AGM, p. 41)

25.G.08—That, pursuant to By-law 3.1, the executive has a duty to advise each local on the constitution adopted. (Jan 66 Ex, p. 2) (Nov 74 Ex, p. 5)

25.G.10—1. It shall be the function of locals to make representations to appropriate boards of school trustees concerning matters that affect the welfare of the members of the local and to make representations to the BCTF about matters deemed to concern the welfare of members generally.

2. It shall be the function of the BCTF to make representations about matters concerning the welfare of members to any authority or agency whose powers are such as to affect the welfare of members and the profession. (May 97 RA, p. 14)

3. It shall not be the right of any member to make representations to any authority or agency outside the BCTF on any matter that is properly the concern of the local or the BCTF.

4. It shall not be the right of any local to make representations on any matter that is properly the concern of the BCTF. (63 AGM, p. 4) (Reviewed Jan 76 Ex, p. 23)

25.G.12—That the BCTF recognizes the value and importance of sublocals within any school district that includes communities isolated geographically from the main centre of population in which the school district administrative offices are located. A local may make provision within its constitution for the formation and operation of sublocals in each of the separate communities wherein 10 or more voting members of the local teach. (71 AGM, pp. 30–31) (90 AGM, p. 63) (24 AGM, p. 31)

25.G.14—1. That it shall be the function of a sublocal of a local to provide a forum through which members of the sublocal may consider, debate and vote on matters about which the local will make or may make representation to appropriate boards of school trustees.

2. That a sublocal shall make representations to a board of trustees only with approval of the local. (71 AGM, p. 32) (90 AGM, p. 63)

3. That Sublocal Presidents be included in all BCTF meetings which are open to Local Presidents, and that participation of sublocals be provided for all conferences and training opportunities on the same basis as locals. (May 98 RA, p. 9) (May 18 RA, pp. 9–10) (May 19 RA, p. 10)

25.G.16—That locals be encouraged to elect at or before their May meetings their table officers and local representatives, the chairpersons of their bargaining, status of women and professional development committees. (Reviewed Dec 79 Ex, p. 19) (Jan 95 Ex, p. 13)

25.G.18—That locals be urged to organize and assist such special interest groups as specialist associations, departments or sections responsible to the local. (Oct 64 Ex, p. 21) (Jan 76 Ex, p. 29)

25.G.20—That each local be encouraged to appoint a local professional development committee to offer advice and to stimulate programs in such areas as in-service education, curriculum design and implementation, and school buildings, facilities and grounds; to help co-ordinate the activities of PSA chapters; and, where applicable, to work with the Professional Issues Advisory Committee through the member of PIAC assigned to the local and its BCTF zone. (74 AGM, pp. 22–23) (Jun 02 Ex, p. 13)

25.G.22—That each local be encouraged to make an annual budget presentation to its school board. (Feb 76 Ex, p. 15)

25.G.24—That each local be encouraged to elect one person to act as a contact with the Program Against Racism, and that locals work actively, including through collective bargaining, for the elimination of racism in the schools, and that locals be encouraged to establish an executive position and standing committee with responsibility for actions against racism. (May 92 RA, p. 16)

25.G.26—That unincorporated locals be advised to have by-law provisions for emergency general meetings on short notice. (Jan 83 Ex, p. 3)

25.G.28—That locals incorporated under the *Societies Act* be advised to make by-law provisions for emergency representational and/or informational meetings. (Jan 83 Ex, p. 3) (18 AGM, p. 11)

25.G.32—That locals be encouraged to include the representational role and function for local representatives in local constitutions and/or policy and procedure statements. (Jan 90 RA, p. 9)

25.G.34—That locals be urged to consider RA agenda items at local membership meetings prior to the provincial RA. (Jan 90 RA, p. 9)

25.G.36—That locals be encouraged to include teachers teaching on call members and new members in activities of the local. (Apr 98 Ex, p. 2) (Jan 20 Ex, p. 22)

25.G.38—That the following have access to a BCTF email account upon request:

1. each local president and regularly released vice-presidents (or up to one alternate role).This includes access to the local president listserv
2. local bargaining chairpersons
3. professional development chairpersons
4. provincial specialist association president and treasurer
5. Salary Indemnity Plan Board of Trustees
6. other internal BCTF groups where determined and required by the BCTF Privacy Officer. (Jan 25 Ex, pp. 13–14)

25.G.42—That the BCTF recognize, as per By-law 3.1, all current locals and sublocals. (Jan 03 Ex, p. 5)

25.G.44—That locals be encouraged to establish:

1. a local WLC position on the local executive, or
2. a joint WLC and bargaining position on the local executive. (Apr 08 Ex, p. 5)

25.G.46—That, prior to recognition of locals and sublocals by the Executive Committee, locals and sublocals be required to submit annually a list of their members who have been elected into executive positions and/or the required BCTF information forms for locals and sublocals. (Jan 18 Ex, p. 2) (Oct 19 Ex, p.6)

H. Staff representatives

25.H.02—That the BCTF continue its program to support local staff representative networks. (86 AGM, p. 42)

25.H.04—That the BCTF encourage locals to adopt and promote the following description of the role and function of staff representatives:

Role of staff representatives

1. Staff representatives—School level

a. Communicator:

i. Attend local staff representatives meetings to provide liaison between the local and the school staff.

ii. Hold school meetings to report on local/BCTF activities and concerns.

iii. Post, retain, and file contracts, policies and all relevant information regarding local and BCTF activities.

b. Advocate:

i. Serve as the school advocate for all staff members regarding:

ii. Services and benefits.

iii. Contractual rights and responsibilities.

iv. Grievance procedure.

v. Local and BCTF policy.

c. Organizer/Leader:

i. Ensure that elections for school-based positions are held annually.

ii. Carry out duties and responsibilities assigned by the local.

iii. Translate school concerns into local action/policy.

iv. Ensure that democratic structures (e.g., staff committees) are in place so that staff members can be involved in decisions that affect them.

v. Be a member of the school staff committee.

vi. Increase the school staff's participation in the bargaining process (e.g., setting objectives, action to support objectives).

vii. Ensure that staff/professional development be promoted so that the real needs of school staffs can be assessed and addressed.

2. Staff representatives—Local level

a. That locals ensure that each school in the district elects at least one staff representative by June 30 of each year.

b. That locals ensure that the role and function of staff representatives be included in local constitutions or policies.

c. That locals ensure that regularly scheduled meetings of staff representatives be held each year.

d. That, each year, locals provide for ongoing training of staff representatives.

e. That locals be encouraged to provide release time for staff representative training.

3 Staff representatives—Provincial level

a. That the BCTF, when communicating with individual schools, should normally do so through the elected staff representative(s).

b. That the BCTF promote and provide a training program for staff representatives in locals.

c. That the design and planning of all local staff representative training programs include consideration of the needs identified by the staff representatives participating in the training program.

d. That staff representatives inform and advise school staff regarding BCTF policies. (May 86 RA, pp. 16–21)

25.H.08—That the Staff Representative Training Program:

1. Provide staff representatives with the skills and knowledge to fulfill their role as a communicator, advocate, and union leader in the school.

2. Ensure that staff representatives have a current knowledge and awareness of the collective agreement including specifically those processes which require school-level representation and/or advocacy.

3. Familiarize staff representatives with current local and BCTF priorities and communications vehicles relevant to union members in the school. (Jan 89 Ex, p. 28) (May 97 Ex, p. 10)

25.H.10—The BCTF recognizes the PD Representative as a union leader and encourages locals to adopt and promote the following description of the role and function of the school-based professional development representatives, recognizing that each school situation is unique and adjustments to the model may be necessary.

1. PD Representative—School Level

a. Organizer/Leader

i. Ensures that an election for school professional development representatives and members of the school professional development committee is held annually.

ii. Chairs the school professional development committee.

iii. Develops with the staff a job description of the school professional development representative and the committee.

iv. Encourages staff members to identify professional development needs and establish goals each year.

v. Develops with the school professional development committee a professional development plan based on the needs and goals identified in (iv) above.

vi. Ensures that where school-based professional development funds exist, they are distributed equitably according to locally established policies and procedures.

vii. Carries out other duties and responsibilities within school professional development guidelines as assigned by the school professional development committee and the district professional development committee.

b. Communicator

i. Receives and distributes relevant professional development and BCTF information.

ii. Attends staff meetings to report on school, local, and BCTF professional development/BCTF education change opportunities and information.

iii. Attends local meetings of school-based professional development representatives to provide liaison between the local and school professional development committees.

iv. Participates in School Professional Development Representatives' Training which provides the knowledge and skills to assist the school PD rep in performing their roles.

c. Advocate

i. Is familiar with contract language and local policies related to professional development, curriculum implementation and education change.

ii. Serves as school advocate for all teachers in any matters related to professional development, curriculum implementation and education change.

iii. Participates with other school-based professional development representatives in generating appropriate contract language and local policies for professional development, curriculum implementation and education change.

iv. Works collegially with Staff Representatives and school committees.

2. PD Representative—Local Level

a. That locals ensure that each school in the district elects at least one school-based professional development representative each year.

b. That locals ensure that the role and function of school-based professional development representatives is included in local policies and professional development handbooks.

c. That locals ensure that training programs, provided at BCTF expense, be held each year for school-based professional development representatives.

d. That locals ensure that release time for this training is available.

3. PD Representative—Provincial Level

a. That the BCTF Professional and Social Issues Division communicate to the schools through the school-based professional development representative on all matters related to professional development, curriculum implementation and education change.

b. That the BCTF promote and provide School Professional Development Representative Training for school-based professional development representatives.

c. That School Professional Development Representative Training contains a strong locally developed component to meet the specific needs of the schools and the local.

d. That school-based professional development representatives inform and advise teachers regarding BCTF policies and activities related to professional development, curriculum implementation and education change. (Aug 00 Ex, p. 10)

25.H.12—The BCTF recognizes the social justice representative as a union leader and encourages locals to adopt and promote the following description of the role and function of social justice representatives, recognizing that each school situation is unique and adjustments to the model may be necessary.

A. Social justice representative—School level

1. Organizer/leader:

a. collaborates with staff members to identify social justice needs and establish goals each year.

b. develops, with other school union representatives, a social justice plan based on the goals for each year, using the social justice lens as an analytical tool to aid in this process.

c. carries out other social justice duties and responsibilities within the schools to meet the needs of teachers and students and the goals of the local social justice committee and the BCTF Committee for Action on Social Justice.

d. is elected annually.

2. Communicator:

a. receives and distributes relevant social justice and BCTF information.

b. attends staff meetings to report on school, local, BCTF, and community social justice actions and opportunities.

c. attends local meetings of school-based social justice representatives to provide liaison between the local and school-based social justice activities.

d. participates in social justice representative training.

3. Advocate:

a. is familiar with, and implements, contract language, BCTF policies, and local policies related to social justice in the everyday life of the school.

b. serves as a school advocate for all teachers in matters related to social justice and its implementation in the curriculum, classroom, and the culture of the school.

c. participates with other school-based social justice representatives in identifying appropriate new contract language and local and BCTF policies for social justice.

d. works collegially with school union reps, PD reps, health and safety reps, and school committees.

B. Social justice representative—Local level

1. Locals ensure each school in the district elects at least one school-based social justice representative.

2. Locals ensure the role and function of the school-based social justice representative is included in local policies.

3. Locals implement training programs for school-based social justice representatives.

C. Social justice representative—provincial level

1. The BCTF will communicate to schools through the school union rep to school-based social justice representative on all matters related to social justice, its implementation in the classroom, and the culture of the school.

2. The Federation will provide a SURT package to locals for school social justice representative training. (Aug 08 Ex, pp. 16–17)

25.H.14—School Union Representative Training

1. That locals may be permitted to combine the allocated amount for its four days of SUR training into a single training event each year. (Dec 05 Ex, p. 7) (08 AGM, p. 29)

2. That the content of the training, method of delivery, and dates for the training to occur be mutually agreed by the local and the Federation.

3. That, wherever possible, the training of staff representatives, staff committee chairpersons, and school PD chairpersons/representatives be provided by BCTF-trained facilitators.

5. That the Federation ensure that training materials are current and adaptable to reflect BCTF and local priorities and needs.

6. That where two or more locals exist in an amalgamated school district and the locals choose to have joint school union representative training sessions, those locals be eligible to receive reimbursement of travel costs under the current school representative training grant policy 10.J.10. (Feb 99 Ex, p. 2)

7. That school union rep training include a component on the role and function of the school social justice rep. (Nov 02 Ex, p. 10)

8. That when locals are unable to schedule their school union representative training during regular school hours, the BCTF will provide compensation for the cost of any meals incurred as part of the training at the regular per diem rate. (Sep 06 Ex, p. 6)

9. That locals unable to schedule SURT training during instructional time within the school year may provide such training during non-instructional time. (Nov 07 RA, p. 3)

10. That members attending SURT training referred to in 10.J.10 can be compensated with time-in-lieu equivalent to time spent in training. (Nov 07 RA, p. 3)

13. That new teacher SURTs include a component on the *BCTF Code of Ethics.* (Apr 14 Ex, p. 16) (Jan 20 Ex, p. 5) (22 AGM, p. 19) (May 22 Ex, p. 1) (May 22 RA, p. 5)

25.H.16—That the Privilege Wheel be included in BCTF facilitator training and all workshops focused on member engagement. (Apr 21 Ex, p. 10)

I. Federation Leadership

J. Office Procedures

25.J.06—That the following be adopted as policy on the BCTF archives:

1. The BC Teachers' Federation maintains archives to provide an historical record of the policies and activities of the BCTF. The archives contain print materials, photographs, electronic media, audio and video tapes, and artifacts.

2. Archive material is available to members, students, labour and education historians, archivists, university researchers, and journalists at no cost except for photocopy charges.

3. An individual who wishes to use the archives shall make a request in writing to the Executive Director. The request shall include:

a. a description of the research project;

b. a description of the type of materials to which the researcher is seeking access.

4. Access will be provided subject to arrangements with the Federation Records manager. Essential internal tasks will be given priority. Priority of other requests will be determined according to department workload, availability of staff and degree of difficulty of the request.

5. Utilization of the archives is subject to directions from the Records manager necessary to protect the materials.

6. Photocopies of documents may be made, on request, by the Records staff, with costs paid by the person using the archives. (Sep 92 Ex, p. 9)

25.J.08—That no illegal copies or reproductions of any portion of any computer program be made, and unauthorized copies of software not be used on computers owned by the Federation. (Nov 92 Ex, p. 9)

K. Trainers and Associates

25.K.02—That the following processes be used in posting and selecting facilitators, trainers, or associates for BCTF programs:

1. Requests for facilitators, trainers or associates (including staff representative trainers, school professional development representative trainers, PD program associates, WOW trainers, health and safety trainers, parent workshop presenters) shall be posted in schools and locals at least one-month prior to selection. (Jan 03 Ex, p. 28)

2. Such posting shall include the criteria for selection, the number to be selected, the length of term for each selection and deadline for the receipt of applications. Members shall be appointed for up to three year terms, renewable for an additional three years through the posting and selection process. All trainers and associates eligible for re-appointment shall be notified of the need to re-apply if they wish to continue serving. (Jan 03 Ex, p. 28)

3. Criteria for the selection of trainers and associates shall include:

a. knowledge in the content area,

b. proven successful workshop presentations,

c. a commitment to undertake a minimum amount of workshop delivery.

4. Trainers and associates shall initially be recommended by the appropriate staff person. In consultation with the appropriate staff person, the final approval shall be made by two Full-Time Table Officers designated by the president.

5. If insufficient applicants exist to make a complete selection of the number of trainers/associates posted, the FTTOs involved in the selection may:

a. appoint fewer trainers/associates than posted,

b. re-post for additional applicants,

c. undertake a combination of a. and b. above.

6. Once the selection of posted trainers/associates is complete, the Executive Committee and the Executive Director shall receive a confidential report from the staff person involved in the process which provides the following information:

a. the number of trainers/associates requested,

b. the criteria for selection included in the posting,

c. the names of all applicants and their locals.

d. the names of applicants selected by the FTTOs. (Jun 01 Ex, p. 18)

25.K.06—That when appointing members to committees and as workshop facilitators, the BCTF consider bilingual representation. (Jun 12 Ex, p. 9)

25.K.10—Appointments of members as facilitators to Federation services

That the appointment of members as workshop and SURT facilitators, Parent Presenters, and Peer Support Service Consultants, and to the Internal Mediation Service be done by the Full-Time Table Officers, following consultation with the relevant staff program co-ordinator. (Aug 15 EC, p. 15)

L. Staff

25.L.02—That the Executive Committee determine whether an administrative staff position shall be posted. (Nov 76 Ex, p. 12) (Apr 16 Ex, p. 13)

25.L.04— That the Executive Committee appoint or dismiss the Executive Director and other excluded staff; and, that authority to enter into personal services contracts with excluded staff be delegated to the President and First Vice-President. (Aug 78 Ex, p. 19) (Apr 16 Ex, p. 13)

25.L.06—1. That appointment for all administrative staff positions be conducted on the following basis:

a. Shortlist and interview panels consist of the Executive Director (or designate), Human Resources Director (or designate), one Full-Time Table Officer, and two Members-at-Large. Full-Time Table Officers and Members-at-Large will participate on shortlist and interview panels on a rotational basis, based on an alphabetical rotation of those available. The Executive Committee representatives on the shortlist and interview panels must include at least one woman. (Oct 24 Ex, pp. 11–12)

b. The shortlist and interview panel will review applications, select those candidates to be interviewed, and conduct the interviews.

c. Upon completion of interviews, the panel will make a recommendation by majority vote to the Executive Committee.

d. In an in-committee session with the Executive Director and Human Resources Director only, the recommendation will be moved and the Executive Committee will discuss the merits of the recommendation. The Executive Committee will vote by secret ballot to accept or reject the recommendation. If the recommendation is rejected, the panel will meet again and come back with a different recommendation. (Aug 00 Ex, p. 16) (Apr 16 Ex, p. 12–13)

e. In the infrequent circumstance of more than one identical posting occurring, one short-listing committee will convene for the purpose of shortlisting and interviewing for both postings and bring forward together the recommendations made to the Executive Committee.

f. That, for division director positions, the shortlisting panel will review the applications and shortlist candidates. The interviews will take place in an in-committee session of the Executive Committee with the Executive Director and Human Resources Director in attendance. The Executive Committee will make the appointment. (Jan 20 Ex, p. 6) (Aug 21 Ex, pp. 6–7)

2. That for the appointment of BCTF excluded management positions:

a. The shortlisting panel will consist of at least two of the Full-Time Table Officers, Executive Director (or designate), Human Resources Director (or designate), and two or more randomly selected Members-at-Large with: (Aug 21 Ex, p. 7)

i. at least two persons on the panel identifying as women.

ii. at least one of the Members-at-Large being a member who identifies as being from an additional equity-seeking group.

b. The panel will review the applications, including conducting interviews if they feel it is required and select the candidates to be interviewed by the Executive Committee.

c. The interviews with the Executive Committee will take place in an in-committee session with the Executive Director (or designate) and Human Resources Director (or designate) in attendance.

d. The appointment will be made by the Executive Committee in accordance with Procedure 25.L.04. (Feb 20 Ex, p. 10) (Oct 24 Ex, p. 12)

25.L.08—That no task force, PSA, or advisory committee be represented on the screening panel for short listing and interviewing candidates for BCTF staff positions. (Oct 76 Ex, p. 16) (Apr 16 Ex, p. 13)

25.L.12—That the concept of part-time continuing appointments to the Federation's administrative staff be endorsed. (Dec 78 Ex. p. 14)

25.L.14—That whenever possible, BCTF administrative staff appointees have recent teaching experience in a Canadian public school system. (Jan 79 Ex, pp. 16–17)

25.L.18—That all applicants for staff positions be provided with a copy of the position description and an outline of duties, qualifications and experience, and be informed of the procedure and schedule that will be followed in making the appointment, including information that references may be checked, and that additional information may be sought and/or considered. (Nov 76 Ex, p. 18)

25.L.20—That if a member, who has served as Full-Time Table Officer or as a term appointee to the Federation staff, exhausts all their sick leave after returning to teaching, unused leave accumulation during service with the Federation be automatically available, and that attendant costs be a charge against the Federation. (Jan 78 RA, p. 13)

25.L.22—That a copy of the current collective agreements between the Federation and its administrative and/or support staff be available on the Members Only section of the BCTF website. (Reviewed Dec 79 Ex, p. 19) (Jan 12 RA, p. 7)

25.L.24—That once policy has been formally adopted by the Executive Committee, Representative Assembly or Annual General Meeting, it is the responsibility of any member of staff to explain and support that policy before the members of the general public. (May 77 Ex, p. 9)

25.L.26—That where policy exists or does not exist it is the responsibility of any member of staff to take the initiative in analyzing situations, in anticipating changes in the internal and external environment, in exploring and exposing all the possible alternatives on any given issue and developing alternative programs of action for consideration by both advisory and decision-making bodies of the Federation. (May 77 Ex, p. 10)

25.L.28—That the BCTF have at least one person on staff who is fluent in both official languages. (Jan 78 RA, p. 10)

25.L.30—That BCTF staff shall be provided with the rights of due process that the BCTF seeks for its own members and in accordance with the provisions of the collective agreements between the BCTF and each of the staff unions. (Jan 79 RA, p. 3) (May 12 RA, p. 15)

25.L.32—That the rights of due process be established through a collective bargaining process between the Executive Committee and each of the staff unions. (Feb 91 RA, p. 3) (May 12 RA, p. 15)

25.L.34—That the BCTF shall not dismiss or discipline an employee except for just and reasonable cause. (Nov 79 Ex, p. 4)

25.L.36—That the following elements are a necessary minimum to establish "just and reasonable cause:"

1. The nature and details of the job must be outlined to and clearly understood by the employee.
2. Performance on the job must be analyzed in a rational manner—that is, be based on sound evaluation.
3. Should the employer perceive shortcomings in the employee's work, the employee must be informed in plain terms, of the specific manner in which their performance is considered to be lacking.
4. A proposal for rectification must be presented to the employee, coupled with an explanation that should they fail, over a specified period, to meet the standards required, they may be dismissed.
5. That the employee shall be provided with a process to appeal a decision to dismiss. (Nov 79 Ex, pp 4–5)

25.L.40—That the Federation negotiate with the unions representing BCTF support staff and administrative staff to enter into collective agreements addressing salaries, benefits, and working

conditions, and negotiate directly with excluded staff to establish personal services contracts. (Jan 80 Ex, p. 11) (May 12 Ex, p. 7)

25.L.42—That the Executive Director, General Counsel, Treasurer/CFO, Director of Human Resources, and Assistant Executive Director be excluded staff positions. (May 12 Ex, p. 7) (Jan 18 Ex, p 23) (May 1, 20 Ex, pp. 10–11)

25.L.44—That the Executive Committee support in principle the concept of developing in consultation with the Administrative Staff Union procedures to address issues of concern to either party or both parties. (May 83 Ex, p. 9)

25.L.48—That, in general, BCTF staff represent the BCTF at conferences and meetings only as observers, not as voting delegates. Exceptions should be made only in consultation with the Executive Committee or the Full-Time Table Officers. (Sep 84 Ex, p. 2)

25.L.50—Term Appointments:

1. With the exception of specialized positions requiring training outside of teaching, working on the professional staff of the BCTF is to be regarded as part of a career in teaching, not a career in itself.
2. That, as long as applicants with appropriate qualifications and experience are available, changes to staff have a positive value for the BCTF in helping make it a more flexible, changing, adaptive organization.
3. That, particularly in a climate of limited opportunities within the school system, opportunities for members to include working on BCTF staff as part of their career pattern (rather than having all staff positions filled with long-time staff members) are in the interest of all BCTF members.
4. That the BCTF will maintain a policy which includes a mix of continuing and term appointments for staff.
5. That individuals obtaining term appointments should regard experience on staff as part of their teaching career, and thus should maintain leaves of absence from their school boards so they may return to teaching. (Dec 89 Ex, p. 5) (Mar 00 Ex, p. 1)
6. a. That all on-going positions on the administrative staff for which a teaching certificate is a requirement of employment be designated as either continuing or four-year term positions. It is understood that four-year term means a term of at least four years and six weeks.

b. That there are two types of term appointments:

i. ongoing term appointments of at least four years and six weeks;

ii. temporary term appointments of less than four years to fill temporarily existing positions.

7. That a four-year term position vacated by an incumbent shall be posted in accordance with the provisions of the CEP/BCTF collective agreement regarding vacancies and postings of term positions, except when:

a. the Federation wishes to discontinue the position and/or

b. the Federation determines to post it as a continuing as per the provisions of the CEP/BCTF collective agreement on the posting of continuing positions. (Jun 01 Ex. p. 3)

8. That term appointments be staggered in each of the divisions so that no more than two four-year term appointments be replaced in any division in any one year.
9. That, wherever possible, engagement of term staff shall commence on July 1 of the year of their appointment and expire six weeks past June 30 in the year their term expires. (Mar 00 Ex, p. 1–2)

25.L.52—Continuing appointments

1. That the ongoing administrative staff positions of lawyers and media relations officer be posted and filled as continuing. (May 12 Ex, p. 7)
2. That a continuing position vacated by an incumbent shall be posted as either a continuing position or a four-year term position except when the Federation wishes to discontinue the position. (Jun 01 Ex, p. 3)
3. Staff currently filling a four-term position shall be eligible to apply for any continuing vacancies that may arise on the staff but shall not be eligible to apply for any four-year term vacancies that may arise until at least one year after the expiration of their term appointment on the BCTF staff.
4. That all director positions be continuing positions. Term or continuing staff may be appointed as an acting director for a period up to one year or for a longer period when the incumbent director is on approved Federation leave.
5. That the number of continuing positions on the administrative staff as a percentage of the total ongoing administrative staff positions for which a teaching certificate is a requirement shall not drop below 50%. (Mar 00 Ex, p. 1–2) (Jun 01 Ex, p. 3)

25.L.54—1. That in making appointments to the BCTF administrative staff, the Executive Committee actively work toward establishing an equal balance between continuing and term appointments. (Mar 75 Ex, p. 11) (91 AGM, p. 45)

2. That this policy be interpreted to mean ongoing administrative staff positions for which possession of a teaching certificate is a requirement. (Mar 00 Ex, p. 1)

25.L.56—That, as a bargaining objective, the BCTF seek to reduce the salary differential between members working on administrative and executive staff appointments at the BCTF, and members working in the schools of the province. (92 AGM, p. 37)

25.L.58—That members, other than Full-Time Table Officers, acting on behalf of the Federation in collective bargaining with either of the two staff unions receive compensation for such work during the summer on the basis of one/one hundred and eighty-ninth (1/189) of actual salary per day. (Sep 01 Ex, p. 3)

25.L.60—That the following constitute BCTF procedure for staff regarding conflict of interest:

1. To avoid a conflict of interest between an employee's personal interest such as a business or other type of financial enterprise with their duties and responsibilities as an employee of the BC Teachers' Federation, the employee shall adhere to the following:

a. They shall not engage in work outside of the BCTF that:

i. would interfere with or influence their judgment or the impartial discharge of their duties as BCTF employees, or

ii. would provide services such as those normally provided by the BCTF to clients that may include as recipients of the service, member(s) of the BCTF.

b. An employee shall not use an occasion while in the employ of the BCTF to refer either members or other people encountered while carrying out Federation duties to services they may provide in their private life.

c. Except with the express written permission of the BCTF, an employee shall not provide services, such as those normally provided by the BCTF, to public education partner groups including the Ministry of Education.

2. It is the responsibility of each employee of the BCTF to inform the BCTF of their involvement in any business interest of a commercial or financial nature where such interests might be construed to be in conflict with the employee's BCTF duties and responsibilities. (Feb 05 Ex p. 7–8)

25.L.62—That the BCTF establish and maintain a balance of minority, Aboriginal people and people with disabilities, representative of the population of BC on its:

1. administrative staff,
2. support staff,
3. committees. (87 AGM, p. 31)

25.L.64—1. That the Federation endeavor to establish and maintain a representative balance of males and females on the BCTF staff.

2. That advertisements for BCTF staff positions state that ''female and male applicants are encouraged to apply.'' (82 AGM, p. 30)

25.L.66—That in order to establish and maintain a representative balance of males and females on the BCTF administrative staff, hiring practices for such positions shall include:

1. interviewing a significant number of women;

2. giving particular consideration to potential as well as proven abilities of female candidates;

3. giving priority to the hiring of women until that representative balance is achieved. (82 AGM, p. 30) (85 AGM, p. 44)

25.L.68—The Federation is committed to increasing the participation of under-represented and/or historically marginalized groups such as women, people with disabilities, people of colour, Aboriginal people, young members, and LGBTQ people, in all facets of our work as a union. In order to achieve a representative balance, the following measures be taken: (15 AGM, p. 12)

1. Hiring Practices

The Executive Committee, in consultation with other BCTF committees, review existing hiring and committee selection practices with the aim of eliminating barriers to racially visible, Aboriginal and other minority, and female candidates, and candidates with disabilities. (01 AGM, p. 30)

2. Outreach

That the Executive Committee:

a. Make a special outreach effort to LPs and LRs to inform minority and Aboriginal members, and members with disabilities of opportunities to apply for positions on BCTF administrative staff and on committees, and to encourage them to apply for these positions.

b. Ensure that qualified minority and Aboriginal candidates, and candidates with disabilities are interviewed.

3. Selection Committees

That the Executive Committee:

a. Encourage representation from targeted groups (minority, Aboriginal and people with disabilities) on selection committees.

b. Ensure that selection committees for administrative and support staff and for committee positions are aware of the affirmative action policy.

c. Instruct selection committees for administrative staff and support staff and for committee appointments to give consideration to potential as well as proven abilities of minority and Aboriginal people, and people with disabilities.

4. Opportunities for involvement at the local level

a. Encourage locals to call on their minority and Aboriginal members, and members with disabilities, to become involved at the local level. (May 88 RA, pp. 15–16)

25.L.70—That all administrative staff postings be distributed electronically to members with details available on the website. (May 08 Ex, p. 4) (Apr 16 Ex, p. 13)

25.L.72—That the Federation respectfully decline to provide individual applicant feedback following administrative staff postings. (Oct 24 Ex, p. 12)

M. Zone Meetings

25.M.02—1. That the Federation zone meeting structure include the following minimum representation from locals:

a. the president of each local and sublocal;
b. the bargaining chairperson for each local;
c. the professional development chairperson for each local;
d. a social justice contact for each local;
e. a health and safety representative for each local;
f. a teacher teaching on call representative for each local;
g. a local contact for Aboriginal education;
h. a FFWL representative;

and that the Executive Committee be authorized to include additional representatives as necessary. (05 AGM, p. 41) (19 AGM, p. 30)

2. That the Executive Committee procedure for representation at zone meetings be:

a. locals between 1,000–1,600 members shall be entitled to one additional delegate.

b. locals over 1,600 members shall be entitled to two additional delegates. (May 09 Ex, p. 7)

c. that a representative from each of the following advisory committees be included: the Aboriginal Education Advisory Committee, the Health and Safety Advisory Committee, the Professional Issues Advisory Committee, the Working and Learning Conditions/Bargaining Advisory Committee, the Committee for Action on Social Justice, and the Teachers Teaching on Call Advisory Committee. (Apr 05 Ex, p. 6) (Apr 13 Ex, p. 8)

25.M.04—That prior to each zone meeting, objectives for the meeting be approved by the Executive Committee. (Mar 10 Ex, p. 1) (May 10 Ex, p. 8)

25.M.06—That zone meetings be chaired by a member. (Sep 07 Ex, p. 13) (Jan 11 Ex, p. 7)

25.M.08—That locals in zones may choose to hold a zone meeting in a different community in the zone provided that such change of venue does not unduly increase the cost of the zone meeting. (Jan 08 Ex, p. 11)

N. Member Leadership and Engagement

25.N.02—Statement of Principles on Equity, Diversity, and Inclusion

That the following Statement of Principles on Equity, Diversity, and Inclusion be adopted:

The BCTF is a democratic union that recognizes the importance of encouraging and supporting involvement by all members, while recognizing that some members have historically been marginalized. For the Federation to be at its best, all members must see themselves reflected in its goals, structures, and practices. The BCTF will strive to identify and eliminate barriers to participation through programs, procedures, by-laws, and policies supported by specified resources and education.

The BCTF supports equity, diversity, and inclusion within the union, the workplace, and in broader society and acknowledges that:

1. discrimination and harassment must not be ignored and must be challenged and rectified.

2. not all discrimination is deliberate or visible. Inadvertent, hidden, and systemic discrimination must be identified and addressed.

3. the marginalization of certain groups must be specifically recognized. These groups include, but are not necessarily limited to women; racialized workers; Indigenous people; people who are lesbian, gay, bisexual, transgender, queer, intersex, questioning, or two-spirit; people with disabilities; and those whose participation is impeded because of economic circumstances or family status.

4. equal opportunity to participate in the Federation does not mean treating all members the same. Within a democratic framework, promoting the engagement of members of equity-seeking groups is a valid and necessary approach to reaching equal outcomes.

5. Federation programs and policies designed to eliminate barriers must not only do so, they must be widely seen to do so. (17 AGM, pp. 20–21) (Sep 19 Ex, p. 9)

25.N.04—Members training events, meetings, and conferences

That all Federation membership training events, meetings, and conferences:

1. feature member leadership.
2. be planned with attention to equity and inclusion.
3. include a focus on building strong local teams and engaging members and, where applicable, the broader community.
4. demonstrate the Federation's long-standing commitment to "teachers teaching teachers" within the union and profession. (Sep 19 Ex, p. 5)

25.N.06—That the general goals for the Summer Leadership Conference, Federation Leadership Institute, and Facilitators' Institute Training be as follows:

1. Summer Leadership Conference—to support local leadership teams in:

a. enhancing their leadership skills, confidence, and knowledge.

b. connecting the work of their local to the BCTF priorities for the year ahead.

c. networking with leaders in other locals.

d. developing strategies for engaging members in the work of their union.

2. Federation Leadership Institute (FLI)—to support local leadership with:

a. in-depth training designed to build skills, knowledge, and confidence.

b. strategies for building strong local teams, engaging members, and attending to equity and inclusion at the local level.

c. the opportunity to connect and share strategies with a community of others serving in the same roles.

3. Facilitators' Institute Training (FIT)

a. To provide training in specific workshops as well as in facilitation skills and andragogy techniques.

b. To prepare facilitators to present BCTF workshops in an engaging and interactive manner.

c. To develop strong, skilled, confident member facilitators.

d. To create a community of BCTF facilitators.

e. To reinforce the process for developing, revising, booking, and facilitating BCTF workshops. (Jun 11 Ex, p. 11) (Sep 19 Ex, pp. 6–7)

25.N.08—That the following apply to the Federation Leadership Institute:

1. Prior to planning and organizing of each annual Federation Leadership Institute:

a. the program co-ordinator, in collaboration with the Field Service Division Director, ensures that local leaders are consulted in the development of workshops and short courses to be offered.

b. the BCTF Executive Committee reviews the goals and objectives.

2. The institute will provide an in-depth learning experience for participants, and that the workshops and short courses offered generally be either one or two days long.

3. Participants be given certificates for each short course and workshop completed.

4. All workshops and short courses will include a component on building a strong, confident, diverse local team.

5. The BCTF fund the cost of attendance for local and sublocal presidents and other local officers who are released 50% or more.

6. Locals be encouraged to sponsor the attendance of additional members. Locals may use the BCTF Union Mentorship Grant for this purpose as per Procedure 10.J.76. The cost for the attendance of any additional local leaders be $600, which will be inclusive of union leave/TTOC costs, per diems, travel, and accommodation.

7. All participants have the opportunity to provide feedback through an evaluation form, in accordance with Federation practice, and in order to help inform the planning for future Federation Leadership Institutes.

8. That those Executive Committee members not already enrolled in the Federation Leadership Institute as local released officers be invited to attend and enrol in workshops and short courses.

9. That the Federation invite applications each year, in order for the Full-Time Table Officers to select six (6) members that identify as BIPOC to attend the Federation Leadership Institute. (Sep 19 Ex, pp. 8–9) (Aug 20 Ex, p. 26)

25.N.10—The member leadership and engagement be featured in all Summer Leadership Conference electives and discrete sessions, and that:

1. elective workshops be facilitated by members and/or members co-facilitating with BCTF staff or BCTF Executive Committee members, with any exceptions to be approved by the Executive Director.

2. all discrete day sessions, including those for rookies, include members in leadership roles.

3. where applicable, the respective BCTF advisory committes be involved in the planning and facilitation of the discrete day sessions.

4. where applicable the Executive Committee members attend the discrete day sessions that correspond with their advisory committee liaison roles. (Sep 19 Ex, P. 9)

25.N.12—Two-day regional meetings
That:

1. in consultation with Local Presidents, Field Service Division Director, and the Executive Director, the Full-Time Table Officers determine the goals and timing for the use of the two days of regional meetings with Local Presidents.

2. the Executive Committee members be requested to attend the sessions in their assigned zones. (Sep 19 Ex, p. 4)

26. Pensions

A. Teachers' Pension Plan

POLICIES

26.A.01—Pensions Policy

A. Pension Goal

That the goal be the attainment of a pension plan that is fully funded, jointly trusteed, service based, fully indexed, and maintains the relative economic status of members of the pension plan and/or their designated beneficiary(ies) following retirement, disability, or death.

B. Pension Design

1. Plan Members

That all members of the BCTF bargaining unit, eligible employees of Boards of Education or Francophone Education Authorities as established under the *School Act*, eligible employees of employers approved by the Pension Board of Trustees, and all recipients of a BC teacher pension be members of the pension plan, (hereinafter referred to as plan members).

2. The Pension Plan

a. That the pension be:

i. vested immediately.

ii. based on service and on the five-year highest average salary earned.

iii. defined on a two percent formula.

iv. indexed fully to the Canadian Consumer Price Index.

v. payable at age 55, or later.

b. That the pension plan recognize, as contributory service, up to five years of child rearing time.

c. That contributions, when vested, be locked-in to the plan, to another registered pension plan, or to a locked-in retirement account.

d. That subject to a spousal waiver, the plan member may name a beneficiary(ies) eligible to receive the commuted value, a guarantee of pension payment, or a pre-retirement death benefit.

e. That there be no discrimination on the basis of gender or marital status in the eligibility for, or the calculation of, single life pensions or their equivalent. (22 AGM, pp. 26–28)

3. Purchase of Service

That there be provision for:

a. purchase of periods of leave of absence.

b. purchase of service in other jurisdictions.

c. purchase of service by plan members who were employed in a less than 50% assignment prior to January 1, 1993, provided that the plan member had not signed a waiver declining participation in the pension plan.

d. purchase of service for leaves as provided in the *Employment Standards Act*. (22 AGM, pp. 26–28)

4. Portability

a. That there be portability between defined benefit public sector pension plans provided that:

i. transfers of service be cost neutral to the pension plan.

ii. all service in the exporting plan be credited for eligibility in the importing plan.

iii. if the transfer value from the exporting plan is equal to the amount requested by the importing plan, the total service of the exporting plan shall be credited for pension calculation in the importing plan.

iv. if the transfer value from the exporting plan is less than the amount requested by the importing plan, the importing plan shall recognize a portion of the service credited to the person by the exporting plan for pension calculation in the ratio of the transfer amount requested to the transfer value from the exporting plan.

v. a person to whom section 4.a.iv. (above) applies to may elect to pay all or part of the shortfall, and for the purpose of pension calculation, shall be given the additional pensionable service.

(22 AGM, pp. 26–28)

5. Pre-Retirement Death Benefit

That, upon the death of a plan member prior to retirement, a benefit be payable to a spouse, the named beneficiary(ies) or estate. (22 AGM, pp. 26–28)

6. Group Disability Plans

That a plan member in receipt of benefits from an approved group disability plan be credited with service for that period, and that salary for pension calculation purposes be indexed.

7. Pension Options

a. That the normal form of a pension be single life 10-year guarantee.

b. That the following further options be available:

i. single life with guarantee.

ii. joint life and last survivor.

iii. temporary annuity in the amount of the Old Age Security.

iv. a combination of the above.

c. That a plan member who has a spouse be required to select at least 60% of the pension on a joint life and last survivor basis, unless the spouse signs a waiver. (22 AGM, pp. 26–28)

C. Governance

1. That the pension plan be managed through a joint trust agreement between the BCTF as the plan member partner, and the BC government as the plan employer partner.

2. That the Pension Board of Trustees be at least 10 persons representing equally each of the plan partners, with the provision that an outside person may be appointed as a non-voting chair.

3. That the plan member partner trustees be nominated by and from the Teachers' Pension Plan Advisory Committee and appointed for three-year terms by the BCTF Executive Committee as follows: (22 AGM, pp. 26–28)

a. three voting plan members who are members of the BCTF and/or BCTF staff. (24 AGM, p. 31)

b. one excluded plan member.

c. one retired plan member.

However, if an appointed trustee should retire during their term, the trustee may, at the discretion of the Executive Committee, complete the term and the objective set out in the preceding statement will be achieved in subsequent appointments. (09 AGM, p. 17)

4. That a plan member partner trustee shall remain a member of the Teachers' Pension Plan Advisory Committee throughout the appointed term. (22 AGM, pp. 26–28)

D. Fund Financing

1. That the pension plan be fully funded to provide a basic pension and indexing.

2. That contributions required to maintain a fully funded pension plan be shared equally by the voting plan members and the employers. (Mar 08 Ex, p. 8)
(24 AGM, p. 31)

E. Plan Changes

That the following principles be followed in pursuing improvements to the pension plan:

1. improvements shall be equitable in that they apply or are available to a broad range of the plan members;

2. improvements shall be affordable in that they can be fully funded within the established contribution rates, or within increased contribution rates acceptable to the plan member partner;

3. accrued pensions for plan members and retired plan members shall be protected; and

4. social policy, as endorsed by the member organizations, shall be taken into consideration.

F. Early Retirement/Severance Plan

That any early retirement/severance plan be on a non-cost basis to the pension plan.

G. Health Benefits

That the Federation pressure government to eliminate MSP premiums for all British Columbians. (Dec 07 Ex, p. 2)

H. That the administration of the Pension Plan, including services and communications, be the best of any pension plan in Canada. (02 AGM, pp. 42–43)

26.A.07—That the BCTF oppose changes to the Canada Pension Plan which would raise the age level for eligibility, reduce benefits, and dramatically increase premiums in a short period of time. (96 AGM, p. 9)

26.A.09—That there be no compulsory retirement age.
(88 AGM, p. 22)
(92 AGM, p. 25)

26.A.11—That the Teachers' Pension Board of Trustees enhance the recognition of Environmental, Social, and Governance (ESG) factors in investment decisions pursuant to the Teachers' Pension Plan Statement of Investment Policies and Procedures. (06 AGM, p. 17)

PROCEDURES

26.A.04—Pension Appeals

That the following be the BCTF pension appeals procedure:

Pension Appeals

1. A member, dissatisfied with a response from the Teachers' Pension Plan regarding the application of the Plan Rules, may formally appeal the response, in writing, to the Appeals Registrar, Teachers' Pension Board of Trustees. (Step 1)

1.1 The member may request, and will receive, advice and assistance from the Income Security Division in the preparation of the appeal.

2. A member, dissatisfied with the response to their appeal at Step 1, may appeal the response to the Teachers' Pension Board of Trustees. (Step 2)

2.1 The member may request, and will receive, advice and assistance from the Income Security Division in the preparation of the appeal.

3. A member, dissatisfied with the response to their appeal at Step 2, may appeal the response to an arbitrator. (Step 3)

3.1 The member may request advice and assistance from the Income Security Division.

3.2 Income Security staff, in consultation with the Executive Director and the Full-Time Table Officers, will determine the level of Federation support of the Step 3 appeal, based on the following criteria:

a. the issue has significant merit regarding application of the Plan Rules, or

b. the issue may affect a number of other plan members.

3.3 A decision by the Federation to support the appeal will include the provision of staff time and a commitment to pay the appellant's cost of the arbitrator, and such other costs as may be approved by the Executive Committee.

3.4 If the Federation does not support the appeal, the member will be informed in writing of the reasons for the lack of support. (The member may proceed to arbitration on their own behalf and cost.)

3.5 A member who is denied Federation support may appeal the decision to the Executive Committee. (Dec 03 Ex, p. 6)

4. The staff member assigned to assist with appeals will not be a member of the Teachers' Pension Board of Trustees.
(Jun 03 Ex, p. 11)

26.A.06—That there be a report from a BCTF-appointed member on the Teachers' Pension Board of Trustees on the Fall RA and AGM agenda. (Nov 01 Ex, p. 6)
(Mar 08 Ex, p. 8)
(Feb 24 Ex, p. 18)

26.A.08—That prior to making decisions that significantly change the Teachers' Pension Plan, particularly changes to plan benefits, group health benefits, or funding, BCTF-appointed trustees consult with the BCTF Executive Committee (Plan Member Partner). (Sep 06 Ex, p. 1)

26.A.10—That the BCTF distribute information to each local president regarding BCTF Group RRSPs including a reminder of enrollment and the benefits of enrollment. (Mar 08 Ex, p. 8)

B. BCTF Staff Pension Plan

PROCEDURES

26.B.02—BCTF Staff Pension Plan Investment Policy

A. Investment Objectives

In order to meet the financial obligations of the Staff Pension Plan*:*

1. The principal investment objective is to earn over the long-term a return before fees of at least 1.0% higher than the Benchmark Portfolio subject to the constraints listed below.

2. The secondary investment objective is to earn over the long-term a target annual rate of return of at least 4% (net of investment manager fees) greater than the average annual rate of inflation.

B. Investment Constraints

There are several constraints on the investment of the Pension Fund. These have been imposed by various parties as follows:

Pension Benefit Standards Act (PBSA), AIMR, Income Tax Act and Canada Customs and Revenue Agency (CCRA)

1. All investments must conform to the investment requirements of Schedule III of the Federal PBSA Regulations and Regulation 38 of the BCPBSA.

2. Investments are held in the Foyston, Gordon & Payne (FGP) Balance Fund which can be liquidated on short notice.

3. Investments provide no specific voting rights. The investment manager should vote proxies in the best interests of the plan.

4. Not more than the maximum allowed by CCRA of the fund's assets (based on cost) shall be "foreign property," as defined in Section 206 of the Income Tax Act.

5. No money is to be borrowed by the fund, except occasionally on a short-term basis, as provided in paragraph 12(c) of the CCRA Taxation's Information Circular 72-13R8 or successor document.

6. Related party transactions (if any) will comply with Section 17 of Schedule III under the Federal PBSA.

7. All investment activities will be made in accordance with the Code of Ethics and Standards of Practice of the Association of Investment Management and Research (AIMR).

BCTF and Investment Manager

8. No investments are to be made directly in secondary markets e.g., derivatives, options and futures. However, investments in the FGP Balanced Fund may include pooled funds which invest in such secondary securities provided that all such secondary securities are 100% backed by cash. Investment in derivative instruments may be used for hedging purposes to facilitate the management of risk or to facilitate an economical substitution for a direct investment. Under no circumstances will derivatives be used for speculative purposes or to create leveraging of the portfolio.

9. The lower and upper limits on the proportion of the total fund (based on market value) that may be invested, directly or indirectly, from time to time in the following classes of securities are:

Class of Security	Lower Limit	Upper Limit
Common stocks and convertible securities	30%	70%
Bonds	30%	60%
Cash or Short-term securities	0	15%

This constraint has been established by the Federation in consultation with the Federation's consulting actuaries as an indication of the maximum exposure to the risk of fluctuation in overall rates of return that the Federation and the plan members are prepared to accept.

The Federation recognizes that, even with the constraints listed above, the rates of return on the pension fund will vary significantly, upwards and downwards, from year-to-year, reflecting market and economic cycles, levels of inflation, government policies and many other factors. These fluctuations should not deter the investment manager from making his best efforts to achieve the long-term objectives of the fund.

The investment manager has full authority, acting within the above constraints, to manage all aspects of the pension fund, including changes in the proportion of fund assets to be held in each of the classes of securities. This applies both to the distribution of existing pension fund assets and to the allocation of new contributions.

10. In exercising their responsibilities, the Finance Committee, Manager and any other agent or advisor shall adhere to the following guidelines:

a. In the discharge of their duties and the exercise of their powers, whether the duty or power is created by law or a trust instrument, they shall exercise the degree of care, diligence and skill that a person of ordinary prudence would exercise in dealing with the property of another person.

b. Without limiting the generality of (a), persons who possess, or because of their profession, business or calling, ought to possess, a particular level of knowledge or skill relevant to their responsibilities to the fund, shall apply that particular knowledge or skill set to the administration of the fund.

11. No lending of cash and/or securities to any entity is permitted.

12. Investments in equity securities that are not regularly traded on a public stock exchange are not permitted.

C. Evaluation

The performance of the investment manager will be reviewed quarterly, but a period of three to five years will be utilized before any conclusive judgements are formed on the overall performance. The measures which will be used are as follows:

Principal Measures

a. The investment manager will add at least 1.0% before fees in value relative to the Benchmark Portfolio on a per annum basis. The Benchmark Portfolio is defined as a hypothetical portfolio invested as follows:

30% S&P/TSX
12.5% S&P 500 (in Canadian $)
12.5% MSCI EAFE (In Canadian $)
45% Scotia Capital Universe Bond Index
0% 30 Day Treasury Bills

Asset Class	Minimum	Target	Maximum
Canadian Equities	20%	30%	40%
Foreign Equities	10%	25%	40%
Total Equities	30%	55%	70%
Bonds	30%	45%	60%
Cash & Short-term	0	0%	15%

b. The rate of return is expected to be above the median in a peer group of comparable funds as measured by a recognized performance measurement survey.

Secondary Measures

a. the time-weighted rates of return on each category of investment as compared to the median performing pooled fund of that category, as measured by SEI's pooled balanced fund survey of pension trust funds.

b. the average rate of interest on 30-day Treasury Bills.

c. the average rate of inflation (as measured by the Consumer Price Index) plus 4 percent.

D. Investment Reports and Meetings

Meetings between the Finance Committee and the investment manager will normally be held semi-annually each year, or at such times as are mutually agreed by the committee and the investment manager.

The investment manager will normally submit a written report to the treasurer of BCTF at least two weeks in advance of each meeting.

The investment manager's report will normally include:

- a brief review of the major investment decisions made since the last meeting, in the context of the forecasts and strategy outlined at the previous review meeting.
- a discussion of the time-weighted rate of return of the total fund and of each of the major assets classes during the last year and over the three to five year period ended on a quarterly basis (both in absolute terms and, for the total fund only, relative to the two principal measures indicated in the preceding section of this statement).
- the investment manager's outlook for the economy and for the capital markets both in the short-term (six months to one year) and the long-term (four years or more) and his resulting forecasts of rates of return for each of the relevant asset classes.
- the investment strategy the investment manager intends to pursue up to the time of the next review meeting.
- a sign-off (quarterly) by the investment manager on their compliance with the Staff Pension Plan Investment Policy.

The treasurer is responsible for arranging the time and location of investment review meetings and for ensuring that all parties receive appropriate notice of each meeting.

The investment manager shall notify the Federation in writing of any significant changes in investment philosophies and policies, personnel or organization and procedures. They shall also review the investment objectives and constraints regularly and recommend changes whenever they consider it to be appropriate.

The Federation shall notify the investment manager in writing of any significant changes in this Investment Policy Statement and of any significant anticipated liquidity requirements and shall provide the investment manager periodically when requested, with information concerning the plan and its membership.

Such notification in writing shall normally be between the treasurer of BCTF and FGP (investment management firm) with a copy to AON Consulting Group (Actuary). (Jan 06 Ex, p. 4)

27. Political Action

POLICIES

27.01—That teachers:

1. oppose the cuts in public services which are destroying the very fabric of what has been a caring, civil society.
2. reject the initiatives of privatization and commercialization that seek to create a new society based upon greater concentrations of wealth and power in the hands of a few at the expense of the protection of the many.
3. call for a return to democratic processes in this province where all citizens are heard and heeded with respect to the type of communities and society they wish to build. (Apr 02 Ex, p. 19)

27.05—1. That the British Columbia Teachers' Federation call upon the provincial and federal governments to immediately implement the Romanow report.

2. That BCTF members be encouraged to join thousands of Canadians in signing the petition in support of the full implementation of the Romanow report. (03 AGM, p. 25)

27.07—That the BCTF call upon the Government of Canada and the provinces to fully implement the provisions of the Kyoto Protocol. (03 AGM, p. 25)

27.09—That the AGM encourage locals to support and, where appropriate, endorse candidates for MLA. (05 AGM, p. 40)

27.11—That the Federation and its locals become involved in school board and municipal elections by:

1. advocating for fully funded public education and public services and the restoration of full scope local collective bargaining rights for teachers.
2. supporting candidates committed to strong and stable publicly funded public education and public services. (05 AGM, p. 40)

27.13—That the Federation oppose the recruitment into armed conflict of children and youth under 19 and call for the prosecution of those who have committed crimes against children, particularly the crime of recruiting children into armed conflict. (May 11 RA, p. 13)

PROCEDURES

27.04—That the BCTF continue its practice of commending or criticizing government education program and/or the educational programs of other political parties. (Dec 71 Ex, p. 7) (Reviewed Dec 79 Ex, p. 19)

27.06—That the BCTF and its locals take political action aimed at enhancing education program quality and equality of access to educational programs. (82 AGM, p. 17)

27.08—1. That locals be encouraged to develop political action programs so that the concerns of teachers on educational issues will be known to candidates and to those elected to local, provincial and federal governments.

2. That the political action program should be a responsibility of the local executive committee or of a special political action committee established by the association. (76 AGM, p. 30) (Reviewed Dec 79 Ex, p. 19)

27.10—That the role of the Executive Committee and staff will be to provide support in the form of research, assistance on tactics and strategies, organizational and administrative assistance, advice on publicity and any other support deemed necessary in each local. (Jan 89 Ex, p. 28)

27.12—1. That on condition that no other organization or individual, including individual members, is permitted access to the information, locals be provided with member name and address lists and/or labels and/or email addresses free of charge for use in local, school board, provincial or federal elections or recall petitions or referenda. Member name and address lists and/or labels and/or email addresses shall be provided only for members of the local and members of other locals who live in the geographical area of the local, or for electoral areas that include all or part of the geographical area of the local.

2. Lists will not be provided to locals for use in supporting a candidate for nomination in any political party. (Sep 04 Ex, p. 11) (Oct 10 Ex, pp. 11–12)

27.16—That the BCTF encourage locals to sponsor questionnaires to school board, provincial and federal election candidates, such questionnaires being:

1. designed to elicit both the party and the personal attitude of candidates to educational matters;
2. delivered to the candidates as much in advance of the election as possible, so that candidates may give them mature consideration and so that locals may be enabled to distribute a public report on candidate responses. (Jun 67 Ex, p. 2) (Reviewed Nov 74 Ex, p. 4)

27.18—That the BCTF encourage locals to hold all-candidate meetings where attention may be drawn to educational matters. (Jun 67 Ex, p. 2) (Reviewed Nov 74 Ex, p. 4)

27.20—1. That locals be encouraged to urge qualified people to run for school board positions. (69 AGM, p. 16) (Reviewed Nov 74 Ex, p. 4)

2. That locals be encouraged to work for the election of school trustees committed to public education and to ensure that critical education issues are brought before the electorate during the election campaigns. (99 AGM, p. 2)

27.22—That during a provincial election campaign, the BCTF not postpone or cancel any pre-scheduled meetings of BCTF committees, or zone meetings, involving BCTF staff, without prior consultation with those affected. (87 AGM, p. 24)

27.24—That locals be encouraged to work with parents, support staff unions, local labour councils, community groups and other supporters of public education to ensure that trustees elected to schools boards:

1. actively advocate for adequate funding for public schools.
2. actively advocate for improved learning conditions for students.
3. oppose government-initiated measures that do not enhance learning opportunities for students. (Apr 02 Ex, p. 19)

27.26—That locals be encouraged to work with other unions, community groups, parents, and local coalitions to:

1. endorse and promote trustee candidates who will commit to actively promoting quality public education, and to regular, ongoing consultation on education issues with teachers and others in the community if they are successful in being elected.
2. endorse and promote candidates for municipal council who will commit to working to prevent the loss of, and privatization of, public services in the community.
3. publicly profile the issues of education funding, class size, and services for disabled students/students with disabilities and students with special needs. (Jun 22 Ex, p. 21)
4. profile with members and the public the need to prevent the privatization of public education and to elect candidates who will work for a strong and stable public education system.
5. ensure that there is a local election committee and/or contact in place to co-ordinate publicity, promote candidates, promote teacher participation in the election and in campaigning, provide candidate and voting information to members and to external groups and contacts, and ensure maximum turnout on November 16.

(Aug 02 Ex, p. 18)

27.28—That the BCTF support locals in their election campaign work through:

1. school board/municipal election grants.
2. provision of lists of teachers residing in the local area.
3. online access to resources and forum for sharing of ideas during the campaign.
4. support materials, such as templates for ads, sample articles, speaking notes, organizational ideas. (Aug 02 Ex, p. 18) (Jan 13 Ex, p. 15)

27.30—That locals be encouraged to plan for the next provincial election campaign by identifying local community groups, on a riding-by-riding basis, who would possibly share a common interest in electing a provincial government that is supportive of public education and adequate funding and meeting with these groups to discuss possible coalitions and electoral alliances and that the BCTF provide co-ordinating support. (03 AGM, p. 24)

27.32—That the BCTF endorse the call, by End Legislated Poverty and other community social action groups, for government action to eradicate poverty. (Oct 02 Ex, p. 8)

27.38—That all locals be encouraged to establish a political action contact to work on political action activities between elections. (Aug 09 Ex, p. 3)

27.40—That, in co-operation with the local president and executive committee, the political action contact could be responsible for:

1. planning for lobbying of elected officials. (Dec 18 Ex, p. 13)
2. establishing and building long-term working relationships with elected officials.
3. promoting local media coverage of educational issues including earned media, communication plans, organizing letters to the editor, and op/ed pieces.
4. organizing local election-related activities during board of education, provincial, and federal election campaigns. (Dec 18 Ex, p. 13)
5. informing and involving members in activities to promote the interests of teachers and public education.
6. establishing and supporting a network of staff reps using electronic and other communication (email and/or print).
7. chairing the local political action committee as appropriate.
8.. other local and provincial activities as determined by the local executive. (Aug 09 Ex, p. 3)

27.42—That locals be encouraged to consider including or assigning the political action contact role on the executive committee. (Aug 09 Ex, p. 3)

28. Post-Secondary Education

POLICIES

28.01—That provision should be made for three basic kinds of institutions of higher learning in BC: (1) universities offering both undergraduate and graduate degree programs; (2) four-year colleges offering baccalaureate degree programs; (3) comprehensive two-year colleges offering lower-division liberal arts and a wide variety of diploma and certificate programs. (69 AGM, p. 30) (Reviewed Mar 79 Ex, p. 9)

28.03—That two-year colleges should not be permitted to prepare students for direct entry into teaching. (63 AGM, pp. 3–4) (Feb 79 Ex, p. 11)

28.05—That the BCTF supports the position that entrance requirements to post-secondary educational institutions should be less restrictive. (Jun 79 Ex, p. 12)

28.07—That a wide variety of criteria, including academic, volunteer, and other life experience, be considered in adjudicating applications for admission into post-secondary programs. (Dec 97 Ex, p. 10) (Jan 10 Ex, p. 22)

28.11—That the BCTF express to the provincial government its support for adequate funding of post-secondary programs in British Columbia and the continuation of the freeze on post-secondary tuition fees. (Nov 01 RA, p. 10)

28.13—That the BCTF urge the BC government to adequately fund: women's studies, Native Studies and university transfer programs. (85 AGM, p. 11)

28.15—That the BC government improve access to post-secondary education by:

1. increasing with new money the number of places in all public post-secondary institutions so that all BC students have the opportunity to be accepted.
2. reducing or eliminating tuition fees for all post-secondary education.
3. increasing financial grants to students to make post-secondary education accessible to all BC students.
4. providing core financial support to a full range of post-secondary programs, rather than depending on cost recovery as the basis for determining program offerings. (04 AGM, pp. 38–39)

PROCEDURES

28.02—That post-secondary institutions should consult with and notify the BCTF and the Ministry of Education well in advance of any proposed changes in any entrance regulations. (63 AGM, p. 14) (Reviewed Dec 77 Ex, p. 12)

28.04—That the BCTF believes that the disadvantages to students inherent in any plan of nationwide examinations far outweigh any possible advantages. (May 68 Ex, p. 7) (Feb 79 Ex, p. 12)

28.06—That the BCTF seek to influence all post-secondary institutions in BC to stop using the English placement test as a condition of acceptance. (Feb 86 RA, p. 13)

28.08—That the BCTF work with institutions offering TQS category 5+ post-secondary programs to have BCTF members deliver and instruct courses during the course of a two-year program. (Dec 07 Ex, p. 8)

29. Privatization and Commercialization

POLICIES

29.01—That equity and opportunity for all through public education is essential to maintaining a democratic society and the privatization of education creates a two-tier education system and threatens democratic values and practices, as well as social equity. (05 AGM, p. 32)

29.03—That privatization produces inequities through forms that include charging fees for students to take part in aspects of the educational program, fundraising to support the educational program, and the sale of educational services, including international student fee programs. (05 AGM, p. 32)

29.05—That the commercialization of public education and a corporate presence in schools undermines the school as a public space aimed primarily at the social and personal development of students. (05 AGM, p. 32)

29.07—That the privatization of services related to public education creates a danger that public education will come under the provisions of international trade agreements that would open education to private companies from other countries. (05 AGM, p. 32)

29.09—That the Government of Canada should not make any international commitments to include education—K–12 or post-secondary—in trade agreements. (05 AGM, p. 34)

29.11—That the BCTF oppose "vouchers," "charter schools," and similar initiatives which privatize public schools and undermine the democratic principles upon which public schools are founded.

(95 AGM, p. 34)

29.13—That the BCTF and its locals oppose any private educational and co-educational program offered during regular instructional hours which infringes upon the public school curriculum. (May 00 RA, p. 12)

29.15—That public funds should be used only for public education. Public funds should not be provided directly or indirectly, to private schools, denominational or otherwise. (90 AGM, pp. 26–32)

29.17—1. That all public school facilities should be publicly constructed, owned and operated.

2. That the BCTF express its opposition to government initiatives that allow the private sector to provide and operate public school facilities.

3. That locals be urged to seek support from other employee unions, parents and school boards to oppose the provision and operation of public school facilities by the private sector. (Nov 95 Ex, p.1)

29.19—That education services should not be contracted out. (90 AGM, pp. 26–32)

29.21—That the BCTF is opposed to the contracting out of teacher-psychology and teacher-counsellor services. (99 AGM, p. 20)

29.23—That the BCTF is opposed to any contracting out by the Ministry of Education of any aspect of curriculum development/implementation to private contractors. (95 AGM, p. 9)

29.25—That the BCTF endorse the need for drug and alcohol workers in the schools, but that these workers should be qualified BC certificated teachers, hired by a school district, and be members of the BCTF. (Jan 93 RA, p. 8) (May 97 RA, p. 11)

29.27—Education-business partnerships, informal or formal, should be entered into only when the following conditions are met:

1. programs of corporate involvement meet an identified educational purpose, not a commercial motive.

2. ethical standards developed by the BCTF, that protect the welfare of students and the integrity of the learning environment are agreed to and followed by all parties.

3. sponsored teaching resources and materials are evaluated for bias before they are used and members retain discretion in the use of the materials; sponsored and donated materials are held to the same standards used for the selection and purchase of curriculum materials.

4. corporate involvement does not require students to observe, listen to, or read advertising. Sponsor recognition and corporate logos are for identification rather than commercial purposes, and therefore must be kept to a minimum.

5. corporate involvement does not increase inequality in the education system. Monies and other kinds of donations should be made to school districts, to be administered carefully, not to individual schools.

6. partnership agreements are reached after full discussion involving participating school staff, parent representatives and the prospective partner and any agreements are open as public information.

7. partnership agreements are for a limited period of time.

8. all partnership agreements are systematically evaluated.

9. member and student participation in partnerships is voluntary. (95 AGM, p. 6)

29.29—Ethical Standards for Business/Education Partnerships

1. The partnership enhances the quality and relevance of education for learners.

2. The direct and indirect impact of the partnership does not exploit the school or the student for material, ideological or other advantage and has a positive impact on a student's school or personal life.

3. The partnership treats students fairly and equitably, including at-risk students and those who have less access to resources from family and community, and that business partnerships not reduce corporate obligations to pay their fair share of taxes to support public institutions.

4. The partnership does not increase inequality in the education system and that resources derived from partnerships be administered centrally.

5. The partnership provides opportunities for all partners to meet their shared social responsibilities toward education.

6. The partnership is free of stereotyping and discriminatory practices against women, ethnic groups, Aboriginal people, and members of other groups who have been subject to inequalities.

7. The partnership ensures that corporate logos do not appear in any educational materials, school buildings and grounds.

8. The partnership allocates resources to complement and not replace public funding for education.

9. The partnership is developed and structured in consultation with all partners and respects the policies, procedures and traditions operating in the school.

10. The partnership clearly defines roles and responsibilities for all partners and involves individual participants only on a voluntary basis.

11. The partnership does not conflict with members' obligations under the BCTF Code of Ethics or provisions of a collective agreement.

12. Partnership performance is evaluated to make informed decisions on continuation of the partnership. (Oct 95 Ex, pp. 9–10) (Aug 05 Ex, p. 2)

29.31—That the BCTF oppose the creation of School District Business Companies. (03 AGM, p. 13)

29.33—1. That the BCTF work toward the elimination of corporate funding in public schools by lobbying for full public funding of public education, and by promoting and fostering programs and structures to increase member and public awareness of the dangers of corporate involvement and privatization.

2. That the BCTF believes that many corporations increasingly target public schools and their students for present and future profit; e.g.:

a. establishment of brand loyalty
b. access to captive markets in a trusted environment
c. diversion of public funds

3. That public education be publicly funded and not reliant on fundraising, donation, or corporate business sponsorship.

4. That corporations contribute to public education through the following:

a. Tax structures.
b. Support for increased public funding.
c. A provincial foundation administered jointly by the Ministry of Education, the BCTF, and BCCPAC.

5. That all commercial contracts entered into by educational authorities be made publicly available in their entirety.

6. That teacher and student participation in commercial arrangements be voluntary.

7. That no commercial enterprise use the school to influence students to buy its products or services.

8. That all teaching resources and materials, whether purchased, sponsored, or donated, be evaluated for bias before they are used, and that members retain discretion in the use of materials.

9. That the BCTF oppose arrangements by the public education system to provide training programs specific to the products or needs of a single employer. (01 AGM p. 36)

29.35—1. That corporate partnership agreements not interfere with the ability of individual teachers, departments, or schools to offer learning experiences to students through preparing food or running school stores.

2. That corporate partnership agreements not interfere with the ability of school clubs, teachers, parent groups, or schools to raise funds through selling food or beverages.

3. That students writing exams mandated by the government not be exposed to advertising in any form, including the names of specific companies or brand names.

4. That no government-mandated exam require that students be familiar with a specific company or product.

5. That identifying and criticizing psychologically manipulative advertising techniques are essential life skills which

should be taught and encouraged in elementary and secondary schools. (01 AGM p. 37)

29.37—That the BCTF express its opposition to the use of advertising and corporate logos on government-sponsored materials for display in schools. (Apr 00 Ex, p. 37)

29.39—That members should not be required to act as collecting agents for any commercial enterprise. (Jan 57 Ex, p. 7) (Reviewed Dec 79 Ex, p. 19)

29.41—That the *School Act* should be amended to provide penalties for business enterprises that endeavor, for their own gain, to induce students to be truant. (Oct 78 RA, p. 3)

29.43—That no teacher or student face discipline or sanction for voicing an opinion critical of corporate partners, agreements, products, or promotional activities of that partner. (Nov 01 RA, p. 13)

29.45—That students have the right to enjoy school and concentrate on educational activities without facing psychologically manipulative advertising and other commercial pressure which treat them merely as sources of profit. (Nov 01 RA, p. 13)

29.47—That the BCTF oppose in principle the intrusion of the Youth News Network, or any other commercial television broadcast service, into the public school system. (Jan 93. Ex, p. 3)

29.49—That the BCTF publicly call on the CRTC to prohibit the advertising of junk food and drinks specifically targeted at children and youth. (May 04 RA, p. 13)

29.51—That school districts that created school district business companies disband them. (05 AGM, p. 33)

29.53—That the BC government repeal the provisions for school district business companies and the existing School District Business Companies be disbanded. (05 AGM, p. 33)

29.55—That schools and school districts not enter into exclusive marketing contracts with soft drink companies or other fast-food vendors. (05 AGM, p. 33)

29.57—That school districts prohibit commercial advertising on all school district property. (05 AGM, p. 33)

29.59—That the BC government prohibit advertising directed at children. (05 AGM, p. 33)

29.61—That BC students not be required to pay user fees in a public school. (Nov 97 RA, p. 4)

29.63—That the BCTF is opposed to the charging or collecting fees from parents or students to support the prescribed learning outcomes. (05 AGM, p. 33)

29.65—1. That the province be responsible for funding the provincially determined fiscal framework from provincial sources of revenue.

2. That tax revenue for schools comes from taxes on income, consumption and property. The fiscal framework should be funded by a combination of grants from general revenue and from property taxes,

3. That public school education not be funded through direct or indirect subsidisation by members, by voucher plans, tuition tax credits, or by taxpayer referendum.

4. That taxpayer dollars not be used to fund private schools, and current indexing of private school contributions to public school funding levels be discontinued.

5. That the BCTF oppose the hiring of staff by schools or school districts for purposes of fundraising.

6. That BCTF members not participate in the charging or collecting of fees established at the school level to replace amounts cut from school board budgets. (Mar 02 Ex, p. 9)

29.67—That equity and access to full participation in public education by all elementary, secondary, and adult students be assured by:

1. increasing provincial funding for school districts so that services provided maximize the learning opportunities of students.

2. basing funding on needs, not on the ability of the school district to earn profits through operating businesses and marketing education.

3. eliminating fees and fundraising as methods of providing funding for services and resources.

4. eliminating funding to tuition schools. (04 AGM, p. 38)

29.69—That the BCTF reiterate our demand that the government fund public education appropriately and restore programs and resources that keep our public schools free and accessible. (04 AGM, p. 36)

29.71—That the Federation is opposed to the use of personal funds to provide materials to deliver curriculum or toward the implementation of curriculum change. (05 AGM, p. 33) (14 AGM, p. 9)

29.73—That financial statements on all aspects of financing of education should be open to public inspection and reported at school board meetings, including income and expenditures related to fundraising, fees for international students and all school accounts. (05 AGM, p. 33)

29.75—That the BCTF urge parent advisory councils not to raise funds to cover the costs of educational programs. (05 AGM, p. 34)

29.77—That locals be encouraged to raise privatization and commercialization as issues in school board elections. (Jun 05 Ex, p. 23)

29.79—That the BCTF continue its strong support of the Supreme Court decision on the elimination of school fees and vigorously lobby the government to provide adequate funding to replace any loss of revenue. (Feb 07 RA, p. 16)

29.81—That the BCTF oppose the provision in Bill 22 which allows for reimbursement for K-12 public education services, programs, and/or activities purchased privately. (07 AGM, p. 10)

PROCEDURES

29.02—That the BCTF encourage teachers to stop using their own funds to subsidize public education. (Feb 02 RA, p. 7)

29.04—That in districts that have not created a School District Business Company, locals oppose the creation of a company through actions such as:

1. lobbying the school board.
2. raising a public issue if the board is considering creating a business company.
3. seeking allies who share concerns and who can pressure the board.
4. encouraging the board to hold a public meeting on the issues around SDBCs before the board votes on creating a company.
5. organizing a public meeting (if the board will not organize one) sponsored by the local and other concerned organizations.
6. identifying issues of concern to the public and to teachers;

a. distractions from the main purpose of the school board and its employees and education of the students who live in the school district.

b. further privatization of public institutions and services.

c. inequities in resources available for students based on how well a board does in business.

d. level of educational service being based on instability of profits of the company.

e. lack of transparency of information.

f. lack of public accountability.

g. creating a structure that isn't necessary if intent is primarily to bring fee-paying international students.

h. uncertainties about employment relationships of people working for the school district.

i. possible impact of the General Agreement on Trade in Services (GATS) if public boards run private schools. (Nov 03 RA, p. 17)

29.06—That in districts that have created a School District Business Company, locals monitor the company through actions such as:

1. creating a committee to carry out ongoing monitoring and reporting on the SDBC:
   a. If possible, have the committee include groups in addition to teachers, parents, CUPE, others in the community.
   b. Identify the principles on which the monitoring will take place.
   c. Get the board to adopt a policy on open access to information.
   d. Get information on the business plan, who works for the company, what are the subsidiary companies.
   e. Work with trustees who share concerns about the business company.
   f. Use public reports as a way of putting on pressure and maintaining accountability.
2. working with teachers to identify and resolve problems:
   a. Encourage members to report problems with the activities being carried out by the SDBC.
   b. Clarify employment relationship of teachers who work for the SDBC. Are they members of the Federation? What rights to employment with the SDBC do board employees have?
   c. Inform members about the employment situation of teachers working in schools run by a business company, either in Canada or in another country. (Nov 03 RA, p. 18)

29.08—1. That the BCTF oppose the practice of students receiving private paid tutoring during school hours.
2. That the BCTF oppose the use of school facilities for private paid tutoring with the exception of use by "student tutors".
3. That BCTF members not refer students or their parents to any particular private paid tutoring service, with the exception of "student tutors". Upon request, information may be provided on several available services. (99 AGM, p. 31)

29.10—That BCTF members not release information about students to private companies or agencies, unless mandated by legislation which is intended to protect children from abuse or exploitation. (05 AGM, p. 32)

29.12—That BCTF members not refer students to private educational services to replace services that should be provided by the public schools. (05 AGM, p. 32)

29.14—That the BCTF work with a wide range of other organizations to carry out research and actions in support of public education and other public services and in opposition to privatization. (05 AGM, p. 34)

29.18—That the BCTF make recommendations to the Canadian Teachers' Federation on programs to oppose the privatization of education. (05 AGM, p. 34)

29.20—That the BCTF work with the labour movement through the BC Federation of Labour and labour councils in campaigns for public services and in opposition to privatization. (05 AGM, p. 34)

29.22—That the BCTF work with the Education International, the IDEA Network (Initiative for Democratic Education in the Americas), the Tri-national Coalition in Defence of Public Education and other international groups which promote public education and oppose privatization. (05 AGM, p. 34)

29.24—That the BCTF lobby the provincial government to:
1. take action on prohibiting advertising directed at children, repeal the provisions for school district business companies, and not use gambling proceeds to fund educational activities.
2. replace all funding foregone by the elimination of funding from private and commercial sources. (05 AGM, p. 33)

30. Professional Development

A. General

POLICIES

30.A.01—1. Definition of Professional Development

Professional development is a process of ongoing growth, through involvement in programs, services, and activities designed to enable teachers, both individually and collectively, to enhance professional practice.

2. Purposes of Professional Development

The purpose of professional development is to assist members in:

a. building and strengthening themselves as a professional body.
b. establishing and maintaining a professional relationship with students/parents.
c. initiating curriculum and instructional reform directed to improve teaching and learning.
d. developing, discussing, revising and applying educational theories.
e. improving the quality of professional practice through career-long professional development.
f. engaging in professional and collegial conversations.

(00 AGM, p. 15)
(Jun 06 RA, p. 8)

30.A.03—That the BCTF perspective of professional development may include:
1. advocacy for professional autonomy.
2. advocacy for the rights and responsibilities of members.
3. advocacy on social justice issues.
4. advocacy for public education.
5. ongoing examination of the purposes of public education.
6. workshops, seminars, conferences, and action research.
7. teacher inquiry, mentorship, and others. (Jun 06 RA, p. 8)
(Jan 10 RA, p. 10)

30.A.05—That a goal of the BCTF is to co-operate in the development and improvement of teacher education programs. (Oct 80 RA, p. 4)
(Jun 06 RA, p. 8)

30.A.07—The BCTF promotes partnership with other groups involved in teacher education. This partnership should take the form of:
1. direct participation in program design and evaluation at all teacher education institutions;
2. significant representation on bodies with overall responsibility for teacher education or certification;
3. optional representation on less permanent groups or agencies seeking to influence decisions on teacher education;
4. a shared control over entry into the teaching profession. (Jan 95 Ex, p. 13)
(Jun 05 Ex, p. 24)

30.A.09—Principles of Professional Development

The following is a statement of policy representing collective professional opinion of members of the BCTF. It is based on values and principles that reflect a democratic perspective on public education and is intended to provide a provincial standard of professional development principles.

These principles reflect understandings of professional development and the core values of teachers which are:

- The primacy of continuing career-long professional development.
- The necessity of teacher autonomy.
- The importance of teaching-centred and teacher-directed PD.
- The diversity of effective professional development needs and practices.
- The value of teachers teaching teachers.
- Recognition that teachers are learners.

1. Members have an ongoing responsibility to develop professionally.
2. Members have autonomy in making choices about their own professional development.
3. Professional development planning is guided by members' needs.
4. Professional development informs teaching practice and encourages collegiality.
5. Professional development requires time and resources to meet members' needs.

6. Professional development incorporates a wide repertoire of teacher collaboration, mentorship, action research, workshops, professional course work, professional reading, peer coaching, and reflection.

7. BCTF has a role in providing professional development services to individual members or groups. (85 AGM, p. 28) (05 AGM, p. 43)

30.A.11—That individual members, school teaching staffs, locals, PSAs, LSAs, and the BCTF are responsible for planning, structuring, organizing, and evaluating professional development programs and services for members. (Jan 92 Ex, p. 4) (Jun 05 Ex, p. 24)

30.A.13—That the BCTF encourage the provision of professional development through:

1. volunteer efforts of BCTF members.
2. paid work carried out by BCTF staff.
3. services funded by local school boards and/or the provincial government which are directed and performed by BCTF members.
4. services provided by universities and other agencies in co-operation with the BCTF. (Jun 86 Ex, p. 12) (Jun 05 Ex, p. 24)
5. BCTF-sponsored leadership initiatives. (Jan 10 Ex, p. 22)

30.A.15—That the BCTF affirm the importance of critical reflection and collaboration to the growth and development of knowledge, understandings and skills of teaching. Specifically, members need adequate resources (time, space, materials) for:

1. critical reflection on teaching;
2. individual and collaborative planning;
3. active research and development;
4. personal and professional development;
5. staff development
6. democratic decision-making within the schools.

(Feb 90 Ex, p. 8) (Jan 10 RA, p. 15)

30.A.17—Members of the BCTF have the right to five professional development days within the school year book ends of the first working day after Labour Day, and the last Friday of June, and have the professional autonomy to plan those days. (Nov 84 RA, p. 3) (Jan 06 RA, p. 12)

30.A.19—That the member, as an autonomous professional, determines, in concert with BCTF colleagues and/or the local union, the content of professional development activities scheduled for professional development days, and further, that professional development days are not used for school goal setting and/or School Improvement Plans, marking accountability assessment tools, or voluntary activities (e.g., sports tournaments, science fairs, music festivals, drama productions.) (98 AGM, p. 30) (Jun 06 RA, p. 9)

30.A.21—That the Ministry of Education target funds for member-planned and member-led professional development.

30.A.23—That the Ministry of Education re-affirm its commitment to member professional development by designating five non-instructional days of the "days in session" for member planned and led professional development.

30.A.25—That the Ministry of Education and the BCTF investigate other ways to provide rural member equity of access to professional-development programs.

30.A.29—That the BCTF continue to encourage teachers to participate in a wide variety of teacher-initiated ongoing professional development activities. (Feb 04 Ex, p. 15)

30.A.31—That the BCTF encourage the development of in-service training that offers strategies for working with colour-vision-deficient students. Such pre-service and in-service education should also sensitize teachers to the needs of colour-vision-deficient students. (Nov 08 RA, p. 13)

PROCEDURES

30.A.02—That BCTF PD support be available for those locals who had summer PD imposed upon them. (07 AGM, p. 12)

30.A.04—That the BCTF offer workshops, training and professional development consulting services through PD associates according to the following guidelines:

1. The PD associate will consult with the group in creating a workshop to meet their specific needs. This consultation is an integral part of the BCTF service.
2. Workshops should be booked at least one month prior to the date.
3. There will be at least 12 members who participate in a BCTF workshop, unless there are extenuating circumstances (e.g., small schools, department, or local).
4. Workshop facilitators should normally be PD associates. BCTF staff should only facilitate these workshops in exceptional circumstances.
5. No PD associate should be out of pocket for any expenses incurred in providing a BCTF workshop.
6. That any member who provides workshop services to BCTF members as a PD associate, through a Federation-recognized program or service should not receive an honorarium. (Jun 05 Ex, p. 25)
7. That release time for members be provided as required for workshop presentation preparation but that in lieu release time for work done on a member's own time not be covered by this procedure. (Jan 07 Ex, p. 2)

30.A.06—That each local be encouraged to maintain a professional development committee to offer advice and to stimulate programs in professional development, and to work with other professional development committees at the local, regional and provincial levels. (May 75 RA, p. 14) (76 AGM, p. 55)

30.A.08—That locals be encouraged to ensure that all members, including teachers teaching on call, have equitable access to professional development. (Dec 79 Ex, p. 5) (Feb 16 Ex, p. 13)

30.A.10—That where circumstances permit, members of the public should be invited and encouraged to attend professional development day activities. (85 AGM, p. 27)

30.A.12—That in addition to the October PSA day, the BCTF encourage zones to establish one common professional development day within the regular work year. (95 AGM, p. 11) (10 AGM, 13)

30.A.14—That for the purpose of a province-wide PSA day, the BCTF supports the third Friday in October as the day on which all districts hold a professional day, except in years in which Thanksgiving Monday falls in the same week, in which case the fourth Friday would be the designated day. (Jan 96 Ex, p. 2)

30.A.16—1. That locals be encouraged to organize school-based or district-based PD days during the school year rather than during the summer. (Jun 99 Ex, p. 20)

2. That where the employer directs that PD days are to be held outside of the school year book ends of the first working day after Labour Day and the last working day in June, the BCTF will support members in exercising their right to choose not to participate. (Nov 03 RA, p. 22)

30.A.18—That the BCTF advise locals not to promote or support the use of the October Provincial Day as a day in lieu for professional development undertaken during the summer. (Jun 10 Ex, p. 18)

30.A.20—That the BCTF continue to support members through their locals in their efforts to gain autonomy over their professional development. (May 94 RA)

30.A.22—Professional Growth Plans

1. That the BCTF encourage locals and teachers to utilize voluntary, self-directed professional development planning.
2. That locals which are seeking a means to eliminate cyclical teacher evaluation:

a. negotiate mid-contract modifications which remove reference to cyclical evaluations from their collective agreements.

b. not pursue administrator-driven professional growth plans as an alternative.

3. That members be advised of the potential pitfalls inherent in involving themselves in administrator-driven professional growth plans. (Aug 99 Ex, pp. 15–16) (Jan 10 Ex, p. 21)

30.A.24—Peer Support

1. That the BCTF establish a Peer Support Service (PSS) to assist voting members. (Oct 02 Ex, p. 9) (24 AGM, p. 31)

2. That the Peer Support Service may be offered to a member only when their school district agrees that it shall not use any information relating to the member's involvement in the Peer Support Service against the member in any disciplinary proceedings or in any evaluation of the teaching performance of the member. (Apr 00 Ex, p. 3)

30.A.26—That members appointed to the BCTF Peer Support Service will be known as Peer Consultants and will comprise a balance of female and male teachers, a representative balance of elementary and secondary teachers, will preferably be fluent in French as well as English. Members appointed as peer consultants will have an extensive background in teaching strategies and training in planning, consultation, classroom observations, analysis, and feedback. BCTF members will be appointed to the Peer Support Service for a three-year term, and may be appointed to a maximum of three years. (Oct 02 Ex, p. 9) (Sep 07 Ex, p. 3)

30.A.28—That a voting member who is on a plan-of-assistance, or who needs assistance may request the services of the BCTF Peer Support Service by communicating with their Local President or designate, who may direct the request to the BCTF staff assigned to co-ordinate the service. (Apr 00 Ex, p. 4) (24 AGM, p. 31)

30.A.30—1. That the cost of the service to a member who is on a plan-of-assistance will be paid by their school district.

2. That the cost of the service to a member for whom the local president or designate requests assistance with their professional teaching practice will be paid by the Federation. (Apr 00 Ex, p. 6)

30.A.32—1. Normally, one peer consultant will be assigned to work with a member who is on a plan-of-assistance or who requests assistance with their teaching.

2. The staff member assigned to co-ordinate the service will screen requests for service from local presidents or designates and assign peer consultants in each case.

3. A peer consultant will not give reports to any person except as agreed to, in advance, among the member receiving the services, the local president or designate and the peer consultant.

4. Wherever possible, a peer consultant assigned to assist a member on a plan-of-assistance will participate in developing the plan-of-assistance.

5. Peer consultants may discuss information relating to their work with members of PSS and with appropriate BCTF staff on a privileged communication basis at any time.

6. In the event that a situation where a peer consultant provided assistance develops into a grievance, no information from the peer consultant will be requested nor will any be offered about the situation.

7. Members of the peer support service will be given adequate training and support by the Federation. (Apr 00 Ex, p. 4)

8. That the school district and the local will provide follow–up support, as needed, by the teacher who has received assistance from the Peer Support Service. (Oct 02 Ex, p. 9)

30.A.34—School Professional Development Representatives

The BCTF recognizes the PD Representative as a union leader and encourages locals to adopt and promote the following description of the role and function of the school-based professional development representative, recognizing that each school situation is unique and adjustments to the model may be necessary.

A. School Level

1. Organizer/Leader

a. Ensures that an election for school professional development representative and members of the school professional development committee is held annually.

b. Chairs the school professional development committee.

c. Develops with the staff a job description of the school professional development representative and the committee.

d. Encourages staff members to identify professional development needs and establish goals each year.

e. Develops with the school professional development committee a professional development plan based on the needs and goals identified in part d.

f. Ensures that where school-based professional development funds exist, they are distributed equitably according to locally established policies and procedures.

g. Carries out other duties and responsibilities within school professional development guidelines as assigned by the school professional development committee and the district professional development committee.

2. Communicator

a. Receives and distributes relevant professional development and BCTF information.

b. Attends staff meetings to report on school, local and BCTF professional development/BCTF education change opportunities and information.

c. Attends local meetings of school-based professional development representatives to provide liaison between the local* and school professional development committees.

d. Participates in School Professional Development Representatives' Training which provides the knowledge and skills to assist the school PD rep in performing their roles.

3. Advocate

a. Is familiar with contract language and local* policies related to professional development, curriculum implementation and education change.

b. Serves as school advocate for all teachers in any matters related to professional development, curriculum implementation and education change.

c. Participates with other school-based professional development representatives in generating appropriate contract language and local* policies for professional development, curriculum implementation and education change.

d. Participates with other school-based professional development representatives in generating appropriate contract language and local* policies for professional development, curriculum implementation and education change.

e. Works collegially with staff representatives and school committees.

B. Local Level

1. That locals ensure that each school in the district elects at least one school-based professional development representative each year.

2. That locals ensure that the role and function of school-based professional development representatives is included in local policies and professional development handbooks.

3. That locals ensure that training programs, provided at BCTF expense, be held each year for school-based professional development representatives.

4. That locals ensure that release time for this training is available.

C. Provincial Level

1. That the BCTF Professional and Social Issues Division communicate to the schools through the school-based professional development representative on all matters related to professional development, curriculum implementation and education change.

2. That the BCTF promote and provide school professional development representative training for school-based professional development representatives.

3. That school professional development representative training contain a strong locally developed component to meet the specific needs of the schools and the local.

4. That school-based professional development representatives inform and advise teachers regarding BCTF policies and activities related to professional development, curriculum implementation and education change.

*It is understood that local is meant to refer to local committees at the district level.

30.A.36—That the BCTF encourage locals to examine their fee structures and existing Federation grants such that release time for local PD chairs be made available to enhance professional issues in the local. (Jan 10 RA, p. 10)

31. Professional Ethics, Rights, and Standards

A. Professional Rights and Standards of Practice

PROCEDURES

31.A.02—Professional Rights and Standards of Practice

- Centrality of Teaching Relationships with Students

Teaching relationships are interactive, caring, and ethical. As such they take into account both the importance and the uniqueness of the individual; in particular, personal history, developmental (social, emotional, physical, cognitive) level, personal learning style.

- Commitment to Collegial and Collaborative Relationships

Teaching relationships with peers are based on professional qualifications, ethical conduct, trust, equality and collaboration.

- Commitment to Democratic Processes in co-ordination with Aboriginal Ways of Knowing and Being.

Communication, interpersonal skills and decision-making in all professional interactions are based on the encouragement values of trust, mutual respect, equality, acceptance and co-operation. (23 AGM, p. 27)

- Commitment to Community Building

Community building involves developing a sense of belonging and honoring the uniqueness and diversity of each individual.

- Commitment to Standards of Professional Practice

Teaching as a planned process is based upon defined standards and practice.

Teachers believe that it is through the knowledge, skills and example of teachers that public school education nurtures the growth of students, intellectually, socially, physically and emotionally, so that they may be and become self-reliant, self-disciplined, participating members with a sense of environmental and social responsibility within a democratic society. Teaching, as a planned process, is based upon a set of Standards of Professional Practice which incorporate principles of pedagogy, social responsibility, ethical practice, and collaborative relationships.

1. Pedagogical Principles

Members, individually and collectively, have an obligation to maintain a standard of professional practice that reflects current knowledge, understanding and competence in the application of the following principles of pedagogy:

a. Nature of Learner:

i. the intellectual, social, emotional, physical and moral growth of students;

ii. skills in diagnosing, assessing, reporting on the intellectual, physical, social and emotional needs and abilities of individual students;

iii. diversity and need for equality and equity.

b. Nature of the Structures of Knowledge and Curriculum Building:

i. structures and content within the disciplines that are the foundations of curriculum building;

ii. theories of learning;

iii. processes related to curriculum development;

iv. processes related to the integration of curriculum components.

c. Nature of the Teaching/Learning Process:

i. planning and organizing learning experiences that incorporates assessing the needs of individual students and/or groups of students;

ii. establishing and communicating personalized learner objectives;

iii. balancing cognitive, affective and psycho-motor learning objectives;

iv. developing interpersonal relationships and social interactions needed for a nurturing and stimulating learning environment;

v. creating a classroom climate that recognizes every student's right to dignity, safety, equality and equity of opportunity;

vi. matching content, resources and instructional strategies to accommodate the learning needs of individual students or groups of students;

vii. providing on-going feedback to the learner based on the principles of authentic assessment;

viii. monitoring and adjusting teaching/learning strategies to meet classroom needs. (16 AGM, p. 11)

2. Social Responsibility

Members, individually and collectively, have an obligation to maintain a standard of professional practice that reflects knowledge, understanding and competence in the application of the following principles of social responsibility to ensure that:

a. the purposes, goals and values of a public school education are consistent with those that foster the growth of students into autonomous, socially responsible citizens in a democratic society;

b. global concerns and perspectives, and related social developments are incorporated into classroom activities;

c. the array of resources and services within the community available to students, parents and teachers are appropriately utilized;

d. communication with students, parents, colleagues and other members of the educational community are ongoing and effective;

e. a sense of community in the school setting is established;

f. interactions with students, parents and colleagues, and other members of the educational community are conducted in an ethical manner free from discrimination with regard to gender identity, age, race, nationality, religion, socio-economic status, physical ability, mental ability, marital status or sexual orientation. (94 AGM p. 29) (May 11 RA, p. 14)

3. Ethical Practice

Members, individually and collectively, have an obligation to maintain a standard of professional practice that reflects knowledge, understanding and competence in the application of the following principles of ethical practice. Specifically, members have a professional responsibility to:

a. model honesty, integrity, self-reliance, self-confidence, self-discipline and spirit of co-operation and encouragement that members seek to develop in students;

b. engage in critical reflection, based on both research and experience, about professional practice;

c. model a commitment to learning and personal and professional growth by engaging in a process of self-evaluation, and individual professional development;

d. participate as an advocate for public education;

e. adhere to the profession's Code of Ethics.

4. Collaborative Practice

Members, individually and collectively, have an obligation to maintain a standard of professional practice that reflects knowledge, understanding and competence in the application of the following principles of collaborative practice:

a. Collegial

Professional teachers are committed to relationships with colleagues that:

i. encourage on-going programs of collegial professional development;

ii. promote co-operation in the teaching/learning process which include planning, teaching, reflecting and evaluating;

iii. reflects the commitment to expand the body of professional expertise;

iv. Promote shared decision-making practice at the school and district level;

v. demonstrate a commitment to accept and act in accordance with democratic principles;

vi. contribute to the education, training and induction of pre-service and novice professionals;

vii. demonstrate a commitment to uphold standards of professional practice.

b. Co-worker

Professional teachers are committed to collaborative relationships with co-workers that:

i. provide for effective direction and supervision of auxiliary personnel who work directly with students;

ii. promote effective interactions with associated professionals who work directly with students, e.g., speech language pathologists, physiotherapists, family and social workers, community workers;

iii. promote effective interactions with administrative officers, clerical and custodial staff, and others who are part of the school's educational setting, in the development of a sense of community within the school.

5. Professional Rights

The responsibility of members, individually and collectively, to maintain the standards of professional practice articulated in sections 1–4 is contingent upon the recognition by society of the member's right to:

a. autonomy in establishing the teaching/learning environment;

b. primary control in diagnosing learner needs, in planning curriculum and in determining appropriate methods of instruction to meet these needs;

c. primary control over evaluation instruments and processes and the interpretation and communication of evaluation data in regard to students;

d. significant influence over decision-making and policy formation through the school staff at the school level and through professional organizations at the district and provincial level;

e. sufficient human and material resources to meet standards of professional practice. (90 AGM, pp. 53–56)

31.A.04—That:

1. it is the professional and social responsibility of members and the BCTF to act to ensure that classroom practices, school system structures and practices, and societal conditions are supportive of fostering the democratic values of citizenship, equality, equity, participation, and socialization for all students in public schools.

2. it is sound professional practice for members, individually and collectively, through their local and provincial organizations, to work in their community and in coalitions with other organizations toward the democratic goals of equality, equity, participation, and socialization. (90 AGM, pp. 56–57)
(16 AGM, p. 12)

B. Code of Ethics

PROCEDURES

31.B.02—That the following be the Code of Ethics of the British Columbia Teachers' Federation:

The Code of Ethics states general rules for all members of the BCTF for maintaining high standards of professional service and conduct toward students, colleagues and the professional union. Members are advised to contact local union officers or appropriate BCTF staff for advice on how to proceed with issues related to the BCTF Code of Ethics. (99 AGM, p. 23)
(16 AGM, p. 5)

1. The member speaks and acts toward students with respect and dignity, and deals judiciously with them, always mindful of their individual rights and sensibilities.

2. The member respects the confidential nature of information concerning students and may give it only to authorized persons or agencies directly concerned with their welfare. *The member follows legal requirements in reporting child protection issues.*
(06 AGM, p. 22)

3. A privileged relationship exists between members and students. The member refrains from exploiting that relationship for material, ideological, or other advantage. (16 AGM, p. 5)

4. The member is willing to review with colleagues, students, and their parents/guardians the practices employed in discharging the member's professional duties.
(16 AGM, p. 5)

5. The member directs any criticism of the teaching performance and related work of a colleague to that colleague in private. If the member believes that the issue(s) have not been addressed, they may, after privately informing the colleague in writing of their intent to do so, direct the criticism in confidence to appropriate individuals who can offer advice and assistance.

* *It shall not be considered a breach of the Code of Ethics for a member to follow the legal requirements for reporting child protection issues.* (06 AGM, p. 22)
(16 AGM, p. 6)

6. The member acknowledges the authority and responsibilities of the BCTF and its locals and fulfills obligations arising from membership in their professional union.

7. The member adheres to the provisions of the collective agreement. (98 AGM, p. 40)

8. The member acts in a manner not prejudicial to job actions or other collective strategies of their professional union.

9. The member, as an individual or as a member of a group of members, does not make unauthorized representations to outside bodies in the name of the Federation or its locals.

10. In the course of union business and meetings, the member must not discriminate against any other member because of race, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age of that person or member, or because that person or member has been convicted of a criminal or summary conviction offence that is unrelated to the membership or intended membership, or any other protected grounds under the BC Human Rights Code. (06 AGM, p. 22)
(15 AGM, p. 33)
(19 AGM, p. 25)
(23 AGM, p. 27)

*See 31.B.12 of the *Members' Guide to the BCTF*

31.B.04—That the Code of Ethics be available in both official languages. (Jun 90 RA, p. 20)

31.B.06—Guide to professional practice

These standards of professional conduct are:

1. a guide to professional relations and responsibilities.
2. a guide to professional practice.
3. a guide for interpersonal relations and personnel practices within the profession.

The Code of Ethics stipulates those general rules of conduct particular to the teaching profession. The Standards of Professional Conduct are not rules but rather give further specific guidance for the conduct of all BCTF members. Observance of these standards should assist all members to uphold the Code of Ethics. The following constitute professional conduct.

A. In relation to students

The professional responsibility of members is for the intellectual, physical, social and emotional development of the students entrusted to their care.

The member:

1. Assesses educational needs, prescribes and implements instructional programs and evaluates the progress of individual students, and shall not delegate these responsibilities to any person who is not employed as a teacher. The member seeks professional assistance in any of the above functions when such is required.

2. Directs and supervises the delegation of specific, limited aspects of learning activities to auxiliary personnel.

3. Is mindful of the student's safety, the student's right to equality of opportunity and successful learning experiences, and is considerate of the child's personal circumstances.

4. Endeavors to provide for a range of fact and opinion when dealing with controversial matters in the curriculum.

5. Regards as confidential and does not divulge, other than to appropriate persons, any information of a personal nature concerning students.

6. Does not accept private payment for any additional teaching or tutoring of that member's own students. (11 AGM, p. 16)

7. Speaks constructively of students in the presence of students, members, officials, or other persons.

8. Must, if the member has reason to believe that a student has been, or is likely to be, physically harmed, sexually abused, or sexually exploited by a parent or other person, immediately report the matter to the appropriate authorities. (05 AGM, p. 41)

B. In relation to parents or guardians

The member co-operates with the home whenever possible.

The member:

1. Respects the uniqueness of each student's home.

2. Is receptive to the viewpoints of parents in regard to the educational needs of their children.

3. Seeks parental involvement in the educational processes designated for students.

4. Shares with the parents information that will assist in the growth and development of the students.

5. Takes appropriate steps to protect the rights of the student.

C. In relation to the general public

The member endeavors to improve the quality of education and to enhance the reputation of the teaching profession.

The member:

1. Co-operates with and encourages the involvement of the community and other agencies in the examination of present and future educational needs of students.

2. Before accepting a position, becomes aware of the expectations the community holds with regard to the profession.

3. Understands that if there are reasons to seek additional employment, discretion should be used in doing so.

4. Refrains from using the teaching position to promote the sale of books or other teaching aids for personal gain.

5. Is cognizant of individual rights and responsibilities in the event of a strike of school district employees.

D. In relation to school boards and the Ministry of Education

The member is cognizant of the terms and conditions of employment.

The member:

1. When considering accepting a position in a district with which the member is unfamiliar, should contact the Federation for information regarding teaching conditions.

2. Protests both the assignment of duties for which the member feels unqualified and any conditions that make it difficult to render professional service.

3. Refrains from attempting to influence individual school board members to further a personal career or to gain professional favor.

4. Is aware of the provisions of the School Act and Regulation and with the policies of the employing school board and where changes are deemed necessary, seeks revision through the Federation and/or local.

E. In relation to the profession

The member recognizes a responsibility toward both colleagues and the professional organization.

The member:

1. Accepts as a professional and individual responsibility the duty of reporting in an appropriate manner all matters harmful to the welfare of the school.

2. Speaks constructively of other members in the presence of students, teachers, officials or other persons.

3. Exercises the right to privileged counselling and assistance from colleagues designated by the local.

4. Seeks the advice of the Federation concerning any problem of relationship with colleagues that cannot be resolved by personal discussions or with local assistance.

5. Does not undermine the students' confidence in other members.

6. Is prepared to co-operate with colleagues seeking or providing professional assistance.

7. Communicates with any other member whose students the member proposes to tutor on a regular basis.

8. Recognizes a responsibility to assist in teacher education programs.

9. Regards it as a right and responsibility to examine and, if necessary, suggest changes in the conduct of the professional organization within the organization.

10. Recognizes service to the Federation at the local or provincial level as a professional responsibility.

11. Assumes responsibility for that member's own personal professional growth.

12. Recognizes the need for personal professional growth and takes advantage of opportunities provided. (90 AGM, p. 5)

31.B.12—Advice on how to proceed with a concern respecting a colleague's teaching and related work may be sought from Federation staff and/or local officers in good faith. Such discussion will not constitute a breach of clause 5. 'Appropriate individuals' in clause 5 of the Code of Ethics shall mean those persons who are able to offer advice and assistance on questions of teaching performance and related work. The first emphasis should at all times be on exploring means of assisting, educating, and maintaining professional relationships.
(99 AGM, p. 24)
(9 AGM, p. 23)

31.B.14—It shall not be considered a breach of the Code of Ethics for a member to follow legal requirements in reporting child protection issues." (09 AGM, p. 23)
(16 AGM, p. 6)

31.B.16—That all members who indicate they may have a complaint of a possible breach of the Code of Ethics shall be referred to the designated staff member who is in a position to give full information on the code and its processes. (90 AGM, errata)

31.B.18—That members of the Executive Committee be excluded from membership on the Judicial Council. (90 AGM, errata)
(13 AGM, p. 28)

31.B.20—That members continue to follow Clause 5 of the BCTF Code of Ethics in raising matters of teaching performance and professional conduct. (May 03 RA., p. 13)
(09 AGM, p. 23)

31.B.22—Clause 5 of the Code of Ethics applies only to "teaching performance and related work of a colleague." Related work is work that is closely tied to a member's teaching (or closely tied to the work of an associated professional) and does not include those working or volunteering for the Federation or local.
(16 AGM, p. 6)

C. Judicial Council

31.C.04—That the Judicial Council members be elected by secret ballot of the Representative Assembly, such election requiring in excess of a 50 percent majority. (76 AGM, p. 63)
(90 AGM, errata memo)

31.C.06—That the terms of office of members of the Judicial Council shall expire on June 30 of the relevant year and that successors in office shall commence their terms on July 1, subject to the provision that any member is authorized to participate in decisions of cases heard prior to the expiration of the term and no newly-elected member will participate in any decision unless they have heard all evidence. (Oct 76 RA, p. 23)
(90 AGM, errata memo)

31.C.10—That it is within the purview of the Judicial Council, when considering alleged breaches of the code or of conduct harmful or prejudicial to the Federation, to report on contingent matters for consideration by the Executive Committee. (Jun 80 Ex, p. 25)
(Mar 09 Ex, p. 1)

31.C.12—That the following statements be adopted to govern the selection and proceedings of the Judicial Council and its panels:

1. The Representative Assembly shall elect at large and maintain an 18-member Judicial Council to implement the Code of Ethics. In addition to the 18 members, the Representative Assembly shall elect a Judicial Council chairperson whose term shall be three years. Initially council members' terms shall be staggered, i.e., six three-year terms, six two-year terms and six one-year terms. In subsequent elections, terms for vacancies shall be set to maintain a balance of experience. There shall be no limit on the number of terms for which election to the Judicial Council may be sought but no term shall be more than three years.

2. Panels to screen, hear charges and hear appeals will be selected from the council by the chairperson in consultation with the designated staff member. Normally, panels will be assigned to cases on a rotation basis.

3. The Judicial Council shall establish procedures to be used by the Hearing and Appeal panels which reflect due process and natural justice.

4. Unless there are exceptional circumstances, the Judicial Council and/or panels will not utilize a lawyer nor a Federation advocate in the conduct of hearings.

5. The complainant(s) and respondent(s) will be responsible for providing evidence and presenting the facts; conduct at hearings will be as non-adversarial as possible. (09 AGM, p. 23)

6. The complainant(s) and respondent(s) may be accompanied by a friend/advocate who may assist in presenting their case. (09 AGM, p. 23)

7. Expenses (at standard BCTF rates) of the complainant(s) and respondent(s) in a hearing, their advocates, and allowed witnesses will be paid by the BCTF, but cost of any legal counsel will not be provided. (09 AGM, p. 23)

8. Notices of complaints, findings, reasons, and other correspondence containing sensitive materials will be by registered mail. (16 AGM, p. 6)

9. Dates and locations of hearings will be set by the panel concerned and normally will be according to reasonableness and balance of convenience of the participants.

10. When it orders a hearing, the Screening Panel shall state in writing the allegations to be examined and shall provide to the Hearing Panel, the complainant, and the respondent all documents provided to it. (16 AGM, p. 6)

11. In no event may any one person serve on more than one panel in dealing with the same case. (90 AGM, pp. 75–76) (91 AGM, p. 54)

31.C.14—That the Judicial Council be convened three times during the year; once between September and December, once between January and March, and once between April and June. (Nov 99 Ex, p. 13)

D. Administration of the Code of Ethics

(See also Section 44 Strikes and Job Actions)

31.D.02—That the following process be adopted for the implementation and administration of the Code of Ethics and By-law 16:

1. Receipt of Information or Complaint

Information and/or complaints regarding conduct of members shall be received by a designated staff member who shall advise the chairperson of the Judicial Council of such receipt.

2. Reduction to Writing

A formal complaint will be initiated by the submission of a written complaint form provided by the Federation. (07 AGM, p. 6)

3. Voluntary Resolution

Depending on the nature of the complaint, the designated staff member may, in consultation with the chairperson of the Judicial Council, recommend an appropriate means of resolving such complaint. With agreement of the parties, resolution may be sought through:

a. voluntary participation in the BCTF's Internal Mediation Service;

b. voluntary agreement to pursue a resolution through restorative practices; or

c. another appropriate voluntary mechanism to resolve disputes. (16 AGM, p. 12)

4. Screening Panel

In the event that the matter is not resolved through voluntary means, it shall be referred in writing to a three-member Screening Panel which may consult with the designated staff member and, after obtaining information from the complainant and respondent, may:

a. engage the complainant and respondent in ethics advisory discussions;

b. resolve the complaint through clarification, apology, retraction, or other appropriate steps;

c. order a hearing by a Hearing Panel, articulate the allegations, and submit the matter to the panel;

d. dismiss the complaint or part of the complaint on the grounds set out below and provide brief written reasons for such dismissal; or

e. order such other resolution as the panel deems appropriate. (07 AGM, p. 6) (16 AGM, p. 12)

5. Screening Panel Dismissal of a Complaint

a. The Screening Panel may, at any time after a complaint is filed, dismiss all or part of the complaint if that Screening Panel determines that any of the following apply:

i. the complaint or that part of the complaint is not within the jurisdiction of the Judicial Council.

ii. there is no evidence to support a finding of a breach of the Code of Ethics or that the member has engaged in conduct harmful or prejudicial to the interests of the Federation, or acted in a manner prejudicial to job actions or other collective strategies of the Federation.

iii. there is no reasonable basis to justify referring the complaint or that part of the complaint to the Hearing panel for a hearing.

iv. proceeding with the complaint or that part of the complaint would not further the interests of the Federation.

v. the complaint or that part of the complaint was filed for improper motives or made in bad faith.

vi. the substance of the complaint or that part of the complaint has been dealt with in another proceeding; or (16 AGM, p. 7)

vii. the complaint occurred more than six months after the complainant knows of, or can reasonably be expected to know of, the events upon which the complaint is based. (07 AGM, p. 6)

b. If the Screening Panel dismisses a complaint or part of a complaint under subsection (1), and the complainant presents new evidence which was not and could not be reasonably available to the Screening Panel, the complainant has the right to file a new complaint. (03 AGM, p. 34) (07 AGM, p. 6)

6. Hearing Panel

a. In the event that the Screening Panel orders a hearing, a three-member Hearing Panel may seek written submissions, conduct a full oral hearing of evidence related to the complaint, or otherwise deal with the complaint in an appropriate manner.

b. Guidelines for Hearing Panels

i. Any member of the Judicial Council who has an actual or apparent conflict of interest with or a bias for or against the respondent or the complainant should excuse them self from the case.

ii. There must be adequate notice of:

(1) hearing place, time, and date;

(2) allegations and grounds upon which they are based;

(3) the Code of Ethics or procedures being relied upon;

(4) basic procedural information; and

(5) possible consequences of an adverse finding.

iii. Hearings may be oral or through exchange of written submissions, but in every case both the complainant and the respondent must have:

(1) all documentation and other relevant information provided to the Hearing Panel; and

(2) a fair opportunity to give evidence, and to respond to evidence and arguments from the other side.

iv. In all cases where credibility or facts are in issue, the hearing will be oral.

v. The Hearing Panel must be seen to be fair and reasonable, not arbitrary or capricious, and to have made its decision solely on the basis of the evidence before the panel.

c. Once written or oral submissions are provided, the panel shall deliberate in private to determine whether to:

i. dismiss the complaint, in which case the respondent has the right to decide whether or not such finding is published; or

ii. find the respondent has breached the Code of Ethics or has engaged in conduct harmful or prejudicial to the Federation's interest, in which case the panel may:

(1) publish the finding of the breach;

(2) issue a warning to the member;

(3) issue a reprimand to the member;

(4) if the breach is by crossing a legal picket line, issue a levy in the amount up to the equivalent of the gross salary the member received from the employer, less any income tax and union dues deducted, for the days on which the picket line was crossed;

(5) if the member has been in receipt of strike pay, issue a levy for the amount equivalent to the strike pay received;

(6) suspend the right of the member to hold office or receive specified benefits from the Federation and/or subsidiary bodies; or

(7) impose a combination of the foregoing sanctions, commensurate with the gravity of the breach found by the Hearing Panel.

iii. Each complainant and respondent should be informed promptly in writing of the disposition of their case.

Note: Any sanction with regard to collective strategies shall be in accordance with the Procedure for collective strategies.

(06 AGM, p. 21)
(16 AGM, pp. 8–9)

7. Appeal Panel

a. Within 30 days of receipt of the decision and reasons of the Hearing Panel, a complainant or a respondent may appeal to an Appeal Panel of the Judicial Council. The findings and/or sanction may be appealed on the basis of one or more of the following grounds:

i. that the appellant was denied a fair hearing process by the Hearing Panel;

ii. that the Hearing Panel erred in its interpretation of a provision of the Code of Ethics, or in its interpretation of what is conduct harmful or prejudicial to the interests of the Federation;

iii. that the Hearing Panel erred in the application of a provision of the Code of Ethics or of conduct harmful or prejudicial to the interests of the Federation to the facts as determined by the Hearing Panel; or

iv. that the sanction imposed was not reasonably commensurate with the gravity of the breach found by the Hearing Panel.

b. The appeal may be heard orally or by written submissions at the discretion of the Appeal Panel and consistent with procedural fairness.

c. The Appeal Panel may confirm, reverse or modify the decision of the Hearing Panel, or may refer the matter back to the Hearing Panel for reconsideration in light of the Appeal Panel's findings.

d. If the complainant or respondent has new evidence that is relevant and that was not and could not have reasonably been available to the complainant or respondent at the hearing before the Hearing Panel, the Appeal Panel may remit the matter back to the Hearing Panel to reconsider the issue in light of the new evidence.

e. The decision of the Appeal Panel is final and binding.

(09 AGM, p. 24)
(16 AGM, pp. 9–10)

Note: See also By-laws 7.6 and 7.7, Procedures 44.16—(g) and 44.20—7.

32. Professional Relations

PROCEDURES

32.02—Internal Mediation Service

1. That the BCTF maintain an Internal Mediation Service to mediate disputes that threaten good relationships among voting members and others as appropriate. (24 AGM, p. 31)

2. The Executive Committee will appoint members to the Internal Mediation Service for three-year terms, normally to a maximum of three terms, and the members will represent gender diversity, a balance of elementary and secondary members, and shall include at least two mediators who are fluent both in French and English. (94 AGM, p. 29)
(23 AGM, p. 27)

3. That any member, group of members or local may obtain the services of the BCTF Internal Mediation Service by communicating with the Executive Director, the president, the staff assigned to co-ordinate the service or the chairperson of the mediation group. (94 AGM, pp. 29–30)

4. That mediators appointed to the BCTF Internal Mediation Service will elect a chairperson each year from among the group. (94 AGM p. 30)

32.06—Procedures of the Internal Mediation Service

1. Two mediators will be assigned to a particular case. One of the two will act as chairperson.

2. Mediators appointed to the BCTF Internal Mediation Service will elect a chairperson each year from among the group who will, after consultation with the staff person assigned to the program, screen and assign cases. (95 AGM, p. 23)

3. The chairperson of the team responsible for the case, in consultation with the staff person assigned to the program, take responsibility for adequate follow-up. (Jun 95 Ex, p. 30)

4. Mediators will not submit reports about the content of cases mediated to anyone.

5. Records will be kept to an absolute minimum.

6. Cases may be discussed with members of the mediation group or with appropriate BCTF staff on a privileged communication basis at any time.

7. In the event that a mediation case develops into an ethics case, no information from the mediators will be requested by the Judicial Council, nor will any be offered. (90 AGM, errata memo)
(94 AGM p. 30)

32.08—That any local have a member or members, appointed or elected as the association decides, named as a professional relations person(s) and that these people be given some training and/or guidance regarding procedures to be followed under various circumstances in the area of professional relations. (Where a local has a full-time president, it is recommended that this person be involved.) (May 81 Ex, p. 14)

32.10—That the BCTF Executive Committee advise locals that, when considering a local mediation program, they consider alternatives to a traditional mediation model such as:

1. Multifaceted professional development that promotes understanding and awareness by members, of the principles of effective, ethical communication, and conflict resolution so that members develop greater skill in mediating and resolving difficult issues through direct conversation among themselves.

2. Training that provides staff reps and other local representatives with an awareness of the range of options available to support teachers experiencing difficult relations at work.

3. The promotion of understanding and awareness among members of the availability and effectiveness of the BCTF Internal Mediation Service, including procedures for requesting the service. (Sep 09 Ex, p. 8)

32.12—That the following principles be applied to local mediation programs:

1. Do no harm: Mediators commit to practices that assist members in resolving disputes that threaten good relationships. Mediators have a responsibility to carefully assess and avoid the potential for further harm.

2. Confidentiality: Mediators commit to explicit conditions of confidentiality for both participants and mediators.

3. Reporting: Mediators will not submit reports about the content of cases mediated to anyone.

4. Ethics: In the event that a mediation case develops into an ethics case, no information from the mediators will be requested by the Judicial Council, nor will any be offered.

5. Competency: Mediators commit to ongoing professional development in order to provide the best possible mediation service.

6. Neutrality: Mediators commit to only conducting cases where they can maintain neutrality in both appearance and action.

7. Program neutrality: Mediation programs should operate at arm's length from the local. (Sep 09 Ex, pp. 8–10)

33. Provincial Specialist Associations

PROCEDURES

33.02—That the BCTF encourage and support the following provincial specialist associations:

Aboriginal Education Association
Anti-Oppression Educators Collective
Association of BC Drama Educators
Association Provinciale des Professeurs de l'Immersion et du Programme-Francophone
BC Alternate Education Association
BC Art Teachers' Association
BC Association of Mathematics Teachers
BC Association of Teachers of Modern Languages
BC Business Education Association
BC Culinary Arts Specialist Association
BC Dance Educators' Association
BC Early Career Teachers' Association
BC Educators for Digital Learning
BC Montessori Teachers' Provincial Specialist Association
BC Music Educators' Association
BC Primary Teachers' Association
BC School Counsellors' Association
BC Science Teachers' Association
BC Social Studies Teachers' Association
BC Teacher-Librarians' Association
BC Teachers of English Language Arts
BC Teachers of English to Speakers of Other Languages
BC Technology Education Association
Computer-Using Educators of BC
Environmental Educators' Provincial Specialist Association
Learning Assistance Teachers' Association
Middle Years and Provincial Intermediate Teachers' Association
Physical Health Education BC
Specialist Association of Gifted Educators in British Columbia
Teachers of Home Economics Specialist Association
Teachers of Inclusive Education, British Columbia.

(Jun 16 Ex, p. 9)
(Apr 18 Ex, p. 3)
(Jan 19 Ex, p.3)
(Dec 19 Ex, p. 30)
(Apr 23 Ex, p. 8)
(May 24 Ex, p. 10)

33.04—Purposes of a PSA

Each PSA shall foster professional development through activities which may include:

1. Facilitating and advocating for teacher-led professional development, in-service, and professional learning opportunities.
2. Carrying out curriculum-related activities which could include but are not limited to, research, creation of instructional samples, assessment models, and resources, as well as curating and recommending resources.
3. Making recommendations regarding appropriate learning and working conditions for the specialist area.
4. Developing statements regarding specifications for learning spaces and facilities.
5. Proposing policy positions for BCTF adoption.
6. Through the BCTF, by providing advice to the Executive Committee, influencing Ministry of Education policies and practices, including those relating to school programs, curriculum development and implementation, assessment and reporting, school organization and operation, teacher certification, and the teacher education programs.
7. Liaising and maintaining affiliation with a variety of organizations that may include early-learning educators, post-secondary institutions, pre-service teachers, and local, regional, provincial, national, and international groups in the specialist area.
8. Communicating and engaging with members, PSA Chapters, and affiliated Local Specialist Associations through various media.
9. Recognizing and addressing issues and concerns for equity-seeking groups.
10. Engaging in other activities that are authorized by the BCTF. (Oct 19 Ex, p. 13)

33.06—Representation

A. Representation Policy for PSAs

Outside representation is defined as communications aimed at influencing the decision-making of an external body.

Outside representations may be categorized into one of two groups, those that require:

1. Authorization required, and must be reported.
2. No authorization required, but must be reported.

(a) Authorization Required

(i) Any proposal that relates to working and learning conditions, standards of specialist qualifications, teacher education and educational facilities.

(ii) Any briefs or media releases.

(iii) Actions to influence the Ministry of Education's policies and procedures, including those of the Teacher Regulation Branch and those related to school programs, curriculum, assessment, implementation, and school organization and operations. (May 15 Ex, p. 3)

(iv) Representations to commissions/hearings.

(v) Representations to the ministry on curriculum, assessment, policy, administrative matters.

(vi) Representations to agencies or organizations such as universities, community colleges, vocational schools.

(vii) Formal participation in public pressure groups or organizations.

(viii) Representation on ministry, university or other outside committees.

(ix) Representation on areas of general concern to education or affecting teacher education requirements.

(x) Liaison with business and industry.

(xi) Liaison with universities, community colleges, vocational schools other than articulation meetings.

(xii) Informal discussions with ministry officials regarding ministry programs.

(b) No Authorization Required

i. Response to questions initiated by the media.
i. Affiliation with other professional groups.
iii. Articulation meetings with post-secondary institutions.

B. Procedures for Authorization of PSA Representations

1. The BCTF and the local shall maintain procedures and practices that allow PSAs and PSA chapters to receive timely decisions on requests for authorization for representations to authorities and agencies outside the BCTF.
2. The BCTF president (or designate) may authorize representation by PSAs outside the BCTF if PSA proposals are consistent with existing BCTF policy; representations shall be reported to the BCTF executive, which may review and alter the decision of the president (or designate).
3. Guidelines for authorization by the president (or designate):

a. A BCTF staff member shall provide advice on whether the proposal is consistent with BCTF policy;

b. Proposals that relate to working and learning conditions, standards of specialist qualifications, and teacher education shall be authorized only after advice from the appropriate BCTF body;

c. Briefs shall be authorized only after they have been distributed to the PSA Council or appropriate committees for advice, and a reasonable time for giving advice has elapsed;

d. A decision to authorize or not authorize presentation of a brief or parts of a brief shall be made as soon as possible, but within three months of the brief being submitted to the BCTF.

C. Local Representations

1. Local Representations: Those representations that must have prior authorization by both the local president and the BCTF president, or designate.

i. Local decisions
ii. Local policies and procedures

D. Representation Policy for PSA Chapters and/or Local Specialist Associations

1. A PSA may organize and/or recognize local specialist associations as chapters of the PSA; such chapters shall be responsible to the PSA in regard to provincial issues and to the local on local issues. Responsibility to the local on local issues is mandatory.

2. No PSA chapter or local specialist association shall make representations to any authority or agency outside the BCTF without authorization from the local. (May 12 Ex, pp. 5–6) (Feb 99 Ex, pp. 13–15)

33.08—Finance

A. PSA Financing

1. The financing of PSAs shall be through:

a. a PSA membership fee, which shall be equal to, or greater than $25 . (Jun 18 Ex, p. 2)

b. a subscription fee, which shall be at least equal to the PSA fee for BCTF members plus minimum PSA fee defined in procedure 33.08.A.1.a. and applicable taxes. (Jun 18 Ex, p. 2)

c. a BCTF PSA member grant as stated in statement 10.J.30–10.J.38. (Jun 18 Ex, p. 2)

d. income from conferences or workshops.

e. income from the sale of PSA-produced materials and publications, including advertising in such publications.

f. any special BCTF grants that may, from time to time, be authorized.

g. grants, contracts, or fees for service from groups outside the BCTF (e.g., ministry, foundations), as authorized by the BCTF.

2. Grants, contracts, or fees for service from groups outside the BCTF, related to the organization of PSA conferences do not need prior approval as long as these grants, contracts, and fees for service are consistent with BCTF policy and do not compromise or restrict the ability of the BCTF to operate as an organization independent of the granting or contracting institution.

Prior to pursuing all other grants, contracts or fees for service from groups outside the BCTF, approval must be sought from BCTF Full-Time Table Officers and notification provided to the Agenda and Steering Committee of the Provincial Specialist Association Council (ASC-PSAC). (Nov 18, Ex, p. 5)

3.Grants, contracts or fees for service, except those related to the organization of PSA conferences, shall be approved by the Full-Time Table Officers following receipt of advice on their appropriateness from the Agenda and Steering Committee of the Provincial Specialist Association Council (ASC-PSAC). (Nov 18 Ex, p. 5)

4. Authorization shall be made on the basis of the following guidelines:

a. Grants, contracts, or fees for service must be for a specified project consistent with BCTF policy.

b. No terms of the grants, contracts, or fees for service shall compromise or restrict the ability of the BCTF to operate as an organization independent of the granting or contracting agency.

c. All grants, contracts, or fees for service shall be processed through the BCTF Accounting Department (X programs) and subject to normal accounting and audit practices for grants, contracts, and fees for service.

5. Grants or contracts shall be approved by the BCTF Executive Committee following receipt of advice on their appropriateness from the Agenda and Steering Committee of the Provincial Specialist Association Council (ASC-PSAC). (Apr 11 Ex, pp. 4–6) (Nov 18 Ex, p. 5)

6. That all PSAs be requested to attach to their PSA member grant application a one-page summary that briefly outlines the following: (Jun 18 Ex, p. 2)

a. services the PSA provides to the members of the PSA, other than an annual or regional conference.

b. processes in place to communicate with members of the PSA during the course of an individual's one-year PSA membership.

c. processes in place to engage new members of the PSA in order to retain them. (Jun 13 Ex, p. 14)

7. Each provincial specialist association ensures that the total of all their unencumbered accumulated surplus(s) do not exceed their annual expenditures from the previous fiscal year ending June 30, unless there is reason to do so. (Dec 17 Ex, p. 5)

B. Release time for PSA officers

The following shall be the procedure for BCTF approval of release time for a PSA officer. This procedure applies to long-term release time (a full year or partial leave; full-time or part-time release from teaching duties). It does not apply to single day or other short-term leave. Short-term leave is leave on an irregular basis throughout the year or full-time leave for less than one month.

1. PSA determines that it has a need for release time for an officer to work on behalf of the PSA.

2. The PSA develops a proposal that includes the following elements:

a. A definition of the need.

b. A description of the nature of the duties to be performed;

c. A definition of how much release time is to be provided and the basis for pay (e.g., regular teaching salary).

d. A designation of which officer in the PSA to be released.

e. A description of related requirements such as working space, equipment, clerical assistance, travel.

f. A budget for the release time and related items;

g. An explanation of the source of revenues to cover the budget.

3. The proposal is circulated to all members of the particular PSA before the annual meeting.

4. The PSA annual meeting approves the proposal.

5. The proposal goes to BCTF Executive Committee for approval.

6. The BCTF seeks approval from the affected school board to second the individual to the BCTF to work on behalf of the PSA. (Seconding is the best arrangement for maintenance of all employee benefits.)

7. The days may be used by the president, or their designate, who must be a voting BCTF member and a member of the PSA. (Apr 14 Ex, p. 14) (24 AGM, p. 31)

8. Such an arrangement is not intended to be permanent, nor shall it be made a condition for eligibility as PSA president.

9. Release time arrangements must be renewed annually by the PSA's annual general meeting. (Apr 15 Ex, p. 3)

C. That PSA presidents' release time be available to be used for PSA business as determined by the PSA president. (Mar 05 Ex, p. 6)

33.10—PSA Name Change

1. The PSA has followed all steps in accordance with its constitution regarding by-law changes.

2. A request for a name change is forwarded to the PSA Council chairperson. The request will contain a written statement that documents the steps taken by the PSA in pursuing the name change within the PSA.

3. The PSA Council chairperson will take the request to the PSA Council for discussion and recommendation to the BCTF Executive Committee. (Oct 02 Ex, p. 5)

4. The BCTF Executive Committee will consider the recommendation from the PSA Council. (Feb 90 Ex, p. 12)

33.12—PSA Conference Bank Accounts

PSAs shall not be permitted to hold outsise bank accounts or investments of any kind. (Jun 91 Ex, p. 14) (Apr 11 Ex, pp. 5–6) (Nov 18, Ex, p. 5) (Sept 23 Ex, p. 5)

33.14—PSA Membership

1. Individual membership in a PSA will be on a 12-month basis commencing on the date the application is processed.

2. All members of a PSA shall be BCTF members.

3. PSAs may provide services to non-BCTF members for a designated fee. (88 AGM, p. 20)

33.16—PSA Organization

1. That all PSA constitutions and any changes that may from time to time be made to them, be submitted to the Executive Committee for approval.

2. A copy of the constitution of each recognized provincial specialist association shall be filed with the BCTF office.

3. The commencement and termination dates for each executive office will be set by each PSA in its constitution.

4. Any member of a PSA may hold office on the executive of the PSA, subject to the following:

a. presidents/vice-presidents of PSAs shall be voting BCTF members;

b. PSA Council delegates shall be voting BCTF members;

c. representatives of PSAs within the BCTF and to outside authorities and agencies shall be voting BCTF members;

d. the majority of a PSAs executive shall be voting BCTF members. (May 74 Ex, pp. 25–28) (88 AGM, p. 20) (24 AGM, p. 31)

33.18—Conditional BCTF Assistance to PSAs

A. Services—Membership

1. Membership applications will be processed by the BCTF on the ''evergreen'' plan basis.

2. The BCTF will provide free maintenance of PSA membership lists.

3. That the BCTF provide each PSA president and membership co-ordinator online access to their PSA's membership database (Jan 13 Ex, p. 23) (Sept 23 Ex, p. 5)

B. Conditions of Membership Service

1. It is the responsibility of the individual PSA to:

a. maintain a clear outline of the services and programs that the PSA provides, as per Procedure 33.04.

b. initiate communication with new members of the PSA within the first few months of their membership.

c. maintain regular, ongoing communication with its members.

d. encourage members of the PSAs to renew their memberships. (May 15 Ex, p. 3)

2. The BCTF may require a standardized application form.

C. Services—Financial Records

1. Free maintenance of financial records.

2. Monthly financial statements provided to each PSA treasurer and president.

3. An annual financial summary will be provided to each PSA.

D. Conditions—Financial Records

1. PSA fee changes, which can be made only at annual general meetings, will be effective January 1 or July 1 following.

2. Fee information is to be submitted to the BCTF office no later than December 1 or June 1 respectively. (Jan 91 Ex, p. 3)

E. Services and Conditions—Publishing

1. PSAs may request to use the BCTF services for any combination of the following: graphics, printing, binding, labelling, stuffing, and mailing. When requested, the BCTF will supply an estimate of publishing or other service costs. PSAs wishing to use the BCTF for these services will:

a. co-ordinate schedules and publications through a single PSA officer in order to expedite communication.

b. provide the BCTF with the schedule for their publications by September 30 each year.

c. work with BCTF staff to resolve any potential scheduling conflicts.

d. receive confirmation from the BCTF, in writing, the finalized schedules.

e. ensure copy is submitted on or before the agreed submission date and according to the agreed specifications. If these conditions are met, the BCTF will meet the deadlines and absorb any extra costs incurred in doing so.

2. The BCTF will not be responsible for any PSA publications or communications that are produced outside of the BCTF office.

3. The BCTF will receive an electronic copy of every PSA publication and will have the right to order, at BCTF expense, up to five copies of any PSA print publication.

4. The phrase, "A provincial specialist association of the BC Teachers' Federation" and the BCTF logo shall appear on the lead page of all PSA publications, communications, and websites.

5. That any advertising in BCTF publications, including PSA journals, be consistent with Federation policies.

6. That PSAs refrain from publishing any article featuring independent schools. (Apr 11 Ex, p. 13) (Sept 23 Ex, pp. 5–6)

33.20—Initial recognition as a PSA will be given to a group of members when:

1. It has established purposes as outlined in 33.04.

2. It has established a program: objectives, activities, related to the objectives and evaluative criteria.

3. It has held a general meeting to approve a constitution, to elect officers, and to establish a membership fee.

4. It has reviewed BCTF policies and procedures and accepts that they are binding on the PSA's activities.

5. It has a minimum membership of 100 BCTF voting members. (24 AGM, p. 31)

6. Existing PSAs have made a concerted effort to accommodate the new group, and the new group has made a concerted effort to have its needs met within an existing PSA.

7. The PSA Council has made a recommendation to the Executive Committee that a PSA be established. (Jan 84 RA, p. 8) (May 97 RA, p. 16)

33.22—Continuing recognition of a PSA will be given in accordance with 33.12. It shall be the responsibility of the Agenda and Steering Committee of the Provincial Specialist Association Council (ASC-PSAC) to recommend annually continuing recognition of PSAs to the BCTF Executive Committee based on the following process: (Nov 18 Ex, p. 5)

1. Review programs and membership as of the April registration.

2. Review that membership has not fallen below 50 voting BCTF members.

3. Inform a PSA of concerns arising from the review and request that the concerns be addressed by the April 15 membership count of the following year.

4. In the event that a PSA is unable to fulfill the criteria listed in 1. and 2. above within the one-year time period, removal of recognition will be recommended, with the following factors taken into consideration:

a. the relevance of the focus of the PSA to BC curriculum or programs.

b. the rate of decline of the PSA's membership of voting BCTF members and/or the average April 15 membership count of voting BCTF members over the past five years. (May 12 RA, p. 15) (Jun 18 Ex, p. 1) (24 AGM, p. 31)

33.24—That if a PSA is alleged to have breached BCTF policy, the following process be followed:

1. Table officers of the BCTF will notify the PSA Council chairperson, the president of the PSA involved, and relevant others to arrange a meeting to:

a. Detail specific concerns regarding alleged breaches of policy (outlining relevant policies and procedures),

b. ask for an explanation, and

c. outline further course of action, including possible sanctions or deciding that no further action is needed.

2. The PSA Council chairperson will report to the PSA Council. The PSA Council and/or the full-time table officers will then recommend to the BCTF Executive Committee appropriate action.

3. The BCTF Executive Committee will meet with the PSA president and the PSA Council chairperson prior to making its decision.

a. That sanctions that may be applied against a PSA that breaches the terms of recognition be:

i. reprimand;

ii. withholding of the PSA member grant; (Jun 18 Ex, p. 2)

iii. suspension;

iv. withdrawal of recognition.

b. A PSA may appeal to the RA sanctions applied to it by the Executive Committee under section 33.24 3(b) The RA may confirm, reverse, or modify any decision referred to it under this policy. (Jan 84 RA, p. 8)

33.26—Delisting of a PSA with the BCTF will follow these procedures:

1. A PSA seeking delisting in the BCTF will:

a. ensure that members, by a ballot or AGM have agreed to delisting.

b. communicate in writing to PSA Council chairperson requesting that delisting proceed. (Oct 02 Ex, p. 5)

2. PSA Council chairperson will inform the Executive Committee of decision by the PSA to delist and recommend the EC remove recognition. (Jun 89 Ex, p. 6) (Oct 02 Ex, p. 5)

33.28—That it shall not be the right of any provincial specialist association to make representations to any authority or agency outside the BCTF on any matter that is properly the concern of the BCTF. (May 63 Consultative, p. 8) (76 AGM, p. 56)

33.30—That organized groups within the BCTF that are considering establishing a new service, ensure that they not duplicate services offered by PSAs. (Jan 84 Ex, p. 16)

33.34—That PSAs bringing forward to the Executive Committee any recommendations that might impact on other PSAs should present the matter first to the PSA Council chairperson for advice. (Aug 90 Ex, p. 2) (Oct 02 Ex, p. 5)

33.36—Provincial Specialist Association Council

The Provincial Specialist Association Council (PSA Council) of the British Columbia Teachers' Federation (the Federation) shall operate in accordance with the following procedures.

A. Composition of the PSA Council

1. The PSA Council shall be composed of the president of each PSA recognized by the Federation pursuant to 33.20 and 33.22.

2. PSA presidents are responsible to attend council meetings and represent the concerns of their respective PSAs.

3. A PSA vice-president or a past president, or other member of the PSA executive, if an active BCTF member, may attend and exercise the PSA's vote only in the event that the council chairperson has been informed of the PSA president's absence and the council chairperson is satisfied that the vice-president, past president, or PSA executive designate has been authorized to attend. (Jun 10 Ex, p. 18) (24 AGM, p. 31) (24 Aug Ex, p. 10)

4. There shall be an Agenda and Steering Committee of the Provincial Specialist Association Council (ASC-PSAC), consisting of three members elected by PSA Council. (Oct 02 Ex, p. 6) (Nov 18 Ex, p. 5)

B. Elections

1. The PSA Council shall elect three members who shall act as the Agenda and Steering Committee of the Provincial Specialist Association Council (ASC-PSAC). At least one member of the Agenda and Steering Committee (ASC-PSAC) and up to two other members of PSAC, chosen by PSAC on an annual basis, be the PSAC representatives to the BCTF Professional Issues Advisory Committee. (Nov 18 Ex, p. 5)

2. The Agenda and Steering Committee of the Provincial Specialist Association Council (ASC-PSAC) shall be elected annually at the spring PSAC meeting from those currently serving as PSA presidents; they shall begin their PSAC duties on July 1 following the meeting. (Jun 12 Ex, p. 15) (Nov 18 Ex, p. 5)

3. The PSA Council shall first elect the chairperson of the PSA Council and then elect the two other ASC-PSAC members. (Nov 18 Ex, p. 5)

4. The members of the Agenda and Steering Committee of the Provincial Specialist Association Council (ASC-PSAC) may not serve more than four years. (Feb 04 Ex, p. 12) (Nov 18 Ex, p. 5)

5. In the event that a person elected to the Agenda and Steering Committee of the Provincial Specialist Association Council (ASC-PSAC) ceases to be a voting member of the Federation, the PSA Council shall elect a member to complete the term. (Oct 02 Ex, p. 6) (Nov 18 Ex, p. 5) (24 AGM, p. 31)

C. Duties of the Agenda and Steering Committee of the Provincial Specialist Association Council (ASC-PSAC) (Nov 18 Ex, p. 5)

1. The Agenda and Steering Committee of the Provincial Specialist Association Council (ASC-PSAC) shall: (Nov 18 Ex, p. 5)

a. make recommendations to PSA Council and facilitate the business of PSAC.

b. act as liaison, providing dialogue on professional issues, between PSAC and PIAC and bringing the perspectives of PSAs to PIAC.

c. approve annual PSA member grants for each PSA. (Jun 18 Ex, p. 2)

d. receive notification and provide advice on grants, contracts and fees for service pursuant to Procedure 33.08 A.2 and 3.

e. consult with BCTF staff regarding the preparation of the BCTF PSA program budget for the next fiscal year. (Apr 11 Ex, p. 6)

2. The PSA Council chairperson shall:

a. preside at all meetings of the PSA Council, assisted by the two other members of the Agenda and Steering Committee of the Provincial Specialist Association Council (ASC-PSAC). (Nov 18 Ex, p. 5)

b. act as an ex-officio member of any subcommittees, ad hoc committees, and other bodies established by the PSA Council to carry out its terms of reference.

c. provide representation when it is required, at the Federation Executive Committee, Representative Assembly, or AGM, or arrange for a designate to do so if unavailable to perform that function in specific instances.

d. in consultation with the other members of the Agenda and Steering Committee of the Provincial Specialist Association Council (ASC-PSAC), act on behalf of the PSA Council between meetings of the council. (Oct 02 Ex, p. 6) (Nov 18 Ex, p. 5) (Sept 23 Ex, p. 6)

D. Meetings

1. With the agreement of BCTF staff, the council chairperson may reschedule a meeting date if at least three weeks written notice is given to all other members of the council; the Federation Executive Committee may require rescheduling in the event of conflict with other major events.

2. Fifteen members shall constitute a quorum at council meetings.

3. The year-end meeting shall be the last council meeting of each school year. Primary tasks of the year-end meeting will be:

a. the election of the three Agenda and Steering Committee of the Provincial Specialist Association Council (ASC-PSAC) members. (Nov 18 Ex, p. 5)

b. to review the council's priorities for the current school year and to determine the council's priorities for the next school year. (Oct 02 Ex, p. 7) (Sep 23 Ex, p. 6)

E. Voting

1. All members of the council are eligible to vote at council meetings.

2. Each PSA represented at the council may cast only one vote on any motion or in any election.

3. Voting at all meetings shall be by a show of hands, except when a ballot is demanded by at least one-third of the members present. (Jan 13 Ex, p. 23)

4. A simple majority of the votes cast is required for a motion to pass or for a candidate to be elected. (Oct 02 Ex, p. 7)

F. Nominations

1. The nominations chairperson shall be elected at the February PSA Council meeting. (Jun 11 Ex, p. 13)

2. The terms of reference of the nominations chairperson are:

a. to secure a minimum of one nomination for the PSA Council chairperson and for each of the two remaining Agenda and Steering Committee of the Provincial Specialist Association Council (ASC-PSAC) members/PIAC representatives. (Nov 18 Ex, p. 5)

b. to act as the chief scrutineer during elections held at the year-end meeting.

3. Nominations will be accepted from the floor of the year-end meeting.

4. Nominees should present a verbal biographical sketch outlining PSA and BCTF/local involvement and a position statement when standing for election. (Jun 11 Ex, p. 13)

5. Nominees must have been elected as a president of a PSA for the subsequent school year at the time of the election.

6. Elections will be by secret ballot. A candidate is required to secure a simple majority of the votes to be declared a winner. (Oct 02 Ex, p. 7)

G. Parliamentary Procedure

All meetings of the council shall be governed by the "Simplified Rules of Order" generally in use by the BCTF. Reference will be made to the latest version available of "Robert's Rules of Order" in the event that the "Simplified Rules of Order" fail to offer a solution. (Oct 02 Ex, p. 7)

H. PSAC Subcommittees

1. PSAC subcommittees, to discuss specific PSAC business, may be formed by a motion carried by PSAC.

2. At the point of formation of a subcommittee, a subcommittee chairperson must be appointed by PSAC.

3. The term of a PSAC subcommittee shall be limited to one year unless otherwise specified by PSAC.

4. The structure, membership, and function of each subcommittee shall be defined by the subcommittee chairperson in consultation with ASC-PSAC. (Nov 18 Ex, p. 5)

5. The chairperson of a PSAC subcommittee shall be responsible for reporting out at each PSAC meeting on the progress of the work of the subcommittee for the whole of the term of the subcommittee.

6. The PSA Council chairperson shall be an ex-officio member of all PSAC subcommittees. (Jan 13 Ex, p. 23)

33.38—That the PSA Council advise the Professional Issues Advisory Committee on any matters relating to PSAs. (May 75 RA, p. 14) (76 AGM, p. 55)

33.40—That the BCTF and locals actively support PSAs in promoting teaching and learning through member participation in provincial and regional PSA conferences. (Feb 04 Ex, p. 13)

33.42—That the BCTF actively encourage locals to establish policies that allow local PD funds to be used to pay for PSA membership fees. (Feb 04 Ex, p. 13)

33.44—That the BCTF support PSAs in promoting members; knowledge of and involvement in PSAs and LSAs. (May 04 RA, p. 13)

33.46—That the BCTF encourage PSAs to locate their conferences in venues that are accessible to members throughout the province. (Apr 06 Ex, p. 7)

33.50—That PSA presidents be given access to PSA contact information for their members through the membership system. (Apr 08 Ex, p. 9)

33.52—1. That PSA Council presidents (or their designates) be regular participants at summer conference. (Nov 08 Ex, p. 10)

2. That local presidents be encouraged to promote PD chair attendance at Summer Conference. (Jun 12 Ex, p. 10)

3. PSA presidents who are unable to attend Summer Conference or who are attending in another capacity, be allowed to send alternates from their PSA executives, subject to alternates being voting BCTF members." (Jun 12 Ex, p. 15) (24 AGM, p. 31)

33.54—That the Federation provide a one-year PSA membership to new BCTF members on their attending:

1. a welcome event organized by a local.
2. a SURT or BCTF workshop for new teachers.

(Apr 14 Ex, pp. 15–16) (May 15 Ex, p. 3) (Jan 20 Ex, p. 22)

33.58—That the Federation, in consultation with the PSA Council, develop strategies to raise awareness of and promote membership in PSAs at BCTF Days on Campus and the New Teachers' and Student Teachers' Conference. (Apr 09 Ex, p. 18)

33.62—That the BCTF examine cost saving measures when producing publications and/or providing mailing services to PSAs. (Apr 09 Ex, p. 19)

33.64—That the Federation annually provide local presidents with a list of PSA presidents. (Apr 09 Ex, p. 20)

33.66—That PSA conferences not be held in private schools. (May 10 RA, p. 4) (Jan 12 RA, p. 6)

33.68—Amalgamating two or more PSAs

That the process for amalgamating two or more PSAs be:

1. The PSAs concerned will follow all procedures in accordance with their current constitutions and BCTF Procedures 33.20 1.—5. and 33.26 1.—2.

2. The presidents of the PSAs wishing to amalgamate will be given a total of four release days for this work from the twenty release days allocated for PSA president release.

3. The presidents of the PSAs will decide on an interim executive for the new PSA, including a table officer from each PSA.

4. After these procedures are completed, the new PSA will forward to the ASC Steering and Agenda Committee:

a. the new PSA's purposes, objectives, and constitution.

b. the minutes of the AGMs that approved the new constitution, the interim executive, and the delisting of the previous PSAs.

c.documentation of a membership of 100 BCTF voting members. (24 AGM, p. 31)

5. The ASC Steering and Agenda Committee will bring a recommendation to ASC PSAC for discussion and recommendation to the BCTF Executive Committee that the new PSA be established pursuant to 33.20.7 and the previous PSA be delisted pursuant to 33.26.2.

6. The BCTF Executive Committee will consider the recommendation to delist the previous PSAs and recognize the new PSA. (Apr 11 Ex, p. 12) (Apr 17 Ex, p. 8)

33.70—Account balance of amalgamated PSAs

1. That in the case of the amalgamation of two or more PSAs, the balance of their BCTF account and any outside accounts are transferred to the new PSA.

2. That in the case of the amalgamation of two or more PSAs, the PSA member grant amount be adjusted as follows:

In addition to the base PSA member grant based on the April 15 count for the new PSA, the new PSA will receive an additional sum equal to 50% of the base grant for one year. (Apr 11 Ex, p. 13) (Jun 18 Ex, p. 2)

33.72—PSA complimentary memberships

1. That PSAs may offer complimentary PSA memberships subject to the PSA having a specific line item for complimentary memberships in the annual PSA budget that is approved by the PSA's annual general meeting.

2. Voting BCTF members who receive complimentary memberships will not be counted towards the PSA member grant in the April 15 count. (Jun 11 Ex, p. 2) (Jun 18 Ex, p. 1) (24 AGM, p. 31)

33.74—That local PD committees be encouraged to support the formation of new LSAs and memberships in PSAs. (Jun 12 Ex, p. 10)

33.76—That PSAs may confer honorary life memberships in their PSAs, subject to the provisions of their PSA constitutions. A PSA honorary life member's eligibility to vote and hold office in the PSA will depend on their current BCTF membership status. Honorary PSA life membership does not confer the rights of honorary life membership in the BCTF, and is limited to the individual PSA only. (Feb 13 Ex, p. 4)

33.78—That an annual general meeting be held by each PSA during each school year and be advertised to all members of the PSA with at least two (2) weeks' notice. (Apr 15 Ex, p. 2) (May 21–22, 20 Ex, p. 6)

1. PSA Annual General meetings shall be run in accordance with the Simplified Rules of Order, as published in the *Members' Guide to the BCTF*.

2. The draft minutes of a PSA Annual General Meeting shall be forwarded to the BCTF within two (2) weeks of the date of the meeting.

3. The majority of a PSA's executive positions shall be determined by election.

4. Regular PSA executive elections must be held at the PSA's Annual General Meeting.

5. For all PSA-elected positions, there must be an opportunity for candidates to be nominated from the floor at the PSA's Annual General Meeting.

6. Any PSA-elected position temporarily held by an appointee shall be considered up for election at the PSA's next General Meeting. (May 21–22, 20 Ex, p. 6)

33.80—That when two or more PSAs hold a joint conference in which PSA membership is included in the conference registration fee:

1. participants will be able to clearly identify the one PSA to which they wish that membership to be applied.

2. the number of memberships granted through the conference fee cannot exceed the number of eligible conference participants. (Sep 16 Ex, pp. 4–5)

33.82—That all PSA travel and expense allowances must be consistent with Procedure 10.I Travel and Expense Allowances. (Dec 17 Ex, p. 7)

33.84—Any provincial specialist association website containing a link(s) to non-Federation content is required to have a Federation-approved disclaimer alongside the link(s). (Nov 24 Ex, p. 3)

34. Public Affairs

POLICIES

34.01—That the BCTF is opposed to nuclear weapons testing. (62 AGM, p. 44) (Oct 80 RA, p. 5)

34.03—That the BCTF openly condemn all or any practice of discrimination on the basis of race in the communities and schools of this province. (May 75 RA, p. 28) (Reviewed Dec 79 Ex, p. 18)

34.05—That the BCTF condemn the racist doctrine of white supremacist organizations, and support efforts within the educational system and in our broader school communities to challenge and eradicate racism, hate speech, and acts of discrimination towards marginalized and minority communities. (Feb 82 RA, p. 17) (17 AGM, p. 11)

34.11—That the BCTF support the provision of family planning information and services for all who want them in Canada. (Nov 75 Ex, p. 29)

34.13—That the BCTF recognize and support the right of the BC Aboriginal people to demand that the federal and provincial governments negotiate with them the issue of Aboriginal land claims. (Jan 76 RA, p. 19)

34.15—That the BCTF voice its opposition to any further uranium mine site developments in British Columbia until such activities have been proven completely safe. (Jan 78 RA, p. 13) (81 AGM, p. 20)

34.17—That the provincial government should provide total funding for the educational programs of Options for Sexual Health. (Mar 80 Ex, p. 6) (Dec 09 Ex, p. 21)

34.19—1. That the BCTF supports the practice of full coverage of the cost of medical care through Medicare. (Mar 81 Ex, p. 2)

2. That the BCTF support the maintenance of the five basic principles of Medicare: universality, comprehensiveness, accessibility, portability and public administration. (96 AGM p. 8)

34.21—That:

1. deficit reductions by government not be pursued through more cuts in social spending; and

2. government be called upon to develop a strategic plan for rebuilding Canada's public financing capacities through:

a. a systematic approach to job creation
b. a policy of reduction in interest rates
c. ensuring that corporations pay their fair share of taxes
d. debt repatriation
e. increased taxes on wealth
f. regulation of cross-border capital transfers. (95 AGM, p. 36)

3. That the BCTF oppose the cuts in federal transfer payments that threaten the availability of access to post-secondary education and universal Medicare. (96 AGM p. 8)

34.25—That the BCTF support efforts of unemployed members and other unemployed working people to create organizations to defend their rights to gainful employment, a secure standard of living and adequate social services. (Jan 83 Ex, p. 23)

34.27—That, for policy purposes, the definition of pornography be: material that exploits those it portrays by depicting them as sexual objects, or as the victims of sexual abuse, humiliation, domination, mutilation or murder, for the sexual stimulation of the consumer. (83 AGM, p. 15)

34.29—That the BCTF condemn the manufacture, distribution, sale and public display of all pornographic material. (83 AGM, p. 15)

34.31—That the BCTF urge the federal and provincial governments to endorse and/or develop laws that prohibit the manufacture, distribution, sale and public display of pornographic material. (83 AGM, p. 15)

34.33—That the BCTF support the concept of a guaranteed yearly income. (85 AGM, p. 45)

34.35—That the BCTF affirm and support the principle of universal social programs (medical care, family allowance) and strongly oppose any attempt to limit/restrict/undermine such programs. (85 AGM, p. 45)

34.37—That the BCTF is opposed to any federal or provincial tax on books or other educational materials. (87 AGM, p. 24)

34.39—That the BCTF demand that the BC government provide the financial support and services needed for welfare recipients with families to participate in educational programs and employment training that will enable them to be employed. (89 AGM, p. 23)

34.43—That the BCTF strenuously oppose wage controls for teachers and all public sector employees. (Feb 91 RA, p. 2)

34.45—That the BCTF support a social security system that:

1. includes a commitment to full employment;

2. maintains universal programs that serve the basic social needs of all citizens regardless of their income or geographical location in this country; and

3. provides adequate income support for those people who are either excluded from the job market or are unable to work. (95 AGM, p. 36)

34.51—That the BCTF oppose any attempts of the government of British Columbia to limit Pharmacare benefits, privatize health care, introduce user fees or freeze health funding. (Sep 01 Ex, p. 3)

34.53—1. That the BCTF oppose elimination of any current coverage under Medicare.

2. That the BCTF call upon the government to consult with the citizens of the province prior to any decisions to eliminate any legislative regulations.

3. That the BCTF call upon the Minister of State for Deregulation to make public those regulations that government has targeted for elimination or revision.

4. That BCTF oppose any introduction of a two-tiered minimum wage. (Oct 01 Ex, p. 7)

34.55—That the BCTF express its opposition to the recent decision of the BC government to place the MASSH (Municipalities, Academic Institutions, Schools, Social Service Agencies and Health) sectors under the Internal Trade Agreement. (Dec 01, Ex, p. 8)

34.57—That the Federation support the work of the Human Rights Tribunal and oppose any weakening of the human rights protections and procedures in BC. (Jun 02 Ex, p. 17) (Oct 10 Ex, p. 12)

34.63—That the BCTF endorse the eight point principles of "Standing Together for Medicare."

(Note: The eight point statement came out of the Canadian Health Coalition—Canadian Labour Congress Conference on the Future of Health Care, October 12, 2001, Ottawa.)

The peoples of Canada believe that health care is a fundamental right of every human being without distinction of race, gender, age, religion, sexual orientation, political belief, economic or social condition. Organizations representing millions of Canadians will mobilize to defend this right and to ensure that the following principles shape the future direction of the health care system:

1. The recognition of the highest attainment of health as a fundamental right throughout life and the necessity of preserving public health through active measures of promotion, prevention, and protection including such determinants as housing, food safety, income, education, environment, employment and peace.
2. The recognition of health care as a public good in which the few must not profit at the expense of the many. We affirm the need for a system of public health care which is organized on the basis of public administration, public insurance and the delivery of services on a public, not-for-profit basis.
3. Opposition to any commercialism and privatization of health. Therefore the federal government must negotiate a general exclusion of health services and health insurance all trade agreements.
4. The need for the federal government to fully assume its responsibilities in respect to health, particularly by restoring and increasing federal transfers to levels sufficient to secure the integrity and enforcement of the *Canada Health Act, 1984*.
5. The reaffirmation of the original vision of a truly comprehensive public health care system for Canadians providing a continuum of services. The next steps are the expansion of the public system to include a universal system of home and long-term care services and pharmacare.
6. The need to move away from a fee-for-service model towards a community-based, multi-disciplinary approach to the management, organization and delivery of services and care. Levels of services must be sufficient so that the burden of care does not fall on families, mainly women.
7. An accountable health care system through democratic participation and governance at all levels.
8. The recognition that health care workers are critical to the effective operation of the health care system and that decent wages, working conditions and training opportunities are essential to high quality care and the retention of health care workers. (Nov 01 Ex, p. 2)

34.69—That the BCTF call upon the Government of Canada to:

1. seek to eliminate the root causes of conflict and find solutions by peaceful means for the common good of all
2. reject a military approach to problem solving conflicts between states
3. work with all countries, through the United Nations, to reduce and eliminate "weapons of mass destruction." (Jan/Feb RA, 03 p. 10)
4. reverse its current military strategy in Afghanistan and ensure that any future international Canadian military intervention occur only as a part of a United Nations peace-keeping force. (Nov 06 RA, p.14)
5. prioritize spending on diplomacy and social programs over increases to military budgets. (May 18 RA, p. 15)

34.71—That the BCTF:

1. call on the government to immediately rescind the BC legislation which subjects welfare recipients to elimination or reduction of their social assistance based on time limits.
2. oppose changes in welfare that have the effect of causing further hardship and economic insecurity for the poorest and most vulnerable people in British Columbia.
3. actively oppose the imposition of a 24-month time limit on eligibility for welfare in BC.
4. call on government to allow those on social assistance to earn a wage up to the poverty line without decreasing social assistance payments. (Oct 03 Ex, p. 4) (04 AGM, p. 36)

34.73—That the BC Teachers' Federation call on the federal government to reinstate a comprehensive social housing program to ensure all Canadians their constitutional right to shelter. (Oct 03 Ex, p 4)

34.75—That the BCTF:

1. oppose the elimination and/or reduction of services to children and families in British Columbia, including but not limited to the closure of women's centres, courthouses, and schools; the reduction of services to students with special needs, foster care, and child care; and the cuts to social services, BC family bonus, shelter support, and welfare.
2. call upon the provincial government to fully restore social equity programs and in particular the community LINK: funding for inner city schools, school meals programs, community schools, and home-school liaison programs. (04 AGM, p. 37) (Nov 03 RA, p. 17)

34.77—That the BCTF oppose child labour and lobby the provincial government to institute labour laws that protect children and youth at a minimum as per Article 32 of The United Nations Convention on the Rights of a Child, Convention C138 of the International Labour Organization, and ISO 26,000. (04 AGM, p. 37) (18 AGM, p. 36)

34.79—That the BCTF condemn the government for dismantling programs that contribute to a just society and for introducing programs that increase hardship for the most vulnerable people in our province. (04 AGM, p. 37)

34.81—That the BCTF urge the federal and provincial governments to initiate and fund campaigns to raise the proportion of the population who are physically active. (May 04 RA, p. 13)

34.83—That locals urge their respective city councils and regional districts to waive their admission fees during school days for all students at parks and recreation facilities. (Jun 05 RA, p. 11)

34.85—That the BCTF support the allocation of Canadian government expenditures on foreign aid to a level equivalent to 0.7% of the Canadian Gross Domestic Product. (Aug 05 Ex, p. 2)

34.87—That the BCTF entreat the Government of Canada to ratify conventions *C98 Right to Organize and Collective Bargaining Convention, 1949* and *C138 Minimum Age Convention, 1973* of the International Labour Organization (ILO). (Nov 05 RA, p. 9)

34.89—That the BCTF demand that the federal and provincial governments create a national child care system available to all children in Canada that incorporates:

1. a Child Care Act that guarantees standards and includes the principles of: equality, universality, accessibility, developmental programming, and inclusiveness.
2. a publicly funded, non-profit system.
3. a process of accountability which includes: goals, timelines, and a means of measuring real progress. (89 AGM, p. 57) (Nov 05 RA, pp. 10–11)

34.91—That the BCTF express its support for raising the age of consent in Canada from 14 to 16. (Feb 06 Ex, p. 10)

34.93—That the BCTF call for the Canada Pension Plan to stop investing in the tobacco industry. (Jun 06 RA, p. 12)

34.95—That the BCTF support the call to change Canada's visitor visa legislation so that all Canadians—regardless of ethnic origin—are entitled—and equally entitled—to bring their loved ones to Canada for a visit. (Jun 06 RA, p. 13)

34.97—That the BCTF oppose the construction of coal-fired power generation plants. (Nov 06 RA, p. 3)

34.99—That the BCTF lobby the government to change the regulations to allow EI recipients to enrol in basic education and upgrading courses. (Jan 07 Ex, p. 19)

34.103—That the BCTF endorse the goals of the *Raise the Rates* campaign and call upon the provincial government to:

1. raise welfare rates by 50% and index them to inflation.

2. let all people on welfare keep at least $500/month of their earnings.
3. remove the arbitrary barriers to accessing welfare.
4. raise the minimum wage for all workers to at least $15 per hour. (May 14 RA, p. 11)
(Jan 15 RA, p. 13)

34.105—That the BCTF lobby government to implement measures to ensure that foreign workers:
1. are given the right to apply for citizenship or landed immigrant status.
2. be able to have spouses and families accompany them.
3. are paid current market wages and benefits for their occupation.
4. are required to take the same tests as workers from other provinces. (Feb 08 RA, p. 13)

34.107—That the BCTF press the federal and provincial governments to fund an in-depth scientific and social study on the cost/benefit of government distributing drugs to addicts on an ability to pay basis, and further that the BCTF press the opposition parties to commit to such a study should they form government.
(Feb 08 RA, p. 14)

34.109—That the BCTF urges the Canadian government to promote a peace settlement in the Middle East which will advance the struggle of the people of Palestine for national sovereignty and human rights, and protect the citizens of both Israel and Palestine from further violence. (Mar 08 Ex, p. 14)

34.113—That the BCTF endorse the concept that water resources be kept public and free. (08 AGM, p. 25)

34.115—That the BCTF support the demand for a free Tibet, and ask the Canadian government to condemn the Chinese government's brutal suppression of Tibetan freedom protesters in Tibet and in many parts of Canada. (08 AGM, p. 27)

34.117—That child soldiers should be seen primarily as victims of conflict; and that, in the rare cases where it is in the interests of justice to prosecute a child soldier, the individual who is undergoing a criminal investigation or trial for acts committed as a child soldier must be treated with dignity and respect with the aim of the criminal process is to increase that individual's respect for human rights of others and to promote their reintegration into society. (Oct 08 Ex, p. 11)
(Nov 10 Ex, p. 5)

34.119—1. That the BCTF opposes the proposed Canada-Colombia Free Trade Agreement.
2. That the BCTF condemns the repression of the indigenous movement in Colombia that is campaigning against the Canada-Colombia Free Trade Agreement and the US-Colombia Free Trade Agreement.
3. That the BCTF inform the leaders of the political parties in Parliament that it opposes the Canada-Colombia Free Trade Agreement negotiated by Canada with a Colombian government that is repressing the trade union and indigenous movements.
(Oct 08 Ex, p. 11)

34.121—That the BCTF oppose privatized and commercialized health care. (Nov 08 Ex, p. 7)

34.129—That the BCTF condemn and actively oppose the BC government's unilateral move from local-based crisis lines to a centralized 1-800 line. (Jan 10 RA, p. 4)

PROCEDURES

34.06—That the BCTF encourage members and retired members to participate in the activities of Amnesty International.
(Sep 82 Ex, p. 11)

34.10—That the BCTF supports the recommendation of the BC Royal Commission on Education, that school boards provide flexible employment positions for parenting members and that the BCTF recognizes that these working conditions should extend to other working groups. (89 AGM, p. 55)

34.12—That the BCTF support a moratorium on any centralized toxic waste facility until the following objectives are met:
1. legislation and funding is in place to reduce the production of toxic wastes, including a program of recycling;
2. a full public inquiry is instituted to examine the management of hazardous waste in BC.;
3. that prior to any permits being granted for toxic waste incineration or disposal, a full referendum be conducted of all people living or working within at least a 200 kilometre radius of any proposed toxic waste plant.
(89 AGM, p. 56)

34.20—That the BCTF condemn homophobic acts.
(93 AGM, p. 13)

34.30—That the BCTF seek out and offer solidarity to those joint Israeli/Palestinian organizations that have as their stated objectives to work for the non-violent and peaceful resolution of disputes in the region and to work for peace, dignity and understanding for all.
(Jun 05 RA, p. 15)

34.32—That the BCTF call upon the new parliament and the BC legislature to support a national Child Care program that upholds existing agreements and builds upon them with the goal of a national program of universal, affordable, high quality, non-profit and accessible, early learning and child care across Canada.
(Apr 06 Ex, p. 8)

34.34—That the BCTF work with human rights groups to oppose the use of government-sanctioned torture. (Jun 06 RA, p. 13)

34.36—That the BCTF endorse campaigns and petitions that aim to seek peaceful negotiated solutions to conflicts between nations of the Middle East, with a focus on Israel and Palestine.
(Aug 06 Ex, p. 13)
(Jun 17 Ex, p. 15)

34.38—That the BCTF work to address the conditions contributing to the sex trade by promoting and supporting:
1. programs to support children and women.
2. government action to address poverty.
3. the prosecution of users.
4. sex education of boys and girls to raise awareness of the abusive nature of survival sex.
5. real harm reduction programs that are locally initiated.
6. alliances with immigrant women's groups. (Jan 07 Ex, p. 3)

34.40—That the BCTF support the community network events organized to commemorate the March 21 International Day for the Elimination of Racism. (Mar 08 Ex, p. 11)

34.42—1. That the BCTF oppose any move towards the normalization of sexual exploitation.
2. That the BCTF support:
a. the enforcement of laws designed to prosecute those who purchase adults and children for purposes of sexual exploitation and/or for profit.
b. the education of students and parents about the prevention of sexual exploitation including trafficking and prostitution rings.
c. public programs and public funding for exit strategies.
d. programs and policies that provide a fair living wage for all.
e. police training, programs, and policies that strengthen enforcement of laws designed to protect every individual from all forms of assault.
f. full access to legal aid for victims of violence.
(08 AGM, p. 26)

34.44—December 6 Day of Reflection
1. That December 6 be a day of reflection within the BCTF and that no Federation or local meetings be scheduled except for gatherings to:
a. commemorate the memory of women who died because of violence against women.
b. develop strategies to stop such violence, and that such meetings co-ordinate with community organized events about violence against women. (Jan 09 RA, p. 14)
2. That the BCTF promote the annual commemoration in schools of the December 6 day of action to oppose violence against women. (Jun 12 Ex, p. 8)

34.50—That the BCTF work to achieve government policy that guarantees single parents receiving income assistance, with a child under the age of 13, the right to:

1. enrol in full- or part-time secondary or post-secondary education programs.
2. receive educational bursaries or scholarships with no penalty to their income assistance. (13 AGM, p. 9)

35. Public Relations

POLICIES

35.01—That the long-range goals of the BCTF public relations programs be:

1. to develop and maintain a positive public image of teachers as responsible, involved, dedicated individuals who have a concern for the welfare of students.
2. to gain public recognition for the BCTF as a responsible and socially involved organization interested in the advancement of public education.
3. to increase public understanding and support for public education. (Reviewed Nov 77 Ex, p. 15)
(Mar 10 Ex, p. 5)

35.03—That the Ministry of Education should inform the public on the existing education system and on changes in the system before they are put into effect. (54 AGM, p. 24)
(Reviewed Nov 76 Ex, p. 8)

PROCEDURES

35.02—That all members and officials of the BCTF take great care that they issue no press release that could in any way be construed as being contrary to established BCTF policy, or that could be interpreted in such a way as to be detrimental to the interests of the membership. (62 AGM, p. 37)
(Reviewed Dec 79 Ex, p. 15)

35.04—That the BCTF encourage and assist locals to:

1. offer assistance to school boards in efforts to promote public understanding of the public education system.
2. develop programs to use the media and other means to promote understanding and support of the public education system.
(Jan 76 Ex, 30)
(Mar 10 Ex, p. 5)

36. Publications of the BCTF

PROCEDURES

36.02—That the *Members' Guide to the BCTF* be distributed on the following basis:

1. to all Local Presidents, Local Representatives, the Executive Committee, and all schools on a one-per-staffroom basis
2. to AGM delegates, distributed through locals of one per five, AGM delegates or proportion thereof.
3. up to 10 additional copies per local on request and that the Federation be notified of the request for the subsequent year by the end of June.

And that the online version be promoted to all members
(Aug 12 Ex, p. 11)
(Dec 16 Ex, p. 11)

36.04—That locals and delegates to the Annual General Meeting have at least four full weeks prior to the opening of the Annual General Meeting in which to examine *Reports and Resolutions*.
(Jun 72 Ex, pp. 7–8)
(Oct 78 Ex, p. 9)

36.06—That *Reports and Resolutions* be distributed to AGM delegates, local presidents, local representatives, Executive Committee members, BCTF staff and one to each staffroom and that the document be posted online and promoted to members.
(May 82 Ex, p. 17)
(May 08 Ex, p. 5)

36.08—1. That the minutes of RA and Executive Committee meetings be distributed to individual members who request them.

2. That the group distribution of minutes of Executive Committee meetings be restricted to the Executive Committee, local representatives, presidents and secretaries of locals, members of the Finance Committee and the chairpersons of other committees and task forces. (Jan 68 RA, p. 12)
(Jan 81 RA, p. 13)

36.10—That the minutes of the Annual General Meeting be posted on the BCTF website and promoted to members.
(Reviewed Dec 79 Ex, p. 19)
(May 08 Ex, p. 5)

36.12—That, as a general rule, minutes of BCTF committee meetings be restricted to those entitled to attend the meetings, corresponding members and, where appropriate, to officers and members of local committees and/or PSAs. (Sep 65 Ex, p. 3)
(Reviewed Jan 76 Ex, p. 23)

36.18—That all publications that are distributed to members via the schools be addressed to the staff representative.(Jan 89 Ex, p. 19)

36.22—That articles printed in any newsmagazine, and PSA newsletters and journals should bear the name of the author, as appropriate. (Aug 76 Ex, p. 13)
(Jan 89 Ex, p. 20)
(Sept 23 Ex, p. 6)

36.24—That whenever the third person singular pronoun occurs in present and future BCTF-funded publications, and when the pronoun may refer to both sexes, both male and female forms of the pronoun shall be used. (77 AGM, p. 30)

36.26—That wherever reference is made, in BCTF activities or publications, to the person chairing a meeting or a group, the word ''chairperson'' shall be used. (Jan 78 Ex, p. 14)

36.28—That the term "teacher" as used in BCTF by-laws, policies and procedures in the *Members' Guide* be interpreted to include all voting members of the BC Teachers' Federation, including those with teaching certificates and those without teaching certificates such as some adult educators and associated professionals. (Apr 06 Ex, p. 8)
(24 AGM, p. 31)

36.30—Magazine guidelines

1. The Magazine shall be supportive of the goals, objectives, policies, and procedures of the Federation.
2. The Magazine editor shall place the interests of the membership as a whole before those of any individual, body or interest group within the Federation.
3. In its reporting the Magazine shall present information comprehensively, accurately and fairly, and acknowledge mistakes when they occur.
4. The Magazine shall provide a forum for the exchange of members' views.
5. All members of the Federation shall have access to the Letters to the Editor section but none shall have unlimited access.
6. All letters to the editor and articles shall conform to the normal restrictions imposed by any responsible publication as to brevity, clarity, legality, and alignment with BCTF values. Any submission which does not meet these standards may be edited to conform or returned to the author for revision. (Sept 23 Ex, p. 7)
7. If the editor decides not to publish a letter or contributed article submitted by a member, or to change it significantly, the writer shall be so notified. Inclusion of articles or letters involving professional ethics or confidentiality shall be decided by the editor in consultation with the FTTOs as needed. (Nov 12 Ex, p. 2)
(Dec 15 Ex, p. 6)
8. Any member of the BCTF or its staff, or any group within the Federation who or that is criticized in the Magazine shall have the opportunity to respond.
9. When the editor decides that a particular issue has been discussed sufficiently in the Magazine, they shall exercise closure and so inform the Editorial Advisory Board. (Apr 79 Ex, pp. 15–16)
(Oct 81 Ex, p. 9)

10. That the BCTF not publish PD events by outside agencies scheduled for the provincial PSA Day. (Jan 03 Ex, p. 21) (Sept 23 Ex, p. 7)

11. That when the *Teacher* Magazine considers advertisements from colleges or universities it accept only advertisements from non-profit colleges and/or universities. (Oct 14 Ex, p. 14) (Nov 15 Ex, p. 8)

36.32—That the BCTF, where appropriate, consult with members who represent racial, religious or ethnic communities for the purpose of accurate and respectful presentation of communities and beliefs portrayed in Federation publications. (Jan 98 Ex, p. 10)

36.34—That BCTF school mailings include commercial advertising only if it is an integral part of Federation publication. (Jan 01 Ex, p. 9)

36.36—That in-committee minutes of matters related to BCTF strategy in bargaining or other campaigns remain with restricted access for 10 years. Following that period, if in the opinion of the President and Executive Director such information is no longer highly sensitive, the minutes may be released to any member or staff person on the understanding that it is not for use external to the BCTF. (Jan 12 Ex, p. 3) (Dec 12 Ex, p. 14)

36.38—That any advertising in BCTF publications, including PSA journals, be consistent with Federation policies. (Apr 09 Ex, p. 4)

36.40—That the *Teacher* Magazine feature teacher awards and acknowledge recipients who are BCTF members, when such awards are not contrary to BCTF policies and values. (Nov 14 Ex, p. 2) (Nov 15 Ex, p. 8)

36.42—That the *Teacher* Magazine not accept any ads that promote the privatization of public education. (Nov 09 Ex, p. 9) (Nov 15 Ex, p. 8)

36.44—That the BCTF publish the AGM and RA resolutions, decisions, and minutes online with each document remaining online for a five-year period. (Apr 10 Ex, p. 9)

36.46—That the *Teacher* Magazine not accept advertisements from financial consultants that might encourage members to take a commuted value of their pension rather than retiring with their defined-benefit pension. (Jun 10 Ex, p. 13)

37. Research

POLICIES

37.01—That the Ministry of Education should contribute a substantial amount to educational research. (70 AGM, p. 18) (Reviewed Dec 79 Ex, p. 15)

38. Retired Teachers

PROCEDURES

38.10—That the BCTF give support and encouragement to the retirement planning program of the Retired Teachers' Association. (Nov 76 Ex, p. 7)

38.12—That, in arranging for a BCTF representative to the BC Federation of Retired Union Members (BC Forum), the Federation will put forward the name of a retired teacher representative selected by the BC Retired Teachers' Association, and confirm the representative on an annual basis. (Feb 18 Ex, p. 9)

38.14—That the Federation:

1. liaise with the BC Retired Teachers' Association to identify issues of common concern and provide updates on campaigns and emerging issues in education.
2. promote the BCRTA to members and encourage members to consider joining the organization on retirement.
3. inform members of BCRTA campaigns aimed at improving conditions for seniors in general and retired teachers in particular.
4. invite a representative of the BCRTA to bring greetings to the BCTF AGM. (Mar 18 Ex, p. 4)

38.16—That locals be encouraged to:

1. provide information about the BC Retired Teachers' Association and its local/regional branches to members.
2. invite a representative of the local/regional branch of the BCRTA to the local's retirement event(s).
3. liaise with the BCRTA branch in the region, sharing information on campaigns and emerging issues in education.
4. encourage retired teachers to join the BCRTA and become involved in the local/regional branches.
5. work with the local/regional branch of the BCRTA to identify opportunities for retired teachers to support members in union and professional mentorship. (Mar 18 Ex, p. 4)

39. School Buildings, Grounds, and Facilities

POLICIES

39.01—The BCTF believes that:

1. The stated broad aims for education go beyond any narrowly defined core curriculum. School buildings, grounds, and facilities should be designed to enable students to achieve these aims.
2. School buildings and equipment should provide optimum physical conditions for active learning.
3. In the design and construction of school buildings the possibility of alterations and additions to meet changing needs must be anticipated.
4. Inadequacies in existing school buildings and equipment should be overcome.
5. Members, especially the site-based health and safety committee, should be closely involved in the planning of new buildings and of alterations to existing buildings. (Jan 77 Ex, p. 32) (Nov 12 RA, p. 5)
6. That construction protocols must be in place before any renovations or alterations, including painting, start.
7. That a new school be commissioned before it is opened for students and members. (Jan 03 Ex, p. 28)

39.05—That the Ministry of Education should adopt a more generous policy in the sharing of costs of new school grounds. (60 AGM, p. 26) (Reviewed Dec 79 Ex, p. 15)

39.07—That the Ministry of Education should review its structure of financial assistance, to ease the burden on school districts undertaking renovations and modernization programs. (Nov 61 Consultative, p. 6) (Jan 77 Ex, p. 32)

39.09—That every school should be provided with dedicated, spacious, comfortable, properly heated and ventilated, and adequately furnished staffrooms that include:

1. outside windows.
2. enough floorspace to accommodate the number of staff in the building.
3. sinks that are connected to a source of hot and cold water.
4. tables with impervious surfaces and chairs equipped with back rests.
5. appliances for heating or cooling of drinks and food.
6. sufficient waste and recycle receptacles with self-closing lids.
7. dishwasher. (01 AGM, p. 27) (Jun 06 RA, p. 10)

39.11—1. That the Ministry of Education should ensure that all new schools in British Columbia should meet or exceed the federal guidelines for being barrier free for persons with disabilities or impairments.

2. That the Ministry of Education should develop a plan that will effectively renovate all schools in BC to be barrier free.
(Jan 92 Ex, p. 11)

39.13—1. That all schools that are provided with a general administrative office should also be provided with a separate principal's office.
2. That all schools of four rooms or more should be provided with a full-size activity room with at least a 20-foot ceiling.
3. That, wherever an activity room is provided, dressing rooms with shower facilities should also be provided.
4. That wherever activity rooms are built without permanent stages, adequate storage space should be provided for portable stages and equipment. (75 AGM, p. 90)
(May 77 RA, pp. 5–6)

39.15—That the size, design, number, and utilization of all school facilities should be determined through a process that includes consultation with the local school board, teachers' association, school community, site-based health and safety committee, and staff.
(Oct 80 RA, p. 7)
(Nov 12 RA, p. 5)

39.17—That where portable classrooms have been purchased by a school district to provide temporary classroom space, such classrooms should not be counted as available classrooms when capital plans are being prepared. (75 AGM, p. 90)
(Reviewed Dec 79 Ex, p. 15)

39.19—That the Ministry of Education's area allotment per student for general instructional space should be sufficient to meet the needs of a school's functional program. (Jun 74 Ex, p. 4)
(Dec 78 Ex, p. 17)

39.23—That the ministry should provide funds to local districts to upgrade facilities to be more energy efficient, and that planners should be encouraged to become more energy conscious in their planning and designing of school buildings. (Dec 78 Ex, p. 17)

39.25—That priority should be given to day care facilities when space becomes available in schools and is considered for alternative uses. (May 80 RA, p. 24)

39.29—That the Ministry of Education should determine optimum heating, lighting, ventilation, acoustical, or other school building systems by undertaking research in this area.
(Feb 82 Ex, p. 8)

39.31—That the Ministry of Education should encourage, through its facilities manual, the design, construction, and operation of school facilities that will also serve community needs.
(Feb 82 Ex, p. 8)

39.35—That a school site should be developed in such a way as to maintain the natural environment as far as possible.
(Feb 82 Ex, p. 8)

39.37—That when a local school board wishes to provide housing for members in a community where accommodation is not readily available, the cost of construction or acquisition should be shareable. (Feb 82 Ex, p. 8)

39.39—That resource centres and teacher centres should be recognized as approved instructional facilities for the purpose of sharing building costs or renovations. (Feb 82 Ex, p. 8)

39.41—That the shareable equipment allowances should be revised annually to reflect current costs and true inflation rate.
(Feb 82 Ex, p. 8)

39.43—That sufficient funds should be allocated to ensure that all school facilities are provided with minimum equipment to reflect curriculum changes, developments in technology and school needs based on unusual circumstances. (Feb 82 Ex, p. 8)

39.47—That in schools where a proportion of students must remain at school during lunch hour, suitable space should be provided for those students to eat their lunch. (Feb 82 Ex, p. 8)

39.49—That the following facilities should be considered the essential minimum facilities for all schools:

- A general administrative office with a separate principal's office.
- Medical dental room near the office.
- Book and paper storage room near the office.
- Members' preparation room containing reproduction equipment.
- Multi-purpose seminar room (this may be used by itinerant specialists). (If one or more of the above rooms must be combined in a very small school, the presence of one must not adversely affect the other. For example, noisy reproduction equipment should not be situated next to the office phone.)
- Separate washrooms for students and members.
- Single-user washrooms and change rooms.
(Oct 16 Ex, pp. 4–5)
- A comfortable and adequately furnished staffroom.
- Coat and boot space in a safe secure area.
- Custodial room and custodial storage areas situated around the school.
- A full-sized activity room or gymnasium with at least a 6-metre ceiling with adjoining shower facilities and adequate storage space for portable stages and sports equipment.
- A kitchen area adjacent to the activity room.
- Library and teacher-librarian's workroom. (Oct 16 Ex, pp. 4–5)
- Audio-visual storage room adjacent to the library.
- Multi-purpose, instruction-sized room that may serve as a lunchroom, music room, extra classroom, etc.
- Learning assistance room. (Feb 82 Ex, p. 8)
- A properly equipped fine arts complex for the instruction of music, art, drama and dance.
- Fully equipped facilities of adequate size, primarily for the teaching of music and that they reflect the educational needs of the music students. (Jan 89 Ex, p. 28)
- Self-contained Child Care facilities appropriate to the needs of the students, staff and community. (Jan 91 Ex, p. 9)
- An ESL centre (where numbers warrant). (Jan 98 Ex, p. 11)
- All classrooms, including portables have 2-way communication with the office and have 911 emergency capabilities.
- All student and staff washrooms and classroom sinks be equipped with faucets that allow water to remain running, warm water, soap and paper towels for hand washing purposes.
(01 AGM, p. 15)

39.51—That instruction in hand washing be given in schools.
(01 AGM, p. 15)

39.53—That no staffroom be used as a classroom or first-aid room. (01 AGM p. 27)

39.55—1. That when new secondary schools are being planned or when existing secondary schools are being renovated, self-contained Child Care facilities be incorporated into the design of the buildings.
2. That in-school Child Care facilities shall consider enrolling children in the following order of priority:
a. children of students enrolled in the school,
b. children of school district employees,
c. children of the residents of the school's community.
3. That operational funding for the provision of Child Care services in school buildings be provided through government grants.
(91 AGM, p. 21)

39.57—That the *School Act* or regulations should contain a provision that states that all portable units leased or purchased as temporary classrooms must be equipped with the utilities and other physical facilities necessary to provide a safe and hygienic instructional environment. (Jan 82 Ex, p. 20)
(Jan 97 Ex, p. 20)

39.59—That custodial staff be provided at all times that schools are in session and that sufficient custodial time be provided each day for thorough cleaning of school facilities and work sites.
(01 AGM, p. 27)

39.61—1. That there be in each school district a plan for the eventual removal of all installed carpeting.
2. That work site area rugs, or their equivalent, be provided to teachers upon request.

3. That there be a regular cleaning schedule for all carpeting
4. That replacements for carpeting meet teacher concerns for health and safety, flexibility of learning activities, time for daily cleaning, and noise abatement before carpeting is removed and before plans for new building/renovations are finalized.
(01 AGM, p. 14)

39.63—That all new public schools be constructed or upgraded and all existing schools be upgraded to mitigate earthquake damage and that:
a. adequate provincial funding for these upgrades be provided.
b. the government fully fund this urgent imperative as a public safety concern, rather than as an additional pressure one education budgets.
c. that a concrete plan be put in place and adhered to in order that all upgrades be completed no later than 2025. (Feb 03 Ex, p. 5)
(Oct 16 Ex, p. 4)

39.65—That every school should have an adequate number of plumbed, properly ventilated, staff-only washrooms, that there be separate washrooms for women and men, that the washrooms include sinks that are connected to a source of hot and cold water, and that the walking distance from any working areas in the school be on the same floor and no more than 60 metres from a staff washroom.
(Jun 06 RA, p. 10)

39.67—That the legislated class-size limits and the provisions of class size in the *Area Standards* for new schools or renovations, agree with each other. (Jun 06 RA, p. 11)

39.69—That all worksites/areas with BCTF members be equipped with emergency communication devices at the cost of the employer (i.e., intercoms, phones). (08 AGM, p. 17)

39.71—That all school sites have appropriate lighting outside the buildings for employee safety after dark so that employees are able to enter and exit their buildings and get to their transportation in a safe, well-lit manner. (08 AGM, p. 18)

39.73—That the ANSI (American National Standards Institute) standards for classroom acoustics be implemented whenever a school is being built or renovated, and
That the BCTF demand that the BC government ensure that the ANSI standards for classroom acoustics be used in all new school construction and all classroom renovations. (08 AGM, p. 18)

39.75—That the BCTF demand that the minister of education revise the funding regulations to ensure that all classrooms can be maintained to conform or exceed the World Health Organization (WHO) standards on indoor air temperature and quality.
(08 AGM, p. 18)

39.77—That uncarpeted primary classrooms be provided with a cushioned surface at least nine square meters in size, if requested by the teacher. (08 AGM, p. 18)

39.79—1. That power transmission lines should not be placed adjacent to schools.
2. That where power lines are located near schools, they should be buried at a depth of at least three metres and should be enclosed within a shielded pipe. (Sep 08 Ex, p. 5)

39.81—That the BCTF oppose the use, sale, rental, or lease of closed public school buildings (or unused classrooms) to organizations that provide educational services that are in competition with public schools. (Nov 08 RA, p. 13)

39.83—That all locals be requested to inform their site-based joint health and safety committees that employers must have current and accurate asbestos management plans to be followed in all worksites prior to undergoing renovation or construction and that locals should request a copy of these plans. (Nov 09 Ex, p. 6)

39.85—That the Federation oppose the sale of bottled water in schools, and promote policies that ensure free safe drinking water access for every school. (08 AGM, p. 26)

PROCEDURES

39.02—That the BCTF encourage its members to be involved at the district level in the planning and modification of school facilities.
(Feb 82 Ex, p. 8)
(Jan 92 Ex, p. 8)

39.04—That if teachers are requested to, and/or provided with materials to, clean classroom furniture, they should refuse and local presidents should contact the president of the support staff union with the information. (Nov 09 Ex, p. 6)

39.06—That locals be encouraged to adopt policies that would eliminate provision of bottled water at local activities. (Nov 09 RA, p. 7)

39.08—That the BCTF urge the Ministry of Education to ensure access in all schools and worksites to clean, safe, and freely accessible tap water and the infrastructure for the refilling of reusable water bottles. (Nov 10 Ex, p. 3)

40. Sexual Harassment/ Harassment—General

POLICIES

40.01—That students and teachers have the right to a learning and working environment free from sexual harassment.
(82 AGM, p. 29)
(94 AGM)

40.03—That sexual harassment should be defined as:
1. any unwelcome or unwanted sexual comment, look, suggestion or physical contact made by a person who knows or ought reasonably to know that such attention is unwelcome or unwanted;
2. real or implied actions which are sexually oriented and which create an uncomfortable working or learning environment for the recipient;
3. implied or expressed promise of reward for complying with a sexually oriented request;
4. any clearly expressed or implied threat of reprisal, actual reprisal or the denial of an opportunity which would otherwise be granted or available, for refusal to comply with a sexually oriented request or advance; and
5. the display or use of sexually explicit or pornographic materials beyond the norms of accepted professional practice.
(94 AGM p. 36)

PROCEDURES

40.02—That the BCTF take all necessary steps to ensure that no member is a victim of harassment, including sexual harassment, in their teaching situation. (Oct 80 RA, p. 17)
(Jan 81 RA, p. 14)

40.04—That locals be encouraged to negotiate clauses that define sexual harassment, outline specific pre-grievance procedures, and state that grievance procedures may be used in cases of sexual harassment. (82 AGM, p. 29)
(May 92 RA, p. 16)

40.06—That locals be encouraged to develop and implement joint programs with school boards on the issues of sexual harassment including:
1. comprehensive policy statements covering all employees, administrators and students;
2. contract language protecting the rights of the victim, including acknowledgement of the victim's right to request that the perpetrator be transferred, to choose transfer or remaining in the same worksite after intervention takes place;
3. comprehensive in-service plans for all district employees covering both the rights and responsibilities of employees and administrators;
4. comprehensive student education programs that include peer involvement components. (94 AGM p. 37)

40.08—That the BCTF and locals be encouraged to develop processes that allow complaints of sexual harassment between

members to be resolved in a sensitive, timely and confidential manner, and that these processes be widely advertised to members. These processes need to include:

1. acknowledgement of the victim's right to pursue sexual harassment complaints through the collective agreement;
2. recognition of the need for confidentiality;
3. provisions for same gender representation;
4. provision for referral to either the collective agreement or to the BC Human Rights Branch if the victim feels the matter has not been satisfactorily resolved through the local process. (94 AGM p. 37)

40.10—That in member-to-member harassment complaints:

1. presidents or designates be encouraged to maintain the role of "process" advisor.
2. the president not represent either member.

(May 00 Ex, p. 5)

40.12—That presidents ensure that in member-to-member harassment complaints, each member has individual union representation. (May 00 Ex, p. 5)

41. Social Justice

A. Racism

POLICIES

41.A.01—Racism—A set of implicit or explicit beliefs, assumptions, and actions based on an ideology of inherent superiority of one racial or ethnic group over another and evident within organizational or institutional structures and programs, as well as within individual thought and behaviour patterns. While different racial groups can be prejudiced against each other, racism implies that one racial group is in a position of power in relation to other groups. Racism equals prejudice and power. Racism is systemic as it is ingrained in our institutions and leads to inequality. (May 21 Ex, p. 5)

Racist Slurs—Are insulting and disparaging statements directed towards a particular racial or ethnic group.

Racist Incidents—Express racist assumptions and beliefs through banter, racist jokes, name-calling, teasing, discourteous treatment, graffiti, stereotyping, threats, vicious insults, physical violence or genocide. The term racist refers to an individual, institution or organization whose beliefs, actions or programs imply or state that certain races have distinctive negative or inferior characteristics determined by hereditary factors. Racist behaviour connotes aggressive, abusive or dangerous acts directed towards racial or ethnic minorities. (Sep 94 Ex, p. 5)

41.A.03—Human Rights—An official doctrine and corresponding set of policies and practices in which cultural, racial, ethnic, physical, mental, and family differences are formally promoted and incorporated as an integral component of the political, social and symbolic order.

Public education should include administrative policies and procedures, curriculum and learning activities, that recognizes the experiences and contributions of diverse cultural groups. One of the aims of public education is to promote understanding of and respect for cultural and human rights.

Antiracist education—An approach to education that integrates the perspective of Aboriginal and racial minority groups into an educational system and its practices. The aim of antiracist education is the elimination of racism in all its forms. Antiracist education seeks to identify and change educational policies, procedures and practices that foster racism, as well as the racist attitudes and behaviour that underlie and reinforce such policies and practices. Antiracist education provides teachers and students with the knowledge and skills to examine racism critically in order to understand how it originates and to identify and challenge it. (Sep 94 Ex, p. 6) (May 15 Ex, p. 4)

41.A.05—That the BCTF foster and promote educational and social policies that counter racism and welcome multiculturalism. (85 AGM, p. 6)

41.A.07—That the BCTF provide, and encourage other authorities to provide the necessary in-service programs, resources and materials to prepare members and employees for work in a multicultural environment. (85 AGM, p. 6)

41.A.09—That the BCTF:

1. assist in identifying ethnically offensive material and racism in all its forms.
2. assist members through in-service programs and the identification of multicultural materials in countering racially and ethnically offensive items. (85 AGM, p. 6)

41.A.11—That the BCTF develop suggested criteria and encourage the Ministry of Education's permanent revision committee to use these in identifying ethnically offensive materials, through an ongoing review of all curricular materials. (85 AGM, p. 6)

41.A.13—That the BCTF openly condemn all or any practice of discrimination on the basis of race or ethnic origin in the communities and schools of this province. Affirmative action programs which are established to ameliorate the effects of past injustice or systemic inequity shall not be considered to be discrimination. (85 AGM, p. 6) (Jan 92 Ex, p. 11)

41.A.15—That the BCTF seek to achieve adequate physical and professional provisions for students in ESL classes.(85 AGM, p. 6)

41.A.17—That the Federation state its opposition to any form of "slave auction," "slave day," or "student for hire" activities that are patterned in such a way as to offer the service of human beings through a bidding process or mimic a slave auction process. (01 AGM, p. 31) (17 AGM, p. 9)

41.A.19—1. That the BCTF urge the Ministry of Education and the Ministry Responsible for Multiculturalism and Human Rights to pass legislation that will require school districts, in partnership with the community, to develop and implement anti-racist, multicultural policies and programs that will better meet the needs of students within their pluralistic communities.

2. That the BCTF urge the Ministry of Education and the Ministry Responsible for Multiculturalism and Human Rights to support anti-racist, multicultural education programs with adequate funding and human resources. (93 AGM, p. 13)

41.A.21—That local teacher unions work with school districts to develop or review anti-racism policy and ensure that these policies include a requirement that all racist incidents at school be reported to the district and that action be taken on these incidents. (06 AGM, p. 34)

PROCEDURES

41.A.02—That the BCTF:

1. Recognizes that racism does exist in BC schools and is committed to eliminating racism.
2. Recognizes that some racism is individual and some systemic and institutional, and that some racism is conscious and intentional, and some unconscious; further, that all these forms of racism must be opposed. (Feb 99 Ex, p. 22)
3. Condemn any expression of racial, religious, or ethnic bias by any of its members or employees. (85 AGM, p. 26)
4. Ensure that its stand on all forms of discriminatory behavior on grounds of race, color or creed is communicated to its members and employees. (85 AGM, p. 26)
5. Develop and publicize procedures, to be followed by members and employees in dealing with racial, religious or ethnic incidents. These procedures must preserve the dignity and integrity of the victims. (85 AGM, p. 26)
6. a. Work to ensure that those involved in the production of Federation publications and materials monitor them for racial, religious or ethnic bias prior to publications.

   b. Work to ensure that there is a systematic and ongoing program to revise, upgrade and broaden Federation publications, audio-visual aids, and other supplementary materials, so that they reflect and promote a multicultural society. (85 AGM, p. 26)
7. Develop in-service programs to assist members and employees in:

a. dealing effectively with racial/ethnic incidents;
b. working in a multicultural milieu; and
c. identifying and countering racist materials and language.
(85 AGM, p. 26)

8. Work with and provide assistance to the larger community in race and ethnic relations. (85 AGM, p. 26)

9. Try to ensure that the composition of BCTF committees reflects the diversity of the organization and its clients.
(85 AGM, p. 26)

10. Provide support and assistance for members who work in multi-ethnic environments when intercultural conflict becomes a potential threat to the effectiveness of those members.
(85 AGM, p. 26)
(87 AGM, p. 12)

B. Status of Women

POLICIES

41.B.01—That the federal government should be concerned with the image of women that the media portray, and should take steps through the Canadian Radio and Television Commission to eliminate programs and advertisements that are derogatory to women, or promote violence against women.
(Reviewed Dec 78 Ex, pp. 16–17)
(Jan 94 Ex, p. 8)

41.B.03—That the BCTF not maintain membership in any organization that limits its membership by gender, sex, race, or creed.
(Sep 74 Ex, p. 18)
(Reviewed Dec 79 Ex, p. 19)
(Oct 24 Ex, p. 10)

41.B.05—That the Federation support the right of women to:
1. decide whether or when to have children, and to make decisions about abortion without interference by the state or others.
2. freely access abortion-related medical services regardless of age, relationship status, or geographic location.
3. similarly access a full range of information, counselling, and other sexual health services in their communities. (81 AGM, p. 17)
(18 AGM, p. 9)

41.B.09—Gender equity is concerned with the promotion of personal, cultural, and economic equality for all who participate in the education system of BC The term ''gender equity'' arose out of a growing recognition in society of a systematic and pervasive gender inequity. A continuing tradition of stereotypical conceptions and discriminatory practices resulted in the systematic devaluation of attitudes, activities, and abilities traditionally attributed to and associated with girls and women.

Gender equity, as distinct from ''sex equity,'' is not attainable solely by a quantitative balance of females and males in all aspects of the existing system. It must also entail a qualitative reworking of gender assumptions within all aspects of the present system. Concretely, this means promoting gender equity in respect of:
1. curriculum,
2. social relations,
3. institutional structures and conditions, and
4. the social-cultural context of public education.
(91 AGM, p. 22)

41.B.11—That a non-sexist environment shall be defined as that in which:
1. there is no discrimination against members based on their gender identity or perceived gender identity, including by portraying them in stereotyped or degrading roles or by omitting their contributions to particular areas;
2. people treat each other with respect; and
3. no sexist comments/anecdotes are delivered under the guise of humour or otherwise. (Jan 95 Ex, p. 19)
(Nov 18 Ex, p. 10)

41.B.17—That the BCTF condemn the trafficking of young girls in Bountiful as wives, and the use of public funds to support the independent schools in Bountiful. (Sep 04 Ex, p. 8)

41.B.21—That the BCTF demand that the federal government restore funding to Status of Women Canada and that the mandate of Status of Women Canada include the goal of equality for all women in Canada. (Feb 08 RA, p. 13)

PROCEDURES

41.B.02—That each local be encouraged to elect one person to act as a contact with the Status of Women Committee and the BCTF staff member, and to assist them in working toward an improvement in the status of women in the government of the BCTF and in education in BC. (73 AGM, p. 22)
(Reviewed Dec 77 Ex, p. 12)

41.B.06—That the BCTF encourage women to increase their participation in the decision-making bodies of the Federation and the education system. (May 80 Ex, pp. 9–10)

41.B.10—That local professional development committees, in liaison with status of women committees, be encouraged:
1. to develop in-service education programs to make teachers, students and parents more aware of sex stereotyping and other gender equity issues; (Reviewed Dec 79 Ex, p. 15)
(Jan 94 Ex, p. 8)
2. to include a component in all training programs to make teachers, students and parents more aware of gender equity issues such as gender socialization and sex stereotyping. (94 AGM p. 35)

41.B.12—That BCTF representatives on local and provincial curriculum revision committees work to ensure that, where applicable, the history of women's struggles, their contributions to society, and their present status be included in revised curricula.
(75 AGM, pp. 34–35)
(Reviewed Dec 79 Ex, p. 15)

41.B.14—That locals be encouraged to establish status of women standing committees, with appropriate funding.
(77 AGM, pp. 29–30)

41.B.16—That the BCTF defend the right of women, regardless of marital status or age, to be employed on the same basis as men.
(78 AGM, pp. 12–13)
(90 AGM, p. 40)

41.B.18—That in order to achieve working and learning conditions free of sexism, locals develop appropriate procedures that outline specific actions for members to follow in:
1. reporting materials and activities they consider sexist;
2. evaluating materials and activities alleged to be sexist; and
3. removing materials and discontinuing activities judged to be sexist. (92 AGM, p. 23)

41.B.20—That the BCTF oppose violence against women.
(93 AGM, p. 13)

C. Social Justice

POLICIES

41.C.01—That the BCTF state that the underlying principles behind our work in social justice, as teachers, are universality of access, opportunity, and justice for all. (05 AGM, p. 49)

41.C.03—1. That the BCTF actively support the establishment of Gay/Straight Alliance (GSA) support groups in middle and high schools throughout BC;
2. That the BCTF actively encourage local leaders to facilitate the establishment of Gay/Straight Alliance (GSA) student support groups in middle and high schools in their locals. (00 AGM, p. 18)

41.C.05—That locals of the BCTF be encouraged to work with school boards to develop and implement policies that will facilitate the use of learning materials that convey inclusive and positive portrayals of same-sex families. (Jan/Feb RA 03 p. 19)

41.C.07—That members of the BCTF be encouraged to address same-sex family issues in their classrooms in the context of relevant curriculum. (Jan/Feb RA 03 p. 19)

41.C.09—That in consideration of the implications of the Supreme Court decision, the Ministry of Education undertake a progressive leadership role in addressing the issues of same-sex families and sexual minority students. (Jan/Feb RA 03 p. 19)

41.C.11—That the local social justice contacts and committees are the driving force in developing the Federation's priorities and

actions in social justice, and that the social justice work of the Federation be premised on this tenet. (Feb 04 Ex, p. 8)

41.C.13—That the BCTF encourage locals to lobby school boards to adopt ethical purchasing policies and procedures. (05 AGM, p. 49)

41.C.17—That local unions work with school districts to develop or review antihomophobia policy to ensure that these policies include a requirement that all homophobic incidents at schools and other worksites be reported to the district and that action be taken on these incidents. (Jun 06 RA, p. 14)

41.C.19—That locals work with school districts to develop or revise antidiscrimination and equity policies and education practices to ensure they are consistent with the BC Human Rights Act and *School Act*. (Jun 06 RA, p. 15)

41.C.25—That the BCTF work with affiliates of the BCFED and community organizations to lobby the provincial and federal governments to take immediate steps to end human trafficking, including trafficking for the purposes of sexual exploitation. (08 AGM, p. 25) (18 AGM, p. 8)

PROCEDURES

41.C.04—That members of the Committee for Action on Social Justice shall be responsible for:

1. liaising with locals and local social justice contacts in their appointed zones.
2. facilitating the work of the social justice zone and the social justice action groups through zonal meetings.
3. taking feedback from the zones and social justice action groups to the Committee for Action on Social Justice.

(Feb 04 Ex, p. 9) (Dec 17 Ex, p. 11)

41.C.06—That the BCTF and its locals actively lobby school boards to develop and implement policies designed to protect teachers from harassment based upon their real or perceived sexual orientation and/or gender identity. (Jan 07 Ex, p. 2)

41.C.08—That the BCTF publicize with the membership that antiLGBTQ (lesbian, gay, bisexual, transgender, and questioning) comments and slurs and/or homophobic or transphobic incidents directed towards teachers by their colleagues are a form of harassment. (07 AGM, p. 22) (10 AGM, p. 8)

41.C.12—That the BCTF identify ways to promote the use of the social justice lens in schools to evaluate the suitability of any partnership, sponsorship, promotion, resources or capital expenditure. (Nov 09 Ex, p. 15)

41.C.16—That the BCTF mark the International Day of Pink on the second Wednesday of April each year and continue to pressure government to take steps to prevent homophobic and transphobic bullying, and encourage others to do the same. (Apr 13 Ex, p. 7) (Jun 13 Ex, p. 1)

41.C.18—That the BCTF encourage members to recognize every November as Child Poverty Awareness Month and take steps individually and/or as part of their Social Justice network to help eliminate child poverty in BC. (15 AGM, p. 5) (18 AGM, p. 8)

41.C.20—That the Solidarity Statement Against Islamophobia be as follows:

1. The Federation opposes violence, oppression, and discrimination against Muslims.
2. The Federation supports schools that are welcoming and supportive to students, families, and colleagues from all countries.
3. The Federation will demonstrate a commitment to challenge Islamophobia and ensure our schools are safe for all people regardless of their background.
4. The Federation will demonstrate a commitment through resources and workshops to support teachers in challenging Islamophobia and promoting a diverse, inclusive, and just society.
5. The Federation understands that authentic connection to others is the best inoculation against the fear and alienation that lead youth towards Islamophobic attitudes and actions. (18 AGM, p. 10)

41.C.22—That the Federation adopt the week leading up to September 30 as Truth and Reconciliation Week. (May 22 RA, p. 6)

D. Affirmative Action/Employment Equity

POLICIES

41.D.01—That the federal government should implement an employment equity plan that will enforce the equal treatment of women:

The employment equity plan:

1. means any program, scheme, or schedule that leads to a full equality between men and women in all aspects of employment and education, including hiring, promotion, superannuation, training and retraining, and access to jobs.
2. is a recognition by the recipient of federal government monies that the onus of responsibility for ending sexual inequality in society rests fully upon these institutions, organizations, government departments, crown corporations, government commissions, boards and agencies, people or companies, not on the individual.

(Jun 74 Ex, p. 7)

41.D.03—That the provincial government enact employment equity legislation that will lead to full equality between men and women and equity of inclusion of Aboriginal and minority groups in all aspects of employment and education including hiring, promotion, superannuation, training, retraining, and access to jobs; and that the self-identification with these groups be made on a voluntary basis. (06 AGM, p. 34)

41.D.05—That the provincial government should enact gender equity legislation that will lead to full equality between male and female public school students in all aspects of education including curriculum, guidance, counselling, and co-educational courses and programs. (90 AGM, p. 37)

41.D.07—That school boards and the Ministry of Education should develop an equal employment opportunity policy that will ensure that hiring and promotional practices reflect the multicultural composition of society. (78 AGM, p. 38)

41.D.09—That each school board in the province should examine the status of female students and teachers in the school district, and develop and implement a program to eliminate sex discrimination and achieve gender equity in that district. (78 AGM, pp. 37–38) (90 AGM, p. 40)

41.D.11—That a more equitable distribution of women and men should be included in school staffs at all levels. (Jan 75 Ex, p. 28)

41.D.13—That the *School Act* should be amended to ensure that no student be denied, on the basis of sex, access to any course offered by a public school. (76 AGM, p. 51)

41.D.15—That the counsellors shall not be assigned to students on the basis of sex, but that counsellors of both sexes shall be available. (75 AGM, p. 33) (Reviewed Dec 79 Ex, p. 15)

41.D.17—That, in accordance with the BC Human Rights Code, all courses, programs, activities and clubs sponsored by schools should be open to all students, regardless of sex. (75 AGM, p. 32)

41.D.19—That textbooks and all other resource materials that consistently show women and men in stereotype roles should not be condoned and should be replaced by more realistic materials in curriculum areas where such deficiencies are detrimental to the optimum development of young people. (73 AGM, p. 23) (Reviewed Dec 77 Ex, p. 12)

41.D.21—That the BCTF promote and foster, through integrated physical activity programs, the acquisition by all students of lifetime physical fitness skills. Definition: integrated physical activity programs are those in which a student will learn and develop

activities that will foster good physical health throughout a lifetime and that may become an integral part of an individual's lifestyle. (76 AGM, p. 51)

41.D.25—That the BCTF support any public school physical activity program that encourages the participation of all students, regardless of sex or skill level. (76 AGM, p. 52)

41.D.27—That the BCTF, through its locals, lobby each school board in the province to examine the composition of their teaching, support, administrative and managerial staff to ensure the increased presence, inclusion and an equitable representation of Aboriginal and minority groups in all sectors of the educational establishment. (Jun 06 RA, p. 10)

41.D.29—That the BCTF lobby both the provincial government to enact employment equity legislation and school boards to implement employment equity policies that will lead to full employment equality and increased inclusion of Aboriginal and minority groups in all aspects of employment and education including hiring, superannuation, training, retraining, and access to jobs; and that self identification with these minorities be made by individuals on a voluntary basis. (Jun 06 RA, p. 11)

41.D.31—That the BCTF condemn the *Public Sector Equitable Compensation Act*, and work through the CLC and others to urge the implementation of the 2004 recommendations of the Pay Equity Task Force. (09 AGM, p. 25)

41.D.33—That the BCTF request the First Nations Summit, the Union of BC Indian Chiefs, and the Assembly of First Nations to support employment equity for Aboriginal teachers through encouraging school trustees and school boards to implement employment equity programs in all school districts in BC. (Nov 09 Ex, p. 9)

PROCEDURES

41.D.02—That the BCTF encourage an equitable distribution of males and females throughout the education system. (May 80 Ex, pp. 9–10)

41.D.04—That the Federation include information regarding employment equity opportunities at presentations of post-secondary education programs. (Dec 07 Ex, p. 4)

41.D.06—That locals be urged to negotiate, with their local school boards, affirmative action programs for students and staff.

Affirmative action programs for students would include the following components.

1. The district level:

a. The identification and/or development of curriculum resources that promote sexual equality, for use in all areas of the curriculum in Grades K-12 and adult education.

b. The compilation and dissemination of information of relevance to teachers and administrators in eliminating sexism and sex-role stereotyping.

c. The development and support of school based programs which promote and enhance affirmative action.

d. The provision of in-service programs designed to assist members in examining their individual practices as a strategy for eliminating sexism.

e. The co-ordination and monitoring of the implementation and effectiveness of the program.

2. The school level:

a. The identification and implementation of specific actions which can be taken to eliminate sexism and promote equality of opportunity for students across all areas of the school's organization and curriculum.

b. The development of guidance counselling initiatives to promote sexual equality in course selection and greater student awareness of the wide variety of program and career opportunities, both traditional and non-traditional.

c. The provision of ongoing opportunities for students to examine sex-role stereotypes and explore career opportunities through such means as student conferences, seminars, career days, and other appropriate events.

d. The guarantee that all courses and programs are offered on a co-educational or equal opportunity basis. This does not preclude the establishment of any program, club, or activity whose objectives are to redress the negative effects of sex-role stereotyping.

e. The implementation of structures and programs which encourage, facilitate and support the entrance of students into courses, programs and/or activities which have been non-traditional for their gender.

f. Affirmative action programs for staff would include the following components:

g. The monitoring and reporting by the board on the distribution of male and female staff assigned to curriculum areas, grade levels and positions of added responsibility.

h. The establishment of a plan for recruiting, hiring and promoting teaching staff to redress those identified gender inequities.

i. The provision of retraining incentives and programs as a means of redressing inequities of distribution in identified areas.

j. The development of specific programs designed to identify and encourage women to pursue leadership positions within the district.

k. The establishment of specific goals and timetables for increasing the representation of women in areas where they are underrepresented.

l. The establishment of an evaluation process to review the program and ensure that goals and timetables are being met and that those responsible for various areas of the program are held accountable. (87 AGM, pp. 12–14) (89 AGM, p. 50)

41.D.08—That local professional development committees, in liaison with status of women committees, be encouraged to develop in-service education programs to make teachers, students and parents more aware of sex stereotyping. (75 AGM, p. 34) (Reviewed Dec 79 Ex, p. 15)

41.D.10—That the BCTF encourage sponsor teachers to support pre-service teachers to integrate social justice issues into their practicum teaching. (08 AGM, p. 25)

41.D.12—That the BCTF encourage locals to work with school districts to develop and implement discrete policies on LGBTQ harassment and discrimination. (08 AGM, p. 25)

E. Social Justice Conferences

PROCEDURES

41.E.02—Regional Social Justice Conferences

That the following principles, procedures, and criteria for regional social justice conferences be approved:

1. Principles:

a. Regional conferences are to build capacity and support the growth of social justice in a region.

b. Regional conferences may be held in both urban and rural areas.

2. Procedures:

a. The Committee for Action on Social Justice (CASJ) will select up to four regional conferences that best advance both the priorities of the program and seem most able to build capacity in a region. (Oct 08 Ex, p. 9) (Nov 15 Ex, p. 4)

b. Planning for the conference will occur jointly between the region/local and the CASJ (or concerned action group(s) as appropriate.

c. Funding for regional conferences will be equitable and balance rural travel costs with urban participation rates.

3. Criteria:

Regional conferences must:

a. advance the priorities of the BCTF's CASJ program.

b. support and help develop the network of social justice contacts.

c. advance the implementation and application of the social justice lens.

d. use BCTF conference funds to pay only for release time, travel, accommodation, per diem expenses for teacher participants, keynote speakers, and outside workshop facilitators for the actual conference.

e. have approval of a subcommittee of the CASJ for funding.

f. plan for post conference follow-up.

g. not be scheduled in conflict with other BCTF meetings.
h. rotate geographically around the province.
i. meet the needs of the zone/region/local.

4. Regional conferences should:

a. be accessible to community members (students, other unions, grassroots networks, education partners), when appropriate.
b. encourage local/community organizations to contribute to the planning and financing of the conference.
c. be planned and run by locals in the zone in co-operation with the CASJ and appropriate CASJ action group(s).
d. plan for media coverage. (Aug 08 Ex, pp. 15–16)

F. Equity, Diversity, and Inclusion

PROCEDURES

41.F.04—That the BCTF hold an annual institute to support and encourage more women in undertaking leadership roles within the BCTF. (17 AGM, p. 21)

41.F.06—Principles on transgender rights

That the following be the statement of principles on transgender rights:

1. Trans or transgender be defined as "an encompassing term that describes many gender identities of people who do not identify with the sex they were assigned at birth."
2. The Federation respects the right of individuals to self-identify their gender, and supports the right of any member to transition at any time. The Federation supports individuals' autonomy to determine how and when they transition.
3. The Federation supports the rights of transgender people to inclusive and respectful working environments that adhere to the *BC Human Rights Code*, the *Canadian Human Rights Act,* and jurisdictional privacy laws, and are free of discrimination and harassment.
4. Where gender-specific language is not required, the Federation use gender-neutral language in its communications.
5. All transgender people be addressed by their chosen pronoun and name, and have the right to dress according to their gender identity and/or expression.
6. The Federation recognizes individuals' rights to freely access bathroom and change room facilities that are gender neutral, and to access the bathroom and change room facilities that correspond to their gender identity or the group in which they are most comfortable.
7. The Federation recognizes individuals' rights to access services that correspond to their gender identity.
8. The Federation addresses concerns of transgender people in a positive and pro-active way with supportive resources and training.
9. The Federation encourages members to challenge gender stereotypes and integrate trans-positive content into the teaching of all subject areas in accordance with school board policies, procedures, and provincial legislation.
10. The Federation encourages school boards to put policies and procedures in place to protect the privacy and safety of transgender individuals. The status of an employee or student should only be disclosed with the consent of the individual on a need-to-know basis.
11. The Federation encourages school boards to address the concerns of transgender people in a positive and pro-active way with supportive policies, procedures, resources, and training, including training for local leadership.
12. The province requires tenders for new school construction, seismic upgrades, and renovating of existing facilities to include universal changing places and gender-neutral washrooms.
13. The Federation demands that the province provide the support and necessary training for public sector workers to fulfill the spirit and intent of the recent expansion of the *BC Human Rights Code*. (17 AGM, pp. 9–10)

42. Social Responsibility

Preamble:

WHY is the BC Teachers' Federation involved in global social responsibility?

Professionally responsible members are committed to fostering the growth and development of all individuals, to the end that they will become and be self-reliant, self-disciplined, participating members with a sense of social and environmental responsibility within a democratic society. Professional responsibility involves a commitment to non-sexist, non-racist education, and dedication to the equal consideration of all individuals. All of us, regardless of subject and grade level, are engaged in introducing our students into an inquiry into human values, experiences and understandings. Respect for persons and peoples, for democratic process, for equality and a deep concern for justice are integral to educating students for citizenship in a democratic society.

Social issues strike to the core of what teaching and education are all about. For example:

- Hungry children cannot concentrate in a classroom.
- Racism undermines self-esteem.
- Sexism limits options.
- Fear of war and violence steals children's hope.
- Violence against women and children damages classroom success.
- Our children's future depends on protecting the environment.
- Illiteracy denies full benefits of citizenship.
- Sexual abuse affects children's ability to learn at school.
- Physical and emotional abuse and cyber bullying harassment restricts the development of self-respect.
- Inequitable access to technology limits children's educational opportunities.
- Income inequities can become educational inequities.
- Class composition may affect the learning opportunities of all students.
- Larger classes change the focus from education to management.

Essentially we teachers are involved in social responsibility because issues, conditions and concerns in society are inextricably enmeshed with learning, teaching and schooling.

Part I. A Socially Responsible Mandate for Public Education

The mandate of Public Education (9.A.01)

The broad prime aim of the public school system should be to foster the growth and development of every individual, to the end that they will become and be a self-reliant, self-disciplined, participating member with a sense of social, environmental, and global responsibility within a democratic society.

The mandate sets public education within a framework which respects democracy, persons, people equality and non discrimination on the basis of gender, age, race, religion, culture, socio-economic status, physical and mental ability, marital status, sexual orientation, or gender identity. (16 AGM, p. 35)

Part II. Social Responsibility Policy Formulation and Implementation

1. The Executive Committee shall, when appropriate, take timely public positions on matters for which there is existing policy direction.
2. a. The Executive Committee may take timely public positions on emergent social issues for which there is no existing policy direction.

b. The Executive Committee shall consult with members whenever possible through their locals and through BCTF networks such as local representatives and/or local presidents prior to taking public positions on emergent social issues that are likely to be controversial.

3. As a citizen, a member has the right to dissent from BCTF positions or statements on social issues insofar as the expression of such views is not in violation of the BCTF Code of Ethics.

Part III. BCTF Role in Social Responsibility

Social responsibility policies shall be formulated and implemented according to the following principles:

1. To encourage members to take leadership in articulating school level policies and in designing and implementing programs to raise awareness, increase understanding and encourage

responsible participation in social issues by students, parents and community members.

2. To encourage locals to advocate for the implementation of BCTF policies respecting social responsibility and to advance local initiatives through local policies, structures, support systems, collective agreements and influence with school boards.

3. To seek support from governments and other agencies in addressing social concerns and issues affecting children.

4. To strive to eliminate from the school system discrimination on the basis of gender, age, race, religion, socio-economic status, physical and mental ability, marital status or sexual orientation.

5. To create member and public awareness of problems in society that hinder student growth and development and to stimulate and support the search for solutions.

6. To support the development of human societies in the direction of democracy, social justice, equality, equity, freedom, peace and mutual respect, and sustainable economies.

Part IV. Teacher Role in Social Responsibility

Teaching processes should aim to develop students to become self-reliant, self-disciplined, participating members with a sense of social responsibility within a democratic society. (9.A.15.2)

That in accordance with the mandate for public education (9.A.01. A.), it is through the knowledge, skills and example of teachers that schools foster the growth of students into autonomous, socially responsible citizens. Specifically, members help to educate their students in the following ways:

1. Through philosophical understanding of the aims, goals and values of education for a society which is just, non-sexist, non-racist, democratic and peaceful and which supports its citizens in their pursuit of happiness and fulfilment; [9.A.05(a)]

2. Through understanding current affairs and social developments such as poverty, technological changes, militarization, Aboriginal issues, changing roles within families, and cultural changes, including the changing role of women which affect the context in which teaching and learning occur; [9.A.05(c)]

3. Through serving as role models of caring, understanding, resourceful, responsible, self-directing adults who are committed to learning and personal growth and who exhibit honesty, openness and integrity; [9.A.05(e)]

4. By participating as educational leaders within the community, e.g., serving as advocates for education, helping the community to understand the connections between the conditions for teaching and learning and the quality of education and to appreciate the types of changes required in the schools; [9.a.05(h)]

5. By including in the curriculum issues of social responsibility, such as sexism, racism, global and environmental perspectives, and economic conditions contributing to social inequality; reworded 9.A.01 C.2)

6. By providing information from different perspectives and teaching the skills of inquiry so that students can make informed decisions;

7. By valuing courage, compassion, honesty, and justice;

8. By providing opportunities for students to use their critical, and empathetic capacities for humanity;

9. By modelling behaviors consistent with the mandate in Part I;

10. By initiating or supporting programs that provide equitable educational opportunities for all students;

11. By valuing the heritage of all students.

Respect for persons, for democratic process, for equality and a deep concern for justice are integral to educating students for citizenship in a democratic society. (92 AGM, pp. 18–20)

POLICIES

42.01—That the BCTF:

1. call on the provincial government to acknowledge the negative impact of poverty on the education, health, and well-being of the children of British Columbia. (16 AGM, p. 36)

2. take initiatives to heighten members' awareness around students living in poverty, and make every effort to promote programs that keep our public schools free and accessible.

3. provide teachers with classroom strategies and support to mitigate against the disadvantages of poverty. (04 AGM, p. 36)

PROCEDURES

42.02—That the Ed May Memorial Social Responsibility Fund, to promote socially responsible teaching practices, be sustained by an allocation of $1.00 per member per year. (94 AGM p. 42)

42.04—Ed May Memorial Social Responsibility Fund

A. That the following criteria be used to determine the grant allocations from the Ed May Memorial Social Responsibility Fund:

1. The maximum allowable grant is $2,000.

2. The grant is intended to provide advocacy for teacher initiatives in educational change in the areas of anti-racism, gender equity, 2SLGBTQIA+ support, environmental education, human rights, Aboriginal education, peace and global education, poverty issues, and violence prevention.

3. Projects may be classroom, school, or school and community based.

4. The grant proposal may be based on new initiatives or projects currently under way.

5. New proposals will be considered prior to repeat proposals that were previously funded. Priority will be given to projects that are innovative, actively involve students, are collaborative, and have a major impact on the learners.

6. The grant may be used for the following, but is not limited to these purposes: release time, materials, publicity, communications, and coalition building.

7. The grant may not be used for overseas projects or for school supplies, materials, and hardware that the school district or Ministry of Education is responsible for providing.

8. Successful applicants will receive 50% of their grant to begin the project and the remaining funding when the final report has been submitted to the BCTF.

9. Grant funds will be disbursed to the member's local, which will co-ordinate the distribution to the member. (Feb 18 Ex, p. 18)

10. The deadline for submission of grant proposals will be published online and promoted to members at the beginning of each school year. (Apr 17 Ex, p. 9)

B. Process

1. Applicants must submit the BCTF Ed May Social Responsibility Fund application form for approval of the grant before undertaking the project.

2. All grant applications must be received by 5:00 p.m. on the third Wednesday in October. If there are any remaining grant funds available after the initial funds have been allocated, applications that meet the grant criteria and are submitted by the Thursday before April 15 will be considered for funding.

3. Grants will be approved by the Full-Time Table Officers and all applications shared with the EC as information.

4. Applicants must submit the BCTF Ed May Social Responsibility Fund report form by December 1 of the following year. The report must be submitted before funding for new projects will be approved. (Apr 18 Ex, pp. 15–16) (May 24 Ex, pp. 7–8)

44. Strikes/Lockouts

(See also Section 10. Finance, part L re strike pay and Section D, 31.D.02 Administration of the Code of Ethics)

Note: The Nov 01 RA referred Procedure 44 to the Executive Committee with the power to act.)

POLICIES

44.01—That the *School Act* be amended to provide that:

A board may not suspend a member by reason only of their refusing to work:

"1. during a strike of non-teacher board of education employees which is not contrary to the BC Labour Code; or

b. as a result of a lockout of non-teacher board of education employees." (Jan 76 RA, p. 10) (Jan 16 RA, p. 7)

44.03—That the *School Act* should be amended to recognize the right of members to withdraw their services in schools or school districts where hired strikebreakers are employed by the school board or its agents. (May 73 RA, p. 50)

PROCEDURES

44.02—1. That BCTF members will honour picket lines established by employees during a strike, lockout or political protest and will respect any union's job actions.

2. With respect to third party job action that involves members of a union employed by a school board, an employer providing services to a school board or an employer at the member's work site, members shall not

a. cross a picket line;

b. work behind a picket line; or

c. perform work that, but for the job action, would be performed by an employee engaged in the job action,

unless required by the Labour Relations Code to do so.

(84 AGM, p. 42)
(02 AGM, p. 30)

44.04—1. That BCTF members will honour picket lines established by employees during a strike/lockout and will respect any union's job actions. (06 AGM, p. 21)

2. Unless authorized by the BCTF, members shall not:

a. cross a BCTF picket line;

b. attend work whether or not BCTF has established a picket line when a lawful work stoppage is taking place; and

c. perform work that, but for the job action, would be performed by an employee engaged in the job action.

(Jan 02 Ex, p. 19)

44.06—That members respect and support the terms and conditions of job actions undertaken in other locals within the BCTF. (May 86 RA, p. 21)

44.12—1. That a strike vote of members will be taken when a decision for a strike vote is made by the Executive Committee, on advice from the Bargaining Team.

2. Once a strike mandate has been obtained, the Executive Committee shall have the authority to:

a. upon the request of a local, authorize the local to undertake strike action as part of a provincial strike action;

b. establish and implement a program of selective or rotating strikes;

c. undertake a province-wide strike of teachers.

(Nov 86 RA, p. 10)
(Jan 97 RA, pp. 6–7)

3. A strike shall not be deemed to be over until decided by members through a ratification or other member vote. (05 AGM p. 16)

44.14—That the following be the voting procedures for a strike vote:

1. That the Executive Committee:

a. set the date(s) for a strike vote following the receipt of advice from the Bargaining Team.

b. appoint a returning officer;

c. be authorized to make necessary modifications to the voting process to meet unexpected or emergent circumstances.

2. That the following procedures apply to a provincial strike vote:

a. The vote will be conducted in compliance with the Labour Relations Code Regulations, which require:

i. that all employees in the bargaining unit shall receive at least 48 hours notice of the vote; and,

ii. the vote shall be conducted by secret ballot.

b. The vote will be conducted in all parts of the province in the same period of time to be not less than one day and not to exceed three days;

c. Notice of the vote will be:

i. posted to all schools and other major work sites; and,

ii. provided in local newsletters or bulletins to all members;

d. The executive of each local shall notify the Returning Officer of the local's request to conduct the vote in that local in one of the following manners:

i. at all schools

ii. at specific central schools

iii. at a general meeting(s)

iv. at a general meeting(s) and at specified schools

v. electronically, co-ordinated by the Federation and local.

The Returning Officer shall approve the request and the vote shall be conducted in that manner in that local unless the Returning Officer is of the view that the request is unworkable or does not afford members a reasonable opportunity to vote, in which case the local shall conduct the vote in the manner selected by the Returning Officer.

e. Reasonable provision shall be made for advance voting for members who will not be able to vote in their local during the voting period.

f. Each local shall appoint a local returning officer to assist the provincial returning officer.

g. Except where locals have opted for electronic votes under 2.d.v., the vote will be counted locally with reports from local returning officers to the Provincial Returning Officer.

h. Any information obtained during the count, except the provincial results of the vote, shall remain confidential.

i. The results of the vote will be reported by the Provincial Returning Officer to the Federation President and Executive Committee. The President will notify local presidents of their local and provincial results of the vote, and the Bargaining Team of the provincial results of the vote, prior to any public release of the count.

(Jan 97 RA, pp. 7–8)
(Aug 05 Special RA, p. 3)
(May 22 RA, p. 11)
(Jan 23 RA, pp. 3–4)

44.16—The following are the procedures for dealing with allegations of violations of Procedures 44.02 and 44.04 and other Code of Ethics violations of BCTF strikes/lockouts:

a. Members with information and/or complaints regarding alleged violations of Procedures 44.02 and 44.04 and Code of Ethics violations of BCTF strikes and lockouts should report this to the local executive committee.

b. The local executive committee shall review each possible violation and, if it plans to pursue a complaint, direct the local president or designate to seek advice from the designated BCTF staffperson.

c. If a complaint is submitted, the designated staffperson shall advise the chairperson of the Judicial Council of the complaint. In appropriate circumstances the designated staffperson may recommend alternative means of resolving the complaint in accordance with BCTF Procedure 31.D.02.3.

d. If the matter is not resolved through voluntary means the Judicial Council chairperson shall refer the matter to a Screening Panel in accordance with BCTF Procedure 31.D.02.4. If the Screening Panel refers the complaint to a Hearing Panel, it shall articulate the allegation(s) pursuant to By-law 7.1 and to any relevant sections of Procedures 44.02 and 44.04.

e. If the matter proceeds to a Hearing Panel, the Hearing Panel shall conduct the hearing in accordance with the principles of natural justice, the duty of fairness, and Procedure 31.D.02.6. After such consideration the Hearing Panel may:

i. dismiss the complaint; or

ii. where the respondent member has been found in violation of the Code of Ethics or Procedure 44.02 and/or Procedure 44.04 the Hearing Panel may:

(1) publish the finding of the breach;

(2) issue a warning to the member;

(3) issue a reprimand to the member;

(4) for crossing a legal picket line, issue a levy in the amount up to the equivalent of the gross salary the member received from the employer, less any income tax and union dues deducted for the days on which the picket line was crossed;

(5) if the member has been in receipt of strike pay, issue a levy for the amount equivalent to the strike pay received;

(6) suspend the right of the member to hold office, or receive specified benefits from the BCTF and/or any subsidiary bodies for a specific period of time; or

(7) impose a combination of the foregoing sanctions, commensurate with the gravity of the breach.

f. Members found in breach of the Procedure 44.02 and/or Procedure 44.04 or the Code of Ethics in respect of BCTF strikes and lockouts may appeal the findings and/or the sanctions imposed by

writing to the chairperson of the Judicial Council who shall assign an Appeal Panel. The appeal shall be in accordance with BCTF Procedure 31.D.02.7-11. (15 AGM, p. 32) (16 AGM, p. 13)

Note: Notwithstanding the above, locals have the authority under By-law 7.8 to consider complaints "that a member of that local has breached the local's constitution, by-laws or procedures, or has acted in a manner harmful or prejudicial to the interests to the local, provided that the same alleged breach has not been pursued at the provincial level."

44.20—Collective Strategies

That BCTF members honour Federation, local, and other union collective strategies.

The following are the procedures regarding allegations of violations of this procedure and violations of the Code of Ethics with respect to BCTF collective strategies:

1. A member with information regarding alleged violations of this procedure and violations of the Code of Ethics with respect to BCTF collective strategies should report it to the Local President or designate.
2. The Local President or designate must report each alleged violation to the designated BCTF staffperson for advice on possible voluntary resolution. (15 AGM, p. 33)
3. If voluntary resolution is not achieved, the local executive committee shall review each alleged violation and may decide against further carriage of the case or direct the local president to seek the advice of the BCTF Executive Committee.
4. If the BCTF Executive Committee deems the circumstances appropriate and not contrary to the interests of the Federation, the local executive committee shall be advised that it may submit a complaint to the Judicial Council.
5. If the matter is referred to the Judicial Council, the chairperson shall refer the matter to a Screening Panel in accordance with BCTF Procedure 31.D.02.
6. If the matter proceeds to a Hearing Panel, the Hearing Panel shall conduct the hearing in accordance with the principles of natural justice, the duty of fairness, Procedure 31.D.02(f), and Procedure 44.18, and after such consideration, may:
   a. dismiss the complaint or
   b. where the respondent member has been found in violation of this procedure and the Code of Ethics, determine the appropriate sanction, which may include:
      i. publication of such breach
      ii. warning to the member
      iii. reprimand to the member
      iv. withholding Federation or local payment or compensation for participation in the collective strategy
      v. suspension of the right of the member to hold office in the BCTF and/or local or sublocal and/or any bodies of the union for a specific period of time
      vi. imposition of a combination of the foregoing penalties commensurate with the breach.
7. Members found in breach of this procedure and the Code of Ethics in respect of BCTF collective strategies may appeal such finding. The appeal shall be in accordance with Procedure 31.D.02.

Note: Notwithstanding the above, locals have the authority under By-law 7.8 to consider complaints "that a member of that local has breached the local's constitution, by-laws or procedures, or has acted in a manner harmful or prejudicial to the interests to the local, provided that the same alleged breach has not been pursued at the provincial level." (06 AGM, p. 20)

44.22—1. That when a local is honouring picket lines in a third party dispute, the BCTF will assume the full costs of expenditures for external public relations (not internal member-local communication or organizing activities) when the specific expenditures have been approved by the director of CCD and a Full-Time Table Officer.

2. That in the event of a provincial strike action or lock-out, the Federation will assume the full costs of expenditures for provincial, external public relations, as authorized by the Executive Committee, including;
   a. costs for picket signs, buttons, provincial brochures, and province-wide radio, newspaper and TV advertising, and
   b. locally targetted radio, newspaper and TV advertising. (Feb 91 RA) (Jan 98 RA, p. 5)

Note: see "Special Funds" section under 10. Finance re loans.

45. Supervision and Reporting on Members

A. Principles of Supervision

POLICIES

45.A.01—1. A supervisor, to be effective, must enjoy the confidence of those supervised.

2. Qualified members, as professional people, should accept responsibility for self-direction. They are not likely to do their best work under autocratic direction. (55 AGM, pp. 11–12) (Reviewed Feb 79 Ex, p 10)

45.A.03—That teachers appointed to elementary administrative positions should be required to have had recent elementary teaching experiences. (Jan 80 RA, p. 18)

45.A.05—That teachers appointed to secondary administrative positions should be required to have had recent secondary teaching experience. (Jan 80 RA, p. 22)

B. Reporting on Members

POLICIES

45.B.01—Summative Evaluation of Members

Evaluation must conform with the requirements of the collective agreement.

The integrity of the evaluation process is only maintained if the requirements of justice and due process are followed. The requirements cannot be so rigid or restrictive that the credibility of the evaluation process is brought into question. For the protection of the interests of the public and of the member, both parties in the evaluation process have an obligation to plan and to carry out a thorough and fair assessment.

45.B.03—That the evaluation of members should be based on the assumption of professional competence and, hence, formal evaluation should not occur unless the assumption is questioned or a formal evaluation is requested by the member. (80 AGM, pp. 21–22)

C. General

POLICIES

45.C.01—That locals be encouraged to raise awareness of their members about issues of evaluation and supervision. (Oct 04 RA p. 11)

45.C.03—That locals be encouraged to:

1. request meetings with their school boards and senior administrators to discuss the union position on supervision and evaluation.
2. offer the BCTF evaluation and supervision workshops to staff representatives.
3. encourage their members to contact their staff representatives if their principal is spending unusual amounts of time in their classrooms. (Oct 04 RA, p. 11)

45.C.05—That locals be encouraged to advocate for BCTF professional development offerings, e.g., Peer Support Program, Mentorship Program, Teacher Inquiry Program, Teaching Inquiry, and Action Research, that allow members to engage in activities that advance their knowledge and practice. (Oct 04 RA p. 11) (Apr 18 Ex, p. 14)

45.C.07—That members actively oppose all attempts to implement management-driven teacher supervision models in their schools. (Jan 06 RA, p. 13)

46. Teacher Competence

POLICIES

46.01—That the teachers of BC accept the responsibility of maintaining through a collegial process the competence of their colleagues. (74 AGM, p. 14)
(Reviewed Dec 79 Ex, p. 15)

46.03—That the BCTF actively opposes the implementation or use of "teacher competency testing" for any purpose, including the evaluation of teachers, hiring of teachers, the ranking of teachers, and the evaluation of schools. (Nov 02 RA, p.15)

46.05—That locals work to ensure that matters of teacher performance and competency are addressed through the teacher evaluation procedures in the collective agreement, and that locals resist practices that do not recognize members as self-directed professionals. (Oct 04 RA p. 11)

46.07—That the Federation is opposed to corporal punishment in the school system. (Nov 15 Ex, p. 7)

47. Teacher Education

A. Pre-Certification

POLICIES

47.A.01—That teacher education programs should derive from, and be consistent with the aims that emphasize the human growth and development of every individual to the end that they become a self-reliant, self-disciplined, participating member with a sense of social responsibility within a democratic society. (75 AGM, p. 27)
(76 AGM, p. 21)

47.A.03—Teacher Education Policy

That teacher changes in education policy will bring significant changes to education programs. Adequate time and resources must be provided to allow universities to plan for orderly change. Specifically, time and resources are needed to:

1. provide faculties of education opportunities to become familiar with proposed educational changes;
2. establish research and pilot projects to help determine the types of changes to be implemented;
3. design programs to meet teacher education needs brought on by educational change;
4. identify sponsor teachers/school associates who would be able to offer support to student teachers in new programs;
5. allow for the interval between the intake of new education students, their graduation and certification, and the implementation of new programs in the schools;
6. allow for liaison between the universities and the Teachers' Council with regard to approval of changes to teacher education programs; (13 AGM, p. 28)
7. evaluation of the changes implemented with regard to what was successful and what needs improvement. (90 AGM, pp. 26–32)

47.A.05—Teacher education programs should be designed to enable student teachers:

1. To diagnose students' needs and to be aware of when and how to initiate appropriate referrals.
2. To become informed about students' social and cultural context.
3. To plan with purpose, to communicate purposes to students and to evaluate the outcomes of instruction in terms of these purposes.
4. To design and carry out instructional programs and activities with due consideration to individual differences among students, which actively engage students in learning.
5. To demonstrate the attitude of valuing originality and the ability to nurture the creative capacities of students.
6. To acquire adequate knowledge of the subject matter of a specialty and accept the need for periodic revision of that knowledge.
7. To employ a variety of teaching styles and techniques and to consider new methods as they are developed, including co-operative learning and joint decision-making.
8. To adopt classroom management styles appropriate to both the educational objectives and the learning environment.
9. To relate to pupils in a manner fostering mutual respect. (75 AGM, p. 38)
(86 AGM, pp. 22–23)
10. To be aware of gender issues, diversity, and how socialization reinforces gender-binary stereotyping in our schools. (May 92 RA, p. 15)
(Jan 16 RA, p. 5)
11. To be aware of the role of collective agreements and teacher unions in their working conditions, and legislation relevant to the professional conduct of teachers and protection of workers. (24 AGM, p. 33)

47.A.07—That teacher education programs recognize the need for increasing teacher candidates' awareness of:

1. the effects of all forms of discrimination under the *BC Human Rights Code*.
2. strategies to address all forms of discrimination under the *BC Human Rights Code* in all classrooms and schools.
3. strategies to discuss and help students understand and critique stereotyping, discriminatory attitudes, or hate included in fiction, historical texts, or other learning resources. (May 10 Ex, p. 8)
(Jun 18 Ex, p. 11)

47.A.09—That universities should offer ESL training for all teachers and should provide adequate training programs to meet the growing need for qualified ESL teachers. (93 AGM, p. 20)

47.A.11—That the BCTF urge post-secondary institutions in British Columbia with education faculties to include a component on gender equity and non-sexist teaching strategies in the curriculum. (90 AGM, p. 38)

47.A.13—That the BCTF lobby the teacher education institutions to include mandatory courses on differentiating the curriculum for all learners as part of the teacher education program. (07 AGM, p. 11)

PROCEDURES

47.A.04—1. That practising teachers should assist voluntarily with teacher education.

2. That locals should be involved in the selection of co-operating teachers.
3. That co-operating teachers should:

a. receive training for and be able to demonstrate the specialized skills required for working with student teachers;

b. be made specifically aware of the particular competencies that the practicum phase of each program is expected to achieve and methods for achieving them;

c. in their own performance, provide models of desirable behavior and attitudes;

d. be freed from other tasks as necessary, have available special resources, without adversely affecting the remainder of the staff and students, and where student teaching responsibilities create an unavoidable addition to workload, compensatory time;

e. receive post-practicum information relevant to student performance and grading, subject to any requirement of confidentiality. (76 AGM, p. 21)
(Oct 80 RA, p. 4)

47.A.06—That extended practicums (minimum of a semester) in teacher education programs are desirable provided that:

1. the particular competencies to be acquired by the student teacher in the extended practicum are identified and the prerequisite competencies have been demonstrated;
2. the extended practicums are so integrated into the total teacher education program that there is no appreciable increase in overall time spent in teacher education;
3. provision is made for the student teacher to become knowledgeable about a variety of teaching styles and learning environments;
4. the program is organized so that student teachers are supernumerary to the regular teaching staff. (75 AGM, p. 38)
(76 AGM, p. 22)

47.A.08—1. That effective procedures for selecting students for teacher education programs should be the object of continued study.

2. That early in a teacher education program there should be a sufficiently lengthy period of observation and supervised teaching that student teachers have a practical experience on which to decide whether or not they should become teachers. (75 AGM, p. 37) (Reviewed Dec 79 Ex, p. 15)

47.A.10—1. That teacher education support the development of members as personally and socially responsible reflective practitioners.

2. That pedagogical theories and principles be grounded in the practice and professional knowledge of teachers, developed through collaboration between the teaching profession and the universities as part of an ongoing dialogue.

3. That to support the concept of teaching as reflective practice, the British Columbia Teachers' Federation consider new structures and processes for relating teaching practices to educational theories and teacher education, including changes in the relationships between the BCTF and the universities.

4. That the BCTF develop recommendations addressing how teaching practice, theories of teaching and pedagogy and teacher education relate to each other. (May 92 RA, p. 16)

47.A.12—That greater freedom should exist in the ways in which prospective teachers may acquire the subject matter of their specializations. (75 AGM, p. 37) (Oct 80 RA, p. 5)

47.A.14—That all persons teaching should:

1. receive training for and be able to demonstrate the specialized skills required for working with student teachers;

2. be made specifically aware of the particular competencies that the practicum phase of each program is expected to achieve and methods for achieving them;

3. demonstrate familiarity with a wide range of teaching processes and techniques that relate effectively to realistic educational problems and opportunities within BC schools;

4. in their own performance, provide models of desirable member behavior and attitudes;

5. demonstrate openness to change;

6. spend significant periods of time in classrooms throughout the province. (75 AGM, p. 37) (Oct 80 RA, p. 5)

7. model new methodologies where appropriate. (May 92 RA, p. 16)

47.A.16—That faculty of education programs should be designed so that each department involved in the program be required to state the specific intent of each course offered and to indicate to which section of the educational continuum its content is addressed. (76 AGM, p. 21)

47.A.20—That teacher training institutions should better prepare student teachers for the stress they are to encounter in the teaching profession. (Feb 81 Ex, p. 13)

47.A.22—That the BCTF continue to oppose any initiatives for teacher re-certification in the province. (Dec 98 Ex, p. 10)

POLICIES

47.A.23—That the BCTF continue to collaborate with teacher education institutions to lobby for provincial government funding to support the implementation of a province-wide teacher induction and mentoring program. (08 AGM, p. 13)

PROCEDURES

47.A.26—That the BCTF monitor local internship proposals and encourage participation in models of internship that conform with BCTF policy. (May 86 RA, p. 11)

47.A.28—That the BCTF urge the provincial government to include in the School Act specific reference to responsibility while student teachers are working on their own in a sponsor teacher's classroom. (93 AGM, p. 11)

Miscellaneous

POLICIES

47.A.25—That no student teacher be assigned to a class as a teacher teaching on call. (90 AGM, p. 76)

B. Teacher Certification

POLICIES

47.B.01—1. General purpose

To ensure that the public's welfare is safeguarded by establishing professional requirements for teachers in the public schools.

2. Specific purposes

a. To ensure that each member has undergone the required program of preparation to acquire adequate competence for teaching.

b To recognize and advance professional status.

3. Major principles of certification

a. Certification policies shall ensure a basic standard of professional preparation.

b. The application of certification policies shall observe equivalence between applicants trained in this province and those trained elsewhere.

c. Provision should exist for review and appeal of certification policy and procedures.

4. Major criteria

a. A candidate for certification should be a Canadian citizen or the holder of landed immigrant status.

b. Certificates should be continuing and should not be endorsed as to subject and/or grade level. (Oct 91 RA, p. 15) (Jan 12 RA, p. 8)

c. A certificate may be withdrawn for breach of professional ethics, for proven incapacity to teach, or for criminal conviction in matters that affect the member's fitness for the profession.

d. There should be an appeal process for persons who have had their certification withdrawn.

e. There should be a reinstatement process for persons who have had their certificates withdrawn.

f. Continued certification should be dependent upon teacher competence rather than on externally imposed in-service.

g. i. Teacher training for certification in the public schools should be taken in accredited institutions and all practica should be completed in public schools.

ii. The training and assessment of teachers requiring certification in the private school system should not be undertaken by public school district personnel.

h. The basic standard of professional preparation should be a five-year program.

i. The basic standard of professional preparation should include practica in which practical experience is closely related to theory, under the sponsorship of an appropriately qualified member.

j. The basic standard of professional preparation should include internship. (May 81 RA, pp. 18–19)

5. Exception

a. In order to facilitate the preservation of Aboriginal language and culture, endorsed certificates be granted to Aboriginal language and culture teachers. (May 92 RA,. p. 14)

b. The Development Standard Certificate, for the purposes of providing a route to certification for career preparation teachers, providing the following criteria are met:

i. the certificate is to be endorsed as a subject or program area and the endorsement is to be strictly observed;

ii. members holding the Development Standard Term Certificate will be made known to the local;

iii. the term will be three years in duration, renewable once only for another three years, providing part (d) below is met;

iv. within the three-year term, evidence must be shown of substantial progress towards meeting the requirements of the standard certificate. (Oct 93 RA, p. 17)

47.B.03—A letter of permission should be issued by the Teacher Regulation Branch only when the local and the board agree that there is no qualified member available. (Dec 11 Ex, p. 18) (Feb 15 Ex, p. 4)

47.B.05—Letters of permission should be issued only to those possessing knowledge and skills not normally present in teacher preparation programs, who are not associated professionals, but who could provide instruction not available from qualified members. (Aug 78 Ex, p. 15)

47.B.07—That for purposes of certification, undergraduate courses in French be considered equivalent to undergraduate courses in English. (Apr 98 Ex, p. 11)

PROCEDURES

47.B.02—That the BCTF invite from its members evidence that any duly qualified member has had an application on file with a school board at the time that an under-certified teacher was hired by that board. (57 AGM, p. 32)
(Reviewed Dec 79 Ex, p. 15)

47.B.04—That, after two annual letters of permission have been granted to any holder, and before a third permit is granted to that holder, the person concerned must provide evidence that they have made a satisfactory effort to improve their qualifications for teaching. (Jan 69 RA, p. 8)
(Reviewed Dec 79 Ex, p. 18)

47.B.08—1. That the BCTF express its opposition to the labour mobility provisions of the Agreement on Internal Trade entered into by the premier and the commensurate lowering of qualifications for professional certification of teachers in British Columbia.
2. That the BCTF call for a full legislative debate and decision on any trade agreements contemplated by the provincial government.
3. That the BCTF call upon the deans of education to defend current qualification for professional teacher certification in BC.
(Nov 08 RA, p. 9)
(Jan 12 RA, p. 8)

C. Teacher Qualification Service

POLICIES

47.C.01—That the Teacher Qualification Service provide service only to members employed in British Columbia's public school system. (Dec 89 Ex, p. 2)
(Aug 22 Ex, p. 14)

47.C.03—That Grade 13 received in Ontario from 1969–1976 be recognized as equivalent to first year university for certification and TQS category in BC. (94 AGM p. 32)

D. Post-Certification

POLICIES

47.D.01—That all assignments to teaching positions should be appropriate in terms of the members' preparation and experience. (66 AGM, p. 16)
(Reviewed Dec 79 Ex, p. 15)

47.D.03—That members appointed to the position of school counsellor should have specialized training in counselling. (Jan 79 Ex, p. 16)

47.D.05—That members appointed to the position of school counsellor should be able to provide counselling services at the developmental, preventive and remedial levels in the career, educational and social/personal areas. (Jan 79 Ex, p. 16)

47.D.07—That new appointees to the position of school counsellor must have a current BC teachers' certificate, teaching experience in the public school system, and specialized training in counselling that should include a supervised practicum in counselling. (97 AGM, p. 24)

47.D.09—That boards of school trustees and locals should co-operate in providing beginning teachers with adequate orientation to their teaching duties and to the profession. (Jun 74 Ex, p. 11)
(75 AGM, p. 37)

47.D.11—The in-service phase of teacher education should be expanded and made more systematic. This requires exploration in:

1. the development of procedures for the identification, by members and others, of in-service needs;
2. the provision of facilities and of trained personnel throughout the province;
3. the identification of teacher competencies best acquired after some practical experience has been gained;
4. the provision of the necessary resources of time and money to enable members to engage in worthwhile in-service programs.

It is the professional right and responsibility of each member to determine their in-service needs. The organization and delivery of in-service activities should be determined by the members to be involved. Adequate funding for in-service activities should be provided by the Ministry of Education through school board budgets. Any co-ordination found necessary for in-service activities should be primarily the responsibility of the profession. (Jun 74 Ex, p. 10)
(May 76 Ex, pp. 7–8)

48. Teacher Exchange

POLICIES

48.01—That the BCTF favor educational visitations and exchanges between countries and provinces. (Reviewed Nov 76 Ex, p. 8)
(May 11 RA, p. 14)

48.05—That the BCTF approve the establishment on an annual basis of an "Interprovincial Visits for Cultural Exchange" scheme by which selected students in the province would be taken to Quebec for the purpose of meeting and taking part in discussions with Quebec students who come mainly from homes in which the French language is the mother tongue, and that we encourage our Quebec colleagues to establish a scheme by which their students would be brought to our province to participate in discussions with students in our educational system. (72 AGM, p. 35)
(Reviewed Nov 76 Ex, p. 8)

PROCEDURES

48.02—That locals ensure that exchange teachers are invited to local association activities, and are encouraged to play an active role in school and local association affairs. (Oct 77 RA, p. 43)

48.04—That the BCTF continue its efforts to have BC exchange teachers granted the right to be out-of-province more than 12 months without losing their eligibility for provincial medical insurance coverage. (Oct 77 RA, p. 43)

48.06—That alternative insurance provisions be investigated that would protect teachers on exchange who are not covered by Workers' Compensation benefits. (May 08 Ex, p. 15)

48.08—That the BCTF develop protocols for teacher exchanges within BC from a minimum one month up to two years. (Jan 10 RA, p. 16)

49. Teachers Teaching on Call

POLICIES

49.01—That no person without a valid BC Certificate or Letter of Permission should be assigned to a class as a teacher teaching on call except where hiring a qualified teacher teaching on call is impossible. (71 AGM, p. 10)
(90 AGM, p. 76)

49.03—That the functions of a teacher teaching on call should be the same as those of the teacher they are replacing, i.e. to give tuition or instruction or to administer or supervise instructional service in a public school, and that specialized duties, such as tutoring, would be performed only if these were part of the regular member's duties. (Reviewed Dec 79 Ex, p. 19)
(Nov 15 Ex, p. 6)

49.05—1. That BCTF members should be used as teachers teaching on call.

2. That only if no teacher teaching on call who is a BCTF member is available should a non-BCTF member be employed.

3. That every school in a district should have access to a current list of teachers teaching on call who are BCTF members.

(Apr 08 Ex, p. 11)
(Nov 15 Ex, p. 6)

49.07—That appropriate pre-service and in-service training programs should be provided in every school district for teachers teaching on call and for the members with whom they work.

1. The development and planning of these programs should be the responsibility of the local school board in consultation with the local association.

2. The future of these programs should be the responsibility of the local school board. (Dec 75 Ex, p. 18)
(Nov 15 Ex, p. 6)

49.09—That teacher replacements who do not have teaching certificates be encouraged by their locals to work toward obtaining such certification. (Dec 75 Ex, p. 19)
(Reviewed Dec 79 Ex, p. 19)

49.11—That the BCTF opposes the reduction of teachers teaching on call services. (Sep 82 RA, p. 3)

49.13—That a teacher teaching on call, upon callout and/or upon arrival at the work site, be given a specific briefing by the employer on all occupational health and safety risks presented by the assignment. (01 AGM, p. 13)

49.15—That locals provide for the participation of teachers on call in the decision-making structures of the local, including voting representation on executive committees and staff representative assemblies, and on advisory committees. (Feb 91 RA, p. 7)
(Jun 94 Ex, p. 19)

49.19—1. That the BCTF and its locals work to secure contract language that provides for seniority-based TTOC call-out procedures that take into account areas of expertise. (07 AGM, p. 23)

2. That BCTF locals work to eliminate the practice of contract teachers calling out, selecting, or expressing a preference for particular TTOCs to fill a teacher absence. (03 AGM, p. 36)
(Feb 08 RA, p. 14)

49.21—That the BCTF encourage locals to send the local TTOC chairperson, or if unavailable, a member of the local TTOC committee, to zone meetings and Summer Conference as the TTOC representative. (Sep 03 Ex, p. 6)
(Jan 11 Ex, p. 4)

49.23—That the BCTF recommend that each local establish a TOC Standing Committee in its governance structure. (05 AGM, p. 26)

49.25—That locals be encouraged to ensure that teachers on call have equitable access to professional development funds. (05 AGM, p. 42)

49.27—1. That school districts be encouraged to place teachers on call on permanent status.

2. That school districts be encouraged to advertise far and wide for certificated teachers and open up lists to new applicants, including retirees.

3. That the BCTF urge the government and BCPSEA to acknowledge the need for competitive salaries and working conditions in order to attract and retain teachers by negotiating a fair collective agreement with the BCTF.

4. That the universities be approached to ensure access to teacher education programs by applicants who have university degrees.

5. That school boards be encouraged to fund and support teacher certification opportunities for their non-certificated employees.

6. That the BCTF urge government and BCPSEA to acknowledge the need for incentives to attract and retain teachers in rural areas.

7. That locals continue to insist upon compliance with our collective agreement.

8. That locals advise their school boards, that, when a teacher is absent and no TTOC is available, administrators cover classes and/or programs. (Mar 06 Ex, pp. 5–6)
(Dec 10 Ex, p. 8)

49.29—That the BCTF encourage locals to request local union leave for a TTOC who is on BCTF or local business. (Jun 06 Ex, p. 9)

49.31—That BCTF encourage locals to request and carefully monitor teacher absence and TTOC call out lists. (Jun 06 Ex, p. 9)

49.33—That the BCTF recommend to locals that occupational health and safety training is provided as a part of every district teacher teaching on call orientation. (Apr 1, 08 Ex, p. 12)

49.35—That when a member is absent, the employer will assign a TTOC from the first day of a member's absence. (Nov 09 RA, p. 13)

49.37—That the BCTF, through its locals, demand that school districts using automated dispatching systems incorporate voice-activated technology in accordance with the hands-free cell phone laws in BC for TTOC call outs. (Feb 11 Ex, p. 4)

PROCEDURES

49.02—That locals be encouraged to establish a registry of teachers and teachers on call seeking employment and create an accountable procedure to discuss and monitor hiring at the local level ensuring that the number of days of teachers teaching on call experience in the district be an important consideration whenever a teacher is hired. (95 AGM, p. 28)

49.04—That locals be encouraged to make provision for teachers on call to participate in local association activities, particularly in in-service education activities. (Jun 75 Ex, p. 6)
(Reviewed Dec 79 Ex, p. 19)

49.06—That teachers on call who are members of the local should have access to all other in-service programs on the same basis as other members. (Dec 75 Ex, p. 18)
(Reviewed Dec 79 Ex, p. 19)

49.10—1. That locals be encouraged to provide opportunities for teachers on call to meet and discuss contract issues in preparation for the formation of bargaining objectives specific to the needs of TTOCs.

2.That locals be encouraged to provide opportunities for input from Teachers Teaching on Call representatives at zone meetings to ensure TTOC issues are voiced. (Oct 99 Ex, p. 11)

49.12—That each school staff should ensure that teachers on call are made to feel that they are welcome additions to the teaching staff. (Dec 75 Ex. p. 19)
(Reviewed Dec 79 Ex, p. 19)

49.14—That where a teacher teaching on call works in more than one school district, the teacher teaching on call shall choose the local of which they shall be a member. (Feb 76 Ex, p. 8)
(May 90 Ex, p. 28)

49.16—That when a TTOC would normally be available for work for an entire day, and the TTOC is required to travel to perform union business before and/or after the day of union business, that a leave of absence (LOA) request be issued for the full work day. The LOA for the day will allow for travel time but recognizes that is difficult for TTOCs to receive a partial day assignment. Therefore, the TTOC will be compensated for a full day, when travelling for purposes of BCTF business on a day that would normally be available for work.
(Sep 04 Ex, p. 4)
(Oct 19 Ex, p. 3)
(May 22 RA, p. 12)

49.18—That the BCTF promote the Handbook for New Teachers to all teachers teaching on call and new members at least annually. (01 AGM, p. 28)
(17 AGM, p. 25)

49.20—That each local be encouraged to establish a procedure to ensure all TTOC members have ability to vote in local polls or surveys. (Jan 95 Ex, p. 29)

49.22—1. That locals be strongly encouraged to actively prepare the Teachers Teaching on Call Contacts in each local to participate in school union representative trainings, information

meetings, planning sessions, as well as community outreach and coalition building strategies.

2. That locals be encouraged to establish specific involvement opportunities and support in the local for new teachers, underemployed teachers, and "laid off" teachers. (Jun 02 Ex, p. 7)

49.26—That issues related to teachers teaching on call be included in BCTF on campus days. (Apr 08 Ex, p. 11)

49.28—That the BCTF encourage locals to include teachers teaching on call in World Teachers' Day activities. (Apr 08 Ex, p. 12)

49.30—That the BCTF recommend to locals that occupational health and safety training is provided as a part of every district teacher teaching on call orientation. (Apr 08 Ex, p. 12)

49.32—1. That TTOC issues be included as a component of school union rep training. (Apr 08 Ex, p. 13)

2. That locals be encouraged to consider TTOC issues and interests when choosing their SURTs. (Aug 09 Ex, p. 13)

49.34—That BCAA/Manulife be selected as the carrier for Extended Health and Dental Benefits for TTOCs, and that this insurance be offered through the Advantage Program website. (Jan 10 Ex, p. 3)

49.36—That the BCTF use the "Compilation of TTOC rights found in local collective agreements in BC" (put together by the BCTF TTOC Committee), the results of the TTOC survey, and the bi-annually updated TTOC database to determine optimal formulae for determining the number of TTOCs to contract teachers in locals. (10 AGM, p. 10)

49.38—That local presidents be encouraged to attend TTOC meetings in their locals on a regular basis. (Feb 13 Ex, p. 5)

50. Teacher Tenure

A. General

POLICIES

50.A.01—That the BCTF endorse the five basic rights of teachers (in disciplinary matters) accepted by the UNESCO special inter-governmental conference on the status of teachers.

Note: The five rights are:

1. the right to be informed in writing of the allegations and the grounds for them;
2. the right to full access to the evidence in the case;
3. the right to defend themselves and to be defended by representatives of their choice, adequate time being given to teachers for the preparation of their defense;
4. the right to be informed in writing of the decisions reached and the reasons for them;
5. the right to appeal to clearly designated competence authorities or bodies. (Sep 70 Ex, pp. 14–15) (Reviewed Jun 80 Ex, p. 13)

50.A.07—That the BCTF oppose the firing of any member in publicly financed schools because of their religious beliefs. (Jan 78 RA, p. 12)

B. Newly appointed teachers

POLICIES

50.B.01—1. That special efforts should be made by the staff of a school or a staff committee where it exists to give beginning teachers:

a. appropriate assignments within their areas of training and expertise;

b. a lighter load, both in small classes and in time off for preparation and in-service;

c. adequate assistance and guidance from the school administration, supervisory and consultant personnel, and assigned experienced teachers;

d. orientation sessions to the district, sponsored by the staff committees and locals.

2. That local members should accept responsibility for assisting new staff members to adjust socially and professionally throughout the year. (75 AGM, p. 90) (Oct 78 RA, p. 10)

50.B.03—That the Federation encourage locals to designate a position on their local executive for an early career teacher separate and distinct from any teacher teaching on call positions. (May 23 RA, p. 9)

C. Terminations

51. Technology

A. General Principles

POLICIES

51.A.01—That the BCTF believes:

1. That computer literacy should be an integral part of the school curriculum.
2. That each student should acquire an understanding of the versatility and limitations of the computer through firsthand experience, with applications in a variety of subject matter fields.
3. That all members should have access to training for basic computer literacy. (83 AGM, p. 16)
4. That public schools be primarily concerned with general education, fostering the students' ability to adapt to a changing work and social environment.
5. That a goal of the public school be to provide students and teachers with a sense of, and actual control over, new technologies and their various applications.
6. That members make informed decisions based on human, social, and ethical dimensions of the new technologies.
7. That members must be directly involved in any process of decision-making and implementation that incorporates technology into their work.
8. That computers and communication technology should be recognized as having the potential to be used effectively as tools to enhance instruction, learning, and administration.
9. That technology be integrated into curricula, when in the member's judgment it is appropriate to student needs.
10. That the inclusion of new technology into the curriculum and classroom should enhance the personal and instructional relationship between teacher and student.
11. That for the inclusion of new technologies into the classroom, members receive adequate materials such as hardware, software, and specialist assistance during pre-service and in-service at both the provincial and school district levels in both official languages when appropriate.
12. That teachers and students should have knowledge of and access to electronic networking and communication technologies.
13. That in the implementation of any new technology:

a. current knowledge about health and safety issues involved in the use of a new technology be included in programs from K–12 and adult education;

b. the health and general well-being of students and teachers must be protected. (86 AGM, pp. 31, 32)

14. That information and communication technologies be used as tools that are integrated into curriculum and pedagogy, and are provided in an age-appropriate manner, when their use enhances education. (00 AGM, p. 20)
15. That student skills for effectively using information and communications technology be developed in the context of curriculum content, not as decontextualized skills. (00 AGM, p. 20)
16. That the BCTF and locals must be represented in decision making about information and communications technology at the provincial and local levels. (00 AGM, p. 21)
17. That the provision of technology in schools not depend on fundraising or corporate donations. (00 AGM, p. 25)

18. That the BCTF and the provincial specialist associations, the Ministry of Education, and faculties of education work together on an ongoing basis to conduct and disseminate research on appropriate curriculum and effective pedagogical practices as information and communications technology becomes more common and accessible in schools.

19. That students have opportunities to use computers as tools in a wide range of subject areas. (Feb 00 Ex, p. 12)

B. Technology and Equity

51.B.01—That the BCTF believes:

1. That all students, regardless of socio-economic status, gender, race, language of instruction or geographical location must have equitable access to evolving technologies. (86 AGM, p. 31)
2. To increase the participation of female students in technological areas, female students should be:
   a. actively encouraged to pursue math and science studies;
   b. assisted in the exploration of current and future career trends;
   c. made aware of the courses necessary to enter those fields.
3. To encourage girls' interest in information and communication technology and computer science from an early age, women must be involved in decisions about:
   a. curriculum changes involving information and communication technology;
   b. the introduction of computer hardware into schools;
   c. the development of suitable software programs.

   (83 AGM, p. 16)
4. That information and communications technology provide for equity of benefit through changes in courses, learning conditions and school culture to ensure participation of groups traditionally marginalized, e.g., on the basis of gender, socio-economic status or disability.
5. That a top priority for giving ICT access to students be technology that enhances the abilities of students with disabilities. (00 AGM, p. 25)
6. That schools and districts identify cultural and social factors that are barriers to equity in the use of ICT, and develop actions to remove those barriers and create a culture that encourages equity.
7. That the ministry and school districts develop strategies for overcoming the great disparities among schools in access for students and members to information and communications technology. (Feb 00 Ex.)

51.B.03—That the BCTF oppose students being required to "Bring Your Own Device," and advise the government to provide funding to districts to adequately equip and support teachers and students with necessary and up-to-date technological resources. (15 AGM, p. 29)

C. Technology and Teachers

51.C.01—1. That technical and professional information and communications technology support must be available to members in the school if the ICT is to be effectively integrated with curriculum and teaching practice.

2. That professional development in using information and communications technology be available in the context of activities based on the BC curriculum and include three factors:
   a. time during the day to work with a colleague;
   b. a space and equipment to work collaboratively; and
   c. models of successful practice in the member's area of work. (00 AGM, p. 20)
3. That every member should be provided a computer with access to the Internet for their professional work. (00 AGM, p. 25)

51.C.03—That the professional autonomy of teachers includes deciding on whether using information and communications technology is the most appropriate method of communicxation with parents. (01 AGM, p. 43)

51.C.05—1. That any software that a teacher is expected to use should be sufficiently user-friendly and time-efficient to avoid distracting from the teaching and learning process.

2. That any technological system that a teacher is expected to use that depends on a connection to the Internet must be accessible through bandwidth that provides for fast operation of the software.
3. That all implementation of any software programs and systems, including upgrades, must include sufficient training and support.
4. That district or provincially imposed software or systems training is deemed in-service training and therefore must not use professional development non-instructional days nor be required during lunch breaks, or before or after school. (May 09 RA, p. 18)

51.C.07—That the BCTF:

1. oppose the government/employer "bring your own device" expectation for members using technology in the work place for the purposes of:
   a. implementing curriculum.
   b. obtaining, storing, processing, sharing, and publishing information and work of students.
   c. evaluating and reporting on students.
2. lobby the provincial government to provide and maintain the technology needed to complete the above mentioned tasks. (15 AGM, pp. 28–29)

51.C.09—Digital reporting

That:

1. digital programs for reporting and communication with parents should only be used when Privacy Impact Assessments have been developed and district, school, and classroom policies have been defined and are followed.
2. district, school, and classroom policies should include definitions of how the data will be used during the time that it is being collected (e.g., a school year), whether it will be saved and accessible after the current use, and, if so, who has access to that data, and a plan for how and when the data will be destroyed.
3. students and parents should be made aware of and have access to all Privacy Impact Assessments and district, school, and classroom policies on digital technology use. This should be more than a pro-forma signature of the parent and clearly explain the implications.
4. digital reporting should have reasonable limits on the amount of time that is spent by the teacher in carrying out the content and technical work.
5. all data created by a student should be recognized as belonging to the student and not to the provider of the program, nor should it be used for any commercial purpose nor linked to other education, government, or commercial databases.
6. the employer provides to teachers who choose to use digital reporting the relevant hardware, software, in-service, technical support, and legal indemnification. (17 AGM, p. 3)

D. Technology and the Ministry of Education

51.D.01—1. That the Ministry of Education:

a. develop a provincial mandate for the use of technology and information systems;
b. provide appropriate and adequate funding. (May 94 RA)

2. That the Ministry of Education make available information and communications technology learning resources—Canadian, where possible—that are appropriate for the BC curriculum, as determined through evaluation by members.
3. That ministry communications about the use of ICT in the schools must reflect the reality of what can be achieved, given the resources provided.
4. That the provincial government provide funding that supports integration of ICT into curriculum, supports equity and is sustainable over time. (00 AGM)

E. Distributed Learning

51.E.01—That BCTF policy on distributed learning be:

1. Distributed learning remains a positive offering within the BC public school system when fully supported by adequate staffing, funding and resources within provincial guidelines.
2. Distributed learning should not be used in place of sufficient staffing or adequate facilities.

3. a. Distributed learning and electronic delivery of public education programs should be delivered under the provision of the collective agreement.

b. Distributed learning programs and courses in BC public schools should be equivalent to other programs and courses in curriculum, assessment and reporting.

4. Policies on distributed learning should be adopted by any school district that intends to use distributed learning for any of its students, either in its own district, or in conjunction with another district that runs programs:

a. the teacher local should be involved in the formulation of the policy;

b. the policy should include criteria and processes for making a decision on whether distributed learning is an appropriate placement;

c. the policy should consider the social purposes of education, as well as the educational development of individuals.

5. The school district in which any public school student lives should receive funding for that student. Decisions on requests to place the student in a distributed learning program should be made by the school district according to established criteria and processes. If a school district believes that an out-of-district distributed learning placement is most appropriate, then it should make enrolment and financial arrangements with the other district.

6. Development of learning resources for distributed learning should be directed by the Ministry of Education, and BCTF members, identified through the BCTF process, should be involved in the development of the resources and compensated according to their rate of pay under the collective agreement provisions that apply in their local.

7. Distributed learning programs should not include marketing learning materials, courses and programs outside of BC.

8. There should be no financial or other incentive for parents or school districts to enrol students in one program over another. (01 AGM, pp. 42–43)

9. That locals should ensure that all distributed learning courses and programs are being offered by qualified teachers who are members of our bargaining unit. (03 AGM, p. 16)

51.E.03—That locals be encouraged to develop policies on distributed learning that include a statement of where distributed learning may be used appropriately, the appropriate conditions for the work of teachers using distributed learning and transparency in budgets for distributed learning and that locals use these policies in attempts to influence school district practices. (Jan/Feb RA 03, p. 17)

51.E.05—1. That the BCTF opposes allowing Grade 10–12 students in the public schools taking courses in the independent distributed learning programs.

2. That the BCTF supports legislation and policies that ensure quality public school distributed education programs.

3. That public education programs, such as distributed learning, should be carried out through public institutions, not private societies.

4. That distributed learning programs not be promoted as better than classroom-based programs or be used to replace classroom-based programs in schools.

5. That locals be made aware of the possible implications for staffing, transfers, and layoffs from some distributed learning programs not meeting the ministry conditions by May 31 and thus not able to offer distributed learning programs. (May 06 Ex, p. 12)

51.E.07—That the BCTF:

1. oppose the practice of using Distance Learning (DL) courses as a way to solve class size issues at a brick and mortar school.

2. lobby the provincial government to provide adequate funding to school districts to ensure that this practice does not continue. (15 AGM, p. 15)

F. MyEDBC

POLICIES

51.F.01—That the BCTF lobby the provincial government to ensure the MyEDBC program is working more efficiently and effectively for teachers before trying to continue with it and expand its implementation. (Feb 05 RA, p. 5) (Jun 07 RA, p. 6) (Feb 19 RA, p. 10)

51.F.03—1. That information technology used for administrative purposes (such as MyEDBC) should be shaped by collective agreement language, appropriate educational philosophy, and classroom practice rather than educational practice being determined by technology. (Feb 19 RA, p. 10)

2. That information contained in any database of personal information on individual students should be available to teachers if it is useful for instructional purposes, but must be limited, and must be maintained in ways that protect the privacy of students.

3. That databases of information on students maintained after K-12 attendance is completed should be limited to a narrow, predefined range of information. This would include a unique identifier (e.g., the PEN), demographic information, attendance records, courses taken, grade levels completed, and report card marks and comments.

4. That any data outside that range should be expunged after the student has left school through graduation or upon reaching the age of majority.

5. That databases of personal information on students should not be used for data mining or in data matching with personal information on students held in other ministries or other government databases.

6. That beyond providing a narrow range of information on students (as defined in 3. above), the use of any particular technology or software to maintain a teacher's records on students should be determined by a teacher as an element of professional autonomy.

7. That the process of the design and deployment of technology for use in education should be transparent and should include representatives of teachers in all stages of decision-making. (May 09 RA, p. 16)

52. Unemployed/ Underemployed Teachers

POLICIES

52.01—That the BCTF recognizes that a significant percentage of its membership is grossly under-employed. (May 95 RA, p. 15)

52.03—That teachers should be hired from outside BC only if members from within BC with appropriate training are not available. (Jun 82 RA, p. 21)

52.05—That the BCTF go on record condemning the changes in the Employment Insurance regulations that would include severance pay as earned income with the result that EI benefits would be reduced or eliminated. (Jun 85 RA, p. 9)

PROCEDURES

52.02—That BCTF assistance to unemployed teachers be available only to members. (Oct 82 Ex, p. 12) (Jan 89 Ex, p. 28)

52.04—That the BCTF not provide financial assistance for travel to and attendance at EIC appeal hearings unless prior authorization is obtained from the president and first vice-president. (Oct 73 RA, p. 5) (Jan 79 RA, p. 14)

53. Violence Prevention

POLICIES

53.A.01—That the BCTF encourage all teachers to become aware of the effects of violence, either experienced or witnessed, on the students they teach. (Jan 95 Ex, p. 18)

53.A.03—That the BCTF urge the provincial government to place increased emphasis on support for families through increased availability of parent education programs, counselling services and support for families in crises. (Dec 93 Ex, pp. 8–10)

53.A.07—That the BCTF urge the Ministry of Education to require that school boards, in consultation with teacher locals, develop and implement policies, regulations and procedures dealing with the elimination of violence in schools, and that these and policies, regulations, and procedures be reported to the Ministry of Education. (Dec 93 Ex, pp. 8–10)

53.A.09—That the BCTF urge the Ministry of Education to place a high priority on ensuring that every student is taught skills, knowledge, and attitudes necessary to promote the prevention of violence, including but not limited to, communication skills, conflict resolution skills, the development of empathy, media literacy skills, impulse control, anger management, violence defusing skills, mental health awareness, consent, and personal safety strategies. (Dec 93 Ex, pp. 8–10) (Jan 19 Ex, p. 4)

53.A.11—That, at the secondary level, violence prevention education should include a major component on understanding power in relationships and the related issues of sexism, racism, sexual orientation, ableism, ethnocentrism, ageism, and gender identity. (Dec 93 Ex, pp. 8–10) (May 10 Ex, p. 8) (Jan 19 Ex, p. 4)

53.A.13—That the BCTF urge the Ministry of Education to ensure that a component of the K–12 curricula be a media literacy and digital technoloy program for all students with a particular focus on developing critical viewing skills and diffusing the impact of media violence upon children and youth. (Dec 93 Ex, pp. 8–10) (Jan 18 Ex, p. 4)

53.A.15—That the BCTF urge the Ministry of Education to ensure that every teacher has access to in-service training necessary to teach violence prevention programs. (Dec 93 Ex, pp. 8–10)

53.A.17—That the BCTF urge the Ministry of Education to provide school districts with the necessary resources to ensure that violence prevention programs are taught. (Dec 93 Ex, pp. 8–10)

53.A.19—That the BCTF urge the Ministry of Education to collect and assess resources on violence prevention and that a separate resource guide on the unique and complex nature of workplace violence in the education sector be developed for distribution to school districts and schools. (Dec 93 Ex, pp. 8–10) (Jan 19 Ex, pp. 4–5)

53.A.23—That the BCTF urge the Ministry of Education to give priority to funding and resources for violence prevention education and support services in the Primary years. (Dec 93 Ex, pp. 8–10) (Jan 19 Ex, p. 5)

53.A.25—That the BCTF urge the government to work in collaboration with other levels of government to monitor and regulate the portrayal of violence in the media. (96 AGM, p. 28)

53.A.27—That the BCTF encourage local school boards to provide or facilitate effective parenting programs, which promote the prevention of violence.

53.A.29—That no student new to a school be in attendance at school until a background check has ascertained that the student poses no risk of violence or until a plan has been written and communicated to all staff likely to have contact with the student and adequate resources are in place which eliminates or minimizes the risk of violence and which includes a response to critical incidents strategy detailing roles and responsibilities. (01 AGM, p. 25)

53.A.31—That records be kept and staff in the school be notified of any violent incidents at a school or other work site**.** (01 AGM, p. 26)

53.A.33—That BCTF members be apprised of any risk of violence from parent/guardians of students with whom they come in contact. (01 AGM, p. 26)

PROCEDURES

53.A.02—That members in all locals be trained using the BCTF workshop on violence prevention. (Jun 03 Ex, p. 12)

Part 4
General Information

BCTF Awards

G.A. Fergusson Memorial Award

Background

The Fergusson Memorial Award was established to honor the memory of G.A. Fergusson who, at the time of his death in January 1928, had long been looked upon as one of the most outstanding teachers in British Columbia. His judgments and opinions were respected and his fair-mindedness won him the absolute confidence of all with whom he came in contact.

Mr. Fergusson became deeply interested in the BCTF in its early days, for he saw in it an opportunity to serve his colleagues. After serving on the executive, he was elected as president in 1923–24. He could not be persuaded to serve a second term as president, but undertook instead to chair the Federation's Education Committee, which did excellent work in preparing the BCTF's brief to the Putman-Weir Commission on Education.

His services to the BCTF were recognized in 1926 when a life membership was conferred upon him.

As the representative of the high school teachers on the Senate of the University of British Columbia, Mr. Fergusson worked to establish a closer liaison between the university and the public schools. His efforts resulted in a broadening of university regulations. He was also successful in his efforts to have technical and home economics work recognized for matriculation standing.

Mr. Fergusson is best remembered, perhaps, for his untiring efforts on the University Senate to bring about the establishment of the University Summer School. Just one week before his death, the Board of Governors approved the regulations that made it possible for teachers to obtain university degrees by attending summer sessions.

Procedures

The award may be made annually, at the Annual General Meeting, to the BCTF member (or ex-member who is no longer eligible for membership), or to a member-association, who (or which) has made, in the judgment of the trustees, an outstanding contribution to education.

Nominations of candidates for the award may be made by any Federation member or by a local of the Federation.

Nominations must be received by the Executive Director at the BCTF office not later than February 20 of each year. Trustees are unable to grant the award unless there is enough information accompanying the nomination to clearly demonstrate the candidate has successfully met the criteria for the award. If a candidate is unsuccessful the first time they are nominated, the nomination will be considered again for the next two successive years. Further information should be submitted to the trustees.

See Procedure Statement 15.14. The trustees make their decision on the award based on the evidence they review.

G.A. Fergusson Memorial Award Recipients

1933	Dr. Henrietta R. Anderson +	1973	James A. Inkster +
1934	Albert Seymour Towell +	1974	Sadie M. Boyles +
1935	Ira Dilworth +	1975	Arthur G. Creelman +
1936	Dr. Norman F. Black +	1976	Frances M. Worledge +
1937	George Smith Ford +	1977	Wesley H. Janzen
1938	Dr. Herbert Baxter King +	1978	Florence E. (Betty) Leitner
1939	Jessie Jean MacKenzie +	1979	Adam G. Robertson +
1940	Alvah S. Matheson +	1980	Lorna G. Robb
1941	A. Josephine Dauphinee +	1981	Manfred C. Schmid
1942	Ernest H. Lock +	1982	John S. Church +
1943	Emily J. Trembath +	1983	Norval H. Brown
1944	Harry Charlesworth +	1984	Philip J. Thomas
1945	David Ogilvie +	1985	W.V. Allester +
1946	W.R. McDougall +	1986	James W. Killeen +
1947	Dr. Maxwell A. Cameron +	1987	Pauline Weinstein
1948	Florence Mulloy +	1990	Allen Blakey +
1949	Handley B. Fitch +	1991	George North +
1950	Dr. Alexander R. Lord +	1993	Eleanor F. Phillips
1951	Farquhar John McRae +	1995	Don P. Walmsley
1952	Jessie McDowell +	1996	Patrick T. Brady +
1953	Thomas W. Woodhead +	1997	Catherine L. Eddy
1954	Dr. Hugh N. MacCorkindale +	1998	Gale Tyler
1955	Owen J. Thomas +	1999	Julia Goulden
1956	John H. Sutherland +	2000	Michael Zlotnik
1957	Bernard C. Gillie +	2001	Sheila Pither
1958	Henry L. Smith +	2003	Linda Shuto
1959	Francis C. Boyes +	2005	Alan Crawford
1960	Clarence J. Frederickson +	2006	Jacqueline Worboys
1961	Robert R. Smith +		Neil Worboys
1962	Elsie Roy +	2009	Elsie McMurphy
1963	Hazel Hodson +	2010	Barb Parrott
1964	L. John Prior +	2011	Linda Watson
1965	Jean Bailey +	2012	David Chudnovsky
1966	Charles D. Ovans +	2013	Alice McQuade +
1967	Mollie E. Cottingham +	2014	Bill MacFarlane
1968	Thomas M. Chalmers +	2015	Ken Novakowski
1969	Donald B. MacKenzie +	2016	Christina Schut
1970	Dr. Robert F. Sharp +	2017	Jan Eastman
1971	Hilda L. Cryderman +	2018	Dr. Larry Kuehn
1972	Victor A. Montaldi +	2019	Irene Lanzinger
		2022	Moira Mackenzie

\+ Deceased

Honorary Life Membership

Granted by the Annual General Meeting on recommendation of the Executive Committee or of the Representative Assembly for long and outstanding service to the Federation and education generally. Such nominations should be submitted, accompanied by supporting brief. Honorary Life membership is granted only to those who have made a contribution recognized provincially.

Honorary Life Members

1926	J.G. Lister +	1949	J. S. Angus +
	G.A. Fergusson +		E.H. Lock +
1931	N.M. McKillican +		A.E. Dickinson
	J.B. Bennett +		A. Martin +
	J.R. Pollock +		W.R. McDougall +
	G.W. Clark +		F.T. Marriage +
	R.H. Smillie +		F.J. McRae +
	S. Northrop +	1952	C. Clayton +
1937	M.P. Haarer +		J.L. McNaughton +
	A.S. Hamilton +	1953	C.J. Oates +
1942	Dr. N.F. Black +		C.E. Milley +
	D.E. Davidson +	1956	S.A. MacDonald +
	A.J. Dauphinee +	1957	Edna Stuart
	G.E. McKee +	1958	W.A. Gray +
	R.O. Stewart +		Margaret Wilson +
1944	V. Crockett +	1960	A.F. Macdonald +
	E.M. Kordahl +		D.P. O'Connell +
1945	M.A.E. Bilton +	1961	B.C. Gillie +
	L.B. Boggs +		E. Kettlewell +
	Mrs. A.E. Stammers +		V.A. Montaldi +
	D. Cochrane +		J.H. Sutherland +
1946	H.G. Boltwood +		K. Beairsto
	W. Steele +	1962	Thomas Woodcock +
1947	T.S. Carmichael	1964	Muriel L. Baxter +
	E.A. Mercer +		E. A. Bristow +
	E.C. Stott		J. N. Burnett +
			Hazel Hodson +

1964	F.J. Willway +
1965	J.R. Mitchell +
1966	T.M Chalmers +
	D.J.S. Smith +
1967	E.L. Jenks +
1968	C.M. Blois +
	W.E. Whatmough +
1969	W.H. Janzen +
1971	Mollie E. Cottingham +
	Jean I. Fraser
	Hazel R. Huckvale
	Ruby E. Lidstone
	P.L. Morrison
	R.E. Mountain +
1973	Terry Bullman
	H.B. MacLean +
	H.M. Palsson +
	J.A. Scott +
1974	H.N. Parrott +
1975	Lorna G. Robb
	A.G. Robertson +
1977	Isobel A. Cull +
	Kory Regan
1979	John S. Clark
1981	Elinor M. Brown
	Frank L. Fuller +
	Ona Mae Roy +
1982	William V. Allester +
	James W. Killeen +
	Betty J. Griffin +
1983	John S. Church +
1986	Frances M. Worledge +
1990	Lloyd G. Edwards
1992	Allen Blakey +
	Soph Jeffrey
1993	Pauline J. Galinski +
	Douglas S. Steinson
1999	John Cook
2001	Don Walmsley
2005	Pat Brady +
	Alan Crawford
	Mike Hayes
	Mavis Lowry
	Bruce Watson +
2006	Patricia Clough
	Val Hamilton
	Ian Matthews
	Sheila Park
	Marion Runcie
2007	John Chisamore
	Maureen L. MacDonald
	Margaret McMaster
	Peter Northcott
	Rick Turner
	Jan Walling
2008	Kit Krieger
	Don Reader
	Carrol Whitwell
2009	Susan Crowley
	Veronica DeLorme
	Chris Johns
	Ken Novakowski
2010	Truls Asdal
	Jane MacEwan
	Barb Parrott
2011	Patricia Gudlaugson
	Linda Watson
	Lori Boychuck +
	Jill McCaffery
	Kitty O'Callaghan +
	Charlene Watts +
2013	Bill Fite
	George Taylor +
	Jacquie Worboys
	Neil Worboys
2014	Susan Lambert
	Geoff Peters
	Sheila Pither
2015	Al Cornes
2016	Becky Blair
	Murray Corren
	Jan Eastman
	Richard Hoover
	Dale Lauber
2017	Ellen Ellis
	Charlene Hodgson
	Larry Kuehn
	Fred Robertson
	Mike Silverton
2018	Wendy Carr
	Patti Jukes
2019	Jim Iker
	Karen Kilbride
	Al Klassen
	Irene Lanzinger
2021	Carol Johns
2022	Karen Langenmaier
2023	Donna Brack
	Catherine Macintosh Lambright
2024	Kathleen Thomson

+ Deceased

Honorary Membership

May be conferred by the Annual General Meeting or the Representative Assembly on any person, not a teacher, whom the Federation wishes to honour. Honorary membership is granted only to those who have made a contribution recognized provincially.

Honorary Members

Prior to 1956	Dr. John Adams
	William Burns
	General Sir Arthur Currie +
	Dr. Charles G.D. Roberts +
	Allen S. Walker
	Viscount Willingdon +
1956	Dean N.V. Scarfe +
1960	Dr. Ralph James +
1962	Dr. N.A.M. MacKenzie +
1965	Dr. J.F.K. English +
	Dean H.C. Gilliland +
1967	Charles D. Ovans +
	Dr. W.H. Gage +
1970	Stanley Evans +
1971	Franklin P. Levirs
1972	Christopher I. Taylor +
	Earl Marriott
	G. Wilfred Graham
1977	Ernest J. Simpson +
1978	A. Barbara Macfarlane +
1979	Howard Forrest +
	John Meredith
1987	Dr. Tetsuo (Ted) Aoki +
1997	Maude Barlow
1999	John Cook
2000	Shirley Cox
2001	David Yorke
2006	Dr. Budd Hall
	Stephen Lewis
	Dr. Paul Shaker
	Dr. Rob Tierney
2011	Joan Axford
2012	Noel Herron
	Steve Stewart
2013	Clyde Hertzman +
	Jeffrey Moore
	Michelle Moore
	Rick Moore
2015	Jim Sinclair
2021	Donna Coulombe

+ Deceased

Bob Rosen Social Justice Award

The Bob Rosen Social Justice Award was established in 2012 to honour the memory of Bob Rosen a BCTF social justice activist. Bob died in 2011 and left behind a legacy of a lifetime of work in the struggle for social justice at the local, provincial, and global levels.

For over 30 years Bob worked as a community school co-ordinator and classroom teacher in Surrey. He was a dedicated advocate and was active in many community organizations.

His work on social justice has had and continues to have an impact on the work of the BCTF. See Procedure 15.30 for further information.

2014	Karen Kilbride	2018	Joan Merrifield
2017	Judy De Vries	2023	Annie Ohana

Connie Jervis Early Career Teaching Award

The Connie Jervis Early Career Teaching Award, was established in 2021 to be granted to a BCTF member in the first 10 years of their career, who has made an outstanding contribution to the pursuit of the BCTF goals for public education and BCTF members. In establishing an award in honour of Connie Jervis, the Federation recognizes the historical legacy and leadership of this young teacher, but also highlights the important contributions of current members in the early stages of their career. Like Connie Jervis, these members are integral to the collective and continued strength of the Federation, and this award recognizes and acknowledges their accomplishments. See Procedure 15.32 for further information.

2022	Rick Kumar	2023	Alexandra Adhikary

International Solidarity Award

The International Solidarity Award recognizes individuals and organizations that have made outstanding contributions to the BCTF's international solidarity work over an extended period of time. See Procedure 15.20 for further information.

2015	Julia MacRae	2021	Dr. Larry Kuehn
2017	Mariluz Arriaga		

Stewart Schon Health and Safety Award

The Stewart Schon Health and Safety Award was established in 2006 to honor the memory of Stewart Schon, a major architect of the BCTF Health and Safety Program. Stewart died in 2006, and left behind a legacy of work as the chair of the Health and Safety Advisory Committee since its inception, training countless health and safety representatives across the province in his role as a BCTF Health and Safety trainer. See Procedure 15.24 for further information.

2009	Lynne Sinclair	2016	Nancy Bourdon
2011	Margaret McMaster	2017	Karen Langenmaier
2012	Dan Kenning	2018	Tom Tylka
2013	Chris Johns	2024	Jeanie McKay
2015	Valerie Hamilton		
	Joseph Murphy		

Pensions

BRITISH COLUMBIA
Teachers' Pension Plan
PO Box 9460
Victoria, BC V8W 9V8
Toll Free: 1-800-665-6770
Fax: 250-356-8977
TPP@pensionsbc.ca
tpp.pensionsbc.ca

Pension Application

You can apply for your pension online by going on *tpp.pensions.ca* then by signing into My Account and completing a seven-step application. On the Dashboard page in My Account, start by choosing your pension effective date. When you are within 90 days of your pension effective date, you can start your application. You do not need to complete all seven steps in one sitting. You can save your application and go back to it at any time before submitting it to the plan. However, please note that delaying your application may

also delay the date of your first pension payment.Certain members are not able to apply for their pension online at this time. This may apply to you, for example, if you are receiving long-term disability benefits or if your pension may be divided between you and a former spouse or if your preferred pension option is not available online. Members who cannot apply for their pension online may complete a paper application instead. If you think this may apply to you, contact the plan.

Pension Assistance

Requests for pension assistance and information may be directed to the Teachers' Pension Plan and/or to BCTF Income Security. The BCTF does not have personal pension information, so members seeking assistance should have their Member's Benefit Statement issued by the Teachers' Pension Plan available when contacting Income Security staff.

The BCTF also provides pension seminars to members virtually and upon request from the local president, in your community. Check with your local union office for the date and time of the seminar in your community or online at bctf.ca for dates and times for a virtual seminar.

Other Teacher Pension Plans

ALBERTA
Alberta Teachers' Retirement Fund
600 Barnet House, 11010 – 142nd Street NW
Edmonton, Alberta T5N 2R1
Telephone: (780) 451-4166 or
Toll Free: 1-800-661-9582
Fax: (780) 452-3547
info@atrf.com; www.atrf.com

SASKATCHEWAN (Pre 1980)
Saskatchewan Teachers'
Superannuation Commission
Room 129, 3085 Albert Street
Regina, Saskatchewan S4S 0B1
Telephone: (306) 787-6440 or
Toll Free: 1-877-364-8202
Fax: (306) 787-1939
mail@stsc.gov.sk.ca; www.stsc.gov.sk.ca

SASKATCHEWAN (Post 1980)
Saskatchewan Teachers' Retirement Plan
2317 Arlington Avenue
Saskatoon, Saskatchewan S7J 2H8
Telephone: (306) 373-1660 or
Toll Free: 1-800-667-7762
Fax: (306) 374-1122
stf@stf.sk.ca; www.stf.sk.ca

MANITOBA
Teachers' Retirement Allowances Fund
330 - 25 Forks Market Road
Winnipeg, Manitoba R3C 4S8
Telephone: (204) 949-0048
Toll Free: 1-800-782-0714
Fax (204) 944-0361
www.traf.mb.ca

ONTARIO
Teachers' Pension Plan
5650 Yonge Street
Toronto, Ontario M2M 4H5
Telephone: (416) 226-2700
Toll Free: 1-800-668-0105
Fax: (416) 730-7807
Toll Free Fax: 1-800-949-8208
inquiry@otpp.com; www.otpp.com

QUEBEC
Commission Administrative des Régimes
de Retraite et d' Assurances
PO Box 5500, Station Terminus
Quebec, Quebec G1K 0G9
Telephone: (418) 643-4881
Toll Free: 1-800-463-5533
www.retraitequebec.gouv.qc.ca

NEW BRUNSWICK
New Brunswick Teachers Pension Plan
Vestcor P.O. Box 6000
Fredericton, New Brunswick E3B 5H1
Telephone: (506) 453-2296
Fax: (506) 457-7388
info@vestcor.org; www.vestcor.org

NOVA SCOTIA
Nova Scotia Teachers' Pension Plan Trustee
PO Box 371
Halifax, Nova Scotia B3J 2P8
Telephone: (902) 424-5070
Fax: (902) 424-0662
pensionsinfo@nspension.ca; *www.nstpp.ca*

PRINCE EDWARD ISLAND
Teachers' Pension Plan
PO Box 2000
Charlottetown, PEI C1A 7N8
Telephone: (902) 368-4200
Fax: (902) 620-3096
peitpp@gov.pe.ca; www.peitpp.ca

NEWFOUNDLAND
Teachers Pension Plan Corporation
130 Kelsey Drive, Suite 101
St. John's, Newfoundland A1B 0T2
Telephone: (709) 793-8772
memberservices@tppcnl.ca; www.tppcnl.ca

FEDERAL GOVERNMENT
Public Service Pension Plan
Government of Canada Pension Centre
PO Box 8000
Matane, Quebec G4W 4T6
Toll Free: 1-800-561-7930
Fax: (418) 566-6298
www.tpsgc-pwgsc.gc.ca

Teacher Qualification Service

The Teacher Qualification Service evaluates the qualifications of teachers employed in the public school system of BC as an advisory service to school boards and local teachers' associations. It does not deal with salary categories or with recognition of experience. These matters are left to negotiation between teachers' associations and school boards.

The service was organized and is financed jointly by the BCTF and the BC School Trustees Association. It is a separate organization from both, however, incorporated under the Societies Act.

The service evaluates teachers' qualifications after the individuals concerned have received teaching certificates from the Teachers' Council.

There is no charge for BCTF members.

At present the service recognizes six categories (1–6), each representing the corresponding number of years of university training, including at least one year of teacher education. To qualify for category 6 (the highest category), a teacher must have completed a minimum of six years of appropriate training and have attained a master's degree acceptable to the Teacher Qualification Board.

The service is governed by a Teacher Qualification Board comprising five members; two from the BCTF, two from the BC School Trustees Association, and a chairperson selected by the first four.

"Request for Evaluation" forms and copies of the evaluation principles as determined by the board are available from the Teacher Qualification Service, Suite 302 – 1401 West Broadway, Vancouver V6H 1H6. Telephone 604-736-5484; Fax: 604-736-6591;

www.tqs.bc.ca. Inquiries should be directed to the TQS office, not to the BCTF office.

Applications for Certification
Apply to: Teacher Regulation Branch, Ministry of Education and Child Care,Suite 201 – 828 West 8th Avenue, Vancouver, V5Z 1E2
Phone: 604-660-2421.
teacherregulation.gov.bc.ca

1. Submit original requests for certification, official statements or transcripts of your academic standing, your birth certificate, your marriage certificate if any documents are in your maiden name.
2. Persons who hold a certificate with an expiry date may, if they are now teaching, apply for a permanent certificate.
3. If you have qualified for a higher certificate than the one you now hold, by attending a university in BC, application forms are made available through the university. Send or have sent a statement of your standing to the Teacher Regulation Branch with a request for a change in certification. If your work was taken at a university outside of BC, you yourself must apply to the Teacher Regulation Branch. Obtain a transcript from the university and forward it, together with a letter applying for the higher certificate to the above address.

Applications for a Qualification Category

1. Obtain a teaching certificate from the Teacher Regulation Branch.
2. Obtain a Teacher Qualification Service application form from your district superintendent, from the TQS (Suite 302 – 1401 West Broadway, Vancouver V6H 1H6. Telephone 604-736-5484), from the BCTF office, or from the records office of any BC university.
3. Submit the completed form, the wallet-sized facsimile card of your current teaching certificate and official transcripts (or notarized copies) from universities and colleges attended, to the Teacher Qualification Service. (All documents must be official and will be returned to you.)

BCTF Presidents

1917–18	J. George Lister +
1919	Harry Charlesworth *+
1920 [1]	James R. Pollock +
1920–23	J.George Lister +
1923–24	George A. Fergusson +
1924–25	Edward S. Martin +
1925–26	Ernest H. Lock +
1926–27	George W. Clark +
1927–28	William H. Morrow +
1928–29	Thomas W. Woodhead +
1929–30	George S. Ford +
1930–32	Ira Dilworth +
1932–33	Clifton G. Brown +
1933–34	Charles L. Thornber +
1934–35	James R. Mitchell *+
1935–36	Rufus P. Steeves +
1936–37	William Morgan +
1937–38	John N. Burnett +
1938–39	J. Morris Thomas +
1939–40	John H. Sutherland *+
1940–41	Paul N. Whitley +
1941–42	Wilfred R. McDougall +
1942–43	A. Tom Alsbury +
1943–44	Roy B. Stibbs +
1944–45	Farquhar J. McRae +
1945–46	Bernard C. Gillie +
1946–47	Creswell J. Oates *+
1947–48	Frank P. Lightbody +
1948–49	Thomas M. Chalmers +
1949–50	Harry D. Dee +
1950–51	Douglas G Chamberlain +
1951–52	J. Allan Spragge [2]
1951–52	L. John Prior *+
1952–53	Robert R. Smith +
1954–55	Hilda L. Cryderman +
1955–56	Johann Phillipson +
1956–57	Ian D. Boyd *+
1957–58	Mollie E. Cottingham +
1958–59	Harold N. Parrott +
1959–60	Reginald B. Cox
1960–61	Wes Janzen *+
1961–62	Ken M. Aitchison +
1962–63	Harold M. Palsson +
1963–64	F. James Cairnie
1964–65	Isobel A. Cull +
1965–66	Rudy G. Kaser +
1966–67	J. Harley Robertson +
1967–68	Robert M. Buzza +
1968–69	Thomas Hutchison +
1969–71	James W. Killeen ***+
1971–73	Adam G. Robertson +
1973–75	James D. MacFarlan
1975–77	G. William Broadley
1977–79	Patrick T. Brady *+
1979–81	Allen Blakey +
1981–84	Larry Kuehn
1984–86	Patrick S. Clarke
1986–89	M. Elsie McMurphy
1989–92	Ken Novakowski
1992–94	Ray Worley
1994–97	Alice McQuade +
1997–99	Ernest Kit Krieger
1999–02	David Chudnovsky
2002–04	Neil Worboys
2004–07	Jinny Sims
2007–10	Irene Lanzinger
2010–13	Susan Lambert
2013–16	Jim Iker
2016–19	Glen Hansman
2019–22	Teri Mooring
2022–	Clint Johnston

BCTF General Secretaries and Executive Directors

1920–44	Harry Charlesworth +
1944–73	Charles D. Ovans +
1973–89	Robert M. Buzza +
1989–99	Elsie McMurphy
2000–09	Ken Novakowski
2009–20	Moira Mackenzie
2020–	Amber Mitchell

* CTF President
** WCOTP President
+ Deceased

[1] To July 1920
[2] Did not serve—joined BCTF staff

CTF Presidents from BC

1920–22	H. Charlesworth	1965–66	W. Janzen +
1936–37	J.R. Mitchel l+	1973–74	James W. Killeen +
1941–42	J.H. Sutherland +	1981–82	Pat Brady +
1948–49	C.J. Oates +	1989–91	Kitty O'Callaghan +
1953–54	L.J. Prior +	1997–99	Jan Eastman
1959–60	I.D. Boyd +		

+ Deceased

PROVINCIAL TEACHER ORGANIZATIONS

Alberta Teachers' Association
Dennis E. Theobald, Executive Secretary
11010 – 142nd Street NW, Edmonton, AB T5N 2R1
780-447-9400; Toll Free 1-800-232-7208
FAX 780-455-6481
dennis.theobald@ata.ab.ca; www.teachers.ab.ca

BC Teachers' Federation
Amber Mitchell, Executive Director
550 West 6th Avenue, Vancouver, BC V5Z 4P2
604-871-2283; Toll Free 1-800-663-9163
FAX 604-871-2293
amitchell@bctf.ca; www.bctf.ca

Canadian Teachers' Federation
Cassandra Hallett, Executive Director
2490 Don Reid Drive, Ottawa, ON K1H 1E1
613-232-1505; Toll Free 1-866-283-1505
FAX 613-232-1886
chall@ctf-fce.ca; www.ctf-fce.ca

Centrale des syndicats du Quebec
Marjolaine Perreault, Directrice générale
9405 rue Sherbrooke est, Montreal, QC H1L 6P3
514-356-8888; Toll Free 1-800-465-0897
FAX 514-356-9999
www.lacsq.org

Association des enseignantes et des enseignants Francophones du Nouveau-Brunswick
Alain Boisvert, Directeur général
650 rue Montgomery, Fredericton, NB E3B 5B4
506-452-8921; FAX 506-452-1838
alain.boisvert@aefnb.ca; www.aefnb.ca

Association des enseignantes et des enseignants Franco-Ontariens
Anne Lavoie, Directrice générale et secrétaire-trésorière
290 Dupuis St, 4th floor, Ottawa, ON K1L 1B5
613-244-2336; Toll Free 1-800-267-4217
FAX 613-563-7718
alavoie@aefo.on.ca; www.aefo.on.ca

Elementary Teachers' Federation of Ontario
Sharon O'Halloran, General Secretary
136 Isabella Street, Toronto, ON M4Y 0B5
416-962-3836; Toll Free 1-888-838-3836
FAX 416-355-6767
sohalloran@etfo.org; www.etfo.ca

Manitoba Teachers' Society
Dr. Danielle Fullan Kolton, General Secretary
191 Harcourt Street, Winnipeg, MB R3J 3H2
204-888-7961; Toll Free 1-866-494-5747
FAX 204-831-0877
dfullankolton@mbteach.org; www.mbteach.org

New Brunswick Teachers' Association
Ardith Shirley, Executive Director
650 Montgomery Street, Fredericton, NB E3B 5R6
506-452-1720; Toll Free 1-888-679-7044
FAX 506-453-9795
ardith.shirley@nbta.ca; www.nbta.ca

New Brunswick Teachers' Federation
Kerry Leopkey, Executive Director
P.O. Box 1535, Fredericton, NB E3B 5G2
1-888-679-7044; FAX 506-453-9795
kerry.leopkey@nbtffenb.ca; www.nbtffenb.ca

Newfoundland and Labrador Teachers' Association
Stefanie Tuff, Executive Director
3 Kenmount Road, St. John's, NL A1B 1W1
709-726-3223; FAX 709-726-4302
stuff@nlta.nl.ca; www.nlta.nl.ca

Northwest Territories Teachers' Association
David Murphy, Executive Director
Box 2340, Yellowknife, NT X1A 2P7
867-873-8501; FAX 867-873-2366
david.murphy@nwtta.nt.ca; www.nwtta.nt.ca

Nova Scotia Teachers' Union
Steve Brooks, Executive Director
3106 Joseph Howe Drive, Halifax, NS B3L 4L7
902-477-5621; Toll Free 1-800-565-6788
FAX 902-477-3517
sbrooks@staff.nstu.ca; www.nstu.ca

Nunavut Teachers' Association
John Fanjoy, Executive Director
Box 2458, Iqaluit, NU X0A 0H0
867-979-0750; FAX 867-979-0780
jfanjoy@ntanu.ca; www.ntanu.ca

Ontario English Catholic Teachers' Association
David Church, General Secretary
65 St. Clair Ave E, Suite 400, Toronto, ON M4T 2Y8
416-925-2493; Toll Free 1-800-268-7230
FAX 416-925-7764
d.church@catholicteachers.ca; www.catholicteachers.ca

Ontario Secondary School Teachers' Federation
Chris Goodsir, General Secretary
60 Mobile Drive, Toronto, ON M4A IH5
416-751-8300; Toll Free 1-800-267-7867
FAX 416-751-3394
chris.goodsir@osstf.on.ca; *www.osstf.on.ca*

Ontario Teachers' Federation
Ian S. Pettigrew, Secretary-Treasurer
Suite 100 – 10 Alcorn Avenue, Toronto, ON M4V 3A9
416-966-3424
Ian.pettigrew@otffeo.on.ca; www.otffeo.on.ca

Prince Edward Island Teachers' Federation
Patrick MacFadyen, General Secretary
Box 6000, Charlottetown, PEI C1A 8B4
902-569-4157; FAX 902-569-3682
pmacfadyen@peitf.com; www.peitf.com

Quebec Provincial Association of Teachers
Sébastien Joly, Executive Director
17035 Brunswick Blvd., Kirkland, QC H9H 5G6
514-694-9777; Toll Free 1-800-361-9870
FAX 514-694-0189
Sébastien_Joly@qpat-apeq.qc.ca; www.qpat-apeq.qc.ca

Saskatchewan Teachers' Federation
Bobbi Taillefer, Executive Director
2317 Arlington Avenue, Saskatoon, SK S7J 2H8
306-373-1660; FAX 306-374-1122
bobbi.taillefer@stf.sk.ca; www.stf.sk.ca

Yukon Association of Education Professionals
Ethan Emery, Executive Director
2064-2nd Avenue, Whitehorse, YT Y1A 1A9
867-668-6777; Toll Free 1-888-640-8199
FAX 867-667-4324
execdir@yaep.ca; www.yaep.ca

HISTORY OF THE BCTF

A decade-by-decade sketch of 90 years of BCTF history is outlined below.

Decade 1: 1916–17 to 1926–27

- George Lister organized a meeting of teacher association representatives from Vancouver, Point Grey, South Vancouver, North Vancouver, and Victoria on October 28, 1916, at Dawson School in Vancouver to discuss and plan for the formation of a larger teacher organization.
- The first annual meeting of the new organization, the BC Teachers' Federation, was held on January 4, 1917, at King Edward High School in Vancouver. George Lister was elected first President. Lister actually served for five terms as President, though not all consecutively.
- Original objectives of the BCTF adopted at the founding convention remain to this day:
    - to foster and promote the cause of education
    - to raise the status of the teaching profession in BC
    - to promote the welfare of teachers in BC
- The BCTF had voluntary membership and was open to all teachers irrespective of their sex, religion, or race. The BCTF was incorporated as a society on July 12, 1919. Harry Charlesworth, who was President that year went on to be the Federation's first general secretary in 1920. The BCTF office was established in Victoria in 1919 in the Campbell building, at the corner of Douglas and Fort Streets.
- The BCTF launched *The Educator* in 1919, which two years later became *The Teacher*, as its vehicle for communicating with members. Charlesworth also helped to found the Canadian Teachers' Federation in 1920 and became its first President.
- The first teacher strike in Canada occurred in Victoria in 1919 over salaries. As a result, the BCTF convinced the new department of education to establish arbitration as an acceptable process for salary matters. New Westminster teachers went on strike in 1921 after their board refused to implement a salary award granted through arbitration. The BCTF initiated work with government on teacher pension and tenure issues.
- BCTF prompting led to the creation of the first major examination of education in the province, the Puttman-Weir report of 1925, notably resulting in the creation of junior high schools. In 1926, the BCTF offices were moved to the Credit Foncier building in Vancouver at Hastings and Howe.

Decade 2: 1927–28 to 1936–37

- The Teachers' Pension Act in 1929 established years of service and contribution level as the basis for pensions. In 1929 Vancouver teachers received a salary scale based upon certification and experience.
- The BCTF moved its offices in December 1932 to "Adeline House" at 1300 Robson Street, in Vancouver.
- George Fergusson, President of the BCTF in 1923–24 and principal of King Edward High school (where BCTF held its founding meeting), died suddenly in 1928. The Federation established the G.A. Fergusson Memorial Fund, which resulted in the GA Fergusson Memorial Award that honours teachers who have made a significant contribution to education and to the BCTF. The *Public Schools Act* in 1937 permitted either party to demand binding arbitration in salary disputes.

Decade 3: 1937–38 to 1946–47

- The Langley School Board in 1939 refused to implement an arbitrated salary award and instead fired its teachers. Ultimately a united local supported by the BCTF had the teachers reinstated and the board fired.
- In 1938 continuing contracts were established for teachers.
- In 1939, the BCTF established its own Sick Benefit Fund to assist teachers who were ill and had run out of sick leave. This later became the Salary Indemnity Plan.
- In 1940, the BCTF established the Lesson Aids program.
- In 1943, teachers voted for a provincial strike on salaries but the BCTF did not act on this vote because the Federal government instituted a wartime federal wage-control program. In 1943, the BCTF joined the Canadian Trades and Labor Congress, following a successful membership vote to do so. Also in 1943, the BCTF adopted a Code of Ethics.
- The Cameron Commission in 1945 again saw significant BCTF involvement—the BCTF took on the issue of the relationship between teaching the whole child and class size.
- In 1947, government granted the BCTF statutory compulsory membership; there was a voluntary sign-up of 93% at the time.

Decade 4: 1947–48 to 1956–57

- In 1950, the BCTF held its first summer conference in Qualicum.
- In 1951, BCTF offices moved to 1644 West Broadway in Vancouver (first building owned by the BCTF).
- The mid-1950s saw the elimination of discrimination against women teachers in salary scales. Henceforth the two criteria for determination of salaries would be qualifications and years of teaching experience.
- Hilda Cryderman became the first woman to be elected as BCTF President—1954–55.
- The 1956 AGM ended the BCTF's formal relationship with organized labour by narrowly turning down a motion to affiliate with the new Canadian Labour Congress.
- In 1957, the BCTF began to actively promote the creation and existence of provincial specialist associations (PSAs).

Decade 5: 1957–58 to 1966–67

- In the summer of 1957, the BCTF moved to its new building at 7th and Burrard in Vancouver. Ten years later it added a new wing and became 2235 Burrard Street.
- In 1961, the current basic formula for the calculation of teacher pensions was established; service, age of retirement, and final average salary.
- The BCTF International Program was launched at the 1961 AGM. In 1961, the BCTF was granted significant representation on government curriculum committees which shaped elementary and secondary education for the next decade. The Federation's governance structures were dramatically overhauled in the mid-1960s. The Federation's Working and Learning Conditions' program was established. The 1967 AGM launched the Federation's "Over 40 Campaign" aimed at reducing class size.

Decade 6: 1967–68 to 1976–77

- Vancouver teachers achieved a Learning and Working Conditions' contract with their board in 1969.
- In 1970, a BCTF Task Force on the Status of Women was followed by the Status of Women program three years later.
- Jim Killeen became the first to serve for two terms as full-time President—1969–71.
- On March 19, 1971, BC teachers participated in their first provincial withdrawal of service protesting the government's refusal to improve the pensions of retirees.
- In 1971, the provincial government eliminated compulsory membership for teachers. The BCTF engineered a voluntary sign up of all but 69 of some 22,000 teachers.
- In 1971–72 the provincial Social Credit government restricted school districts' ability to raise revenue and imposed ceilings on teacher salary arbitrations. BCTF President Adam Robertson declared "We won't live with it." The BCTF launched a major political action initiative in the August 1972 provincial election.
- Compulsory membership in the BCTF was restored legislatively in 1973.
- In 1974, Surrey teachers walked out of their classrooms and traveled to Victoria to protest large class sizes. The BCTF negotiated a major addition of teachers over several years to dramatically reduce the pupil-teacher ratio. Thousands of additional teachers were hired across the province.
- The Federation's Program Against Racism was established following the issue of racism in schools being raised at the 1975 AGM.

Decade 7: 1977–78 to 1986–87

- In the fall of 1980, a number of locals, particularly in the Metro area protested the lack of action by the government on the indexing

of their pension plan through walkouts and demonstrations in Victoria and Vancouver.

- The BCTF began its Associates' program; teachers teaching teachers, in 1978.
- In the early 1980s, the Federation launched a major campaign to expand the scope of teacher bargaining to include all terms and conditions of employment of teachers in contracts.
- A six-day strike in Terrace in June 1981, achieved a number of personnel matters being put into an agreement.
- In the fall of 1981, a number of locals were able to bargain "expanded scope" items into their collective agreements.
- In February 1982, teachers, in a province-wide member vote, turned down asking government for the right to strike.
- The government launched a major restraint program in the spring of 1982 that would have repercussions for years to come, bringing about major cutbacks in education and reversing the gains made by the Surrey action of 1974.
- In July 1982, the BCTF established the Bargaining Division, melding former economic welfare and working and learning conditions areas.
- In July 1983, the provincial government tabled 26 pieces of legislation that together constituted an overall assault on the social safety net for working people. Solidarity Coalition and Operation Solidarity were formed and the BCTF was a key participant.
- In November 1983, BC teachers walked off the job for three days and participated with other unions in a major protest against the government actions. Thereafter, BCTF policy insisted that members honour picket lines.
- Larry Kuehn was the first President to serve three full-time terms—1981–84.
- The Federation initiated three new programs in the mid-1980s, the School Staff Representative Training program, the Internal Mediation Services, and Program Quality Teaching.
- In 1985, the Federation launched a Charter challenge claiming the denial of full bargaining rights for teachers was a violation of the *Charter of Rights and Freedoms*.
- In 1987, the provincial Social Credit government tabled Bills 19 and 20. BC teachers lost statutory membership but gained full bargaining rights at the local level including the right to strike. Principals and vice-principals were removed from the teacher bargaining unit and became part of the management structures in school districts. A College of Teachers was established to attempt to take over the "professional" functions of teachers from the BCTF.
- On April 28, BC teachers held a day of protest against the establishment of the college.
- On June 1, BC teachers joined the BC Federation of Labour in a one-day general strike protesting negative changes to labour legislation.

Decade 8: 1987–88 to 1996–97

- In the fall of 1987, the BCTF held a major certification sign-up campaign: all 76 locals chose the "union" model and 99% of BC public school teachers voluntarily signed up to the BCTF.
- The BCTF engaged in three rounds of local bargaining under the full collective bargaining model, dramatically changing the very nature of the organization.
- Thirty-two disputes led to strikes and three resulted in lockouts. There were also five support-staff strikes. The BCTF established the Collective Bargaining Defence Fund and expanded the Federation's capacity to handle grievances.
- In the third round of local bargaining, government ordered striking Vancouver and Surrey teachers back to work. In 1994, government imposed provincial bargaining on teachers against the protests of the BCTF.
- In 1991, the Federation waged a major campaign of political action in that fall's provincial election, focussing on education funding and opposition to Bill 82, which imposed wage controls on behalf of the Federation's locals.
- In 1991, the Federation established a Research Department and several years later launched a pilot on a Health and Wellness Program, which eventually became an important part of the Federation's Salary Indemnity Plan.
- In 1994, the Federation established a new program based on the results of a Task Force on French Programs and Services.
- The Sullivan Royal Commission on Education reported out in 1988 establishing a new student centred primary program supported by teachers.
- In 1994, the Federation moved its offices into its current location at 550 West 6th Avenue in Vancouver.
- The BCTF initiated the organization of a Coalition for Public Education, primarily involving unions that worked in all levels of public education.
- The BCTF played a key role in the formation of a BC office of the Canadian Centre for Policy Alternatives.
- In 1996, acting on AGM direction, the Federation held an unsuccessful member vote on affiliation with the BC Federation of Labour.
- The first round of provincial bargaining in 1996 necessitated the involvement of government before a deal could be reached. The key development was the continuation of the terms and conditions of employment negotiated locally.
- Government moved to amalgamate numerous school districts around the province causing the Federation to respond by allowing its locals to continue, if they so chose.
- The 1997 AGM made history when it passed a resolution calling for the establishment of a program to eliminate homophobia and heterosexism in the BC school system. Both protesters and supporters gathered outside the meeting. Delegates voted overwhelmingly to do what is necessary to make schools open and accepting for all students and teachers whatever their sexual orientation and identity.

Decade 9: 1997–98 to 2006–07

- In 1997 the Federation signed a MOU with the BCSTA, the federal government, the provincial government, First Nations School Associations, organizations representing BC's First Nations chiefs, and others to create the K–12 Education Partners table to work collectively to address success for Aboriginal learners.
- Also in 1997, the Federation established a Health and Safety program, which eventually involved assisting members with WCB appeals.
- The Federation, following a 1998 AGM decision, melded its Status of Women program and Program Against Racism into a new Social Justice Program.
- Following on the work of a Task Force on Aboriginal Education appointed in 1998, the Federation established an Aboriginal Education program in 2000.
- In 2000, the Federation also initiated its Peer Support Program.
- Following a member vote in 2000, the Federation moved to participate in a full trusteed teacher pension plan.
- The second round of provincial bargaining resulted in major improvements in class size for primary classes, and staffing ratios for learning specialist teachers.
- In March 2000, CUPE struck in 43 school districts and in every one of those, teachers honored picket lines. Immediately following the election of a Liberal government in May 2001, Essential Services legislation for teachers was introduced.
- In the third round of provincial bargaining, in the fall of 2001, the BCTF took their first provincial strike vote.
- In January 2002, government imposed a settlement on teachers, gutting the collective agreement of class-size, class-composition, and staffing-ratio provisions. Future negotiations of such terms and conditions of employment was made illegal.
- On January 28, 2002, teachers held a one-day protest, the first day of a multi-year protest against government unilateral intervention into bargaining.
- In 2002, the Federation developed a long-term Public Education Advocacy Plan and moved to reorganize the staff to facilitate implementation of the plan. The 2002 AGM voted to establish a Public Education Defence Fund.
- The Federation launched a province-wide discussion about education through the Charter for Public Education process.
- In March 2003, members voted to affiliate with the BC Federation of Labour.

- When government dismissed the teacher-elected members of the BC College of Teachers' Council, the BCTF organized a major campaign that had members refuse to pay the college fee. This forced the government to re-establish a democratic college.
- To deal with continued underfunding by government and the downloading of provincially initiated costs to school boards, the Federation organized a grass roots province-wide "Caravan Against the Cuts."
- The Federation spent $5 million in the 2005 provincial election to make education a vote-determining issue.
- In the fall of 2005, and in response to the government's imposition of another contract, the BCTF engaged in a two-week strike, deemed illegal by the courts. The resulting settlement, brokered by Vince Ready, broke the zero mandate of government and set the stage for the upcoming round of public-sector bargaining.
- In March 2006, members voted to join the Canadian Labour Congress and thus continue their affiliation with the BC Federation of Labour.
- At the 2006 AGM, delegates declared it was time to reverse the government's "Accountability Agenda" and called for a dramatic shift away from an overemphasis on inappropriate testing, ranking, and narrow achievement measures to a focus on providing the conditions for optimal teaching and learning. Members were encouraged to withdraw from formulating accountability contracts and school growth plans, participate in education change that produces a positive outcome for students, increase involvement with parents through PACs, and withdraw from participating on School Planning Councils.
- In May 2006, government, through its Learning Roundtable, moved to legislate class-size and class-composition provisions as a follow-through from the 2005 fall strike.
- In June 2006, the Federation concluded a collective agreement through the involvement of government in the process, achieving significant improvements in salary.

Decade 10: 2006–07 to 2016–17

- While teachers were faced with funding cuts, instability, and increasingly difficult teaching and learning conditions, the government continued its attempts to undermine the profession. In March 2007, the *Teaching Profession Act* was passed, introducing online registries of records of discipline for individual teachers and the publishing of teacher names and discipline, including any contravention of the broad standards. It also decreed that teachers should report on each other, encouraged parent complaints, and established that the Minister could appoint a special advisor if it was felt that a board or superintendent failed in their duty to report teachers.
- In May 2007, the *School* (Student Achievement Enabling) *Act* was passed, further centralizing power and, among other changes, creating the Superintendents of Achievement, giving the Minister power to appoint a special trustee, permitting fees for Special Academies.
- In October 2007 the BCTF officially launched an affinity program for members*, BCTF Advantage*, through which the BCTF leveraged the collective numbers to secure discounts for members on a wide range of services and purchases.
- The 2008 Annual General Meeting made the decision to withdraw from the Canadian Teachers' Federation. Although the BCTF was very active in the CTF since its inception in 1920, it had been pursuing an agenda for change in the CTF and the assessment of the 2008 Annual General Meeting was that it was time to withdraw.
- In May 2008, teachers won a significant freedom expression award. Arbitrator Kinzie ruled that the Southeast Kootenay Board violated teachers' and their union's freedom of expression by denying them the right to communicate with parents about the FSA.
- At the end of May 2008, the government passed Bill 42, the *Election Amendment Act*, which became known as the "Gag Law," imposing extreme restrictions on public engagement well in advance of election dates. The BCTF joined with other unions in a court case to oppose the restrictions on freedom of expression in the legislation. The court ruled against government, which then redrafted a second gag law, which was also deemed unjustifiable by the courts. Government appealed and the BC Court of Appeal affirmed the ruling in 2011, concluding the gag law provisions were unconstitutional.
- In December 2008, the BCTF held a province-wide vote to oppose the Foundation Skills Assessment (FSA) based on the damage it does to teaching and learning, the unfair nature of the assessment, the resources it drains from public education, and the impact on students, schools, and school communities. Members voted 85% in favour, and concerted campaigns to eliminate the FSA, and the resulting school rankings, continued with many other education partner groups also critiquing these tests and their misuse.
- In July 2009, the Supreme Court of Canada upheld a BC Court of Appeal decision that the restrictive policies of Translink and BC Transit were unconstitutional. BCTF, joined by the Canadian Federation of Students, had taken the case forward after BCTF ads informing the public about conditions in schools were refused.
- The Federation advanced public education issues in the provincial election of May 2019, through the "When Will They Learn" campaign that focused on school closures, overcrowded classes, and government neglect of students with special needs.
- In 2010, the BCTF launched a new wellness program, Living with Balance, as part of the BCTF Rehabilitation program (now Health and Wellness Program) providing support to members in wellness, vitality, and resilience.
- Following a thorough pension consultation with a member survey and visits to locals in 2009–10, the 2010 Annual General Meeting passed a series of recommendations to increase member contribution slightly to address full indexing, redirect the slated reduction in employer contribution to the Inflation Adjustment Account (IAA), and redirect any emerging surpluses to the IAA.
- The BCTF launched the Social Justice lens in 2010. The lens, developed by the Committee for Action on Social Justice, serves as a framework for members, locals, and the Federation overall to use to guide policy, plan actions, and assess resources.
- The *Teachers' Act*, Bill 12, was passed in 2011. It dissolved the College of Teachers and established the Teacher Regulation Branch (TRB) and the Teachers' Council. The legislation also opened discipline hearings to the public, limited the right of appeal, and gave the TRB greater control over certification for teachers and retired teachers. The Minister had met numerous times with the BCTF in advance, but the legislation contained elements that were never discussed.
- In April 2011, Madam Justice Griffin, BC Supreme Court, issued a monumental ruling concluding that what the BC government had done in stripping the collective agreements in 2002 was wrong and that the government did not have the authority to take away teachers' bargaining rights as they were guaranteed through the Charter of Rights and Freedoms. The ruling declared the legislation invalid and gave the government a year to remedy the situation.
- MyBCTF, a members-only portal, went live on the BCTF website in April 2011, providing a new resource for communications and support for members.
- In June 2011, BCTF members approved by over 90% a provincial strike vote in the face of numerous unacceptable employer concession demands at the bargaining table. In the 2011–12 school year teachers acted on the vote and committed to a "Year of Joyful Teaching" in which they focused on the classroom and their students, and did not undertake the many administrative and bureaucratic tasks that had been proliferating in their working lives. This job action escalated to a three-day strike in March 2012, after the government had introduced not yet enacted new legislation aimed at teacher bargaining rights.
- In March 2012, in response to the Griffin ruling requiring government to address the contract stripping and in the face of the Year of Joyful Teaching, the government passed Bill 22, the *Education Improvement Act* that both repealed provisions of Bills 27/28, the contract stripping legislation from 2002, and immediately reintroduced them. The Act further interfered with the collective bargaining process under way, imposing a government appointed mediator with a net zero mandate, introducing further concessions, declaring any strike action in that round of bargaining an offense subject to heavy fines. The BCTF participated in the imposed mediation process and prevented the concessions, signing off an agreement at the end of June 2012.
- The 2013 Annual General Meeting amended the AGM Standing Rules of Order to enable delegates to speak in their working

languages, and have other delegates accompany them to the microphone to provide translation.

- The BCTF returned to the Supreme Court (Madam Justice Griffin) in September 2013 to argue that Bill 22 was unconstitutional and to seek damages for the contract stripping.
- The BCTF intensified its use of social media in 2012–13, adding a short-term Social Media Co-ordinator position to an already strong Communications and Campaigns Division, and social media became an integral aspect of all Federation communications.
- In 2012–13 the BCTF created the Better Schools for BC, a plan for quality public education, and advanced this platform in the lead-up to the election. The Federation undertook an ad campaign asking why BC students were still waiting for the support they needed.
- The BCTF was at the bargaining table as of February 2013, working with a facilitator through the spring. However, the government suspended talks in June and appointed a new confrontational chief negotiator, Peter Cameron. In July the government fired the BCPSEA board and installed a bureaucrat in its place.
- The BCTF fully supported the work of the Truth and Reconciliation Commission of Canada (TRC), sponsoring the attendance of members from around the province at the education day events at the TRC's session in Vancouver in September 2013. The BCTF subsequently supported the TRC recommendations relating to education.
- In January 2014 the BC Supreme Court, Madam Justice Griffin, reaffirmed that the legislation limiting teacher bargaining rights and stripping the collective agreement was unconstitutional, restored the provisions, and ordered the government to pay damages of $2 million. The government appealed this ruling and the hearing was held in the fall of 2014.
- In time for the new school year in 2014, the BCTF launched TeachBC, an online site with teaching resources and materials developed for teachers by teachers. Designed as a creative commons, the site was set up to facilitate teachers uploading materials to share and downloading materials to use.
- In 2014, in partnership with Dr. Andrew Miki, the BCTF launched Starling Minds, an online Cognitive Behaviour Therapy to support members in dealing with stress, anxiety, and depression.
- In March 2014, after over a year at the bargaining table, the BCTF took a province-wide strike vote and began a limited job action. The employer responded with a partial lock-out and docked teachers' pay, while asking teachers to continue to spend many hours on volunteer activities and while rejecting all BCTF proposals for settlement. Rotating strikes began in May with a full strike under way in mid-June. The government rejected the call for binding arbitration and efforts to work through a mediator. In September the strike was still under way, but public support for teachers remained high. Very generous donations were made to the BCTF and locals, and reallocated to support members in need.
- In September, the government finally agreed to work with a mediator and a settlement was reached on September 18, 2014. The BCTF did not take concessions, gained salary and benefit improvements, gained further improvements for TTOCs, and secured a $105 million dollar grievance settlement, which was then allocated to individual members.
- In April 2015, the BC Court of Appeal sided with the government in its appeal of the Griffin ruling of January 2014. In September, the BCTF sought leave to have the Federation's appeal of Bills 28 and 22 heard by the Supreme Court of Canada.
- In response to a 2014 Annual General Meeting decision, the BCTF set up a Member Engagement Task Force in 2014–15 to develop a report and recommendations to enhance engagement in the Federation. The Task Force reported to the Executive Committee in June 2015. The Executive Committee circulated the report for feedback and adopted recommendations in January 2016.
- In 2014–15 the BCTF created a comprehensive resource, *Project of Heart: Illuminating the Hidden History of the Indian Residential Schools of BC* to support members in learning and teaching about the legacy of the residential schools. The resource has been shared widely, in other provinces, with other unions, community groups, etc.
- The Ministry of Education began to engage the BCTF regarding plans for education reform shortly after the strike was settled. In 2014–15 and throughout 2015–16, the BCTF and its members were very busy with facilitating curriculum change while also raising issues and concerns to be addressed. An unprecedented number of members were engaged in curriculum development committees and in helping to facilitate the change process.
- The 2015 Annual General Meeting passed a recommendation to consult members on changes to the Teachers Pension Plan, leading up to the 2016 Annual General Meeting. An extensive consultation was held in 2015–16 with thorough information for plan members, a survey, and meetings in all locals. The 2016 Annual General Meeting approved the Executive Committee recommendations to delink from the Canada Pension Plan's Year's Maximum Pensionable Earnings (YMPE) and make additional improvements for members of the plan. The changes to the joint trust agreement were signed off with government in June 2016.
- In time for the Summer Leadership Conference in 2015, the Federation produced the Professional Development lens, through the work of the Professional Issues Advisory Committee. This lens, made widely available, is a support for distinguishing between in-service and PD, supporting professional autonomy, guiding PD choices, and helping local PD chairs in conversations with members.
- In November 2015, the Supreme Court of Canada ruled on a case that had begun as a grievance in Surrey and had proceeded through the arbitration to the BC Court of Appeal to the Supreme Court. The court sided with the BCTF almost immediately after arguments were made, agreeing that it was discriminatory to deny birth mothers parental benefits because they had received pregnancy benefits.
- At the 2016 Annual General Meeting, the BCTF made the decision to rejoin the Canadian Teachers' Federation (CTF), having determined that rejoining was in the Federation's interest. Discussions with the CTF and research on rejoining had taken place throughout 2014–15, with reports to the Representative Assembly. The Annual General Meeting determined that returning to the CTF was in the Federation's interest. The CTF Annual General Meeting voted on accepting the application in July 2016, and membership began immediately.
- In January 2016, 14 years after BC government's contract stripping legislation, the BCTF was granted leave to appeal the ruling of the BC Court of Appeal on Bills 28 and 22 to the Supreme Court of Canada. The case was heard in November 2016. Canada's highest court delivered a 7-2 decision in favour of the Union. This decision overturned the BC Court of Appeal's 2015 ruling and restored the original decision of BC Supreme Court Justice Susan Griffin.
- In 2016 the BCTF celebrated its 100th Annual General Meeting, kicking off a year of centennial celebrations. The founding Annual General Meeting took place on January 4, 1917. The Federation is marking this very important milestone, turning 100, in a myriad of ways between the 100th and 101st Annual General Meetings.
- In June 2016 the BCTF Executive Committee dealt with a report on Diversity, Equity, and Inclusion within the union and adopted a thorough set of recommendations to further support member engagement and move the Federation forward in ensuring members of equity-seeking groups are welcomed and included in the union.
- The BCTF launched a program to encourage more women to participate in bargaining and collective agreement enforcement, Women in Negotiations (WIN), that includes training a cadre of women to deliver bargaining and grievance workshops in locals.

PART 5
Simplified Rules of Order

What is parliamentary procedure?

Parliamentary procedure is frightening to some people, for they regard it as an esoteric domain far beyond their capabilities.

Actually, parliamentary procedure is simply the rules for working together in groups. It enables groups of people to transform their ideas into effective group action.

Much of parliamentary procedure is just common sense. Anyone who becomes familiar with the basics, as outlined in this booklet, should have no trouble whatever in understanding and working comfortably with parliamentary procedure.

Principles of parliamentary procedure

Understanding parliamentary procedure is easier if we remind ourselves of some of the basic principles on which it is based. Although the principles may seem to be self-evident, their very familiarity may result in our overlooking their importance.

Seven principles are worthy of note here.

1. The purpose of parliamentary procedure is to make it easier for people to work together effectively and to help groups accomplish their purposes. Rules of procedure should assist a meeting, not inhibit it.
2. A meeting can deal with only one matter at a time. The various kinds of motions have therefore been assigned an order of precedence.
3. All members have equal rights, privileges and obligations. One of the main responsibilities of the chairperson is to use their authority to ensure that all people attending a meeting are treated equally—for example, not to permit a few people to dominate the debates.
4. A majority vote decides an issue. In any group, each member agrees to be governed by the vote of the majority. Parliamentary rules enable a meeting to determine the will of the majority of those attending a meeting.
5. The rights of the minority must be protected at all times. Although the ultimate decision rests with a majority, all members have such basic rights as the right to be heard and the right to oppose. The rights of all members—majority and minority—should be the concern of every member, for a person may be in a minority on one question, but in the majority on the next.
6. Every matter presented for decision should be discussed fully. The right of every member to have their say on any issue is as important as their right to vote.
7. Every member has the right to understand the meaning of any question presented to a meeting, and to know what effect a decision will have. A member always has the right to request information on any motion they do not thoroughly understand. Moreover, all meetings must be characterized by fairness and by good faith. Parliamentary strategy is the art of using procedure legitimately to support or defeat a proposal.

Preparing for a meeting

Although a chairperson will use the various rules of order in conducting a meeting, there are things they can do prior to the meeting to help ensure that things will go smoothly.

One of the most fundamental ways to ensure a successful meeting is often overlooked because it is so obvious—ensuring that the room selected for the meeting is suitable and comfortable. The room should permit a seating arrangement in which no one's view is blocked. Moreover, careful attention should be paid to such matters as lighting, acoustics and ventilation, for such factors can play major roles in the success or failure of a meeting.

By far the most important thing a chairperson can do to ensure a successful meeting is to do their homework. The person should become thoroughly familiar with all the business to be dealt with at the meeting, including any reports to be made by committees or task forces, any motions already submitted by members or groups of members, and insofar as is possible, any “new” business likely to be introduced. Such preparation will enable the person to “stay on top of things” while chairing the meeting, and to anticipate most of the questions likely to be asked, information needed, etc.

The chairperson should also ensure that key people needed by the meeting (for example, the treasurer, committee chairpersons) will attend the meeting.

Procedures used In meetings

Quorum of members

Before a meeting can conduct business it requires a quorum—the minimum number of members who must be present at the meeting before business can be legally transacted. The requirement of a quorum is a protection against unrepresentative action in the name of the association by an unduly small number of people.

The by-laws of an association should specify the number of members that constitute the quorum. Ideally, that number should be the largest number that can be depended on to attend any meeting except in very bad weather or other extremely unfavorable conditions.

Robert's rules specify that if the by-laws do not specify what the quorum shall be, it is a majority of the members of the association. In most organizations, however, it is often not possible to obtain the attendance of a majority at a meeting. Most associations should therefore have a provision in their by-laws for a relatively small quorum. An actual number can be listed or a percentage of the membership. No single number or percentage will be suitable for all associations. A quorum should be a small enough number to permit the business of the association to proceed, but large enough to prevent a small minority's abusing the right of the majority of the members by passing motions that do not represent the thinking of the majority.

Because of the difficulty involved in getting a majority of the members of an association to attend meetings, the 1975 BCTF Annual General Meeting passed a regulation that ". . . where a local constitution does not prescribe a figure to represent a quorum, 15 per cent of the members in good standing shall constitute a quorum." A quorum for any BCTF local is therefore the number or percentage provided in the association's by-laws OR 15 per cent of the association's membership.

The quorum for a committee of the whole is the same as that for a regular meeting, unless the by-laws of the association specify otherwise. If a committee of the whole finds itself without a quorum, it can do nothing but rise and report to the regular meeting. In all other committees and task forces a quorum is a majority of the members of the committee or task force.

In any meeting of delegates the quorum is a majority of the number of delegates who have been registered as attending, even if some of them have departed.

In the absence of a quorum, any business transacted is null and void. In such a case, however, it is that business that is illegal, not the meeting. If the association's rules require that the meeting be held, the absence of a quorum in no way detracts from the fact that the rules were complied with and the meeting held, even though it had to adjourn immediately.

The only actions that can legally be taken in the absence of a quorum are to fix the time in which to adjourn, recess, or take measures to obtain a quorum (for example, contacting members during a recess and asking them to attend). The prohibition against transacting business in the absence of a quorum cannot be waived even by unanimous consent. If an important opportunity would be lost unless acted upon immediately, the members present at the meeting can—at their own risk—act in the emergency in the hope that their actions will be ratified at a later meeting at which a quorum is present.

Before the chair calls a meeting to order, they should be sure a quorum is present. If a quorum cannot be obtained, the chair should call the meeting to order, announce the absence of a quorum and entertain a motion to adjourn or one of the other motions allowed, as described above.

If a meeting has a quorum to begin with, but members leave the meeting, the continued presence of a quorum is presumed unless the chair or a member notices that a quorum is no longer present. If the chair notices the absence of a quorum, it is their duty to declare the fact, at least before taking any vote or stating the question on any new motion. Any member noticing the apparent absence of a quorum can raise a point of order to that effect at any time so long as they do not interrupt a person who is speaking. A member must question the presence of a quorum at the time a vote on a motion is to be taken. They may not at some later time question the validity of an action on the grounds that a quorum was not present when the vote was taken.

If a meeting has to be adjourned because of a lack of a quorum, either before it conducts any business or part way through the meeting, the association must call another meeting to complete the business of the meeting. The usual quorum requirements apply to any subsequent meeting unless the association has specified in its by-laws a procedure to be used in such a situation. The by-laws could stipulate, for example, that if a meeting had to be terminated for lack of a quorum, another meeting will be held x days or weeks later, and that the number of members attending that meeting will constitute a quorum.

If the by-laws do not provide for a procedure, all the usual requirements for calling and holding meetings apply.

The agenda

The agenda consists of the items of business to be discussed by a meeting. It is made up of "special" and "general" orders.

Usually the chairperson or another designated person is charged with the responsibility for preparing the agenda. The BCTF, for example, charges the President with the responsibility for preparing agendas for the Executive Committee and the Annual General Meeting. The person preparing the agenda can, of course, seek assistance with the task.

The agenda can be amended either before or after it is adopted. Until the meeting adopts the proposed agenda, the latter is merely a proposal. When a motion to adopt the agenda is made, therefore, the meeting can, by motions requiring simple majorities, add items to, delete items from, or re-arrange the order of items on the proposed agenda.

Once the agenda has been adopted, the business items on it are the property of the meeting, not of the groups or individuals who submitted the items. Any change to the agenda, once it has been adopted, can be made by motion, but any such motions require two-thirds or larger majorities to pass.

If an individual or school staff has submitted a motion for debate by a meeting, but decides, after the agenda has been adopted, not to present the motion, the individual or staff cannot simply withdraw the motion from the agenda; that action requires a two-thirds majority vote, because the effect is to amend the agenda. The individual or staff may choose not to move the motion, but it is the right of any other person attending the meeting to move the motion if they want to do so.

To expedite progress of the meeting, the chairperson may announce that the individual or staff would like to withdraw the motion, and ask if there is any objection. If no one objects, the chairperson can go on to the next item of business, because a unanimous lack of objection is, in effect, a unanimous vote to delete the item from the agenda.

In short, once the agenda has been adopted, each item of business on the agenda will come before the meeting unless: (1) no one moves a motion, (2) no one objects to withdrawal suggested by the sponsoring individual or group, (3) a motion to delete an item from the agenda is made and passed with a two-thirds or larger majority, or (4) the meeting runs out of time before the item can be discussed.

In summary, the agenda can be changed before or after it has been adopted. Before adoption of the agenda, motions to amend the agenda require simple majority votes. After adoption, motions to amend the agenda require two-thirds or larger majorities to pass.

Debate on motions

Business is accomplished in meetings by means of debating motions. The word "motion" refers to a formal proposal by two members (the mover and seconder) that the meeting take certain action.

Technically, a meeting should not consider any matter unless it has been placed before the meeting in the form of a motion. In practice, however, it is sometimes advantageous to permit limited discussion of a general topic before a motion is introduced. A preliminary discussion can sometimes indicate the precise type of action that is most advisable, whereas presentation of a motion first can result in a poorly worded motion, or a proposal for action that, in the light of subsequent discussion, seems inadvisable. This departure from strict parliamentary procedure must be used with caution, however; the chair must be careful not to let the meeting get out of control.

Normally, a member may speak only once on the same question, except for the mover of the main motion, who has the privilege of "closing" the debate (that is, of speaking last). If an important part of a member's speech has been misinterpreted by a later speaker, it is in order for them to speak again to clarify the point, but no new material should be introduced. If two or more people want to speak at the same time, the chair should call first upon the one who has not yet spoken.

Associations may want to adopt rules limiting the time a member may speak in any one debate—for example, five minutes.

The mover of a motion may not speak against their own motion, although they may vote against it. The mover need not speak at all, but if they do, it must be in favor of the motion. If, during the debate, the mover changes their mind, they can inform the meeting of the fact by asking the meeting's permission to withdraw the motion.

Proper wording of motions

Much time can be wasted at meetings (including the Federation's Annual General Meeting) when a motion or resolution is carelessly worded. It is for this reason that a motion proposed at a meeting, unless it is very short and simple, should always be in writing. The requirement of having to write the motion out forces more careful wording.

Roll call votes

A roll call vote places on the record how each member votes. It has the opposite effect, therefore, of a ballot vote, which keeps each vote secret. Roll call votes are usually used only in representative bodies that publish their minutes or proceedings, since such votes enable the constituents to know how their representatives voted on their behalf. **Roll call votes should not be used in a mass meeting or in any group whose members are not responsible to a constituency.**

If a representative body is going to use roll call votes, the organization of which it is a part should include in its by-laws or procedures a statement of what size of minority is required to call a roll call vote. The BCTF Representative Assembly, for example, specifies that a roll call vote must be taken if geographical representation holding 20 per cent or more of the voting cards issued indicate that they want such a vote.

If the organization has no provisions in its by-laws or procedures, a majority vote is required to order that a roll call vote be taken. (In such instances a vote to have a roll call vote would probably be useless, because its purpose would be to force the majority to go on record.)

Roll call votes cannot be ordered in committee of the whole.

The procedure for taking roll call votes is to call the names of the representatives or delegates alphabetically, and to have each person indicate orally their vote. An alternative method, used by the BCTF Representative Assembly, is to call the vote alphabetically by name of the local, and to record the votes of each association's representatives.

When the roll call vote has been concluded, the chairperson should ask if anyone entered the room after their name was called. Any such people are permitted to vote then. Individuals may also change their votes at this time. After all additions and changes have been made, the secretary will give to the chairperson the final number of those voting on each side, and the number answering present. The chairperson will announce the figures and declare the result of the vote.

The name of each delegate or representative is included in the minutes of the meeting, together with their vote. If an association has more than one delegate or representative, it is possible for some of them to vote one way on a question and for their colleagues to vote the other way, unless a group (a school staff, for example) has bound all its delegates or representatives to vote a certain way on the matter.

Determining results of a vote

Most motions are decided by a majority vote—more than half the votes actually cast, excluding blanks or abstentions. For example, if 29 votes are cast, a majority (more than 14 1/2) is 15. If 30 votes are cast, a majority (more than 15) is 16. If 31 votes are cast, a majority (more than 15 1/2) is 16.

Some motions require a two-thirds majority as a compromise between the rights of the individual and the rights of the meeting. To pass, such motions require that at least two-thirds of the votes actually cast (excluding blanks and abstentions) are in the affirmative. If 60 votes are cast, for example, a two-thirds vote is 40. If 61 votes are cast, a two-thirds vote is 41. If 62 votes are cast, a two-thirds vote is 42. If 63 votes are cast, a two-thirds vote is 42.

A plurality vote is the largest number of votes when three or more choices are possible. Unless the association has adopted special rules to the contrary, a plurality vote does not decide an issue unless it is also a majority vote. For example, the BCTF requires its candidates for office

to receive more than 50 per cent of the votes cast. In a three-way contest, one candidate might have a larger vote than either of the other two, but unless they receive more than half of the votes cast, they are not declared elected.

The *Societies Act* specifies that the majority required on all "special resolutions" is three-quarters. All amendments to by-laws are "special resolutions," and therefore require the three-quarters majority vote.

Challenging a ruling of the chair

Any ruling of the chair can be challenged, but such appeals must be made immediately after the ruling. If debate has progressed, a challenge is not in order. Although Robert allows debate under certain circumstances, BCTF practice is to allow no debate.

The BCTF also departs from Robert somewhat in the procedure involved in deciding a challenge of a chair's ruling. The BCTF procedure is to have the chair, when their ruling has been challenged, ask the meeting for a motion "That the chair be sustained." When that motion has been moved and seconded, the chair asks the challenger to state the reason(s) for the challenge. Following that statement, the chair states their reason(s) for making the ruling they did, then immediately puts the question on the motion to sustain the chair. Having heard both sides of the challenge, the meeting decides the matter by a majority or tie vote (see next paragraph).

Such a motion is in order when another speaker has the floor, but it must be made at the time of the chair's ruling. As noted above, if any debate or business has intervened, it is too late to challenge. The motion must be seconded, is not amendable, but can be reconsidered. A majority or tie vote sustains the decision of the chair, on the principle that the chair's decision stands until reversed by a majority of the meeting. If the presiding officer is a member of the meeting, they can vote to create a tie and thus sustain their ruling.

Robert calls a challenge to the chair an "appeal" from the chair's decision. If two members (mover and seconder) appeal a decision of the chair, the effect is to take the final decision on the matter from the chair and vest it in the meeting.

It should be noted that members have no right to criticize a ruling of the chair unless they appeal it.

In any appeal from the chair's decision a majority vote is required to sustain the chair. As noted above, a tie vote sustains the chair, however (even if the chair's vote created the tie), on the principle that a decision of the chair can be reversed only by a majority vote.

Committee of the whole

The "committee of the whole house" ("committee of the whole" is the commonly used term) is a procedure used occasionally by meetings. When a meeting resolves itself into a committee, discussion can be much more free.

Robert distinguishes three versions of committee of the whole, each appropriate for a meeting of a particular size.

1. In a formal committee of the whole, which is suited to large meetings, the results of votes taken are not final decisions of the meeting, but have the status of recommendations that the meeting itself must vote on under its regular rules. Moreover, a chairperson of the committee of the whole is appointed, and the regular presiding officer of the meeting leaves the chair. The purpose for this move is to disengage the presiding officer from any difficulties that may arise during the committee's session, so that they can be in a better position to preside effectively during the final consideration of the matter by the regular meeting.
2. The quasi committee of the whole is particularly suitable for meetings of medium size (about 50-100 members). The results of votes taken in committee are reported to the meeting for final consideration under the regular rules, as with a committee of the whole. In this form, however, the presiding officer of the meeting remains in the chair and presides over the committee's session.
3. Informal consideration is suited to small meetings. The procedure simply removes the normal limitations on the number of times members can speak in debate. The regular presiding officer remains in the chair, and the results of the votes taken during informal consideration are decisions of the meeting, and are not voted on again.

In the past, BCTF meetings have not distinguished among the three types of committee of the whole; rather, they have used the formal committee of the whole version.

A meeting may want to exclude visitors and press during committee of the whole, thereby making it easier to control publicity, but such exclusions are not automatic. If the meeting wants to discuss a matter without the presence of visitors, it can decide formally or informally to ask the chair to request guests to leave temporarily.

The procedure is for a member to rise and move: "That this meeting go into committee of the whole to consider..." A seconder is required.

In forming a committee of the whole, the meeting elects a chairperson, or the chair appoints another person to preside over the committee session and then vacates the chair. (When the President has been chairperson, the Vice-President is usually named to chair the committee session.) Any guests who are present may then be asked to leave the meeting.

Regular rules of order apply as in a meeting, except that members may speak more than once to the same question and that motions made in committee do not require seconders. The committee may consider only the matters referred to it by the meeting (in the motion forming the committee of the whole). No minutes are kept of the committee's session, although notes should be kept for the purpose of reporting to the meeting.

Calls for orders of the day are not in order in a committee of the whole.

When the committee of the whole has fully considered the matter referred to it, a member will move: “That the committee now rise and report.” If this motion carries, the chairperson of the meeting resumes the chair and calls upon the chairperson of the committee to report. A report usually takes the form: “The committee of the whole considered the matter of . . . and makes the following recommendations . . . .”

A mover and seconder are required for each recommendation. Amendments may be proposed in the usual manner. Because the only minutes kept are those of the regular meeting, it is important that any action wanted be correctly reported to the meeting from the committee session and that proposed motions be made regarding the action required.

If the committee of the whole wants additional time to consider the matter referred to it, it may decide to ask the regular meeting for permission to sit again. A time will then be established by a regular motion.

It is often the practice that the motion to move into committee contain the following four parts:

1. What is to be discussed.
2. Who is to be the chairperson.
3. Who is to be present.
4. When the meeting will rise from committee and report to the meeting.

Such a motion is debatable, amendable and requires a simple majority to pass.

Voting rights of the chair

The BCTF has departed from Robert's rules in assigning voting rights to the chairperson of the BCTF Executive Committee. In that group the chairperson has been given a "deliberative" vote. The deliberative vote enables the chairperson to vote on all matters at any time they please. Any question is decided by the number of votes cast. Because the chairperson has cast (or has chosen not to cast) a deliberative vote, they have no tie-breaking voting rights. A majority of affirmative votes is necessary to adopt a motion. A tie vote therefore rejects the motion.

Robert's rules, on the other hand, state that if the presiding officer is a member of the group concerned, they have the same voting rights as any other member. The chair protects their impartiality by exercising their voting right only when their vote would affect the outcome. In such cases they can either vote and thereby change the result, or can abstain. If they abstain, they announce the result of the vote with no mention of their own vote.

The outcome of any motion requiring a majority vote will be determined by the chair's action in cases in which, without their vote, there is either a tie vote or one more vote in the affirmative than in the negative. Because a majority of affirmative votes is necessary to adopt a motion, a tie vote rejects the motion. If there is a tie without the chair's vote, the chair can vote in the affirmative, thereby creating a majority for the motion. If the chair abstains from voting in such a case, however, the motion is lost (because it did not receive a majority).

If there is one more affirmative vote than negative votes without the chair's vote, the motion is adopted if the chair abstains. If they vote in the negative, however, the result is a tie and the motion is therefore lost.

In short, the chairperson can vote either to break or to cause a tie; or, when a two-thirds vote is required, can vote either to cause or to block the attainment of the necessary two-thirds.

The chair cannot vote twice, once as a member, then again in their capacity as presiding officer.

Each association should choose which of the two voting arrangements it wants for its chairperson, and should specify the procedure in its policy statements or in its by-laws so that the voting arrangements will be clear to all members of the association.

Sample order of business

This section details a sample order of business for a regular business meeting and indicates how the chairperson should handle each item. The order is not intended to be prescriptive; each chairperson should follow an order that is satisfactory to them and to the association.

The order of business

The chairperson of a meeting should prepare in advance a list of the order of business or agenda for the meeting. A sample order of business follows:

1. Call to Order
2. Adoption of the Agenda
3. Minutes
4. Executive Minutes
5. Treasurer's Report
6. Correspondence (listed)
7. Unfinished Business (listed)
8. Committee Reports (listed)
9. New Business (listed)
10. Announcements (listed)
11. Program (An alternative is to have a guest speaker make their comments before the business meeting begins so that they do not have to sit through the meeting.)
12. Adjournment

An explanation of each of these items follows.

Call to order

1. The chairperson calls the meeting to order with such a statement as: "The meeting will now come to order." If the President is not present, the meeting may be called to order by the Vice-President, or by any person those attending are willing to accept as chairperson or acting-chairperson.

Adoption of the agenda

2. In some associations it is the practice to circulate copies of the agenda of the meeting in advance. Alternatively, the proposed agenda may be written on a chalkboard before the meeting begins. In either case the meeting should begin with the consideration of the agenda. The chairperson will ask if any of the members have additional matters that should be placed on the agenda. After these have been taken care of, the chairperson should call for a motion to adopt the agenda.

A member should then move: "That the agenda be adopted." (Or "adopted as amended.") A seconder is required. Passage of the motion (requires a simple majority) restricts the business of the meeting to items listed on the agenda.

Many of the less formal locals do not bother with consideration of the agenda in this way. However, the procedure outlined above protects the membership from the introduction, without prior warning, of new, and perhaps controversial, matters of business. If a meeting does adopt an agenda, it can change that agenda only by a formal motion to do so. A member might move, for example, that an item be added to the agenda or deleted from the agenda or that the order in which the items are to be discussed be changed. Such a motion must be seconded and requires a two-thirds majority vote.

Minutes

3. If the minutes have been duplicated and circulated to members before the meeting (a desirable procedure), they need not be read at the meeting. The chairperson asks if there are any errors in or omissions from the minutes.

Some organizations prefer to have a formal motion to approve the minutes. A member should move: "That the minutes of the (date) meeting be approved as printed (or circulated)." In less formal meetings it is sufficient for the chairperson, if no one answers their call for errors or omissions, to say, "There being no errors or omissions, I declare the minutes of the (date) meeting approved as printed." Should there be a mistake in the minutes, it is proper for any member to rise and point out the error. The secretary should then make an appropriate correction or addition. The motion will then read: "... approved as amended."

Executive minutes

4. Sometimes the minutes of the previous executive meeting are read or summarized by the secretary at this point. One purpose is to give information to the membership on the disposition of less important items of business that have been handled by the executive. Occasionally a member will ask for more information regarding the matters disposed of by the executive, and sometimes the general

meeting will want to change the action taken by the executive. Such cases are usually rare, but they are indications of the necessary subservience of the executive committee to the membership as a whole.

On important matters of business the Executive Committee may have been able to arrive at recommendations that can later be considered by the general meeting. The reading or summarizing of the executive minutes can therefore prepare the membership for the discussion of important business on the agenda of the general meeting.

The executive minutes are not adopted or amended until the next executive meeting (having been read to the general meeting for information only).

Treasurer

5. The chairperson now calls upon the treasurer to present a report on the finances of the association. For a regular meeting this need be only a simple statement of the receipts and disbursements since the last financial report, the balance of money held in the account of the association, and some information about bills that need to be paid.

At the annual meeting the treasurer should submit a detailed record of the financial business of the year and this report should be audited (that is, checked thoroughly by at least one person other than the treasurer, to ensure that they present fairly the final financial position of the association and the results of its operations for the year).

Although it is not necessary, as indicated above, to have a motion to “adopt” the treasurer’s report at a monthly meeting, it is advisable to adopt the audited annual report. The treasurer should move: “That this report be adopted.”

Correspondence

6. Before the meeting, the secretary, in consultation with the chairperson, should separate the letters received into two groups—those requiring action and the others. Those letters that will probably require no action are summarized by the secretary. Usually it is sufficient to have one motion—“That the correspondence be received and filed”—or the chairperson may prefer a separate motion.

Those letters that require action by the meeting will be read or summarized one at a time. The chairperson may state, after each has been read, that action on this letter will be delayed until “New Business,” or they may prefer to have discussion on each letter immediately after it has been read. Each letter in this group will require a separate motion to dispose of it.

Unfinished business

7. Any business that has been postponed from a previous meeting, or that was pending when the last meeting adjourned, is called “old” or “unfinished” business or "business arising from the minutes." It is usually advisable for the chairperson to remind the meeting of the history of this business before discussion begins (or they may call upon someone with special information to do this).

Committee reports

8. Before the meeting, the chairperson should check with committee chairpersons to determine which committees or task forces have reports ready for the meeting and the importance of the material to be presented. All reports must be listed on the agenda.

In establishing the order in which committees should be heard, the chairperson should give priority to those with the most important reports. If none of the reports is of particular importance, any committee report that is pending from the previous meeting should be heard first. Usually, standing committees are given precedence over task forces (a standing

committee is one that functions over an extended period of time; a task force is set up to deal with a special problem and is discharged when its task is completed).

Committee reports should be in written form, so that a copy can be placed in the association's files.

There is no need for a motion to receive a committee or task force report. The adoption of the agenda has guaranteed that the report will be heard.

If the report has been duplicated, the committee or task force chairperson should not read the report. They may want to make a few comments, however, before answering questions from the meeting.

After all questions have been answered, the committee or task force chairperson will move any recommendations on behalf of the committee or task force. They will have arranged beforehand to have one of the members of their committee or task force second the motion, and will usually say: "Smith moves, Jones seconds, that . . . ." (Robert's rules indicate that a seconder is unnecessary for such motions, because the motion is being made on behalf of a committee. However, it has always been customary in BCTF meetings to have the motions seconded.)

Amendments to the recommendations may be proposed by any member at the meeting. After all the recommendations have been dealt with, motions may be received from the floor dealing with the substance of the report or the work of the committee or task force concerned.

Note: A committee or task force report need not be adopted. On rare occasions, says Robert's Rules of Order, a meeting may have occasion to adopt the entire report. An affirmative vote on such a motion has the effect of the meeting's endorsing every word of the report—including the indicated facts and the reasoning—as its own. As indicated earlier, the treasurer's audited annual report should be adopted.

Occasionally it becomes evident that the report of a committee, or one of the recommendations, is not acceptable to a large proportion of the membership present at the meeting. The committee will be asked to review its work in the light of the discussion heard.

New Business

9. When all unfinished business has been disposed of, the chairperson will say: "New business is now in order." Items not included on the agenda may not be discussed unless the agenda is amended. (The motion to amend the agenda requires a two-thirds majority.)

Announcements

10. The chairperson should give committee chairpersons and others an opportunity to make special announcements as well as making any of their own.

Program

11. When the association is to hear a special speaker, it may be advisable to have the speaker before the official business (from "Adoption of the Agenda" on) begins. In other cases the program occurs at this place in the agenda. The chairperson of the meeting may ask the program chairperson to take charge at this point.

Adjournment

In organizations with a regular schedule of meetings a motion to adjourn is a "privileged" motion that is neither amendable nor debatable. A seconder is required and the motion should be put. If it is passed, the chair should announce formally that the meeting is adjourned.

Simplified Rules of Order

How Motions Are Classified

For convenience, motions can be classified into five groups:

1. main motions
2. subsidiary motions
3. privileged motions known as secondary motions
4. incidental motions
5. motions that bring a question again before a meeting

The motions in the second, third and fourth classes (subsidiary, privileged and incidental motions) are often called secondary motions, to distinguish them from main motions.

Secondary motions are ones that are in order when a main motion is being debated; ones that assist a meeting to deal with the main motion.

Before examining each of the five types of motions, one should understand the concept of order of precedence of motions. This concept is based on the principle that a meeting can deal with only one question at a time. Once a motion is before a meeting, it must be adopted or rejected by a vote, or the meeting must dispose of the question in some other way, before any other business can be brought up. Under this principle, a main motion can be made only when no other motion is pending. However, a meeting can deal with a main motion in several ways other than just passing or defeating it. These other ways are the purpose of the various secondary motions, the motions in categories two, three and four of the five categories of motions listed above.

The rules under which secondary motions take precedence over one another have evolved gradually through experience. If two motions, A and B, are related in such a way that motion B can be made while motion A is pending, motion B takes precedence over motion A and motion A yields to motion B.

A secondary motion thus takes precedence over a main motion; a main motion takes precedence over nothing, yielding to all secondary motions. When a secondary motion is placed before a meeting, it becomes the immediately pending question; the main motion remains pending while the secondary motion is dealt with.

Certain secondary motions also take precedence over others, so that it is possible for more than one secondary motion to be pending at any one time (together with the main motion). In such a case, the motion most recently accepted by the chair is the immediately pending question —that is, it takes precedence over all the others.

The main motion, the seven subsidiary motions, and the five privileged motions fall into a definite order of precedence, which gives a particular rank to each of the 13 motions. The main motion—which does not take precedence over anything—ranks lowest. Each of the other motions has its proper position in the rank order, taking precedence over the motions that rank below and yielding to those that rank above it.

When a motion is on the floor, a motion of higher precedence may be proposed, but no motion of lower precedence is in order.

At any given time there can be pending only one motion of any one rank. This means that other motions proposed during consideration of a motion can be accepted by the chair only if they are of higher precedence. In voting, the meeting proceeds with the various motions in inverse order —the last one proposed, being of highest precedence, is the first one to be decided.

It should be noted that "precedence" and "importance" are not synonyms. Indeed, the most important motion—the main motion—is the lowest in precedence.

The main motion

A main motion is a motion that brings business before a meeting. Because a meeting can consider only one subject at a time, a main motion can be made only when no other motion is pending. As noted above, it ranks lowest in the order of precedence.

When a main motion has been stated by one member, seconded by another member, and repeated for the meeting by the chair, the meeting cannot consider any other business until that motion has been disposed of, or until some other motion of higher precedence has been proposed, seconded and accepted by the chair.

Unless the main motion is very short and simple, the mover should hand it in writing to the secretary.

A main motion must not interrupt another speaker, requires a seconder, is debatable, is lowest in rank or precedence, can be amended, cannot be applied to any other motion, may be reconsidered, and requires a majority vote.

When a motion has been made by a member and seconded by another, it becomes the property of the meeting. The mover and seconder cannot withdraw the motion unless the meeting agrees. (Usually the chair will ask if the meeting objects to the motion's being withdrawn. If no one objects, the chair will announce: "The motion is withdrawn.") If even one person objects, the motion cannot be withdrawn.

Alternative wording

Wording may be presented to the meeting to replace original wording of a resolution and must be consistent with the intent of the

original proposal. A motion to accept alternative wording is debatable, not amendable, requires a simple majority. See AGM Standing Rule 6.E and/or RA Standing Rule 6.8.

Subsidiary motions

Subsidiary motions assist a meeting in treating or disposing of a main motion (and sometimes other motions). The subsidiary motions are listed below in ascending order of rank—which is the chronological order in which they would be moved if all of them became pending at one time. Each of the motions takes precedence over the main motion and any or all of the motions listed before it.

The seven subsidiary motions are:

1. postpone indefinitely
2. amend
3. refer
4. postpone to a certain time
5. limit or extend limits of debate
6. previous question
7. table.

1. Postpone indefinitely

Despite its name, this motion is not one to postpone, but one to suppress or kill a pending main motion.

If an embarrassing main motion is brought before a meeting, a member can propose to dispose of the question (without bringing it to a direct vote) by moving to postpone indefinitely. Such a motion can be made at any time except when a speaker has the floor. If passed, the motion kills the matter under consideration. It requires a seconder, may be debated (including debate on the main motion), cannot be amended, can be reconsidered only if the motion is passed, and requires a majority vote. (See also "Postponed to a Certain Time" below.)

2. Amend

An amendment is a motion to change, to add words to, or to omit words from, an original motion. The change is usually to clarify or improve the wording of the original motion and must, of course, be germane to that motion.

The BCTF has had a long tradition of not allowing amendments that are contrary to the intent of the motion. This practice is not consistent with the advice of several authorities on parliamentary procedure, but has worked very well in the BCTF for many years.

Individuals who want to move an amendment that is contrary to the main motion should urge defeat of the motion and, if the motion is defeated, move a new main motion.

For example, if the main motion were one "To commend the school board for its action on…," an amendment to have it read: "To condemn the school board for its lack of action on…" would be contrary to the intent of the motion and would therefore be out of order.

An amendment cannot interrupt another speaker, must be seconded, is debatable if the motion to be amended is debatable, may itself be amended by an amendment to the amendment, can be reconsidered, and requires a majority vote, even if the motion to be amended requires a two-thirds vote to be adopted.

The chair should allow full discussion on the amendment (being careful to restrict debate to the amendment, not the original motion) and should then have a vote taken on the amendment only, making sure the members know they are voting on the amendment, but not on the original motion.

If the amendment is defeated, another amendment may be proposed, or discussion will proceed on the original motion.

If the amendment carries, the meeting does not necessarily vote immediately on the "motion as amended." Because the discussion on the principle of the original motion was not permitted during debate on the amendment, there may be members who want to speak now on the issue raised in that motion.

Other amendments may also be proposed, provided that they do not alter or nullify the amendments already passed. Finally, the meeting will vote on the "motion as amended" or, if all amendments are defeated, on the original motion.

An amendment to an amendment is a motion to change, to add words to, or omit words from, the first amendment. The rules for an amendment (above) apply here, except that the amendment to

an amendment is not itself amendable and that it takes precedence over the first amendment.

Debate proceeds and a vote is taken on the amendment to the amendment, then on the first amendment, and finally on the original motion ("as amended," if the amendment has been carried). Only one amendment to an amendment is permissible.

Sometimes a main motion is worded poorly, and several amendments may be presented to improve the wording. In such cases it is sometimes better to have a substitute motion rather than to try to solve the wording problem with amendments.

An individual (or a group of two or three) can be asked to prepare a substitute wording for the original motion. If there is unanimous agreement, the meeting can agree to the withdrawal of the original motion (together with any amendments passed or pending) and the substitution of the new motion for debate.

An amendment in itself cannot be referred. A motion to refer during the discussion of an amendment shall apply to the amendment and main motion. The whole matter must be referred.

3. Refer

When it is obvious that a meeting does not have enough information to make a wise decision, or when it seems advisable to have a small group work out details that would take too much time in a large meeting, a member may move: "That the question be referred to the committee" (or "to a committee"—not named).

A motion to refer cannot interrupt another speaker, must be seconded, is debatable only as to the propriety or advisability of referral, can be amended, can be reconsidered if the group to which the question has been referred has not begun work on the matter, and requires a majority vote if the postponement is to a subsequent meeting. However, in BCTF practice, if the postponement is to a later time in the same meeting, the effect is to amend the agenda of that meeting, and the motion therefore requires a two-thirds majority vote.

If a motion to refer is passed, the committee to which the matter is referred should report on the question at a subsequent meeting. Sometimes the motion to refer will state the time at which a report will be required.

4. Postpone to a certain time

If a meeting prefers to consider a main motion later in the same meeting or at a subsequent one, it can move to postpone a motion to a certain time, which is specified in the motion to postpone. Such a motion can be moved regardless of how much debate there has been on the motion it proposes to postpone.

A motion may be postponed definitely to a specific time or until after some other item of business has been dealt with.

When the time to which a motion has been postponed has arrived, the chairperson should state the postponed motion to the meeting for its consideration immediately. If another item of business is being discussed at that time, the chairperson should present the postponed motion immediately after the other business has been concluded. If the meeting, in postponing the original motion has instructed that it be given priority at the time to which it has been postponed (that is, issued a "special order"), the postponed motion interrupts any item of business on the floor at that time. For this reason, any "special order" requires a two-thirds majority vote.

A motion to postpone to a definite time may not interrupt another speaker, must be seconded, is debatable only as to the propriety or advisability of postponing and of postponing to the particular time, can be amended, can be reconsidered, and requires a majority vote.

5. Limit or extend limits of debate

A motion to limit debate changes the normal rules of debate. It could, for example, limit the time of the whole debate (such as, "I move that debate on this motion be limited to 15 minutes"), or it might limit the time taken by each speaker ("I move that debate on this motion be limited to two minutes per speaker").

A motion to extend debate permits greater participation and time than usual.

A motion to limit or extend the time of debate (on one matter or for the entire meeting) may not interrupt a speaker, must be seconded, is not debatable, can be amended, can be reconsidered, and requires a two-thirds majority vote.

6. Previous question (to vote immediately)

This is a tactic to close debate on a question. It is usually made at a time when the debate has been long and repetitious. A member rises and says: "I move that the question be now put."

A motion to put the previous question (that is, to vote immediately on the motion being debated) cannot interrupt another speaker, must be seconded, is not debatable, and is not amendable, and requires a two-thirds majority vote. This requirement is important in protecting the democratic process. Without it, a momentary majority of only one vote could deny to the other members all opportunity to discuss any measure the "majority" wanted to adopt or to defeat. Such a motion can be reconsidered, but if the vote was affirmative, it can be reconsidered only before any vote has been taken under it—that is, only before the previous question has been put.

A motion to put the previous question has precedence over all other motions listed in this section except the motion to table (see next subsection). If the motion to put the question passes, the chair immediately proceeds to call a vote on the question that was being debated. The means that the mover of the motion loses their right to close debate. If the motion is defeated, debate on the motion before the meeting continues as if there had been no interruption.

The motion to put the previous question is the only proper method of securing an immediate vote. Members who call, "Question!" in an attempt to get the chairperson to call the question immediately should be ruled out of order. The only situation in which members may properly call, "Question!" is in reply to the chairperson when they ask the meeting, "Are you ready for the question?"

7. Table (lay on the table)

Sometimes a meeting wants to lay a main motion aside temporarily without setting a time for resuming its consideration but with the provision that the motion can be taken up again whenever the majority so decides. This is accomplished by a motion to table or to lay on the table.

The motion has the effect of delaying action on a main motion. If a subsequent meeting does not lift the question from the table, the effect of the motion to table is to prevent action from being taken on the main motion. Indeed, rather than either pass or defeat a motion, a meeting will sometimes choose to "bury" it by tabling.

Robert's rules say, "No motion or motions can be laid on the table apart from motions which adhere to them, or to which they adhere; and if any one of them is laid on the table, all such motions go to the table together." For example, a main motion may have been made and an amendment proposed to it. The proposed amendment "adheres" to the main motion. If the meeting wants to table either of the motions, it must table both of them.

In the example above, if the meeting did not like the proposed amendment, but wanted to deal with the main motion, the correct procedure would be not to table, but to defeat the amendment. Debate could then resume on the main motion.

A motion to table may not interrupt another speaker, must be seconded, is not debatable, is not amendable, may not be reconsidered, and requires a majority vote.

Privileged motions

Unlike either subsidiary or incidental motions, privileged motions do not relate to the pending business, but have to do with special matters of immediate and overriding importance that, without debate, should be allowed to interrupt the consideration of anything else.

The five privileged motions are:

1. orders of the day
2. question (point) of privilege
3. recess
4. adjourn
5. fix time to which to adjourn.

The five privileged motions fit into an order of precedence. All of them take precedence over motions of any other class (except when the immediately pending question may be a motion to amend or a motion to put the previous question).

The privileged motions are listed below in ascending order of rank. Each of the succeeding motions takes precedence over the main motion, any subsidiary motions, and any or all of the privileged motions listed before it.

1. Orders of the day

The orders of the day means the agenda or the order of business. If the order of business is not being followed, or if consideration of a question has been set for the present time and is therefore now in order, but the matter is not being taken up, a member may call for the orders of the day, and can thereby require the order of business to be followed, unless the meeting decides by a two-thirds vote to set the orders of the day aside.

Such a motion can interrupt another speaker, does not require a seconder, is not debatable, is not amendable, and cannot be reconsidered.

If the chair admits that the order of business has been violated and returns to the correct order, no vote is required. If the chair maintains that the order of business has not been violated, their ruling stands unless a member challenges the ruling. A motion to sustain the chair is decided by a simple majority vote.

Sometimes the chair will admit that the agenda has been violated, but will rule that the debate will continue on the matter before the meeting. In such a case, a vote must be taken and the chair needs a two-thirds majority to sustain the ruling. (The effect of such a vote is to set aside the orders of the day, a move that requires a two-thirds majority vote.)

As noted earlier in this booklet, calls for orders of the day are not in order in committee of the whole.

The orders of the day—that is, the agenda items to be discussed—are either special orders or general orders.

A special order specifies a time for the item, and with four exceptions, any rules interfering with its consideration at the specified time are suspended. (The exceptions are rules relating to: (1) adjournment or recess, (2) questions of privilege, (3) special orders made before this special order was made, and (4) a question that has been assigned priority over all other business at a meeting by being made the special order for the meeting.) A special order for a particular time therefore interrupts any business that is pending when that time arrives.

Because a special order has the effect of suspending any interfering rules, making an item a special order requires a two-thirds vote, except where such action is included in the adoption of the agenda.

A general order is any question that has been made an order of the day (placed on the agenda) without being made a special order (usually by postponement).

When a time is assigned to a particular subject on an agenda, either at the time the agenda is adopted, or by an agenda amendment later, the subject is made a special order. When the assigned time for taking up the topic arrives, the chairperson should announce that fact and proceed with that item. Unless there is a procedural motion to do otherwise. Any such procedural motions are put to a vote.

During the AGM, Standing Rule 1.9 shall apply. During the RA, Standing Rule 1.8 shall apply.

2. Question or point of privilege

If a situation is affecting the comfort, convenience, integrity, rights or privileges of a meeting or of an individual member (for example, noise, inadequate ventilation, introduction of a confidential subject in the presence of guests, etc.), a member can raise a point of privilege, which permits them to interrupt pending business to make an urgent statement, request or motion. (If a motion is made, it must be seconded.) The motion might also concern the reputation of a member, a group of members, the local, or the BCTF as a whole.

If the matter is not simple enough to be taken care of informally, the chair rules as to whether it is admitted as a question of privilege and whether it requires consideration before the pending business is resumed.

A point of privilege may also be used to seek permission of the meeting to present a motion of an urgent nature.

3. Recess

A member can propose a short intermission in a meeting, even while business is pending, by moving to recess for a specified length of time.

A motion to take a recess may not interrupt another speaker, must be seconded, is not debatable, can be amended (for example, to change the length of the recess), cannot be reconsidered, and requires a majority vote.

4. Adjourn

A member can propose to close the meeting entirely by moving to adjourn. This motion can be made and the meeting can adjourn even while business is pending, providing that the time for the next meeting is established by a rule of the association or has been set by the meeting. In such a case, unfinished business is carried over to the next meeting.

A motion to adjourn may not interrupt another speaker, must be seconded, is not debatable, is not amendable, cannot be reconsidered, and requires a majority vote.

If the motion to adjourn has been made, but important matters remain for discussion, the chair may request that the motion to adjourn be withdrawn. As noted earlier, any motion can be withdrawn only with the unanimous consent of the meeting.

The motions to recess and to adjourn have quite different purposes. The motion to recess suspends the meeting until a later time; the motion to adjourn terminates the meeting. The motion to adjourn should, however, be followed by a declaration from the chairperson that the meeting is adjourned.

5. Fix time to which to adjourn

This is the highest-ranking of all motions. Under certain conditions while business is pending, a meeting—before adjourning or postponing the business—may wish to fix a date, an hour, and sometimes the place, for another meeting or for another meeting before the next regular meeting. A motion to fix the time to which to adjourn can be made even while a matter is pending, unless another meeting is already scheduled for the same or the next day.

The usual form is: "I move that the meeting adjourn to Thursday, October 23, at 19:30 in _____ School." The motion may not interrupt a speaker, must be seconded, is not debatable, is amendable (for example, to change the time and/or place of the next meeting), can be reconsidered, and requires a majority vote.

Incidental motions

These motions are incidental to the motions or matters out of which they arise. Because they arise incidentally out of the immediately pending business, they must be decided immediately, before business can proceed. Most incidental motions are not debatable.

Because incidental motions must be decided immediately, they do not have an order or precedence. An incidental motion is in order only when it is legitimately incidental to another pending motion or when it is legitimately incidental in some other way to business at hand. It then takes precedence over any other motions that are pending —that is, it must be decided immediately.

The eight most common incidental motions are:

1. point of order
2. suspension of the rules
3. objection to consideration
4. consideration seriatim
5. division of the meeting
6. motions related to methods of voting
7. motions related to nominations
8. requests and inquiries.

1. Point of order

This motion permits a member to draw the chair's attention to what they believe to be an error in procedure or a lack of decorum in debate. The member will rise and say: "I rise to a point of order," or simply "Point of order." The chair should recognize the member, who will then state the point of order. The effect is to require the chair to make an immediate ruling on the question involved. The chair will usually give their reasons for making the ruling. If the ruling is thought to be wrong, the chair can be challenged.

2. Suspension of the rule(s)

Sometimes a meeting wants to take an action, but is prevented from doing so by one or more of its rules of procedure. In such cases, the meeting may vote with at least 2/3 majority, to suspend the rule(s) that is/are preventing the meeting from taking the action it wants to take.

Such a motion cannot interrupt a speaker, must be seconded, is not debatable, is not amendable, cannot be reconsidered and requires at least 2/3 majority to pass.

Except where obviously impossible, (such as wanting to suspend the rule(s) during the final session of a meeting), a motion to suspend a standing rule(s) shall require notice at a previous session.

Please note that only rules of procedure can be suspended. A meeting may not suspend by-laws. After the meeting has taken the action it wants to take, the rule(s) that were suspended come into force again automatically.

3. Objection to the consideration of a question

If a member believes that it would be harmful for a meeting even to discuss a main motion, they can raise an objection to the consideration of the question; provided debate on the main motion has not begun or any subsidiary motion has not been stated.

The motion can be made when another member has been assigned the floor, but only if debate has not begun or a subsidiary motion has not been accepted by the chair. A member rises, even if another has been assigned the floor, and without waiting to be recognized, says, "Chairperson, I object to the consideration of the question (or resolution or motion, etc.)." The motion does not need a seconder, is not debatable, and is not amendable.

The chair responds, "The consideration of the question is objected to. Shall the question be considered?"

A two-thirds vote against consideration sustains the member's objection. (The two-thirds vote is required because the decision in effect amends the agenda.) The motion can be reconsidered, but only if the objection has been sustained.

4. Consideration by paragraph or seriatim

If a main motion contains several paragraphs or sections that, although not separate questions, could be most efficiently handled by opening the paragraphs or sections to amendment one at a time (before the whole is finally voted on), a member can propose a motion to consider by paragraph or seriatim. Such a motion may not interrupt another speaker, must be seconded, is not debatable, is amendable, cannot be reconsidered, and requires a majority vote.

Both the RA and the AGM have adopted the rule that "when the decision has been made to consider a question seriatim, each part of the motion shall be separate and any procedural motion shall be applied only to the part being debated."

5. Division of the meeting (standing vote)

If a member doubts the accuracy of the chair's announcement of the results of a vote by show of hands, they can demand a division of the meeting—that is, a standing vote. Such a demand can interrupt the speaker, does not require a seconder, is not debatable, is not amendable, and cannot be reconsidered. No vote is taken; the demand of a single member compels the standing vote.

6. Motions related to methods of voting

A member can move that a vote be taken by ballot or that the standing votes be counted if a division of the meeting appears to be inconclusive and the chair neglects to order a count. Such motions may not interrupt another speaker, must be seconded, are not debatable, are amendable, can be reconsidered, and require majority votes. (Note: by-laws may specify a secret ballot for such votes as the election of officers.)

7. Motions related to nominations

If the by-laws or rules of the association do not prescribe how nominations are to be made and if a meeting has taken no action to do so prior to an election, any member can move while the election is pending to specify one of various methods by which candidates shall be nominated or, if the need arises, to close nominations or to re-open them. Such motions may not interrupt another speaker, must be seconded, are not debatable, are amendable, can be reconsidered, and require majority votes.

8. Requests and inquiries

a. Parliamentary Inquiry—a request for the chair's opinion (not a ruling) on a matter of parliamentary procedure as it relates to the business at hand.

b. Point of Information—a question about facts affecting the business at hand—directed to the chair or, through the chair, to a member.

c. Request for Permission to Withdraw or Modify a Motion.

Although Robert's Rules of Order specify that until a motion has been accepted by the chair it is the property of the mover, who can withdraw it or modify it as they choose, BCTF practice is that once the agenda has been adopted, the items on it become the property of the meeting. A person may not, therefore, withdraw a motion unilaterally; they may do so only with the consent of the meeting, which has adopted an agenda indicating that the motion is to be debated.

Similarly, a person cannot, without the consent of the meeting,

change the wording of any motion that has been given ahead of time to those attending the meeting—for example, distributed in printed

form in advance, printed on the agenda, a motion of which notice has been given at a previous meeting, etc.

The usual way in which consent of a meeting to withdraw a motion is obtained is for the mover to ask the consent of the meeting to withdraw (or change the wording). If no one objects, the chairperson announces that there being no objections, the motion is withdrawn or that the modified wording is the motion to be debated.

If anyone objects, the chair can put a motion permitting the member to withdraw (or modify) or any two members may move and second that permission be granted. In either case a majority vote decides.

d. Request to Read Papers.
e. Request to be Excused from a Duty.
f. Request for Any Other Privilege.

The first two types of inquiry are responded to by the chair, or by a member at the direction of the chair; the other requests can be granted only by the meeting.

Motions that bring a question back before the assembly

There are four motions that can bring business back to a meeting. The four are: (1) Take from the Table, (2) Rescind, (3) Reconsider, and (4) Discharge a Committee.

The order in which the four motions are listed below are no relation to the order of precedence of motions.

1. Take from the table

Before a meeting can consider a matter that has been tabled, a member must move: "That the question concerning _____ be taken from the table." Such a motion may not interrupt another speaker, must be seconded, is not debatable, is not amendable, cannot be reconsidered, and requires a majority vote.

If a motion to take from the tables passes, the meeting resumes debate on the original question (or on any amendments to it). If a considerable period of time has elapsed since the matter was tabled, it is often helpful for the first speaker to review the previous debate before proceeding to make any new points.

2. Rescind

A meeting, like an individual, has a right to change its mind. There are two ways a meeting can do so—rescind or reconsider.

A motion to rescind means a proposal to cancel or annul an earlier decision. A motion to reconsider, if passed, enables a meeting to debate again the earlier motion and eventually vote again on it. However, a motion to rescind, if passed, cancels the earlier motion and makes it possible for a new motion to be placed before the meeting.

Another form of the same motion—a motion to amend something previously adopted—can be proposed to modify only a part of the wording or text previously adopted, or to substitute a different version.

Such motions cannot interrupt another speaker, must be seconded, are debatable, and are amendable. Because such motions would change action already taken by the meeting, they require: (a) a two-thirds vote, or (b) a majority vote when notice of intent to make the motion has been given at the previous meeting or in the call of the present meeting, or (c) a vote of the majority of the entire membership—whichever is the most practical to obtain.

Negative votes on such motions can be reconsidered, but not affirmative ones.

3. Reconsider

A motion to reconsider enables the majority in a meeting within a limited time and without notice, to bring back for further consideration a motion that has already been voted on. The purpose of reconsideration is to permit a meeting to correct a hasty, ill-advised, or erroneous action, or to take into account added information or a changed situation that has developed since the taking of the vote.

If the motion to reconsider is passed, the effect is to cancel the original vote on the motion to be reconsidered and reopen the matter for debate as if the original vote had never occurred.

A motion to reconsider has the following unique characteristics:

a.. It can be made only by a member who voted with the prevailing side—that is, voted in favor if the motion involved was adopted, or voted contrary if the motion was defeated. This requirement is a protection against a defeated minority's using a motion to reconsider as a dilatory tactic. If a member who cannot move a reconsideration believes there are valid reasons for one, they should try to persuade someone who voted with the prevailing side to make such a motion.

b. The motion is subject to time limits. In a session of one day, a motion to reconsider can be made only on the same day the vote to be reconsidered was taken. In a convention or session of more than one day, reconsideration can be moved only on the same or the next succeeding day after the original vote was taken. These time limitations do not apply to standing or special committees.

c. The motion can be made and seconded at times when it is not in order for it to come before the assembly for debate or vote. In such a case it can be taken up later, even after it would be too late to move it in the first place.

Making a motion to reconsider (as distinguished from debating such a motion) takes precedence over any other motion whatever and yields to nothing. Making such a motion is in order at any time, even after the assembly has voted to adjourn—if the member rose and addressed the chair before the chair declared the meeting adjourned. In terms of debate of the motion, a motion to reconsider has only the same rank as that of the motion to be reconsidered.

A motion to reconsider can be made when another person has been assigned the floor, but not after they have begun to speak. The motion must be seconded, is debatable provided that the motion to be reconsidered is debatable (in which case debate can go into the original question), is not amendable, and cannot be reconsidered.

Robert's Rules of Order specify that a motion to reconsider requires only a majority vote, regardless of the vote necessary to adopt the motion to be reconsidered, except in meetings of standing or special committees. However, the BCTF follows the practice of requiring a two-thirds majority for any vote that amends an agenda once that agenda has been adopted. The motion to reconsider has the effect of amending the agenda, because if it passes, the original motion must be debated again—that is, it must be placed on the agenda again. To simplify matters, therefore, the BCTF requires a two-thirds majority vote on all motions to reconsider.

In regular meetings the motion to reconsider may be made (only by someone who voted with the prevailing side) at any time—in fact, it takes precedence over any other motion—but its rank as far as debate is concerned is the same as the motion it seeks to reconsider. In other words, the motion to reconsider may be made at any time, but debate on it may have to be postponed until later.

Moreover, as indicated earlier, in regular meetings a motion to reconsider is subject to time limits. In a one-day meeting it can be made only on the same day. In a two- or more day meeting, the motion must be made on the same day as the motion it wants to reconsider, or on the next day.

4. Discharge a committee (from further consideration)

If a question has been referred, or a task assigned, to a committee that has not yet made its final report, and if a meeting wants to take the matter out of the committee's hands (either so that the meeting itself can deal with the matter or so that the matter can be dropped), such action can be proposed by means of a motion to discharge the committee from further consideration of a topic or subject.

Such a motion cannot interrupt another speaker, must be seconded, is debatable (including the question that is in the hands of the committee), and is amendable. Because the motion would change action already taken by the meeting, it requires: (a) a two-thirds vote, or (b) a majority vote when notice of intent to make the motion has been given at the previous meeting or in the call of the present meeting, or (c) a vote of the majority of the entire membership—whichever is the most practical to obtain.

A negative vote on this motion can be reconsidered, but not an affirmative one.

Standing Rules of Order of the Annual General Meeting and Representative Assembly

Each of the two senior bodies of the BC Teachers' Federation has adopted a set of standing rules of order. Although the two sets of rules are similar, the two bodies have different responsibilities under the BCTF's by-laws, and their procedures therefore differ somewhat.

Part 1 consists of the standing rules of order of the Annual General Meeting, the Federation's sovereign body.

Part 2 consists of the standing rules of order of the Representative Assembly.

The rules of order for all other BCTF and local association meetings are printed in a separate publication entitled Simplified Rules of Order.

All BCTF rules of order are based on Robert's Rules of Order, but differ occasionally from those rules. The BCTF rules are a blend of Robert's rules and procedures the Federation has found to be successful for many years.

Because any meeting can deal with only one matter at a time, the various motions used in parliamentary procedure have been assigned an order of precedence. At any given time there can be pending only one motion of any one rank. This means that other motions proposed during consideration of a motion can be accepted by the chair only if they are of higher precedence. In voting, the meeting proceeds with the various motions in inverse order; the last one proposed, being of highest precedence, is the first one to be decided.

"Precedence" and "importance" are not synonyms. Indeed, the most important motion—the main motion—is the lowest in precedence.

Annual General Meeting

1. Right to attend and speak

1.1 All members of the BCTF shall have the right to attend the meeting.

1.2 Surviving spouses shall have the right to speak on pension matters.

1.3 The right to speak shall be on recognition of the chair and obtained by standing at one of the microphones. Every person shall identify themself when granted recognition by the chair.

1.4 The chair shall, in recognizing speakers, have the right to deviate from the order in which persons seek recognition to permit a speaker or speakers to present a contrary point of view from that of those who have already spoken.

1.5 No speaker shall, without the consent of the delegates, speak more than once or for longer than three minutes on each motion, main or secondary, except for the mover of the motion, who shall have the right to speak for four minutes. This rule shall not deprive the mover of the right to close debate, provided that there has not been a procedural motion to close debate. A motion to change these times shall be in accordance with the AGM Standing Rule 7.2.iii.c.

1.6 Asking and answering questions shall not constitute speaking to a motion.

1.7 a. Questions and answers thereto shall be directed through the chair.

b. A member may address the meeting in their working language and, when the working language is not English, may have another delegate accompany them to the microphone to provide a translation of their remarks to English. Both the delegate addressing the meeting and the delegate providing the translation shall each have up to three minutes to speak to a motion and up to four minutes when moving a motion, in accordance with Annual General Meeting Standing Rule of Order 1.5. The delegate providing the translation will identify themself when granted recognition by the chair. (13 AGM, p. 4)

1.8 No delegate shall comment on any matter immediately before moving a motion.

1.9 The chair can call for the question to be put, if there has been debate on both sides of the issue, when the time on the agenda for the next item has arrived. If the assembly declines to put the question at that time, the matter automatically goes to unfinished business unless another procedural motion arises.

2. Preparation of the proposed agenda

2.1 The preparation of the proposed agenda shall be the responsibility of the President.

2.2 The proposed agenda shall contain the hours at which each session will convene and adjourn, and shall indicate the business to be transacted during each session. Recommendations and resolutions shall be referred to by number. The numbers shall correspond to those assigned in a document entitled *Reports and Resolutions*, Annual General Meeting.

This document shall be made available to members as long as possible before convening of the meeting and shall, insofar as is possible, contain all information pertinent to the items to be included in the proposed agenda of the meeting.

2.3 The proposed agenda shall provide opportunities for delegates to ask questions concerning the reports of the Representative Assembly, the Executive Committee or any other BCTF committee or task force.

2.4 Committee reports shall be published in *Reports and Resolutions* or, in exceptional cases, included in the information kits distributed to delegates.

2.5 Because the proposed agenda must be printed and circulated, provision shall be made for late reports and resolutions. It shall be the responsibility of the Executive Committee to propose the inclusion in the proposed agenda of matters so arising. Component parts of the BCTF shall submit to the Executive Committee resolutions arising too late for inclusion in the printed proposed agenda.

2.6 The Annual General Meeting shall, from time to time, make rules concerning which of its component parts shall have the right to submit matters for the consideration of the meeting.

2.7 (i) The proposed agenda shall commence with the election of chairpersons.

(ii) A co-chairperson not in the chair should be available to assist the chair and the meeting by providing parliamentary opinion.

(iii) The chairpersons shall be either voting members or honorary associate members. (24 AGM, p. 31)

2.8 That the agenda will include scheduled times in advance of the commencement of elections for the Executive Committee positions to allow for speeches from:

(i) candidates for Full-Time Table Officer positions, with a limit of four minutes allocated to each candidate.

(ii) candidates for Member-at-Large positions, with a limit of three minutes allocated to each candidate. (May 19 RA, p. 18)

3. Motion to adopt agenda

Debatable, amendable, but cannot be referred, postponed or tabled.

3.1 The agenda shall be circulated to the meeting. The chair shall bring to the attention of the meeting any changes to the proposed agenda that have originated with the Executive Committee, and shall cause to be presented to the meeting an explanation of why the item(s) could not be included in *Reports and Resolutions*.

3.2 Subject to the provisions of these rules, the constitution and by-laws, and the policies and procedures of the Federation, when a motion to adopt the agenda is made, the meeting can, by motions requiring simple majorities, add items to, delete items from, or rearrange the order of items on the proposed agenda.

3.3 Recommendations and resolutions printed in *Reports and Resolutions* or contained in the information kits distributed to delegates shall be part of the proposed agenda, and may not be withdrawn except by motions to amend the proposed agenda.

4. Motions to amend the agenda (subsequent to its adoption)

Debatable, amendable, but cannot be referred, postponed or tabled, require a two-thirds majority.

4.1 Once the proposed agenda has been adopted, it becomes the property of the meeting. Items on it may therefore not be withdrawn without the unanimous consent of the voting delegates present. However, any change to the agenda, once it has been adopted, can be made by motion, but any such motion shall require at least two-thirds majority to pass. This includes any motion that limits or extends specified time allocations, changes the order of items remaining on the agenda, or designates specific times for items. (19 AGM, p. 11)

4.2 Debate on changes to the agenda will only be permitted in the first session of each day and will be limited to 30 minutes. The

Resolutions Committee will have the ability to propose amendments at any time they deem necessary and appropriate, and if the proposed amendments are brought to the floor by a member of the Resolutions Committee after a session has begun, that debate on those amendments will be limited to 10 minutes. (22 AGM, p. 22) (23 AGM, p. 19)

5. Motion to adopt minutes

Not debatable, amendable as to errors in fact only.

5.1 There shall be a motion to adopt the minutes of the previous meeting. These minutes shall have been circulated to locals, geographical representatives, members of the Executive Committee, and school staffs.

6. Main motions

Debatable, amendable, may be referred, tabled, postponed or reconsidered.

6.1 A main motion is defined as a motion that introduces a substantive question as a new subject. AGM main motions are introduced as resolutions or as recommendations.

6.2 Main motions must be moved and seconded. It shall be the primary responsibility of the sponsoring body of a main motion to move and second the motion, but it shall be the right of any delegate to move or second any main motion.

6.3 No recommendation or resolution shall be discussed or voted on until copies of it have been distributed to the meeting.

6.4 The names of the mover and seconder, and their locals, shall be included on the printed copies of "late" and "new" resolutions.

Types of main motions

6.A Resolutions and Recommendations (as circulated to delegates).

6.A.1—A "resolution" shall be defined as a main motion, sponsored by a component body of the BCTF, other than BCTF committees, the Executive Committee, or the Representative Assembly, that has been published in *Reports and Resolutions*. (See also section 6.D of these rules of order and statement 2.C.04.)

6.A.2—A "recommendation" shall be defined as a main motion sponsored by the Executive Committee or the Representative Assembly.

6.A.3—Recommendations shall take precedence over resolutions.

6.B Special Resolutions.

6.B.1—Special resolutions shall be defined as recommendations or resolutions that seek to amend the Constitution and by-laws of the Federation and other resolutions so defined in the *Societies Act*. Such special resolutions shall require a two-thirds majority vote to pass, with the exception of changes to the Salary Indemnity Plan Regulations, which shall require a three quarters majority vote to pass. (23 AGM, p. 19)

6.B.2—The *Societies Act* requires notice of motion of any special resolution. (18 AGM, p. 12)

6.C "Late" resolutions.

6.C.1—A "late" resolution shall be defined as a resolution that deals with a matter that arose too late for the sponsoring group to have the resolution published in *Reports and Resolutions*. "Late" resolutions must be submitted to the Executive Committee prior to the AGM. If the Executive Committee rules that a resolution is a "late" resolution as defined herein, it shall recommend that resolution for inclusion in the proposed agenda.

6.D "New" resolutions.

6.D.1—To be acceptable for consideration by the AGM as a "new" resolution, a resolution must meet all of the following criteria:

1. arises directly out of the business of the meeting;
2. could not have been submitted in time to become either a regular or "late" resolution;
3. must relate to an issue that must be dealt with before the spring meeting of the Representative Assembly.

6.D.2—Before accepting a "new" resolution, the chairperson of the meeting shall ask the chairperson of the Resolutions Committee to indicate to the meeting whether or not the Resolutions Committee believes that the resolution meets the criteria for new resolutions, as stated in rule 6.D.1.

6.D.3—When a new resolution has been proposed for consideration by the meeting, it shall be duplicated and distributed to the meeting at a later session or displayed to the meeting.

6.D.4—A new resolution shall receive consideration only with the consent of the meeting expressed by majority vote on a procedural motion to accept the resolution for consideration. The motion to accept for consideration shall not be proposed until copies of the new resolution have been made available to the meeting.

6.D.5—All of the foregoing rules shall apply to resolutions intended for consideration under the heading "new business" at the final session, provided that the chairperson may suspend rule 6.D.3 if this resolution clearly deals with a matter of urgent concern that was not evident early enough for rule 6.D.3 to have been applied. (Dec 10 Ex, p. 8)

6.D.6—If, when the AGM adjourns, it has not considered a resolution submitted as a "new" resolution, the resolution shall die—that is, it shall not be considered to be unfinished business of the meeting.

6.E Alternative wording for resolutions.

6.E.1—Alteration of the wording of a resolution, or consolidation of more than one resolution, is permissible, provided that the alteration or consolidation is for clarification and does not change the intent.

The normal procedure shall be that such alteration of wording will be prepared in consultation between the sponsor of a resolution and the Resolutions Committee. The alternative wording shall be printed and distributed or displayed to the meeting, prior to consideration of the resolution. If the meeting agrees by a simple majority, the alternative wording may be moved instead of the original wording. A motion to accept alternative wording must be seconded, is debatable, not amendable, and requires a simple majority.

6.F Procedures for presenting resolutions.

6.F.1—A motion to adopt the resolution may be made from the floor. This motion is the primary responsibility of the delegates representing the sponsoring association.

6.F.2—Attention to any broader implications, inherent in the motion, of which the meeting needs to be aware in disposing of the resolution, may be found in the Advice Booklet.

6.F.3—The chairperson of the Resolutions Committee may recommend an appropriate method of dealing with the resolution, such recommendation to be made prior to the resolution being placed on the floor for debate.

6.F.4—The motion to adopt the resolution is then open for debate, during which procedural motions to give effect to the Resolutions Committee's recommendations may be proposed from the floor.

7. Secondary motions

(A secondary motion is any motion that is in order when a main motion is being debated.)

7.1 A secondary motion can be made and considered while a main motion is pending. After a secondary motion has been made and has been admitted by the chair as in order it must be acted on or disposed of before direct consideration of the main question can be continued. Secondary motions that will be accepted by the chair are those listed in rule 7.2.

7.2.i—Subsidiary motions (A subsidiary motion is intended to assist a meeting in treating or disposing of a main motion.) No subsidiary motion, other than an amendment, shall be in order until after the chair is satisfied that an opportunity has been given to present the affirmative and negative points of view.

7.2.i.(a) Postpone main motion indefinitely.

Debatable (including debate on the main motion). Not amendable and may be reconsidered only if the motion to postpone indefinitely is passed.

A motion to postpone indefinitely allows the meeting the privilege of declining to take a position on a main motion. Its adoption kills the main motion and avoids a direct vote on the question.

7.2.i.(b) Postpone main motion to a subsequent annual general meeting.

Debatable (only as to the appropriateness of postponement), amendable (only as to year). Requires majority vote.

Postponement to a subsequent annual general meeting has the effect of ordering the inclusion of that item on the agenda of a subsequent meeting.

7.2.i.(c) Amend.

Debatable, amendable*, may be referred, postponed, or tabled.

An amendment is a motion to change, to add words to, or to omit words from, an original motion. The change is usually to clarify or improve the wording of the original motion and must not be contrary to the intent of that motion.

*Motions for amendments to amendments of main motions are in order but are not themselves amendable.

7.2.i.(d) Refer to main motion with or without amendment.

Debatable (only as to the propriety or advisability of referral), amendable (only as to instructions contained in the referral motion).

A motion to refer must indicate the body to which the motion is to be referred, may empower action, or may require a report to a subsequent annual general meeting, to the Executive Committee, or to the Representative Assembly.

7.2.i.(e) Postpone main motion to a certain time.

Debatable (only as the appropriateness of postponement), amendable (only as to time). Requires a two-thirds or larger majority vote because it has the effect of amending the agenda.

Postponement can be to a later time in the same session or to a later session of the meeting.

7.2.i.(f) Previous question (that the question be put).

Not debatable, not amendable, requires a two-thirds majority.

This motion may be moved only by a delegate who has been recognized by the chair. After the motion has been seconded, it must be voted on immediately. If it passes, all previous commitments to allow persons to speak are eliminated.

The chair may call the question to be put if there has been debate on both sides of the issue, when the time on the agenda for the next item has arrived. If the assembly declines to put the question at that time, the matter automatically goes to unfinished business unless another procedural motion arises.

7.2.i.(g) Table.

Not debatable, not amendable, requires a majority vote.

A motion to table has the effect of delaying action on a main motion. If the motion is not lifted from the table later (see rule 8.1), the effect of the motion to table is to prevent action from being taken on the main motion.

7.2.ii—Privileged motions (A privileged motion does not relate directly to the pending business, but has to do with special matters that, without debate, should be allowed to interrupt the consideration of anything else.)

7.2.ii.(a) Call for orders of the day.

May interrupt speaker, not debatable, not amendable.

If the adopted agenda is not being followed or if there is a deviation from the agenda, a single delegate can require that the agenda be followed.

A call for orders of the day must receive immediate attention from the chair. The ruling of the chair shall be subject to challenge.

7.2.ii.(b) Question of privilege (point of privilege).

May interrupt speaker, seconder is required if a formal motion is made.

The question or point must concern the welfare, reputation, right, privilege or physical comfort of a member, a group of members or the BCTF as a whole. The chair shall rule immediately on the validity of the point. The ruling of the chair shall be subject to challenge.

7.2.ii.(c) Recess.

May not interrupt speaker, not debatable, amendable as to length of recess, cannot be reconsidered.

A recess is a short intermission in the meeting's proceedings, after which business will immediately be resumed at exactly the point where it was interrupted.

The privileged motion to recess is a motion that a recess being immediately, made while another question is pending.

A motion to recess that is made when no question is pending is a main motion and follows the normal rules for handling a main motion. This applies whether the recess is to begin immediately or at a future time.

7.2.ii.(d) Adjourn.

May not interrupt speaker, not debatable, not amendable, cannot be reconsidered.

A motion to adjourn means to close the meeting.

The privileged motion to adjourn can be made only where provision for another meeting or session exists.

7.2.iii—Incidental motions (Incidental motions are incidental to the motions or matters out of which they arise. With few exceptions, they are related to the main question in such a way that they must be decided immediately, before business can proceed.)

7.2.iii.(a) Point of order.

May interrupt speaker.

The point must concern an alleged breach of standing rules and must receive an immediate ruling from the chair. The ruling shall be subject to challenge.

7.2.iii.(b) Appeal (challenge the chair).

Debatable by challenger and chair only.

An appeal or challenge of the chair is in order when another has the floor, but the challenge must be made at the time of the ruling. If any debate of business has intervened, it is too late to appeal.

If any delegate is dissatisfied with any ruling of the chair, the ruling may be challenged. A motion to sustain the chair shall take precedence over all other business.

When a ruling of the chair is challenged by a delegate, all other business shall be suspended.

The delegate making the challenge shall have the right to present argument to the meeting as to why the ruling is in error. The chair shall have the right to defend the ruling. The vote on the motion to sustain the chair shall follow immediately without further debate.

7.2.iii.(c) Suspend the standing rules.

May not interrupt speaker, not debatable, not amendable, cannot be reconsidered. Except where obviously impossible (such as wanting to suspend the rule(s) during a final session of an AGM), a motion to suspend a standing rule shall require notice at a previous session of the meeting and a two-thirds majority vote. Standing rules may be suspended without notice by unanimous consent provided that the suspension is not contrary to the constitution and/or by-laws.

Notwithstanding this provision, the meeting may, at any time, on recommendation of the Resolutions Committee, suspend the standing rules with a two-thirds majority vote.

7.2.iii.(d) Objection to the consideration of the question.

Not debatable, not amendable, two-thirds vote against consideration is required. Can be reconsidered only if objection is sustained.

A motion to object to the consideration of the question can be made when another member has been assigned the floor, but only if debate has not begun or a subsidiary motion has not been accepted by the chair.

7.2.iii.(e) Division of a question.

May not interrupt speaker, not debatable, amendable, may not be reconsidered.

When a motion relating to a single subject contains several parts each of which is capable of standing as separate proposition, the parts can be separated to be considered and voted on as if they were distinct questions. Such a procedure is consideration seriatim.

When the decision has been made to consider a question seriatim, each part of the motion shall be separate and any procedural motion shall be applied only to the part being debated.

7.2.iii.(f) Requests and inquiries.

Note: The first two types of inquiry are responded to by the chair, or by a member at the direction of the chair; the other requests can be granted only by the meeting.

(1) Parliamentary Inquiry—a request for the chair's opinion—not involving a ruling—on a matter of parliamentary procedure as it relates to the business at hand.

(2) Point of Information—a question about facts affecting the business at hand—directed to the chair or, through the chair, to a member.

(3) Request to be excused from a duty.

(4) Request for any other privilege.

8. Motions that bring a question again before the meeting

The following three motions will be the only ones accepted by the chair to bring a question again before the meeting.

8.1 Take from the table.

Not debatable, not amendable, cannot be reconsidered.

A motion to take from the table must be passed before any motion that has been tabled can be reconsidered. Because the motion will have the effect of amending the agenda, it shall require a two-thirds or larger majority vote to pass. If passed, the motion shall be dealt with at the earliest opportunity.

8.2 Rescind something previously adopted.

Debatable (including discussion on the motion to be rescinded or amended). Amendable. Two-thirds or larger majority vote required

because the effect is to amend the agenda. Negative votes only can be reconsidered.

A motion to rescind is a proposal to cancel or annul an earlier decision. A motion to rescind, if passed, cancels the earlier motion and makes it possible for a new motion to be placed before the meeting.

8.3 Reconsider

Debatable (provided the motion to be reconsidered is debatable, in which case debate may also go into the original motion). Not amendable. Cannot be reconsidered. Two-thirds or larger majority vote required because the effect is to amend the agenda.

A motion to reconsider has the following unique characteristics:

a. It can be made only by a delegate who voted with the prevailing side—i.e., voted in favor if the motion involved was adopted, or voted contrary if the motion was defeated.

b. The motion can be made and seconded at times when it is not in order for it to come before the meeting for debate or vote. In such a case it can be taken up later, even after it would be too late to move it in the first place.

c. A motion to reconsider is in order at any time, even after the meeting has voted to adjourn provided that the mover of the motion has addressed the chair before the chair declared the meeting adjourned.

9. Calling the question

9.1 The chair may call the question to be put if there has been debate on both sides of the issue, when the time on the agenda for the next item has arrived. If the assembly declines to put the question at that time, the matter automatically goes to unfinished business unless another procedural motion arises.

10. Committee of the whole

10.1 The meeting may, when considering any item on the agenda, resolve itself into a committee of the whole. The procedure shall normally be used for either of two reasons:

1. The topic is sufficiently complex to warrant interim decisions that will become binding only after passage of a final composite resolution recommended to the meeting by the committee of the whole.

2. The matter is a sensitive one and it is the opinion of the meeting that only BCTF members and staff should be in attendance.

10.2 The procedure shall be for delegates to move and second that the meeting resolve itself into a committee of the whole, naming the chairperson of the committee. After discussion, during which the standing rules may be waived, the committee of the whole shall move to rise and report to the meeting.

10.3 A motion that repeats the words of the report of the committee shall then be placed before the meeting. Only the motion carried by the meeting in regular session shall appear in the minutes.

11. Special committee of the whole

11.1 Prior to pension matters being considered, the meeting shall move into a special committee of the whole with delegates, staff, representatives of honorary associate members and others, as appropriate, present.

11.2 The number of honorary associate member representatives shall be determined on the same basis as local delegates.

11.3 During the special committee proceedings, the honorary associate member representatives shall be governed by all applicable rules contained in section 11 of the BCTF Standing Rules of Order of the AGM as if they were a local of the Federation.

11.4 The delegates and honorary associate member representatives shall consider the recommendations and resolutions placed before the meeting in the special committee of the whole.

11.5 All recommendations and resolutions that were considered in the special committee of the whole proceedings must be considered out of committee by voting members. (10 AGM, p. 3) (24 AGM, p. 31)

12. Voting

12.1 a. Voting cards shall be issued to locals, to local representatives, and to members of the Executive Committee in accordance with By-law 8.2. These cards shall be distributed at the time and place designated on the proposed agenda.

b. The following process has been adopted for the replacement of lost voting cards:

i. a member of the voting body advises the Resolutions Committee, in confidence, that a voting card or cards have been lost.

ii. without indicating in any way the local or individual, members of the Resolutions Committee move and second that the rules be suspended to allow ____ number of voting card(s) to be replaced.

12.2 No local may elect more delegates than it is entitled under By-law 8.2. This rule does not preclude the right of a local to elect "alternate" delegates who can replace their elected delegates if the need arises.

12.3 When a local elects fewer delegates than it is entitled to under By-law 8.2, the local shall make rules regarding the distribution of the extra voting cards among its delegates.

12.4 Delegates are free to vote as they see fit on questions at the meeting. (12 AGM, p. 3)

12.5 All voting, except for elections and recounts—the latter as specified in rule 12.10—shall be conducted solely by show of voting cards. There shall be no roll call votes.

12.6 Delegates may vote only the cards of their own locals and/or the cards issued to the local's representatives.

12.8 Call for a count of voting cards.

Call must be supported by 100 people. Is not debatable, not amendable, and may not be reconsidered. When a delegate considers the chair to have erred in discerning the result of a vote, they may call for a count of voting cards. (13 AGM, p. 3)

13. Election of Executive Committee members

13.1 a. Election of Executive Committee members shall be conducted by secret ballot.

b. Ballots will display candidate names, including traditional Indigenous, chosen and/or legal names, at the discretion of each candidate. (21 AGM, p. 29)

13.2 a. Ballots shall be distributed to delegates at the time and place designated on the agenda. No replacement ballots shall be permitted and no ballots shall be distributed at any other time or place than that specified on the agenda.

b. The following is the process has been adopted for late pick-up of ballots:

i. a member of the delegation advises the Resolutions Committee, in confidence, that a ballot or ballots have not been picked up;

ii. that without indicating in any way the local or individual, members of the Resolutions Committee move and second that the rules be suspended to provide a local or an individual, with the appropriate ballot(s).

13.3 That the election be conducted in the following order:

a. President
b. First Vice-President
c. Second Vice-President
d. Member-at-Large designated for an Aboriginal member
e. Member-at-Large designated for a Member of Colour
f. Member-at-Large designated for a 2SLGBTQ+ member
g. Members-at-Large. (17 AGM, p. 23) (22 AGM, p. 20) (23 AGM, p. 20)

13.4 Nominations made in accordance with By-law 5.4 shall be circulated to the meeting. Further nominations for any office may be made from the floor during any session prior to that at which the election will be conducted.

13.5 That should a Member-at-Large, part-way through their term of office, accept nomination for a table officer position, their position as Member-at-Large shall be declared vacant as of the following July 1, and the AGM shall fill the position for the unexpired portion of the term.

13.6 All nominees shall be introduced at the close of nominations, and all candidates for an office shall be introduced as a group immediately preceding the balloting for that office.

13.7 A ballot for election of Members-at-Large shall be valid if marked for at least one candidate, but shall not be valid if marked for more candidates than the number of vacancies to be filled.

13.8 Should the validity of any ballot be questioned by any person assigned to count the ballots, it shall be the sole responsibility of the chairperson of the Nominating Committee to decide whether or not that ballot is valid.

13.9 On the completion of each ballot the chairperson of the Nominating Committee shall report to the meeting the number of votes received by each candidate, without attaching names to the numbers. Following an indecisive ballot, and before each candidate is identified with their vote count, the candidate receiving the fewest votes shall be dropped from the ballot. At this time the meeting may at its discretion order the dropping of additional candidates from the next ballot. If at the time of balloting for a particular office there is a sole nominee for that office, that person shall be declared elected.

If at the time of the first ballot there are more candidates for an office than positions available, the meeting shall go through the process of dropping candidates as described above. When this process has the number of candidates remaining equal to the vacant positions, such remaining candidates must still obtain more than 50 percent of the number of valid ballots cast in a subsequent vote to be declared elected.

13.10 No candidate shall be declared elected unless they receive more than 50 per cent of the number of valid ballots cast. Blank ballots and any ballots declared by the chairperson of the Nominating Committee to be spoiled, pursuant to rule 12.8, shall not be valid ballots. If at the time of balloting for a particular office there is a sole nominee for that office, that person shall be declared elected.

13.11 At any time prior to the conducting of a ballot any candidate may, by giving notice to the meeting, withdraw from any or all positions for which the candidate has been nominated.
(17 AGM, p. 28)
(22 AGM, p. 21)

13.12 In the elections for Members-at-Large, the first persons elected for the number of two-year vacancies shall be declared to be elected for two-year terms. Persons declared elected after all two-year terms have been filled shall be elected for one-year terms. If on any ballot more persons can be declared to be elected than there are two-year terms vacant, the one(s) with the highest number of votes shall be declared elected to two-year terms. If on any ballot more persons can be declared elected than there are one-year terms vacant, the one(s) with the highest number of votes shall be declared elected to one-year term(s).

13.13 When there is a tie vote for a single position, there shall be another ballot held. If the subsequent ballot results in another tie vote, then another ballot shall be held. This process shall continue until one candidate receives more votes than the other.
(03 AGM, p. 4)

13.14 Ballots from Annual General Meeting elections will be automatically destroyed unless there is a motion to retain them.

14. Motion to amend standing rules

Debatable, amendable; but cannot be referred, postponed or tabled.

14.1 A motion to amend the Standing Rules of Order shall require a two-thirds majority unless notice of amendment has been given in *Reports and Resolutions*.

15. Matters not covered in standing rules

15.1 When the chair is required to make a ruling not covered by these rules, guidance shall be sought from Robert's Rules of Order, Newly Revised. (91 AGM, pp. 3–4)
(98 AGM, p. 9-10)

Representative Assembly

1. Right to attend and speak

1.1 All members of the BCTF shall have the right to attend the meeting.

1.2 The right to speak shall be on recognition of the chair and obtained by standing at one of the microphones. Every person shall identify themself when granted recognition by the chair.

1.3 The chair shall, in recognizing speakers, have the right to deviate from the order in which persons seek recognition to permit a speaker or speakers to present a contrary point of view from that of those who have already spoken.

1.4 No speaker shall, without the consent of the delegates, speak more than once or for longer than three minutes on each motion main or secondary, except for the mover who shall have four minutes. A member's introduction of themselves shall not be counted as part of their speaking time. This rule shall not deprive the mover of the right to close debate provided there has not been a procedural motion to close debate. A motion to change these times shall be in accordance with Standing Rule 7.2.iii (c). (Nov 15 RA, p. 7)
(May 21 RA, p. 9)

1.5 Asking and answering questions shall not constitute speaking to a motion.

1.6 Questions and answers thereto shall be directed through the chair.

1.7 No delegate shall comment on any matter immediately before moving a motion.

1.8 A member may address the meeting in their working language and, when the working language is not English, may have another delegate accompany them to the microphone to provide a translation of their remarks to English. Both the delegate addressing the meeting and the delegate providing the translation shall each have up to three minutes to speak to a motion and up to four minutes when moving a motion, in accordance with RA Standing Rule of Order 1.4. The delegate providing the translation will identify themself when granted recognition by the chair. (May 13 RA, p. 18)

1.9 When the time on the agenda for the next item has arrived and there has been debate on both sides of the pending question, the chairperson shall test the RA as to whether or not the question shall be put on the pending matter that is before the meeting.

2. Proposed agenda

2.1 The preparation of the proposed agenda shall be the responsibility of the Agenda Committee.

2.2 The proposed agenda shall contain the hours at which each session will convene and adjourn, and shall indicate the business to be transacted during each session. The agenda shall be made available to members prior to the convening of the meeting and shall, insofar as is possible, contain all information pertinent to the items to be debated by the meeting.

2.3 The proposed agenda shall provide opportunities for local representatives (LRs) to ask questions concerning the minutes of the Executive Committee.

2.4 Because the proposed agenda must be printed and circulated, provision shall be made for motions submitted after the proposed agenda has been prepared ("new" motions, as defined in rule 6.6). It shall be the responsibility of the Agenda Committee to propose the inclusion in the proposed agenda of matters so arising.

2.5 The Representative Assembly (RA) shall, from time to time, make rules concerning who shall have the right to submit matters for the consideration of the meeting.

3. Motion to adopt agenda

Debatable, amendable, but cannot be referred, postponed or tabled.

3.1 The agenda shall be circulated to the meeting. The chair shall bring to the attention of the meeting any changes to the proposed agenda that have originated with the Agenda Committee, and shall cause to be presented to the meeting an explanation of why the item(s) could not be included in proposed agenda.

3.2 Subject to the provisions of these rules, the constitution and by-laws, and the policies and procedures of the Federation, when a motion to adopt the agenda is made, the meeting can, by motions requiring simple majorities, add items to, delete items from, or rearrange the order of items on the proposed agenda.

3.3 Motions printed in the agenda or contained in the information kits distributed to members of the assembly shall be part of the proposed agenda and may not be withdrawn except by motions to amend the proposed agenda.

4. Motions to amend the agenda (subsequent to its adoption)

Debatable, amendable, but cannot be referred, postponed or tabled, require a two-thirds majority.

4.1 Once the proposed agenda has been adopted, it becomes the property of the meeting. Items on it may therefore not be withdrawn without the unanimous consent of the LRs present. However, any change to the agenda, once it has been adopted, can be made by motion, but any such motion shall require at least a two-thirds majority to pass. this includes any motion that limits or extends any specified time allocations.

4.2 Notwithstanding this provision, the meeting may at any time, on recommendation of the Agenda Committee, re-allocate the timing of items remaining on the agenda with a view to ensuring that business the meeting considered of prime importance be dealt with.

5. Motion to adopt minutes

Not debatable, amendable as to errors in fact only.

5.1 There shall be a motion to adopt the minutes of the previous meeting. These minutes shall have been circulated to locals, LRs, members of the Executive Committee.

6. Main motions

Debatable, amendable, may be referred, tabled, postponed or reconsidered.

6.1 A main motion is defined as a motion that introduces a substantive question as a new subject.

6.2 Main motions must be moved and seconded. It shall be the primary responsibility of the sponsoring body of a main motion to have it moved and seconded, but it shall be the right of any LR to move or second any main motion.

6.3 No main motion shall be discussed or voted on until copies of it have been distributed or the wording has been displayed.

Types of main motions

6.4 Business to be dealt with by the RA shall be classified as "regular business" or "new motions." (See rules 6.5 and 6.6 for definitions of these terms.)

6.5 Regular business shall include:

a. all agenda items submitted to the Agenda Committee by the Executive Committee;

b. all agenda items submitted to the Agenda Committee by locals and LRs, and received at the BCTF office no later than four weeks prior to the beginning of the assembly. (Jan 15 RA, p. 8)

6.6 a. "New" motions shall include all agenda items submitted to the Agenda Committee after the time the agenda is prepared and all motions arising spontaneously during a session of the RA.

b. "New" motions will be displayed to the meeting.

c. "New" motions shall be discussed in the order they are received, under the penultimate heading on the agenda: "New Motions."

d. If, when the assembly adjourns, it has not considered a "new" motion it shall "die"; that is, it shall not be considered part of the unfinished business of the meeting.

e. When a "new" motion arises spontaneously during a session of the RA, it shall be displayed or distributed to members of the assembly. The chairperson, may, with the consent of the meeting, suspend this rule if the motion clearly deals with a matter of urgent concern that was not evident early enough for this rule to be applied.

6.7 To be acceptable for debate by the RA as "new," a motion should meet all of the following criteria:

1. It arises directly out of the debate on an item of business scheduled on the agenda.

2. It is a substantive motion rather than a procedural one.

3. It has not been circulated to members of the assembly.

4. It is one that could not have been submitted to the Agenda Committee as "regular" business.

6.8 Alternative Wording for Resolutions

6.8.1—Alteration of the wording of a resolution or consolidation of more than one resolution is permissible, provided that the alteration or consolidation is for clarification and does not change the intent.

6.8.2—Normal procedure shall be that the chairperson shall seek unanimous consent of the meeting to accept the alternative wording. If there is not unanimous consent, then a motion shall be placed before the meeting to accept the alternative wording.

6.8.3—The alternative wording shall be printed and distributed or displayed prior to consideration of the resolution.

6.8.4—If the meeting agrees by a simple majority, the alternative wording may be moved instead of the original wording.

6.8.5—A motion to accept alternative wording must be seconded, is debatable, not amendable, requires a simple majority.

7. Secondary motions

(A secondary motion is any motion that is in order when a main motion is being debated.)

7.1 A secondary motion can be made and considered while a main motion is pending. After a secondary motion has been made and has been admitted by the chair as in order it must be acted on or disposed of before direct consideration of the main question can be continued. Secondary motions that will be accepted by the chair are those listed in rule 7.2.

7.2.i—Subsidiary motions (A subsidiary motion is intended to assist a meeting in treating or disposing of a main motion.) No subsidiary motion, other than an amendment, shall be in order until after the chair is satisfied that an opportunity has been given to at least three (3) speakers to present the affirmative and at least three (3) speakers to present the negative points of view. (Nov 22 RA, p. 4)

7.2.i.(a) Postpone main motion indefinitely.

Debatable (including debate on the main motion). Not amendable and may be reconsidered only if the motion to postpone indefinitely is passed.

A motion to postpone indefinitely allows the meeting the privilege of declining to take a position on a main motion. Its adoption kills the main motion and avoids a direct vote on the question.

7.2.i.(b) Amend.

Debatable, amendable*, may be referred, postponed or tabled.

An amendment is a motion to change, to add words to, or to omit words from, an original motion. The change is usually to clarify or improve the wording of the original motion and must not be contrary to the intent of that motion.

*Motions for amendments to amendments of main motions are in order but are not themselves amendable.

7.2.i.(c) Refer to main motion with or without amendment.

Debatable (only as to the propriety or advisability of referral), amendable (only as to instructions contained in the referral motion).

A motion to refer must indicate the body to which the motion is to be referred, may empower action, or may require a report to a subsequent annual general meeting, to the Executive Committee, or to the RA.

7.2.i.(d) Postpone main motion to a certain time.

Debatable (only as the appropriateness of postponement), amendable (only as to time). Requires a two-thirds or larger majority vote because it has the effect of amending the agenda.

Postponement can be to a later time in the same session or to a later session of the meeting.

7.2.i.(e) Previous question (that the question be put).

Not debatable, not amendable, requires a two-thirds majority.

This motion may be moved only by a LR who has been recognized by the chair. After the motion has been seconded, it must be voted on immediately. If it passes, all previous commitments to allow persons to speak are eliminated.

7.2.i.(f) Table.

Not debatable, not amendable, requires a majority vote.

A motion to table has the effect of delaying action on a main motion. If the motion is not lifted from the table later (see rule 8.1), the effect of the motion to table is to prevent action from being taken on the main motion.

7.2.ii—Privileged motions (A privileged motion does not relate directly to the pending business, but has to do with special matters that, without debate, should be allowed to interrupt the consideration of anything else.)

7.2.ii.(a) Call for orders of the day.

May interrupt speaker, not debatable, not amendable.

If the adopted agenda is not being followed or if there is a deviation from the agenda, a single LR can require that the agenda be followed.

A call for orders of the day must receive immediate attention from the chair. The ruling of the chair shall be subject to challenge.

7.2.ii.(b) Question of privilege (point of privilege).

May interrupt speaker, seconder is required if a formal motion is made.

The question or point must concern the welfare, reputation, right, privilege or physical comfort of a member, a group of members or the BCTF as a whole. The chair shall rule immediately on the validity of the point. The ruling of the chair shall be subject to challenge.

7.2.ii.(c) Recess.

May not interrupt speaker, not debatable, amendable as to length of recess, cannot be reconsidered.

A recess is a short intermission in the meeting's proceedings, after which business will immediately be resumed at exactly the point where it was interrupted.

The privileged motion to recess is a motion that a recess being immediately, made while another question is pending.

A motion to recess that is made when no question is pending is a main motion and follows the normal rules for handling a main motion. This applies whether the recess is to begin immediately or at a future time.

7.2.ii.(d) Adjourn.

May not interrupt speaker, not debatable, not amendable, cannot be reconsidered.

A motion to adjourn means to close the meeting.

The privileged motion to adjourn can be made only where provision for another meeting or session exists.

7.2.iii—Incidental motions (Incidental motions are incidental to the motions or matters out of which they arise. With few exceptions, they are related to the main question in such a way that they must be decided immediately, before business can proceed.)

7.2.iii.(a) Point of order.

May interrupt speaker.

The point must concern an alleged breach of standing rules and must receive an immediate ruling from the chair. The ruling shall be subject to challenge.

7.2.iii.(b) Appeal (challenge the chair).

Debatable by challenger and chair only.

An appeal or challenge of the chair is in order when another has the floor, but the challenge must be made at the time of the ruling. If any debate of business has intervened, it is too late to appeal.

If any LR is dissatisfied with any ruling of the chair, the ruling may be challenged. A motion to sustain the chair shall take precedence over all other business.

When a ruling of the chair is challenged by a LR, all other business shall be suspended.

The LR making the challenge shall have the right to present argument to the meeting as to why the ruling is in error. The chair shall have the right to defend the ruling. The vote on the motion to sustain the chair shall follow immediately without further debate.

7.2.iii.(c) Suspend the standing rules.

May not interrupt speaker, not debatable, not amendable, cannot be reconsidered.

Except where obviously impossible, such as wanting to suspend the rule(s) during the final session of a meeting, a motion to suspend a standing rule(s) shall require notice at a previous session of the meeting and at least 2/3 majority to pass. Standing rule(s) may be suspended without notice by unanimous consent provided that the suspension is not contrary to the constitution or the by-laws.

7.2.iii.(d) Objection to the consideration of the question.

Not debatable, not amendable, two-thirds vote against consideration is required. Can be reconsidered only if objection is sustained.

A motion to object to the consideration of the question can be made when another member has been assigned the floor, but only if debate has not begun or a subsidiary motion has not been accepted by the chair.

7.2.iii.e. Division of a question.

May not interrupt speaker, not debatable, amendable, may not be reconsidered.

When a motion relating to a single subject contains several parts each of which is capable of standing as separate proposition, the parts can be separated to be considered and voted on as if they were distinct questions. Such a procedure is consideration seriatim.

When the decision has been made to consider a question seriatim, each part of the motion shall be separate and any procedural motion shall be applied only to the part being debated.

7.2.iii.(f) Requests and inquiries.

Note: The first two types of inquiry are responded to by the chair, or by a member at the direction of the chair; the other requests can be granted only by the meeting.

1. Parliamentary Inquiry—a request for the chair's opinion—not involving a ruling—on a matter of parliamentary procedure as it relates to the business at hand.

2. Request for Information—a question about facts affecting the business at hand—directed to the chair or, through the chair, to a member. A request for information may not interrupt the speaker. (Nov 15 RA, p. 7)

3. Request to be excused from a duty.

4. Request for any other privilege.

8. Motions that bring a question again before the meeting

The following three motions will be the only ones accepted by the chair to bring a question again before the meeting.

8.1 Take from the table.

Not debatable, not amendable, cannot be reconsidered.

A motion to take from the table must be passed before any motion that has been tabled can be reconsidered. Because the motion will have the effect of amending the agenda, it shall require a two-thirds or larger majority vote to pass. If passed, the motion shall be dealt with at the earliest opportunity.

8.2 Rescind something previously adopted.

Debatable (including discussion on the motion to be rescinded or amended). Amendable. Two-thirds or larger majority vote required because the effect is to amend the agenda. Negative votes only can be reconsidered.

A motion to rescind is a proposal to cancel or annul an earlier decision. A motion to rescind, if passed, cancels the earlier motion and makes it possible for a new motion to be placed before the meeting.

8.3 Reconsider

Debatable (provided the motion to be reconsidered is debatable, in which case debate may also go into the original motion). Not amendable. Cannot be reconsidered. Two-thirds or larger majority vote required because the effect is to amend the agenda.

A motion to reconsider has the following unique characteristics:

a. It can be made only by a LR who voted with the prevailing side—i.e., voted in favor if the motion involved was adopted, or voted contrary if the motion was defeated.

b. The motion can be made and seconded at times when it is not in order for it to come before the meeting for debate or vote. In such a case it can be taken up later, even after it would be too late to move it in the first place.

c. A motion to reconsider is in order at any time, even after the meeting has voted to adjourn provided that the mover of the motion has addressed the chair before the chair declared the meeting adjourned.

9. Committee of the whole

9.1 The meeting may, when considering any item on the agenda, resolve itself into a committee of the whole. The procedure shall normally be used for either of two reasons:

1. The topic is sufficiently complex to warrant interim decisions that will become binding only after passage of a final composite resolution recommended to the meeting by the committee of the whole.

2. The matter is a sensitive one and it is the opinion of the meeting that only BCTF members and staff should be in attendance.

9.2 The procedure shall be for LRs to move and second that the meeting resolve itself into a committee of the whole, naming the chairperson of the committee and the person who shall report the committee's decisions to the meeting. After discussion, during which the standing rules may be waived, the committee of the whole shall move to rise and report to the meeting.

9.3 A motion that repeats the words of the report of the committee shall then be placed before the meeting. Only the motion carried by the meeting in regular session shall appear in the minutes.

9.4 Unless directed by motion at the time a motion is voted on, only motions carried by the committee of the whole shall be included in the report of the meeting.

10. Voting

10.1 Voting cards shall be issued to LRs in accordance with By-law 6.2. These cards shall be distributed at the time and place designated on the proposed agenda. No replacement of lost cards shall be permitted.

10.2 No local may elect more LRs than it is entitled under By-law 6.2. This rule does not preclude the right of a local to elect “alternate” LRs who can replace their elected LRs if the need arises.

10.3 It shall be left to the LRs as to the number of voting cards any local representative may hold.

10.4 Only duly accredited LRs or their duly elected or appointed substitutes shall be granted recognition and voting privileges at meetings of the RA and Annual General Meetings.

10.5 Only duly accredited LRs, or their duly elected or appointed substitutes, may vote the cards of the locals at the RA.

10.6 The local representation and voting card entitlement for the RA for the succeeding school year shall be computed on the BCTF membership figures available on March 31 each year and shall remain in force for that entire succeeding school year.

10.7 LRs are free to vote as they see fit on questions at the meeting. (Jan 13 RA, p. 18)

10.8 When a LR considers the chair to have erred in discerning the result of a vote, they may call for a count of voting cards, after properly identifying themselves at the microphone. The call must be supported

by 20 LRs and is not debatable, not amendable, and may not be reconsidered. (Jan/Feb 20 RA, p. 4)

10.9 All counts of voting cards shall be taken electronically where possible, and where not possible, by scrutineers assigned to clearly defined areas, and shall be made using a numerical call system. (Jan 24 RA, p. 10)

10.10 Should a recount be required, it shall be taken by ballot rather than by a show of voting cards.

10.11 Any request for a roll call vote must precede any vote on the motion concerned.

10.12 A roll call vote shall be taken on any motion if LRs holding at least 20 per cent of the voting cards indicate that they want such a vote.

10.13 That when a roll call vote is taken, the chairperson shall call the names of the locals in alphabetical order and for each local, shall call the individual names of the LR(s) representing the local. The LRs shall each orally indicate their vote and the number of voting cards held.

10.14 A roll call vote cannot be ordered in committee of the whole. (Nov 15 RA, p. 7)

11. Nomination procedures

11.A Executive Committee

11.A.1 a. Annually, at its spring session, the RA shall appoint a chairperson of the Nominating Committee and an alternate chairperson to serve in the role should the chairperson be unable to do so. (Nov 12 RA, p. 4) (Jan 15 RA, p. 7)

b. The RA shall act as a Nominating Committee.

c. Procedures for establishing a list of candidates:

i. nominations shall be submitted in writing to the Nominating Committee chairperson;

ii. nominations shall contain the prior agreement of the individual concerned;

iii. the list of candidates shall consist of the names of voting members in good standing, and (24 AGM, p. 31)

iv. nominations received prior to and during the Winter RA will be announced to the Winter RA.

d. The names of nominees received by the close of proceedings of the Winter RA or by January 31, whichever is later, shall be published in the *AGM Reports and Resolutions,* the pre-AGM issue of the *Teacher/BCTF Newsletter,* and the AGM program. Nominations received later shall not be accorded this service.

11.B Agenda Committee

11.B.1—The Nominating Committee for the Agenda Committee shall list the names of the candidates, the locals they are from, and the years they have served as LRs.

11.C. RA Chairpersons

11.C.1 a. The Spring RA shall elect four chairpersons for the term of the subsequent school year. (Jun 20 RA, p. 10)

b. A co-chairperson not in the chair should be available to assist the chair and the meeting by providing parliamentary opinion.

c. The chairpersons shall be voting or honorary associate members of the Federation. In accordance with Procedure 25.D.56, should a RA chairperson also be a Local President or Local Representative, the local may send an alternate at BCTF expense. (May 18 RA, p. 14) (Jun 20 RA, p. 10) (24 AGM, p. 31)

d. Notwithstanding (c) above, members of the Executive Committee will not be eligible to be chairpersons of the Representative Assembly.

e. The chairpersons and alternate chairperson elected by the RA shall provide assistance to the Agenda Committee.(May 13 RA, p. 2)

11.D. Nominating Chairperson

11.D.1 That annually, at the Spring RA:

a. the RA appoint a Nominating Chairperson and an alternate to serve in the role should the Nominating Chairperson be unable to do so.

b. the chairperson and alternate be voting members who have been elected Local Representatives or Local Presidents for the year in which they will serve in the role. (Jan 15 RA, p. 6) (24 AGM, p. 31)

11.D.2 That the duties of the Nominating Chairperson include:

a. Elections to the BCTF Executive Committee

i. In accordance with By-law 5.4, reporting to the RA and the AGM all vacancies for positions to be elected to the BCTF Executive Committee, calling for nominations, and reporting the names of those nominated.

ii. Accepting nominations and ensuring that the nominations conform to the requirements of By-law 5.4.

iii. Conducting the elections at the AGM in accordance with AGM Standing Rule of Order 13.

iv. Providing direction to the AGM on voting procedures, supervising the election process, supervising the vote count, and reporting the official results of each ballot to the AGM.

v. Consulting with the Executive Director as required and ruling on questions directly related to the elections that are not already expressly determined by the Rules of Order for the AGM, by-laws, or policies and procedures.

b. RA elections

i. Reporting to the RA all vacancies for positions to be elected by the meeting, calling for nominations, and reporting the names of those nominated.

ii. Accepting nominations and ensuring that the nominations meet the criteria for each position.

iii. Conducting the elections at the RA in accordance with Procedure 25.D.36 and RA Standing Rules of Order 11 and 12.

iv. Providing direction to the RA on voting procedures, supervising the election process, supervising the vote count, and reporting the official results of each ballot to the RA.

v. Consulting with the Executive Director as required and ruling on questions related to the RA elections that are not expressly determined by the Rules of Order for the RA, by-laws, or policies and procedures. (Jan 15 RA, p. 7)

11.D.3 That the Nominating Chairperson, if attending in the capacity of delegate to the meeting, may exercise their vote in all elections at the RA or AGM, however must:

a. avoid any other expression of support for or opposition to a candidate or candidates.

b. adhere to Procedure 20.G.02, Conflict of Interest Guidelines, and raise with the Executive Director, as per the procedure, any real, potential, or apparent conflicts of interest that may arise prior to or in the course of serving in the role.

c. maintain the confidentiality, decorum, and consistent application of the election procedures necessary to ensure member confidence in the election process and the expectations of the role. (Jan 15 RA, p. 7)

12. Elections at the RA

12.1 If at the time of balloting for a particular office, there is a sole nominee for that office, that person shall be declared elected. If, at the time of balloting for multiple representation, the number of nominees is equal to or fewer than the positions available, those nominees shall be declared elected.

12.2 Ballots from RA elections will be automatically destroyed unless there is a motion to retain them.

13. Motion to amend standing rules

Debatable, amendable; but cannot be referred, postponed or tabled.

13.1 A motion to amend the Standing Rules of Order shall require a two-thirds majority.

14. Matters not covered in standing rules

14.1 When the chair is required to make a ruling not covered by these rules, guidance shall be sought from Robert's Rules of Order, Newly Revised. (Jun 83 RA pp. 8–16)

BCTF Advisory Committees Composition and Terms of Reference for 2022–25

(next review 2025)

Aboriginal Education Advisory Committee

Composition: Nine members

1. Advise the Executive Committee on:
a. Aboriginal education issues.
b. workplace climate for Aboriginal teachers.
c. the implementation of an employment equity program for Aboriginal teachers.
d. outreach activities.
e. challenging thinking, structures, and systems that perpetuate colonialism and working together with others to ensure that the Truth and Reconciliation Commission Calls to Action, the *United Nations Declaration on the Rights of Indigenous Peoples, and Declaration on the Rights of Indigenous Peoples Act* are implemented.
2. Facilitate the Aboriginal education portion of zone meetings and Summer Leadership Conference.
3. Assist in the development of local, zonal, and provincial networks of members, and consult on Aboriginal education issues.
4. Review research on the level of success of Aboriginal students in BC public schools, and provide advice on initiatives to enhance success for Aboriginal students.
5. Work with the Aboriginal Education Association Provincial Specialist Association and teachers to improve the level of success for Aboriginal students.
6. Challenge thinking, structures, and systems that perpetuate racism and work together with BIPOC members to create and maintain antiracist environments. (May 13 Ex, p. 9) (Jun 16 Ex, p. 15) (Jun 19 Ex, p. 17) (Jun 22 Ex, pp. 21–22)

Adult Education Advisory Committee

Composition: Seven members

1. Advise the Executive Committee on all matters related to adult education.
2. Review education policy and research, and provide advice on initiatives to increase opportunities for adult learners.
3. Advise the Executive Committee on the needs and concerns of adult education teachers, including as they pertain to bargaining.
4. Develop strategies for achieving parity in funding for adult education and achieving equity in working conditions for adult education teachers.
5. Challenge thinking, structures, and systems that perpetuate colonialism and working together with others to ensure that the Truth and Reconciliation Commission Calls to Action, the *United Nations Declaration on the Rights of Indigenous Peoples,* and *Declaration on the Rights of Indigenous Peoples Act* are implemented.
6. Challenge thinking, structures, and systems that perpetuate racism and work together with BIPOC members to create and maintain antiracist environments. (May 16 Ex, p. 11) (Nov 17 Ex, p. 8) (Jun 19 Ex, pp. 17–18) (Jun 22 Ex, pp. 22–23)

Advisory Committee on French Programs and Services

Composition: Seven members

1. Make recommendations to the Executive Committee on the needs and concerns of french as a first and working language (FFWL) teachers relating to bargaining, working and learning conditions, and professional development.
2. Facilitate the French education portion of zone meetings and Summer Leadership Conference.
3. Assist in the development of local, zonal, and provincial networks of FFWL members, and consult on French education issues.
4. Advise the Executive Committee on the need for equity in the allocation and the distribution of funding and resources for French education programs.
5. Collaborate and strengthen working partnerships between provincial specialist associations and other language associations to support in the delivery of French education programs.
6. Review BCTF policy statements and objectives as they relate to FFWL members.
7. Review educational change as it pertains to French education, as a first and additional language..
8. Challenge thinking, structures, and systems that perpetuate colonialism and working together with others to ensure that the Truth and Reconciliation Commission Calls to Action, the *United Nations Declaration on the Rights of Indigenous Peoples,* and *Declaration on the Rights of Indigenous Peoples Act* are implemented.
9. Challenge thinking, structures, and systems that perpetuate racism and work together with BIPOC members to create and maintain antiracist environments.

Comité consultatif des programmes et services en français

Composition: Sept membres

1. Conseiller le Comité exécutif quant aux besoins et aux préoccupations des enseignant(e)s des programmes de de français langue première et seconde (FLTP) concernant les négociations, les conditions de travail et d'apprentissage et du développement professionnel.
2. Animer la portion sur l'éducation en français aux réunions de zones et à la conférence d'été.
3. Appuyer le développement des réseaux local, provincial et des zones pour les membres FLTP et mener des consultations sur les enjeux de l'éducation en français.
4. Conseiller le Comité exécutif sur le besoin d'équité dans l'affectation et la distribution du financement et des ressources pour les programmes d'éducation en français.
5. Collaborer et renforcer les partenariats de travail entre les associations provinciales de spécialistes et d'autres associations linguistiques pour appuyer la prestation des programmes d'éducation en français.
6. Examiner les énoncés de politique et les objectifs de la FECB en ce qui a trait aux membres FLTP.
7. Examiner les changements en matière d'éducation en ce qui a trait à l'éducation en français en tant que langue première et langue supplémentaire.
8. Remettre en question la pensée, les structures et les systèmes qui perpétuent le colonialisme et collaborer avec les autres pour veiller à la mise en œuvre des appels à l'action de la Commission de vérité et de réconciliation, de la Déclaration des Nations Unies sur les droits des peuples autochtones, et de la Déclaration sur la Loi sur les droits des peuples autochtones.
9. Remettre en question la pensée, les structures et les systèmes qui perpétuent le racisme et travailler en collaboration avec les membres BIPOC pour créer et maintenir des environnements antiracistes. (May 13 Ex, pp. 9–10) (May 16 Ex, p. 11) (Jun 19 Ex, p. 18) (Jun 22 Ex, pp. 23–24)

Committee for Action on Social Justice

Composition: 28 members, consists of the four members on each of the seven action groups

1. Promote safe, healthy, nurturing, respectful, and inclusive environments for all members, students, and families in which to live, work, and learn, where all diversity is celebrated..
2. Create and promote resources for members and locals on social justice issues specific to each action group with an intersectional lens.
3. Advise the Executive Committee on social justice issues and related BCTF policy, procedures, and events, and on advocacy for equitable, systemic, social justice-related change both within the BCTF and throughout the province of BC.
4. Work on developing links with other unions, community groups, NGOs, and others on social justice issues.
5. Assist locals and zones in developing social justice programs, projects, and events, particularly those that involve the concerns of the individual action groups.
6. Promote and assist in the development of local, zonal, and provincial networks of members on action group issues.
7. Facilitate the social justice portion of BCTF zone meetings, Summer Leadership Conference, and the Provincial Social Justice Conference.

8. Challenge thinking, structures, and systems that perpetuate colonialism and working together with others to ensure that the Truth and Reconciliation Commission Calls to Action, the *United Nations Declaration on the Rights of Indigenous Peoples,* and *Declaration on the Rights of Indigenous Peoples Act* are implemented.
9. Challenge thinking, structures, and systems that perpetuate racism and work together with BIPOC members to create and maintain antiracist environments. (May 13 Ex, p. 10) (May 16 Ex, pp. 11–12) (Jun 19 Ex, p. 19) (Jun 22 Ex, pp. 24–25)

Finance Committee

Composition: Seven members
1. Financial Management
a. Assist the Executive Committee, and through the Executive Committee, the Representative Assembly, in carrying out the financial responsibilities of the Federation.
b. Develop financial objectives and policies that ensure the Federation operates in a financially prudent manner that results in a sound financial position.
c. Monitor revenues and expenditures in the various funds of the BCTF and Salary Indemnity Fund operations and report to the Executive Committee significant variations from budgeted amounts, on a quarterly basis.
d. Review annually financial aspects of 6th and Ash building operations including the budget and financial statements.
e. Advise the Executive Committee and the Representative Assembly on the setting of the annual fee.
f. Assist the Executive Committee in specific areas such as the Staff Pension Plan Advisory Committee.
g. Act in an advisory/consultative capacity to the treasurer when necessary.
h. Monitor the performance of all BCTF investment funds and review annually the BCTF's investment policies and practices, and advise the Executive Committee on such.
i. Review annually all insurance coverage.
j. Review annually the BCTF expense policies, including compensation and allowance policies, and provide advice for change to the Executive Committee.
2. Audit Committee Role
a. Provide the auditors with a means of access to the Executive Committee and preserve the auditors' independence in their relationship with the treasurer and other staff.
b. Ensure that the auditors would have the right to appear before, and be heard by, the Finance Committee at any meeting of the Audit Committee.
c. Before the start of the annual audit to discuss with the auditors, in general terms, the scope of the examination as set out in the engagement letter and the audit fees, and recommend the terms of the engagement letter to the Executive Committee.
d. At the completion of the annual audit, meet with the auditors:
i. to review the financial statements prior to approval by the Executive Committee and submission to the Annual General Meeting.
ii. to review and investigate any items covered in post-audit letters or recommendations on internal control.
e. At other times, to discuss quality and depth of accounting and financial staffing; implementation of new accounting systems and the need to extend the audit examination into areas beyond those required under a normal statutory audit; and to report on these discussions to the Executive Committee.
f. Review the Federation's system of control, accounting policies, and audit cost, and report, with advice, to the Executive Committee.
g. Recommend, through the Executive Committee, the external auditors for appointment by the Annual General Meeting.
h. Challenge thinking, structures, and systems that perpetuate colonialism and working together with others to ensure that the Truth and Reconciliation Commission Calls to Action, the *United Nations Declaration on the Rights of Indigenous Peoples,* and *Declaration on the Rights of Indigenous Peoples Act* are implemented.
i. Challenge thinking, structures, and systems that perpetuate racism and work together with BIPOC members to create and maintain antiracist environments. (May 13 Ex, pp. 10–11) (Jun 16 Ex, pp. 15–16) (Jun 19 Ex, pp. 19–20) (Jun 22 Ex, pp. 1–2)

Health and Safety Advisory Committee

Composition: Nine members
1. Advise the Executive Committee on member health and safety matters, including health and safety policies at the provincial level.
2. Review WorkSafeBC issues and provide advice to the Executive Committee with respect to the BCTF's positions and strategies on such.
3. Act in an advisory capacity to improve mental and physical health and safety in the workplace.
4. Advise and assist the BCTF on strategies and supports for pandemic recovery, as they relate to heath and safety concerns.
5. Advise and assist the Federation in the improvement of violence prevention programs in the workplace.
6. Advise and assist the Federation in the improvement of mental health programs in the workplace.
7. Facilitate the health and safety portion of BCTF zone meetings and Summer Leadership Conference.
8. Develop and review BCTF health and safety programs and review other health and safety programs.
9. Assist in developing health and safety training.
10. Bring awareness of current trends in health and safety to the Executive Committee and health and safety contacts.
11. Advise the Executive Committee on provincial and local health and safety issues for collective bargaining.
12. Challenge thinking, structures, and systems that perpetuate colonialism and working together with others to ensure that the Truth and Reconciliation Commission Calls to Action, the *United Nations Declaration on the Rights of Indigenous Peoples,* and *Declaration on the Rights of Indigenous Peoples Act* are implemented.
13. Challenge thinking, structures, and systems that perpetuate racism and work together with BIPOC members to create and maintain antiracist environments. (May 13 Ex, p. 11) (May 16 Ex, p. 12) (Jun 19 Ex, p. 21) (Jun 22 Ex, p. 2)

Pensions Committee

Composition: 12 persons; 6 members, 3 members that are also trustees, 2 RTA members appointed by the RTA, and 1 RTA member that is also a trustee
1. Participate as BCTF representatives on the Teachers' Pension Plan Advisory Committee (TPPAC).
2. Provide advice to the BCTF Executive Committee on pension matters.
3. Provide advice, through the TPPAC, to Plan Member Partner Trustees on amendments to the pension plan rules, administration of the pension plan, and investment of the pension funds.
4. Monitor and review the BCTF Group RRSPs.
5. Monitor and report on the environmental, social, governance, and climate action practices of the Teachers' Pension Plan.
6. Challenge thinking, structures, and systems that perpetuate colonialism and working together with others to ensure that the Truth and Reconciliation Commission Calls to Action, the *United Nations Declaration on the Rights of Indigenous Peoples,* and *Declaration on the Rights of Indigenous Peoples Act* are implemented.
7. Challenge thinking, structures, and systems that perpetuate racism and work together with BIPOC members to create and maintain antiracist environments. (May 13 Ex, p. 12) (May 16 Ex, p. 12) (Jun 19 Ex, p. 22) (Jun 22 Ex, p.3)

Professional Issues Advisory Committee

Composition: 12 members, 3 selected annually by the PSA Council
1. Advise the Executive Committee on education policy, including but not limited to:
a. curriculum review, development, and implementation.
b. professional development and in-service.
c. teacher education, certification, and evaluation.
d. teachers' professional autonomy.
e. privatization, commercialization, and corporatization.
f. enhancing teaching practice and supporting teachers in all stages of their careers.
g. classroom assessment and communicating student learning to parents.
h. district assessment and province-wide system evaluation.

i. inclusion and supports for students school-wide and support for students with disabilities, special needs, and marginalized youth.
j. proliferation of technology including issues in relation to privacy, access, and teacher workload.
k. tools and opportunities to amplify teachers' voices on professional issues.
l. structures and systems that perpetuate colonialism, racism, and climate change.
m. the funding model for K–12 education in British Columbia.
2. Advise the Executive Committee on the promotion of democratic processes that support teachers' professional voice and influence issues at their schools and in their school districts.
3. Advise, consult, and advocate for professional issues in dialogue with PD chairpersons, with locals, in zone, at Summer Leadership Conference, and with the Provincial Specialist Association Council.
4. Challenge thinking, structures, and systems that perpetuate colonialism and working together with others to ensure that the Truth and Reconciliation Commission Calls to Action, the *United Nations Declaration on the Rights of Indigenous Peoples,* and *Declaration on the Rights of Indigenous Peoples Act* are implemented.
5. Challenge thinking, structures, and systems that perpetuate racism and work together with BIPOC members to create and maintain antiracist environments. (May 13 Ex, p. 12)
(Jun 16 Ex, pp. 16–17)
(Jun 19 Ex, p. 23)
(Jun 22 Ex, pp. 3–5)

Provincial Specialist Association Council

Composition: the President of each PSA
1. Provide, as a community of PSAs, a forum for:
a. the discussion and sharing of mutual concerns.
b. developing and helping to support strategies that grow and enhance PSAs.
2. Advise the Executive Committee on:
a. matters of particular concern to individual PSAs, or to all PSAs.
b. professional matters such as education policy; design, review, and implementation of curriculum, assessment, reporting, and graduation requirements; and professional development and in-service.
c. bargaining objectives and building public awareness regarding the importance of learning specialist teachers.
d. requirements, resources, and advocacy strategies for quality in public education.
e. strategies to raise the profile of PSAs.
f. PSA finances and other policies and procedures related to PSAs.
3. Provide Local Presidents and local committee chairs strategies to promote PSAs and local specialist associations.
4. Foster the creation of, promote, and support PSA chapters provincially.
5. Liaise, consult with, and provide advice to the Professional Issues Advisory Committee (PIAC).
6. Challenge thinking, structures, and systems that perpetuate colonialism and work together with others to ensure that the Truth and Reconciliation Commission Calls to Action, the *United Nations Declaration on the Rights of Indigenous Peoples,* and *Declaration on the Rights of Indigenous Peoples Act* are implemented.
7. Challenge thinking, structures, and systems that perpetuate racism and work together with BIPOC members to create and maintain antiracist environments. (May 13 Ex, pp. 12–13)
(Jun 16 Ex, p.17)
(Jun 19 Ex, p. 24)
(Jun 22 Ex, p. 5)

Teacher Magazine Advisory Board

Composition: Five members
1. Ensure that the objectives of the magazine are met.
2. Conduct periodic surveys of the effectiveness of the magazine.
3. Participate in the annual planning and review of the magazine.
4. Participate in developing themes and content for upcoming issues.
5. Challenge thinking, structures, and systems that perpetuate colonialism and working together with others to ensure that the Truth and Reconciliation Commission Calls to Action, the *United Nations Declaration on the Rights of Indigenous Peoples,* and *Declaration on the Rights of Indigenous Peoples Act* are implemented.
6. Challenge thinking, structures, and systems that perpetuate racism and work together with BIPOC members to create and maintain antiracist environments. (May 13 Ex, p. 13)
(May 16 Ex, p. 12)
(Jun 19 Ex, p. 25)
(Jun 22 Ex, p. 5)

Teachers Teaching on Call Advisory Committee

Composition: Nine members
1. Advise the BCTF Executive Committee on:
a. the diverse identities and varying needs of teachers teaching on call (TTOCs) across the province of BC.
b. policies, procedures, and activities regarding TTOCs.
c. strategies for improving the quality of life and professional recognition for TTOCs.
d. structures, resources, and activities which encourage and support the participation of teachers, who teach on call in the locals and the BCTF.
2. Understand and consider in its advocacy, the diverse experiences, backgrounds, geographical locations, and working conditions of TTOCs.
3. Advise, consult, and advocate for TTOC issues with TTOC contacts, with locals, in zones, at the BCTF Summer Leadership Conference, and at the BCTF New Teachers' Conference.
4. Support communications with members on TTOC issues.
5. Challenge thinking, structures, and systems that perpetuate colonialism and working together with others to ensure that the Truth and Reconciliation Commission Calls to Action, the *United Nations Declaration on the Rights of Indigenous Peoples,* and *Declaration on the Rights of Indigenous Peoples Act* are implemented.
6. Challenge thinking, structures, and systems that perpetuate racism and work together with BIPOC members to create and maintain antiracist environments. (May 13 Ex, p. 13)
(Jun 16 Ex, p. 17)
(Jun 19 Ex, p. 25)
(Jun 22 Ex, p. 6)

W. R. Long Memorial International Solidarity Fund Committee

Composition: Four members
1. Provide advice to the Executive Committee on:
a. strategies and priorities for the development and carrying out of international solidarity projects that strengthen public education and teacher unions.
b. projects and grants for international solidarity projects based on the priorities.
c. activities that build relationships of solidarity between BC teachers and teachers in other countries, including union exchanges and volunteer projects.
d. communications that increase member awareness of global education issues and the Federation's international solidarity work.
2. Approve funding of projects, on amounts not to exceed $5,000 for a project.
3. Challenge thinking, structures, and systems that perpetuate colonialism and working together with others to ensure that the Truth and Reconciliation Commission Calls to Action, the *United Nations Declaration on the Rights of Indigenous Peoples,* and *Declaration on the Rights of Indigenous Peoples Act* are implemented.
4. Challenge thinking, structures, and systems that perpetuate racism and work together with BIPOC members to create and maintain antiracist environments. (May 13 Ex, p. 12)
(May 16 Ex, p. 13)
(Jun 19 Ex, p. 26)
(Jun 22 Ex, p. 7)

Working and Learning Conditions/Bargaining Advisory Committee

Composition: 10 members
1. Raise awareness of, and advocate for, the improvement of teaching and learning conditions throughout the province to ensure success for each student.
2. Study and analyze information on the equitable provision and allocations of resources to districts and schools.
3. Study and analyze the workload of members and the quality and equity of learning opportunities provided to students.
4. Develop strategies and provide advice for locals in strengthening and achieving effective local bargaining and other actions.
5. Provide ongoing advice on all matters related to bargaining.
6. Facilitate the bargaining chair portion of zone meetings and Summer Leadership Conference.

7. Assist in the development of local, zonal, and provincial networks of local bargaining chairs.
8. Support grassroots member engagement with respect to local and provincial bargaining.
9. Challenge thinking, structures, and systems that perpetuate colonialism and working together with others to ensure that the Truth and Reconciliation Commission Calls to Action, the *United Nations Declaration on the Rights of Indigenous Peoples,* and *Declaration on the Rights of Indigenous Peoples Act* are implemented.
10. Challenge thinking, structures, and systems that perpetuate racism and work together with BIPOC members to create and maintain antiracist environments.

(May 13 Ex, pp. 13–14)
(Jun 16 Ex, p. 17–18)
(Jun 19 Ex, p. 26)
(Jun 22 Ex, pp. 6–7)

Other (not advisory committees)

Internal Mediation Service

Composition: 18 members
1. Provide a mediation service to procedures set out in Procedure 32.06 of the *Members' Guide to the BCTF.*
2. Participate in a training program in skills necessary to effectively carry out this role.

January 2025
CCD24-0027

INDEX

Index entries refer to policy statements, located in Part 3 of the *Members' Guide to the BCTF*. Part 3—Policies and Procedures-has separate sections by topic (e.g., Annual General Meeting, Labour Affairs, Provincial Specialist Associations); **policy** statements for each topic appear first in a section, followed by relevant **procedure** statements. Policy statements end in odd numbers; procedure statements end in even numbers.

Main topics that make up a section in Part 3 (Annual General Meeting, Provincial Specialist Associations) are treated in the following way: reference is made to the main section, e.g., "AGM, 2," or "PSAs, 33," and more detailed subentries refer to other parts of the *Members' Guide to the BCTF* containing information relating to the topic, e.g., "AGM, structure, 25.B.02." If a topic has no subentry under the main one, look for the information in the general reference. For example, if you tried to find information about the distribution of AGM print materials, since none of the subentries refer to that topic, you should look in "AGM, 2" to find the two relevant procedure statements. Alternatively, you could search in the index for an entry pertaining to print materials, and you would find "Print materials, distribution to AGM delegates, 2.A.14, 2.A.16."

Abbreviations: AGM—Annual General Meeting; BCSTA—BC School Trustees Association; EC—Executive Committee; RA—Representative Assembly; PSA—provincial specialist association

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Notes
"That the Federation revise the language in all by-laws, policies, procedures, and information sections of the *Members' Guide to the BCTF* to change she/he to they, her/him to them, and his/her to their and to make such other technical changes as may be necessary to reflect this revision without changing the meaning of the original language." (17 AGM, p. 4)

Code of Ethics

The Code of Ethics states general rules for all members of the BCTF for maintaining high standards of professional service and conduct toward students, colleagues, and the professional union. Members are advised to contact local union officers or appropriate BCTF staff for advice on how to proceed with issues related to the BCTF Code of Ethics.

1. **The member speaks and acts toward students with respect and dignity, and deals judiciously with them, always mindful of their individual rights and sensibilities.**

2. **The member respects the confidential nature of information concerning students and may give it only to authorized persons or agencies directly concerned with their welfare. The member follows legal requirements in reporting child protection issues.**

3. **A privileged relationship exists between members and students. The member refrains from exploiting that relationship for material, ideological, or other advantage.**

4. **The member is willing to review with colleagues, students, and their parents/guardians the practices employed in discharging the member's professional duties.**

5. **The member directs any criticism of the teaching performance and related work of a colleague to that colleague in private. If the member believes that the issue(s) have not been addressed, they may, after privately informing the colleague in writing of their intent to do so, direct the criticism in confidence to appropriate individuals who can offer advice and assistance.**
   **** It shall not be considered a breach of the Code of Ethics for a member to follow the legal requirements for reporting child protection issues.***

6. **The member acknowledges the authority and responsibilities of the BCTF and its locals and fulfills obligations arising from membership in their professional union.**

7. **The member adheres to the provisions of the collective agreement.**

8. **The member acts in a manner not prejudicial to job actions or other collective strategies of their professional union.**

9. **The member, as an individual or as a member of a group of members, does not make unauthorized representations to outside bodies in the name of the Federation or its locals.**

10. **In the course of union business and meetings, the member must not discriminate against any other member because of race, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age of that person or member, or because that person or member has been convicted of a criminal or summary conviction offence that is unrelated to the membership or intended membership, or any other protected grounds under the BC Human Rights Code.**

***See Procedure 31.B.12**

Code of Ethics—Procedure 31.B.02