

PART TWO

WORKING DOCUMENT

2019 – 2022

LOCAL COLLECTIVE AGREEMENT

Between

The Board of Education of

School District No. 35 (Langley)

British Columbia Public School Employers' Association

and

Langley Teachers' Association/

British Columbia Teachers' Federation

Effective July 1, 2019 – June 30, 2022

TABLE OF CONTENTS

see part one for pages 1-100

PREAMBLE.....	6
DEFINITIONS.....	6
SECTION A THE COLLECTIVE BARGAINING RELATIONSHIP	7
ARTICLE A.1 TERM, CONTINUATION AND RENEGOTIATION	7
ARTICLE A.2 RECOGNITION OF THE UNION	8
ARTICLE A.3 MEMBERSHIP REQUIREMENT	8
ARTICLE A.4 LOCAL AND BCTF DUES DEDUCTION.....	9
ARTICLE A.5 COMMITTEE MEMBERSHIP.....	9
ARTICLE A.6 GRIEVANCE PROCEDURE	10
ARTICLE A.7 EXPEDITED ARBITRATION	13
ARTICLE A.8 LEAVE FOR PROVINCIAL CONTRACT NEGOTIATIONS.....	14
ARTICLE A.9 LEGISLATIVE CHANGE	15
ARTICLE A.10 LEAVE FOR REGULATORY BUSINESS AS PER THE TEACHERS’ ACT	15
ARTICLE A.20 DISTRIBUTION OF AGREEMENT.....	15
ARTICLE A.21 AMENDMENTS TO THE AGREEMENT.....	16
ARTICLE A.22 NO CONTRACTING OUT.....	16
ARTICLE A.23 TEACHER ASSISTANTS	16
ARTICLE A.24 SCHOOL STAFF REPRESENTATIVES.....	16
ARTICLE A.25 SCHOOL STAFF COMMITTEE.....	17
ARTICLE A.26 RIGHT TO REPRESENTATION	17
ARTICLE A.27 UNION ACCESS TO THE WORKSITE.....	18
ARTICLE A.28 USE OF SCHOOL FACILITIES	18
ARTICLE A.29 INTERNAL MAIL	18
ARTICLE A.30 BULLETIN BOARDS.....	19
ARTICLE A.31 PICKET LINE PROTECTION	19
ARTICLE A.32 ACCESS TO INFORMATION	19
ARTICLE A.33 STAFF ORIENTATION	20
ARTICLE A.34 DEDUCTION OF TEACHER REGULATION BRANCH FEES	20
ARTICLE A.35 CONTRACT NEGOTIATIONS	20
ARTICLE A.36 UNION PRESIDENT/EXECUTIVE OFFICER LEAVE	20
ARTICLE A.37 LEAVE FOR UNION AND OTHER PROFESSIONAL ORGANIZATIONS	21
SECTION B SALARY AND ECONOMIC BENEFITS.....	23
ARTICLE B.1 SALARY	23
ARTICLE B.2 TTOC PAY AND BENEFITS.....	25
ARTICLE B.3 SALARY DETERMINATION FOR EMPLOYEES IN ADULT EDUCATION	26
ARTICLE B.4 EI REBATE.....	26
ARTICLE B.5 REGISTERED RETIREMENT SAVINGS PLAN	26
ARTICLE B.6 SALARY INDEMNITY PLAN ALLOWANCE	27
ARTICLE B.7 REIMBURSEMENT FOR PERSONAL PROPERTY LOSS.....	27
ARTICLE B.8 OPTIONAL TWELVE-MONTH PAY PLAN.....	28
ARTICLE B.9 PAY PERIODS.....	29
ARTICLE B.10 REIMBURSEMENT FOR MILEAGE AND INSURANCE	29
ARTICLE B.11 BENEFITS	30
ARTICLE B.12 CATEGORY 5+	32
ARTICLE B.13 BOARD PAYMENT OF SPEECH LANGUAGE PATHOLOGISTS’ AND SCHOOL PSYCHOLOGISTS’ PROFESSIONAL FEES	33
ARTICLE B.20 ALLOWANCES FOR POSITIONS OF SPECIAL RESPONSIBILITY	33
ARTICLE B.21 TEACHER-IN-CHARGE.....	34
ARTICLE B.22 PLACEMENT	35

ARTICLE B.23	SALARY PLACEMENT LETTER OF PERMISSION	38
ARTICLE B.24	REDUCTION IN SALARY	38
ARTICLE B.25	DAILY DEDUCTION RATE	38
ARTICLE B.26	ADJUSTMENT FOR PARTIAL MONTH WORKED	39
ARTICLE B.27	ADJUSTMENT FOR CHANGE IN PERCENTAGE OF ASSIGNMENT	39
ARTICLE B.28	SUMMER SCHOOL	39
ARTICLE B.29	PART-TIME TEACHERS BENEFITS	39
SECTION C	EMPLOYMENT RIGHTS	41
ARTICLE C.1	RESIGNATION	41
ARTICLE C.2	SENIORITY	41
ARTICLE C.3	EVALUATION	43
ARTICLE C.4	TTOC EMPLOYMENT	43
ARTICLE C.20	APPOINTMENT TO THE TEACHING STAFF OF THE DISTRICT	43
ARTICLE C.21	TRANSFER AND SURPLUS	44
ARTICLE C.22	LAYOFF, DISPLACEMENT AND SEVERANCE	45
ARTICLE C.23	TERM CONTRACTS	48
ARTICLE C.24	PART-TIME ASSIGNMENT	49
ARTICLE C.25	JOB SHARING	49
ARTICLE C.26	TEACHERS TEACHING ON CALL	50
ARTICLE C.27	DISMISSAL BASED ON PERFORMANCE	52
ARTICLE C.28	DISCIPLINE AND DISMISSAL FOR MISCONDUCT	53
ARTICLE C.29	EVALUATION	54
SECTION D	WORKING CONDITIONS.....	56
ARTICLE D.1	CLASS SIZE AND TEACHER WORKLOAD	56
ARTICLE D.2	CLASS COMPOSITION AND INCLUSION.....	57
ARTICLE D.3	NON-ENROLLING STAFFING RATIOS	59
ARTICLE D.4	PREPARATION TIME	59
ARTICLE D.5	MIDDLE SCHOOLS	59
ARTICLE D.6	ALTERNATE SCHOOL CALENDAR	60
ARTICLE D.20	WEEKLY INSTRUCTIONAL ASSIGNMENT	61
ARTICLE D.21	TEACHER INVOLVEMENT IN PLANNING NEW SCHOOLS	62
ARTICLE D.22	AVAILABILITY OF TEACHERS-TEACHING-ON-CALL	63
ARTICLE D.23	REGULAR WORK YEAR FOR TEACHERS	63
ARTICLE D.24	ITINERANT TEACHERS	64
ARTICLE D.25	SUPERVISION	65
ARTICLE D.26	BREAK FOR TEACHERS OF KINDERGARTEN	65
ARTICLE D.27	HOME EDUCATION	65
ARTICLE D.28	BEGINNING TEACHER.....	65
ARTICLE D.29	STAFF MEETINGS	65
ARTICLE D.30	EXTRA-CURRICULAR ACTIVITIES	66
ARTICLE D.31	JOINT DISTRICT HEALTH AND SAFETY COMMITTEE	67
ARTICLE D.32	HEALTH AND SAFETY	68
ARTICLE D.33	STUDENT MEDICATION AND MEDICAL PROCEDURES	69
ARTICLE D.34	UNION INVOLVEMENT IN BOARD BUDGET PROCESS	69
ARTICLE D.35	PURCHASE OF SUPPLIES, RESOURCES, AND EQUIPMENT	69
SECTION E	PERSONNEL PRACTICES.....	70
ARTICLE E.1	NON-SEXIST ENVIRONMENT.....	70
ARTICLE E.2	HARASSMENT/SEXUAL HARASSMENT	70
ARTICLE E.20	NEW POSITIONS.....	74
ARTICLE E.21	POSTING VACANT POSITIONS	75
ARTICLE E.22	FILLING VACANT POSITIONS	76

ARTICLE E.23	ASSIGNMENT IN SCHOOL	77
ARTICLE E.24	PERSONNEL FILES	78
ARTICLE E.25	SCHOOL ACT APPEALS	78
ARTICLE E.26	COMPLAINTS AGAINST TEACHERS	79
ARTICLE E.27	NO DISCRIMINATION	79
ARTICLE E.28	ANTI-RACISM	80
ARTICLE E.29	FALSELY ACCUSED EMPLOYEE	80

SECTION F	PROFESSIONAL RIGHTS.....	82
ARTICLE F.20	PROFESSIONAL AUTONOMY	82
ARTICLE F.21	PROFESSIONAL DEVELOPMENT DAYS	82
ARTICLE F.22	EDUCATIONAL CHANGE	82
ARTICLE F.23	PROFESSIONAL DEVELOPMENT.....	82

SECTION G	LEAVES OF ABSENCE.....	84
ARTICLE G.1	PORTABILITY OF SICK LEAVE	84
ARTICLE G.2	COMPASSIONATE CARE LEAVE	84
ARTICLE G.3	EMPLOYMENT STANDARDS ACT LEAVES.....	85
ARTICLE G.4	BEREAVEMENT LEAVE	86
ARTICLE G.5	UNPAID DISCRETIONARY LEAVE	87
ARTICLE G.6	LEAVE FOR UNION BUSINESS	88
ARTICLE G.7	TTOCs CONDUCTING UNION BUSINESS	88
ARTICLE G.8	TTOCs – CONDUCTING UNION BUSINESS NEGOTIATING TEAM	88
ARTICLE G.9	TEMPORARY PRINCIPAL / VICE PRINCIPAL LEAVE	88
ARTICLE G.10	TEACHERS RETURNING FROM PARENTING AND COMPASSIONATE LEAVES	89
ARTICLE G.11	CULTURAL LEAVE FOR ABORIGINAL EMPLOYEES	89
ARTICLE G.20	SECONDMENT	90
ARTICLE G.21	WORKERS’ COMPENSATION	90
ARTICLE G.22	LEAVES OF ABSENCE.....	90
ARTICLE G.23	SICK LEAVE	90
ARTICLE G.24	EDUCATIONAL LEAVE.....	92
ARTICLE G.25	MATERNITY LEAVE.....	93
ARTICLE G.26	SUPPLEMENTAL EMPLOYMENT INSURANCE BENEFITS	94
ARTICLE G.27	SHORT TERM PARENTAL LEAVE	94
ARTICLE G.28	PARENTHOOD LEAVE	95
ARTICLE G.29	PATERNITY	96
ARTICLE G.30	ADOPTION.....	96
ARTICLE G.31	FAMILY ILLNESS.....	96
ARTICLE G.32	COMPASSIONATE.....	96
ARTICLE G.33	LONG TERM PERSONAL LEAVE	96
ARTICLE G.34	SELF-FUNDED LEAVE PLAN	97
ARTICLE G.35	PERSONAL	97
ARTICLE G.36	MARRIAGE LEAVE	97
ARTICLE G.37	JURY DUTY AND COURT APPEARANCES	97
ARTICLE G.38	LEAVE FOR EXAMINATIONS	98
ARTICLE G.39	GRADUATION LEAVE.....	98
ARTICLE G.40	LEAVE FOR COMPETITION	98
ARTICLE G.41	LEAVE FOR ELECTED OFFICE	98

SIGNATURES.....	99
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PART TWO	
LOCAL APPENDIX A: EVALUATION CRITERIA	100

LOCAL LETTERS OF UNDERSTANDING/INTENT.....	101
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LOCAL LETTER OF UNDERSTANDING No. 1: REPORT CARDS.....	101
LOCAL LETTER OF UNDERSTANDING No. 2: DISCIPLINE AND DISMISSAL FOR MISCONDUCT	102
LOCAL LETTER OF UNDERSTANDING No. 3	103
RE: Settlement of Article D.2: Mainstreaming and Integration	103
LOCAL LETTER OF UNDERSTANDING No. 4 Re: Plans of Assistance	104
Memorandum of Agreement Re: Middle School Program.....	105
PROVINCIAL LETTERS OF UNDERSTANDING/INTENT	108
LETTER OF UNDERSTANDING NO. 1	108
Re: Designation of Provincial and Local Matters	108
Appendix 1 – Provincial Matters.....	110
Appendix 2 – Local Matters.....	116
LETTER OF UNDERSTANDING No. 2	121
Re: Agreed Understanding of the Term Teacher Teaching on Call	121
LETTER OF UNDERSTANDING No. 3. a.....	122
Re: Section 4 of Bill 27 Education Services Collective Agreement Act	122
LETTER OF UNDERSTANDING No. 3.b	123
Re: Section 27.4 Education Services Collective Agreement Act	123
LETTER OF UNDERSTANDING No. 4	124
Re: Employment Equity – Aboriginal Employees	124
LETTER OF UNDERSTANDING No. 5	125
Re: Teacher Supply and Demand Initiatives	125
LETTER OF UNDERSTANDING No. 6	126
Re: Article C.2. – Porting of Seniority – Separate Seniority Lists	126
LETTER OF UNDERSTANDING No. 7	128
Re: Article C.2 – Porting of Seniority & Article G.1 Portability of Sick Leave – Simultaneously Holding Part-Time Appointments in Two Different Districts.....	128
LETTER OF UNDERSTANDING No. 8	130
Re: Article C.2 – Porting of Seniority – Laid off Teachers who are Currently on the Recall List	130
LETTER OF UNDERSTANDING No. 9	132
Re: Provincial Extended Health Benefit Plan	132
Appendix A to Letter of Understanding No. 9	134
LETTER OF UNDERSTANDING No. 10.....	136
Re: Recruitment and Retention for Teachers at Elementary Beaverdell and Big White Elementary School.....	136
LETTER OF UNDERSTANDING NO. 11	137
Re: Article C.4 TTOC Employment – TTOC Experience Credit Transfer within a District	137
Re: August 31 st transfers for TTOC experience accrued up to and including June 30 th	139
TEACHER NOTICE: LOU 11 – TTOC EXPERIENCE TRANSFER REQUEST – FORM B.....	140
Re: December 31 st transfers for TTOC experience accrued up to and including November 15 th	140
LETTER OF UNDERSTANDING NO. 12	141
Re: Agreement Regarding Restoration of Class Size, Composition, Ratios and Ancillary Language	141
LETTER OF UNDERSTANDING NO. 13	148
Re: Section 53 – Joint Consultation and Adjustment Opportunities	148
LETTER OF UNDERSTANDING NO. 14	150
Re: Cultural Leave for Aboriginal Employees	150
LETTER OF UNDERSTANDING NO. 15	151
Re: Maternity/Pregnancy Supplemental Employment Benefits	151
LETTER OF UNDERSTANDING NO. 16	152
Re: Early Career Mentorship.....	152
LETTER OF UNDERSTANDING NO. 17	153
Re: Potential Grievance Resolution	153
INDEX.....	154

LOCAL APPENDIX A: EVALUATION CRITERIA

The following criteria along with the duties and responsibilities of teachers outlined in the “School Act” and “School Act Regulation” should be the areas addressed in the “report on teacher.”

1. The teacher seeks knowledge of the social, emotional, intellectual, cultural and physical characteristics of the pupils whom they teach with the objective of furthering their educational growth.
2. The teacher:
 - a. plans with definite purposes and clear objectives in mind
 - b. communicates these purposes and objectives to the students;
 - c. establishes appropriate procedures for assessing, recording pupil performance and reporting this performance to parents.
3. With due consideration for individual difference, the teacher works to involve students in experiences and activities designed to develop skills and stimulate thought.
4. The teacher uses instructional techniques that promote questioning, speculation and originality.
5. The teacher works at keeping their knowledge current and their teaching techniques effective in the subject areas they undertake and agrees to teach.
6. The teacher practices classroom management suitable to the growth and development of the pupil.
7. The teacher as a member of the staff participates in the development and implementation of the philosophy and practices of the school and works in cooperative ways with colleagues to promote the welfare of pupils.
8. The teacher fosters a climate of mutual respect between themselves and their pupils.
9. The teacher cooperates with colleagues and associated personnel in utilizing existing educational services and resources for the benefit of the pupils.

LOCAL LETTERS OF UNDERSTANDING/INTENT

LOCAL LETTER OF UNDERSTANDING No. 1: REPORT CARDS

BETWEEN

**THE BOARD OF EDUCATION
SCHOOL DISTRICT # 35 (LANGLEY)**

AND

THE LANGLEY TEACHERS' ASSOCIATION

The Board recognizes the amount of time and effort required in the preparation of reporting forms. To this end the Board will require preparation of reporting forms as follows:

1. Interim reports, in the present format or a format developed by the school staff, will be issued in elementary schools in October. In secondary schools, interim reports in the present format or a format developed by the school staff will be issued for all grade 8 students in October and such reports will be provided to teachers with basic student information completed. All other interim reports are at the discretion of the teacher at both the elementary and secondary levels. However, the Board encourages reports at any time on any child having difficulty.
2. The Board will endeavour to provide teachers with the basic student information on the elementary October interim reports.
3. At the elementary level three formal reports will be issued per year.
4. At the secondary level three formal reports will be issued per year.

Original signed by:

Paul Makortoff
For the Board For the Union

Original signed by:

Diane Gorton

October 18, 1993
Date

October 18, 1993
Date

LOCAL LETTER OF UNDERSTANDING No. 2: DISCIPLINE AND DISMISSAL FOR MISCONDUCT

BETWEEN

**THE BOARD OF EDUCATION
SCHOOL DISTRICT #35 (LANGLEY)**

AND

THE LANGLEY TEACHERS' ASSOCIATION

Further to the discussion we had about Article C.27 Discipline and Dismissal for Misconduct, during our negotiating meeting of November 26, 1992, the Board and the Union agree as follows:

1. Complaints regarding the misconduct of a teacher normally arise either directly from the student(s) involved or indirectly from a third party, such as the parent(s) or fellow students of the student involved.
2. Where the person directly involved makes the complaint and a decision is made to investigate, the teacher and the L.T.A. will be notified in accordance with Article C.27.2.
3. If a complaint is raised indirectly by a third party, it will be necessary for the Board to clarify and confirm the basis of the complaint with the student directly involved before deciding an investigation is necessary. Confirming and clarifying a third party complaint with the student involved may occur prior to the teacher and the Union being notified of the Board's intention to investigate under Article C.27.2.
4. Where a complaint does not lead to an investigation and the teacher has not been informed of the alleged complaint to that point, they will be so informed.

No disciplinary action can be taken without an investigation.

Original signed by:

Paul Makortoff
Board of Education of
School District #35 (Langley)

October 18, 1993
Date

Original signed by:

Diane Gorton
The Langley Teachers' Association

October 18, 1993
Date

LOCAL LETTER OF UNDERSTANDING No. 3

LOCAL LETTER OF UNDERSTANDING: SETTLEMENT OF ARTICLE D.2: MAINSTREAMING AND INTEGRATION

BETWEEN

THE BOARD OF SCHOOL TRUSTEES
SCHOOL DISTRICT #35 (LANGELY)

AND

THE LANGLEY TEACHERS' ASSOCIATION

RE: Settlement of Article D.2: Mainstreaming and Integration

1. Definitions of “special needs” students

“Special needs” students referred to in Article D.2 shall be those categories of student described in the current Ministry of Education Guidelines. In the event that any additional categories result from the reissuing or amending of Ministry Guidelines, they will be included in the definitions of special needs.

The above definition shall apply wherever the term “special needs” appears under Article D.2.

2. Resources for students who are not special needs students in accordance with the definition in paragraph 1. above.

- a) Where a student is referred to the school based team under clause D.2.1, the school based team shall, where applicable, make the determinations described in Clause D.2.1.(b)(i-iii) inclusive.
- b) The school based team shall also determine the resources, if any, required for the student.
- c) The School Board shall provide the resources determined by the school based team under paragraph 2(b) unless it is not possible for the Board to do so.

3. School Based Team

- a) The school based team shall normally include the school administrative officer, the school learning assistance teacher, a classroom teacher, a school counsellor, a resource teacher and where appropriate District support personnel
- b) Where possible, the school based team shall meet within the (1) working days of a referral for purposes of paragraph 2 above. Schools will attempt to schedule these meetings on a variety of days in the week to ensure that teachers on call are available. In the event that such a meeting cannot be scheduled within ten (10) working days the principal shall, in consultation with the school based team, provide temporary assistance until such time as the school based team is able to meet.
- c) In order to provide school based teams the release time to meet for the purposes of paragraph 2 above, the Board shall establish a District fund equivalent to the cost of 2 F.T.E. teachers on call for the equivalent of one day per month for each school. A school based team shall access this fund to cover the cost of release time. It is recognized that a school based team may determine that more or less release time per month is necessary. The Board and the Union will form a committee of two (2) representatives each to develop procedures for accessing and administering the fund. (a recent arbitration outcome has determined the exact number of TTOCs required over a school year and how they are scheduled)
- d) Students referred by the school based team to Support Services for the purpose of identification pursuant to paragraph 1 shall be assessed within one (1) month of the referral, unless the District support staff require additional time to access other resources in order to complete the assessment.

[Note: Cross-references have been updated – 2023 – formally Article 82]

LOCAL LETTER OF UNDERSTANDING No. 4

Between:

British Columbia Public School Employers' Association (BCPSEA)

AND

School District #35 Langley Board of Education "Board"

AND

British Columbia Teachers' Federation (BCTF)

AND

Langley Teachers' Association "Local"

Re: Plans of Assistance

1. In accordance with Article C.29.13.b, Plans of Assistance are provided in the event of a Less than Satisfactory Report. In addition, in principle with a fair opportunity to adjust or change aspects of performance, Plans of Assistance can also be provided any time during the evaluation process.
2. The Board will facilitate a Plan of Assistance developed by the teacher and the evaluator, with the assistance of the Union and the Board. The Plan will be based on criteria selected from Appendix A and identified by the Evaluator as aspects of performance needing support. As part of developing the Plan of Assistance, the parties will seek a shared and common understanding of the aspects of performance upon which the plan is based.
3. A Plan of Assistance will be a positive helping process designed to improve quality of instruction and will include time for discussion, observation, experimentation, demonstration and self-analysis. The parties agree to continue current practice which may include:
 - Release time
 - Leave of absence
 - A peer mentor
 - Opportunities to observe
 - Participation in workshops, conferences, programs, in-service
 - Professional development, course of study
 - Provision of learning and/or teaching resources, teaching supplies and professional materials
 - And other assistance, as agreed.

Date of Signing

For BCPSEA: _____

For the BCTF: _____

For the Board: _____

For the LTA: _____

Memorandum of Agreement

Between:

British Columbia Public School Employers' Association (BCPSEA)

AND

School District #35 Langley Board of Education "Board"

AND

British Columbia Teachers' Federation (BCTF)

AND

Langley Teachers Association "Local"

Re: Middle School Program

Whereas the Board and the Local are desirous of entering into a Memorandum of Agreement which shall govern the implementation of new Middle School programs;

Whereas the Board and the Local acknowledge that providing teachers with common planning time and an opportunity for team teaching will assist teachers to support middle school learners;

It is agreed that this Memorandum of Agreement will codify the collective agreement terms and conditions with respect to the implementation and operation of Middle School programs in S.D. No. 35. To this end, the parties agree that the following provisions govern the operation of the Middle School programs and the Collective Agreement is amended as indicated.

Middle school programs in SD No. 35 are organized to include Grades 6, 7 and 8 as a stand-alone Middle School or as a school within a secondary school. Where other configurations are approved by the Board, the Board and the Local will meet, prior to implementation, to negotiate amendments to this agreement, as needed, pursuant to Article D.5

ARTICLE D.20 Weekly Instructional Assignment

D.20.1 Instructional assignment shall be defined as time during the school day for instructional purposes assigned to teaching courses and lessons, including time assigned to study periods. (*Current provision*)

D.20.2 Instructional time:

Pursuant to the School Calendar Regulation established by legislation and regulation:

(a) Elementary School: *Current elementary provision*

(b) Middle School:

The maximum weekly instructional time for a full-time middle school teacher shall be 1352 minutes per week. A minimum of an additional 193 minutes per week shall be provided for purposes of preparation, which shall include a minimum 39 minutes per week team-directed common planning time.

(c) Secondary School: *Current secondary provision*

D.20.3 The instructional time for part-time teachers shall be pro-rated. (Current provision)

D.20.4 Duration of the School Day:

Elementary School: *Current elementary provision*

D.20.5 Duration of the School Day:

Middle School:

In a middle school, the duration of the school day shall not exceed 6 hours and 30 minutes inclusive of:

- i. Instructional time, time for students to change classrooms and preparation time (the sum total not to exceed 5 hours and 30 minutes).
- ii. A regular noon intermission

D.20.6 Duration of the School Day:

Secondary School: *Current secondary provision*

D.20.7 Part-time assignments shall be scheduled in consecutive teaching blocks. (Current provision D.20.6)

D.20.8 Preparation time shall be scheduled in blocks of no less than 30 minutes in duration unless requested otherwise by the teacher in writing. (Current provision D.20.7)

D.20.9 Part-time teachers of .375 F.T.E. or more, shall receive pro-rated preparation time based upon their time of assignment. (Current provision D.20.8)

ARTICLE E.21 Posting Vacant Positions

E.21.4 Vacancies for positions of Department Head/Team Leader are required only to be posted in the school which has the vacancy.

ARTICLE B.20 Allowances for Positions of Special Responsibility

B.20.6 Team Leaders shall be paid an allowance, in addition to placement on scale, of \$2809 per annum.

In addition to the amendments to the Collective Agreement as set out above, the parties agree to the following implementation provision:

- Two Teacher Transition Implementation Support release days will be provided in the first school year of Middle School Implementation and two Teacher Transition Implementation Support release days will be provided in the second school year of Middle School Implementation, at the Board’s expense. One day is for the purpose of inservice related to Middle School, as determined by administration in consultation with the Middle School teachers, and one day is for the purpose of Common Team Planning, as determined by the team.

The Board and the Local will oversee the implementation of this Memorandum of Agreement.

This Memorandum of Agreement shall take effect September 1, 2008.

Date of Signing May 28, 08

For the BCPSEA “Jacquie Griffiths”

For the BCTF “Jim Iker”

For the Board “Jennifer Canas”

For the LTA “Sharon von Hollen”

PROVINCIAL LETTERS OF UNDERSTANDING/INTENT

LETTER OF UNDERSTANDING NO. 1

BETWEEN

The British Columbia Teachers' Federation

AND

The British Columbia Public School Employers' Association

Re: Designation of Provincial and Local Matters

1. Pursuant to the Public Education Labour Relations Act (PELRA), the provincial and the local parties agree to the designation of provincial and local matters as follows:
 - a. Those matters contained within Appendix 1 shall be designated as provincial matters.
 - b. Those matters contained within Appendix 2 shall be designated as local matters.
2. Provincial parties' roles will be pursuant to PELRA.
3. Referral of impasse items to the provincial table will be pursuant to PELRA.
4. Timing and conclusion of local matters negotiations:
 - a. Local negotiations will conclude at a time determined by mutual agreement of the provincial parties.
 - b. Outstanding local matters may not be referred to the provincial table subsequent to the exchange of proposals by the provincial parties at the provincial table.
 - c. Where no agreement is reached, local negotiations will conclude at the time a new Provincial Collective Agreement is ratified.
5. Local and provincial ratification processes:
 - a. Agreements on local matters shall be ratified by the local parties subject to verification by the provincial parties that the matters in question are local matters (Appendix 2).
 - b. Agreements on provincial matters shall be ratified by the provincial parties.
6. Effective date of local matters items:
 - a. Agreements ratified by the school district and local union shall be effective upon the ratification of the new Provincial Collective Agreement unless the timelines are altered by mutual agreement of the provincial parties.

Signed this 8th day of March, 2013

Original signed by:

“Jim Iker”

For BCTF

“Renzo Del Negro”

For BCPSEA

Appendix 1 PROVINCIAL MATTERS
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Appendix 1 – Provincial Matters**Housekeeping – Form Issues**

1. Common provincial provisions
2. Common provincial terminology
3. Cover Page of Agreement
4. Interpretation of Teacher Contracts and School Act

Section A – The Collective Bargaining Relationship

1. Term and Renegotiation, Re-opening Agreement During Term, Bridging, Strikes, Renewal, Retroactivity
2. Legislative Change
3. Recognition of the Union
4. Membership Requirement
5. Exclusions from the Bargaining Unit
6. Job Security including Contracting Out
7. Deduction of BCTF Dues and Professional Fees
8. President's/Officer Release
9. Management Rights and Responsibilities
10. Pro-D Chairperson/Coordinator Release
11. Release for Local, BCTF, CTF, Teacher Regulation Branch and Education International Business
12. Leave for Contract Negotiations
13. School Staff and District Committees
14. Access to Information
15. Copy of Agreement and melding/interfacing
16. Grievance/Arbitration (including Expedited) Procedure and Troubleshooter

Section B – Salary and Economic Benefits

1. Determination of Salary
 1. *Placement on Scale*
 2. *Salary Review*
 3. *Bonus for Education Courses, Reimbursement for Non-Credit Courses*
 4. *Classification of Salary for Letters of Permission*
 5. *New Positions, Reclassification*
 6. *Experience Recognition*
2. Salary Scale
 1. *Category Addition*
 2. *Category Elimination*
3. Payment of Salary
 1. *Increment Dates*
 2. *Withholding*
 3. *Error in Salary – Adjustments*
 4. *Part Month Payments and Deductions including Schedule*
 5. *Pay Periods including payment schedule*
4. Employees’ Pay and Benefits including sick leave
 1. *Full time and continuing teachers*
 2. *Part Time and temporary or term teachers*
 3. *Teachers Teaching on Call*
 4. *Summer School and Night School Payment*
 5. *Associated Professionals*
5. Positions of Special Responsibility
6. Teacher in Charge/Acting Administrators (Filling Temporarily Vacant Position)
7. Automobile/Travel Allowance
8. First Aid, First Aid Allowance and Training
9. Special Allowances, i.e., Moving/Relocation, Travel, Isolation, One Room School, Rural, Outer Island, Village Assignment, Pro-D Travel Allowance, Clothing, etc.
10. Establishment and funding of Classroom Supply Fund or Allowance (Compensation for Funds Spent by Teachers on Class)
11. Housing and Housing Assistance
12. No Cuts in Salary and Benefits
13. Payment for Work Beyond Regular Work Year
 1. *Counsellors Working Outside School Calendar*
 2. *Night School Payments*
 3. *Summer School Payments*
 4. *Salary – Payment for Additional Days*
 5. *Not Regular School Days*

14. Payment of Teacher Regulation Branch and other professional fees
15. Benefits – general information and benefits management committee
16. Benefits – Coverage
17. Employment Insurance/all EI rebates
18. Continuation of Benefits
19. Retirement Benefits and Bonuses
20. Wellness Programs, Employee and Family Assistance Program
21. Personal Property loss, theft, vandalism and Insurance
22. Benefits – RRSP

Section C – Employment Rights

1. Employment on Continuing Contract
 1. *Appointment on Continuing Contract*
 2. *Employment Rights – Temporary Teachers converting to continuing*
 3. *Probationary period*
2. Dismissal and Discipline for Misconduct
 1. *Conduct of a Teacher (Inside and Outside School)*
3. Dismissal Based on Performance
4. The Processes of Evaluation of Teachers' Teaching Performance
5. Part-Time Teachers' Employment Rights
 1. *Sick Leave and Benefits*
 2. *Long Services – Part Time Teaching Plan, Part Year Teachers*
6. Teacher on Call Hiring Practices
7. Seniority
8. Severance
9. Retraining, Board directed education upgrading

Section D – Working Conditions

1. Teacher Workload
 1. *Class Size*
 2. *Class Composition*
2. Inclusion
 1. *Urgent Intervention Program or similar*
 2. *School Based Team*
3. Professional Teaching Staff Formulas including advisory committees
4. Hours of Work
 1. *Duration of School Day*
 2. *Instructional Time*
 3. *Extended Day; Alternate Calendars e.g. Four Day Week*
5. Preparation Time
6. Regular Work Year for Teachers, School Calendar, Year Round Schools, Staggered Part Day Entries
7. Closure of Schools for Health or Safety Reasons
8. Supervision Duties, Duty Free Lunch Hour, Noon Hour Supervision
9. Availability of Teacher on Call
10. Teacher on Call Working Conditions
11. Mentor/Beginning Teacher Program, Student Teachers, Beginning Teacher Orientation
12. Child Care for Work Beyond Regular Hours, Day Care
13. Home Education, Suspended Students, Hospital/Homebound Teachers
14. Non-traditional Worksites, e.g.
 1. *Distributed Learning*
 2. *Adult Education*
 3. *Storefront Schools*
 4. *Satellite School Programs*
15. Technological Change, Adjustment Plan – Board Introduced Change
16. Hearing and Medical Checks, Medical Examinations, Tests, Screening for TB
17. Teacher Reports on Students, Anecdotal Reports for Elementary Students, Parent Teacher Conference Days

Section E – Personnel Practices

1. Definition of Teachers
2. Selection of Administrative Officers (Note: See Addendum A)
3. Non-sexist Environment
4. Harassment
5. Falsely Accused Employee
6. Violence Prevention
7. Criminal Record Checks
8. Resignation and Retirement

Section F – Professional Rights

1. Educational/Curriculum Change including committees
2. Professional Development Funding (Note: see also Addendum B)
 1. Tuition Costs
 2. Professional Development Committee – as related to funding
3. Professional Days (Non-Instructional)
4. School Accreditation and Assessment
5. Professional Autonomy
6. Responsibilities – Duties of Teachers

Section G – Leaves of Absence

1. Sick Leave, Sick Leave Portability, Preauthorized Travel for Medical Services Leave
2. Maternity and Parental Leave and Supplemental Employment Benefits Plan
3. Short Term Paternity Leave and Adoption Leave
4. Jury Duty and Appearances in Legal Proceedings
5. Educational Leave and Leave for Exams
6. Bereavement/Funeral Leave
7. Leave for Family Illness, Care of Dependent Child or Relative, Emergency or Long Term Chronic Leave, Compassionate Care Leave
8. Discretionary Leave, Short Term General Leave and Personal Leave
9. Leave for Elected Office and Leave for Community Services

10. Worker's Compensation Leave
11. Leave of Absence Incentive Plan
12. Religious Holidays
13. Leave to Attend Retirement Seminars
14. Leave for Communicable Disease
15. Leave for Conference Participation
16. Leave for Competitions
17. Leave for Teacher Exchange
18. Secondment and Leave for external employment
19. Leave for University Convocations, Leave for graduation, Exams
20. Leave for Special Circumstances including: Citizenship, Marriage, Weather Leaves
21. Leave for Blood, Tissue and Organ Donations, Leave for Bone Marrow, Cell Separation Program Participation
22. Miscellaneous Leaves with cost

January 22, 2021 - Provincial Matters

<p style="text-align: center;">Appendix 2 LOCAL MATTERS</p>

Appendix 2 – Local Matters
Housekeeping – Form Issues

1. Glossary of Terms for local matters
2. Preamble, Introduction, Statement of Purpose

Section A – The Collective Bargaining Relationship

1. Local Negotiation Procedures
2. Recognition of Union
3. Access to Worksite
4. Use of School Facilities
5. Bulletin Board
6. Internal Mail
7. Access to Information
8. Education Assistants, Aides, and Volunteers
9. Picket Line Protection, School Closures – Re: Picket Lines (Strikes)
10. Local Dues Deduction
11. Staff Representatives, Lead Delegates
12. Right to Representation, Due Process
13. Staff Orientation
14. Copy of Agreement

Section B – Salary and Economic Benefits

1. Purchase Plans for Equipment e.g. computer purchase
2. Payroll, Deductions to Teachers Investment Account, Investment of Payroll – Choice of Bank Account
3. Employee Donations for Income Tax Purposes

Section C – Employment Rights

1. Layoff-Recall, Re-Engagement
2. Part-Time Teachers' Employment Rights
 1. *Job Sharing*
 2. *Offer of Appointment to District*
 3. *Assignments*
 4. *Posting & Filling Vacant Positions*

Section D – Working Conditions

1. Extra-curricular Activities
2. Staff Meetings
3. Health and Safety, including committees
4. Student Medication and Medical Procedures
5. Local Involvement in Board Budget Process,
 1. Committee – Finance Board Budget
 2. School Funds
6. Teacher Involvement in Planning New Schools
7. Space and Facilities
8. Services to Teachers e.g. translation
9. Inner City Schools, Use of Inner City Schools Funds

Section E – Personnel Practices

1. Posting and Filling Vacant Position
 1. *Offer of Appointment to District*
 2. *Assignments*
 3. *Job Sharing*
 4. *Posting Procedures – Filling*
 5. *Posting & Filling Vacant Positions – School Reorganization*
 6. *Transfer: Board Initiated Transfers, Transfer related to Staff Reduction*
 7. *Creation of New Positions*
 8. *Job Description*
2. Definition of Positions and Assignments
3. Personnel Files
4. School Act Appeals
5. Input into Board Policy

6. No Discrimination
7. Multiculturalism
8. Gender Equity
9. Selection of Administrative Officers (Note: See Addendum A)
10. Parental Complaints, Public Complaints

Section F – Professional Rights

1. Professional Development Committee as related to funding control (Note: see also Addendum B)
2. Committees
 1. *Professional Relations/Labour management*
 2. *Parent Advisory Council*
 3. *Joint Studies Committee*
 4. *Professional Development Committee (Note: see also Addendum B)*
 5. *Leave of Absence Committee*
3. First Nations Curriculum
4. Women's Studies
5. Fund Raising
6. Reimbursement of Classroom Expenses

Section G – Leaves of Absence

1. Long Term Personal Leave
2. Extended Maternity/Parental Leave/Parenthood (or their equivalent)
3. Deferred Salary/Self Funded Leave Plans
4. Unpaid Leaves: unpaid leave not otherwise designated as a provincial matter in Appendix 1 (Provincial Matters) of the agreement, except for those elements of the clause that are provincial including: continuation of benefits, increment entitlement and matters related to pensions.

January 22, 2021 - Local Matters.

**Addendum A To
Letter of Understanding No. 1
Appendix 1 and 2**

Unpaid Leave In The Designation Of Provincial and Local Matters

Unpaid leave shall be designated for local negotiations, except as it relates to those elements of the clause that are provincial including: continuation of benefits, increment entitlement, pension related matters, and posting and filling.

“D. Hogg”
Negotiation Team For
British Columbia Teachers’ Federation

“K. Halliday”
Negotiation Team For
British Columbia Public School
Employers’ Association

October 25/95

**Addendum B To
Letter of Understanding No. 1
Appendices 1 and 2**

Concerning Selection of Administrative Officers

“Selection of Administrative Officers” shall be designated as a local matter for negotiations in those districts where the Previous Local Matters Agreement contained language which dealt with this issue or its equivalent. For all other districts, “Selection of Administrative Officers” shall be deemed a provincial matter for negotiations.

The issue of Administrative Officers returning to the bargaining unit does not form part of this addendum to appendices 1 and 2.

For the purposes of paragraph one of this addendum, the parties acknowledge that language on the issue of “Selection of Administrative Officers” or its equivalent exists in the Previous Local Agreements for the following districts: Fernie, Nelson, Castlegar, Revelstoke, Vernon, Vancouver, Coquitlam, Nechako, Cowichan, Alberni and Stikine.

The parties further acknowledge that there may be language in other Previous Local Agreements on this same issue. Where that proves to be the case, “Selection of Administrative Officers” or its equivalent shall be deemed a local matter for negotiations.

Dated this 11 day of December, 1996.

“Alice McQuade”
President
BC Teachers’ Federation

“K. Halliday”
Chief Negotiator
BC Public School Employers’ Association

**Addendum C To
Letter of Understanding No. 1
Appendices 1 and 2**

Professional Development

For the purposes of section 7 of part 3 of PELRA the parties agree as follows:

Professional Development:

Language concerning the date that funds for professional development are to be made available in a district, reference to a “fund” for professional development purposes and the continued entitled of an individual teacher to professional development funds and/or teacher-on-call time following a transfer shall be designated as local matters.

For BCTF:
“R. Worley”

For BCPSEA:
“K. Halliday”

Date: Original April 23, 1997
Amended by *Education Services Collective Agreement Amendment Act, 2004*

**Addendum D To
Letter of Understanding No. 1
Appendices 1 and 2**

Re: October 25, 1995 Letter of Understanding (“Unpaid Leave”) – Revised

1. The parties agree that “unpaid leave” for the purposes of the Letter of Understanding signed between the parties on October 25, 1995 means an unpaid leave not otherwise designated as a provincial matter in Appendix 1 (Provincial Matters) of the agreement on designation of the split of issues.
2. Unpaid leave as described in (1) above shall be designated for local negotiations except for provincial considerations in the article including: continuation of benefits, increment entitlement and matters related to pensions and posting and filling.

Dated this 7th of October, 1997.

British Columbia Teachers’ Federation

British Columbia Public School Employers’
Association

“R. Worley”

“K. Halliday”

LETTER OF UNDERSTANDING No. 2

BETWEEN:

BRITISH COLUMBIA PUBLIC SCHOOL EMPLOYERS' ASSOCIATION

AND

BRITISH COLUMBIA TEACHERS' FEDERATION

Re: Agreed Understanding of the Term Teacher Teaching on Call

For the purposes of this collective agreement, the term Teacher Teaching on Call (TTOC) has the same meaning as Teacher on Call/Employee on Call (TOC/EOC) as found in the 2006-2011 Collective Agreement/Working Documents and is not intended to create any enhanced benefits.

The parties will set up a housekeeping committee to identify the terms in the collective agreement/working documents that will be replaced by Teacher Teaching on Call (TTOC).

Signed this 25th day of June, 2012

Original signed by:

Jacque Griffiths
For BCPSEA

Susan Lambert
For BCTF

LETTER OF UNDERSTANDING No. 3. a

Between

**THE BRITISH COLUMBIA TEACHERS' FEDERATION
(BCTF)**

And

**THE BRITISH COLUMBIA PUBLIC SCHOOL
EMPLOYERS' ASSOCIATION
(BCPSEA)**

Re: Section 4 of Bill 27 Education Services Collective Agreement Act

Transitional Issues—Amalgamated School Districts—SD.5 (Southeast Kootenay), SD.6 (Rocky Mountain), SD.8 (Kootenay Lake), SD.53 (Okanagan-Similkameen), SD.58 (Nicola-Similkameen), SD.79 (Cowichan Valley), SD.82 (Coast Mountains), SD.83 (North Okanagan-Shuswap), SD.91 (Nechako Lakes).

Not Applicable in School District No. 35 (Langley)

LETTER OF UNDERSTANDING No. 3.b

BETWEEN:

BRITISH COLUMBIA PUBLIC SCHOOL EMPLOYERS' ASSOCIATION

AND

BRITISH COLUMBIA TEACHERS' FEDERATION

Re: Section 27.4 Education Services Collective Agreement Act

Not applicable in School District No. 35 (Langley).

LETTER OF UNDERSTANDING No. 4

BETWEEN:

BRITISH COLUMBIA PUBLIC SCHOOL EMPLOYERS' ASSOCIATION

AND

BRITISH COLUMBIA TEACHERS' FEDERATION

Re: Employment Equity – Aboriginal Employees

The parties recognize that Aboriginal employees are underrepresented in the public education system. The parties are committed to redress the under-representation of Aboriginal employees and therefore further agree that:

1. They will encourage local boards of education and the local teacher unions to make application to the Human Rights Tribunal under section 42 of the *Human Rights Code* to obtain approval for a “special program” that would serve to attract and retain Aboriginal employees.
2. The parties will encourage local boards of education and local teacher unions to include layoff protections for Aboriginal employees in applications to the Human Rights Tribunal.
3. The parties will assist local boards of education and the local teacher unions as requested in the application for and implementation of a “special program” consistent with this Letter of Understanding.

Signed this 26th day of March, 2020

Original signed by:

Alan Chell
For BCPSEA

Teri Mooring
For BCTF

LETTER OF UNDERSTANDING No. 5

BETWEEN:

BRITISH COLUMBIA PUBLIC SCHOOL EMPLOYERS' ASSOCIATION

AND

BRITISH COLUMBIA TEACHERS' FEDERATION

Re: Teacher Supply and Demand Initiatives

Not applicable in SD No. 35 (Langley)

LETTER OF UNDERSTANDING No. 6

BETWEEN

BRITISH COLUMBIA PUBLIC SCHOOL EMPLOYERS' ASSOCIATION

AND

BRITISH COLUMBIA TEACHERS' FEDERATION

Re: Article C.2. – Porting of Seniority – Separate Seniority Lists

This agreement was necessitated by the fact that some districts have a separate seniority list for adult education teachers, i.e., 1 seniority list for K – 12 and a second separate seniority list for adult education seniority. Consistent with Irene Holden's previous awards on porting, implementation of this agreement is meant to be on a prospective basis and is not intended to undo any previous staffing decisions with the understanding that anomalies could be discussed and considered at labour management. There are 4 possible situations and applications:

1. Teacher in a district with 1 list ports to a district with 1 list (1 to 1)
 - Both K – 12 and adult education seniority are contained on a single list in both districts.
 - Normal rules of porting apply.
 - No more than 1 year of seniority can be credited and ported for any single school year.
 - Maximum of 20 years can be ported.
2. Teacher in a district with 2 separate lists ports to a district with 2 separate lists (2 to 2)
 - Both K – 12 and adult education seniority are contained on 2 separate lists in both districts.
 - Both lists remain separate when porting.
 - Up to 20 years of K – 12 and up to 20 years of adult education can be ported to the corresponding lists.
 - Although the seniority is ported from both areas, the seniority is only activated and can be used in the area in which the teacher attained the continuing appointment. The seniority remains dormant and cannot be used in the other area unless/until the employee subsequently attains a continuing appointment in that area.
 - For example, teacher A in District A currently has 8 years of K – 12 seniority and 6 years of adult education seniority. Teacher A secures a K – 12 continuing appointment in District B. Teacher A can port 8 years of K – 12 seniority and 6 years of adult education seniority to District B. However, only the 8 years of K – 12 seniority will be activated while the 6 years of adult education seniority will remain dormant. Should teacher A achieve a continuing appointment in adult education in District B in the future, the 6 years of adult education seniority shall be activated at that time.
3. Teacher in a district with 2 separate lists ports to a district with 1 seniority list (2 to 1)
 - A combined total of up to 20 years of seniority can be ported.
 - No more than 1 year of seniority can be credited for any single school year.

4. Teacher in a district with 1 single seniority list ports to a district with 2 separate seniority lists (1 to 2)
- Up to 20 years of seniority could be ported to the seniority list to which the continuing appointment was received.
 - No seniority could be ported to the other seniority list.
 - For example, teacher A in District A currently has 24 years of seniority and attains a K – 12 position in District B which has 2 separate seniority lists. Teacher A could port 20 years of seniority to the K – 12 seniority list in District B and 0 seniority to the adult education seniority list in District B.

The porting of seniority only applies to seniority accrued within the provincial BCTF bargaining unit. The porting of seniority is not applicable to adult education seniority accrued in a separate bargaining unit or in a separate BCTF bargaining unit.

Signed this 26th day of March, 2020

Original signed by:

Alan Chell
For BCPSEA

Teri Mooring
For BCTF

Note: The ability to port 20 years (increased from 10 years) is effective July 1, 2020 as per Article C.2 *Seniority*.

LETTER OF UNDERSTANDING No. 7

BETWEEN

BRITISH COLUMBIA PUBLIC SCHOOL EMPLOYERS' ASSOCIATION

AND

BRITISH COLUMBIA TEACHERS' FEDERATION

**Re: Article C.2 – Porting of Seniority & Article G.1 Portability of Sick Leave –
Simultaneously Holding Part-Time Appointments in Two Different Districts**

The following letter of understanding is meant to clarify the application of Article C.2.2 and G.1 of the provincial collective agreement with respect to the situation where a teacher simultaneously holds part-time continuing appointments in two (2) separate school districts, i.e., currently holds a part-time continuing appointment in one (1) district and then subsequently obtains a second part-time continuing appointment in a second district. Should this specific situation occur, the following application of Article C.2.2 and G.1 shall apply:

1. The ability to port sick leave and seniority cannot occur until the employee either resigns/terminates their employment from the porting district or receives a full leave of absence from the porting district.
2. The requirement for the teacher to initiate the sick leave verification process (90 days from the initial date of hire) and the seniority verification process (within 90 days of a teacher's appointment to a continuing contract) and forward the necessary verification forms to the previous school district shall be held in abeyance pending either the date of the employee's resignation/termination of employment from the porting district or the employee receiving a full leave of absence from the porting district.
3. Should a teacher port seniority under this Letter of Understanding, there will be a period of time when the employee will be accruing seniority in both districts. For this period of time (the period of time that the teacher simultaneously holds part-time continuing appointments in both districts up until the time the teacher ports) for the purpose of porting, the teacher will be limited to a maximum of 1 years seniority for each year.
4. Should a teacher receive a full-time leave and port seniority and/or sick leave under this letter of understanding, the rules and application described in the Irene Holden award of June 7, 2007 concerning porting while on full-time leave shall then apply.
5. Consistent with Irene Holden's previous awards on porting, implementation of this agreement is meant to be on a prospective basis and is not intended to undo any previous staffing decision with the understanding that anomalies could be discussed and considered at labour management.

The following examples are intended to provide further clarification:

Example 1

Part-time employee in district A has 5 years of seniority. On September 1, 2007 they also obtain a part-time assignment in district B. On June 30, 2008, the employee resigns from district A. The employee will have 90 days from June 30, 2008 to initiate the seniority and/or sick leave verification processes and forward the necessary verification forms to the previous school district for the porting of seniority and/or sick leave. No seniority and/or sick leave can be ported to district B until the employee has resigned or terminated their employment in district A. Once ported, the teacher's seniority in district B cannot exceed a total of 1 year for the September 1, 2007 – June 30, 2008 school year.

Example 2

Part-time employee in district A has 5 years of seniority. On September 1, 2007 they also obtain a part-time assignment in district B. On September 1, 2008, the employee receives a leave of absence from district A for their full assignment in district A. The employee will have 90 days from September 1, 2008 to initiate the seniority and/or sick leave verification process and forward the necessary verification forms to the previous school district for the porting of seniority. The Irene Holden award dated June 7, 2007 will then apply. No seniority can be ported to district B until the employee's leave of absence is effective. Once ported, the teacher's seniority in district B cannot exceed a total of 1 year for the September 1, 2007 – June 30, 2008 school year.

The porting of seniority and sick leave only applies to seniority and sick leave accrued with the provincial BCTF bargaining unit. The porting of seniority and sick leave is not applicable to seniority accrued in a separate bargaining unit or in a separate BCTF bargaining unit.

Signed this 26th day of March, 2020

Original signed by:

Alan Chell
For BCPSEA

Teri Mooring
For BCTF

Revised with housekeeping March 26, 2020

LETTER OF UNDERSTANDING No. 8

**BETWEEN
BRITISH COLUMBIA PUBLIC SCHOOL EMPLOYERS' ASSOCIATION
AND
BRITISH COLUMBIA TEACHERS' FEDERATION**

Re: Article C.2 – Porting of Seniority – Laid off Teachers who are Currently on the Recall List

The following letter of understanding is meant to clarify the application of Article C.2.2 of the provincial collective agreement with respect to the situation where a laid off teacher on recall in district A obtains a continuing appointment in district B, i.e., while holding recall rights in one (1) district obtains a continuing appointment in a second district. Should this specific situation occur, the following application of Article C.2.2 shall apply:

1. Laid off teacher holding recall rights in one school district may port up to twenty (20) years of seniority to a second school district when they secure a continuing appointment in that second school district.
2. Such ported seniority must be deducted from the accumulation in the previous school district for all purposes except recall; for recall purposes only, the teacher retains the use of the ported seniority in their previous district.
3. If the recall rights expire or are lost, the ported seniority that was deducted from the accumulation in the previous school district will become final for all purposes and would be treated the same way as if the teacher had ported their seniority under normal circumstances. No additional seniority from the previous school district may be ported.
4. If the teacher accepts recall to a continuing appointment in the previous district, only the ported amount of seniority originally ported can be ported back, i.e., no additional seniority accumulated in the second school district can be ported to the previous school district.
5. The ability to port while on layoff/recall is limited to a transaction between two districts and any subsequent porting to a third district can only occur if the teacher terminates all employment, including recall rights with the previous school district.
6. Consistent with Irene Holden's previous awards on porting, implementation of this letter of understanding is meant to be on a prospective basis and is not intended to undo any previous staffing decision with the understanding that anomalies could be discussed between the parties.
7. This letter of understanding in no way over-rides any previous local provisions currently in effect which do not permit a teacher maintaining recall rights in one district while holding a continuing position in another school district.

The following examples are intended to provide further clarification:

Example 1

A Teacher has 3 years of seniority in district “A” has been laid off with recall rights. While still holding recall rights in district “A”, the teacher secures a continuing appointment in district “B”. Once ported, this teacher would have 3 years seniority in district “B”, 3 years of seniority in district “A” for recall purposes only and 0 years of seniority in district “A” for any other purposes. This teacher after working 1 year in district “B” accepts recall to a continuing appointment in district “A”. Only 3 years of seniority would be ported back to district “A” and for record keeping purposes, the teacher’s seniority record in district “B” would be reduced from 4 years down to 1 year.

Example 2

A Teacher has 3 years of seniority in district ‘A’ has been laid off with recall rights. While still holding recall rights in district “A”, the teacher secures a continuing appointment in district “B”. Once ported, this teacher would have 3 years seniority in district “B”, 3 years of seniority in district “A” for recall purposes only and 0 years of seniority in district “A” for any other purposes. After working 2 years in school district “B” this teacher’s recall rights in school district “A” are lost. No further seniority can be ported from district “A” to district “B” and for record keeping purposes, the teacher’s seniority record in district “A” would be zero for all purposes.

Original signed by:

Alan Chell
For BCPSEA

March 26, 2020
Date

Teri Mooring
For BCTF

March 26, 2020
Date

Note: The ability to port 20 years (increased from 10 years) is effective July 1, 2020 as per Article C.2 *Seniority*.

LETTER OF UNDERSTANDING No. 9

BETWEEN:

BRITISH COLUMBIA PUBLIC SCHOOL EMPLOYERS' ASSOCIATION

AND

BRITISH COLUMBIA TEACHERS' FEDERATION

Re: Provincial Extended Health Benefit Plan

1. The Provincial Extended Health Benefit Plan as provided for under Article B.11.1 is as set out in Appendix A to this Letter of Understanding.
2. The Provincial Extended Health Benefit Plan may only be amended or altered by agreement of BCPSEA and the BCTF.
3. The carrier/insurer for the Provincial Extended Health Benefit Plan may only be changed with prior consultation between BCPSEA and the BCTF.

The consultation process will be consistent with the 2012 process. In the event of a dispute in the selection/change of the carrier/insurer, the matter shall be referred to Mark Brown, or an agreed-upon alternative, to be dealt with on an expedited basis.

This provision covers any district or local that is part of the Provincial Extended Health Benefit Plan.

4. Any efficiencies or cost reductions achieved as a direct result of the establishment of the Provincial Extended Health Benefit Plan will be used to further enhance the Provincial Extended Health Benefit Plan.
5. The Provincial Extended Health Benefit plan does not include a medical referral travel plan (a "MRTP"). However, any school district that elects to participate in the Provincial Extended Health Benefit Plan and currently has a MRTP will continue to provide a MRTP.
6. Where the local union elects not to participate in the Provincial Extended Health Benefit Plan, the school district will continue to provide the existing extended health benefit plan between the parties.
7. As of January 30, 2015, local unions representing all members in the following school districts have voted against joining the Provincial Extended Health Benefit Plan:
 - a. Vancouver Teachers' Federation [VSTA, VESTA]¹ / SD No. 39 (Vancouver)

¹ The references to VSTA and VESTA represent internal union organization. The reference to the Vancouver Teachers' Federation is for collective agreement matters.

- b. Coquitlam Teachers' Association / SD No. 43 (Coquitlam)
 - c. Vancouver Island West Teachers' Union / SD No. 84 (Vancouver Island West)
8. The local unions representing all members in the school districts in paragraphs 7.a through 7.c may elect to join the Provincial Extended Health Benefit Plan at any time during the term of the collective agreement.

Agreed to on: November 26, 2012
Revised: May 13, 2015

Original signed by:

Renzo Del Negro
For BCPSEA

Jim Iker
For BCTF

Appendix A to Letter of Understanding No. 9

Benefit Provision	Provincial Extended Health Benefit Plan
Reimbursement	80% until \$1,000 paid per person, then 100%
Annual Deductible	\$50 per policy
Lifetime Maximum	Unlimited
Coverage Termination	June 30 th following an employee attaining age 75, or upon earlier retirement.
Prescription Drugs	
Drug Formulary	Blue Rx
Pay-Direct Drug Card	Yes
Per Prescription Deductible	\$0
Sexual Dysfunction	Covered
Oral Contraceptives	Covered
Fertility	\$20,000 Lifetime Maximum
Medical Services and Supplies	
Medi-Assist	Included
Out-of-province emergency medical	Covered
Ambulance	Covered
Hospital	Private/Semi-Private
Private Duty Nursing (including In-home)	\$20,000 per year
Miscellaneous Services and Supplies (subject to reasonable and customary limits as defined by Pacific Blue Cross)	Covered

Medical Services and Supplies continued	
Hearing aids	\$3,500 per 48 months
Orthopedic shoes	\$500 per year
Orthotics	\$500 per year
Vision Care	
Maximum	\$550 per 24 months
Eye exams per 24 months	1 per 24 months*
Prescription Sunglasses	Included in Vision Maximum
Paramedical Services	
Naturopath	\$900 per year
Chiropractor	\$900 per year
Massage therapist	\$900 per year
Physiotherapist	\$900 per year
Psychologist	\$900 per year
Speech therapist	\$800 per year
Acupuncturist	\$900 per year
Podiatrist/Chiropodist	\$800 per year

* Eye exams are subject to Pacific Blue Cross *Reasonable and Customary* limits.

LETTER OF UNDERSTANDING No. 10

BETWEEN:

BOUNDARY TEACHERS' ASSOCIATION

AND

THE BRITISH COLUMBIA TEACHERS' FEDERATION

AND

THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO.51 (BOUNDARY)

AND

THE BRITISH COLUMBIA PUBLIC SCHOOL EMPLOYERS' ASSOCIATION

Re: Recruitment and Retention for Teachers at Elementary Beaverdell and Big White Elementary School

Not applicable in SD No. 35 (Langley).

LETTER OF UNDERSTANDING NO. 11

BETWEEN

BRITISH COLUMBIA PUBLIC SCHOOL EMPLOYERS' ASSOCIATION (BCPSEA)

AND THE

BRITISH COLUMBIA TEACHERS' FEDERATION (BCTF)

Re: Article C.4 TTOC Employment – TTOC Experience Credit Transfer within a District

The purpose of this letter of understanding is to address situations within a single district where a temporary/continuing teacher is also currently a Teacher Teaching on Call (TTOC) or in the past has been a TTOC.

Teachers described above accrue experience for the purpose of increment advances under two (2) separate collective agreement provisions (silos), i.e., within a district, the employee triggers increments under Article C.4 for TTOC experience accrued and may also trigger increments under the applicable previous local agreement increment language for temporary/continuing experience accrued.

In order to allow a TTOC the opportunity to transfer, within a district, their TTOC experience earned under Article C.4 (new provision effective September 19, 2014) towards that of the applicable previous local collective agreement increment language for continuing and/or temporary employees, the parties agree to the following:

1. This option can only be exercised where in a single district a temporary/continuing teacher is also currently a TTOC or in the past has been a TTOC in the same district.
2. This agreement only applies to TTOC experienced earned under Article C.4 since September 19, 2014 in that district.
3. This agreement only applies to a transfer within a district. This agreement is in no way applicable to a transfer of experience or recognition of experience between districts.
4. The transfer of experience credit can only be transferred one way; from that of TTOC experience earned under Article C.4 to that of the temporary/continuing previous local agreement increment provision, i.e., it cannot be transferred for any reason from that of temporary/continuing to that of a TTOC.
5. Transfers can only be made in whole months.
6. For the purpose of transfer, 17 FTE days of TTOC experience credit will equal/be converted to one month of experience credit.
7. Should the teacher choose the option to transfer, transfers must be for the entire amount of TTOC experience in their Article C.4 bank on the deadline date for notice, i.e., with the exception of any leftover days remaining (1 – 16 days) after the whole month conversion calculation is made, no partial transfer of TTOC experience are permitted. (See example below).
8. Once transferred, the previous local collective agreement increment provisions for temporary/continuing employees (including effective date of increment) will apply to the TTOC experience transferred.
9. Transfers can only occur and take effect twice a year (August 31 and December 31).

10. For a transfer to occur effective August 31st, written notice from the employee to transfer must be received by the district no later than June 30th of the proceeding school year (see attached form A). This transfer would only include the TTOC experience accrued up until June 30th of the preceding school year. Once written notice is received from the teacher to transfer the TTOC experience that decision is final and under no circumstances will the experience be transferred back to C.4.
11. For a transfer to occur effective December 31st, written notice from the employee to transfer must be received by the district no later than November 15th of the school year (see attached form B). This transfer would only include the TTOC experience accrued up until November 15th of the school year. Once written notice is received from the teacher to transfer the TTOC experience that decision is final and under no circumstances will the experience be transferred back to C.4. (See attached form B)
12. This agreement takes effect on the signatory date of LOU 16(c) signed below.

Example:

1. On June 1, 2015, Teacher A provides written notice to the district that they would like to transfer their Article C.4 TTOC experience that they will have accrued up until June 30, 2015 (in terms of closest equivalent month) to their temporary/continuing previous local agreement increment experience bank.
2. On June 30, 2015, Teacher A has 70 TTOC days of experience accrued under Article C.4.
3. On August 31, 2015, 4 months of experience would be transferred to their experience bank under the applicable previous local collective agreement increment language for continuing and/or temporary employees and 2 days of TTOC experience would remain in their TTOC bank under Article C.4. (70 divided by 17 = 4 whole months, with 2 days remaining)
4. Effective August 31, 2015, the previous local collective agreement increment language for temporary/continuing employees would then apply to the 4 months of experience that was transferred.

Original signed by:

Renzo Del Negro

Jim Iker

BCPSEA

BCTF

April 22, 2015

Date

**TEACHER NOTICE: LOU 11 – TTOC EXPERIENCE TRANSFER REQUEST
– FORM A**

Re: August 31st transfers for TTOC experience accrued up to and including June 30th

This constitutes my written notice under LOU No. 11 of the collective agreement that I,
_____ wish to transfer my eligible TTOC experience credits earned under Article C.4
(up to and including June 30, _____) to that of the applicable previous local collective agreement
increment language for continuing and/or temporary employees. Transfer of these experience credits shall
take place and be effective August 31, _____.

I understand that once I submit this application to the employer, this decision to transfer is final and
cannot be reversed.

Teacher Signature

Date signed

District Receipt Confirmed

Date of Receipt

Please Note: This written notice must be provided by the teacher and received by the district no later
than June 30th of the preceding school year for a transfer for TTOC experience credits
earned up to and including June 30th to take effect on August 31st of the following school
year.

**TEACHER NOTICE: LOU 11 – TTOC EXPERIENCE TRANSFER REQUEST
– FORM B**

Re: December 31st transfers for TTOC experience accrued up to and including November 15th

This constitutes my written notice under LOU No. 11 of the collective agreement that I,
_____ wish to transfer my eligible TTOC experience credits earned under Article C.4
(up to and including November 15, _____) to that of the applicable previous local collective
agreement increment language for continuing and/or temporary employees. Transfer of these experience
credits shall take place and be effective December 31, _____.

I understand that once I submit this application to the employer, this decision to transfer is final and
cannot be reversed.

Teacher Signature

Date signed

District Receipt Confirmed

Date of Receipt

Please Note: This written notice must be provided by the teacher and received by the district no later
than November 15th of the preceding school year for a transfer for TTOC experience
credits earned up to and including November 15th to take effect on December 31st of the
following school year.

LETTER OF UNDERSTANDING NO. 12

BETWEEN

BRITISH COLUMBIA PUBLIC SCHOOL EMPLOYERS' ASSOCIATION (BCPSEA)

AND THE

BRITISH COLUMBIA TEACHERS' FEDERATION (BCTF)

Re: Agreement Regarding Restoration of Class Size, Composition, Ratios and Ancillary Language

WHEREAS the Parties acknowledge that, as a result of the majority of the Supreme Court of Canada, adopting Justice Donald's conclusion that the *Education Improvement Act* was unconstitutional and of no force or effect, that the BCPSEA – BCTF collective agreement provisions that were deleted by the *Public Education Flexibility and Choice Act* in 2002 and again in 2012 by the *Education Improvement Act* are restored.

AND WHEREAS the Parties further acknowledge that the Supreme Court of Canada's decision triggered Letter of Understanding No. 17 to the 2013 – 2019 BCPSEA – BCTF Provincial collective agreement which required the Parties to re-open collective agreement negotiations regarding the collective agreement provisions that were restored by the Supreme Court of Canada.

AND WHEREAS the Parties further acknowledge that Letter of Understanding No.17 required an agreement “regarding implementation and/or changes to the restored language”.

AND WHEREAS this Memorandum of Agreement has been negotiated pursuant to the Letter of Understanding No. 17 fully and finally resolves all matters related to the implementation of the Supreme Court of Canada's Decision. As such, the Parties acknowledge that the re-opener process set out in Letter of Understanding No. 17 has been completed.

THEREFORE THE PARTIES AGREE THAT:

I. IMPLEMENTATION OF THIS LETTER OF UNDERSTANDING

Shared Commitment to Equitable Access to Learning

1. All students are entitled to equitable access to learning, achievement and the pursuit of excellence in all aspects of their education. The Parties are committed to providing all students with special needs with an inclusive learning environment which provides an opportunity for meaningful participation and the promotion of interaction with others. The implementation of this Letter of Understanding shall not result in any student being denied access to a school educational program, course, or inclusive learning environment unless the decision is based on an assessment of the student's individual needs and abilities.

Schedule "A" of All Restored Collective Agreement Provisions

2. The Parties have developed a Schedule of BCPSEA-BCTF collective agreement provisions that were deleted by the *Public Education Flexibility and Choice Act* in 2002 and again in 2012 by the *Education Improvement Act* ("the restored collective agreement provisions") that will be implemented pursuant to this Letter of Understanding. This Schedule is attached to this Letter of Understanding as Schedule "A".

Agreement to be Implemented

3. School staffing will be subject to the terms and this Letter of Understanding, comply with the restored collective agreement provisions that are set out in Schedule "A".

II. NON-ENROLLING TEACHER STAFFING RATIOS

4. All language pertaining to learning specialists shall be implemented as follows:
 - A. The minimum district ratios of learning specialists to students shall be as follows (except as provided for in paragraph 4(B) below):
 - i. Teacher librarians shall be provided on a minimum pro-rated basis of at least one teacher librarian to seven hundred and two (702) students;
 - ii. Counsellors shall be provided on a minimum pro-rated basis of at least one counsellor to six hundred and ninety-three (693) students;
 - iii. Learning assistance teachers shall be provided on a minimum pro-rated basis of at least one learning assistance teacher to five hundred and four (504) students;
 - iv. Special education resource teachers shall be provided on a minimum pro-rated basis of at least one special education resource teacher to three hundred and forty-two (342) students;
 - v. English as a second language teachers (ESL) shall be provided on a minimum pro-rated basis of at least one ESL teacher per seventy-four (74) students.

- B. For the purpose of posting and /or filling FTE, the Employer may combine the non-enrolling teacher categories set out in paragraph 4 (A) (iii) - (v) into a single category. The Employer will have been deemed to have fulfilled its obligations under paragraphs 4 (A) (iii) – (v) where the non-enrolling teacher FTE of this single category is equivalent to the sum of the teachers required from categories 4 (A) (iii)-(v).
- C. Where a local collective agreement provided for services, caseload limits, or ratios additional or superior to the ratios provided for in paragraph 4 (A) above – the services, caseload limits or ratios from the local collective agreement shall apply. (Provisions to be identified in Schedule “A” to this Letter of Understanding).
- D. The aforementioned employee staffing ratios shall be based on the funded FTE student enrolment numbers as reported by the Ministry of Education.
- E. Where a non-enrolling teacher position remains unfilled following the completion of the applicable local post and fill processes, the local parties will meet to discuss alternatives for utilizing the FTE in another way. Following these discussions the Superintendent will make a final decision regarding how the FTE will be deployed. This provision is time limited and will remain in effect until the renewal of the 2019 – 2022 BCPSEA – BCTF provincial collective agreement. Following the expiration of this provision, neither the language of this provision nor the practice that it establishes regarding alternatives for utilizing unfilled non-enrolling teacher positions will be referred to in any future arbitration or proceeding.

III. PROCESS AND ANCILLARY LANGUAGE

- 5. Where the local parties agree they prefer to follow a process that is different than what is set out in the applicable local collective agreement process and ancillary provisions, they may request that the Parties enter into discussions to amend those provisions. Upon agreement of the Parties, the amended provisions would replace the process and ancillary provisions for the respective School District and local union.
(Provisions to be identified in Schedule “A” to the Letter of Understanding).

IV. CLASS SIZE AND COMPOSITION

PART 1: CLASS SIZE PROVISIONS

- 6. The BCPSEA – BCTF collective agreement provisions regarding class size that were deleted by the *Public Education and Flexibility and Choice Act* in 2002 and again in 2012 by the *Education Improvement Act* will be implemented as set out below:

Class Size Provisions: K - 3

The size of primary classes shall be limited as follows:

- A. Kindergarten classes shall not exceed 20 students;
 - B. Grade 1 classes shall not exceed 22 students;
 - C. Grade 2 classes shall not exceed 22 students;
 - D. Grade 3 classes shall not exceed 22 students.
7. Where there is more than one primary grade in any class with primary students, the class size maximum for the lower grade shall apply.
8. Where there is a combined primary/intermediate class, an average of the maximum class size of the lowest involved primary grade and the maximum class size of the lowest involved intermediate grade will apply.

K-3 Superior Provisions to Apply

9. For primary and combined primary/intermediate classes where the restored collective agreement provisions provide for superior class size provisions beyond those listed in paragraphs 6 through 8 above, the superior provisions shall apply. [Provisions to be identified in Schedule “A” to this Letter of Understanding].

Class Size Language: 4-12

10. The BCPSEA-BCTF collective agreement provisions regarding Grade 4–12 class size that were deleted by the *Public Education and Flexibility and Choice Act* in 2002 and again in 2012 by the *Education Improvement Act* will be implemented.

PART II – CLASS COMPOSITION PROVISIONS

Implementation of Class Composition Language

11. The BCPSEA-BCTF collective agreement provisions regarding class composition that were deleted by the *Public Education and Flexibility and Choice Act* in 2002 and again in 2012 by the *Education Improvement Act* will be implemented. The Parties agree that the implementation of this language shall not result in a student being denied access to a school, educational program, course, or inclusive learning environment unless this decision is based on an assessment of the student’s individual needs and abilities.
12. The parties agree that the August 28, 2019 Jackson Arbitration on *Special Education Designations* is binding on the parties and that Arbitrator Jackson maintains jurisdiction on the implementation of the award.

PART III: CLASS SIZE AND COMPOSITION COMPLIANCE AND REMEDIES

Efforts to Achieve Compliance: Provincial Approach

13. The Parties agree that paragraphs 14-16 of this agreement establish a provincial approach regarding the efforts that must be made to comply with the class size and composition provisions set out in Schedule “A” to this agreement and the remedies that are available where non-compliance occurs. This provincial approach applies to all School Districts and replaces all restored collective agreement provisions related to compliance and remedies for class size and composition. For clarity, the restored collective agreement compliance and remedy provisions that are replaced by this provincial approach are identified in Schedule “A” to this Letter of Understanding. The Parties commit to reviewing this provincial approach in the 2022 round of negotiations.

Best Efforts to Be Made to Achieve Compliance

14. School Districts will make best efforts to achieve full compliance with the collective agreement provisions regarding class size and composition. Best efforts shall include:
 - A. Re-examining existing school boundaries;
 - B. Re-examining the utilization of existing space within a school or across schools that are proximate to one another;
 - C. Utilizing temporary classrooms;
 - D. Reorganizing the existing classes within the school to meet any class composition language, where doing so will not result in a reduction in a maximum class size by more than:
 - five students in grades K-3;
 - four students for secondary shop or lab classes where the local class size limits are below 30, and;
 - six students in all other grades.

These class size reductions shall not preclude a Superintendent from approving a smaller class.

Note: For the following School Districts, class sizes for K-1 split classes will not be reduced below 14 students:

- School District 10 (Arrow Lakes)
- School District 35 (Langley)

- School District 49 (Central Coast)
 - School District 67 (Okanagan-Skaha)
 - School District 74 (Gold Trail)
 - School District 82 (Coast Mountain)
 - School District 85 (Vancouver Island North)
- E. Renegotiating the terms of existing lease or rental contracts that restrict the School District's ability to fully comply with the restored collective agreement provisions regarding class size and composition;
- F. Completing the post-and-fill process for all vacant positions.

Non-Compliance

15. Notwithstanding paragraph 14, the Parties recognize that non-compliance with class size and composition language may occur. Possible reasons for non-compliance include, but are not limited to:
- compelling family issues;
 - sibling attendance at the same school;
 - the age of the affected student(s);
 - distance to be travelled and/or available transportation;
 - safety of the student(s);
 - the needs and abilities of individual student(s);
 - accessibility to special programs and services;
 - anticipated student attrition;
 - time of year;
 - physical space limitations;
 - teacher recruitment challenges.

Remedies for Non-Compliance

16. Where a School District has, as per paragraph 14 above, made best efforts to achieve full compliance with the restored collective agreement provisions regarding class size and composition, but has not been able to do so:
- A. For classes that start in September, the District will not be required to make further changes to the composition of classes or the organization of the school after September 30 of the applicable school year. It is recognized that existing "flex factor" language that is set out in the restored collective agreement provisions will continue to apply for the duration of the class.

For classes that start after September, the District will not be required to make further changes to the composition of classes or the organization of schools after 21 calendar days from the

start of the class. It is recognized that existing “flex factor” language that is set out in the restored collective agreement provisions will continue to apply for the duration of the class.

- B. Teachers of classes that do not comply with the restored class size and composition provisions will become eligible to receive a monthly remedy for non-compliance effective October 1st (or 22 calendar days from the start of the class) as follows:

$$(V) = (180 \text{ minutes}) \times (P) \times (S1 + S2)$$

V = the value of the additional compensation;

P = the percentage of a full-time instructional month that the teacher teaches the class;

S1 = the highest number of students enrolled in the class during the month for which the calculation is made minus the maximum class size for that class;

S2 = the number of students by which the class exceeds the class composition limits of the collective agreement during the month for which the calculation is made;

Note: If there is non-compliance for any portion of a calendar month the remedy will be provided for the entire month. It is recognized that adjustments to remedies may be triggered at any point during the school year if there is a change in S1 or S2.

- C. Once the value of the remedy has been calculated, the teacher will determine which of the following remedies will be awarded:
- i) Additional preparation time for the affected teacher;
 - ii) Additional non-enrolling staffing added to the school specifically to work with the affected teacher’s class;
 - iii) Additional enrolling staffing to co-teach with the affected teacher;
 - iv) Other remedies that the local parties agree would be appropriate.

In the event that it is not practicable to provide the affected teacher with any of these remedies during the school year, the local parties will meet to determine what alternative remedy the teacher will receive.

Dated this 26th day of March 2020.

Original signed by

British Columbia Public School Employers’
Association

Alan Chell

Alan Chell, BCPSEA Board Chair

British Columbia Teachers Federation

Teri Mooring

Teri Mooring, President

LETTER OF UNDERSTANDING NO. 13

BETWEEN

BRITISH COLUMBIA PUBLIC SCHOOL EMPLOYERS' ASSOCIATION (BCPSEA)

AND THE

BRITISH COLUMBIA TEACHERS' FEDERATION (BCTF)

Re: Section 53 – Joint Consultation and Adjustment Opportunities

1. The parties acknowledge that the collective bargaining process for the renewal of the current collective agreement fell short of achieving their goals and objectives for their respective members.
2. During the collective bargaining / mediation process it was felt that there needs to be an avenue to discuss and find resolution to workplace issues that will assist them in the next round of collective bargaining. Issues discussed during bargaining were bargaining structure, application of Best Efforts, Preparation Time and resolution of outstanding grievances where possible to assist them in the next round of Collective Bargaining.
3. The committees set out in points 4, 5 and 6 below shall enter into a Section 53 process within four (4) months, or another period as mutually agreed to by the parties, following the commencement of the 2020-2021 school year.
4. A tripartite committee consisting of representatives from BCPSEA, BCTF and government will meet to discuss bargaining structures during the Section 53 process.

If consensus cannot be reached, the mediator assigned to the Section 53 process may issue recommendations which may be accompanied by a summary report or covering letter which describes the intent of the recommendations.

The parties agree to take the mediator's recommendations to a vote of their respective members.

5. The parties agree in principle with the replacement of Best Efforts in *Letter of Understanding #12 – Agreement Regarding Restoration of Class Size, Composition, Ratios and Ancillary Language* with a district-based process.

Implementation shall be subject to an agreement through a bipartite process.

If consensus cannot be reached, the mediator assigned to the Section 53 process may issue recommendations which may be accompanied by a summary report or covering letter which describes the intent of the recommendations.

If the parties reach a voluntary agreement or recommendations are issued and accepted by both parties, and sufficient ongoing savings are generated, then the parties agree to a *Retention Initiative Dividend (RID)* of up to one percent (1%) which shall be applied to the top step of the salary grid.

The Retention Initiative Dividend (RID) shall be effective July 1, 2021.

6. The parties agree to discuss scheduling of secondary preparation time and provision of Adult Education Teacher preparation time in a bipartite process.

If consensus cannot be reached, the mediator assigned to the Section 53 process may issue recommendations which may be accompanied by a summary report or covering letter which describes the intent of the recommendations.

Dated this 26th day of March 2020.

Original signed by

British Columbia Public School Employers'
Association

British Columbia Teachers Federation

Alan Chell

Teri Mooring

Alan Chell, BCPSEA Board Chair

Teri Mooring, President

LETTER OF UNDERSTANDING NO. 14

BETWEEN

BRITISH COLUMBIA PUBLIC SCHOOL EMPLOYERS' ASSOCIATION (BCPSEA)

AND THE

BRITISH COLUMBIA TEACHERS' FEDERATION (BCTF)

Re: Cultural Leave for Aboriginal Employees

Employees in School Districts No. 61 (Greater Victoria), No. 64 (Gulf Islands), No. 85 (Vancouver Island North), No. 92 (Nisga'a), and No. 93 (Conseil Scolaire Francophone de la Colombie-Britannique) who have leaves in excess of those provided for in G. 11 *Cultural Leave of Aboriginal Employees* shall maintain those leaves.

For clarification, the new leave provisions of Article G.11 are not in addition to the current provisions contained in local collective agreements.

LETTER OF UNDERSTANDING NO. 15

BETWEEN

BRITISH COLUMBIA PUBLIC SCHOOL EMPLOYERS' ASSOCIATION (BCPSEA)

AND THE

BRITISH COLUMBIA TEACHERS' FEDERATION (BCTF)

Re: Maternity/Pregnancy Supplemental Employment Benefits

The parties commit to further discussions on the provision of Maternity/Pregnancy Supplemental employment Benefits.

Discussions will take place prior to June 30, 2020.

Any agreement reached will be in the form of a Mid Contract Modification.

If the parties cannot reach agreement on this issue, the grievance that has been held in abeyance will proceed to arbitration.

Dated this 26th day of March 2020.

Original signed by

British Columbia Public School Employers'
Association

British Columbia Teachers Federation

Alan Chell

Teri Mooring

Alan Chell, BCPSEA Board Chair

Teri Mooring, President

LETTER OF UNDERSTANDING NO. 16

BETWEEN

BRITISH COLUMBIA PUBLIC SCHOOL EMPLOYERS' ASSOCIATION (BCPSEA)

AND THE

BRITISH COLUMBIA TEACHERS' FEDERATION (BCTF)

Re: Early Career Mentorship

A one-time lump sum of Twelve Million Dollars (\$12,000,000) will be prorated between the sixty (60) school districts. The parties agree that BCTF shall determine how to allocate the Twelve Million Dollars (\$12,000,000) for early career teachers to engage in mentorship opportunities

LETTER OF UNDERSTANDING NO. 17

BETWEEN

BRITISH COLUMBIA PUBLIC SCHOOL EMPLOYERS' ASSOCIATION (BCPSEA)

AND THE

BRITISH COLUMBIA TEACHERS' FEDERATION (BCTF)

Re: Potential Grievance Resolution

The parties will meet within four (4) months of the date of ratification, or another date mutually agreed to by the parties, to address the potential resolution of selected outstanding grievances related to non-enrolling caseloads, best efforts and failures to fill resulting from the implementation of the restored language.

INDEX

A	
ABORIGINAL EMPLOYEES - EMPLOYMENT EQUITY.....	124
ACCESS TO INFORMATION.....	19
ADJUSTMENT FOR CHANGE IN PERCENTAGE OF ASSIGNMENT	39
ADJUSTMENT FOR PARTIAL MONTH WORKED.....	39
ADOPTION.....	96
AGREED UNDERSTANDING OF THE TERM TEACHER TEACHING ON CALL.....	121
ALLOWANCES	
CONSULTANTS	34
COORDINATORS.....	34
DISTRICT TEACHERS	33
FIRST AID.....	68
MILEAGE	29
POSITIONS OF SPECIAL RESPONSIBILITY	33
SALARY INDEMNITY PLAN.....	27
TEAM LEADERS.....	34
ALTERNATE SCHOOL CALENDAR.....	60
AMENDMENTS TO THE AGREEMENT.....	16
ANTI-RACISM	80
APPOINTMENT TO THE TEACHING STAFF OF THE DISTRICT	43
APPOINTMENTS	
PART-TIME	39, 40, 49, 50
ARTICLE G.1 PORTABILITY OF SICK LEAVE – SIMULTANEOUSLY HOLDING PART-TIME APPOINTMENTS IN TWO DIFFERENT DISTRICTS	128
ASSIGNMENT IN SCHOOL.....	77
ASSISTANTS, TEACHER, ROLE OF.....	16
ASSOCIATED PROFESSIONALS.....	38
AVAILABILITY OF TEACHERS ON CALL	63

B

B.C. COLLEGE OF TEACHERS FEES	20, 25
BCTF DUES DEDUCTION.....	9
BEGINNING TEACHER.....	65
BENEFITS.....	132, 134
DEATH BENEFITS	31
DENTAL	31
EMPLOYEE ASSISTANCE PLAN.....	32
EXTENDED HEALTH	30
GROUP LIFE INSURANCE	30
MEDICAL SERVICES	30
OPTIONAL TERM LIFE INSURANCE	31
BENEFITS.....	30
BEREAVEMENT LEAVE.....	86
BOARD PAYMENT OF SPEECH LANGUAGE PATHOLOGISTS’ AND SCHOOL PSYCHOLOGISTS’ PROFESSIONAL FEES	33
BREAK FOR TEACHERS OF KINDERGARTEN	65
BUDGET – SCHOOL BOARD	69
BULLETIN BOARDS	19

C

CATEGORY 5+	32
CLASS COMPOSITION AND INCLUSION	57
CLASS SIZE AND TEACHER WORKLOAD	56
COMMITTEE MEMBERSHIP	9
COMMITTEES	
EDUCATIONAL CHANGE.....	82
JOINT DISTRICT HEALTH AND SAFETY.....	67
LANGLEY TEACHERS’ PROFESSIONAL DEVELOPMENT	83
STAFF COMMITTEES	17
COMPASSIONATE CARE LEAVE.....	84
COMPASSIONATE LEAVE	96
CONSULTANTS.....	34
CONTRACT NEGOTIATIONS	20
COORDINATORS	34
COPY OF AGREEMENT.....	15
COURT APPEARANCES.....	97
CRITERIA, EVALUATION	100
CULTURAL LEAVE FOR ABORIGINAL EMPLOYEES	89
CULTURAL LEAVE FOR ABORIGINAL EMPLOYEES LOU ...	150

D

DAILY DEDUCTION RATE.....	38
DEDUCTION OF B.C. COLLEGE OF TEACHERS FEES	20
DEFINITIONS.....	6
DENTAL PLAN	31
DEPARTMENT HEAD	33
DESIGNATION OF PROVINCIAL AND LOCAL MATTERS ...	108
DISCIPLINE AND DISMISSAL FOR MISCONDUCT	53
DISCIPLINE AND DISMISSAL FOR MISCONDUCT (LOCAL LOU).....	102
DISCRETIONARY LEAVE, UNPAID	87
DISMISSAL BASED ON PERFORMANCE	52
DISPLACEMENT	45
DISTRICT TEACHERS.....	33
DUES DEDUCTION	
BCTF.....	9
LOCAL	9

E

EDUCATIONAL ASSESSMENT SPECIALISTS.....	34
EDUCATIONAL CHANGE	82
EDUCATIONAL LEAVE	92
EDUCATIONAL PSYCHOLOGISTS.....	34
EI REBATE	26
EMPLOYEE ASSISTANCE PROGRAM.....	80
EMPLOYMENT EQUITY – ABORIGINAL EMPLOYEES	124
EMPLOYMENT STANDARDS ACT LEAVES.....	85
EVALUATION	43
EVALUATION (OF TEACHING)	54
EVALUATION CRITERIA	100
EXCLUSIONS FROM THE BARGAINING UNIT.....	75
EXECUTIVE OFFICER LEAVE.....	20

EXPEDITED ARBITRATION	13
EXTRA-CURRICULAR ACTIVITIES.....	66

F

FALSELY ACCUSED EMPLOYEE	80
FAMILY ILLNESS.....	96
FILLING OF VACANCIES	76
FIRST AID.....	68

G

GRADUATION LEAVE.....	98
GRIEVANCE PROCEDURE.....	10
GROUP LIFE INSURANCE	30

H

HARASSMENT/SEXUAL HARASSMENT	70
HEALTH AND SAFETY.....	68
HEALTH AND SAFETY.....	68
HOME EDUCATION	65

I

INFORMATION, ACCESS TO.....	19
INSURANCE	29
INTERNAL MAIL.....	18
ITINERANT TEACHERS	64

J

JOB SHARING	49
JOINT DISTRICT HEALTH AND SAFETY COMMITTEE	67
JURY DUTY AND COURT APPEARANCES.....	97

L

LAYOFF, DISPLACEMENT AND SEVERANCE	45
LEAVE FOR PROVINCIAL CONTRACT NEGOTIATIONS.....	14
LEAVE FOR REGULATORY BUSINESS AS PER THE TEACHERS' ACT.....	15
LEAVE FOR UNION BUSINESS.....	88
LEAVES OF ABSENCE	
ADOPTION.....	96
ADOPTION.....	96
BEREAVEMENT.....	86
COMPASSIONATE.....	96
COMPASSIONATE CARE LEAVE	84
COMPETITION	98
COURT.....	97
CULTURAL LEAVE FOR ABORIGINAL EMPLOYEES.....	89
CULTURAL LEAVE FOR ABORIGINAL EMPLOYEES LOU	150
DISCRETIONARY LEAVE, UNPAID.....	87
EDUCATIONAL LEAVE.....	92
ELECTED OFFICE	98
EMPLOYMENT STANDARDS ACT LEAVES	85
EXAMINATIONS.....	98

EXECUTIVE OFFICER.....	20
FAMILY ILLNESS	96
FUNERALS	87
GRADUATION	98
GRADUATION	98
JURY DUTY.....	97
LONG TERM PERSONAL LEAVE	96
MARRIAGE	97
MATERNITY.....	93, 95
PARENTHOOD.....	95
PARTIAL MEDICAL LEAVE.....	91
PATERNITY.....	96
PERSONAL.....	97
PORTING OF SENIORITY – LAID OFF TEACHERS WHO ARE CURRENTLY ON THE RECALL LIST	130
PROFESSIONAL ORGANIZATIONS	21
PROVINCIAL CONTRACT NEGOTIATIONS.....	14
REGULATORY BUSINESS PER TEACHERS' ACT	15
SECONDMENT	90
SELF FUNDED LEAVE PLAN	97
SHORT TERM PARENTAL.....	94
SHORT TERM PARENTAL.....	94
SICK LEAVE.....	90
SICK LEAVE, PORTABILITY	84
TEACHERS RETURNING FROM PARENTING AND COMPASSIONATE LEAVES.....	89
TEMPORARY PRINCIPAL / VICE PRINCIPAL LEAVE	88
UNION	21
UNION BUSINESS.....	88
UNION PRESIDENT.....	20
UNPAID DISCRETIONARY LEAVE	87
WORKERS' COMPENSATION.....	90
LEAVES OF ABSENCE - NOTICE	90
LEGISLATIVE CHANGE	15
LETTERS OF PERMISSION.....	38
LETTERS OF UNDERSTANDING	
AGREED UNDERSTANDING OF THE TERM TEACHER TEACHING ON CALL	121
AGREEMENT REGARDING RESTORATION OF CLASS SIZE, COMPOSITION, RATIOS AND ANCILLARY LANGUAGE	141
APPENDIX A TO LOU NO. 9 (BENEFITS).....	134
ARTICLE C.2. – PORTING OF SENIORITY – SEPARATE SENIORITY LISTS.....	126
ARTICLE C.4 – TTOC EMPLOYMENT - FORM A TEACHER NOTICE TTOC EXPERIENCE TRANSFER REQUEST .	139, 140
ARTICLE C.4 TTOC EMPLOYMENT - TTOC EXPERIENCE CREDIT TRANSFER WITHIN A DISTRICT	137
CULTURAL LEAVE FOR ABORIGINAL EMPLOYEES	150
DESIGNATION OF PROVINCIAL AND LOCAL MATTERS	108
EARLY CAREER MENTORSHIP	152
EMPLOYMENT EQUITY – ABORIGINAL EMPLOYEES ..	124
MATERNITY/PREGNANCY SUPPLEMENTAL EMPLOYMENT BENEFITS	151
PORTING OF SENIORITY & ARTICLE G.1 PORTABILITY OF SICK LEAVE – SIMULTANEOUSLY HOLDING PART-TIME APPOINTMENTS IN TWO DIFFERENT DISTRICTS	128

POTENTIAL GRIEVANCE RESOLUTION	153
PROVINCIAL EXTENDED HEALTH BENEFIT PLAN	132
RECRUITMENT AND RETENTION FOR TEACHERS AT ELEMENTARY BEAVERDELL AND BIG WHITE ELEMENTARY SCHOOL.....	136
SECTION 27.4 EDUCATION SERVICES COLLECTIVE AGREEMENT ACT.....	123
SECTION 4 OF BILL 27 EDUCATION SERVICES COLLECTIVE AGREEMENT ACT.....	122
SECTION 53 – JOINT CONSULTATION AND ADJUSTMENT OPPORTUNITIES	148
TEACHER SUPPLY AND DEMAND INITIATIVES	125
LIFE INSURANCE.....	30
LOCAL AND BCTF DUES DEDUCTION.....	9
LOCAL LETTERS OF UNDERSTANDING DISCIPLINE AND DISMISSAL FOR MISCONDUCT.....	102
MIDDLE SCHOOL PROGRAM	105
REPORT CARDS.....	101
LOCK OUTS.....	19
LONG TERM PERSONAL LEAVE.....	96

M

MARRIAGE LEAVE	97
MATERNITY LEAVE	95
MATERNITY LEAVE	93
MEDICAL SERVICES PLAN	30
MEDICATION, ADMINISTRATION OF.....	69
MEMBERSHIP REQUIREMENT.....	8
MIDDLE SCHOOLS	105
MIDDLE SCHOOLS	59
MILEAGE	29

N

NEW POSITIONS.....	74
NO CONTRACTING OUT	16
NO DISCRIMINATION	79
NON-SEXIST ENVIRONMENT.....	70

O

OPTIONAL TERM LIFE INSURANCE PLAN	31
OPTIONAL TWELVE-MONTH PAY PLAN	28

P

PARENT/TEACHER CONFERENCES	63
PARENTHOOD LEAVE	95
PARENTHOOD LEAVE	95
PARTIAL MEDICAL LEAVE	91
PART-TIME APPOINTMENTS	62
PART-TIME APPOINTMENTS	49
PART-TIME TEACHERS.....	50
STAFF MEETING ATTENDANCE.....	66
PART-TIME TEACHERS.....	39
PATERNITY	96
PAY PERIODS.....	29
PENSION PLAN	32

PERFORMANCE, DISMISSAL BASED ON	52
PERSONAL LEAVE (LONG TERM).....	96
PERSONAL LEAVE (SHORT TERM)	97
PERSONAL PROFESSIONAL MATERIALS, EQUIPMENT OR TEACHING AIDS	28
PERSONAL PROPERTY LOSS.....	27
PERSONNEL FILES	78
PICKET LINE PROTECTION.....	19
PLACEMENT (ON SCALE)	35
PORTABILITY OF SICK LEAVE.....	84
PORTING OF SENIORITY – LAID OFF TEACHERS WHO ARE CURRENTLY ON THE RECALL LIST	130
PORTING OF SENIORITY – SEPARATE SENIORITY LISTS... ..	126
PORTING OF SENIORITY & ARTICLE G.1 PORTABILITY OF SICK LEAVE – SIMULTANEOUSLY HOLDING PART-TIME APPOINTMENTS IN TWO DIFFERENT DISTRICTS.....	128
POSITIONS OF SPECIAL RESPONSIBILITY.....	33
POSTING VACANT POSITIONS	75
PREAMBLE	6
PREPARATION TIME	62
PREPARATION TIME	59
PRIVATE VEHICLE DAMAGE	27
PROFESSIONAL AUTONOMY	82
PROFESSIONAL DEVELOPMENT.....	82
PROFESSIONAL DEVELOPMENT DAYS	82
PROFESSIONAL DEVELOPMENT FUND	82
PROVINCIAL LETTERS OF UNDERSTANDING SECTION 27.4 EDUCATION SERVICES COLLECTIVE AGREEMENT ACT	123

R

RECOGNITION OF THE UNION.....	8
REDUCTION IN SALARY.....	38
REGISTERED RETIREMENT SAVINGS PLAN	26
REGULAR WORK YEAR FOR TEACHERS.....	63
REIMBURSEMENT FOR MILEAGE AND INSURANCE	29
REIMBURSEMENT FOR PERSONAL PROPERTY LOSS.....	27
RESIGNATION	41
RIGHT TO REPRESENTATION	16, 53, 54, 55
RIGHT TO REPRESENTATION	17

S

SALARY PLACEMENT ON SCALE	35
SALARY	23
SALARY DETERMINATION FOR EMPLOYEES IN ADULT EDUCATION	26
SALARY INDEMNITY PLAN ALLOWANCE	27
SALARY PLACEMENT LETTER OF PERMISSION.....	38
SCHOOL ACT APPEALS	78
SCHOOL FACILITIES.....	18
SCHOOL STAFF REPRESENTATIVES	16
SECOND BANK ACCOUNT OPTION	29
SECONDMENT	90
SECONDMENT LEAVE	90
SECTION 27.4 EDUCATION SERVICES COLLECTIVE AGREEMENT ACT.....	123
SECTION 4 OF BILL 27	122

SELF-FUNDED LEAVE PLAN	97
SENIORITY	41
SENIORITY LIST	43
SEVERANCE	45
SEXUAL HARASSMENT	70
SHORT TERM PARENTAL LEAVE	94
SICK LEAVE	90
SICK LEAVE, PORTABILITY.....	84
SIGNATURES	99
STAFF MEETINGS	65
STAFF ORIENTATION.....	20
STRIKE/LOCK-OUT.....	19
STUDENT MEDICATION AND MEDICAL PROCEDURES	69
SUMMER SCHOOL.....	39
SUPERVISION	65
SUPPLEMENTAL EMPLOYMENT INSURANCE BENEFITS	94

T

TEACHER ASSISTANTS	16
TEACHER IN CHARGE	34
TEACHER INVOLVEMENT IN PLANNING NEW SCHOOLS	62
TEACHER SUPPLY AND DEMAND INITIATIVES.....	125
TEACHER-IN-CHARGE.....	34
TEACHER-IN-CHARGE.....	34
TEACHERS ON CALL	
AVAILABILITY.....	63
CONTINUOUS ASSIGNMENT	51
HIRING	51
LIST.....	50
TEACHERS RETURNING FROM PARENTING AND	
COMPASSIONATE LEAVES	89

TEAM LEADERS.....	34
TEMPORARY PRINCIPAL / VICE PRINCIPAL LEAVE	88
TERM CONTRACTS.....	48
TERM, CONTINUATION AND RENEGOTIATION.....	7
TRANSFER AND SURPLUS	44
TTOC EMPLOYMENT.....	43
EXPERIENCE CREDIT.....	43
TTOC PAY AND BENEFITS.....	25
TTOCS - CONDUCTING UNION BUSINESS NEGOTIATING	
TEAM.....	88
TTOCS CONDUCTING UNION BUSINESS	88
TWELVE-MONTH PAY PLAN.....	28

U

UNION ACCESS TO THE WORKSITE.....	18
UNION INVOLVEMENT IN BOARD BUDGET PROCESS.....	69
UNION PRESIDENT/EXECUTIVE OFFICER LEAVE	20
UNPAID DISCRETIONARY LEAVE	87
USE OF SCHOOL FACILITIES	18

V

VEHICLE DAMAGE	27
----------------------	----

W

WEEKLY INSTRUCTIONAL ASSIGNMENT	61
WORKERS' COMPENSATION.....	90