

KAMLOOPS THOMPSON TEACHERS' ASSOCIATION

A LOCAL OF THE BRITISH COLUMBIA TEACHERS' FEDERATION

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MEMO TO: KTTA Executive Committee, KTTA Membership
FROM: Amanda Jensen – President
Laurel Macpherson - 1st Vice President
Darcy Martin - 2nd Vice President

DATE: December 4th, 2017
February 14th, 2018 (**AMENDED**)

SUBJECT: Recommendations of Resolutions for the 2018 BCTF Annual General Meeting

RESOLUTION 150 (pp.30)
MACPHERSON/BALOGH

KTTA Resolution 1
Balogh/Jensen

That the BCTF bring forward to the BC Federation of Labour and the Ministry of Education our concern regarding the significant shortage of trained labour arbitrators in British Columbia

Supporting Statement:

The shortage of trained labour arbitrators in British Columbia is one that we believe is beginning to hit a critical level. The nature of the relationship between employers and labour unions is one that has, for quite some time, been unrepairable through more informal means. Many grievances in our own organization have been referred to arbitration and the wait time for these matters to be heard continues to grow. The effect is that many issues become much worse while they are waiting for an arbitrator to hear them.

RESOLUTION 116 (pp.14)
JENSEN/BALOGH

KTTA Resolution 2
Jensen/Manson

That for the next round of bargaining, the BCTF make a priority a change to the non-enrolling staff funding model to be more in line with school needs

Supporting Statement:

Members continue to state that growing class sizes and lack of support for students are the greatest workload issues that need to be addressed through the negotiations process. Prioritizing this key issue will not prevent negotiators from doing what they need to do in order to reach an agreement but must be the driving force in negotiations. While there are many other issues that the Bargaining Conference will identify as priorities in bargaining, the sovereign body of the BCTF needs to send a clear message that primary consideration be given to addressing the deteriorating student learning conditions.

**RESOLUTION 117 (pp.14)
BALOGH/WHELEN**

**KTTA Resolution 3
Balogh/Allen**

That for the next round of bargaining, the BCTF make increasing wages a priority

Supporting Statement:

In the last round of provincial bargaining, one of the priorities that was raised was wages and particularly, working to make the gap between COLA (Cost of Living) and current wages less wide. A great majority of labour unions who bargained in 2014 were encouraged to bargain in a “pattern”. The BCTF was no different. Ultimately, due to the climate of bargaining in 2014, the bargaining committee was able to secure some gains with regards to wages, but more could be built upon. As well, we believe that because ours is a minority NDP/Green government right now, we may have a more peaceful round of bargaining in 2019, and may be able to make further wage gains for our membership.

**RESOLUTION 118 (pp.14)
JENSEN/C.LAU**

**KTTA Resolution 4
Manson/Allen**

That for the next round of bargaining, the BCTF make benefits (extended health and dental) a priority

Supporting Statement:

In the last round of provincial bargaining, one of the priorities that was raised was benefits. Ultimately, due to the climate of bargaining in 2014, the bargaining committee was able to secure some gains with regards to benefits, but more could be built upon. Particularly, the high cost of prescription and different kind of therapies. As well, we believe that because ours is a minority NDP/Green government right now, we may have a more peaceful round of bargaining in 2019, and may be able to make further benefits gains for our membership.

**RESOLUTION 119 (pp.14)
BALOGH/MACPHERSON**

**KTTA Resolution 5
Balogh/Macpherson**

That for the next round of bargaining, the BCTF explore the feasibility of a year-long prep for all BCTF members

Supporting Statement:

For years now, the jobs of teachers continue to increase. Our elementary colleagues have the benefit of a year-long prep, which means that they are able to prepare their course materials/lessons, complete assessment and make adjustments to their courses on a more routine basis through the school year. For most secondary school teachers, their prep occurs in one semester, which means for a half of the year, they are provided with no time in the regular work day to complete these duties. For many teachers, not having a year long prep paired with the increasing demands placed on teachers means that more and more teachers are applying for reductions in FTE or taking partial (or full medical

leaves).

**RESOLUTION 156 (pp.32)
JENSEN/MACPHERSON**

**KTTA Resolution 6 (amended)
Jensen/Macpherson**

That the BCTF make the handling of local grievances with regards to contract implementation or class size/composition violations in Field Service Division a priority

Supporting Statement:

With a restoration of our class size and composition language to our Collective Agreements came an exorbitant amount of work implementing it. Of the 55 locals the BCTF has, less than 7 of them have fully implemented class size and composition language with little to no areas of disagreement. Many locals have their disputes scheduled before an arbitrator, which should all be heard within the next 18 months. What should have been a joyous time for public school teachers in BC has been more of a nightmare. The consistent support of the BCTF Field Service division to address these matters as a priority would ensure that the most urgent matters that affect the most members are handled in an emergent manner.

**RESOLUTION 133 (pp.19)
DALGLEISH/TORRES**

**KTTA Resolution 7 (amended)
Commandeur/Manson**

That the BCTF continue to address the lack of support and funding, and demand a reworking of the funding formula for students with special needs with the Ministry of Education

Supporting Statement:

Many students who carry of Ministry of Education special needs designation do not receive the support they need to be successful. Most often, the support these students generate to their schools are shared with other students who do not carry a designation or carry a designation but do not receive funding but have needs as well. While we acknowledge that the BCTF has been working cooperatively with the Ministry of Education to address this concern, the climate the Ministry of Education has changed somewhat this year, which may mean that our efforts could be better received. As well, the definition of a special needs student prohibits students from meeting the requirements for becoming special needs.

**RESOLUTION 120 (pp.15)
WHELEN/MCCREA**

**KTTA Resolution 8 (amended)
Manson/Jensen**

That the BCTF work with its locals in a timely manner to identify and act on all instances where school districts are not using responsible recruitment/retention strategies, and identify and act on instances where irresponsible and/or discriminatory recruitment strategies are contributing to the teacher shortage

Supporting Statement:

The issue of recruitment and retention remains a very serious one, especially with a Supreme court win. Many school districts do not have enough relief staff to cover either jobs still unfilled from the summer, or new jobs created after September, nevermind coverage for teachers on sick leave, leave of absence, or any other leaves. Maybe most concerning is how the shortages are affecting BCTF locals from conducting their business; when activists cannot be released to attend training (even if training is changed to weekends, and/or offered more than once), or when release cannot be facilitated for other union leaves, the work of the Association in essence is undermined.

A few Associations are handling other issues around recruitment such as not hiring on a consistent basis, interviewing often but not hiring or using an online proficiency test in place of a first interview to better mainstream the hiring process.

**RESOLUTION 165 (pp.32)
KOMLJENOVIC/SCHILL**

**KTTA Resolution 9
Manson/Commandeur**

That the BCTF investigate the effects of the Teacher Pension Plan changes on its members and report back to the BCTF Fall RA

Supporting Statement:

The changes to the Teacher Pension Plan means that many teachers are going to end up teaching for a longer period than what they had originally intended. While the proposed changes were to, in part, reflect the trend of the membership in the plan, many teachers around the province are not seeing themselves reflected in the plan. Further, given the increased demands on teachers in BC, many teachers cannot afford to wait the additional few years until they can retire. The concern is that we will see an increased use of both the BCTF Salary Indemnity Plan and Long Term Disability.

**RESOLUTION 121 (pp.15)
DALGLEISH/BALOGH**

**KTTA Resolution 10 (amended)
Commandeur/Sirianni**

That the BCTF demand of the Employer that any BCTF member having to belong to other professional organizations as a requirement of their position be compensated by their employer for the professional membership fees levied by those organizations

Supporting Statement:

The majority of our membership do not have a requirement to belong to another professional organization other than the BCTF as a requirement of their employment. Yet, for a small portion of our colleagues, should they not be able to keep their memberships active in a few specified organizations, they are not able to continue to do their job.

Speech Language Pathologists for example are required to belong to a number of organizations, totalling \$900 or more in dues. The same is said for some of our other District teachers performing very specialized work. For these teachers, the cost to belong to these organizations continues to rise every single year.

Many years ago, allowances for positions of special responsibility were done. The allowances for our colleagues in these positions do not compensate them for these fees and there has not been negotiations for a number of years. Further, the ability to locally negotiate this compensation is not possible any longer.

**RESOLUTION 122 (pp.15)
HENDRY/M.LAU**

**KTTA Resolution 11
Bonderud/Eves**

That the BCTF make the implementation of a common provincial calendar a priority for the next round of bargaining

Supporting Statement:

Many locals have an established calendar which includes common provincial professional development days, breaks for holidays, as well as an assigned 2 week spring break. Some teachers work in more than 1 school district, which does not make it very easy to plan when you are working on 2 different calendars. If professional development days were common, it would make travelling to other areas of the province to attend professional development workshops easier and perhaps more cost effective.

**RESOLUTION 145 (pp.28)
GRIFFITHS/MCCREA**

**KTTA Resolution 12 (amended)
Bonderud/McCrae**

That the BCTF develop a provincial plan for addressing violence in schools, including adequate training of members with regards to school safety plans, refusing unsafe work, and reporting violent incidents to Worksafe, and that this plan be implemented no later than September 2018

Supporting Statement:

An increasing amount of our colleagues find themselves in situations where they are subjected to violence. Many are forced to file Worksafe claims or take medical leaves to address this, which is not fair.

As the violence continues, many students are also put into very unsafe situations, which has a direct correlation to the mental and physical wellbeing of our students. Students who have trauma are not receiving the services that they need, which affects all students. As well, teachers are being encouraged to follow the District processes, instead of filing Worksafe 6A forms. A provincial plan to address this very serious issue is important so that there is a common strategy outside of what we are already doing (filing Worksafe claims and raising this issue at our joint labour management meetings).

**RESOLUTION 139 (pp.24)
WILSON/SCOTT**

**KTTA Recommendation 13 (amended)
Wilson/Hummel**

That the BCTF investigate the degree to which the new Social Justice 12 curriculum accords with the original Social Justice 12 IRP. This investigation should invite the collaboration of Murray Corren, whose complaint before the BC Human Rights Tribunal

resulted in the creation of the course.

Supporting Statement:

The Social Justice 12 course is an anomaly in the BC curriculum: it was developed as the result the Corren Agreement (2006), the resolution of a human rights case against the BC Ministry of Education for systemic discrimination. One of the mandates of the agreement was the creation of the Social Justice course. Because the course developed as the result of a human rights agreement rather than through conventional processes with the Ministry of Education, it had the advantage of having a measure of independence from the ideological influence of the provincial government. The Agreement specifies, in fact, that "the respondent will consult with the complainants," that is, Murray Corren and the late Peter Corren, prior to the public release of the draft of the IRP, and that the complainants could insist upon revisions. The IRP call on teachers of the course to address issues such as heterosexism, sexism, gender discrimination, and the systemic origin of poverty, among others. Students are required to use 'theory and praxis,' or an 'identify-analyze-confront' process, to impact their worlds. The course has successfully endured numerous challenges from school boards due to the political and social content of the IRP. Out of respect for the battles that have been fought and won for this course, it is crucial that the political and social objectives of the new curriculum accord with the original course.

**RESOLUTION 140 (pp.24)
MARICAN/KOMLJENOVIC**

**KTTA Recommendation 14:
Bonderud/Komljenovic**

That the BCTF demand the Ministry of Education ensure that an administrator always be available in their school(s)/worksite(s) during school hours and that any meetings held outside their school/worksite occur outside the regular school day

Supporting Statement:

It is important for administration assigned to schools be present during the work day to address emergent health and safety issues for members who are often not able to respond to emergencies or concerns while teaching.

With continuing concerns from members around abusive behaviour from community members or parents coming into the school, it is appropriate to have individuals available to deal with these situations to ensure teachers and students are not at risk.

**RESOLUTION 166 (pp.34)
MARTIN/MACPHERSON**

**KTTA Recommendation 15:
Martin/Macpherson**

That the BCTF continue to demand that any government implementation of the terms of Bill 11 (2015) does not interfere with members' professional autonomy.

Supporting Statement:

The BC Liberal government introduced Bill 11 in 2015 which contained provisions around requiring

teachers to engage in ongoing professional learning through continued education activities in “specified categories on continuing education.” These professional learning activities would be governed by the Minister of Education overriding existing rights of teachers to determine professional learning that member's feel best serves their needs.

All research indicates that professional learning has to be relevant and that that the learner has to be at the centre. The BCTF has taken a position supporting teacher professional autonomy regarding this matter and must continue to do so.