

Saanich Teachers' Association



Professional Development Handbook

2016-2017

For School Pro-D Reps

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PROFESSIONAL DEVELOPMENT HANDBOOK 2016-2017

PURPOSE OF HANDBOOK

This handbook is intended to provide information and guidance for members of the Professional Development Committee, school-based Professional Development Representatives and District teachers.

Throughout the year, a multitude of questions arise concerning workshops, funding, procedures and guidelines and hopefully some of these can be answered by a quick referral to this handbook.

Items in this handbook are not regarded as policy but as guidelines and suggestions. Suggestions for additions, deletions and amendments are welcome and appreciated.

MISSION OF BCTF: PROFESSIONAL DEVELOPMENT

Educational Leadership

The essential basis of educational leadership is vision. The federation's vision is summed up in the following statement:

9.A.01 - (a) The broad aim of the public school system should be to foster the growth and development of every individual, to the end that he/she will become and be self-reliant, self-disciplined, participating member with a sense of social responsibility within democratic society.

Effective professional development integrates the following dimensions:

- A vision for students, teachers and society;
- An assessment of the current situation in which students live and grow;
- An understanding of relevant research findings and educational theories to guide both teaching practices and educational change;
- Goals, objectives and activities within a long-term professional development program.

In accordance with policy 9.A.01 (a), it is through knowledge, skills and example of teachers that schools foster the growth of students into autonomous, socially responsible citizen. Specifically, teachers help to educate their students in the following ways:

- Through philosophical understanding of the aims, goals and values of education for a society that is just, democratic and peaceful and that supports its citizens in their pursuit of happiness and fulfilment;
- Through knowledge about teaching practice based on research and experience;
- Through understanding current affairs and social developments such as technological changes, cultural changes, and the arms race, which affect the context in which teaching and learning occur;
- By applying skills and understanding developed through formal and informal training, through feedback and coaching for colleagues, and through practice in the classroom;
- Through serving as role models of a caring and understanding, resourceful, responsible, self-directing adult who is committed to learning and personal growth and who exhibits honesty, openness, and integrity;
- By planning and organizing learning experiences appropriate for their students.
- By participating within the teaching profession in developing new knowledge concerning teaching and learning, in sharing information, materials, and knowledge with colleagues, and in supporting the development and enforcement of professional standards;
- By participating as educational leaders within the community, e.g., serving as an advocate for education, helping the community to understand the connections between

the conditions for teaching and learning and the quality of education, and to appreciate the types of changes required in the schools.

A major goal of the BCTF is to work co-operatively with other groups and agencies to transform the public schools to make them more relevant and elective in preparing students for their futures.

PROFESSIONAL DEVELOPMENT - A PHILOSOPHICAL DEFINITION

Professional Development:

- increases awareness of good professional practice;
- brings about changes in professional practice which best reflect the needs of the times;
- enriches the lives of the professionals in practice.

For whom is the service intended?

- individual professionals;
- self-selecting groups of interdependent professionals;
- identifiable groups of professionals undertaking change.

Why is the service desirable?

- to update the practice of teaching in a growth oriented profession;
- to augment the practice of professionals anxious to accommodate change;
- to highlight specific skills common to exemplary practice under model professional circumstances.

Who initiates the service?

- the individual educator: a teacher chooses the appropriate conference on topic for professional development.
- groups of educators bound by common need: a PSA, or like-subject group, organizes necessary professional development.
- colleagues responsible for monitoring and promoting professional practice: principal or school board staff member promotes professional development.

How is the service delivered?

- through school and district workshops and seminars;
- through the selection of appropriate out-of-district in-service;
- by encouraging an atmosphere of collegial support and exchange;
- through teachers' active participation in contractual guaranteed Professional Development Days.

Professional development is the dialogue of ideas when engaged in professional exchange. The outcome may be:

- growth of confidence;
- change of practice;
- a refining of professional development.

PROFESSIONAL DEVELOPMENT - A PRACTICAL DEFINITION

Professional Development for teachers can be defined as any activity or set of activities, driven by teachers, which enhances their own professional interests and skills related to work they may do with students. It increases awareness of good professional practice and brings about changes in professional practice which best reflect the needs of the times.

DECLARATION OF CONTINUING EDUCATION PRINCIPLES

The following declaration is a statement of policy representing collective professional opinion of members of the BCTF. It is based on values and principles that reflect a democratic perspective on public education and is intended to provide a provincial standard of continuing education principles.

1. It is the responsibility of the individual teacher to make a continuing effort to develop professionally.
2. Participation by teachers in professional development is a voluntary activity.
3. An effective needs assessment process should be the starting point of professional development. Planners of professional development should work as colleagues with the users in identification of needs, the planning of the training, and the continuing tailoring of the activities to fit the teachers' needs.
4. Professional development activities should include the growth of competence, collegiality, influence, social and personal development, and health.
5. Effective professional development requires a commitment of adequate resources, time and organizational support.
6. The individual teacher should be given the opportunity and the time to pursue his/her professional development activities.
7. The organization and delivery of professional development programs are most effectively achieved at the school staff level or with other intact groups.
8. Effective professional development activities incorporate presentation and discussion, demonstration and modelling, and practice with feedback.
9. Collegial support, on-site coaching and ongoing support should be available to the individual teacher to allow for adequate internalization.
10. The idea of teachers teaching teachers should be promoted in the provision of professional development programs.
11. Professional development programs should incorporate a wide repertoire of teaching approaches, and no one professional development program should be viewed as a universal panacea for the improvement of instruction.

DEFINITIONS

The definition of Professional Development generates much debate with its close relationship with in-service and curriculum development. But the following are some guidelines:

1. Contingency Fund: The portion of the Professional Development Fund assigned to conduct the business of managing the fund each year.
2. Curriculum Development and Implementation: Activities which are mandated or driven by the Ministry, District or Senior Administration.
3. District Joint Staff Development Committee: This committee is comprised of two representatives each from District Staff, STA (one member being Professional Development Chair), SAA and CUPE. The committee will meet a minimum of twice a year to discuss partnership planning for staff development.

4. Professional Development: Activities, driven by teachers, which enhance their own personal and professional interests and skills related to work they may do with students. It increases awareness of good professional practice and brings about changes in professional practice which best reflect the needs of the times.
5. Professional Development Representative: The teacher who is elected at each school to conduct the school's Professional Development business for the year.
6. (Joint) Professional Development Committee, Section F Article 6 (also known as the "Contract" Committee): In accordance to collective agreement this committee is comprised of the Professional Development Chairperson, three teachers (F.6.1) representing elementary, middle and secondary school levels, a Teacher on Call representative, a Board representative (trustee), and a School Board Office Administration representative (executive). The committee shall be chaired by the association's professional development chairperson.
7. Professional Development Chairperson(s): The STA member who has been elected by the STA membership to chair the Professional Development Committee.
8. Professional Development Council: All the Professional Development Representatives, the Professional Development Chairperson and the members of the Professional Development Committee comprise the Professional Development Council.
9. Professional Development Fund: Total funds available for Professional Development activities generated by contributions from the Board and the STA.
10. Priority Fund: The portion of the Professional Development Fund annually determined by the Professional Development Committee and assigned to special projects and programs.
11. Saanich Professional Growth Team: The group of partners from within the Saanich learning community who have taken the responsibility for planning the direction of professional growth for the educators within the district.
12. School Professional Development Fund: The portion of the Professional Development Fund assigned to each school.
13. STA Professional Development Working Committee: This committee is comprised of the Professional Development Chairperson(s), three teachers (F.1.4) representing elementary, middle, and secondary school levels, a Teacher on Call representative, a District STA staff representative and any other STA member deemed needed at that time.

ROLES AND FUNCTIONS

A. Chairperson(s)

1. Call start-up meeting and set meeting schedules for the year (working committee and joint committee).
2. Work with the Professional Development Committee to organize the training workshop for Professional Development representatives from the schools.
3. Recruit members for the Professional Development Committee.
4. Prepare annual budget and financial summary.
5. Report and circulate information to the Professional Development Representatives.
6. Facilitate a variety of professional development and staff development activities based on the needs and requests of the teachers.

7. Report activities and financial information to the STA executive.
8. Process Professional Development reimbursement forms.
9. Issue cheques to teachers for individual reimbursement and manage the Professional Development bank account.
10. Record minutes and distribute to STA executive and Professional Development Reps.
11. Manage the Priority Fund and Contingency Fund (under the direction of the STA President).
12. Act as liaison with Professional Development Contacts in other districts.
13. Member of Teacher Interaction Committee for Educators as Researchers.
14. Act as liaison with teachers, district staff, school administration, and district executive with respect to professional growth activities.
15. Call for applications for funding from the Priority Fund for the following school year. (March)
16. Advocate for professional growth policies and for school professional development representatives.
17. Co-Chair the District Professional Growth Council.
18. Support school-based Professional Development representatives.

B. (Joint) Professional Development Committee

1. Meet prior to November 1 to review the current year's Professional Development funding using the figures provided by the District Secretary Treasurer which are based on the FTE figures as of September 30th.
2. Meet on an as needed basis to discuss Professional Development issues as they arise.
3. Meet during the month of May to review Priority Fund applications and make decisions regarding the applications for the use of priority funds for the following school year.

C. Professional Development Working Committee

This committee is composed of the STA members from the Professional Development Committee plus a Teacher on Call representative.

1. Review and update Professional Development Information Handbook.
2. Review and recommend revisions to the Professional Development Guidelines, Procedures, and Policies.
3. Prepare budget allocation proposal for approval by the Professional Development Council.
4. Conduct Needs Assessment as deemed appropriate.
5. Evaluate and make decisions on applications for reimbursement questioned by school-based personnel.
6. Recommend policy related to Professional Development to the STA executive.
7. Make selections for successful Priority Fund projects and review the activities of groups granted funding from the Priority Funds.

D. Professional Development Representative(s)

1. Chair a school-based Professional Development Committee.
2. Attend meetings of the Professional Development Council.
3. Act as liaison between Professional Development Committee and their staff.
4. Collect/distribute Professional Development and Staff Development information at their school.
5. Manage the School Professional Development Fund:
 - a. provide application for reimbursement forms to teachers
 - b. process applications for reimbursement

- c. maintain records regarding expenses and TTOC costs
- d. submit totals of expenses and TTOC costs at the end of year to the chairperson of the Professional Development Committee
- 6. Initiate Professional Development and Staff Development business at staff meetings to:
 - a. decide on allocation of school Professional Development Fund
 - b. report to staff information regarding workshops and conferences
 - c. encourage staff to initiate Professional Development and Staff Development activities
 - d. initiate discussion on selection of non-instructional days (dates and activities)
 - e. should be a member of the School Staff Committee
- 7. School Policy regarding allocation of school-based Professional Development funds:
 - a. initiate / review, with staff, the development of a school policy governing the allocation of school-based Professional Development funds
 - b. submit a copy of the school policy concerning the allocation of school-based Professional Development funds to the chairperson of the Professional Development Committee
- 8. Get input from the staff, at the February staff meeting, regarding overall allocation of Professional Development funds to such areas as identified by the Professional Development Council (e.g. School-based funds, Priority Fund, Contingency Fund, etc.).

BUDGET INFORMATION

1. Sources:

The Professional Development Fund is, by contract, generated by contributions from:

- a. The School Board (\$230 per FTE)
- b. The STA (\$50 per FTE) as of September 30
- c. The School Board-\$7,500 designated for Teachers on Call.
- d. Ministry of Education for the Board's share of the Correspondence Branch teachers (the principal will arrange a transfer).
- e. Professional Development surpluses or deficits from the previous year.

2. Allocation:

- a. The STA Professional Development Working Committee is responsible for budgeting and allocating STA Professional Development funds. This allocation is to be approved by the Professional Development Committee and will generally fall into 3 categories: School Professional Development Funds, Priority Fund, and Contingency Fund. The allocation portions are to be reviewed annually and approved by the STA membership at the year end AGM for the following school year.
- b. The funds allocated to all schools and teaching sites are to be reallocated as agreed by the staff committees of the schools. School Professional Development policies for allocation of these funds should be submitted to the Professional Development chair by November 15 of the current school year.

GUIDELINES FOR ALLOCATION OF PROFESSIONAL DEVELOPMENT FUNDS

The allocated portions of the Professional Development Fund are to be reviewed annually for the following school year. This review should be done at a general meeting of all STA members.

A. The Distribution of the Funds for the Current Year is as follows:

1. 65%* of the total to the schools on a pro-rated basis.
2. 25%* of the total to a Priority Fund for:
 - a. LSA incentives and activities
 - b. Incentives for individual teachers who initiate and put on local workshops
 - c. Special projects developed by interest groups, schools, staffs, consultants, teachers, LSA's and other STA groups.
3. 10%* for Contingency funds:
 - a. Needs assessment
 - b. Secretarial time
 - c. Developing and printing of the annual Professional Development brochure
 - d. Release time/meeting expenses
 - e. Other expenses as approved by the Joint Professional Development Committee and the school-based Professional Development representatives.

*as ratified on April 15, 2016 by the Joint Professional Development Committee and the School-Based Professional Development Representatives.

B. Funds

1. School Professional Development Funds - approx. 65%:
(Total fund less Contingency Fund and Priority Fund)
 - a. Allocated on a pro-rated basis determined by the FTE assignment at each school by October 15 of each school year.
 - b. These amounts to be adjusted by the surplus or deficit of the previous school year.
 - c. The funds allocated by the Professional Development Working Committee to schools are school-based funds and will be allocated to teachers at the school according to the policy and procedures agreed to by the school's teaching staff.
 - d. The policy and procedures for the use of school-based Professional Development funds be reviewed annually, before October 15, and agreed to at a meeting of the teaching staff.
 - e. A copy of this policy is to be forwarded to the chairperson of the Professional Development Committee before November 15.
Note: The school policy should address issues such as:
 - individual vs. school accounts
 - rules regarding accumulation of funds, year by year either individually or as a school
 - approval procedures
 - plans for funds which are being accumulated
 - f. Teachers in schools where the staff has chosen to operate individual teacher accounts where individual teachers can accumulate funds from one year to the next can access the accumulated funds for up to one school year after the teacher has left that school. At the end of that time the accumulated funds revert to the school's general Professional Development Fund.
 - g. Professional Development funds are not to be used to purchase computer hardware or internet connections or for any course work which could result in an increase in salary.
2. Priority fund-approx. 25%:

- a. LSA incentives – LSA must meet the requirements set forth by the Joint Professional Development Committee to receive any funds.
 - b. Operating expenses.
 - c. LSA initiated Professional Development activities.
 - d. Individual teacher incentives – release time and expenses for initiating and presenting a local workshop.
 - e. District Staff projects – release time, expenses and honoraria for development of individual workshops or a series of workshops to be used in concert with District Funds at the disposal of the Instructional Support Teachers.
 - f. Special project incentives – release time, honoraria, expenses for special projects undertaken by interest groups, school staffs, LSA's, Instructional Support Teachers and other local STA groups.
 - g. Tri or Quad District Conferences
 - h. District conferences
 - i. District Priorities or Foci
3. Contingency fund - approx. 10%:
- a. release time/meeting expenses
 - b. clerical time
 - c. stationary and copying
 - d. printing of the annual Professional Development Handbook
 - e. other expenses as approved by the Joint Professional Development Committee (expenses under 20% of the overall fund) and the school-based Professional Development representatives (expenses over 20% of the overall fund).

Any surplus would be rolled over to next year.

SCHOOL PROFESSIONAL DEVELOPMENT FUND

1. Uses of School Pro-D Funds:

Money from the Fund may be used for:

- a. professional conference registration and related expenses
- b. professional workshops in and out of the district
- c. school visits
- d. academic non-credit courses **that cannot be claimed for income tax purposes**
- e. professional association membership dues
- f. expenses and honoraria for presenters
- g. individual research expenses excluding personal payment
- h. professional journals
- i. staff retreats/staff development activities
- j. release time for staff initiated meetings and work sessions
- k. other claims that benefit a teacher's practice may be proposed in writing in advance. Decisions will be referred to the Joint Pro-D Committee.

NOTE: Professional Development funds may not be used to (1) purchase equipment of any kind; (2) cover costs associated with field trips or other travel taken with students; and (3) purchase materials/resources that are used by students.

SCHOOL FUNDS - NOTES ON POLICY AS AGREED ON NOVEMBER 22, 1995

- a. The funds allocated by the Professional Development Committee to schools are school-based funds and will be allocated to teachers at the school according to the policy and procedures agreed to by the school's teaching staff.
- b. The policy and procedures for the use of school-based Professional Development funds be reviewed annually, before October 15, and agreed to at a meeting of the teaching staff.
- c. A copy of this policy is to be forwarded to the chairperson of the Professional Development Committee before November 15.
Note: The school policy should address issues such as:
 - individual vs. school accounts
 - rules regarding accumulation of funds, year by year either individually or as a school
 - use of accumulated funds
- d. School policy and procedures for the use of school Professional Development funds should be sent annually to the Joint Professional Development Committee by November 15th of each school year.
- e. Teachers in schools where the staff have chosen to operate individual teacher accounts where individual teachers can accumulate funds from one year to the next can access the accumulated funds for up to one school year after the teacher has left that school. At the end of that time the accumulated funds revert to the school's general Professional Development Fund.
- f. Professional Development funds are not to be used to purchase computer hardware or pay for any course work which could be claimed on the teacher's income tax.
- g. Any question regarding use of school based Professional Development Funds that cannot be resolved at the school level should be forwarded to the Professional Development Committee for resolution.

(Additional Notes on Policy as agreed on May 26, 2015)

- h. Tickets to events (art gallery, plays, etc.) where the teacher is a general spectator will not be reimbursed unless it is part of a workshop-like event with educational enhancements such as a guided tour. Pre-approval is recommended and teachers will have an opportunity to create a Professional Development proposal outlining the professional learning that will take place should the nature of the activity be unclear.

- i. The District pays for two members of each staff to receive Occupational First Aid training. Both CUPE and STA members are eligible for this training. Teachers seeking to use Pro-D money to pay for first aid training should exhaust the district funds first.
- j. Food Safe training will be reimbursed as a Pro-D expense unless it is a condition of obtaining work (anyone who sells food). In those cases, the District should support training.
- k. Teachers who are travelling out of province for professional development are required to complete an out Out-of-Province travel form which can be found on the ESS, under the My Dashboard tab, under the heading Miscellaneous. This form is approved by the Superintendent and could be an important piece in protecting you should a WCB claim occur while you are away. Teachers are also encouraged to contact Pacific Blue Cross to inquire about members' travel insurance and purchase additional insurance if required. Travel insurance is not considered a Professional Development expense for reimbursement purposes.

2. Application Procedures:

- a. Applicant obtains approval from their Pro-D Representative (before the activity).
- b. Following the activity, the teacher completes the front of the "STA Pro-D & Travel Expense Claim Form" and attaches all original receipts. The teacher then submits the form to the Pro-D Representative.
- c. Pro-D Representative signs the Approved for Payment section.
- d. Pro-D Representative then makes a copy of the completed form and all receipts for school based records. The Pro-D Representative then attaches original receipts to the completed form and forwards this to the STA office, Attn: Pro-D Chair.
- e. Expenses payable to applicant will be made by cheque from the STA and sent via district mail where applicable.
- f. A summary of expenses may periodically be obtained by the School Pro-D Representative from the STA.

3. Teacher on Call Charges:

It is essential that the teachers code their absences correctly into the ESS automated call-out system when a TTOC is used for professional development release.

- a. The teacher will code the absence into the ESS automated call-out system as "Professional Development" in order for the school district to bill the STA for the cost of TTOC days.
- b. The STA Pro-D Chairperson will provide the school Pro-D representative with a report of expenditures, including TTOC days billed to the school account, on a regular basis and/or upon request.
- c. The district office will provide an invoice to the STA for TTOC costs at a flat rate of \$348 per 1.0 FTE and provide a printout of school-by-school information which outlines the name of the TTOC, teacher replaced, school, TTOC time and cost.

4. Cost Sharing Professional Development

When there is a joint professional development where costs such as facility or speaker are shared between the School and STA Pro-D funds, the cost will be paid by the School District and then reimbursed (partially or fully) by the STA.

5. Record Keeping:

It is essential that the Pro-D Representative maintain records as accurately as possible.

- a. Check with school secretary for the TTOC's name and the correct portion of day assigned.
- b. As of July 1, 2016, TTOC cost will be billed at a flat rate of \$348/day regardless of the actual cost of TTOC.
- c. Surpluses or deficits from the school are carried over until the following year.

- d. Applications should be cut off by May 31 to enable the Pro-D Representative to complete record keeping for the year.
- e. Funds committed for July and August are regarded as the following year's expenses.

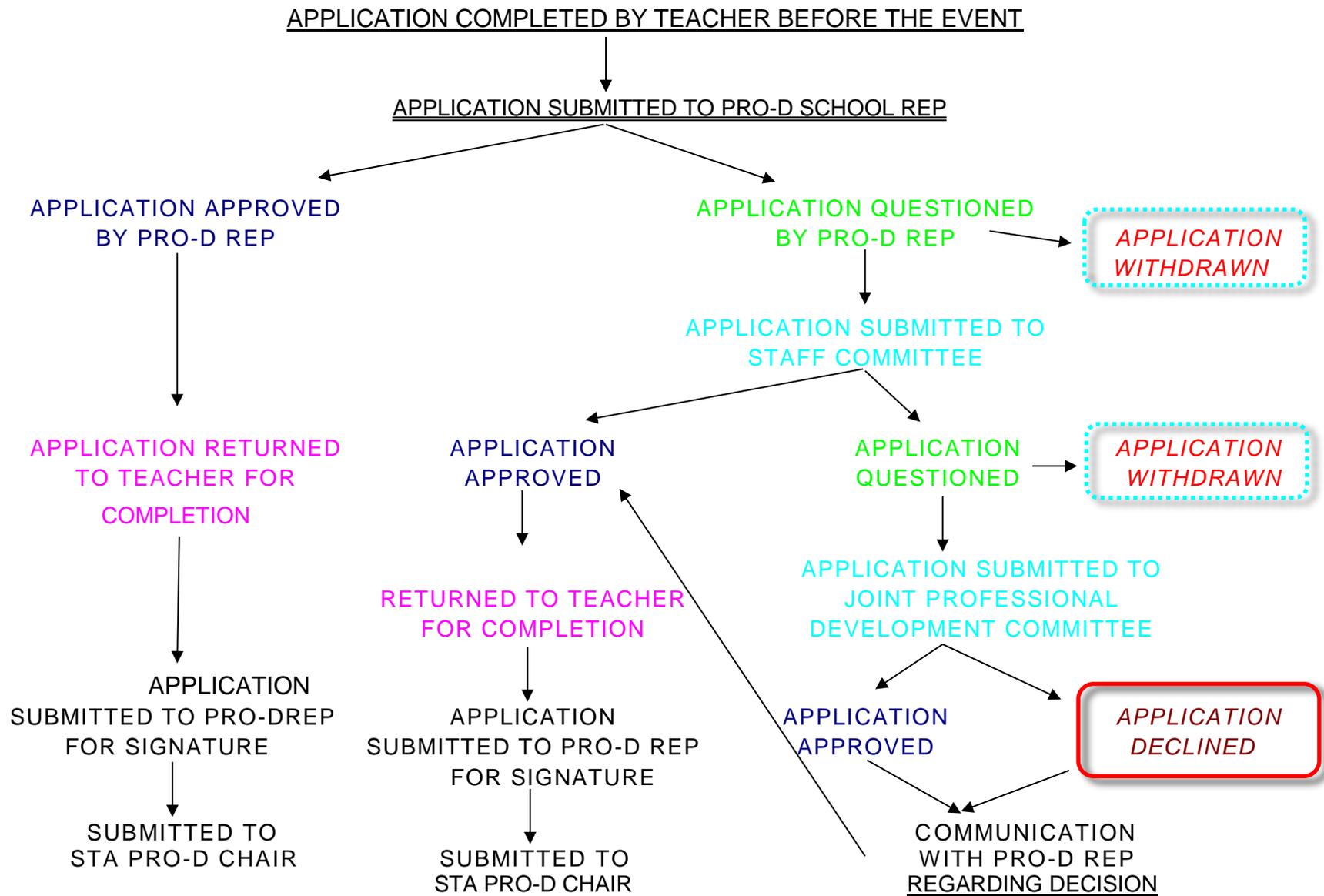
TEACHER TEACHING-ON-CALL PROFESSIONAL DEVELOPMENT POLICY

School District #63 wants to support the professional development of our TTOC's. The board provides \$7500.00 per year to be used for professional development workshops and resources for TTOC's. The Joint Professional Development Committee oversees, administers and reviews the use of funds.

Details of accessing personal professional development money is as follows:

- a. Amount not to exceed \$250.00 in one school year. For conferences located in Nanaimo (or north) and/or off the island, this amount will be increased to \$500. This additional funding will be distributed on a first-come, first-served basis and will be available for the full school year or until we have spent down the fund to a point where we have a \$5000 balance of roll-over money (whichever comes first).
- b. 8 call outs needed in the current school year prior to applying.
- c. Receipts to be provided with TTOC Pro-D form (available at all schools, STA website, or at the STA office).
- d. All Pro-D claims must be submitted prior to June 1st of that school year. Members, who miss the deadline, may apply for special consideration to the Joint Professional Development Committee who will review the circumstances surrounding the late application. This process will occur in September of the following school year and will also be dependent on the amount of money left in the TTOC Pro-D account.
- e. TTOC's who also hold a temporary contract may access the TTOC Pro-D account or their school-based account, but not both.
- f. TTOC's who wish to appeal a decision can do so in writing. Correspondence should be sent to the STA office, ATTN: Pro-D Chairperson.

Once the fund is depleted, the Joint Professional Development Committee will revise the policy on use of these funds.



PROFESSIONAL DEVELOPMENT - PRIORITY FUND FOR SPECIAL PROJECTS

These funds are available to all groups of members of the Saanich Teachers' Association on an equal access basis. Since the funds are taken from the overall funds available to the Saanich Teachers' Association they are limited each year. Teachers should expect to share these funds based on the priorities set by the Saanich Teachers' Association and its Professional Development Executive Committee which is responsible for allocating these funds each year. Groups should not expect to monopolize the available funds for any particular group. A guideline would be that no group should expect to receive more than three thousand dollars (\$ 3,000.00) in a given year.

1. Application:

- a. Application information (this package) will be distributed to the Pro-D reps prior to the 31st of March.
- b. Pro-D reps will make this information available to all STA members as soon as possible after receiving it recognizing that completed applications must be received prior to the 30th of April.
- c. Applications must be made in writing to the Professional Development Executive Committee by way of its chairperson. Applications must be received by the chairperson prior to the 30th of April for projects and LSA grants in the next school year.
- d. The chairperson will make and distribute copies of all applications to each member of the Professional Development Working Committee prior to the 15th of May and will convene a meeting of this committee prior to the 30th of May to consider each of the applications.
- e. The Professional Development Working Committee will review all applications and make appropriations based on the merit of each one in relation to the criteria and priorities established by the Saanich Teachers' Association Executive and the Professional Development Executive Committee for that year.
- f. Applicants are to be informed (at least verbally) of the committee's decisions no later than the second working day in June.
- g. Application forms are available on the Saanich Teachers' Association website under the Pro-D link.
- h. Send completed applications to STA PD Chairperson at the STA Office.

2. Criteria:

- a. Priorities will be established annually by the Saanich Teachers' Association and its Professional Development Executive Committee. These priorities will be established as a result of input from all interested STA personnel in the district.
- b. It is desirable that these projects, directly or indirectly, service as many teachers and students as possible.
- c. Projects may be developed to address special circumstances and priorities that may arise periodically within the district.
- d. The size of the grants and the number of projects funded will be determined by the total amount of funds available for use in this area.
- e. Any school staff wishing to have funds for a staff function such as a retreat or activity off campus must indicate at least 25% of the funds needed to support teachers are coming from sources other than Professional Development funds allocated through the Collective Agreement.

- f. In joint ventures between the STA and the School Board, applicants must indicate that at least 50% of the funds are coming from sources other than the STA.

3. Conditions for the Grant:

- a. If a project is delayed, the group may keep their grant to undertake the project the following school year. In this event written notice to the Professional Development Executive is appropriate.
- b. If a project is canceled, the funds are to be returned to the general professional development fund for reallocation either in the current year or in the subsequent year.
- c. All funds remaining at the end of the project or project year are to be returned to the general Professional Development fund for other uses unless the Professional Development Executive Committee has approved the groups' continued use of the funds.
- d. All Local Specialist Associations must have a duly elected executive. Each LSA must have submitted a copy of the list of elected officials along with a copy of the LSA's constitution to the Professional Development Executive Committee prior to receiving any allocated funds.
- e. All communications regarding the project must clearly acknowledge the financial support of the STA.
- f. Project leaders may be asked to share their projects with other teachers in the district.

4. Accessing Funds:

- a. It is important that each of the teacher groups receiving funding have a contact person since only that person will be able to request funds from what has been allocated for the project. Each project leader will be expected to meet with the STA Pro-D Chairperson to clarify policies and processes specific to their application.
- b. All funds and accounts will be administered by the Professional Development Chairperson following a format approved by the (Joint) Professional Development Committee.
- c. All excess funds will be returned to the general STA Professional Development Fund at the end of the school year in which the project was to be conducted, unless the Joint Professional Development Committee has approved a continuation of the use of the funds for the project. All unused funds will be reallocated based on the needs identified by the Joint Professional Development Committee.

HONORARIA FOR DISTRICT TEACHERS

- 1. Teachers who present workshops in the district for their colleagues should receive a letter of appreciation from the sponsoring department, LSA or association.
- 2. In addition, the expenses for presenting the workshop should be covered (materials and TTOC, if required). Expenses will be reimbursed by the STA and TTOC costs will be paid by the District Payroll and invoiced to the STA.
- 3. In appreciation of the time and effort for presenting the workshop the presenter should be offered an honorarium in one of the following forms:
 - a. \$100 for 1/2 day or \$200 for full day workshop, or
 - b. substitute release time of equivalent value for preparation. (Amended June 15, 2015)

Honoraria for teachers will be paid through the District Payroll along with the employee's regular payroll and should be forwarded by Cheque Request Form to the payroll office. The form must

be approved by the Pro-D Representative and Chairperson. The honoraria will be reimbursed by the STA.

LOCAL SPECIALIST ASSOCIATION (LSA is a sub set of PSAs)

1. A number of LSA's are currently active in Saanich and several are in the early stages of becoming active.
2. The members and chairpersons of these associations are excellent sources for ideas and information.
3. As well, many have been granted funds from the Priority Fund to conduct Pro-D business and activities and teachers should be encouraged to contact, join and support their LSA's.
4. LSA's are encouraged to initiate, promote and support teacher driven and school based Professional Development activities.
5. Teacher members of LSA's should be encouraged to join their respective Provincial Specialist Association.
6. LSA's must submit a list of their executive members, plans for the year and a copy of a constitution to the chairperson in order to receive funding. Up to four LSA grants will be awarded and the Priority Fund Committee will review applications.
7. Additional applications will be considered on a first come first serve basis after April 30th based on funds remaining.
8. To be eligible for funding the following year, the LSA must also submit upon request, a copy of the accounting for the current school year.

EDUCATORS AS RESEARCHERS (Not applicable to the 2016/17 school year due to budget cuts.)

Funding:

The funding for this form of professional development is traditionally contributed by STA Pro-D, SAA, TTOC Pro-D, and School District Office.

Core Committee:

This committee will oversee the operation of the project. This committee should have at least one representative from each of the following: elementary school teachers, middle school teachers, secondary school teachers, school based administration, school district offices, and the Saanich Teachers' Association.

Project Sharing:

All participants in Educator as Researcher expected to participate.

Project sharing could take many formats and participants will be asked to outline how they will share their project at the time of application.

Documentation:

Review annually in order to adjust any parts necessary as a result of evaluations from participants or changes within the district.

Facilitator:

Whenever possible groups should be formed and a facilitator should be chosen to ensure that all paper work is done and that the group meetings are as productive as possible.

District Support:

Each team working independently of any group will be provided with a contact person at to act as a coach and to facilitate the disbursement of funds. The coach may answer questions and offer encouragement and suggestions to the team. A designated Instructional Support Teacher will provide this support.

Suggested Procedures:

SEPTEMBER:

Core Committee – send out brochures to all schools for distribution to all interested staff.

OCTOBER:

Core Committee – meet to review all applications and approve project, where possible, notify all teams/groups of their approval status no later than November 1.

Provide support for all facilitators and, where necessary, team leaders.

FEBRUARY:

Send out request for progress reports – due by March 1.

Core Committee – meet, if necessary, to review any additional applications.

MAY:

Send out request for final summary of work, completed accounting page, and evaluation of the whole process.

JUNE:

District coach to review final summaries of work, completed accounting pages, and evaluation of the whole process, as well as, to plan for the next year as a whole.

JOINT PROFESSIONAL DEVELOPMENT COMMITTEE: CHAIRPERSON – Annual Calendar

The Chairperson will:

Ongoing:

1. Communicate regularly to update members regarding Professional Development Activities.
2. Ensure Pro-D Reps get regular statements of school Pro-D.

September:

1. Contact Secretary Treasurer regarding the transfer of funds from general accounts to the Saanich Teachers' Association. Final FTE counts are conducted as of September 30 so after that Funds can be transferred. This generally occurs in October. Plan Pro-D Rep training. If possible, this meeting will be planned with and paid for by the B.C.T.F.
2. Communicate with the Professional Development Committee ("Contract" Committee) to discuss use of Professional Development days for the school year.
3. Pre-set meeting dates for the Professional Development Committee ("Contract" Committee) to meet for such activities as reviewing overall funding (November), approving Priority Fund applications (3rd week of May).
4. Find out from each school who is the Professional Development Representative and create a list of these representatives.

October:

1. Conduct Pro-D rep training day (first week of October is recommended).
2. At this time, check to ensure that letters regarding Priority Fund accounts and access have been sent.
3. Follow-up with the Secretary Treasurer to ensure the Professional Development transfer of funds has occurred from the School Board Office to the Saanich Teachers Association.

November:

1. The chairperson will advise the Pro-D reps of the allocation to each school and the balance of Pro-D priority/contingency funds. Should be done prior to November 15th.
2. Collect a copy of each School's policy for the use of school based Professional Development funds and make available to the Joint PD Committee.

February:

1. Consult all school-based professional development representatives to review the breakdown of Pro-D funds and make any changes for the following school year (money to schools; money to contingency fund; money to priority fund).

March:

1. Pro-D chairperson gives notice to Pro-D Reps re: April 30th cut-off date for applications for money from the Priority Fund. The Pro-D chairperson makes available to all interested persons or groups prepared packages detailing the Priority Fund application and support process.
2. Communicate to all groups currently being funded from the Priority Fund giving accounting details to date and requesting a status report regarding the project.

April:

1. Prepare for the STA Annual General Meeting.
2. Prepare financial report.
3. Prepare for voting for chairperson.
4. Meet with all of the school-based Pro-D Reps to review budget and the Pro-D allocations for next year.

May:

1. Pro-D Contract Working Committee will review and decide on Priority Fund applications. Send out notification to successful applicants. Check on LSA's after the LSA's have informed the Pro-D Committee of their elected executives.
2. Committee of the Whole meets to discuss next year's priorities and planning and elect committee members.

STA PROFESSIONAL DEVELOPMENT WORKING COMMITTEE - Annual Calendar

Ongoing:

1. Solicit and accept comments and directions from teachers regarding Professional Development Activities.
2. Share comments and directions from teachers with the other members of the committee.

September:

1. Review surplus funds.
2. Prepare for Pro-D Rep training.
3. Review the Reimbursement Forms.
4. Review the structure for managing the Priority Fund.
5. Set schedule for Joint Professional Development Committee meetings for the year.
6. Set schedule for Professional Development Working Committee meetings for the year.
7. Meet with Professional Development Committee ("Contract" Committee) to set meeting dates for the year and to set Professional Development activities for the two district-based days.

October:

1. Conduct Pro-D rep training day.
2. Review Pro-D rep training day.
3. Review local Pro-D activities for provincial Pro-D day and communicate these to teachers in the district.
4. Finalize Pro-D handbook for the current school year.

November:

1. Communicate with the Joint Professional Development Committee in regards to any PD issues.
2. Review overall Pro-D funding to schools.

January:

1. Review the policies as submitted by each of the schools or district locales as needed.
2. Prepare for an optional February meeting of school Pro-D reps.

February:

1. Conduct a meeting with the school Pro-D reps if needed and funding permits.
2. Review school Pro-D policies, sharing common ideas.
3. Review procedures and packages for applying for Priority Fund money.
(*deadline = April 30th*)

March:

1. Review the accounting details to date for on-going Priority Fund projects.

April:

May:

1. Pro-D Working Committee will review and decide on Priority Fund applications. Send out notification to successful applicants. Check on LSA's. After the LSA's have informed the Pro-D Committee of their elected executives.
2. Committee of the Whole meets to :
 - review the results of the applications for money from the Priority Fund
 - discuss next year's priorities and planning and elect committee members

June:

1. Meet to:
 - review the activities of the current school year
 - do the initial planning for the next school year (e.g. goals, calendar, procedures, etc.)

JOINT PROFESSIONAL DEVELOPMENT COMMITTEE

Ongoing:

1. Meet, as necessary, to discuss Professional Development issues that arise throughout the school year.

November:

1. Review professional development funding for the current school year.

February:

1. Joint PD Committee meets to discuss Pro-D plans for the following year, including common NIDs.

April:

APPENDICES

COLLECTIVE AGREEMENT - PROFESSIONAL DEVELOPMENT

ARTICLE B.38: Work Outside the School Year

- B.38.1 If the Superintendent requests a teacher, or if the Superintendent approves the total staff or teacher request to work on any day beyond the days in session as defined in Article D.14.2, such work will be voluntary. Such teacher(s) will be paid at 1/200 of the teacher's annual salary and be entitled to applicable benefits or granted equal time off during the school year in lieu of pay at the teacher(s) option. The option will be selected at the time of the request.

ARTICLE D.14: Regular Work Year for Teachers

D.14.2

- a. The regular work year shall be scheduled between the Tuesday after Labour Day and the last Friday in June of the subsequent year excluding Saturdays and Sundays, statutory holidays, Christmas break and Spring break. If the last Friday in June falls on or before June 25 the regular work year will end on June 30.
- b. The first day of Christmas break shall be on the Monday preceding December 26. School shall reopen on the Monday following January 1 unless January 1 is a Saturday or Sunday then the school shall reopen on the following Tuesday.
- c. The first day of spring break shall be the third Monday in March. School shall reopen the fourth Monday in March. If the fourth Monday in March is Easter Monday, school shall reopen on the Wednesday following the fourth Monday in March.

ARTICLE F.1: Curriculum Implementation

- F.1.1 It is understood under this Article new curriculum includes Ministry of Education mandated new curriculum, curriculum revisions and also locally development programs.
- F.1.2 When new curriculum is being introduced to the School District, the Board and the Association agree to form a Joint Curriculum Implementation Committee, consisting of three representatives named by the Association and three representatives named by the Board.
- F.1.3 The Committee shall study the potential school and district effects of the new curriculum, which may include but not be limited to:
- a. effects on other courses and student programs;
 - b. effects on staffing;
 - c. effects on budget;
 - d. effects on space and equipment.
- F.1.4 The Joint Curriculum Implementation Committee may make recommendations to the Education Directions Committee of the Board on all aspects of curriculum implementation in the District. Including but not be limited to:
- a. time considerations;
 - b. in-service relating to the new curriculum;
 - c. materials;
 - d. funding estimates.
- F.1.5 The Committee shall be responsible for recommending to the Education Directions Committee of the Board a plan for the succeeding school year's curriculum implementation activities.
- F.1.6 Before the curriculum implementation takes place, the Educational Directions Committee will report to the committee regarding the disposition of its recommendations, and the committee will receive a copy of the funding ultimately approved by the Board.

- F.1.7 The Professional Development Fund will not be required to finance new curriculum implementation.

ARTICLE F.3: Teacher Autonomy

- F.3.1 A teacher shall, within the bounds of the prescribed curriculum, and consistent with effective educational practice have individual professional autonomy in determining the methods of instruction, and the planning and presentation of course materials in the classes of pupils to which he/she is assigned.
- F.3.2 The Board and the Association agree that consistent with the purpose of the evaluation process, an evaluator may recommend teaching practices different from those being used by the teacher.
- F.3.3 The professional responsibility and ability of the classroom teacher to provide student evaluation is recognized. Evaluation of students shall primarily be the responsibility of the teacher in consultation with the principal.
- F.3.4 If for any reason student evaluation is revised by an authority other than the teacher, the teacher will be informed. If the teacher disagrees with a revision of marks or comments, that authority shall take written responsibility for the new mark assignment or comment on the student's records.

ARTICLE F.4: Non-Instructional Days

- F.4.1 Non-instructional days shall be available as described in the Article D.3.3.
- F.4.2 Two of the five available non-instructional days as prescribed in Article D.3.3 (a) shall be used for teacher professional development activities as approved by the Joint Professional Development Committee.
- F.4.3 Three of the five available non-instructional days as prescribed in Article D.3.3 (a) shall be used for staff determined activities.
- F.4.4 The school staff or Association or Joint Professional Development Committee submits to the board before June 30 of each year requests for dates for professional development activities.
- F.4.5 If it is necessary to change the date of a non-instructional day, application for such change should be made to the Board as soon as possible.
- F.4.6 The Board will continue to consider some modification of the regular school schedule to facilitate an effective parent/teacher consultation program.
- F.4.7 All non-instructional days shall be considered as instructional days for salary purposes.

ARTICLE F.5: Professional Development Committee Funding

- F.5.1 a. The Board and the Association shall establish a fund for the purpose of promoting professional development of the teaching staff of the District.
- b. The annual contribution of the Board to the fund shall be determined on the basis of \$230.00 per FTE teacher as reported on September 30th of that year. The annual contribution of the Association to the fund shall be determined on the basis of \$50.00 per FTE teacher as reported on September 30th of that year.
- c. The Board shall contribute an additional annual amount of seven thousand five hundred dollars (\$7,500.00), which amount shall be dedicated to professional development activities, approved by the Joint Professional Development Committee, for teachers-on-call.

- F.5.2 The Board and the Association agree that programs, services, courses and funding which promote and foster the professional development of teachers shall be covered by this clause.
- F.5.3 The professional development fund as established by the Board and the Association shall be controlled and allocated by the professional development committee.
- F.5.4 The professional development fund will not be required to finance new curriculum implementation as defined in Article F.1.

ARTICLE F.6: Professional Development Committee

The Board and the Association agree to encourage, as much as possible, each teacher in the District to become involved in professional development each year, and also agree that teacher-determined and teacher-developed professional development activities should be encouraged.

- F.6.1 The professional development committee shall be chaired by the association's professional development chairperson and shall comprise:
 - a. Teacher-elected representative(s) from the elementary level
 - b. A teacher-elected representative(s) from the middle school level
 - c. A teacher-elected representative(s) from the secondary level
 - d. The Association's professional development chairperson
 - e. A representative from the Board
 - f. A representative from the school board office administration
 - g. A teacher elected representative for Teachers on Call
 - h. A curriculum Instructional Support Teacher – District Office
- F.6.2 The professional development committee shall adhere to the following principles:
 - a. Teachers shall participate in professional development on a voluntary basis.
 - b. A needs assessment process shall be the starting point of a professional development program.
 - c. The professional development programs shall include adequate resources, time and organizational support.
 - d. Opportunities for professional development activities shall be distributed as equitably as possible.
 - e. Whenever possible, activities shall provide for presentation, discussion, demonstration or modeling and practice with feedback and follow-up.

STA CONSTITUTION:

SECTION 7 - PROFESSIONAL DEVELOPMENT

A. Committee Responsibilities:

1. To examine, design, and recommend to the Executive:
 - a. a workshop program;
 - b. Pro-D programs with school staffs;
2. To recommend an STA fee budget proposal to the Executive;
3. To manage, on behalf of the STA, the joint Pro-D funds;
4. To recommend a contract budget proposal to the Bargaining Committee;
5. To participate with the provincial and zonal B.C.T.F. Pro-D Committees. (AGM 1988)

B. Professional Development Committee:

1. The Association Professional Development Committee shall provide a copy of the Professional Development Handbook of Policies to the local Representative Assembly at the first RA in September. (AGM 1988) (AGM 2007)
2. The Association Professional Development Committee will maintain, with the assistance of the local Representative assembly, a network of Professional Development Representatives in schools. (AGM 1988) (Amended AGM 2010)
3. All teachers, including those who teach district programs, will be entitled to at least their share from school funds.
4. Teacher-Elected Members of the Joint Pro-D Committee:
 - a. The Pro-D Chair will nominate five teachers to the five "joint Pro-D committee" positions. (Amended AGM 2010)
 - b. There shall be one (or more) nominee for each level (elementary, middle, secondary, TTOC, Instructional Support Teacher). (Amended AGM 2010)
 - c. The Pro-D Chair shall notify the Executive of the intention to nominate individuals and the President shall ensure that the membership is informed that nominations are being sought.
 - d. Representatives for each level will be elected by a Representative Assembly. (Amended AGM 2010)
 - e. In the event one or more positions remains unfilled, the Executive shall appoint (a) person(s) to the vacant position(s). (Amended AGM 1992)

Phone: (778) 426-1426



Fax: (778) 426-0716

Saanich Teachers' Association

School Professional Development Representatives and Joint Professional Development Representatives

School	Name
Claremont	Ruth Wadsworth / Maren Chapman
Parkland	Cameron Wong / Aaron Mueller
Stelly's	Chris Homan
Bayside	Charlene Rozon / Ed Timmermans
North Saanich	Darcy McNee
Royal Oak	Kyle Goy / Angie Noel
CDC	Michael Hilleren
Brentwood	Luanne Marchand
Cordova Bay	Kathryn Verronneau
Deep Cove	Matthew Makuch
Keating	Stacey Haines / Sarah Kralt / Sarah Windle
KELSET	Krista Hale
Lochside	Sandy Bell
Prospect Lake	Sat Lail
Sidney	Lori Richards / Alyssa Ellision
SIDES	Sylvia Harrison / Patty Golumbia
ILC	Heidi Hackman / Judi Carroll
SBO	Vacant
Learning Services (Itinerant)	Vacant
TTOC	Brigid Skelton
Chair	Holly Mair
Elementary	Alisa Russell and Crystal Hrynyk-Foreman
Middle School	Angie Noel
Secondary	Paul Ledet
TTOC	Brigid Skelton
SBO Admin	Mark Fraser

Non-Instructional Days 2016-2017

Friday, October 21 – Province wide
Monday, November 14 – School Based
Monday, January 30 – Curriculum Implementation Day (added by the Ministry of Education)
Friday, February 24 – Individual (Tri-District)
Monday, March 6 – School Based
Friday, April 28 – School Based
Monday, May 8 – School Planning Day

EVENTS AND ACTIVITIES FOR PROFESSIONAL DEVELOPMENT

Professional Development activities and events can be posted on the STA website's Pro-D page. Please forward any information on upcoming activities or events to the STA Pro-D Chairperson for uploading to the website.

It is the responsibility of the organizing person or group to circulate to the Professional Development reps at the schools all information pertinent to the activity, such as registration, funding details, description and target audience.

PROFESSIONAL DEVELOPMENT OUTSIDE OF THE REGULAR SCHOOL YEAR

Past practice in the Saanich School District has been for some teaching staffs to engage in a day of professional development in the summer, in exchange for a lieu day in the school year. According to the collective agreement, the lieu day chosen cannot be the October professional development day and cannot be the February professional development day (F.4.2). All other days are free to select as lieu days in a collaborative process with the administration (B.38).

If the teaching staff is considering a summer professional development day activity, the following procedures are commonplace and should be occurring:

- Teaching staff should be actively engaged in determining if there will be a summer day and in setting the agenda for that day. The topics selected on that day should be directed by the needs of the teachers in the school as determined by the teachers themselves.
- Teachers hired after the school year starts will not be deducted pay. They will engage in Pro-D on the regularly scheduled Pro-D day.
- Any costs that may be incurred from a summer professional development day, such as the cost of a guest speaker, can be paid for by the administration, by the school-based professional development fund or a combination of the two. **CAUTION: Any money that is taken from your school-based account will result in less money available to teachers throughout the entire school year. Spending decisions should be made in alignment with your school-based professional development policy and should be voted on by teaching staff, considering the negative impact this could have to teachers.**

Teachers do have the right to refuse professional development that occurs outside of the regular school year as defined in article D.14.a, b, c of the Collective Agreement. For example, if the teaching staff has chosen August 31 as their Pro-D day and they plan to take November 12 as their lieu day, any teacher can participate in the Pro-D on November 12 instead of coming in during the summer. Clearly communicate these intentions with your administrator and Pro-D Rep. Also note that the union can neither negotiate nor approve different lieu days on your behalf for Pro-D activities. Lieu days are at the sole discretion of the employer.

PROFESSIONAL DEVELOPMENT AND PART-TIME TEACHERS

Part-time teachers should maintain their regular teaching schedule during any non-instructional day. If the day falls on a non-working day, you can choose to stay home. If the day falls on a non-working day and the teacher wants to take part in the event, the teacher can speak to the administrator and investigate the feasibility of changing his/her schedule for that week. Keep in mind that any changes are at the discretion of the administrator.

Saanich Teachers' Association – Local 63

Claiming Travel Expenses for STA members

Expenses incurred by Saanich Teachers' Association members will be reimbursed as follows, according to BCTF Policy 10.I [1995]:

Food:

The per diem allowance shall be \$56.00 per full day on BCTF or STA business. If meals are provided by the registration fee or otherwise, deductions shall be at the following rates: \$14.00 for breakfast, \$16.00 for lunch, \$26.00 for dinner. When less than a full day is involved, the meal allowance is as above.

Lodging:

Should it be necessary for the claimant to pay for lodging, a receipt for amounts exceeding \$15.00 per day is required to support the expenditure.

Mileage Rates:

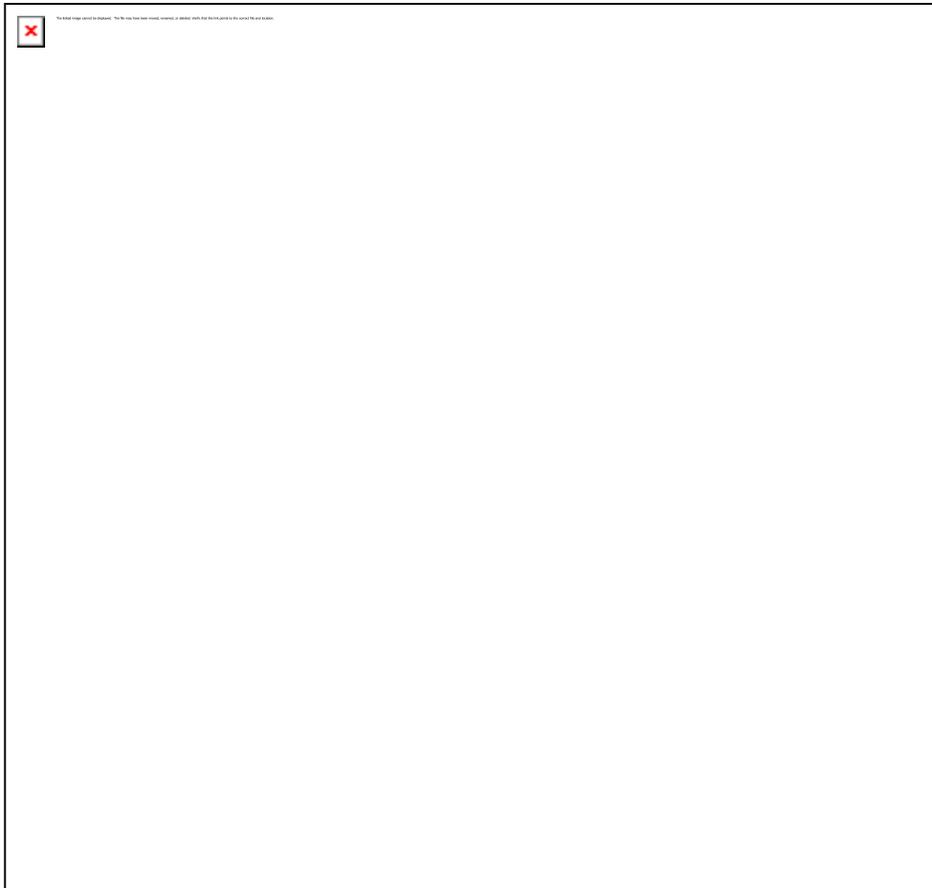
STA members will be reimbursed at \$0.52 per kilometer. The maximum amount claimable is limited to the cost of economy airfare between points traveled, when air transportation is available and practical.

Incidental Expenses:

Parking, taxi fares, telephone calls, ferry fares, etc., will be paid for by the BCTF or STA. Incidental expenses exceeding \$5.00 must be supported by a receipt. Expenses under \$5.00 will be reimbursed provided a short description of items is included on the claim form.

A SAANICH FRAMEWORK FOR COLLABORATIVE PROFESSIONAL GROWTH

A Joint Initiative Involving
the Saanich Teachers' Association, the Saanich Administrators' Association,
District Executive, C.U.P.E., Trustees, and other Partner Group



Professional Growth is an encompassing term used to include all aspects of learning undertaken by educational professionals in our district. The aspects of learning would include: Professional development, staff development, curriculum implementation, and in-service related to both the content and process of learning.

NOTES / IDEAS / REFERENCES