



Reports and Resolutions

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INTRODUCTION

This booklet is divided into sections as follows:

Part 1 is the Leadership Report of the Executive Committee.

Part 2 consists of recommendations of the Executive Committee and/or Representative Assembly on a variety of other topics, and resolutions received from locals.

Part 3 consists of committee reports, which cover the calendar year 2013.

Part 4 covers the report of the Representative Assembly and Nominating Committee.

Part 5 is an outline of voting rights at the AGM. Please take note of the section below on “Voting Cards.” This is a crucial item. The *Standing Rules of Order of the Annual General Meeting* are also included in this section.

AGM Business

The “business” of the Annual General Meeting will consist of the recommendations in Part 1 and the various recommendations and resolutions in Part 2.

To help readers distinguish between recommendations of the Executive Committee and/or Representative Assembly, and resolutions submitted by locals, recommendations have been numbered 1 to 17. Resolutions have been numbered 101 to 175 (“Late” resolutions will be numbered starting at 200; “new” resolutions in the 300s.)

Any supplementary recommendations of the Executive Committee and any “late” resolutions will be contained in the information kits distributed to delegates at the AGM. See Section 6.C of the *Standing Rules of Order of the Annual General Meeting (Members’ Guide to the BCTF, page 185) or page 63 of this booklet* for information on “late” resolutions.

Read with *Members’ Guide*

The headings used in this booklet are, as far as possible, the same as those used in the Policies and Procedures section of the *Members’ Guide to the BCTF*.

The topic headings in both publications are arranged in alphabetical order. Page numbers in parentheses throughout the booklet also refer to the *Members’ Guide*. Readers can therefore very easily check current policy and procedure statements on matters dealt with by the various recommendations and resolutions. Copies of the *Members’ Guide* were distributed last fall to each staffroom, and copies were sent to all locals for the use of their delegates. The *Members’ Guide* is also available online at: <http://bctf.ca/MembersGuide/>.

Under Procedure 2.C.02 (page 27), locals are encouraged to submit recommendations to the Executive Committee and resolutions to the Representative Assembly throughout the year, for matters that can be dealt with by these bodies. This procedure has a two-fold benefit: action can be obtained sooner and the amount of AGM business is reduced, permitting a more thorough discussion and completion of more AGM items.

“LATE” RESOLUTIONS: These are covered in 6.C.1 (page 185) of the standing rules. A “late” resolution must be on a matter that arose too late for inclusion in *Reports and Resolutions*. The Executive Committee must rule prior to the AGM on whether or not the resolution meets the definition of “late” as per the standing rules.

The Executive Committee will be meeting on March 14, 2014 to deal with any resolutions submitted for consideration as “late.”

NEW RESOLUTIONS: These are covered fully in 6.D (page 185) of the standing rules. To qualify as a “new” resolution, the resolution must meet all of the following criteria:

The new resolution:

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.

Part 1

Executive Committee Leadership Report

2013–14 LEADERSHIP REPORT

Recommendation 1

That the 2014–15 leadership priority be to engage and empower teachers as:

1. **autonomous professionals,**
2. **unionized workers, and**
3. **active citizens.**

Supporting statement

We've long understood that our professional autonomy, rights as unionized workers, and engagement as active citizens are inextricably linked and key to quality public education. Yet we have to continually assert and act on that understanding. As professionals, we find that those furthest from students and the practice of teaching are most likely to dictate to the profession. As unionized workers, we have experienced a long-term, concerted effort to deny our rights and undermine the conditions under which we teach and our students learn. As citizens, we have been faced with repeated attempts to fetter our freedom of expression and undermine our ability to actively engage in our communities and work for social change.

Autonomous professionals

BC teachers are highly qualified professionals who bring to teaching a deep commitment to our students and a truly inclusive public education system. Daily, we draw on our knowledge to design experiences for engaged learning and employ a wide range of strategies to nurture the growth of every student, taking their strengths and challenges into account. As the front line professionals, we are best able to construct meaningful curriculum change that meets the needs of students while also strengthening public education. We understand the complexity of teaching and learning, and know that the relationship we develop with our students and their families is set in communities that are unique and fast changing. We understand there is no one best approach and have learned to temper the wide swings of the educational pendulum with our professional expertise in order to minimize risk to our students' well-being and the public school system overall.

The Federation must undertake a wide range of actions to engage and empower members as autonomous professionals. The actions should include continuing to:

- support members new to teaching.
- acknowledge the contributions of experienced teachers.
- promote teacher inquiry projects and skills.

- develop strong professional networks, through PSAs and local contacts.
- ensure that teachers, through their Federation and locals, play a key role in education policy and curriculum change.

Unionized workers

Unions play a critical role in advancing the rights and conditions of working people, and in building an inclusive, just society. The undermining of unions goes hand in hand with extreme inequality and abuse of rights. Teachers' unions, in particular, stand firmly in the way of the dismantling and privatization of public education and, as such, their role and the gains they've made on behalf of teachers and students are frequently under attack. The Federation and its locals have faced contract stripping, repeated government interference in bargaining, manipulation of the bargaining process, and a concerted effort to separate teachers from their union. As teachers, we know well the importance of sticking together and the value of the collective.

The Federation must engage and empower members as unionized workers through actions such as continuing to:

- defend the collective agreement and strive for full, free collective bargaining rights.
- assert teachers' rights to fair treatment, satisfactory teaching conditions and a safe, healthy workplace, and assist members in exercising these rights.
- join with others in promoting the history and contributions of unions.
- raise awareness of issues in education with other unions and share information with teachers about the issues facing other unions.

Active citizens

Teachers are uniquely situated to ensure that each successive generation is educated for active citizen engagement. We know the importance of teaching for critical thinking and agency. However, if we don't exercise our own rights to activism today, we cannot assure our students of the ability to speak out, build community, and affect change in the future. This is ever more important as governments increasingly sacrifice the democratic engagement to corporate control. As BC teachers, we have been steadfast in our advocacy for students, schools, and communities and have worked tirelessly for public education, public services, and social justice. We've played a leadership role in democratic engagement and must continue to do so, for ourselves and for our students.

To engage and empower members as active citizens, the Federation must undertake actions such as continuing to:

- assist members and locals in advocating for a strong and stable public education system and public services.
- provide training in skills for political action, lobbying, outreach, and coalition building.
- address issues of inequality, discrimination, and social injustice.
- work with education partners, unions, community groups, and others on issues of common concern.
- support members in engaging in the political process and exercising democratic rights.

Part 2

Recommendations and Resolutions

CONSTITUTION AND BY-LAWS

Recommendation 2

“That By-law 5 be amended by adding 5.1.e ‘Notwithstanding 5.1.d, an Executive Committee member who has held the position of president for three (3) consecutive years shall not be eligible for re-election.’”

Supporting statement

This recommendation seeks to limit the number of years that a president can serve in the office. While the BCTF has had a long history of renewal in the leadership positions, the by-laws do not reflect this practice. Limiting the number of one-year terms to a total of three for the position of president helps to ensure that the president remains connected to the practice of the profession. It provides a balance between experience and renewal, and helps to maintain a strong, dynamic union.

This amendment to the by-laws does not change established practice, but does ensure that the practice is maintained into the future.

Recommendation 3

That By-law 5.18 be deleted and replaced with the following:

“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, however, that such power as aforesaid shall not be exercised except if it be assented to by at least two-thirds of the Executive Committee.”

Supporting statement

This is a housekeeping amendment to ensure that the Federation is in compliance with the requirements of the *Society Act*, s. 35 which states:

Borrowing

35

(3) A society must not issue a debenture unless the issuance of the debenture is authorized by a special resolution, which may confer a general power on the directors to issue debentures for a period of not longer than one year from the date the resolution is passed.

Resolution 101—Burnaby Teachers’ Association
8.2 The voting body of an Annual General Meeting or Special General Meeting shall consist of the Local Representatives, the members of the Executive Committee, and delegates from each local elected in accordance with By-law 2. Except

as set out below, each local shall have the right to representation at the meeting in the proportion of one voting delegate for each 0.2%, or fraction thereof, of the total voting membership of the Federation as of ~~December 31~~ November 15 who are voting members of the local. When a local includes one or more sublocals, each sublocal shall have the right to representation at the meeting in the proportion of one voting 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. *Each local’s delegate count for the Annual General Meeting will be made available no later than the last school day of December.*

Supporting statement

This proposed amendment does not change any local’s delegate entitlement for the BCTF Annual General Meeting. The proposed change simply moves up the date for the local membership count that informs the delegate count.

This will provide each local with a definitive number of delegates prior to their election at local general meetings in the new year.

With current practice, many locals do not know their delegate count at the time of their general meeting and must rely on the previous year’s count. If a local’s membership has dipped slightly as a percentage of the provincial membership, they may be forced to drop a delegate after these elections have taken place at a local general meeting.

Resolution 102—Campbell River District Teachers’ Association

That By-law 6.1 be changed by adding these words after Local Representatives at the end of the first paragraph “and local presidents.”

Supporting statement:

At present there is an inequity at the Representative Assembly (RA). Some locals have their president as a Local Representative. That means that that Local President (LP) has voting cards and the ability to submit and amend motions. Other locals have their LP present but they have no cards to vote and do not have the right to move or amend motions. There have been many instances at RAs where an LP has had to ask if someone else could amend a motion because they are not an LR. This impedes the effectiveness of the RA and also gives advantages to the locals who can designate their LP as an LR as

well. Local Presidents do not have the vote on any governance body of BCTF. Giving franchise to the full-time released officer in each local fits with our commitment to grass roots involvement in our union. Considering that LPs do attend the RA already, there is not a book value cost to giving them voting rights. It would mean that the main grass roots leader from the locals would now have a vote and the ability to act during the RA, thus gaining representation on a governing body of the BCTF. An amendment to By-law 6.2 has been proposed to address the need to retain the same voting balance at the RA for each local.

Resolution 103—Campbell River District Teachers' Association

That By-law 6.2 be changed by adding these sentences at the end, "For the Representative Assembly the voting cards for each local will be double that of the AGM minus one (1). For the Representative Assembly each local president will receive one (1) voting card."

Supporting statement

This amendment follows out of the proposed amendment to By-law 6.1. By doubling the voting cards for each local minus one and then giving the LP a card, there would be no change to the balance of the RA as it exists at present.

Resolution 104—Comox District Teachers' Association

**That the BCTF amend By-law 1.9 as follows:
1.9 a where no membership fees are paid to the Federation by an active member for a period of ~~six school months~~ one school year, active membership in the Federation shall be deemed for all purposes to have terminated.**

Supporting statement

This by-law has been problematic for many of our members in recent years. We have many TTOCs who are unable to get work for a period of six months or longer and/or who go on extended periods of leave only to find that they have lost their membership in the BCTF and must apply again by completing an application form. These members are offended because they feel they have done nothing wrong and this bureaucratic exercise seems to further punish and alienate our most vulnerable members as they struggle to make their way in the profession. Extending this period to a full school year will allow these members a better chance at getting work and will also serve the BCTF in maintaining accurate records on an annual basis.

Resolution 105—Comox District Teachers' Association

That By-law 8.2 be amended as follows:

The voting body of an Annual General Meeting or Special General Meeting shall consist of the Local Representatives, the members of the Executive Committee, and the delegates from each local elected in accordance with By-law 2. Except as set out below, each local shall have the right to representation at the meeting in the proportion of one voting delegate for each ~~0.2%~~ 0.25%, or fraction thereof, of the total voting membership of the Federation as of December 31 who are voting members of the local. When a local includes one or more sublocals, each sublocal shall have the right to representation at the meeting in proportion of one voting delegate for each ~~0.2%~~ 0.25%, 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 local who are not members of the sublocal.

Supporting statement

This slight alteration of the delegate formula will reduce those delegates attending the Annual General Meeting from roughly 500 to about 400 with the resultant reduction of costs and expenditures to the Federation.

ABORIGINAL EDUCATION

Recommendation 4

That every local be encouraged to hold post-Truth and Reconciliation sessions for and with their members/students/communities.

Supporting statement

The Truth and Reconciliation National Events, held in Vancouver in September 2013, were a tremendous success. More than 100 BCTF members from 50 locals, along with more than 5,000 students attended the Education Day. From the canoe gathering on the shores of False Creek, to the drumming and dancing, to the moving testimonials about residential school injustices, people came together to learn the truth, to grieve those who didn't survive, and to move forward in a spirit of reconciliation and justice.

In the wake of these important and transformative events, locals are strongly encouraged to work with the teachers who attended the TRC events to generate ideas about how they can share their knowledge with other teachers, students, and community members. Historical events of national

importance that have been neglected in the mainstream curricula need to be honoured and preserved.

We believe it is vitally important to make local venues available so that those who were witness to the events can speak out about what they learned and how the experience has informed their professional and personal practice. A few ideas for consideration include: Offering the new BCTF workshop, *The Legacy of Indian Residential Schools*, for SURT training; encouraging students to share their knowledge with other students; making school board presentations; and holding “Dialogue, Documentary and Dessert” evenings for community members. Teachers will no doubt have other ideas about how to ensure that this new knowledge is shared with an ever-widening audience.

The BCTF invested in travel grants to enable teachers from throughout the province to participate in the Truth and Reconciliation events. The moving feedback they shared with colleagues and through the pages of *Teacher* Newsmagazine provide ample evidence of the profound, even life-changing, impact this opportunity afforded to our members.

Resolution 106—Prince Rupert District Teachers’ Union

That the BCTF oppose the organization “Teach for Canada” and their efforts to exploit the vulnerabilities of Aboriginal children in Canada, erode professional training and qualification standards, and privatize the functions of a free, quality, public education system.

Supporting statement

The co-founders of a new organization called Teach for Canada are working toward placing recent university graduates into remote Aboriginal communities across Canada to teach. These grads do not have teaching degrees and have only a “crash course” in teaching delivered over the summer. The plan is for two-year placements, and is modeled on Teach for America which sends graduates to work in impoverished inner city schools.

Teach for America has been criticized for inadequately preparing graduates to deal with many of the high-needs classrooms they were placed in, and because graduates are not from the communities they are teaching in. Participants in the program may have little to no experience with the cultural backgrounds of their students. Teach for Canada aims to address educational inequalities without recognizing the socio-economic inequalities,

historical context, or the legacy of residential schools. They oversimplify the problems facing children growing up on reserves, and at the same time fail to acknowledge the importance of pedagogy, educational philosophy, and the purpose of education in Canada.

Teach for Canada founders are currently meeting with universities and provincial ministries in Canada to find ways of getting recruits accredited to teach. This will ultimately result in the weakening of professional standards and certification for educators in Canada.

ANNUAL GENERAL MEETING

Resolution 107—Comox District Teachers’ Association

That the BCTF return to the practice of starting the AGM on Saturday evening and concluding Tuesday evening.

Supporting statement

At last year’s AGM, it was noted that several problems arose which could have been due to fatigue on the part of members. The late evening sessions, long days, and early finish also made the meeting seem unduly rushed and stressful and did not provide time for local delegations to strategize in the same manner as had been done in the past. All of these circumstances can be prevented by a return to the format used successfully in previous years.

BARGAINING

Recommendation 5

That Policy 3.J.01 (Declaration of Teaching and Learning Conditions) be amended as follows:

Preamble

That the second sentence of the preamble be replaced with: “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

- a. **Delete 1.3 and renumber 1.4 and 1.5 accordingly.**

2. Rights and responsibilities of members and staff

- a. **Replace 2.3 in its entirety with: “It is the right and responsibility of a school staff to**

- advocate for improved teaching and learning conditions.”
3. Rights and responsibilities of members
 - a. Amend 3.9 by adding “and/or diverse learning” after “students with special.”
 - b. Amend 3.10 by adding “and pertinent legislation” after “as per local policy.”
 4. Rights and responsibilities of students
No change.
 5. Professional teaching staff formula minimum allocations
 - a. Replace 5.1.c. in its entirety with “for the purposes of this formula, school teaching staff shall include classroom teachers, teacher-librarians, counselors, learning assistance teachers, and other specialist teachers.”
 6. Schools with greater educational needs—supplementary staffing
 - a. Amend 6.1.d. by adding “and/or diverse” after “students with special.”
 - b. Replace 6.2.3 in its entirety with “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.”
 7. Class size, teacher workload, and specialized services
 - a. Amend 7.2 by replacing the number beside “Special class (including ESL) to “less than 10 students.”
 - b. Amend 7.2 to add “All second language courses and” before “Secondary Humanities.”
 - c. Amend 7.3 by replacing the second sentence with “Classes shall be smaller than the sizes stated in 7.2 when they include a high proportion of students with learning disabilities, diverse learning, behavioral, emotional or health needs, or with a broad range of student ages, grade levels, or achievement levels”
 - d. amend 7.5 by adding “must” before “be included”
 - e. amend 7.6 by replacing the stem with “That minimum professional staffing for school libraries or Learning Commons shall be:”
 - f. amend 7.6 by removing the column for “library technician”
 - g. amend 7.6 by replacing the final sentence with “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”
- h. replace 7.7 in its entirety with “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 (Deafblind)—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 behavior interventions/Serious mental illness)—3 points
 - Category K (Mild intellectual disability), Category Q (Learning disability), or Category R (Moderate behavior 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%.”

8. Space, facilities, and resources
 - a. Amend 8.3 by adding “and configuration” after “size.”
 - b. Replace 8.4 in its entirety with “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.”
 - c. Amend 8.5 by adding “or learning commons” after “centre.”
 - d. Replace 8.6 in its entirety with “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.”
 - e. Amend 8.7 by removing “on the following basis” from the stem.
 - f. Replace 8.7.1 in its entirety with “Ample, up-to-date and good condition print materials to reflect Canadian and global society and to support instruction and student interest and needs through inquiry and voluntary unleveld free reading selection.”
 - g. Replace 8.7.2 in its entirety with: “Electronic (digital) capacity, including sufficient outlets and devices and access to a broad spectrum of digital materials and tools free from imposed filtering.”
9. Health and safety
 - a. Amend 9.2 by adding “seismically sound” before “facilities.”
 - b. Amend 9.4 by adding a new sentence at the beginning as follows “All teachers new to assignments, including teachers on call shall receive safety training.”
 - c. Amend 9.6 by adding “and training” after “resources.”
 - d. Amend 9.8 by adding “including training” after “plan.”
 - e. Amend 9.11 by replacing “Members shall have secure conditions” with “Working alone procedures shall be in place for members.”
 - f. Add a new 9.12 as follows “Districts shall have an emergency response plan for incidents of catastrophe or violence.”

And that all references to “teacher(s) on call” throughout the *Declaration Of Teaching and Learning Conditions* be changed to “teacher(s) teaching on call.”

Supporting statement

For several decades, the BCTF has maintained a *Declaration of Teaching and Learning Conditions*, used long before full collective bargaining was attained in the late 1980s. The current wording of the *Declaration of Teaching and Learning Conditions* was developed nearly 10 years ago, with only a few amendments made since then. At the time, it was published in booklet form and circulated widely, and has existed in the *Members’ Guide* as Policy 3.J.01.

Two years ago, the Executive Committee requested the Working & Learning Conditions/Bargaining Advisory Committee co-ordinate a review of the declaration. The advisory committee asked Provincial Specialist Associations, other advisory committees, and locals to provide input into revisions for the Executive Committee’s consideration. The majority of the revisions, from 3.b. onward, come from that process.

Additional revisions to the preamble and sections 1 and 2, above, are aimed at helping clarify the purpose of the *Declaration of Teaching and Learning Conditions* at this time. It is important that the profession, through the union, assert what conditions in schools ought to be—while also recognizing that not all of these teaching and learning conditions may be achieved all at once, and that there are different processes at play. For example, what we may be attempting to negotiate at a bargaining table in a given round may not match exactly what is outlined in the *Declaration of Teaching and Learning Conditions*. What a local may agree to in a grievance resolution may not match exactly what is described either. (And, to be clear, the declaration stands apart from what is currently being negotiated in this round of collective bargaining.)

Still, the *Declaration of Teaching and Learning Conditions* (with the proposed amendments) would describe, in detail, where the Federation believes conditions should be heading, and with the appropriate funding for these changes to occur.

No decision has been made at this time as to how an updated *Declaration of Teaching and Learning Conditions* would be used or circulated. This will be

decided upon, mostly likely, after the current round of negotiations is concluded.

Resolution 108—Cariboo-Chilcotin Teachers’ Association
That the BCTF seek recruitment and retention incentives for the northern zone locals in the current round of bargaining.

Supporting statement

At the fall North-Central zone meeting, there was unanimous agreement among the presidents from the northern locals that it is getting more and more difficult to fill postings, and TTOC lists are not sufficiently stocked to provide replacement teachers for absent members. Meanwhile, many TTOCs in Lower Mainland locals have too little work. Something must be done to more evenly distribute the teacher workforce into the more remote areas of the province.

Executive Committee Advice: That Resolution 108 be referred to the next Bargaining Conference.

Resolution 109—Delta Teachers’ Association
That Policy 3.G.06 (Bargaining Team) be amended to include item 1. e. “professional negotiator (who is a labour lawyer).”

Supporting statement

Many teachers believe that the success of the bargaining team would only be enhanced by the presence of a professional negotiator on the BCTF bargaining team, contracted specifically to provide advice, support and a unique “outside” perspective to augment our own best efforts. Teachers in general are supportive of our collective efforts to achieve salary, benefits, working conditions, staffing ratios, class-size and composition enhancements, but are questioning whether or not our total reliance on the people drawn from within our own union is sufficient. Would the success of the bargaining team be enhanced with the presence of a “professional” whose main area of specialty involves negotiation of contracts? Many teachers would answer “yes,” and would be reassured by their union’s willingness to take this new, innovative step.

Resolution 110—Greater Victoria Teachers’ Association
That the BCTF prepare the membership for job action up to and including a province-wide walkout.

Supporting statement

In bargaining, you can only expect to get that for which you are prepared to make a stand.

We need to demonstrate to the employer/government that our members are prepared, if necessary, to undertake a sustained walkout to make real improvements at the negotiating table.

Getting ourselves ready will require work that needs to start now. We need school visits to share the history of the BCTF and our locals that shows it has only been through collective and assertive job action that we have made our most significant gains. We need to provide materials and to facilitate discussion to address the questions and concerns that members certainly will have about a walkout. By doing this work now we can raise our collective resolve and sense of professionalism that knows it is right to walkout, if necessary, to assert our demands for our livelihoods, for our profession, and for public education. No one wants to go on strike, but if the employer makes it necessary, we need to ensure that we can stay out as long and as strong as is necessary.

If we do not prepare from the outset, there will be no pressure at the negotiating table from our side.

The key is preparing well before it might become necessary to walkout. Waiting until then it will be too late.

Resolution 111—Surrey Teachers’ Association
That the BCTF investigate before the next round of bargaining the possibility that an employee (teacher) be allowed to work at 60% of contract for the last two years prior to retirement without losing pension contribution, with the employee paid 60% of regular wage during the two years and the pension remaining at 100%.

Supporting statement

Retiring can be a difficult process. It would be beneficial to members to have a system that allowed them to retire more gradually at a time in their lives when they might benefit from working at a reduced assignment. Employers could benefit from such a system with a potential increase in the number of members reducing their assignments when their salaries are the most costly.

With a gradual retirement, the expertise of our most senior members would not be instantly lost. These experienced members might have more time to give

to formal or informal mentorship to newer colleagues before leaving the profession.

Certainly this topic would require some investigation. Considerations such as ensuring teachers are not losing out pension calculations on their best five years and having to declare retirement earlier than is currently required. Members' rights need to be protected but this idea should be explored.

Resolution 112—Prince Rupert District Teachers' Union

That the BCTF investigate the teacher quality movement that is currently being tied to merit-pay schemes, and being used to attack collective agreement rights through the undermining of seniority, due process, and working conditions.

Supporting statement

The term "teacher quality" is becoming more pervasive in education reform movements across North America. Most often, it is vague and indefinable. Yet, it is being used to justify the push for the elimination of seniority, tying teacher pay to student test scores, and the firing of poor performing teachers. Teacher education and experience are treated as though they do not already represent quality. It is difficult to disagree with the concept of quality, yet clearly it is being used to undermine the professionalism of teaching, especially, in the public system.

EDUCATION FINANCE

Resolution 113—Comox District Teachers' Association

That the BCTF petition the government to provide incentives to encourage more teachers to relocate to regions of the province outside of the Lower Mainland such as forgiveness of student loans and/or other financial awards.

Supporting statement

While there is a teacher surplus in specific parts of the Lower Mainland and Vancouver Island, teaching vacancies and TTOC positions are going vacant in other areas. Further incentives beyond the recruitment and retention allowance are required to help address this imbalance.

Resolution 114—Surrey Teachers' Association

That the BCTF oppose the "Bring Your Own Device" philosophy, 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.

Supporting statement

Bring Your Own Device further intensifies the digital divide between students whose families can afford personal devices and those who cannot. Public education should be an equalizer. Its function should be to create a space where all students have equal access to the highest quality of education. By creating a system where students are encouraged to bring their own devices, students from families with greater buying power will have an even greater advantage over those from families living in poverty. It may also put undue stress on families living in poverty, as they make decisions to help support their child's education instead of meeting basic needs.

Education should be a free and fundamental right that helps eliminate the socio-economic divide, not widen the chasm.

EDUCATION POLICY

Recommendation 6

That Policy 9.A.53 be amended as follows:

9.A.53—Implementing Change

- 1. That the BCTF urge the Ministry of Education to provide to school districts targeted 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 new curricula directions.**
- 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.**

Supporting statement

The changes are indicated below and reflect the current situation with curriculum implementation and education change. In particular, the wording strengthens the BCTF's stance that the provision of adequate resources to support curriculum change and implementation is the responsibility of the Ministry. These targeted resources need to be provided to school districts by the Ministry, not taken from existing funding. The involvement of BCTF members is essential when implementing curriculum change so there needs to be cohesive short-term and long-term implementation plans in place that have been developed in partnership with teachers.

Changes in the policy are outlined below:

9.A.53—Implementing Change

1. That the *BCTF urge the Ministry of Education and school districts* to provide *to school districts targeted* 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 curricula directions. (May 94 RA)
2. ~~That the BCTF urge the provincial government to provide adequate funding for the implementation of education change as announced in its policy directions and curriculum revision schedules. (1994 AGM)~~
3. Members' involvement is ~~a~~ the key element of the implementation of education change.
4. The structure, content, and timing of training activities specific to the implementation of any education change is best determined by members collegially.
5. The provision of funding for the implementation of education change is the responsibility of the Ministry of Education and school districts. (1994 AGM)
6. ~~A combination of the simultaneous introduction of curricular integration, modular organization of courses, expanded testing, course challenges and reduced time allotments for subject areas may have the cumulative effect of lowering the intellectual content and the opportunity for social development, reducing the quality of education for students. Thus, before any or all elements are adopted on a system wide basis:~~
 - a. ~~each of the major elements of reorganization should be piloted individually;~~
 - b. ~~all proposed elements should be piloted as a group;~~
 - c. ~~evaluation of the pilots should take place by the Provincial Advisory Curriculum Committee;~~

~~d. the Provincial Advisory Curriculum Committee should recommend adoption.~~

7. Proposed program changes should be implemented only after transition between levels has been clearly defined and articulated. (90 AGM, pp. 26-32)
8. ~~The Ministry of Education and education partners:~~
 - a. ~~formulate clear educational policies;~~
 - b. ~~develop short and long term implementation plans that provide adequate resources, including funding, time and provision for in-service.~~
9. The Ministry of Education, in collaboration with ~~education partners~~ the BCTF, ~~should~~ continue to review/develop programs and policies so that they are consistent with the goals of education and principles of learning. (May 94 RA)

Recommendation 7

That Procedure 9.A.24 be amended as follows:

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 new 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.

Supporting statement

The proposed changes are indicated below and reflect that, in this current climate of rapid education change, there is need for careful consideration of the process and the involvement of teachers in the planning for implementation of changes.

Changes in the policy are outlined below:

9.A.24—That the BCTF advocate and support planned and responsible approaches to the implementation of change in education policies, ~~and~~ 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, ~~and~~ 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, ~~They have time~~ 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 ~~the plan~~ change in a variety of ways.
6. ~~Professional development~~—~~The professional development of members is recognized as a key element of the implementation. The nature and timing of professional development specific to any implementation is determined by members in the context of their ongoing personal and professional growth.~~

New 6. In Service—The implementation of new curriculum:

- a. is identified as in-service.*

- b. *is not funded through the use of PD funds.*
 - c. *should not occur during PD 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.*
 10. Fidelity—~~Criteria for measuring the success of the implementation is determined before the process begins. Participants agree that these measures will be the basis for the evaluation of the implementation.~~

**Resolution 115—Delta Teachers’ Association
That the BCTF create an additional Parent
Presentation entitled “Working together:
Advocating for Quality Public Education.”**

Supporting statement

The BCTF has three existing workshops for parents facilitated by members: Antibullying, Internet Awareness, and Supporting Your Child’s Learning. There is currently no presentation with the express purpose of bringing teachers and PACs together to advocate for quality public education. We have noted with concern the decreasing presence of teachers’ voices in discussions among educational stakeholders. In addition, at least six of the goals of the BCTF reinforce the need to increase parent communications, and four of the BCTF’s five priorities for 2013–14 concern the need for advocacy for quality public education.

**Resolution 116—Vancouver Elementary School
Teachers’ Association
That the BCTF lobby the Ministry of Education
to move to an anecdotal evaluation system for
elementary schools and to move away from letter
grade and numerical assessment.**

Supporting statement

Research is starting to show what many alternative schools already know: gradeless schools build a different kind of achievement, one that is not directed by grades or numbers, but one that is based on reflecting the knowledge and skills of students. Gradeless assessment can include a great deal more information about student accomplishments and growth, and on future goals and areas of focus. Non-graded assessments can help students learn in ways that are not focused on getting “As,” or the highest percentage, but on the process of learning and authentic progress that relies on intrinsic motivation, not extrinsic. It allows teachers greater freedom and autonomy in their assessment strategies.

**Resolution 117—Surrey Teachers’ Association
That the BCTF advise the Ministry of Education,
when implementing its curriculum changes, to
provide funding for:**

1. **equipment and educational resources associated with these changes.**
2. **maintenance and upkeep of all associated equipment/technology.**

Supporting statement

School districts cannot be expected to absorb the costs associated with the implementation and maintenance of the Ministry’s new curriculum changes. The Ministry needs to be held financially accountable and provide districts with funds to meet the needs of these changes (textbooks, teaching materials, and technology as well as the staffing).

In addition, funding for upkeep and maintenance of any associated equipment and technologies needs to be provided. We know that technology quickly becomes outdated, needs upgrading, and through rigorous use breaks down and needs fixing. Funding for this should be ongoing.

**Resolution 118—Surrey Teachers’ Association
That the BCTF continue to oppose the
reduction/elimination of services to students with
special or unique needs, including the aspects of
the BC Ed Plan that aim to de-categorize
students.**

Supporting statement

Throughout the past decade, services to students with special or unique needs have been eroded; this has often been accomplished through student de-categorization. As the BC Ed Plan includes language that encourages student de-categorization, it is

imperative that the BCTF oppose these erosions in service levels.

FINANCE

Note: Fee recommendations 8 to 13 below were approved by the Executive Committee and the Representative Assembly.

Recommendation 8

That for the 2014–15 membership year, the fee for those who are members under By-law 1.1(a) shall be 1.67% of the actual salary of the member, allocated as follows:

- 1.36% to the General Operating Fund**
- 0.04% to the Public Education Defence Fund**
- 0.14% to the Collective Bargaining Defence Fund**
- 0.08% to the Provincial Bargaining Fund**
- 0.05% to the Contingency Fund**

except that the fee for active members who are teachers teaching on call shall be 0.36% of the actual salary of the member allocated in the same ratio as above.

Supporting statement

The total fee of 1.67% for 2014–15 is decreased by 0.02% from 2013–14. The GOF and the Contingency Fund have each decreased by 0.01% and the fee allocations to the other funds remain unchanged.

Recommendation 9

That for the 2014–15 membership year, the fee for affiliate administrative membership under By-law 1.6, exclusive of the Salary Indemnity Plan, be \$100.

Supporting statement

No change from current policy as per Procedure Statement 10.B.18 – 2. At present there are 44 affiliate administrative members.

Recommendation 10

That for the 2014–15 membership year, the fee for those who are members under By-law 1.2 (associate membership), shall be \$100, except that the fee for associate members who are uncertificated teachers' replacements shall be 0.36% of the actual salary of the member, and except that the fee for associate members who are students enrolled in programs of study in university/college programs leading to certification as teachers shall be \$1.

Supporting statement

No change from current policy as per Procedure Statement 10.B.18 – 3. The above fees are considered adequate to cover current costs. At present, there are 52 associate members, 73 uncertificated associate members, and 405 students enrolled in teacher certification programs at a university/college.

Recommendation 11

That for the 2014–15 membership year a member who is on leave of absence, either without pay or on a deferred salary leave, remains an active member, without payment of fees.

Supporting statement

No change from current policy as per Procedure Statement 10.B.18 – 4.

Recommendation 12

That for the 2014–15 membership year, the fee for those who are members under By-law 1.6 (affiliate membership) shall be an amount negotiated between the BCTF and the affiliate, on a fee-for-service basis.

Supporting statement

No change from current policy as per Procedure Statement 10.B.18 – 5. At present, there are no affiliate members.

Recommendation 13

That for the 2014–15 membership year, the fee for active membership for those who are members under By-law 1.1(b) shall be the same as the fee for active members under By-law 1.1(a), provided that the Representative Assembly may, in establishing policy regarding the eligibility of such members, waive or modify the fees.

Supporting statement

No change from current policy as per Procedure Statement 10.B.18 – 6. At present, there are 435 members covered under this provision.

Recommendation 14

That, pursuant to Policy 10.B.18(7) (*Members' Guide to the BCTF*, p. 68) "That for the 2014–15 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 operation of the Salary Indemnity Fund of 1.53% of the actual salary of the member, plus the participating employee's

share of the employer's savings from reduced Employment Insurance premiums.

Supporting statement

This recommendation reflects advice from the Salary Indemnity Plan (SIP) actuary who reports that:

- The Salary Indemnity Fund had a surplus of \$79.8 million as at June 30, 2013.
- The portion of the surplus in excess of the buffer (referred to as the excess surplus) was \$29.5 million.
- Based on the experience of the SIP over the past five years, the cost of the SIP is expected to be 1.95% of salaries.

If the excess surplus is used over five years, the SIP fee can be reduced to 1.67% of salaries.

Alternatively, if the current SIP fee of 1.57% is maintained, the excess surplus will be fully used after 3.8 years.

10.B.18—2013–14 fees

7. That for the ~~2013–14~~ 2014–15 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 1.57% 1.67% of the actual salary of the member, plus the participating employee's savings from reduced Employment Insurance premiums.

(13 AGM, p. 18)

Resolution 119—Comox District Teachers' Association

That the BCTF amend Procedure 10.K.02 as follows: That the president, and first vice-president, ~~and second vice-president~~ be relieved of their teaching duties for the duration of their term in office.

Supporting statement

Releasing the second vice-president full time is a very expensive item and one justified in the days when membership in the BCTF was higher, but with the gradual reduction in membership we have seen over the last few years, this is no longer sustainable. Procedure 10.K.10 would still apply such that the second vice-president, like members-at-large, would be released for .4 plus any additional time as required. This item was brought to the Winter Representative Assembly last year but was not put forward by the Executive. We believe it is worth considering in these times of rising costs and declining membership.

Resolution 120—Kamloops Thompson Teachers' Association

That Procedure 10.J.18.c be amended to read “a geographic dispersion grant of \$4,500 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.”**

Supporting statement

This proposed policy amendment would change the geographic dispersion grant from \$1,500 to \$4,500. This grant was introduced at the January 1998 Representative Assembly and has not been amended since that time. Locals receive this grant because of various challenges due to the geographic size and/or isolation of members. Inflationary pressures with travel costs have resulted in greater challenges for representation of members who teach in isolated or distant schools in the locals receiving this grant. There are also challenges of union representatives who live or teach in areas isolated or distant from the centre of the local to attend meetings or otherwise carry through with their tasks.

Executive Committee Advice: That Resolution 120 be referred to the Spring Representative Assembly.

Resolution 121—Quesnel District Teachers' Association

That the BCTF hold a two-day (Friday/Saturday) training session for professional development chairs every second year (to be alternated with the social justice training that currently occurs every second year).

Supporting statement

The BCTF formerly had annual training for Pro-D representatives, but due to cost-saving measures, this is no longer the case. In many locals, there are new professional development chairs who haven't had the benefit of the mentorship from people who previously held the position. Because of this, they often don't have the background, knowledge, and understanding that are important in order to carry out their roles effectively. At a time when teacher autonomy and professionalism are under attack, it is crucial that our professional development chairs have all of the skills and knowledge necessary to fulfil their roles. Setting up a training program to

occur every second year (in the years when the social justice training is not occurring) is a reasonable and cost-effective way to build capacity and engage younger and new members interested in union work.

Resolution 122—Richmond Teachers’ Association

That the BCTF be encouraged to develop and adopt a plan to replenish the Collective Bargaining Defence Fund (*Members’ Guide Procedure 10.L.04* states objective is \$40M) and Contingency Fund (*Members’ Guide Procedure 10.L.22* states objective is \$2M) account funds as quickly as possible.

Supporting statement

Over the past decade, monies in the Collective Bargaining Defence Fund and the Contingency Fund account have slowly been depleted, to a point where the amounts are far below what was considered prudent by previous Annual General Meetings. Monies in these accounts have very specific and very important functions in defence of, or in support of, BCTF members and as such, the BCTF needs to be proactive in ensuring the Collective Bargaining Defence Fund and the Contingency Fund are returned to healthy levels.

Resolution 123—Prince George District Teachers’ Association

That policy 1.e. of the Procedure 10.L.12—Strike, Lockout, and Third Party Dispute Pay in the *Members’ Guide to the BCTF* be amended to:

e) In the event of a BCTF strike or lockout, part-time teachers, and teachers teaching on call, 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.

Supporting statement

Teachers Teaching on Call (TTOCs), as union due paying members should receive the benefit of strike pay when the BCTF is on strike or locked out. TTOCs need to be brought under the umbrella.

Executive Committee Advice: That Resolution 123 be referred to the Spring Representative Assembly.

Resolution 124—Prince George District Teachers’ Association

That a further policy 1g be added under subsection 1 of Procedure 10.L.12—Strike,

Lockout, and Third Party Dispute Pay in the *Members’ Guide to the BCTF*:

1g. In a third-party dispute, TTOCs shall be eligible to receive strike pay for each of the days of the dispute on which they honour the third-party picket line and other job action as determined by the local executive.

Supporting statement

Throughout the province in every local, individual decisions are made as to how TTOCs will be compensated for respecting third-party picket lines. The guidebook does not specify anything for this situation and each local is left to make their own decision regarding the situation. A common policy that is province-wide will remove inequities that exist for TTOCs as it stands now. Again, it is time to bring TTOCs under the umbrella.

Executive Committee Advice: That Resolution 124 be referred to the Spring Representative Assembly.

Resolution 125—Prince George District Teachers’ Association

That Procedure 10.J.20 on local presidents’ release time grants be amended by adding a new 4. and renumbering the rest:

4. All unamalgamated locals in amalgamated districts will receive one (1) presidential release grant per bargaining authority and will have the opportunity to have access to sublocal grants if the locals choose to amalgamate and to become sub locals according to By-law 3.3.

Supporting statement

Procedure 10.J.20 was developed to assist small locals with the cost of release time for the local president. When full-scope local bargaining was achieved with local unionization in 1988, there was a need for full-time release for presidents to handle contract negotiations and implementation. Later, the advent of provincial bargaining moved many of those responsibilities to the provincial level, but the full-time release remained. Then in 1995 the province combined 31 school districts into 15 districts. Again, full-time release grants remained for all 31 locals from the former districts

Currently there are a number of amalgamated locals who receive supernumerary BCTF-paid presidential release grants that enable those locals to provide far superior service levels when compared to members in sublocals of geographically dispersed locals. The BCTF change to its grant structure to locals is

necessary to ensure equity of service levels to all members.

For example, members in unamalgamated locals in one BC school district receive \$1,574 dollars per member in direct BCTF grants. Compare this to the 723 members in our local who receive \$98 per member in direct BCTF grant support or members in the amalgamated locals of Kamloops Thompson who are supported at \$65 per member. These inequities must be addressed by a reformation of the provincial release-grant structure.

Given that the 2011 Supreme Court decision has removed any doubt of the legality of the amalgamation of these locals, there remains no legal argument that removing those extra presidential grants prejudices a potential legal action by the BCTF.

In addition, the current state of BCTF finances do not support this ongoing expenditure that creates an inequity of service issue between members.

By giving amalgamated locals the ability to access transition grants and even sublocal grants, the BCTF can enable those locals to decide on the governance structure that best meets the needs of their members.

It has been 19 years since school district amalgamation occurred in BC. In that time, the Federation has provided extensive resources to support affected locals in the transition to the recommended model for best labour relations representation—one district, one local.

Locals were given legal advice that under the *Labour Code*, at any time a school board could bring an application to the LRB to have one collective agreement chosen as the only agreement for the district, without any negotiations with the locals at all. School districts unfortunately did just that and collective agreements were imposed by the LRB.

Further, with dues at the level they are being retained, no wage increases over the past years, and increased pension contributions, members need relief from excessive costs against their income.

Resolution 126—Comox District Teachers' Association

That the BCTF alter the structure of Summer Conference to include one day for political/bargaining updates, one day of discrete training for discrete area representatives, and one day for rookie representatives.

Supporting statement

We still need to look at our budget expenses and reducing Summer Conference in this way will cut costs without impacting a great deal on training. Additionally, with so many locals returning to work in the last week of August, this is a recognition of the needs of our members who may feel that a longer training period interferes with their remaining days of vacation and family time.

Resolution 127—Vancouver Elementary School Teachers' Association

That the BCTF provide a grant for two grievance meetings per year in locals, and that the grants are to be made on the following basis:

- a. **The grant shall cover release days for members of the locally appointed grievance committee.**
- b. **Up to three members per meeting for locals with fewer than 150 FTE members.**
- c. **Up to five members per meeting for locals with 150 or more FTE members.**

Supporting statement

Some locals are able to meet to discuss grievances and Collective Agreement issues, and this is a proactive way to not only discuss strategies and build a stronger response to violations of the Collective Agreement. Grievance committee meetings not only help support local elected officers in their implementation and defence of the Collective Agreement, but build capacity among the membership.

Resolution 128—Surrey Teachers' Association
That the BCTF discontinue its affiliation with Canadian Direct Insurance and conduct a review of other aspects of the BCTF Advantage program, with a report to the Fall 2014 Representative Assembly.

Supporting statement

Canadian Direct Insurance is one of the partners in the BCTF Advantage program. Canadian Direct Insurance's auto insurance service is in direct competition with ICBC. ICBC is a provincial crown corporation with unionized workers, while Canadian Direct Insurance is a private company whose workers are non-unionized. Canadian Direct Insurance has made political contributions to the BC Liberal Party, including most recently in March 2013, ahead of the May 2013 provincial election. As a member of the BC Federation of Labour, the BCTF should not be partnering with a non-unionized company that provides a service in competition with a unionized workforce. As well, partnering with a

private company that is in direct competition with a crown corporation is in opposition to the values and priorities of the BCTF.

As a whole, the BCTF Advantage program is in need of a complete review. In recent years, there has been concern that the program has taken on a corporate and commercial bias. It is important, that if the program continues, that it aligns with the values of members, as well as the goals and priorities of the BCTF.

Resolution 129—Vancouver Island North Teachers' Association

That all trainers, facilitators, meeting chairs, and committee members be paid a regular day's rate commensurate with the services they provide to the BCTF.

Supporting statement

A fundamental union value is a fair day's pay for a fair day's work. Currently, some facilitators or meeting chairs who present BCTF workshops or chair meetings are compensated at their regular day's rate, while other workshop facilitators or chairs receive no payment for delivering these same services. An individual who is employed by a district on a continuing or temporary contract or is on a TTOC list is eligible to be paid for the services they provide for the BCTF. An individual who is denied placement on a TTOC list, by a vindictive school board is ineligible to receive payment for providing those same services. This sets up the unusual dynamic whereby a school district is able to dictate to the BCTF who might be paid for delivering a BCTF service and who will be asked to volunteer their time for delivering the same service. This is unfair and contrary to our union values.

Equally, an individual may wish to continue to provide services for the BCTF, and not want to occupy a space on a TTOC list. This should not disqualify them from being compensated for providing those services.

We must pay people for the work they do.

HEALTH AND WELFARE OF STUDENTS

Resolution 130—Langley Teachers' Association
That the Executive Committee consider the merits of establishing a task force to undertake a comprehensive review of the impact of mental

health issues in BC schools and report back to the 2015 AGM.

Supporting statement

Mental health issues in schools presents a very serious and disturbing trend. Mental health concerns are the silent epidemic that is crippling the educational system because government is reluctant to address the complexity of mental health concerns and the impact on the school system. The Toronto School Board is undertaking a massive review of its services and support for students with mental health issues. Across the world, the economic cost of not providing support is being assessed and governments are responding with a re-examination of how they support students with mental health issues.

The BCTF needs to establish a task force on the impact of mental health issues in schools across the province. The purpose would be to gather evidence from teachers regarding the types of mental health issues they are seeing/experiencing in their classrooms and how the lack of direct support and services impacts on them.

The task force needs to hear from parents and community services to gather evidence on the overwhelming frustration at the lack of direct services and supports for students struggling with mental health issues.

As a union, we have a responsibility to address this silent epidemic by engaging with British Columbians on the impact of mental health issues in schools. The end result would be the creation of a fact-based/experienced-based document the BCTF could present to government. The task force would document the scope and nature of the epidemic as experienced by our members and their students, and the societal, social, and medical value of addressing the needs of students struggling with mental health issues.

HEALTH, WELFARE, AND SAFETY OF TEACHERS

Recommendation 15

That Regulation 19.1(a) be deleted.

Supporting statement

This regulation is redundant as regulation 19.1 (*Members' Guide to the BCTF*, p. 92) gives the exact same benefit levels for anyone who will be coming on to LTD. The changes made to the

regulations at the 2013 BCTF AGM came into effect September 1, 2013. As such, a regulation of the benefits specifying the July 1, 2013 date is no longer required.

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. (13 AGM, p. 18)

~~a. Subject to Regulation 7.7, for new long-term claims effective from July 1, 2013, 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. (13 AGM, p. 19)~~

Resolution 131—Burnaby Teachers’ Association
That the BCTF facilitate a comprehensive review of the Long Term Disability (LTD) portion of the Salary Indemnity Plan (SIP) that is focused on, but not limited to, the feasibility of each of the following, with a report back to the 2015 Winter Representative Assembly:

- 1. Raising the percentage requirement for the definition of “gainfully employed” needed to collect LTD benefits. Currently, a 60% threshold with respect to pre-disability income for year one (in teaching) and 60% pre-disability income (in any occupation) for subsequent years is the cut-off for the collection of LTD benefits.**
- 2. Improving the SIP accommodation language to better support members living with a long-term chronic illness that has no cure but can often be managed with medical support, such that the member’s current workload reflects their day-to-day medical situation (eg., Multiple Sclerosis, Lupus, Parkinsons).**
- 3. Reducing the claim-free requirement for “resetting to short-term” from the current 180 consecutive days once a claim has ended.**
- 4. Modifying the paperwork requirements for members who have a long-term chronic illness.**

Supporting statement

It is not uncommon for a member to be considered “too employable” to collect long-term benefits while simultaneously put in a position where she/he cannot earn sufficient income to avoid a position of financial hardship. Currently, if a member reaches the 60% gainfully employed threshold with respect to their pre-disability income (in teaching) for year one on LTD, or 60% pre-disability income (in any occupation) for subsequent years, then they are ineligible for LTD benefits.

For members with chronic medical conditions there can be periods when the member is able to work more than their prescribed “gainfully employed” percentage. However, when a flare-up of the condition occurs, they may be unable to work at all. The current state of the long-term disability plan does not make allowances for the fact that a member may maintain 75% employability for four consecutive months and then not be able to work for the next eight weeks. Quite often the “gainfully employed” percentage for the member is reported as an average, which may or may not reflect the member’s current status.

The ideal plan would allow members to know they can still be an active, contributing teacher without worrying that SIP supports will be decreased or non-existent when they have new or relapsing symptoms, especially when the first 12 months has ended. As the language states now, members are cut off of LTD if working 60% or more.

Better support for members working on accommodation may decrease overall plan costs—keeping members active when possible seems more positive and cost-effective. Forcing them to consider moving to permanent disability earlier than necessary in order to meet regulation language is discriminatory toward a member who did not choose to get sick and be forced to work at reduced assignment.

In order to “reset a claim to short term,” the member must be claim free for a period of at least 180 consecutive days once the claim has ended. For some chronic illnesses this is almost impossible to accomplish and the member will ultimately be ineligible to collect any SIP benefits.

The paperwork requirements for maintaining benefits can be daunting at times, especially when considering the medical hardship experienced by some members. The paperwork is repetitive and cumbersome, and costs for paperwork completion can be significant. An investigation of a possible streamlining of paperwork requirements may be appropriate in these circumstances.

Resolution 132—Delta Teachers’ Association
That the BCTF recommend to the Ministry of Education that school boards begin immediate installation of on/off switches for Wi-Fi routers in schools, thereby reducing microwave radiation exposure and reducing health risks to members, by providing safer Ethernet cables or fibre optics to connect to the Internet.

Supporting statement

1. In 2011, The World Health Organization and International Agency for Research on Cancer classified the electromagnetic radiation from Wi-Fi and wireless technologies as a Class 2B carcinogen. The Health Protection Agency has also issued a warning that children under the age of 16 shouldn't use cell phones. Likewise, two years ago the European Assembly passed Resolution 1815, which calls for restrictions on Wi-Fi in schools, sending a very clear and unequivocal message.

Reported symptoms from EMF exposure include chronic headaches and insomnia, particularly among women and children. While many who suffer find that symptoms disappear when they avoid EMF exposure, there are also a growing number of people who report persistent effects for longer periods even after EMF exposure has been discontinued. (Dr. Erica Mallery-Blythe, MD, Medical Advisor for Electro-Sensitivity-UK, AMI Living, June 2013)

2. EMF/RFR from Wi-Fi and cell towers can exert a disorganizing effect on the ability to learn and remember, and can also be destabilizing to immune and metabolic function. "This will make it harder for children to learn, particularly those who are already having problems in the first place." (Dr. Martha R. Herbert, PhD, MD, Pediatric Neurologist/Neuroscientist, Faculty of Harvard Medical School in a letter to LAUSD asking the district to cease installation of Wi-Fi in March 2013. *See also* 550 citations in her paper "Autism Spectrum Disorders and Electromagnetic Frequencies (EMF)" [http://www.bioinitiative.org/report/wp-content/uploads/pdfs/sec20 2012 Findings in Autism.pdf](http://www.bioinitiative.org/report/wp-content/uploads/pdfs/sec20%202012%20Findings%20in%20Autism.pdf).)

"In recent years our members and colleagues have reported an increase in patients whose symptoms are reversible by eliminating wireless radiating devices in their homes such as cellphones, cordless phones and wireless internet systems..." "The Wi-Fi systems in schools are typically hundreds of times more powerful than home systems ...and dozens of times more powerful than the cafe and restaurant systems you may have been exposed to...because they are required to run hundreds of computers simultaneously." (Letter from AAEM (American Academy of Environmental Medicine) Executive Committee to Los Angeles Unified School District, March 19, 2013).

Resolution 133—Windermere Teachers' Association

That the BCTF Executive examine and report back to the Fall RA the practice of the SIP administrators denying a teacher access to any entitled benefits until all disciplinary processes have been completed.

Supporting statement

When a member is terminated and the local association disagrees with the district's termination decision and files a grievance, the member may not have access to SIP benefits under the existing rules. The school board should not be deciding who receives benefits paid by BCTF members for BCTF members.

Essentially any member can presently be denied benefits at the most vulnerable time in their career. This resolution would ensure that all members would continue to receive their entitled SIP support while they seek treatment(s) and until the arbitration process is completed in its entirety.

Resolution 134—Burnaby Teachers' Association
That the BCTF investigate the obstacles (both financial and bureaucratic) that currently prevent teachers teaching on call from accessing the "Living with Balance" wellness course offered through BCTF Health and Wellness Services and report back to the 2015 Winter RA.

Supporting statement

Currently, teachers teaching on call are not eligible to partake in the "Living with Balance" courses offered around the province as TTOCs do not pay into the BCTF's Salary Indemnity Plan. Yet TTOCs make up 20-25% of our membership. The BCTF does offer a "Work Life Balance" workshop that takes 90 minutes to two hours to present. "Living with Balance" is a 12-hour, six-part session course. J.S. Woodsworth once said, "What we desire for ourselves, we desire for all." An investigation of this apparent inequity would be welcomed by TTOCs.

Resolution 135—Vancouver Elementary School Teachers' Association

That the BCTF investigate the feasibility of offering support (in the form of fully-subsidized or cost-shared funding) for members with addiction issues or members in need of drug and alcohol rehabilitation programs through an independent practitioner and co-ordinated with the Health and Wellness program and report on the findings to the Fall 2014 Representative Assembly.

Supporting statement

Members who are struggling with addiction issues face long medical leaves and intensive support for their recovery. In our local, when members cannot afford the costs of rehabilitation services, they often turn to the school board, who will pay for the costs. In exchange, the board receives a much higher level of information and access to information about the member's treatment. The lack of feasible alternatives for our members creates a situation where there is no other choice available. This motion allows us as a Federation to consider whether it is viable to create a support network for our members through our existing structures that is respectful of our member's privacy and of their medical needs.

Resolution 136—Vancouver Elementary School Teachers' Association

That the BCTF collect and investigate the medical leave forms being used by boards across the province as well as local grievances on medical forms and report on the findings of their implications on medical privacy to the Fall 2014 Representative Assembly.

Supporting statement

There are clear rules governing the content of requests for medical information, but these arbitrations are years old and complicated. Keeping up-to-date on medical privacy laws and relevant arbitration is difficult, and locals have undertaken grievances on issues as they arise. This motion gives direction to the BCTF to investigate whether the medical privacy forms being issued across the province are consistent with medical privacy laws and rulings, and to provide information about the progress that locals are making on this issue.

Resolution 137—Greater Victoria Teachers' Association

That the Federation call:

- 1. Revamp the right-to-know principle to include new electromagnetic hazards, specifically RF-EMF from wireless technologies and devices in our physical work environments.**
- 2. Develop a comprehensive plan to ensure that members are duly informed of known, potential health effects triggered by complex radio frequency emissions.**
- 3. Report back to the 2015 AGM with updates to the membership throughout 2014.**

Supporting statement

We have the right to be well informed of the known and potentially negative health effects of

radiofrequency systems and devices, in view of the multitude of independent scientific reports linking RF-EMF to neurological disorders, reproductive damage, and cancer. Corporate influences in the roll-out of wireless technologies in schools are becoming clear, as well as the muzzling of scientists. The BCTF has a responsibility to its members to research these new hazards in the workplace keeping in mind the current conflicting corporate influences, in their role to protect the health and safety of its members as well as students. Applying the right-to-know principle to this current trend is the foundation of our union roots.

Resolution 138—Greater Victoria Teachers' Association

That the BCTF call on school boards to develop an education and awareness campaign to ensure the membership has the opportunity to be well informed on the manufacturer's safety warnings and recommendations in the use of Wi-Fi systems, tablets, laptops, 'smartphones' and other RF-EMF devices.

Supporting statement

With the introduction and increase of technology in the classroom, including Bring Your Own Device (BYOD) there has been little, if any, evidence of training or assurances that teachers have specifically read safety manuals and warnings provided by the manufacturers of these new technologies and devices. As can be observed in classrooms and pictures posted on social media, many members are not using these devices in accordance with their manual warnings.

Resolution 139—Nicola Valley Teachers' Union

That the BCTF insist the ministry and school districts use wireless routers that do not constantly transmit a beacon signal, and that all new wireless router installations and replacements also be able to be turned off or unplugged by the teacher.

Supporting statement

There is a lot of research piling up that indicates that wireless radiation may in fact be harmful. There are no long-term studies that establish that wireless radiation is safe. Teachers should have the choice to expose themselves or not.

Resolution 140—Nicola Valley Teachers' Union

That the BCTF encourage every school district to ensure that there is at least one fully wired computer lab in each school.

Supporting statement

Teachers who are concerned about their exposure to wireless radiation still need to be able to use the teaching resources and learning opportunities for students that computers and technology present. Without wired labs, teachers who are concerned about radiation exposures are unlikely to make full use of the positive aspects of computer technology.

Resolution 141—Nicola Valley Teachers' Union
That the BCTF encourage school districts to ensure that teachers and students are using all technology, especially wireless technology, according to the manufacturers regulations and that the BCTF provide advice to members about using technology safely and according to the manufacturers' directions and WorkSafe BC regulations.

Supporting statement

All devices come with instructions. Many people do not read these carefully and tend to not notice the warnings to not have wireless devices next to the skin or in the lap. For example, laptops held on laps have been known to burst into flame due to the blocking of air vents by the clothing of the person holding it. Cell phones come with warnings to not put the unit next to the skin.

Resolution 142—Nicola Valley Teachers' Union
That the BCTF demand school districts conduct regular monitoring of peak and average radiation levels in all parts of the schools during peak usage to ensure that the Health Canada standards are not exceeded and that districts must publish this data every June through their Occupational Health and Safety Committees.

Supporting statement

Firstly, there is some question about whether or not the *Health Canada Safety Code 6* is appropriate as Health Canada admits it took into account only the heating effects of non-ionizing radiation, in spite of the fact that there are other biological effects. Secondly, because the overlapping of wireless fields are additive, it may be possible that even with compliant routers, wi-fi hotspots may be created. Thirdly, teachers should be able to examine the results of said monitoring in order to monitor and manage their own exposure levels.

INTERNATIONAL SOLIDARITY

Resolution 143—Gold Trail Teachers' Association

That Procedure 16.02 of the *Members' Guide* be amended to read: That an amount equal to .90%

of the BCTF fee exclusive of special allocations and local fees, be allocate to the William R. Long Memorial International Solidarity Fund to be used in developing countries to:

- 1. build partnerships with teacher organizations.**
- 2. promote universal quality education.**
- 3. foster equality, mutual respect, and reciprocal growth.**
- 4. support self-determination and empowerment.**
- 5. develop understanding of global interdependence.**
- 6. strengthen teacher-union links and co-operation.**

Supporting statement

This resolution, if passed, would change the funding allocation from 1.86% to .90%, still leaving a substantial budget line for this fund. As delegates at the 2014 AGM will be debating a number of recommendations and resolutions aimed at finding cost savings for the 2014–2015 BCTF budget. The Gold Trail Teachers' Association believes that all BCTF expenditures should be open to debate when looking for cost savings. The funding allocation for the William R. Long Fund is in policy and is not discussed during the budget debate at the AGM, thus the only way to discuss and possibly amend the funding allocation is through a separate AGM resolution. During tough economic times the membership of the GTTA believes that all BCTF expenditures should be open to debate in order to ensure that the BCTF not only meet its financial obligation but also maintain member services.

LABOUR AFFAIRS

Resolution 144—Surrey Teachers' Association
That the BCTF investigate and report back to the 2015 AGM, the feasibility and potential effectiveness of:

- 1. funding a university chair in the area of labour/public education at one or more BC university(ies) that currently have an education program.**
- 2. liaising with other unions to assist in this initiative.**

Supporting statement

Establishing chairs or professorships at BC universities would address the corporate takeover of universities. This would allow our perspectives at the hub of where academic decisions that influence economic and public education policies are made. Recently the Fraser Institute has begun to fund a chair at a local university. Why not the BCTF?

LEGAL SERVICES/CONTRACT ENFORCEMENT

Resolution 145—Kamloops Thompson Teachers' Association

That the BCTF investigate the increasing number of employer investigations of members and develop a plan to address this issue.

Supporting statement

The BCTF Executive Committee carried a motion at the April 12–13, 2013 meeting stating “*That the Federation collect information from local presidents regarding trends in investigations.*”

A report was prepared and provided to the BCTF Executive Committee in June 2013. The BCTF staff surveyed local officers to uncover the investigation trends and practices. The evidence is that there is an increase in the number of investigations in most districts and more investigations on minor matters. It is a concern that administrators are resorting to using these formal routes of investigation for matters that could be resolved through informal mechanisms by encouraging meetings between teachers and parents or discussions through local union reps. Through the use of the investigation procedures, there is also evidence that there are a greater number of grievances on the investigation process.

While some investigations are warranted and provide the necessary due process for members, there are many that result in no findings of fault thus being unnecessary and taxing to local and school union representatives whose tasks have increased with constant government and employer attacks on collective agreement rights of members.

The survey and report from June 2013 have identified the problems and this motion would request that the BCTF further review the practices of investigations and develop an action plan.

ORGANIZATION OF THE BCTF

Resolution 146—Campbell River District Teachers' Association

That Procedure 25.B.02.c.2 be changed to read, “Local Presidents as voting members.”

Supporting statement

This change needs to be made in order to address proposed amendments to By-law 6.1 and 6.2 in the *Members' Guide*.

Note: See Resolutions 102 and 103 under Constitutions and By-laws.

Resolution 147—Langley Teachers' Association

That the BCTF undertake an equity audit in order to determine the diversity of the membership in order to provide more effective service and support to the members of our union dealing with equity issues.

Supporting statement

How do we engage our membership? How do we ensure that membership engagement is inclusive and encourages diverse groups to participate fully in our union?

These are serious questions that need to be addressed within our union because the BCTF and our BC/Canadian society as a whole are becoming more diverse.

An equity audit that encourages members to self-disclose their equity status would be extremely helpful in shaping the development of future member-engagement processes/actions. Such an audit could serve to reduce the sense of disengagement that equity groups often feel when they consider participation in union activities. A well-designed equity audit would also help the BCTF to better understand the needs of equity groups, and help build inclusivity in our union.

We are a social justice union and an equity audit would demonstrate and sharpen our connectedness to the membership, while assisting the union in its continuing goal of building membership inclusivity.

Resolution 148—New Westminster Teachers' Union

That the BCTF AGM recommend to the Executive Committee that it establish a joint occupational health and safety committee at each BCTF event where there are 20 or more members present and that the committee consist of representatives from all the unions present.

Supporting statement

The *Workers Compensation Act* says that an employer must establish a joint occupational health and safety committee where 20 or more workers are regularly employed. The BCTF has advised local officers that while on BCTF business, the BCTF is the employer. Currently, the BCTF has an internal joint committee comprised of an employer representative and representatives from TFEU and Unifor, but no BCTF representation. This resolution

would allow for representation for BCTF members on a joint health and safety committee and would enhance the safety of our members and the professionalism of our union. It would ensure that members injured at BCTF events would have Federation representation in the investigation of their claim.

Resolution 149—New Westminster Teachers’ Union

That the BCTF establish policy, consistent with Section 115 of the *Workers’ Compensation Act* and WorkSafe policy D3-115-2, which would have the BCTF create policy to enable members to report incidents of bullying and harassment at any Federation meetings, to have the incidents or complaints of bullying and harassment investigated, and to inform members of the policy and procedures regarding bullying and harassment.

Supporting statement

As of November 1, 2013, every employer in BC is required to have policy in place regarding workplace bullying and harassment. Employers are now required to develop a policy statement to prevent and address workplace bullying and harassment, take steps to prevent or minimize bullying and harassment, develop and implement reporting procedures, develop procedures to deal with incidents and complaints, inform workers about the policy and steps taken, train supervisors and workers about recognizing, responding to and reporting incidents of bullying and harassment, and annually reviewing the policy and procedures.

Currently, every teacher in the province has protection under WorkSafe legislation against bullying and harassment. However, BCTF members attending BCTF events cannot turn to their district employer to protect them from bullying and harassment. It falls to their Federation to ensure that their workplace—the meeting they are attending—is safe. The BCTF has advised local officers that while on BCTF business, the BCTF is the employer. This resolution is consistent with that advice. There must be processes available to members who report incidents of bullying or harassment at BCTF events. The BCTF has rightfully prided itself in the work it has done to ensure that schools are safe for students and staff. Teachers, with the support and resources of their Federation, have made great strides to end bullying and harassment in schools. The Federation has also been successful in making sure that every local collective agreement has common language regarding harassment. The BCTF must ensure that it

upholds these high standards at its own meetings and events.

Resolution 150—West Vancouver Teachers’ Association

That the BCTF survey the membership to find out if they want to elect the BCTF full-time table officers with a “One-Member-One-Vote” system and to report back to the 2015 Winter RA.

Supporting statement

We have discussed the pros and cons of a One-Member-One-Vote system at previous RAs and AGMs. At the 2013 AGM, Supplementary Report #2 was presented and discussed. It was an excellent report giving background to the issue and examples of organizations that use a One-Member-One-Vote System. The next logical step should be to ask the members directly what they think about having a One-Member-One-Vote system.

Resolution 151—Richmond Teachers’ Association

That the BCTF investigate the creation of a formal Harassment/Sexual Harassment process for BCTF members taking part in BCTF activities and functions, to be conducted by an independent body within or of the BCTF, with a report to the 2015 Winter RA, and a recommendation to the 2015 AGM.

Supporting statement

Currently, the BCTF has ombudsperson processes in place for member-to-member issues arising out of a member’s involvement in BCTF activities, meetings, etc. New WCB regulations also require all employers to have harassment complain procedures. However, as BCTF ombudsperson processes are voluntary, and the WCB harassment complaint process is directed to BCTF employees (not members), no formal process exists to allow member-to-member harassment issues to be investigated and addressed. The proposed investigation would ask BCTF to create a BCTF Harassment/Sexual Harassment Complaint process, one that would be modeled upon Harassment/Sexual Harassment complaint language found in local collective agreements around the province. The complaint procedure should also ensure that the protection that a teacher has with regards to falsely accused teacher language in local CAs and within her or his workplace extend to a member’s involvement in the BCTF.

**Resolution 152—Burnaby Teachers’ Association
That the BCTF Annual General Meeting
recommend to the BCTF Executive the
establishment of a member engagement
committee or advisory board.**

Supporting statement

The Canadian Labour Congress’ “Fairness Works” campaign has highlighted the disengagement of union members. We know, for example, that a majority of union members might not pay union dues if given a choice. This lack of buy-in diminishes our ability to defend our interests against anti-union governments.

While there is no lack of member engagement resources within the BCTF, these resources are dispersed throughout our provincial body and our locals, and are often overlooked in our work dealing with contingencies. It will strengthen our organization if member engagement is given a more central focus. This resolution asks for a proposal for a focussed member engagement committee or advisory board.

PENSIONS

**Resolution 153—Sea to Sky Teachers’
Association and Burnaby Teachers’ Association
That the BCTF provide a report to the Spring
Representative Assembly outlining steps taken so
far, and subsequent necessary steps, toward
divestment of bcIMC holdings in BAE and
Lockheed Martin.**

Supporting statement

In 2012 and 2013 the BCTF Annual General Meeting voted to promote divestment of holdings in arms manufactures BAE and Lockheed Martin by bcIMC, the organization through which teachers’ and other public sector workers’ pensions are invested. Because divestment has not yet happened, it is important to understand what steps are necessary so that it does happen.

**Resolution 154—Sea to Sky Teachers’
Association and Burnaby Teachers’ Association
That the BCTF request that the Teachers’
Pension Plan Trustees promote reinvestment of
bcIMC’s current Walmart holdings in an
enterprise that meets the BCTF’s Salary
Indemnity Plan guidelines for Socially
Responsible Investing.**

Supporting statement (Sea to Sky Teachers’
Association)

bcIMC has current holdings of over \$150 million in Walmart. This company has systematically violated workers’ rights in many countries, is fiercely anti-union, and its business practices are damaging to local economies and smaller, independent retailers. Large public pension plans in Sweden, Norway, and Holland have divested from Walmart in response to its destructive practices, after unsuccessful attempts to work with Walmart in addressing these issues. Given Walmart’s deplorable record with respect to worker and union rights, investment in this company is not consistent with our values.

Supporting statement (Burnaby Teachers’
Association)

Currently, bcIMC, through which our pensions are invested, has over \$89 million in Walmart Stores Inc., and over \$62 million in Walmart de Mexico. Given the extremely poor working conditions for Walmart, its strident anti-unionism, and its destructiveness to local economies, it is contrary to our interests to invest in this company.

**Resolution 155—Burnaby Teachers’ Association
That the BCTF request the British Columbia
Investment Management Corporation (bcIMC),
through which the BCTF members invest their
pensions, reinvest its current Cadillac Fairview
fixed income holdings in enterprises that meet the
BCTF’s Salary Indemnity Plan guidelines for
socially responsible investing.**

Supporting statement

The Fall BCTF Representative Assembly passed the following motion of Support for Unifor Local 3000: “That the BCTF express support and solidarity with Unifor Local 3000 workers who were let go on October 31, 2013, and that we request the Ontario Teachers’ Pension Plan put pressure on Cadillac Fairview to return Unifor Local 3000 workers for cleaning services. This motion follows the passing of the motion of BCTF urging OTPP putting pressure on Cadillac Fairview.”

Currently, the British Columbia Investment Management Corporation (bcIMC), through which the BCTF members invest their pensions, has Cadillac Fairview fixed income holdings.

Investment facts:

bcIMC holds the following fixed rate investment in Cadillac Fairview: CADILLAC FAIRVIEW 3.240/4.310 % bonds maturing between January 2021 and January 2025 \$252,691,183.66 the

research can be found at:

<http://tinyurl.com/mabphpm>

Resolution 156—Gulf Islands Teachers’ Association

That:

- 1. the British Columbia Teachers’ Pension Plan Advisory Committee be asked to provide information to the 2015 Winter RA regarding the matter of TimberWest’s forest practises on its lands that are presently subject to First Nations land claims and that the British Columbia Teachers’ Pension Plan Advisory Committee be invited to provide information to the RA as to the congruency between bcIMC’s statement on responsible investing and TimberWest’s forest management procedures, and**
- 2. the BCTF work with other union partners and the provincial government to ensure that bcIMC’s investment strategy and statement on responsible investing are congruent throughout the investment portfolio.**

Supporting statement

bcIMC’s statements on responsible investing are, at best, “window dressing.” If a truly effective responsible investing policy is to evolve, it should have input from the stakeholders—those who pay into bcIMC’s coffers each month. However, for stakeholders to make decisions about change requires information. Such information is not forthcoming from bcIMC so it is incumbent on the stakeholders to be in a position to make judgments based on solid information. Our Pension Advisory Committee must be asked to investigate, distill and report to the Winter RA on stakeholder concerns so that it can begin the process of suggesting a course of action. bcIMC’s statement on responsible investing states: *“Many of our clients have established responsible investing policies for the assets managed on their behalf by bcIMC”* so it appears that is well within the purview of this body to contemplate action in the future.

The situation with TimberWest is a case in point. bcIMC is acting only with its financial interests in mind and areas under its jurisdiction are being clear-cut although the company knows that title will likely be transferred to First Nations because of land claims settlements. What will that mean for First Nations?—getting a barren piece of land instead of a mature forest. How is this consistent with responsible and environmentally prudent behaviour?

Additionally, the BCTF should take a leadership role in working with other unions and groups under the bcIMC umbrella to ensure that existing investments meet its publicly stated RI objectives—in many cases, they do not—for example, mining, forestry, and textiles.

Resolution 157—Gulf Islands Teachers’ Association

That:

- 1. the British Columbia Teachers’ Pension Plan Advisory Committee be asked to provide information and advice to the 2015 Winter RA regarding bcIMC’s investment in the private power generating company Altagas Ltd., and**
- 2. the BCTF work with other union partners to ensure that bcIMC’s investment strategy respects union policies regarding privatization of public services.**

Supporting statement

The BCTF has long opposed the privatisation of public services and yet our pension funds are being invested in private hydroelectric generation. Our union must protect public power generation and distribution just as we strive to prevent the privatisation of education. If the union is to speak in support of public power, it must have all the information regarding member investment in private power and we should look to BCTPPAC as a source of that information.

PRIVATIZATION AND COMMERCIALIZATION

Recommendation 16

**“That Policy 29.71 be amended as follows:
That the Federation is opposed to the use of personal funds to provide materials to deliver prescribed learning outcomes or toward the implementation of curricular change.”**

Supporting statement

The current wording of this policy was adopted by the 2005 Annual General Meeting, and refers only to the purchase of materials. This recommendation broadens the scope of the policy by adding implementation of curricular change, anticipating that many teachers will continue to be pressured to personally make up for the lack of adequate education funding. The decision to revise the curriculum was made by the province. The province also made the decision to underfund the public education system.

Policy 29.71 (*Members' Guide*, p. 127) currently states: "*That the BCTF is opposed to the use of personal funds to provide materials to deliver prescribed learning outcomes.*" (05 AGM, p. 33)

**Resolution 158—Langley Teachers' Association
That the BCTF strongly condemn the use of educational materials developed by any affiliate of the fossil fuel industry.**

Supporting statement

It is highly unlikely that any teacher would willingly or intentionally use educational materials funded by tobacco companies in the classroom due, to the conclusive evidence of the harm that tobacco products cause.

The science/research regarding climate change is conclusive on the role of human-produced greenhouse gases as the major contributor to global warming. Fossil fuel company products are the single largest contributor to greenhouse gas emissions.

However, recently the highly trusted *Canadian Geographic* joined with the oil and gas industry's deep-pocketed organization, the Canadian Association of Petroleum Producers (CAPP), to inundate our schools with free hands-on and online materials under the guise of Energy Education.

This is an example of a 21st century neoliberal education model, where underfunded public schools increasingly rely on free resources supplied by large corporations with destructive agendas seeking 'green-washing' opportunities. As a socially just and responsible organization, the BCTF should take a strong stand in opposition to the infusion of free, 21st century neoliberal education materials being used in the public education system.

PROFESSIONAL DEVELOPMENT

**Resolution 159—Burnaby Teachers' Association
That the BCTF continue to seek funding to support the professional development of early career teachers and those teachers returning from leave, and, if such funding becomes available, the Executive Committee consult with PSA Council to determine allocation.**

Supporting statement

TTOCs and other early career teachers have a heightened need for professional development

support in light of the long periods many early career teachers are spending as TTOCs, in part-time and short-term contracts. There is an increased need for curriculum-based support because of the many different assignments early career teachers are often faced with, and because planning and preparation is one of the greatest challenges and sources of stress for early career teachers.

PSAs work hard to provide support for early career teachers, which may require additional funds to advertise and manage programs. It is also important that workshop costs are affordable for early career teachers.

In addition, the government has begun a provincial mentorship pilot program. It is important that we continue to expand the program and ensure that it is funded with targeted money, so as not to have to draw more from classrooms. Expanding this provincial program would also allow the districts that are currently funding local mentorship programs to utilize those funds elsewhere.

**Resolution 160—Vancouver Elementary School Teachers' Association
That the BCTF develop and offer a workshop on professional autonomy that includes reporting and assessment, as well as its intersection with freedom of expression.**

Supporting statement

We are currently achieving a great deal of success in areas of professional autonomy and an informed and active membership will keep our rights alive and engaged. Professional autonomy is a precious right we have earned through the courts, with arbitrators and in bargaining. It is only through our active engagement with these rights that we will continue to grow them. A SURT on this topic will assist locals to build awareness about our important professional autonomy rights.

PROFESSIONAL ETHICS, RIGHTS, AND STANDARDS

**Resolution 161—Delta Teachers' Association
That Article 5 of the *BCTF Code of Ethics* be amended by striking "and related work" and replacing it with "and other professional duties."**

Supporting statement

Article 5 of the *BCTF Code of Ethics* currently provides protection to members for inappropriate criticism of their "teaching performance and related

work,” by requiring members to bring criticism directly to their colleagues. However, thousands of members work countless hours on behalf of their local, and the BCTF. These hours are the backbone of the BCTF, yet Article 5 does not extend to it, as the work is not directly related to members’ teaching performance.

The purpose of this motion is to extend the protection offered by Article 5 of the *Code of Ethics* to the work that members do on behalf of the Union.

PROVINCIAL SPECIALIST ASSOCIATIONS

Resolution 162—Burnaby Teachers’ Association That Provincial Specialist Associations be permitted to offer two-year memberships.

Supporting statement

Currently, PSA memberships expire at the end of one year. Most PSA members acquire their membership when they attend a conference. Members then lose the support offered by PSAs when they do not have the necessary Pro-D or travel funds to attend a conference every year or when they wish to use their Pro-D day in a way other than attending the annual conference sponsored by that particular PSA. A two-year membership would allow members to receive support for a period that better matches their availability to attend PSA-sponsored conferences.

Resolution 163—Richmond Teachers’ Association

That the BCTF investigate ways and means of encouraging BCTF members to become active participants in BCTF PSAs with such investigation to include, but not be limited to, the costs of PSA memberships and conferences, and dates for PSA conferences.

Supporting statement

Professional development is an important component of every BCTF member’s professional life. Of late, engaging in professional development is becoming more challenging, as costs rise and funding becomes scarcer. PSAs are in a unique position to offer professional development to all members, and should be able to do so at a reasonable cost. Yet PSAs also face huge challenges in creating and supporting groups of like-minded teaching professionals, and providing yearly Pro-D and PSA conference opportunities. This motion asks the BCTF to look more closely at ways to promote our own teacher-led, and member-supported PSAs.

PUBLIC AFFAIRS

Recommendation 17

That members engage in a consumer boycott of automatic checkout machines.

Supporting statement

The proliferation of automated checkout machines, is alarming, as more and more retail cashier positions, especially in larger store chains, are being replaced with self-checkout scanners. This is of serious concern on a number of levels. Firstly, it means a loss of jobs, many of which are unionized and, therefore, with decent wages. Automated checkout machines do not reinvest in community, are not part of the local economy and don’t contribute taxes. They simply increase profits for the company. Secondly, the corporation, often large and already very profitable, is simply downsizing the work force and offloading the checkout and payment processes onto the consumer. Lastly, since technology now touches virtually every aspect of our lives, the opportunities for simple human interactions have become dramatically reduced. Allowing machines to replace human beings in our daily interactions can foster more loneliness and social isolation at a time when we need to increase social cohesion and community building.

Resolution 164—Vancouver Elementary School Teachers’ Association

That the BCTF delete Procedure 34.28 in Public Affairs, which currently states: “That the BCTF become an official sponsor of the Canadian Breast Cancer Foundation Run for the Cure.”

Supporting statement

The primary issue is that the “Run for the Cure” has become too dominated by corporate influences over the years. More importantly, in the breast cancer movement focus is moving away from cure to prevention. Many of the major contributors to the “Run for the Cure,” in fact, sell products which are made of carcinogens. Other “Pink Ribbon” labeled products similarly do not actually result in increased donations to breast cancer when purchased, nor are they even healthy as there is no regulation for issuing this “Pink Ribbon” label on a product. The Breast Cancer Action Group has created a “Think Before You Pink” campaign concerning these alarming facts, available on their website: http://thinkbeforeyoupink.org/?page_id=13. These are some of the compelling reasons for the BCTF to delete its support of the “Run for the Cure.”

**Resolution 165—Burnaby Teachers’ Association
That the BCTF call for a moratorium on
hydraulic fracking in BC.**

Supporting statement

Unifor, Canada’s largest private sector union (an amalgamation of CAW and CEP), has called for a moratorium on fracking, and BC teachers should do the same. Fracking causes groundwater pollution, methane leaks, and destruction of surface land, among other problems. Because we care about the future for our children, and because we understand the urgent need to reduce CO² emissions and work toward a sustainable economy, we must call for a moratorium on hydraulic fracking.

**Resolution 166—Vancouver Elementary School
Teachers’ Association**

That on December 6 of each year, teachers be encouraged to observe with their students a minute of silence in memory of the 14 women murdered at Montreal Polytechnique and all women and girls who are victims of violence.

Supporting statement

December 6 marks the anniversary of the murders in 1989 of 14 young women at L’Ecole Polytechnique in Montreal. They died because they were women.

As well as commemorating the 14 young women whose lives ended in an act of gender-based violence, December 6 gives us an opportunity to reflect on the violence against women in our society. It is also an opportunity to consider the women and girls for whom violence is a daily reality, and to remember those who have died as a result of gender-based violence. And finally, it is a day that we can take concrete actions to educate to eliminate all forms of violence against women and girls.

Education has always been a tool for the amelioration of oppression, and it is no coincidence that this attack on women took place in an institution where women attended in a non-traditional role. It behoves us as educators to raise awareness about the many ways that sexism manifests and make safer, through our actions, institutional change.

PUBLIC RELATIONS

**Resolution 167—Comox District Teachers’
Association**

That the BCTF engage in a new long-term public relations campaign entitled “BCTF 21st Century Education” that portrays teachers as

professionals who are the driving force for innovation and change in education.

Supporting statement

Too many teachers see the work of the BCTF as separate from their profession as teachers. Attaching a slogan “BCTF 21st Century Education” to the everyday activities of teachers could go a long way to bridging this gap. While the “Better Schools for BC” campaign exposed chronic government underfunding of public education and advocated for system-wide improvements, it does not present an easily perceived vision of education in the future that captures public attention. Nor does it illustrate that the individuals and groups advocating and implementing changes in schools are teachers, and that it has always been the work of teachers to bring new curriculum to life in classrooms. We have allowed the government to seize the media “high ground” as champions of the change agenda and we must work aggressively to challenge this public perception.

SOCIAL JUSTICE

**Resolution 168—Comox District Teachers’
Association**

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.

Supporting statement

BC has been recognized as the province having the highest or one of the highest levels of child poverty in Canada for nearly a decade. As education professionals, we are on the front lines in dealing with the implications of child poverty and as such we should do everything we can to not only inform the public of its short- and long-term effects, but also we should become the largest advocates for these children. November 24, 2013 marked the 24th anniversary of the federal government’s pledge to end child poverty by the year 2000. We are over a decade behind that mark and our provincial government seems determined to increase the gap between the rich and poor even further. The time for action is now.

TEACHER EDUCATION

**Resolution 169—Sea to Sky Teachers’
Association**

That the BCTF investigate the extent to which BC’s teacher education programs enhance—or

do not enhance—the status of teachers in society, with a report to the 2015 Winter RA.

Supporting statement

The BCTF is committed to the teaching profession, to public education, and to the public interest in public education. It is in the interest of the BCTF to consider whether and how current teacher education programs in BC support the teaching profession and the professionalism of teachers. Especially in the current atmosphere of scrutiny of teachers and of the profession and public education generally, it is important to know whether the design of teacher education programs can be developed to enhance the view of the profession; to know whether success in teacher education programs properly reflects teacher professionalism and promotes public confidence in the profession and in public education.

**Resolution 170—Burnaby Teachers’ Association
That the BCTF investigate the extent to which BC’s teacher education programs enhance the status of teachers in society, with a report to the 2015 Winter RA.**

Supporting statement

One of the often-cited strengths of Finland’s public education system is the status of teachers in Finnish society. Teachers are prized as public intellectuals and this strengthens their legitimacy both in guiding educational change, and in bargaining for better working conditions. Could more be done through BC’s teacher training programs to achieve a similar level of public authority in BC? Topics to investigate may include academic content, civic engagement (including education of the union’s role), and graduation numbers (noting the surplus of teaching graduates, ranging from roughly twice to three times the number of jobs available annually, that weakens our bargaining position).

TEACHERS TEACHING ON CALL

Resolution 171—Coquitlam Teachers’ Association

That the BCTF support locals in ensuring each local has an active TTOC committee.

Supporting statement

TTOC committees provide support to teachers teaching on call and raise awareness of their unique and specific issues. At the TTOC discrete sessions at the fall zone meetings, many delegates expressed concern over not having active committees. Support to locals may include advice, access to email distribution lists, sharing ideas across locals,

promoting workshops, and speakers to help engage TTOCs in the local to become involved in the committee.

Resolution 172—Coquitlam Teachers’ Association

That the BCTF encourage local presidents to advocate for classroom keys to be provided to every teacher teaching on call while working in a school.

Supporting statement

This is a health and safety issue. Many teachers teaching on call are still not provided with keys that would be mandatory in case of a lock down or emergency. As professionals, these teachers should have keys required for their job while in a school and not be required to leave personal belongings to get a key, or not be provided with one at all.

TECHNOLOGY

Resolution 173—Okanagan Skaha Teachers’ Union

That the BCTF recommend to members that they only engage in training on new software, specifically the proposed BCeSIS replacement, when such training is fully funded in-service.

Supporting statement

For many teachers, the implementation of BCeSIS was without any support or training and could not really be labelled implementation. The employer relied upon the goodwill of teachers to learn this onerous, poorly designed, and flawed system on-the-fly. Given the impending roll-out of new SIS software, teachers need to insist that the employer provide the training that any private sector employer would and fully fund in-service.

STANDING RULES OF ORDER

**Resolution 174—Burnaby Teachers’ Association
That the BCTF Annual General Meeting
Standing Rules of Order be amended as follows:**

1.5 No speaker shall, without the consent of the delegates, speak more than once or for longer than ~~three~~ two minutes on each motion, main or secondary, except the mover of the motion, who shall have the right to speak for ~~four~~ three 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.

Supporting statement

The BCTF Annual General Meeting rarely gets through all of the business put forward by members. Shortening the speaking time will allow more delegates to speak, and more motions to be debated. Since the mover of each motion has the motion put forward in advance and a chance to put a supporting statement in the AGM materials, most additional argument can be put forward in the shortened speaking time.

**Resolution 175—Burnaby Teachers' Association
That the order of resolutions be debated only as the first item of business each day, and that the time for such debate be limited to 20 minutes.**

Supporting statement

At the 2013 AGM, the start of each session involved a lengthy debate about the order of dealing with unfinished business. At one afternoon session, over an hour was spent on this debate, resulting in no time at the end of the session to actually debate unfinished business. Rearranging the agenda once per day would mitigate this problem.

Part 3

Report of the Executive Committee

EXECUTIVE STEWARDSHIP REPORT

An extensive report on the work done by the Executive Committee in implementing the priorities of the 2013 Annual General Meeting and actions taken on decisions of the 2013 AGM will be included in the kits distributed at the AGM.

Members may have a copy of the document on request, and it can be accessed on the BCTF's portal.

The following are the reports of the advisory committees to the Executive Committee and are based on their work for the 2013 calendar year.

Aboriginal Education Advisory Committee

Terms of Reference

1. To advise the Executive Committee on:
 - a. Aboriginal education issues.
 - b. workplace climate for Aboriginal teachers.
 - c. the development and implementation of an employment equity program for Aboriginal teachers.
 - d. outreach activities.
2. To advise and consult on Aboriginal education issues with locals at zone meetings.
3. To review research on the level of success of Aboriginal students in BC public schools, and to provide advice on initiatives to enhance success for Aboriginal students.
4. To work with the Aboriginal Education Association PSA and teachers to improve the level of success for Aboriginal students.

Priorities

1. To support the development of employment equity policies and practices for Aboriginal teachers.
2. To support member participation in enhancement agreements.
3. To increase awareness and sensitivity to intergenerational effects on Aboriginal people by educating the hearts and minds of members, through mentorship, by sharing knowledge and resources on the rich history and culture of Aboriginal people.
4. To support and promote the leadership priorities adopted by the 2013 AGM.

Report

The Aboriginal Education Advisory Committee (AEAC), consisting of nine members from locals

throughout British Columbia, meets three times each year, to advise the BCTF Executive Committee. The committee continues to ensure that communication is reciprocated between the teachers and the Federation through the local contacts for Aboriginal Education (LCAE). We are fortunate to have 61 local contacts this year. Summer conference 2013 was a success with over 40 local contacts participating. The Facilitators' Institute Training was another success with 16 participants, many of them new facilitators. There is a continued demand for the Aboriginal education workshops.

Vancouver hosted the Truth and Reconciliation Commission National Event from September 18–21, 2013. Grants to locals by the BCTF provided the opportunity for over 100 teachers to attend the TRC. Almost all locals were represented and the event was a great success. Education Day on September 19, 2013, saw more than 5,000 students participate from many school districts across BC. Students participated in a wide range of activities to gain a better understanding of the true history of the Canadian Residential School system and its intergenerational impacts that continue to affect our Aboriginal population today. Thanks to the many teachers and students involved in the Project of Heart over the last year, more than 12,000 tiles were designed in commemoration of Residential School survivors, as well as those who didn't return. The commemoration project was completed by Tahltan artist Una Ann Moyer and unveiled during the Tribute to Residential School Survivors on Education Day.

A focus for the AEAC this year is a continued emphasis on engaging members in exploring and teaching about the Canadian Residential School legacy. During the plenary sessions of all October zone meetings, AEAC members along with Field Service staff worked together to facilitate our new workshop, The Legacy of Indian Residential Schools. This workshop was also an important component to Summer Conference and the facilitator training in August.

Employment equity also remains a focus for the advisory committee. We are committed to continue building a relationship with the BC education partners. A continued goal is to develop employment equity agreements in all districts. We are committed to continuing to work with the Aboriginal Education Provincial Specialist Association to support teachers. A BCTF survey of Aboriginal teachers is under way across the province. The purpose of the survey is to capture an accurate picture of the Aboriginal teachers

of our province and collect data that will assist in providing support and encouragement for Aboriginal teachers.

The AEAC would like to raise their hands in honour and respect to all Federation members for their commitment and dedication to improving public education so that the success rates of Aboriginal students increase.

Aboriginal Education Advisory Committee

Debbie Carter, Prince Rupert
Tooie Casavant, Alberni
Shawnaditta Cross, Burnaby
Dean Cunningham, Surrey
Tina Giguere, Upper Skeena
Denise Hendry, Terrace
Maureen LaGroix, Haida Gwaii
Bertha Lansdowne, New Westminster
Sheena Seymour, Upper Skeena
Gail Chaddock-Costello, Executive Committee liaison

Adult Education Advisory Committee

Terms of Reference

1. To advise the Executive Committee on all matters related to adult education.
2. To review education policy and research and provide advice on initiatives to improve the level of success for adult learners.
3. To advise the Executive Committee on the needs and concerns of adult education teachers, including bargaining and other organizational issues as they relate to adult education programs.

Priorities

1. To support and engage adult educators, and raise their profile within the BCTF.
2. To enhance support for professional development opportunities for adult educators.
3. To advocate for improvements in collective agreement provisions for adult educators.
4. To advocate for improved funding/resources for adult education programs in school districts.
5. To support and promote the leadership priorities adopted by the 2013 AGM.

Report

The committee continues to look at ways to increase the profile of adult educators within the Federation. There will soon be an “Adult Education” page on the BCTF website, with links to various research documents and articles. Also, committee members continue to write articles for the *Teacher*

Newsmagazine, highlighting some of the unique challenges they face in their programs.

The committee worked with members of the BCTF Research Department to assist in the design of a working and learning conditions survey, which was distributed to adult education teachers last spring. They are in the process of reviewing that data with staff. There were significant inconsistencies in member responses with regards to type of contract (full-time/part-time). Various districts measure full-time employment in adult education in different ways, which makes it challenging when trying to compare the survey results from members from different locals. Results from the survey will be available online once the data has all been compiled. In addition, there will hopefully be an opportunity for a report out at a future BCTF meeting.

Adult educators have a unique blend of students—both under and over 19 years of age. Currently there are no BCTF workshops that address some of the unique challenges adult educators face. The committee is working on modifying one existing PD workshop, to include issues specific to adult education realities. They will also be writing a new workshop that addresses managing conflict and understanding boundaries when working with challenging adult students.

Adult Education Advisory Committee

Terry Callender, Burnaby
Tammy (Autum) Gates, Haida Gwaii
Lisa Holman-Fyffe, Vancouver Elementary
Ray Steigvilas, Fraser-Cascade
Lynda Toews, Surrey
Jim Iker, Glen Hansman, Teri Mooring, Executive Committee liaison

Advisory Committee on French Programs and Services

Terms of Reference

1. To advise the Executive Committee on the needs and concerns of French as a first, and French as an additional language teachers.
2. To review educational change as it pertains to French education, as a first and additional language.
3. To advise the Executive Committee on bargaining, on professional development, and on other organizational matters as they relate to French as a first or working language (FFWL) members.

4. To review BCTF policy statements and objectives as they relate to FFWL members.

Comité consultatif des programmes et services en français

1. Conseiller le Comité exécutif quant aux besoins et aux préoccupations des enseignants des programmes de français langue première et seconde.
2. Suivre l'évolution du domaine éducationnel en ce qui a trait à l'éducation en français langue première et seconde et en aviser le Comité exécutif.
3. Aviser le Comité exécutif au sujet de la négociation collective, du perfectionnement professionnel et autres questions d'ordre organisationnel concernant les membres dont le français est la langue de travail ou première (FLTP).
4. Passer en revue les énoncés de politiques et les objectifs de la FECB par rapport aux membres FLTP.

Priorities

1. To strengthen FFWL teacher influence on education policy by encouraging the creation of French language advisory committees in each local.
2. To lobby the ministry, universities, and other partners for sufficient financial, human, and teaching resources to implement all new IRPs pertaining to FFWL teachers and to support teachers implementing these new curricula.
3. To reinforce the importance of preparation time, class size and composition, and support for FFWL teachers.
4. To promote professional development for current and new FFWL teachers in the teaching and learning of French, and subjects taught in French.
5. To support and promote the leadership priorities adopted by the 2013 AGM.

Report

The advisory committee will continue to canvas the locals regarding local advisory committees, existence of language co-ordinators, use of federal funding, etc.

A report was given to the EC about the connections between the 2011 Core French curriculum and the BC Ed Plan. The committee will continue to focus on how best to support elementary FSL teachers. The committee asked the BCTF curriculum teams to remind the Ministry of Education that simply translating the new curriculums will not suffice. Curriculums need to be adapted for all French language programs and French resources found.

To give Francophone members, in local 93 and other locals as well, access to as much information as possible in order for them to become more involved in their local and in the BCTF, reports from the provincial negotiating team are translated and made available on the portal as well as *TTOC Alerts and BCTF News*.

The committee promotes BCTF workshops at PD events and encourages teachers to become facilitators in other areas (H&S, Social Justice, SURT, assessment, etc.). Two members of the committee contributed articles to the *Teacher Newsmagazine*. For the first time in the BCTF's history, seven SURT workshops were given by a member of the French Advisory Committee to members of local 93 (SEPF). For the first time, a new workshop specifically for SEPF members will be created for teachers trained outside of BC.

There are several issues that the committee has identified:

1. Teacher shortage and training in French second language programs and recruitment strategies for French first and second language teachers as well as the issue of leadership from the Ministry in the area of funding and the allocation of resources. Teacher attrition in all French programs, especially elementary Core French, continues to be a concern.
2. The committee continues its work with partner groups such as APPIPC, BCATML, and CPF in the delivery and advertising of parent workshops. Planning has started for the Coalition of French partner-group meeting to be held in May 2014. Our theme is Education transformation: Implications for French Programs.

The committee looked at ways to support SEPF members and to increase their involvement with the BCTF. The president of SEPF or a representative is invited to our meetings. The newest member is an officer of SEPF and he attended summer conference. Due to the work of the advisory committee, both the AGM and the RA adopted policy allowing FFWL delegates to address meetings in French and to have a translator.

Advisory Committee on French Programs and Services

Daniel Bouchard, SEPF
Gioia Breda, Surrey
Bénula Larsen, Greater Victoria
Sabine Lecki, North Vancouver

Henry Simon Lee, Burnaby
Tanis Maxfield, Central Okanagan
Krista Peregoodoff, Fort Nelson
Teresa Grandinetti, Executive Committee liaison

Committee for Action on Social Justice

Terms of Reference

1. To promote safe, nurturing, respectful, and inclusive environments for all teachers and students to work and learn, and in which all diversity is honoured.
2. To create resources for teachers and locals on specific action group issues.
3. To advise the Executive Committee on social justice issues and BCTF social justice policy.
4. To work on developing links with other unions, community groups, NGOs, and others on social justice issues.
5. To provide advice on criteria for social justice grants.
6. To assist locals and zones in developing social justice programs, projects, and events, particularly those that involve the concerns of the individual action groups.
7. To promote and assist in the development of local, zonal, and provincial networks of teachers on action group issues.
8. To facilitate the social justice portion of BCTF zone meetings, summer conference, and the provincial social justice conference.

Priorities

1. To support teachers in taking an active role in connecting schools, community, and environment.
2. To continue to strengthen our networks by creating mentorship opportunities for learning between new and experienced social justice contacts.
3. To liaise and work collaboratively with other advisory committees on issues of common interest and concern.
4. To support and promote the leadership priorities adopted by the 2013 AGM.

Report

The Committee for Action on Social Justice (CASJ) has met three times since the 2013 AGM. Members of the six action groups have been working, and continue to work, on developing and updating resources and lesson aids, engaging members (particularly new members), and strengthening the social justice network within the Federation. New workshops were developed by members in the areas of cyberbullying, sexual health, and engaging teachers, students, and the community through social

media. Existing workshops on resisting normalized sexual violence against youth and poverty as a classroom issue have been updated.

Members of CASJ liaise regularly with others both in and outside of the BCTF. For example, CASJ members have worked with the BCTF Pensions Committee to promote socially responsible investing, and participate in BC Federation of Labour social justice committees as representatives of the BCTF. At the 2013 Annual General Meeting, CASJ offered a panel discussion on the federal government's attacks on democracy, Aboriginal people, immigrants, workers, and citizens' rights. The antipoverty action group worked with Research staff at the Federation to investigate the prevalence, depth, and effects of child poverty. This research was shared with and used by the First Call coalition and BC Poverty Reduction coalition.

At the 2013 BCTF Summer Conference, members were offered a workshop on how to achieve an LGBTQ policy in their districts. An updated LGBTQ PowerPoint was made available to support local endeavours to add LGBTQ policies in their districts. As a result more school districts have added stand-alone policies supporting LGBTQ students and teachers.

CASJ action groups review policies and procedures in the *Members' Guide to the BCTF* on an ongoing basis and initiate actions that help actualize those policies and procedures. For example, The Red Card to End Racism lesson aid was developed and placed on the website to help teachers deal with issues of prejudice, stereotyping, and racism. A lesson aid on peace in the Middle East is being developed to be ready for Summer Conference 2014.

Social justice workshops continue to be heavily requested by our members throughout locals in the province. Several workshops were offered at the New Teachers' Conference in the late winter. Faculties of education regularly request social justice workshops for their student teachers.

Antipoverty Action Group

Robert Genaille, Fraser-Cascade
Annie Ohana, Surrey
Debbie Sabourin, Nelson
Sue Spalding, Terrace

Antiracism Action Group

Nassim Elbardouh, Vancouver Elementary
Daniel Shiu, Surrey
Amar Sull, Delta

Natalie Wai, Vancouver Secondary
No longer on the committee:
Gurpreet Mahil, Langley

Environmental Justice Action Group

Julie Johnston, Gulf Islands
Jennifer Jury, Haida Gwaii
Shannon Lanaway, Nelson
Richard Pesik, Alberni

No longer on the committee:
Michelle Hamilton, Central Okanagan

Lesbian, Gay, Bisexual, Transgendered, and Questioning Action Group

David Butler, Vancouver Elementary
Vanessa Liston, Haida Gwaii
Lizzie Midyette, Windermere
Joe Winkler, Saanich

Peace and Global Education Action Group

Dan Hula, Creston Valley
Shannon Rerie, Cariboo-Chilcotin
Deidre Torrence, Maple Ridge
Karen Whyte, Greater Victoria

Status of Women Action Group

Carol Arnold, Gulf Islands
Corie McRae, Central Okanagan
Kristin Quigley, Vancouver Island North
Viji Shanmugha, Delta

David Komljenovic, Executive Committee liaison

Finance

Terms of Reference

A. Financial Management

1. To assist the Executive Committee, and through the Executive Committee, the Representative Assembly, in carrying out the financial responsibilities of the Federation.
2. To develop financial objectives and policies that ensure the Federation operates in a financially prudent manner that result in a sound financial position.
3. To 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.
4. To review annually financial aspects of 6th and Ash building operations including the budget and financial statements.

5. To advise the Executive Committee and the Representative Assembly on the setting of the annual fee.
6. To assist the Executive Committee in specific areas such as the Staff Pension Plan Advisory Committee.
7. To act in an advisory/consultative capacity to the Treasurer when necessary.
8. To monitor the performance of all BCTF investment funds and review annually the BCTF's investment policies and practices, and to advise the Executive Committee.
9. To review annually all insurance coverage.
10. To review annually BCTF expense account policies and to provide advice for change to the Executive Committee.
11. To review annually the BCTF President's, First, and Second Vice-President's salary and expense allowance policies.

B. Audit Committee Role

1. To provide the auditors with a means of access to the Executive Committee and to preserve the auditors' independence in their relationship with the Treasurer and other staff.
2. To 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.
3. 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.
4. At the completion of the annual audit, meet with the auditors:
 - a. to review the financial statements prior to approval of the Executive Committee and submission to the AGM.
 - b. to review and investigate any items covered in post-audit letters or recommendations on internal control.
5. 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.
6. To review the Federation's system of control, accounting policies, and audit cost, and report, with advice, to the Executive Committee.

7. To nominate, through the Executive Committee, the external auditors for appointment by the Annual General Meeting.

Priorities

1. To review current financial policies and procedures and provide recommendations to the Executive Committee.
2. To review referrals from the Executive Committee and make recommendations.
3. To complete the comprehensive review of legal costs and provide recommendations to the Executive Committee.
4. To review the phased fee reduction and fund balance replenishment objectives and make recommendations to the Executive Committee.
5. To review the structuring of SIF investments.
6. To support and promote the leadership priorities adopted by the 2013 AGM.

Report

This committee report should be read in conjunction with the Supplementary Financial Report provided in the 2014 AGM kits.

The financial statements of the BCTF for the year ended June 30, 2013 were prepared in accordance with Accounting Standards for Not-for-profit organizations (“ASNPO”) with the exception of employee future benefits. The accounting policy for employee future benefits was changed to the cash basis which is not in accordance with ASNPO. As a result, the BCTF statements had to retroactively apply the accounting policy choice as if it had always recorded employee future benefits on the cash basis.

The BCTF net assets at June 30, 2013 were \$37,374,000. As the BCTF elected to account for its employee future benefits on a cash basis the BCTF has not recognized the respective pension liability of \$10,197,000. Had the BCTF applied Generally Accepted Accounting Principles the reported net assets at June 30, 2013 would have been \$27,177,000.

General Operating Fund

The General Operating Fund (GOF) had a fee allocation of 1.37% and the fund netted a surplus of \$912K (2012 – (\$599K)). Had the BCTF accounted for employee future benefits under ASNPO the GOF would have shown a deficit of \$1,752K. The ending fund balance in the GOF is \$35,142K.

Collective Bargaining Defence Fund

The Collective Bargaining Defence Fund had a fee allocation of 0.05% and ended the year with a deficit of \$339K (2012 – (\$7,030K)) which reduced the fund

balance to \$3.6 million. The primary expenses in the fund were legal costs in excess of the GOF of \$1.6 million.

Contingency Fund

The Contingency Fund had a fee allocation of 0.01% and the fund ended the year with a deficit of \$884K (2012 – (\$285K)) which increased the fund deficit to \$1.4 million. Legal costs in excess of the GOF were \$1.1 million.

Provincial Bargaining Fund

The Provincial Bargaining Fund had a fee allocation of 0.06% and the fund ended with a surplus during 2013 of \$575K (2012 – (\$262K)). The surplus was a result of lower provincial negotiation expenses. The Fund balance improved as a result but is still in a deficit position of \$943K.

Public Education Defence Fund

The Public Education Defence Fund had a fee allocation of 0.26% which was substantially higher than the prior year fee allocation of 0.06%. The increase in the fee allocation was to provide awareness of public education in the British Columbia provincial election. The fund spent \$3.3 million higher than the prior year but ended up with a surplus of \$1.0 million (2012 – (\$431K)). The fund balance at the end of the year was \$550K.

Salary Indemnity Fund

The financial statements of the Salary Indemnity Fund (“SIF”) for the year ended June 30, 2013 were prepared in accordance with Accounting Standards for Pension Plans (“ASPP”). This was the SIF’s first year of adopting ASPP and there were no adjustments made to opening balances. The surplus decreased to \$79.8 million from \$81.6 million in the prior year. The decrease was a result of the following:

- Lower member contributions
- Higher claims experience costs

The SIF fee during the year was 1.63% (2012 – 1.73%). Claims paid during the year were \$40.6 million (2012 – \$37.7 million) an increase of \$2.9 million over the prior year.

Investment income was \$14.5 million (2012 - \$10.5 million) and the fair value of the investment assets at June 30, 2013 was \$244 million (2012 - \$244 million).

Insurance liabilities which are actuarially determined increased to \$168 million (2012 - \$164 million).

The Finance Committee, with the addition of the First Vice-President and a representative from the Income Security Committee, meets to fulfill the responsibilities of the Audit Committee. In carrying out these responsibilities, the committee meets with the financial officers of the Federation and the external auditors, reviews internal controls and the scope of the audit, reviews the financial statements and recommends them to the Executive Committee for approval. As well, the committee recommends to the Annual General Meeting the appointment of the Federation's auditors.

During 2012–13, the committee was engaged in a number of major activities including:

- an extensive review of major Federation expenses including meeting costs and grants.
- a review of SIF investment issues including the recommendation to the Executive Committee to appoint a new mortgage investment manager.
- a review of Federation insurance coverages.

Finance Committee

Laurence Greeff, chair, Langley
 Christine Stewart, Vancouver Secondary
 Robert Tarswell, Princeton
 Wendy Turner, Cranbrook
 Ken Zydyk, Alberni
 Joanna Larson, Executive Committee liaison
 Avi Gupta, Quesnel, Income Security Representative

Terms expired:

Patrick Henry, Sooke
 Cathy Lambright, Terrace

No longer on the committee:

Susan Croll, Maple Ridge
 Janine Fraser, Boundary

BCTF Advantage Program

Terms of Reference

1. To advise the Executive Committee on matters relating to the growth and development of the Advantage program.
2. To assist the assigned administrative staff person to determine appropriate additions to the program.
3. To advise the Executive Committee on communications regarding the program—by website and by printed material.

Report

The Marketplace is one of the links on the Advantage Program website. Under this link, we have contracted

with a number of large and small companies to provide more frequently used goods and services, with an incentive. During the course of the last year and a half we have added a number of new companies. Three fitness clubs have been added to the program—Steve Nash Fitness World, Club 16/She's Fit!, and Goodlife Fitness. Relationships were developed with three Western Hockey League teams—Vancouver Giants, Victoria Royals, and Prince George Cougars. Other new additions include Coast Canadian Vinyl Decking, Rack 'N Hitch, Shadbolt Centre for the Arts, and WE Tax Services. We look forward to expanding the Marketplace in the next year.

Canadian Direct Insurance

Through Canadian Direct Insurance, home, auto, and travel insurance were offered to Advantage Program members at group rates to BCTF members. Canadian Direct continues to provide the BCTF with an administration fee based on the net written premium underwritten by Canadian Direct for BCTF members on their insurance contracts and/or renewal certificates.

Industrial Alliance Pacific Insurance and Financial Services Inc.

BCTF and Industrial Alliance Pacific Insurance and Financial Services Inc. provide a first class Voluntary Group Insurance Plan designed specifically for members and their families. BCTF members can take advantage of comprehensive coverage at economical group rates on:

- Term Life Insurance
- Accidental Death and Dismemberment Insurance
- Dependent Child Term Life Insurance
- Critical Illness Insurance
- Guaranteed Issue Life Insurance

Industrial Alliance also provides the BCTF with an administration fee based on the net written premium underwritten by Industrial Alliance for BCTF members on their insurance contracts and/or renewal certificates.

BCTF Advantage Travel

BCTF is proud to partner with Local Hospitality to provide our very own discount hotel program and discount car rental program. Through a search engine operated by Local Hospitality members have been able to save time and money in booking hotels and rental cars for their vacations in North America and overseas.

The BCTF Advantage program does not guarantee that the rates and discounts obtained through the

Advantage program will be the lowest available. It is important that members continue to shop around for the best deal. The BCTF Advantage program endeavours to offer members competitive rates and deals.

Health and Safety Advisory Committee

Terms of Reference

1. To advise the Executive Committee on member health and safety matters including health and safety policy at the provincial level.
2. To review WCB issues and provide advice to the Executive Committee with respect to BCTF positions and strategies.
3. To act in an advisory capacity to improve health and safety in schools and other work sites where members regularly work.
4. To develop and review BCTF health and safety programs and to review other health and safety programs.
5. To develop and provide health and safety training.

Priorities

1. To work to ensure that all BCTF members receive safety orientation and training specific to their assignments by a person knowledgeable of health and safety risks that are inherent to that specific assignment.
2. To encourage BCTF members to take health and safety training from not for profit organizations.
3. To encourage the use of processes to prevent and investigate incidents in the workplace in accordance with the *Workers Compensation Act* and Occupational Health and Safety Regulation.
4. To support effective joint health and safety committees or worker representatives at all BCTF member worksites including the establishment and maintenance of district committees.
5. To support the ongoing development of health and safety language for local and provincial bargaining and its inclusion into collective agreements.
6. To support and promote the leadership priorities adopted by the 2013 AGM.

Report

Health and safety activities and actions

Health and Safety Advisory Committee members facilitate discrete sessions at zone meetings discussing local issues and providing advice and references to resources in response to these issues. Committee members also keep zone meetings aware of current trends and issues in health and safety. Major topics of discussion include bullying and harassment, participation in extracurricular activities,

Bill 14 legislation, reporting, right to know as it pertains to potentially violent students, and violence reporting. There is a lack of consistency amongst districts in health and safety practices.

BCTF is a member of the education sector K–12 tripartite committee with representatives from BCTF, CUPE BC, BCPSEA, and WorkSafeBC. This committee has worked in the development of common ground in the areas of violence and injury prevention. BCTF through committee involvement helped distribute WorkSafeBC literature related specifically to violent students.

The BCTF continues to support a health and safety representative on the BC Federation of Labour Occupational Health and Safety Standing Committee, as well as a member on the BCFed Health and Safety Centre Advisory Committee.

Health and safety workshops

Forty-eight workshops were requested throughout the province as SURTs or tripartite workshops. The most popular of these workshops has been Violence Prevention, followed by Safety Inspections. Twenty of the workshops were tripartite. In total 25 locals received health and safety training from BCTF. The number and quality of the workshops continues to increase. New workshops are being developed in bullying and harassment from a health and safety perspective, and in negotiating the WCB process. The WCB no longer offers approval of workshops however, workshop booking continues to increase.

BCTF WCB Advocate

Head, back, leg/foot, shoulder, and psychological injuries are the most common WCB claims. The WCB advocate continues to help members through the WCB appeal process when claims are denied or there are inadequacies in the compensation. Issues the advocate helps members deal with include: the recovery of lost wages, sick days, and medical expenses, the assessment of the appropriateness of disability awards, and the implementation of Review Division and Workers' Compensation Appeal Tribunal decisions. The advocate also provides advice to local officers and members regarding WCB claims.

Health and Safety Advisory Committee

Wendy Fontaine, Peace River South
Shawn Gough, Vancouver Island North
Louise Herle, Sunshine Coast
Jasmine Hunter, Okanagan Skaha
Deborah Morran, Mount Arrowsmith
Yole Prosperi-Porta, Langley

Heather Sallows, Sea to Sky
Murray Shunter, Kootenay Lake
Kim Tofte, Fort Nelson
Janine Fraser, Executive Committee liaison

Income Security Committee

Terms of Reference

1. To advise the Executive Committee on:
 - a. changes in policies and procedures of the Salary Indemnity Plan.
 - b. income security funds administered by the BCTF including an annual statement of anticipated revenue, expenditure, and cash flow for the Salary Indemnity Fund.
2. To participate on the BCTF Finance Committee on matters related to the Salary Indemnity Fund.
3. To participate on the BCTF Audit Committee.
4. To participate on the BCTF/BCSTA Group Life Insurance Committee.
5. To act as an appeal panel with respect to decisions of the administrator of any income security plan under the direct control of the BCTF.
6. To act as the Salary Indemnity Plan Committee.

Priorities

1. To continue to review quality of services to members.
2. To monitor and provide advice in regard to the mandate and scope of the BCTF Health and Wellness Program, including Living with Balance.
3. To support and promote the leadership priorities adopted by the 2013 AGM.

Report

The Income Security Committee met five times during 2013 (March, April, June, September, and December). The committee devoted its regular meetings to the following activities:

- monitoring information regarding the Salary Indemnity Plan
- providing feedback and input into Plan Administrator Reports
- reviewing the actuarial experience of the SIP fund
- providing input on fee and plan design recommendations to the Executive Committee
- acting as the appeal body to which members may appeal decisions of the plan administrator
- reviewing and monitoring the BCTF/BCSTA Group Life Insurance Plan.

One member of the committee sat on the Finance Committee and two members sat on the BCTF/BCSTA Group Life Insurance Committee.

Salary Indemnity Plan

During the year, members of the Income Security Committee provided advice to the following:

- the Executive Committee on the Salary Indemnity Plan including:
 - Teachers' Regulation Branch annual practice fee for members on LTD
 - regulation amendments
 - BCTF/BCSTA Group Life Insurance Plan
- the BCTF Finance Committee with regards to the management of the SIP fund investments
- Great-West Life on the management of the BCTF/BCSTA Group Life Insurance program
- Income Security Division staff on various other issues related to the Salary Indemnity Plan and Health and Wellness Program.

In 2013, the Income Security Committee heard 24 appeals (up from 22 in 2012). There was an increase in claims in 2013, although overall claim experience over the past five years has been relatively stable.

Year ending June 30	Claims Paid (000's)		Number of Claimants	
	short-term	long-term	short-term	long-term
2009	11,067	27,721	1,180	1,440
2010	11,589	26,509	1,162	1,339
2011	11,471	26,802	1,134	1,371
2012	11,491	26,210	1,024	1,341
2013	13,154	27,445	1,024	1,352

The long-term disability benefits paid is the net of the \$6.9 million Canada Pension Plan disability benefits paid to the claimants. This offset reduced the required fee for the long-term portion of the plan by 20.0%.

According to the valuation of the Salary Indemnity Plan, as of June 2011, the SIP surplus was approximately \$79.8 million based on the market value of assets. Liabilities for the currently disabled members are approximately \$167.6 million.

The plan fund contains sufficient monies to pay the claims of all claimants currently in receipt of benefits. The five-year average cost of the long-term portion of the plan is 1.31% of member salaries, while the five-year average cost of the short-term portion of the plan is 0.54% of member salaries. With the benefit improvement authorized by the 2013 BCTF AGM, effective July 1, 2013, the cost of the long-term component is 1.41%. The total is equal to 1.95% of salaries.

The Salary Indemnity Plan may, if affordable and supported by the Executive Committee, grant an annual cost-of-living-adjustment (COLA) to long-term benefits. It is calculated annually, on the BC Consumer Price Index (CPI), March over April. The BC Consumer Price Index, March 31, 2013 over April 1, 2012 was 0.85%. Per Salary Indemnity Plan regulation 19.6, the cost-of-living increase granted on July 1, 2013 was 0.85%. Claims in payment before July 1, 2013 were adjusted to the new benefit level, if that amount was greater than the original amount plus inflation increases to July 1, 2013.

BCTF Salary Indemnity Plan Health and Wellness Program

The Income Security Committee meetings receive both written and oral reports from the program co-ordinator, who reviews operations and continued improvements to the Health and Wellness Program (HW), formerly called the BCTF Rehabilitation Program. The program continues to be accessible to over 99% of eligible teachers in 56 of 60 school districts in the province. In addition to providing service to individual members, HW provides support and workshops to staff reps, school principals, and district management reps throughout the province. Living with Balance is a group initiative that is part of the HW program. The 12-hour workshop teaches practical skills and strategies for teachers to reduce stress at work and find a better balance between professional and personal life. The program continues to be appreciated and teachers' evaluations are very positive. A special offering of the program continues to be made available for Local Presidents, in conjunction with the AGM and Representative Assemblies. This was also well-received and has been added to the program offerings for this year.

A new pilot for an online cognitive behaviour program for teachers is being introduced in 2014. Cognitive behaviour therapy has been researched and validated as a primary therapy for mild to moderate depression and anxiety. It is hoped that teaching new strategies to improve the ability to cope with work/life stressors will have a positive impact on teachers' lives.

BCTF/BCSTA Group Life Insurance

As of August 31, 2012, there were 30 school districts out of a possible 60 participating in either Plan A or Plan B, covering approximately 13,500 employees and producing an annual premium of approximately \$3,335,000. Great-West Life, the insurer, has a reserve of \$9,895,044 from which it is required to pay future liabilities. The interest of \$318,078 earned

in the year to August 31, 2011 from the reserve was used to offset the annual premium rate by 11.1%.

Income Security Committee

Lynda Bennett, North Okanagan-Shuswap
Terry Espejo, Prince George (BCTF/BCSTA Group Life Insurance Committee representative)
Avi Gupta, Quesnel (Finance Committee representative)
Suzie Mah, Vancouver Elementary (BCTF/BCSTA Group Life Insurance Committee representative)
Teri Mooring, Executive Committee liaison

No longer on the committee:

Chris Harris, Vancouver Elementary

International Solidarity Committee

Terms of Reference

1. To 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.
2. To approve funding of projects, on amounts not to exceed \$5,000 for a project.

Priorities

1. To support teacher unions in Latin America and Southern Africa that are working to ensure that public education is a fundamental right, and that teachers have the freedom to associate and bargain collectively and have professional autonomy.
2. To increase awareness among members of the BCTF International Solidarity Program by engaging members via conventional and electronic media, and by encouraging them to participate in conferences and seminars hosted by the committee and our sister organization, CoDevelopment Canada.
3. To encourage members to be engaged in international solidarity activities.
4. To encourage members to oppose neo-liberal agendas and their negative impact on public education.

5. To support and promote the leadership priorities adopted by the 2013 AGM.

Report

Activities and actions

"International solidarity is not an act of charity. It is an act of unity between allies fighting on different terrains toward the same objectives. The foremost of these objectives is to aid the development of humanity to the highest level possible."

*Samora Moises Machel (1933–1986)
first president of an independent
Mozambique*

Why international solidarity?

More than 30 million teachers around the globe belong to teacher unions. Their organizations work for improvements in conditions of types familiar to all of us. As difficult as we find our situations, teachers in many countries face conditions substantially worse.

Class sizes—with six classes of 40 to 60 students. Needing better salaries—so low that many have to teach two shifts a day of 250 or more students in each shift. Facilities that are totally inadequate.

Public education presents the best hope for improvements in societies, and teacher unions are the best vehicle for getting countries to improve the conditions for public education.

The BCTF International Solidarity Program has worked for more than three decades to help strengthen teacher unions in Latin America and Southern Africa. Programs have supported the development of women in leadership in their union and their school. Union training workshops, similar to the BCTF school union representative programs, have helped on-the-ground organizing to improve conditions. Professional development in non-sexist pedagogy has contributed to a more-equitable society and built more-positive perspectives on teacher unions.

What do BCTF members get from international solidarity?

The BCTF is highly respected by colleagues who have been supported through solidarity programs and actions.

BC teachers can feel the unity of working, as Samora Machel said, toward common objectives of social equity through public education and its contribution to humanity.

When BC teachers have been in struggles with our government, international colleagues have expressed their support: a message of solidarity from the teachers' union in South Africa when the BCTF was on strike in 2005; teachers in Mexico setting up a website that the BCTF could use when it appeared the courts might block the use of the BCTF website during the strike; a demonstration in support of BC teachers at the Canadian embassy in Mexico City.

Tri-national Coalition in Defense of Public Education

When the North American Free Trade Agreement (NAFTA) was adopted 20 years ago, a group of educators from Mexico, Canada, and the United States met to focus on the impact on education of the integration of the economies of the three countries. The BCTF was a founding participant of the ongoing organization. The coalition has continued to meet every two years to build understanding of the global forces affecting education in all three countries and to develop solidarity relationships. The 11th Conference will be hosted by the Chicago Teachers' Union on May 9–11, 2014. The Chicago Teachers' Union has led resistance to the impact of neo-liberal education policies in the US. The BCTF has been cited by the leadership of the CTU as an inspiration for their organizing of their members to resist the neo-liberal policies being imposed on them.

Funding is more important than ever

CoDevelopment Canada (CoDev) is an NGO (non-governmental organization) that has been the BCTF's partner in work in Latin America. They have bilingual staff and provide the logistical support for the partnership between the BCTF and unions in Latin America.

For 25 years, CoDev received grants from the Canadian International Development Agency (CIDA) that matched the funds provided by the BCTF International Solidarity Fund. The current Conservative government has changed policies. It has eliminated CIDA, and instead of supporting education and other development programs, Canadian government funds are now going to support programs by Canadian mining companies operating in Latin America and Africa.

Because of these changes in government policy, CoDev will have no matching funds to support the projects in Latin America. Continuation of these programs depends on funding from the BCTF and other unions.

More information about the BCTF International Solidarity Program and Committee can be found on the BCTF website at <http://www.bctf.ca/SocialJustice.aspx?id=6292> .

International Solidarity Committee

Susan Crowley, Prince Rupert
Janek Kuchmistrz, Vancouver Elementary
Barb Ryeburn, Cranbrook
Tobey Steeves, Vancouver Secondary
Jim Iker, Glen Hansman, Teri Mooring, Executive Committee liaison

Pensions Committee

Terms of Reference

1. To participate as BCTF representatives on the Teachers' Pension Plan Advisory Committee.
2. To provide advice to the BCTF Executive Committee on pension matters including retirement income planning.
3. To 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. To develop and recommend pension policy to the BCTF Executive Committee.
5. To monitor and review the BCTF Group RRSPs.
6. To monitor and report on responsible investment practices of the Teachers' Pension Plan.

Priorities

1. To participate in and support the BCTF priorities for 2013–14 through:
 - a. continued communication to members about the importance of the pension plan as a significant part of their salary and benefits package.
 - b. supporting the economic welfare of the plan now, and into the future.
 - c. support for initiatives that reach out and include new and younger members in pension education.
 - d. supporting and defending defined benefit pension plans.
2. To promote retirement security through CPP enhancement.
3. To promote the responsible investing (RI) practices of the Teachers' Pension Plan among plan members.
4. To support and promote the leadership priorities adopted by the 2013 AGM.

Report

The Pensions Committee met four times in 2012–13. The committee meetings included the following actions:

- make recommendations to the Executive Committee regarding:
 - BCTF policies related to pensions
 - the BCTF group RRSPs
 - defending public pensions
 - communications to members
- advocacy for improvement of pensions and services to members
- monitoring of the BCTF Group RRSPs relative to compliance with the Canadian Association of Pension Supervisory Authorities (CAPSA) guidelines
- the continued monitoring of members' pension issues.

Three members of the committee were sent for specialized training to support the work of the committee.

TPPAC

The members of the Pensions Committee also attended four meetings as part of the Teachers' Pension Plan Advisory Committee (TPPAC), which includes representatives of the BCTF, the BC Retired Teachers' Association (BCRTA), the BC Principals' and Vice-Principals' Association (BCPVPA), and the BC School Superintendents' Association (BCSSA). All the constituent members are members of the Teachers' Pension Plan, to which the BCTF is Plan Member Partner in the Joint Trust Agreement with the Government, the Plan Employer Partner. The role of TPPAC is to:

- review the activities and reports of the Teachers' Pension Board of Trustees
- make recommendations to the plan member trustees on the Teachers' Pension Board of Trustees
- recommend to the BCTF regarding the appointment of trustees
- make recommendations to the member organizations of TPPAC regarding pension issues.

All members of TPPAC also engage in two full day specialized training sessions related to pension matters.

Pensions Committee Members:

Trustees (4): Chung Yan Ip (BCTF), Dale Lauber (RTA), Ken Tannar (BCTF), Linda Watson (BCTF)
BCTF (6): Elizabeth Baverstock, Stephen Fairbairn, Carole Gordon, Beth

Miller, Leanne Robertson, Ian Thomas
 RTA (2): Patricia Clough, Gerry Tiede
 EC Liaison: Teri Mooring

Teachers' Pension Plan Advisory Committee Members:

Trustees (5): Chung Yan Ip (BCTF), Harold Krische (BCPVPA staff), Dale Lauber (RTA), Ken Tannar (BCTF), Linda Watson (BCTF)
 BCTF (7): Elizabeth Baverstock, Stephen Fairbairn, Carole Gordon, Beth Miller, Teri Mooring, Leanne Robertson, Ian Thomas
 RTA (2): Patricia Clough, Gerry Tiede
 BCPVPA (1): Valerie Brady
 BCSSA (1): Lawrence Tarasoff

Professional Issues Advisory Committee

Terms of Reference

1. To advise the Executive Committee on:
 - a. education policy.
 - b. privatization, commercialization, and corporatization.
 - c. school goal setting and planning, and the government's education agenda.
 - d. professional autonomy.
 - e. teacher education, certification, and evaluation.
 - f. curriculum review, development, and implementation.
 - g. professional development control, funding, and policy.
 - h. enhancing teaching practice and supporting teachers in all stages of their careers.
 - i. classroom assessment, evaluation, and reporting.
 - j. promotion of democratic processes in schools.
2. To advise, consult, and advocate for professional issues with PD chairpersons, with locals, in zones, and with PSA Council.

Priorities

1. To support the work of local PD chairs and PSAs by promoting and defending teacher-directed professional development, professional autonomy, and the essential role of teachers in guiding teaching practice and education policy.
2. To improve ongoing communications and connections between PIAC zone co-ordinators, local PD chairpersons, and PSA presidents.
3. To continue to educate members about teacher-controlled professional development and autonomy.

4. To encourage all members to participate in the professional opportunities offered through the Federation, locals, and PSAs
5. To support the development, promotion, and use of the Professional Learning Portal.
6. To advise on the development of teacher mentorship.
7. To advise the BCTF on ministry initiatives, curriculum development and implementation.
8. To support and promote the leadership priorities adopted by the 2013 AGM.

Report

Since the last report to the AGM, PIAC has:

- developed an action plan to support locals as they work on gaining and maintaining teacher control over professional development.
- promoted self-directed PD and teacher inquiry as ways for teachers to take charge of their own professional development through the zone meeting discrete agenda.
- established networks, including list serves, with local PD chairs through the Summer Conference discrete session and the zone meetings.
- recommended changes to BCTF policies and procedures on education policy based on current research and discussions on professional learning and professional growth plans.
- worked with PSAC, through the representatives on PIAC, on issues related to professional autonomy and professional development.
- reviewed local collective agreement language, specifically the PD funding and control and education change, with PD chairs. Locals are encouraged to activate this language to ensure teacher input into education change.

Professional Issues Advisory Committee

Karen Andrews, Terrace
 Karen Bernath, Central Okanagan
 Paul Boscariol, Nelson
 Darren Companion, Greater Victoria
 David Comrie, PSA Rep, Kamloops Thompson
 Lisa Descary, Richmond
 Mike Galliford, PSA Rep, Coquitlam
 Suzanne Hall, Maple Ridge
 Michael O'Brien, North Okanagan-Shuswap
 Alex Peters, Burnaby
 Kim Rutherford, Prince George
 Mike Silverton, PSA Rep, Nanaimo
 Susan Lambert, Executive Committee liaison

Term expired:

Carol Johns, Cranbrook

No longer on the committee:
Teresa Fry, Okanagan Skaha
Gus Ruiter, Peace River South

Provincial Specialist Association Council Terms of Reference

1. To provide a forum for the discussion and sharing of mutual concerns through meetings of the PSAC.
2. To advise the BCTF Executive Committee (EC) and reciprocally be advised on matters of particular concern to individual or to all PSAs.
3. To advise the Executive Committee on professional matters such as:
 - a. educational issues and policies
 - b. educational leadership
 - c. curriculum assessment, development, implementation, and evaluation
 - d. professional development funding and control
 - e. bargaining objectives.
4. To advise the Executive Committee on requirements, including but not limited to, materials, facilities, resources and advocacy strategies for quality in public education.
5. To recommend to Local Presidents and PD chairs strategies to promote the involvement of local specialist associations in local association activities.
6. To recommend to the EC strategies to promote the involvement of PSAC in Federation activities.
7. To liaise and consult with the Professional Issues Advisory Committee (PIAC).
8. To review the annual PSAC budget.
9. To assist in the shortlisting of candidates for BCTF representatives or nominees on ministry and ERAC committees in the areas of curriculum and assessment, and learning resources.
10. To carry out the functions specified for the PSAC in other Federation procedures relating to PSAs.

Priorities

1. To enhance the role of PSAs as key providers of ongoing professional development for teachers.
2. To promote the public profile of teachers as professionals engaged in professional learning.
3. To involve PSAs in curricular development and advocacy for improvements in class size, class composition, learning specialist teacher ratios and/or caseload limits, and equitable high quality programs.
4. To increase and retain PSA membership, especially with respect to small PSAs, and to promote online membership registration.

5. To support enhancement of PSA publications, websites, administration, conference organization, and registration.
6. To support the development of the BCTF Professional Learning Portal (PLP).
7. To support and promote the leadership priorities adopted by the 2013 AGM.

Report

PSAs continue to play a key role in supporting and advocating for teachers. PSA provincial and regional conferences continue to be vital professional development activities for many teachers, as do other opportunities including webinars, book clubs, online forums, and institutes. Many PSAs publish excellent journals and newsletters, and some have moved to online publications only. Most also maintain websites with teacher resources and listservs for professional discussions, and many are on Facebook and Twitter. Some have engaged in provincial surveys of members' needs. Cultivating partnerships with other organizations and addressing the needs of new teachers continue to be a focus. Many PSAs support a network of local specialist associations (LSAs) and are involved with mentorship of teachers. All PSAs unanimously endorsed including Aboriginal content in PSA conferences.

Since the last report to the AGM, PSA Council has:

- worked with staff to develop a new Professional Learning Portal (TEACH BC) on the BCTF website.
- organized rookie training sessions for PSA presidents, editors, webmasters, treasurers, and conference chairs.
- all PSA presidents attended part of the New Teachers' Conference. Many PSAs also played an active role in presenting workshops and supplying information at the New Teachers' Conference.
- launched the online registration system for new PSA members/subscribers and membership/subscription renewal.
- continued to pilot the UnionWare events module to organize conference registration.
- attended zone meetings to improve communications with local PD chairpersons, encouraged local support of PSA memberships, and provided support to local PD programs and conferences.
- participated in Summer Conference.
- planned 32 conferences in various locations around BC.
- used Blackboard Collaborate to provide additional opportunities to network.

- continued to investigate PSA membership issues and proposed ways of rebuilding membership.
- continued to actively promote issues of concern to their members.
- increased use of Twitter through #psaday13 and #bctfpd hashtags.
- participated in Ministry committee meetings.
- participated in ERAC selection committee.
- updated the *PSA Guidebook*.
- reviewed PSA's financial records, program statements, outside agency activities, and membership.
- reviewed updated PSA constitutions.
- shared information and linked resources around the draft curriculum.

Individual PSAs continue to provide leadership and service for their subjects and specialty areas, as well as their members and the profession generally, through a concerted effort at earned media, and the development of position statements and teacher resources. PSA online resources can be accessed via a central portal at <https://bctf.ca/PSAwebsites.aspx>.

PSA Council continues to conduct paperless meetings with online interactive agendas.

PSA Council

Aboriginal Education Association, AEA, Meredith Rusk
 Association for Educators of Gifted, Talented and Creative Children in BC, AEGTCCBC, Shera Olson-Niewenhuizen
 Association of BC Drama Educators, ABCDE, Lana O'Brien
 Association Provinciale des Professeurs de l'Immersion et du Programme-Francophone BC, APPIPC, Sophie Bergeron
 BC Alternate Education Association, BCAEA, Mike Shaw
 BC Art Teachers' Association, BCATA, Eileen Ryan
 BC Association of Mathematics Teachers, BCAMT, Ron Coleborn
 BC Association of Teachers of Modern Languages, BCATML, Rome Lavrencic
 BC Business Education Association, BCBEA, Harmale Sangha
 BC Co-operative Learning Provincial Specialist Association, BCCLPSA, Mike Galliford
 BC Culinary Arts Specialist Association, BCCASA, Eric MacNeill
 BC Dance Educators' Association, BCDEA, Kim Wolski
 BC Educators for Distributed Learning PSA, BCEDLPSA, David Comrie

BC Music Educators' Association, BCMEA, Jeff Weaver
 BC Primary Teachers' Association, BCPTA, Wendy Adams
 BC Rural and Small Schools Teachers' Association, BCRSSTA, Virginia Ivey
 BC School Counsellors' Association, BCSCA, Ren Morley
 BC Science Teachers' Association, BCScTA, Grahame Rainey
 BC Social Studies Teachers' Association, BCSSTA, Dale Martelli
 BC Teacher-Librarians' Association, BCTLA, Heather Daly
 BC Teachers for Peace and Global Education, PAGE, Greg Van Vugt
 BC Teachers of English Language Arts, BCTELA, Celia Brogan (interim)
 BC Technology Education Association, BCTEA, Mike Howard
 Computer-Using Educators of BC, CUEBC, Mike Silverton
 Educators Against Racism, EAR, John Peterson
 English as a Second Language Provincial Specialist Association, ESLPSA, Marc Tremblay
 Environmental Educators' Provincial Specialist Association, EEPsA, Selina Metcalfe
 Learning Assistance Teachers' Association, LATA, Gail Bailey
 Physical Education–British Columbia, PE–BC, Sue MacDonald
 Provincial Intermediate Teachers' Association, PITA, Elaine Jaltema
 Special Education Association, SEA, BJ Foulds
 Teachers of Home Economics Specialist Association, THESA, Paula Aquino
 Jim Iker, Glen Hansman, Executive Committee liaison

Teacher Newsmagazine Editorial Advisory Board

Terms of Reference

1. Ensure that the objectives of the newsmagazine are met.
2. Conduct periodic surveys of the effectiveness of the newsmagazine.
3. Participate in the annual planning and review of the newsmagazine.

Report

New magazine format

The format of *Teacher Newsmagazine* changed in September 2013. Due to high mailing costs and the suitability of publishing digitally, the decision was

made to change from a tabloid paper to that of a classic magazine format. The anecdotal feedback we have received is generally positive with many members stating they find the new format easier to hold and hence read, making it a more accessible publication. The new format, combined with the decision to keep printing and mailing costs in check, however, presents a challenge in that there is now less space for articles than before.

Publishing and distribution

So far in this school year, the BCTF has published four issues of the new format *Teacher Newsmagazine* with two more editions slated for March and May/June 2014. November/December and January/February are also double issues and there is no newsmagazine for April. Members receive the newsmagazine at their schools or worksites; in September and March one copy is distributed to each member and in the other months one copy per three members is sent. *Teacher* is also published online via the BCTF website. Some teachers have told us that they require more copies than one per three members to be sent to their schools.

Retired teachers no longer receive a print copy at their homes unless they notify the BCTF they wish to receive one.

Thanks

Thank you to all members who have provided feedback, written articles, or have agreed to be interviewed for the newsmagazine. We want to remain a member-focused publication and your articles, interviews, and feedback help us to do that. As well, thank you to Kathleen Smith, Assistant Editor, and to the newsmagazine's editorial advisory board: Richard Beaudry, Tara Ehrcke, Robert Genaille, Robin Tosczak, and Jennifer Wadge. Their collective guidance and advice are highly valued.

Teacher Newsmagazine Advisory Board

Richard Beaudry, Langley
Tara Ehrcke, Greater Victoria
Robert Genaille, Fraser-Cascade
Jennifer Wadge, Surrey
Robin Tosczak, Greater Victoria
Jim Iker, Glen Hansman, Teri Mooring, Executive Committee liaison

Teachers Teaching on Call Advisory Committee

Terms of Reference

To advise the Executive Committee on:

1. policies, procedures, and activities regarding teachers teaching on call.
2. strategies for improving the quality of life and professional recognition for teachers teaching on call.
3. structures, resources, and activities which encourage and support the participation of teachers who teach on call in the locals and the BCTF.

Priorities

1. To actively support and advocate for improvements for TTOCs.
2. To encourage TTOCs to become more active in their locals and the Federation.
3. To support the work of research in the development of the TTOC Working and Learning Conditions Survey.
4. To support and promote the leadership priorities adopted by the 2013 AGM.

Report

Annual General Meeting

The Teachers Teaching on Call Advisory Committee (TTOCAC) hosted a meet and greet for teachers teaching on call who were AGM delegates. The TTOCAC chairperson addressed the meet and greet outlining the work of the committee and teachers teaching on call issues on the AGM agenda. BCTF EC candidates were invited and they took questions from the TTOC delegates.

Summer Conference

Teachers teaching on call contacts/chairpersons from around the province met to network, develop new skills, and discuss issues of concern and importance. The teachers teaching on call discrete training day focused on the roles and responsibilities of TTOC local contacts/chairpersons. An overview of TTOC workshops was provided and the New Teacher SURT was introduced. Local reps joined their zonal groups and established commonalities and joint goals.

Zone meetings

Zone meetings were held in October 2013 in each of the geographical zones. TTOCs expressed the importance of these meetings to them, as a group, in terms of networking and organizing around their issues. Members of the advisory committee led the discrete program agenda in each zone on matters such as bargaining, problem solving TTOC issues, *TTOC Alerts* (communications), TTOC clauses in collective agreements, and discussion of provincial TTOC bargaining issues.

Conference for New Teachers, Student Teachers, and New TTOCs

Members of the TTOCAC participated in the conference. A display table of resources relevant to TTOCs and new teachers was staffed by members of the TTOCAC. Many members from the TTOCAC presented workshops at the conference. Members of the TTOCAC interviewed new teacher participants as to what supports they needed from the BCTF.

Ongoing work

Seniority callout and implementation of seniority to receive contract positions continue to be major issues for TTOCs. Underfunding of public education and TTOC callout lists, which are too large, are resulting in not enough work and poverty for TTOCs in many areas of the province. Access to employment insurance, in terms of having enough hours of work to qualify, continues to be a challenge. Too many of our teachers teaching on call have become the working poor. The lack of medical and dental benefits for TTOCs is a major concern for TTOCs.

Communications

The TTOCAC writes periodic *TTOC Alerts* which are sent electronically to Local Presidents, the TTOCAC, and local TTOC contacts/chairpersons. Members of the TTOCAC use their zonal networks for distributing the *TTOC Alert*.

Teachers Teaching on Call Advisory Committee

Carole Berube, Kitimat
Brett Jasch, Sunshine Coast
Amanda Long, Coquitlam
Lynn Patterson, Cariboo-Chilcotin
Nichelle Penney, Kamloops Thompson
Brenda Stewart, Nanaimo
Robin Tosczak, Greater Victoria
Robyn Wharram, Vancouver Elementary
Eva Wicha, Peace River South
Glen Hansman, FTTO representative
Paul Steer, Executive Committee liaison

Terms expired:

Sue Heuman, Surrey
Shelley Murr, South Okanagan Similkameen
Alex Peters, Burnaby

No longer on the committee:

Hayley Waring, Vancouver Island North

Working and Learning Conditions/Bargaining Advisory Committee

Terms of Reference

1. To raise awareness of, and to advocate for, the improvement of teaching and learning conditions throughout the province to ensure success for each student.
2. To study and analyze information on the provision and allocations of resources to the schools.
3. To study and analyze the workload of teachers and the quality and equity of learning opportunities provided to students.
4. To develop strategies and provide advice for locals in achieving improved working and learning conditions through local bargaining and other actions.
5. To provide ongoing advice on the bargaining objectives found in the *Members' Guide*.
6. To review all aspects of BCTF bargaining campaigns and provide advice to the Executive Committee.

Priorities

1. To provide locals with support in monitoring and reporting on local working and learning conditions.
2. To provide advice and support for local and provincial bargaining.
3. To provide support and leadership that continues to raise awareness of the *BCTF Declaration of Teaching and Learning Conditions* and the *Better Schools for BC* documents.
4. To monitor and provide feedback to the Executive Committee on Ministry initiatives including the *BC Ed Plan* and the impact on working and learning conditions.
5. To plan and organize working and learning conditions and bargaining training at zone meetings and Summer Conference.
6. To support and promote the leadership priorities adopted by the 2013 AGM.

Report

Specific activities and actions

The committee normally meets three times a year. The primary focus of these meetings in 2012–13 was identifying emerging local issues affecting the working conditions of teachers and supporting local bargaining. Recommendations were proposed to the Executive Committee on a range of emerging issues. A key project for the committee this year was gathering input from other advisory committees, Local Presidents, and PSAs for a proposed revision of the *Declaration of Teaching and Learning*

Conditions. The committee also prepared and facilitated discrete sessions at the zone meetings and Summer Conference, with a focus on strengthening staff committees and getting feedback on emerging local issues and local bargaining.

***Working and Learning Conditions/Bargaining
Advisory Committee***

Kevin Amboe, Surrey
Rebecca Blair, Creston Valley
Frank Bonvino, Burnaby

Gabriel Bureau, Prince Rupert
Greg Canning, Vancouver Elementary
Kathy Couch, Nelson
Viva Moodley, Greater Victoria
George Serra, Maple Ridge
Debra Thame, Terrace
Jim Iker, FTTO representative
Mike Ball, Executive Committee liaison

Part 4

Report of the Representative Assembly

REPRESENTATIVE ASSEMBLY REPORT

The Representative Assembly held three regular meetings in 2013: January 25–26, May 24–25, and November 1–2, and one special meeting, August 20, 2013.

The Representative Assembly consists of Local Representatives chosen on the basis of the formula outlined in procedure statement 25.B.02 (page 107) of the *Members' Guide to the BCTF*. Local Presidents and members of the Executive Committee are non-voting members of the RA.

Voting at the RA is by voting cards issued to LRs on the basis of one card for each 0.2%, or fraction thereof, of the total membership of the BCTF.

Each meeting of the assembly gives representatives the opportunity to review all minutes of the Executive Committee. This review assists assembly members in exercising their constitutional responsibility to advise the Executive Committee on any question affecting BCTF policy as well as to authorize or prohibit any proposal of the Executive Committee deemed to be contrary to, or beyond the scope of, BCTF policy. Each RA also receives a stewardship report outlining action on the implementation of RA decisions.

The following is a brief outline of some of the major issues considered by the 2012 Representative Assemblies.

Winter meeting—January 25–26, 2013

- received the AGM nominating chairperson's report for nominees for the 2013–14 Executive Committee
- approved the 2013–14 fee recommendations
- reviewed financial statements
- discussed bargaining
- reviewed the financial plan and dealt with recommendations regarding cost reductions
- amended Procedure 10.J.18—annual support grants
- amended Procedure 10.J.22—Special grants
- amended Procedure 10.J.58—Job Action grants
- amended Procedure 10.J.10—grants for locals
- discussed the government white paper, "Working together with students"
- received the Teachers' Pension Board of Trustees report
- approved a message of support for Ontario teachers

- received a presentation from Canadian Centre for Policy Alternatives (CCPA)
- ratified Addendum E to Letter of Understanding No.1, Appendices 1 and 2—Designation of Provincial and Local Matters
- approved dispute resolution mechanisms
- referred media ban via provincial protocol for the BCTF Bargaining Team to the Executive Committee
- recommended amendments to the AGM Procedure 10.J.10
- received a report on staff bargaining
- approved local expedited arbitration process
- amended Standing Rules of Order for the RA 11.C.1—alternate chairperson
- amended RA Standing Rule of Order 10.7—LRs voting
- deleted Policy 8.A.43—Education funding
- deleted Procedure 27.36—Bills 7 and 42
- referred Procedure 20.A.04—facilitator rates to the Executive Committee
- approved provincial benefits plan investigation

Spring meeting—May 24–25, 2013

- approved the 2013–14 Capital budget
- reviewed financial statements
- discussed bargaining
- adopted shared accommodation incentive
- referred in lieu of hotel costs to Executive Committee
- adopted Procedure 25.A.26—meeting conduct
- referred the proportional representation on the Executive Committee to Executive Committee
- amended Policy 10.J.10.1.c—SURT
- referred the new SURT workshop recommendation to the Executive Committee
- referred the professional development recommendation to the Executive Committee
- elected individuals to the Judicial Council, RA Ombudspersons, RA Chairpersons, Alternate RA Chairperson, RA Agenda Committee, Finance Committee, Nominating Chairperson, and BCFed Executive Council
- received the Teachers' Pension Board of Trustees report
- amended RA Standing Rule of Order 1.8—addressing the meeting in her or his working language
- amended Procedure 3.G.06.12—negotiations training sessions
- adopted recommendation on health and safety regarding oil spills and toxic chemicals
- adopted position regarding process for proposed changes to the education system

Special meeting—August 20, 2013

- discussed bargaining
- called on government to fully fund collective agreement
- passed motions of support for CUPE regarding negotiations
- received report regarding Educational International and CLC campaign

Fall meeting—November 1–2, 2013

- discussed bargaining
- received reports on the Bill 22 court case, Teachers' Council, Labour History project, Education Plan and Curriculum, Teachers' Pension Board of Trustees, BCFed/CLC, and staff bargaining
- elected member to the Finance Committee
- received a report on the Staff Pension Plan
- adopted resolution to have health and safety representatives at the RA and AGM
- approved local superior provisions item
- deleted Procedure 25.D.58—housekeeping re: RA Ombudspersons
- received a report from guest speaker from the CCPA
- adopted strategic plan for new teachers
- adopted recommendation on the implementation of new curriculum
- adopted Comprehensive Economic and Trade Agreement (CETA) recommendation
- adopted support for Unifor Local 3000

REPORT OF THE NOMINATING COMMITTEE

The Nominating Committee presents the following names (in alphabetical order for each position) of

BCTF members who have been nominated pursuant to By-law 5.4 (pages 13–14 of the *Members' Guide to the BCTF*) for positions on the Executive Committee. Additional nominations may be made from the floor of the Annual General Meeting.

For President—one to be elected
Jim Iker (Burns Lake District Teachers' Union)

For First Vice-President—one to be elected
Glen Hansman (Vancouver Elementary School Teachers' Association)

For Second Vice-President—one to be elected
Teri Mooring (Quesnel District Teachers' Association)
Christine Stewart (Vancouver Secondary Teachers' Association)

Members-at-large—three two-year terms and one one-year term to be elected
Mike Ball (Nanaimo District Teachers' Association)
Janine Fraser (Boundary District Teachers' Association)
Carole Gordon (Central Okanagan Teachers' Association)
Karen Langenmaier (Comox District Teachers' Association)
Joanna Larson (Prince Rupert District Teachers' Union)
Norm Sabourin (Boundary District Teachers' Association)
James Sanyshyn (Burnaby Teachers' Association)
Daniel Storms (North Vancouver Teachers' Association)

Part 5

Voting Rights of the AGM

Standing Rules of Order

VOTING RIGHTS OF THE AGM

By-law 8.2 (page 16 of the *Members' Guide*) specifies that the voting body at the AGM consists of three different groups of people: (1) the local representatives, elected by the local and sublocals, (2) members of the Executive Committee, elected by the AGM, and (3) the delegates, elected by the local and sublocals. Each of the three groups has certain voting rights and responsibilities. The information that follows outlines those for each of the groups and, outlines the rights and responsibilities of locals in selecting their local representatives and AGM delegates.

Voting rights of delegates

1. Each delegate must be elected by a general meeting of her or his local or sublocal.
2. A delegate attends the AGM as a representative of the local or sublocal. Each voting card is therefore assigned to the delegate by the local.
3. By-law 8.2 (page 16 of the *Members' Guide*) allows delegates and local representatives from the same local to exchange and exercise each other's voting cards, provided that no LR or delegate holds more than eight voting cards, the maximum number of voting cards permitted under AGM Rule of Order 12.7 (*p. 187*), and subject to any rules the local has made regarding the transfer of voting cards. If a delegate or LR leaves the meeting room temporarily, therefore, she or he may pass the voting cards to another delegate or LR from the same local, provided that no one holds more than a total of eight voting cards. This provision means that delegates and LRs may vote two different colors of voting cards at the AGM, and ensures that all locals can be fully represented in any voting that occurs at the AGM.
4. Delegates are free to vote as they see fit on questions at the meeting.
5. Having stood for election as an AGM delegate, each delegate has the obligation to attend the sessions of the AGM, to ensure that colleagues are represented in all votes.

Voting rights of local representatives

1. Each LR or alternate LR must be elected by a general meeting of the local or sublocal.
2. Each LR attends the AGM as a member of the Representative Assembly at BCTF expense. Her or his voting card is therefore issued by the BCTF office.
3. By-law 8.2 (page 16 of the *Members' Guide*) permits a LR or alternate LR to pass her or his voting card to another LR from the same local or to a delegate from the same local.

4. By-law 8.2 also permits a LR to exercise both LRs' voting cards and delegates' voting cards, provided that the cards are transferred to her or him by members of the same local, provided that she or he exercises not more than eight voting cards, as specified in AGM Rule of Order 12.7 (page 187 of the *Members' Guide*), and subject to any rules made by the local or sublocal regarding the transfer of voting cards.

Voting rights of members of the BCTF Executive Committee

1. Each executive member is elected by the AGM, and is therefore responsible to the BCTF as a whole, not to her or his local.
2. Each executive member attends the AGM as a member of the BCTF Executive Committee, at BCTF expense, not as a representative of any local or sublocal.
3. Each executive member receives a voting card as an individual, and may therefore vote only her or his own card. She or he may not pass the card to anyone else, including other members of the Executive Committee.
4. An executive member may not exercise a LR's voting card or a delegate's voting card because the EC member does not represent any local or sublocal.

Rights and responsibilities of locals and sublocals

1. A local must elect its local representative(s) at a general meeting.
2. A local must elect its AGM delegates at a general meeting.
3. By-law 6.7 (page 15 of the *Members' Guide*) allows the president or an "authorized agent" of the local to appoint a substitute if the LR and alternate are both unable to attend a meeting of the Representative Assembly and, by extension, the AGM.
4. A local may elect a person to serve in more than one capacity. For example, the local may have a by-law specifying that the vice-president will automatically be a LR and/or a member of the local's AGM delegation.
5. A local may make rules regarding the custody and issuance of delegates' voting cards to ensure that all the local's cards are present in the meeting room at all times during the business sessions. Such rules may be made to ensure that the members of the local have a voice in all decisions made at the AGM. Please note, however, that such rules cannot infringe on the voting rights of individual delegates.
6. By-law 8.2 (page 16 of the *Members' Guide*) allows local or sublocals to make rules

regulating the transfer of voting cards between its delegates and LRs. Such rules must be made by a general meeting of the local.

STANDING RULES OF ORDER OF THE 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 herself or himself 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 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** Questions and answers thereto shall be directed through the chair.
- 1.8** A member may address the meeting in her or his working language and, when the working language is not English, may have another delegate accompany her or him to the microphone to provide a translation of her or his 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 herself or himself when granted recognition by the chair.
- 1.9** No delegate shall comment on any matter immediately before moving a motion.
- 1.10** 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. 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 active members or honorary associate members.

- 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, and 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 any specified time allocations.
- 4.2** Except where it is obviously impossible (such as altering the time to adjourn the present session or to convene the immediate subsequent session), all motions to amend the agenda, subsequent to its adoption, shall require notice of motion at a preceding session. The chair shall order any such notices of motion to be circulated to the meeting or displayed to the meeting by means of overhead projection.
- 4.3** Notwithstanding this provision, the meeting may at any time, on recommendation of the Resolutions Committee, reallocate the timing of items remaining on the agenda

with a view to ensuring that business of 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, local 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 *Society Act*. Such special resolutions

shall require a three-quarters majority vote to pass.

6.B.2—The *Society Act* requires notice of motion of any special resolution. The notice of motion shall contain the words “with or without amendment” to clarify the legal position of the meeting to propose amendments to the material as circulated.

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.

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 to the meeting or displayed 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 a resolution may be made from the floor. This motion is the primary responsibility of the delegates representing the sponsoring local.

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 to 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 begin 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 or 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(s) 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 a 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. 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

favour 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 active members.

12. Voting

- 12.1** 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. (See 12.11 for the procedure for replacement of lost voting cards.)
- 12.2** No local may elect more delegates than it is entitled to 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.
- 12.5** 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 local and/or the cards issued to their local representative(s).
- 12.7** Subject to the provisions of rule 12.1, each delegate shall be guaranteed the right to hold one voting card, but no delegate may hold more than eight voting cards.
- 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, she or he may call for a count of voting cards.

- 12.9** All counts of voting cards shall be taken by scrutineers assigned to clearly defined areas, and shall be made using a numerical call system.
- 12.10** That should a recount be required, it shall be taken by ballot rather than by a show of voting cards.
- 12.11** In the event that a delegate loses her or his voting card(s), the following process will be followed:
1. a member of the voting body advises the Resolutions Committee, in confidence, that a voting card or cards have been lost.
 2. without indicating in any way the local or individual, members of the Resolutions Committee move and second that the rules be suspended to allow x number of voting card(s) to be replaced.

13. Election of Executive Committee members

- 13.1** Election of Executive Committee members shall be conducted by secret ballot.
- 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 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** The election shall be conducted in the following order:
(a) President (b) First Vice-President (c) Second Vice-President (d) Members-at-large.
- 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 her or his term of office, accept

nomination for a table officer position, her or his 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 her or his 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% of the number of valid ballots cast in a subsequent vote to be declared elected.
- 13.10** No candidate shall be declared elected unless she or he receives more than 50% of the number of valid ballot cast. Blank ballots and any ballots declared by the chairperson of the Nominating Committee to be spoiled, pursuant to rule 13.8, 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** Candidates defeated in an election for any office shall be deemed to have been nominated for the office next to be filled. At any time prior to the conducting of a ballot, any candidate may, by giving notice to the meeting, withdraw from the contest.
- 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 term(s). 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.
- 13.14** Ballots for AGM 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*.

(82 AGM, pp. 3-16)
(91 AGM, pp. 3-4)
(98 AGM, pp. 9-10)
(10 AGM, p. 3)
(12 AGM, p. 3)
(13 AGM, p.3-4)

Recommendation Summary

1 _____	12 _____	22 _____
2 _____	13 _____	23 _____
3 _____	14 _____	24 _____
4 _____	15 _____	25 _____
5 _____	16 _____	26 _____
6 _____	17 _____	27 _____
7 _____	18 _____	28 _____
8 _____	19 _____	29 _____
9 _____	20 _____	30 _____
10 _____	21 _____	31 _____
11 _____		

P—Passed
W—Withdrawn
R—Referred

A—Amended
T—Tabled
D—Defeated

Resolution Summary

101	_____	121	_____	141	_____	161	_____
102	_____	122	_____	142	_____	162	_____
103	_____	123	_____	143	_____	163	_____
104	_____	124	_____	144	_____	164	_____
105	_____	125	_____	145	_____	165	_____
106	_____	126	_____	146	_____	166	_____
107	_____	127	_____	147	_____	167	_____
108	_____	128	_____	148	_____	168	_____
109	_____	129	_____	149	_____	169	_____
110	_____	130	_____	150	_____	170	_____
111	_____	131	_____	151	_____	171	_____
112	_____	132	_____	152	_____	172	_____
113	_____	133	_____	153	_____	173	_____
114	_____	134	_____	154	_____	174	_____
115	_____	135	_____	155	_____	175	_____
116	_____	136	_____	156	_____	176	_____
117	_____	137	_____	157	_____	177	_____
118	_____	138	_____	158	_____	178	_____
119	_____	139	_____	159	_____	179	_____
120	_____	140	_____	160	_____	180	_____

P—Passed
W—Withdrawn
R—Referred

A—Amended
T—Tabled
D—Defeated

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