

President's Report



Dear colleagues,

We recently came to a verbal agreement with management on a grievance that we filed last spring with regards to part-time teachers' employment rights.

The grievance was with regards to how the district calculates FTE for part-time teachers. It had come to our attention that SD8 was calculating FTE in such a way that part-time teachers had a lower FTE, and thus less pay, than they would have in other school districts in BC for the same amount of work.

For a high-school teacher, our collective agreement requires that 12.5% of the contract must be prep. This usually works out as 7 blocks of teaching to one block of prep. The employer incorrectly was assigning 12.5% (or 1/8th) of the teaching blocks as prep for part-time teachers. This is a mathematical error

and yields a contract with only about 10.9% prep.

It is not difficult to determine whether you are receiving the correct amount of prep. If you are a high-school teacher, calculate the FTE of your teaching by dividing the number of teaching blocks by 8 and then calculate the required prep by adding in one seventh of that.

For example, if a teacher had been scheduled to teach 6 out of 8 (equal blocks) at LVR, they would be teaching .75 of an FTE. Their prep should be 1/7th of that or .107 FTE so the correct contract would be for .857 FTE. With the incorrect math the employer had been using, the teacher would only have been assigned a contract of .844 FTE.

Although this may only seem like a small amount on an individual paycheck, over the course of a teacher's career, if

they were only teaching part-time, this could amount to thousands of dollars in lost wages and lost pensionable service credit resulting in less pay at retirement.

The district has agreed to correct this on a go-forward basis from September on. This means that part-time teachers should see a small sum of retro-pay on their next paycheck and then a small bump in their salary after that.

We chose to accept this resolution on a go forward bases rather than taking this to arbitration. Our reasoning is that with the backlog, it presently takes up to seven years for grievances to reach arbitrator and arbitrators are unlikely to agree to a monetary award for prior financial years. We felt that it was important for our members to benefit immediately from the correction to this calculation.

~Carla Wilson

Key Dates

Date Time	Event
Nov 6	School Pro-D
Nov 9	NDTA Meeting
Nov 10	Board Meeting
Nov 11	Remembrance Day
Nov 26	JSAC meeting

BCTF Meeting with PHO

The BCTF full-time table of officers, along with reps from BCPVPA, CUPE and the Ministry of Education, met with Dr. Henry, Dr. Corneil, and Dr. Gustafson from the office of the Provincial Health Officer on October 22. It was a good preliminary meeting, but clear that more meetings are necessary to address all the BCTF concerns.

Dr. Henry began the meeting by reiterating the importance of school, particularly for vulnerable students and that it was important to restart schools. She also recognized that there are risks, no spaces are risk-free, but research shows that children are not amplifiers of COVID-19 as they are for other infectious diseases.

To date, there have been 213 school exposure events, 8 transmission events (5 from Ecole de L'Anse-au Sable in Kelowna), and 1 outbreak. Of the 213 exposures, 205 were from the community, not schools. Given this data, BC schools are viewed as low risk.

Dr Gustafson also shared that the contact tracing process is very cautious, and most of the close contacts who are being identified are likely not actually close contacts, the risk of some of these individuals getting the virus is low.

The BCTF shared concerns regarding communication, and

that more transparency is necessary when exposure events, clusters, or outbreaks are identified. It was stressed that this is a difficult time for members, students and families and that more information helps to build trust and confidence. When information is not shared, people fill in the gaps on their own, information gets shared online and this can lead to rumours and false assumptions.

The BCTF also asked for reasons why teachers are not a part of the contact tracing process and not even informed when there is a verified case of COVID-19 in their class. In response, the doctors stated the information shared is dependent on the particular situation, that it's often the adult who is the one diagnosed, there are privacy concerns, and they are trying to have a consistent approach across the province. Dr Gustafson shared that the protocols themselves don't reflect the depth of thought put into them by the PHO and teachers are informed if they are at risk or if they have additional information. The BCTF outlined the difficulties members face because of the lack of information and exclusion from the process. They also shared the important role teachers can play in providing additional information regarding the students' close contacts, in helping students navigate the stress of being diagnosed, that families cannot always provide this support. Teachers are acc-

ustomed to dealing with confidential information and can keep it confidential. The BCTF also discussed the lag time around the contact tracing process and Dr Corneil indicated that they try to complete the process in 24 hours but sometimes it can take more time to "unpack" situations.

Both the BCTF and the BCPVPA underlined the importance of sharing as much information regarding school exposure events as possible without identifying individuals. That sharing more information through official channels would reassure both school staffs and the public.

They also discussed 811, the reduction in the health check, and when and to whom it applies. Dr Henry shared that the PHO did not do a good job of communicating the reduction of the health check and she committed to doing better. They had also heard the concern around teachers being treated differently when they phone 811. The doctors stated this was not intentional, had been investigated, and that there were some mistakes that are being rectified. They clarified that the longer list is the one that applies to adults, the shorter list is only for children and youth and the health check for when to stay home and return to work is different from the list for getting the COVID test. Dr Henry is committed to better communication and there will be more

Conversion to Continuing Meetings

Our first conversion to continuing meeting with the district was postponed. For those who are new to this, continuing contracts give you employment security rights that you do not have as a term teacher or TTOC.

The Collective Agreement sets out the rules for conversion. The language is as follows:

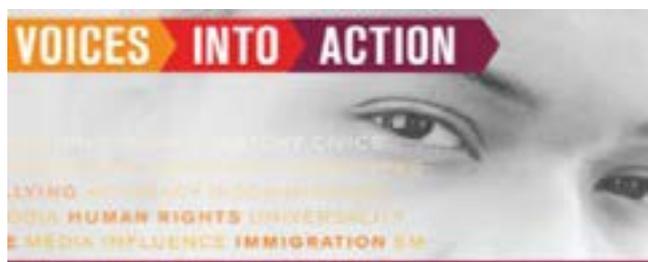
Term teachers who are reappointed to the teaching staff of the District, who have previously completed ten FTE months of service in the preceding three school years shall be granted a continuing contract.

The above notwithstanding, teachers on a term appointment under subsection C.20.1.a.i, who are replacing continuing contract teachers on a leave of absence for longer than ten consecutive FTE months, shall not be appointed to a continuing contract until the leave comes to an end and the (term) teacher has subsequently been reappointed to the teaching staff of the District with the next school year.

If you think that you qualify to convert to continuing, please contact the NDTA office. It would also be helpful if you list the term contracts you have held.

Voices Into Action

[Voices into Action](#) provides free online resources to teach about human rights while meeting learning outcomes. Check it out.



French Education Local Chair

Bonjour les collègues!

My name is Wanda Machado and I teach Late French Immersion 6 at Trafalgar. I would like to introduce myself as your representative for teachers of French Immersion and Core French. This is a relatively new position on the executive, and so I felt it would be a good idea to let people know about what it is all about. Of course, I am learning about it too!

If you teach French, you will know that there are certain issues that come up again and again for French teachers that are not experienced in the same way as teachers in other areas such as:

- lack of resources
- poor opportunities for networking resulting in isolation
- lack of transparency in the allocation of targeted federal funds for French
- inequity of support services and having services available in the language of instruction
- retention and recruitment of teachers

In response to these ongoing issues, the position of FELC was born.

As your FELC, my role is to advocate for you based on those needs. At the moment, I am working on a resolution for possible consideration for the BCTF AGM. I can help you find out about professional development opportunities, resources and ways to connect with colleagues. I will pass along information to you from our province-wide meetings and bring our concerns forward there. Please contact me with questions or issues at my personal email wandajcam@gmail.com

ALSO it would be amazing to have a French Teacher representative at each school. This would make it possible for me to pass along information more efficiently as I don't have a list of who teaches French. If we are able to create this network, it will help everyone share and connect. Please consider being the rep for your school and contact me. Merci!!



ShareEd BC

The history behind ShareEd BC is that the former government received a grant from Telus. The original idea was to create something called Wonder Labs with the funding. It was a rather nebulous concept that was never well defined, nor did it include BCTF involvement. The original idea never got far off the ground. The former government eventually decided to abandon the Wonder Labs concept and create a resource sharing site instead. The idea is similar to the BCTF TeachBC site.

There are some concerns around the ShareEd site such as: the data collected when teachers go to the site and create a profile, what happens to that to that data; and the connection to Telus and the actual nature of the agreement that the government struck with the company. No adequate responses have been provided from the government to date.

The BCTF TeachBC site is available to all teachers. ShareEd BC works district by district. The following is from their website: *ShareEd BC will "onboard" school districts in a phased approach beginning with selected school districts and educational organizations. We will then expand its membership to include additional school districts, community-based, smaller organizations and learning groups.*

We recommend TeachBC over the ShareEd BC site.

Contract Melding

Our new contract was ratified last spring and we have now started the process of contract melding. This is where we meld our newly bargained language into our previous contract. This time, we will also be re-inserting language that was illegally removed when the previous Liberal government stripped our contract. This is the language that we regained in our Supreme Court Case win.

We recently received our first draft of the melded contract. Karen Walgren (our bargaining chair) and Carla Wilson spent two days reading the contract from start to finish and cross-referencing it with our previous contract and our newly negotiated language.

Our first draft edits have now been resent to the employer and the BCTF for further processing. This is important work to ensure that we do not sign off on a document with any errors that could potentially change the intent of any of our language.

Once we have the final version, it will be uploaded to both the NDTA website and the school district website. Copies will also be sent to each school. We will let everyone know once this is complete so that you all have access to our new contract.

SIP Factor 88 Withdrawals

Members who have reached age 64, have 34 yrs contributory service, have reached the later of Factor 88 (age plus contributory service) or age 60, or are in receipt of a retirement pension through the pension Corporation (BC), should now send their Withdrawal Forms to withdraw from the long-term part of the Salary Indemnity Plan. Enrollment in the short-term section of the plan remains intact. The withdrawal form can be found on the BCTF website (www.bctf.ca) under "Salary & Benefits": follow the "Salary Indemnity Plan" links to "Withdrawal Form."

