

Teacher

BC Teachers' Federation

March 2024

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BCTF

Kids Matter
Teachers Care

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Do you enjoy writing? Have a story to tell? Know of a project at your school or in your local you want to share with colleagues? Then consider writing for *Teacher*, the flagship publication of the BCTF! Submission guidelines are available at teachermag.ca.

We also welcome letters to the editor. Send your letter to teachermag@bctf.ca.

Teacher reserves the right to edit or condense any contribution considered for publication. We are unable to publish all submissions we receive.

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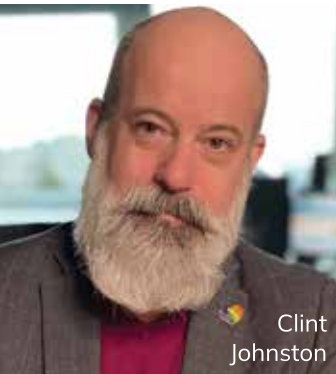
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PRESIDENT'S MESSAGE



Clint
Johnston

THIS SPECIAL ANNUAL GENERAL MEETING (AGM) edition of *Teacher* magazine may look a little different than usual. That's because this edition is gearing up for our AGM where important democratic decisions take place. This special edition of *Teacher* includes the special resolutions that will be up for debate at the AGM as well as candidate statements for elected positions on the Executive Committee.

Under the special resolutions section, you'll see several pages dedicated to the Salary Indemnity Plan (SIP) governance changes. The SIP is a union initiative that has supported thousands of members who have run out of sick days when away from work due to health reasons. The plan has grown and evolved over time, so it's important that the governance and processes are also kept up to date. The proposed governance changes that will be brought to the AGM follow a thorough consultation period where members shared their thoughts and feedback. Member input and democratic processes are at the centre of the SIP governance changes, like all Federation work.

In recent months, you may have noticed survey invitations in your inbox from your local office to hear your thoughts on bargaining priorities. Bargaining tables will open in November, so bargaining preparations are already well under way. Bargaining training for BCTF members occurred after the Winter Representative Assembly, and the Bargaining Conference will take place in May to set provincial bargaining priorities.

I encourage you to watch for emails from your local and provincial union and attend local general meetings to stay up to date with—and have your voice heard in—bargaining in the months ahead.

Finally, I'd like to draw your attention to the new *Teacher* magazine website where you can find digital versions of *Teacher* magazine articles, as well as unique, web-only content. The March edition includes several web-only articles by members, BCTF staff, and community partners. Visit teachermag.ca to read more.

In solidarity,

Clint Johnston,
BCTF President

MESSAGE DU PRÉSIDENT

CETTE ÉDITION SPÉCIALE DU MAGAZINE *Teacher* consacré à l'Assemblée générale annuelle (AGA) peut sembler un peu différente de l'édition habituelle. En effet, cette édition se prépare pour notre AGA, au cours de laquelle d'importantes décisions démocratiques sont prises. Cette édition spéciale du magazine comprend les résolutions spéciales qui seront débattues lors de l'AGA ainsi que les présentations des personnes candidates aux postes élus au sein du Comité exécutif.

Dans la section des résolutions spéciales, vous trouverez plusieurs pages consacrées aux changements de gouvernance du Plan d'indemnisation salariale (SIP). Le SIP est une initiative syndicale qui a soutenu des milliers de membres qui ont épuisé leurs jours de maladie lors de leur absence du travail pour des raisons de santé. Le plan s'est développé et a évolué au fil du temps, il est donc important que la gouvernance et les processus soient également mis à jour. Les changements de gouvernance proposés qui seront soumis à l'AGA font suite à une période de consultation approfondie au cours de laquelle les membres ont fait part de leurs réflexions et de leurs commentaires. La contribution des membres et les processus démocratiques sont au cœur des changements de gouvernance du SIP, comme pour tout le travail de la Fédération.

Au cours des derniers mois, vous avez peut-être remarqué dans votre boîte de réception des invitations de votre syndicat local à participer à des sondages afin de connaître votre avis sur les priorités de négociation. Les tables de négociation s'ouvriront en novembre et les préparatifs de la négociation sont donc déjà bien avancés. La formation à la négociation pour les membres de la FECB a eu lieu après l'Assemblée représentative cet hiver, et la Conférence sur la négociation aura lieu en mai pour fixer les priorités de négociation provinciales.

Je vous encourage à surveiller les courriels de votre syndicat local et provincial et à assister aux assemblées générales locales afin de vous maintenir à jour et de faire entendre votre voix dans les négociations au cours des mois à venir.

En terminant, j'aimerais attirer votre attention sur le nouveau site Web du magazine *Teacher*, où vous trouverez des versions numériques des articles du magazine, ainsi qu'un contenu unique, exclusif au site. L'édition de mars comprend plusieurs articles en ligne rédigés par des membres, le personnel de la FECB et des partenaires communautaires. Pour en savoir plus, visitez teachermag.ca.

Solidairement,

Clint Johnston,
Président de la FECB



New learning modules from the Anti-Racism and Anti-Oppression Office

By Nikitha Fester and Milan Singh, BCTF staff, Anti-Racism and Anti-Oppression Office

BUILDING AWARENESS about racism and oppression through education and training is central to becoming a more inclusive and equitable organization. As teachers, members know the power of education and were the catalyst behind the creation of the BCTF anti-racism and anti-oppression learning modules. The learning modules are designed for members to improve their knowledge of anti-racism and anti-oppression, and learn more about their agency and voice as we work toward solidarity, equity, and inclusion within the Federation.

In building these resources, we had the joy and privilege of bringing together teachers, community activists, researchers, academics, and BCTF staff in unique ways, and you'll see many of them featured in the content. We had the honour of listening to and learning from Elder Roberta Price, hearing from activists about justice and joy, and talking to experts about various topics related to agency, rest, and resilience! And layered throughout this resource are the voices of teachers; we had an opportunity to connect with several of you from across the province to gain insight into how to be more anti-racist.

Here is a behind-the-scenes look at our process and what the videos that make up the modules include. In collaboration with Dunya Media, we set out to develop themes for each module. We reviewed existing work done by the BCTF, thumbed through resources produced by experts, found gaps in what already exists, and then we hosted visioning sessions to really zero in on what our message about anti-racism would be.

While the finer details remained abstract, a few things were certain:

- The project needed to be academic, accessible, and action-oriented.
- Aboriginal ways of knowing and being needed to be always at the heart of the work.
- We needed to bring it back to agency, voice, and action every step of the way.

From here, research and collaboration began. The team combed over works by Stuart Hall, bell hooks, Pierre Bourdieu, Özlem Sensoy and Robin DiAngelo, and Ibram X. Kendi, to name a few, as well as through information offered by organizations such as BC's Office of the Human Rights Commissioner, the University of British Columbia, and many others, to synthesize and summarize concepts and definitions. We consulted with advisory committees, BCTF departments, and member focus groups to determine what needed to be included in the learning modules. Slowly but surely, ideas began to take shape. The team was steadfast in ensuring members' ideas were brought to life.

We identified gaps that needed to be addressed by the modules, including an understanding of the "cause" and "effect" of racism, and that a more nuanced approach to understanding race, racism, and systemic racism in relation to white supremacy and white culture was necessary. Without this foundational knowledge, opportunities for us to know about the issues more holistically and understand how systemic barriers show up in our society would be lost. This is what you'll find in module one of the learning: a focus on anti-racist language and advice from colleagues about anti-racist actions we can take in our day-to-day lives.

ABOVE: On set with Omari Newton (left), actor, and Willis Taylor (right), retired teacher and actor. Nikitha Fester photos.

In addition to connecting with members, this project called for a deep dive into the BCTF's history. The BCTF has a long-standing history of publishing a magazine in which members can share information and opinions on events and people. This archive of member-written articles sparked our curiosity to know more about our provincial labour history in relation to what was happening at the BCTF. With support from research, conversations with teachers, and watching documentaries like *A Time to Rise*, we moved toward creating our own understanding of labour movements from the lenses of Indigenous, Black, and other racialized workers, and are excited to share what we learned about the many collective gains led by different racialized groups in the province. Anti-racism as union business is the focus of module two.

For many of us, conversations about race and racism can be stressful. The anticipation of what will be said, ignored, or misunderstood causes real impacts on our bodies. When talking about the harms of racism, racism as an embodied experience often gets overlooked. We were lucky to connect with Donna Chen, registered clinical counsellor, who explains what somatic awareness is and strategies to bring yourself to centre. Module three continues in this self-reflective theme with a lens activity and a deep dive into microaggressions and interventions. Finally, we had the pleasure of connecting with local activists to learn about the importance of anti-racist work and how they resource themselves so that they can sustain their work as anti-racist activists. There are so many nuggets of information in this discussion, we've added an extended version on Canvas (a learning system coming soon to bctf.ca).

Finally, module four starts off by sharing information about specific services the BCTF offers members and some tips to help you help others tap into their agency, action, and voice—because what better way to stand in solidarity than to help empower your peers? With those tools added to your solidarity toolbelt, you'll move into the last segment of the training. This segment invites you to dream big, to consider what is possible when we have the right words, to better understand ourselves and our rights, and to see examples of what has already been achieved. You'll hear from your colleagues as they share what inspires them and how the BCTF can improve. As they write down their ideas on sticky notes, we invite you to participate in the final activity and share your thoughts about the BCTF's future—what would your sticky note say when you imagine a better BCTF?

The learning modules will be available for members to access through the Canvas learning system via the BCTF website. It will first be available to Annual General Meeting delegates and then will be opened up to the wider membership. Be sure to follow BCTF socials (Instagram, X, and Facebook) for behind-the-scenes sneak peeks and updates on full member access! •



TOP RIGHT: Elder Roberta Price is featured in the upcoming modules. **BOTTOM RIGHT:** BCTF President Clint Johnston on set.



The hot pink school in Nepal: A story of students taking action

By **Janet Levang**, retired teacher, Cranbrook

IN SEPTEMBER 2011, I stood before my Grade 5/6 class at Gordon Terrace Elementary in Cranbrook and told them I had a story to tell. Far away in a country named Nepal, there is a small village called Kuttal. Approximately 80 people live there growing and raising what they need: chickens, goats, rice, coffee, and vegetables to support their families. My students listened politely as I told my story, but I could see that they were thinking, “What does this have to do with us?”

They—and I—didn’t know yet that this story would take us all on a 12+ year journey!

David and Patricia Stock, two retired teachers in Cranbrook who had been fundraising to support the current school in Kuttal for several years already, approached me and Michelle Sartorel (then principal) at Gordon Terrace to ask us if our school was interested in raising funds to build a new three-room school for children aged three to five in Kuttal. The people of Kuttal had specifically mentioned this when asked what other supports would be useful for their community.

We told David and Patricia that I would propose this idea to my class. And so, I did.

The response was loud and clear from my class: “Yes, we can do this!”

The students asked me what it would cost to build the school. I didn’t answer directly, wanting them to realize that just the building wasn’t enough. I asked them to look around our classroom and think about what makes a building a school. Together we determined it is supplies, equipment, and teachers! We worked out a budget together—to include the building and operating costs—setting our fundraising target at \$6,000.

The Nepal Project had truly begun.

Announcements to the school by my Grade 5/6 leaders shared that Gordon Terrace needed to help build a small school, provide school supplies, and hire teachers for the village of Kuttal in Nepal. We sold DQ Dilly Bars, end-of-life library books, book fair posters, zippered fabric bags filled with various items, book bags, and gym bags. One class made beaded bracelets and knitted items to be sold. Other classes held coin drives and collected Canadian Tire money to be resold. We held a small Christmas sale to sell donated, beautifully crafted items from the students and their relatives.

Fundraising continued with carnations for Valentine’s Day, a Mother’s Day sale, jewelry sales, and cash donations of support from Gordon Terrace, the Canadian Friends of Nepal, and the community.



Image provided by
author and edited with
Adobe Illustrator.

**“As we participated
in the project, the
children cast their
hearts and minds
outside their realities,
learning about
empathy, disparity,
and kindness.”**

Each year as we sustained this project, the students learned math skills when making change, communication skills when talking about the project and describing the sale items, and project management skills when planning and executing fundraisers. As we participated in the project, the children cast their hearts and minds outside their realities, learning about empathy, disparity, and kindness.

In April 2015, a devastating earthquake hit Nepal.

We waited anxiously for news of the impact on Kuttal. Soon we learned the buildings in Kuttal were destroyed—except for the earthquake-proof little hot pink school Gordon Terrace Nepal. The school became an emergency accommodation as some families moved in until they could build temporary shelters. The earthquake wasn't something that had happened to anonymous people: it had happened to our friends in Kuttal; people who we knew and cared about. The students immediately wanted to do more to help. When they saw pictures of the villagers moving the dirt in the village with shovels, they made plans to raise money to hire a grader and a front-end loader to make it easier to repair their village. The students doubled their efforts and raised \$4,000 over the \$6,000 target for that year.

The Nepal Project continues to this day.

As Gordon Terrace Cranbrook has new students and staff join the school community, those already there share the story of the little hot pink school called Gordon Terrace Nepal. And each year, students and staff work together to maintain our long-standing relationship with the hot pink school. Our twin schools have benefited from a global perspective, improved education, and a project that continues to give.

Gradually, we met our goal for the year! More importantly, our students learned the value of giving to others without regard for oneself.

In September, my Grade 6 group left for middle school. My previous Grade 5 group was determined to continue the Nepal Project in Grade 6 and were soon planning the year's fundraisers, building excitement in the new Grade 5 students in my blended class.

As construction of the school in Kuttal wrapped up, the Nepali people painted their new school hot pink with maroon shutters and doors. They named the school Gordon Terrace Nepal to thank us for our generosity. We continued to send \$6,000 a year, as this was the amount of money that was needed to buy equipment and school supplies, pay the teachers, and have a fund for snacks, school upkeep, and administration.

Fundraising efforts have changed and grown year by year, as money is sent to maintain the school with supplies, equipment, building maintenance, and landscaping. We also added special funds to build a second floor on the school building for community services and to increase the teachers' salaries.

As of this writing, the total raised by Gordon Terrace Cranbrook for Gordon Terrace Nepal is \$100,261.11.

The students who heard my story in September 2011 are adults now. Some moved from Cranbrook, some have stayed. Many have shared with me that they are proud of being involved in the Nepal Project. In childhood, they learned to think outside themselves and to consider how their actions can affect another person. In adulthood, that is reflected in their thoughts and behaviours.

The students who first attended Gordon Terrace Nepal are teenagers now. They received two to three more years of education than the previous Kuttal village children. The opportunities for their future have increased and they have learned the benefit of kindness.

In retirement, I reflect on the hundreds of students who passed through my classrooms. There have been many highlights in my 35 years of teaching. The creation and continuation of the little hot pink school in Nepal makes me smile whenever I think of the growth in the social responsibility of my students. •

Cultivating reading enjoyment: A teacher inquiry project

By **Kathy Gyori** (she/her),
teacher-librarian, Surrey



Kathy
Gyori

OUTSIDE of the library learning commons, the concept of reading for pleasure is frequently disregarded in education, relegated to a domain considered academically insignificant. The dominant educational norms, particularly in Euro-Western practices, cast a disparaging light on the idea of “reading for fun.” Personally, I grapple with my own internalized biases that downplay its significance. At the same time, as a teacher-librarian, fostering a love for reading stands at the core of my professional aspirations. I also believe that, on some level, most educators acknowledge that cultivating reading enjoyment for their students is vital for lifelong learning. The challenge lies in the inherent difficulty of quantifying and substantiating its meaningful impact within our existing educational structure. I am grateful that the BCTF Teacher Inquiry Program is giving me the time, space, and collegiality to shine a light of distinction on reading enjoyment.

I recall hearing someone nonchalantly say during a library book exchange, “Don’t worry about your book choice today; you can just choose something for fun.” My internal reaction was one of dismay. Contrary to the notion that selecting a book for pleasure is a frivolous act, I believe it demands significant and deliberate consideration. Students who contemplate and understand their reading identities acquire a multitude of valuable skills. Reading for enjoyment is a nuanced journey, filled with insightful discoveries and self-realizations. Notably, the correlation between reading enjoyment and impactful outcomes is striking. An Organisation for Economic Co-operation and Development report,¹ drawing on results from the Programme for International Student Assessment, underscores that reading enjoyment surpasses family socio-economic status in its influence on children’s educational success. Additionally, when students read for pleasure, it also affects their mental health, improving their emotional and social well-being.² Why dedicate substantial resources and instructional time to teach students how to read, if we don’t value whether they continue reading by choice?

**“...taking
reading for
pleasure
seriously
in the
classroom
yields
remarkable
outcomes.”**

The challenge, however, lies in the realization that we cannot mandate or instruct students to derive pleasure from reading. As teacher-librarians, our responsibility extends to sharing our passion for reading, curating diverse book collections, and critically evaluating systems to positively affect students. I also firmly believe that children often perceive the importance of activities based on the cues they receive from their teachers. When teachers genuinely cultivate a shared enthusiasm for reading and express a sincere interest in their students' literary choices, it creates an environment where the joy of reading can truly thrive. Although it sounds odd, taking reading for pleasure seriously in the classroom yields remarkable outcomes.

As a participant in the Teacher Inquiry Program for the first time, I am excited by the prospect of collaborating with my fellow teacher-librarians who share similar passions and questions. Driven by a spirit of inquiry, this initiative also allows me to explore my curiosity on how I can enhance my students' reading enjoyment, refine my teaching practices, and challenge existing educational structures. Through the Teacher Inquiry Program, I can critically assess our book collection and its structures using reflective questioning and action research. Questions such as, “How can I decentre Western educational norms?” “How can I diminish my role as the gatekeeper and instead empower students?” and “In what ways will removing the Dewey Classification System enhance accessibility for my students?” guide this transformative exploration.

My focus inquiry question is, “To what extent might the implementation of genre classification in the fiction novel section of the A.H.P. Matthew Library Learning Commons enhance the reading enjoyment and accessibility of intermediate students?”

Inspired by the achievements of my colleagues in the Surrey School District who have embraced genre classification, I am motivated to investigate ways to empower my students to choose books that truly captivate and resonate with them. Additionally, I aspire to foster a stronger connection between my students and their reading identities by facilitating an exploration of specific fictional genres. I hope to create a space where my intermediate students can reach their hand out and connect to a story they can't put down. As Steven Wolk reminds us, “While a nation of workers requires a country that can read, a democracy requires people that do read, read widely, and think and act in response to their reading.”³ Reading for pleasure is critical and needs to be acknowledged in education. •

What is the Teacher Inquiry Program?

By Lena Palermo (she/her),
teacher, Victoria

TEACHER INQUIRY is an important part of professional development. The BCTF's Teacher Inquiry Program empowers teachers to pursue inquiry projects by creating collaboration time and facilitated learning opportunities.

I have the privilege of being the facilitator for the Surrey teacher-librarians who started their Teacher Inquiry Program journey in December. While the beginning of this process can often feel like walking into the unknown, this group arrived with passion, enthusiasm, and braced for anything. In our initial session, we set our working boundaries, expressed ideas and burning questions, and began our “starting” questions, which will evolve over time through collaborative conversations and facilitation strategies.

As a group, we will have four more sessions to work through the cycle of inquiry. We begin with broad questions that are whittled away over time to something very specific that we collect data on, analyze, and will lead to a change in practice. Although that sounds very straightforward, there are often bumps along the way and switches in both direction and the specific question. Teachers will often work on their own fine-tuned question under a broader, agreed-upon theme. Some may pair up when they see that their question is very similar to another group member. There is no wrong answer to this inquiry.

One thing we do know is that this group would really like to find ways for students across Grades K–12 to find joy in reading. We look forward to sharing the findings and outcomes of this inquiry project in a future edition of *Teacher* magazine. •

1 Irwin Kirsh, et. al., “Reading for Change: Performance and Engagement Across Countries,” Organisation for Economic Co-Operation and Development, 2002.

2 S. Yun-Jun, et. al., “Early-initiated childhood reading for pleasure: associations with better cognitive performance, mental well-being and brain structure in young adolescence,” *Psychological Medicine*, Cambridge University Press, 2023.

3 Steven Wolk, “Reading for a Better World: Teaching for Social Responsibility with Young Adult Literature,” *Journal of Adolescent & Adult Literacy*, 52.8, 2009.

Math chats in an intermediate classroom

Michelle Chu, teacher and BC Association of Mathematics Teachers elementary representative, Burnaby

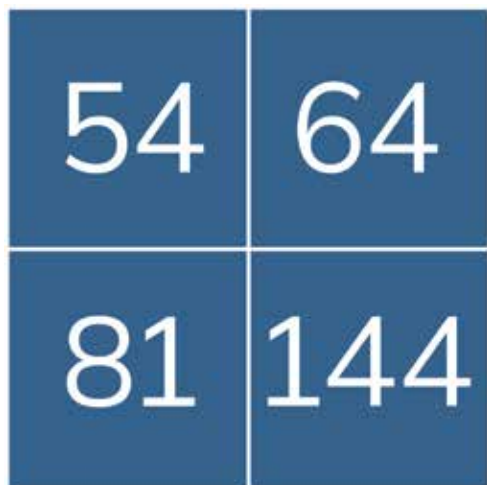


FIGURE 1
Which One Doesn't
Belong example
by Nick Johnson

FOR MUCH OF MY LIFE, I couldn't understand how people could just calculate math problems in their heads. I must have been quite a sight trying to answer $99 + 37$ or 22×55 without writing tools. I would stand there, finger frantically air-writing the algorithms as I mouthed the numbers in failed attempts to remember both the question and the results from all the carry-overs and borrowing.

It wasn't until later in my teaching career, as I focused my professional development on upper intermediate mathematics education, that I understood why. I was quite competent at using algorithms. I had a good memory and even found comfort in following a prescribed set of steps. What I was lacking was number sense. I didn't think about what the numbers meant—I just calculated.

As I participated in sessions centred around number sense, I was amazed at the various strategies people used when approaching questions. I started working on developing my flexibility in strategy selection. Rather than lining up the numbers 99 and 37 to follow the standard algorithm, I used my understanding of constant difference to transform the problem to $100 + 36$, which are friendlier numbers to use. The more I learned, the more excited I became. There were so many relationships between numbers that I had never considered.

I wanted my students to share in this excitement and flexibility as well. Many of my Grade 7 students solved questions much like I did—using the algorithm. The algorithm is a beautiful and useful tool; however, having the ability to select the most efficient one for the problem being solved is also important.

One way I try to help students build their number sense is through math chats. These are short activities that can last between 5 to 20 minutes. They can be connected to the day's lesson but are often stand-alone activities with a major focus on active student discussion.

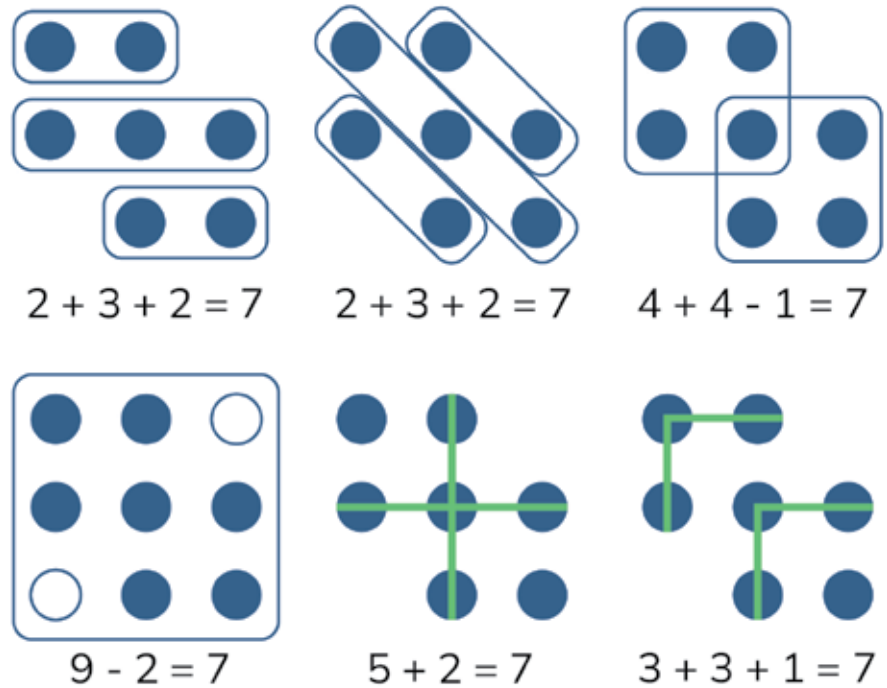
My math chats at the beginning of the school year are often chosen to emphasize the fact that there are different ways to view and approach a problem. Which One Doesn't Belong (www.wodb.ca) and Subitizing Dots (www.stevewyborne.com and search "subitizing dots") are both fantastic for this.

For example, in this Which One Doesn't Belong (Figure 1), students might argue that 81 doesn't belong, as it's the only odd number or because it's the only number that doesn't end in 4. Some students might point to 144 not belonging, as the only three-digit number. What reasons can you find for 54 or 64 not belonging?

In Subitizing Dots, by Steve Wyborney, students are briefly shown several dots and asked to share the number they saw. This is followed by a class discussion about how students grouped dots together in their head to help them hold onto that number. After a few of these, students are presented with a challenge: How many ways can you find the total number these dots represent? Figure 2 shows examples of how dots can be viewed in different groupings.

FIGURE 2

Sample slide (right) demonstrating some ways of organizing dots to find the total.



Through these and other activities, I can establish math chat routines. These routines provide opportunities to practise multiple approaches, flexibility in thinking, using mathematical vocabulary in discussion, and providing peers time to think by putting a thumb up against one's chest, rather than announcing the answer. Because of the short and approachable nature of these chats, students who view themselves as "not math people" often stay engaged and build their math confidence.

When students are ready, often within a few months, I introduce Math Strat Chat, by Pam Harris (www.mathisfigureoutable.com/mathstratchat). We begin Math Strat Chat, by having students share their strategies aloud for a given question (Figure 3). As they describe them, I do my best to represent their thinking on the white board.

Other times, I might show students strategies that other people have used to approach the problems (Figure 4), asking them to explain the thought processes that are being demonstrated. Part of the process is to also share three or four strategies for a particular problem and ask students to share which strategy they find the most efficient. This helps remind students that sometimes our favourite strategies just don't work with certain problems.

These activities allow me, as the teacher, to review and teach strategies without having to dedicate an entire unit to a particular concept. Regularly returning to these ideas over the course of a school year means that students have more exposure, helping build their retention of concepts and toolkit of strategies. •

FIGURE 4

Four different approaches (right) to the same problem (as seen on X). Which one do you think is the most efficient for 22×55 ?

FIGURE 3
#MathStratChat:
What is 22×55 ?



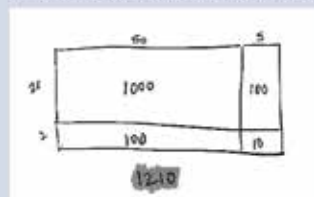
Danika M.
 22×55
 $11 \times 110 = 1210$

 $22 \times 100 = 2200$
 $22 \times 50 = 1100$
 $22 \times 5 = 110$
 $22 \times 55 = 1210$

Karen C.
#MathStratChat
 $22 \cdot 55$
 $2 \cdot 11 \cdot 5 \cdot 11$
 $(2 \cdot 5) \cdot (11 \cdot 11)$
 $10 \cdot 121$
 1210
Decompose into factors & regroup conveniently!
(I knew $11^2 = 121$)

Carl
 $22 \cdot 55$
 $(20+2) \cdot 55$
Distribute
I know $2 \cdot 55 = 110$
So $20 \cdot 55 = 1100$
 $1100 + 110 = 1210$

Alyson E.
Interesting to see 10s, 100s, 1000 here. #MathStratChat





Ending period shame through education

By the students of Project RED, Norma Rose Point School, Vancouver

IN 2019, the Ministry of Education in BC announced that all schools would be responsible for providing free, accessible period products to students. Schools are now stocked with pads and tampons for students; however, accessing them is not always barrier-free. For example, sometimes period products are only stored in girls' washrooms. This means people who menstruate and use a different washroom in the school cannot access them. In some places, students have to ask an adult in the school for period products. This forces students to publicly announce that they have a period. For folks who are non-binary or trans, announcing that they have a period may not feel safe or comfortable. And considering the shame and stigma that is still associated with periods in our society, many girls also don't want to be forced to announce their period to access period products.

We are a group of Grade 7 kids from Norma Rose Point School who want to normalize periods in schools and make sure all kids can comfortably and easily access period products when they need them.

Our club started out when some of us started to get our periods or felt anxious about getting our periods. Holly Johnston, a supervision aid at our school, encouraged us to talk about periods because they're not something to be ashamed of. Those of us who had already begun to menstruate talked about our experience in our period club, and those of us who had not yet had a period listened and asked questions so we could feel calm, informed, and empowered when we did get our periods.

As we talked about periods, we realized that many of us did not feel fully informed about periods and period products. We had questions about different products available to manage periods; we wanted to learn more about what is considered a normal period and what might be concerning during a period; and we wanted to be able to talk about all of these things without feeling ashamed.

By talking about periods more regularly, and validating each other's experiences and worries, we all began to feel more comfortable. Before we began talking about periods regularly at school, many of us were uncomfortable bringing up the topic at home with our parents or siblings. Now, period conversations are much more comfortable at home, which makes it easier to tell our parents what we need and how we're feeling when we have our periods.



Project RED
stickers drawn by Lucy Wu



"I fully support Project RED within the school system as a parent whose daughter is a part of the club. The empowerment these kids feel is astounding; the stigma attached to periods is diminishing and the kids don't feel uncomfortable expressing themselves and asking questions. Many parents don't teach their children these things or the bare minimum is taught, leaving kids with so many questions and concerns around periods. I hope this continues and grows throughout Vancouver and beyond, so that everyone can be a part of this amazing project."

– Melanie Hidber, parent of a Project RED student

We want other kids to feel comfortable talking about periods too, so we started Project RED to educate other students at our school. It's important that everyone be informed about periods because it helps people who will menstruate feel confident and prepared, and it shows people who will not menstruate how to support people who do menstruate.

Education is also an important part of our other goal: to make sure all students can access period products discreetly and without shame in all bathrooms. If people know about period products and the stigma around periods is eliminated, there is less chance that people will be disrespectful or misuse the products in the bathrooms.

We planned presentations in the intermediate classes at our school to talk about periods and period products. We also hosted an event in our school foyer where we created a poster board about periods and answered other students' questions about periods and period products. And to further educate students, we raised money to donate to our school library to purchase books about periods.

Now, we're working on starting a pilot project to have pads-on-a-roll installed in every bathroom stall in the school. The pads-on-a-roll work like toilet paper: they are pads that wrap around a roll that is attached to the wall. This allows people to access pads inside the stall and avoid having to announce they have their period. We also plan to post information in the stalls on how to use the pads appropriately. Having pads available inside the stall is especially important for the safety of non-binary and trans folks.

In our period club, we've learned that people who menstruate sometimes miss school because they are not able to access period products in a safe and comfortable way. Having pads available in all bathroom stalls can help make sure students are not missing school because of an entirely preventable reason.

We are planning to track the usage of period products provided by the school and present the data to the school board so other schools can also implement pads-on-a-roll inside the stalls.

Our message to all the teachers out there is to normalize periods and not shy

away from conversations about periods. Remember that periods aren't dirty or gross. There are positives to having a period, like knowing you're healthy and not pregnant. Students will bleed through their clothes. They will need to sit out of certain activities if they have cramps. And they will have questions that they might be afraid to ask. If periods are talked about more often, students will be more comfortable and feel empowered.

The period club created a bonded community of people who menstruate, people who will menstruate, and people who want to learn how to support people who menstruate. We're so happy we got to work with Holly as a mentor who helped us take action in our school. Holly made the whole club feel normal. We're glad we had an opportunity to feel empowered about our periods and share that power with others. •

IMAGES

Above: The students of Project RED.

Opposite page: Project RED art.
Sunjum Jhaj photos.

Celebrate women in STEM

INTERNATIONAL WOMEN'S DAY is March 8, and it recognizes the contributions and accomplishments of women and girls worldwide. It is also a moment to acknowledge the inequity that still exists and the work toward closing economic, social, and political gaps. Women and their innovations in the world of science, technology, engineering, and mathematics (STEM) are often minimized, erased, or forgotten.

One example is Dr. Nadine Caron, the first Indigenous general surgeon in Canada. Dr. Caron is a member of the Sagamok Anishnawbek First Nation and is a surgeon, professor in the Faculty of Medicine at UBC, and the biobank project lead at the University Hospital of Northern BC. Dr. Caron first began her studies at SFU, where she was a starter for the SFU basketball team and top student in kinesiology. She then pursued her medical studies at UBC, and during her medical residency completed a master's of public health through Harvard University. After completing her residency, she moved to California where she completed a postgraduate fellowship in endocrine surgical oncology. Once back in BC, she began practising as a surgeon and became founding co-director of the UBC Centre for Excellence in Indigenous Health. Her biobank initiative will enable northern British Columbians, including members of rural and remote First Nations communities, to have more equitable access to genomic research into different types of cancers. In 2016, she was awarded the Dr. Thomas Dignan Indigenous Health Award from the Royal College of Physicians and Surgeons.

Below is a lesson, suitable for Grades 5 and up, on women in STEM.

Women in STEM lesson

Materials

- tablets/laptops/library time
- STEM role models posters (scan QR code); these posters are available in French, Spanish, German, Portuguese Brazilian, simplified Chinese, and English and are a great addition to classroom walls—especially in modern languages classrooms!
- poster paper if necessary
- projector.

Time

- one period for research and one period for presentations.

Curricular connections

- historical thinking (cause and consequence, and ethical judgment).

Scan for
STEM role
models
posters
(opposite
page) or
visit link
below:



<https://qrco.de/bejuD8>

Part 1

1. Present and explain what International Women's Day is to the students.
 - a. Ask why do you think we have International Women's Day? What purpose do days of celebration serve? What more do we need to do to achieve change (for women or any other group students mention in the conversation)?
2. Have posters around the room either printed or displayed on tablets, and have students circulate and pick a scientist who interests them.
3. Explain to students that they will make a three-minute presentation in groups on the scientist of their choice. They can use PowerPoint, Prezi, Piktochart, or whatever software you're comfortable with. The presentation must include the following:
 - a. Scientist's full name.
 - b. Area of study/work.
 - c. Major contributions/what are they known for.
 - d. At least three photos related to the content of their presentation.
 - e. Students must answer one of the following critical questions:
 - i. What are some positive consequences for students when they learn about the accomplishments and contributions of racialized women?
 - ii. Does your group think the value of women and their contributions to society has increased, decreased, or remained the same since International Women's Day became popular? Explain your position.
 - iii. How would society improve if the inclusion of the contributions of diverse groups happened more regularly and consistently in schools?
4. Have students research and create their presentations.
5. Have each group bring in one object that symbolizes the woman they've selected.
6. Have students present on the woman they've researched.

Part 2

1. Collect the symbols of the women.
2. Place them around the room (this can be done outside, if more space is needed).
3. Say aloud the name of one woman and students must locate the symbol that represents that woman. If they choose wrong, they will sit down.
4. Repeat until all names have been read.

Part 2 can be eliminated if not feasible. You can also have students draw a symbol for the selected woman instead of bringing in a small object. •

for International Women's Day

By Nikitha Fester
(she/her), BCTF staff



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AGM 2024

BC TEACHERS' FEDERATION ANNUAL GENERAL MEETING
MARCH 16–19, 2024, HYATT REGENCY VANCOUVER



iStock/Rawpixel

AGENDA

FIRST SESSION

Saturday evening—March 16

- 6:30 p.m. Call to Order
Traditional Welcome
Preliminaries
Report of the President
Leadership Report
- 8:00 p.m. Salary Indemnity Plan
Governance Review
- 8:45 p.m. Report of the Nominating
Chairperson
Election statements from
Full-Time Table Officer
candidates
Question and answer
session for Full-Time Table
Officer candidates
Call for Nominations
- 9:25 p.m. Announcements
- 9:30 p.m. Adjournment

SECOND SESSION

Sunday morning—March 17

- 9:00 a.m. Guest Speaker—
Karen Ranalletta,
CUPE President
- 9:10 a.m. Salary Indemnity Plan
Governance Review
(continued)
- 10:30 a.m. Finance
Unfinished Business
- 12:25 p.m. Announcements
- 12:30 p.m. Adjournment

THIRD SESSION

Sunday afternoon—March 17

- 2:00 p.m. Guest Speaker—
Sussanne Skidmore,
BCFED President
- 2:10 p.m. Bargaining
- 4:00 p.m. Constitution and By-laws
International Solidarity
Teacher Education
- 5:00 p.m. Report of the Nominating
Chairperson
Election statements from
Member-at-Large
candidates
Question and answer
session for Member-at-
Large candidates
Call for Nominations
Unfinished Business
- 6:25 p.m. Announcements
- 6:30 p.m. Adjournment

FOURTH SESSION

Monday morning—March 18

- 9:00 a.m. Health, Welfare, and
Safety of Teachers
Political Action
- 10:30 a.m. NOW Communications
Presentation
- 11:00 a.m. Ministry of Education
Education Policy
Unfinished Business
- 12:25 p.m. Announcements
- 12:30 p.m. Adjournment

FIFTH SESSION

Monday afternoon—March 18

- 2:00 p.m. Guest Speaker—
Heidi Yetman, CTF President
- 2:10 p.m. Organization of the BCTF
- 3:00 p.m. Awards
- 3:45 p.m. In Memoriam
Unfinished Business
- 5:45 p.m. Report of the Nominating
Chairperson
Final Call for Nominations
- 5:55 p.m. Announcements
- 6:00 p.m. Adjournment

SIXTH SESSION

Tuesday morning—March 19

- 9:00 a.m. Elections
Unfinished Business
- 10:20 a.m. Guest Speaker—
Arnie Lambert,
BCRTA President
- 10:30 a.m. Pensions Report
- 11:15 a.m. Pensions
Publications of the BCTF
Questions on Reports
Executive Director's Report
- 12:25 p.m. Announcements
- 12:30 p.m. Adjournment

SEVENTH SESSION

Tuesday afternoon—March 19

- 2:00 p.m. Annual General Meeting
Provincial Specialist
Associations
Public Relations
Professional Relations
Unfinished Business
- 5:25 p.m. Announcements
- 5:30 p.m. Adjournment

EIGHTH SESSION

Tuesday evening—March 19

- 7:30 p.m. Unfinished Business
New Motions
- 8:45 p.m. Introduction of the 2024–
25 Executive Committee
- 8:55 p.m. Courtesy Motion
- 9:00 p.m. Adjournment



**Kids Matter
Teachers Care**

SPECIAL RESOLUTIONS

EXECUTIVE COMMITTEE RECOMMENDATIONS

CONSTITUTION AND BY-LAWS

By-law amendments must be passed by special resolution at an AGM, which requires a two-thirds majority to pass (see By-law 20). Special resolutions require advance notice to the membership and cannot be amended from the floor at the AGM.

That By-law 1 be replaced with a new By-law 1 as follows, to be filed to be effective July 1, 2024:

Voting members

- 1.1 (a) *All teachers and other BCTF bargaining unit members employed in a school district in the province of British Columbia shall be eligible to be voting members of the Federation and of a local in that school district. Membership commences upon submission of a completed membership form to the Federation or upon receipt by the Federation of applicable membership fees, whichever occurs first.*
- 1.1 (b) *Subject to By-laws 1.1(c), 1.1(d), 1.1(e), 1.5, 1.6, and 3.7, only voting members shall be entitled to seek and hold office and vote on all matters as provided in these bylaws. Voting members are entitled to all rights of membership, including those required by the Labour Relations Code.*
- 1.1 (c) *Exclusions: those positions that create a conflict of interest such as Members of the Legislative Assembly, officials and employees of the Ministry of Education and Child Care, employees of the British Columbia Public School Employers' Association, employees of the British Columbia School Trustees Association, employees of the British Columbia School Superintendents' Association, employees of the Principals' and Vice-Principals' Association, district superintendents of schools, superintendents of schools, assistant superintendents of schools, and administrative officers shall not be eligible for voting membership in the Federation.*
- 1.1 (d) *Membership as a voting member ceases upon resignation, retirement, or termination of employment with a school district. Subject to By-law 1.1(c), a voting member who is on a full-time unpaid leave of absence from a school district, or on layoff with recall rights, is entitled to remain a voting member of the Federation without payment of a membership fee for the duration of the leave of absence.*
- 1.1 (e) *Subject only to By-law 1.1(d) (with respect to voting members on a full-time unpaid leave of absence), where no membership fees are paid to the Federation or local by a voting member for a period of six months, voting membership in the Federation and local respectively shall automatically convert to inactive membership status without further notice to the member.*

Affiliate members: Members appointed as administrators

- 1.2 (a) *Persons appointed as administrative officers in a school district, shall be eligible, for affiliate membership upon submission of a completed application to the Federation, receipt by the Federation of the applicable membership fee, and acceptance for admission as an affiliate member as determined at the discretion of the Executive Committee.*
- 1.2 (b) *Affiliate membership shall entitle the member to:*
 - (i) *participate in the Salary Indemnity Plan established pursuant to By-law 8.7, for up to one year, provided the application is made within 60 days of that person's appointment as an administrative officer.*
 - (ii) *participate in applicable BCTF affiliated group life insurance plans.*
 - (iii) *receive pension and income security advice, such as advice on BCTF benefit plans, unemployment insurance, Workers' Compensation Board, the Teachers' Pension Plan, and the Canada Pension Plan, and have the right to attend pension seminars.*
 - (iv) *receive the Members' Guide, on request.*
 - (v) *receive the Teacher magazine, or its equivalents.*
 - (vi) *join provincial specialist associations.*
 - (vii) *participate in BCTF professional development activities, as made available to affiliate members by the Federation.*
- 1.2 (c) *Affiliate members are not entitled to vote, seek, or hold office.*

Associate members

- 1.3 (a) *Associate membership shall only be granted to persons not eligible for voting membership.*
- 1.3. (b) *Associate membership shall be granted upon submission of a completed application to the Federation, receipt by the Federation of the applicable membership fees, and acceptance for admission as an associate member as determined at the discretion of the Executive Committee from the following people:*
 - (i) *Persons holding instructional positions in education institutions recognized by the Federation that are not public schools. "Public school" means a school established and maintained under the provisions of the BC School Act.*
 - (ii) *Persons who do not hold valid BC teaching certificates and are employed as teacher replacements by a board of school trustees and who are not a member of the bargaining unit.*
 - (iii) *Persons who hold valid BC teaching certificates but are not members of the bargaining unit.*
 - (iv) *Persons employed as home-school co-ordinators by a board of school trustees but are not members of the bargaining unit.*

- (v) *Members of the Early Childhood Educators of BC.*
- (vi) *Teachers, active or retired, holding certificates valid in other provinces.*
- (vii) *Persons who are employed in a school district to provide professional services to students and/or teachers, and who are not members of the bargaining unit.*
- (viii) *Persons employed by school boards who teach in night school or adult education programs or courses that are part of the regular school curriculum or equivalent thereto, who have university level training or relevant specialized experience, and who are not members of the bargaining unit.*
- (ix) *Other persons who meet the criteria of By-law 1.3(a), and who apply to and are accepted by the Executive Committee.*

- 1.3 (c) Associate membership shall entitle the member to:
- (i) *join provincial specialist associations on payment of the PSA membership fee.*
 - (ii) *participate in BCTF professional development activities, as made available to associate members by the Federation.*
 - (iii) *participate in applicable BCTF affiliated group life insurance plans, and the BCTF/Royal Trust Group Registered Retirement Savings Plan where school board payroll deduction is available, and subject to eligibility conditions under the terms of those plans.*
- 1.3 (d) Associate members are not entitled to vote, seek, or hold office.

Student members

- 1.4 (a) *Student membership may be granted upon submission of a completed application to the Federation to students enrolled in programs of study in university/college programs leading to certification as teachers, and acceptance for admission as a student member as determined at the discretion of the Executive Committee.*
- 1.4 (b) *There is no fee for student membership.*
- 1.4 (c) *Student membership shall entitle the member to:*
- (i) *join provincial specialist associations on payment of the PSA membership fee.*
 - (ii) *participate in BCTF professional development activities, as made available to student members by the Federation.*
 - (iii) *participate in applicable BCTF affiliated group life insurance plans, and the BCTF/Royal Trust Group Registered Retirement Savings Plan where school board payroll deduction is available, and subject to eligibility conditions under the terms of those plans.*
- 1.4 (d) *Student members are not entitled to vote, seek, or hold office.*

Honorary members

- 1.5 (a) *Honorary membership may be granted to any retired voting member, who was, at the time of retirement,*

a voting member in good standing of the Federation, and accepted for admission as an honorary member as determined at the discretion of the Executive Committee.

- 1.5 (b) *Honorary membership may also be conferred by decision of the Annual General Meeting or of the Representative Assembly on any person.*
- 1.5 (c) *There is no membership fee for honorary membership. Honorary members who are employed by a school district, and a member of the BCTF bargaining unit, will be converted from honorary member to voting member status, and will be required to remit membership fees as a voting member. For greater certainty, the member may convert back to honorary member status after ceasing to be employed by a school district, in accordance with By-law 1.5(a) and 1.5(b).*
- 1.5 (d) *Honorary members are not entitled to vote, seek, or hold office, with the exception that honorary members who are retired members hold voting rights that can only be exercised during the special committee of the whole held to discuss pension matters during an Annual General Meeting or a Special General Meeting.*
- 1.5 (e) *Individuals who were granted Honorary Life Membership as of June 30, 2024, under the BCTF's previous by-laws, will continue to enjoy the benefits of that membership, including that they are not required to pay membership fees while employed by a school district and while otherwise entitled to voting member status.*

Inactive members

- 1.6 (a) *Where a voting member becomes an inactive member through operation of By-law 1.1(e), the member will continue to receive representation from the BCTF and its locals related to the member's employment with a school district.*
- 1.6 (b) *Inactive members are not required to pay membership fees and are not entitled to vote, seek, or hold office. Inactive members who return to work with a school district will remit membership fees and be converted from inactive membership status to voting member status immediately upon receipt by the Federation of the applicable membership fees.*

Members not in good standing

- 1.7 (a) *The Executive Committee may declare a member to be not in good standing due to a failure to pay fees or levies as prescribed in these by-laws or due to the member failing to comply with these by-laws or any applicable policies of the Federation.*
- 1.7 (b) *Members not in good standing shall not be entitled to vote, seek, or hold office, or to receive benefits of membership, other than as required by the Labour Relations Code.*
- 1.7 (c) *Members not in good standing shall continue to remit dues or be subject to recovery of fees pursuant to By-law 4.4.*

SPECIAL RESOLUTIONS continued

That all references in the BCTF by-laws and procedures to “active members” be changed to “voting members,” effective July 1, 2024.

That By-law 4.2 be amended as follows, effective July 1, 2024: The membership year for ~~active voting and student~~ members shall be from July 1 and shall end on June 30 next following. For ~~active voting~~ members, the fee is due and payable in installments at the end of each month, proportionate to the period of employment of the member during the membership year. ~~Active-Voting~~ members shall execute authorizations for payroll deduction of fees and levies. ~~Active Voting~~ members are deemed to be in good standing upon execution of the said authorization. For *affiliate and* associate members, the membership year shall be the 12 months following the date of application for ~~associate~~ membership accompanied by payment of fees at the rate currently in force, except for associate members who are uncertificated teacher replacements, in which case the membership year and method of payment of fees and levies shall be the same as for ~~active voting~~ members.

That By-law 30 be amended as follows:

British Columbia Teachers' Federation
CHARTER

BE IT KNOWN that on this _____ day of _____, ~~1920~~_____, the Executive Committee of British Columbia Teachers' Federation has granted to the

(name of local)

this charter as local No. _____ of the ~~Federation~~ ~~federation~~ in respect of (description of members to be included in the local, for example, “teachers employed by School District No. __ and such other members of the ~~Federation~~ ~~federation~~ as are determined by the Executive Committee”) by virtue of which the local has and shall have full authority to determine local matters and administer the affairs of the local in accordance with the provisions of the constitutions and by-laws of the ~~Federation~~ ~~federation~~ and the local.

Dated at _____, British Columbia this _____ day of _____, ~~1920~~_____.

President

Seal

Executive Director

That the second By-law 5.1(g) be amended to be By-law 5.1(h).

That By-law 5.1(c) be amended as follows:

The immediate Past-President serves in a one-year, ~~supernumerary non-voting~~ position on the Executive Committee. In the event that a President shall be elected to an additional year of office, the Executive Committee *non-voting* position of immediate Past-President shall be vacated.

SALARY INDEMNITY PLAN GOVERNANCE REVIEW

Constitution and by-law changes

By-law amendments must be passed by special resolution at an AGM, which requires a two-thirds majority to pass (see By-law 20). Special resolutions require advance notice to the membership and cannot be amended from the floor at the AGM.

That By-law 5.16 be deleted and replaced with the following:

~~The Executive Committee shall have prepared and shall adopt annually for the Salary Indemnity Fund a statement of anticipated revenues and expenditures, and a statement of proposed capital expenditure. No expenditures in excess of the budget so adopted shall be made except in accordance with By-law 5.17 except for those expenditures made with respect to member claims against the fund.~~

- The Executive Committee shall have the power to enter into and amend an agreement and declaration of trust to continue the BCTF Salary Indemnity Trust.*
- The Executive Committee may appoint trustees to the Board of Trustees of the BCTF Salary Indemnity Fund. The Executive Committee may establish procedures governing trustee appointments.*

That By-law 8.1 be amended as follows:

- The Annual General meeting of the Federation shall be held during the month of March or April at a date, time, and place to be fixed by the Executive Committee.
- Notice of the date, time, and place of every Annual General Meeting or Special General Meeting, the text of every special resolution, and in the case of an Annual General Meeting, where to access the BCTF's audited financial statements shall be sent by email to every active member in good standing who has provided the Federation with an email address.
- Notice of the date, time, and place of every Annual General Meeting or Special General Meeting, and the text of every special resolution, shall be available to every active member in good standing through the BCTF website in the 21 days prior to the Annual General Meeting.

- (d) The audited financial statements of the Federation, ~~including the Salary Indemnity Fund~~, shall be available to every active member in good standing through the BCTF website in the 21 days prior to the Annual General Meeting.
-

That By-law 8.6 be amended as follows:

The business of the Annual General Meeting shall include:

- (a) receipt of reports.
 - (b) receipt of financial statements.
 - (c) nomination and election of officers.
 - (d) appointment of auditors.
 - (e) setting of fees and allocation of any part thereof to special funds *(except the Salary Indemnity Fund)* operated pursuant to the objects of the Federation.
 - (f) adoption of policies and prescription of procedures for the attainment of the objects of the Federation.
 - (g) such other business as may properly be brought before the Annual General Meeting.
-

That By-law 8.7 be amended as follows:

The Annual General Meeting may create *and amend* regulations (the "Salary Indemnity Plan") ~~providing for governing the terms and conditions of~~ short-term and long-term benefits from ~~the a~~ Salary Indemnity Fund for members who are absent from work as a result of illness or accident. The Salary Indemnity Fund shall be ~~created~~ funded from member contributions that are ~~separate and distinct from fees set from time to time by the Salary Indemnity Fund Board of Trustees. for the normal operation of the Federation, and the.~~ The ~~fund~~ Salary Indemnity Fund shall be segregated from Federation funds and shall be used *by the Trustees of the Salary Indemnity Fund* solely for the provision of benefits *in accordance with the Salary Indemnity Plan Regulations* and for the expenses incurred in the administration of the ~~fund~~ Salary Indemnity Plan *and the Salary Indemnity Fund*. ~~The fund shall be invested pursuant to By-law 5.~~

That By-law 15 be amended as follows:

The financial year *for the BCTF* shall commence on July 1 of each year, provided that the Representative Assembly may, by three-quarters majority of ~~L~~ocal Representatives voting, determine another date for the commencement of the financial year. *The financial year for the Salary Indemnity Plan shall be as determined by the Salary Indemnity Fund Board of Trustees. The financial year for other special funds shall be as determined by the Executive Committee.*

That By-law 17 be amended as follows:

- 17.1 The Federation *has*, through a general meeting, ~~may~~ created a Salary Indemnity Fund, ~~a Benevolent Fund, or any other fund. In the future, the Federation may create other special funds designed to promote the general welfare of the members. The regulations governing the operation and administration of such funds shall be determined by the Executive Committee, except that the regulations providing for the Salary Indemnity Plan shall be established and amended in accordance with By-law 8.7.~~
- 17.2 *The Salary Indemnity Plan shall be governed in accordance with the trust agreement that establishes the Salary Indemnity Fund as of January 1, 2025. The Salary Indemnity Plan benefits and eligibility requirement will be as prescribed in the Salary Indemnity Plan Regulations set in accordance with By-law 8.7. Special funds, other than the Salary Indemnity Fund, will be governed by regulations or procedures determined the Executive Committee.*
- 17.3 Reference in BCTF by-laws and procedures to the "Salary Indemnity Plan Regulations" or "SIP Regulations" means the regulations created and amended by the BCTF Annual General Meeting or Special General Meeting that set out membership eligibility for Salary Indemnity Plan participation and the short- and long-term benefits provided under the Salary Indemnity Plan. *For clarity, the Salary Indemnity Plan Regulations shall not set out the rates of contributions required for members of the Salary Indemnity Plan, which shall be determined exclusively by the Trustees of the Salary Indemnity Fund.*
- 17.4 All members of the Salary Indemnity Plan shall pay contributions to the Salary Indemnity Plan in accordance with the rates set by the Salary Indemnity Fund Board of Trustees from time to time.
- 17.5 The audited financial statements of the Salary Indemnity Fund shall be available to every active member in good standing through the BCTF website promptly after they are approved by the trustees and provided to the BCTF.
-

That item 5. of the Constitution be amended as follows:

~~to organize and administer a Salary Indemnity Fund among its members to establish, continue, and sponsor a Salary Indemnity Fund for its members.~~

SPECIAL RESOLUTIONS continued

Salary Indemnity Plan Regulations changes

Salary Indemnity Plan Regulations must be passed by special resolution at an AGM, which requires a three-quarters majority to pass (see By-law 20). Special resolutions require advance notice to the membership and cannot be amended from the floor at the AGM.

That the Salary Indemnity Plan Regulations be amended as follows, effective January 1, 2025:

~~September 1, 2022~~ January 1, 2025

Pursuant to the BCTF Constitution and By-Laws, the Federation ~~shall administer~~ *has established and continues to sponsor* a Salary Indemnity Plan (hereinafter called the “plan”) for the benefit of its members. *Effective January 1, 2025, the Board of Trustees of the BCTF Salary Indemnity Trust (hereinafter called the “Board”) is responsible for the governance of the plan. Day-to-day administration of the plan is performed by the BCTF as the plan’s “administrative agent”. BCTF shall designate an employee to be the “plan administrator” of the Salary Indemnity Plan with responsibility to oversee the administration of the Plan.*

The plan shall provide short-term and long-term benefits, in accordance with the following regulations, to members disabled from employment as a result of illness or accident.

Note:

The Salary Indemnity Plan is not insured by an insurance company regulated under the *Financial Institutions Act*. The BCTF is exempt from the regulatory requirements of the *Financial Institutions Act*.

These regulations, adopted by the ~~1984~~ BCTF Annual General Meeting *are effective January 1, 2025. Amendments to these regulations and amended* by subsequent Annual General Meetings, *are generally effective on September 1, 2022. The regulations apply to members whose first date of eligibility to receive benefits occurs on or after September 1, 2022, following the Annual General Meeting at which the amendments were made, except as otherwise noted.* Members whose ~~first claim effective date of eligibility to receive benefits~~ *is prior to September 1, 2022/January 1, 2025,* will continue to receive benefits based on the plan in effect at that time, except as otherwise noted.

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Note that pages 22–31 contain one special resolution dealing with the Salary Indemnity Plan Regulations.

Regulations

General Provisions

1. Eligibility and participation

1.1 The following people shall participate in the plan:

- (a) all active members of the Federation employed by a school board or a local association on a regular full-time or regular part-time assignment;
- (b) all employees of the Federation except those specifically exempted from participation in the plan by the Federation; and
- (c) all affiliate administrative members not participating in a wage loss replacement plan may participate in the plan, providing they do so within 30 days of appointment as an administrative officer.

1.2 For the purposes of these regulations, the word "member" includes the following:

- (a) an individual who became disabled from employment while a contributor to the plan; and
- (b) except for the purposes of the Salary Indemnity Plan—short-term portion of the plan, employees of the Federation participating in the plan pursuant to Regulation 1.1 (b).

1.3 A member who has attained age 64, has reached the later of Factor 88 or age 60, has 34 years of contributory service or, who is in receipt of a retirement pension from the Pension Corporation (BC) may apply to withdraw from the long-term section of the plan. Application for withdrawal may be made during any school year in which one of the foregoing conditions has been met and upon the completion of the appropriate withdrawal form. Withdrawal will be effective, upon approval, in September for applications submitted in that month, and applications submitted later will be effective the month following approval of the application.

1.4 A member who has previously applied for and been granted a pension through the Pension Corporation (BC), and has subsequently returned to employment as defined in 1.1 is ineligible for long-term disability benefits.

1.5 A member who is an inmate of a prison or similar institution shall not be eligible for benefits from the plan during such period of incarceration. A member whose teaching certificate is suspended or cancelled due to a criminal conviction shall not be eligible for benefits from the plan. Where such conviction is unrelated to the member's teaching career and/or is medically based, the ~~Income Security Committee Board~~ shall review the case and, at its sole discretion, may determine that benefits should continue to be paid.

1.6 The plan at its discretion shall have the right, on behalf of claimants, to purchase leaves of absences or to reinstate previously withdrawn service through the Pension Corporation (BC), where in the opinion of the ~~Income Security Committee Board~~ such a purchase will be cost effective in conjunction with the application of regulation 21.1.

1.7 Non-compliance with a licensed physician's recommendations related to the disabling condition may result in suspension of benefits until the claimant follows the physician's advice. Such suspension will be reviewed by the ~~Income Security Committee Board~~.

1.8 Failure to participate or co-operate in a rehabilitation program that has been recommended by the member's licensed physician and approved by the Salary Indemnity Plan may result in the suspension of benefits during the period of time that the member did not participate or co-operate in the rehabilitation program.

1.9 If a repayment is owed to the plan, the member shall make such repayment forthwith or in a repayment schedule approved by the ~~plan administrator~~ *administrative agent*. Any amount owing and not repaid may be deducted from current or future benefits despite any passage of time.

2. Effective date of coverage

2.1 A member shall be eligible for benefits under this plan as follows:

- (a) for Salary Indemnity Plan: Short-term benefits from the date the member is first actively at work.
- (b) for Salary Indemnity Plan: Long-term benefits from the twentieth or later day of employment exclusive of sick leave.

Employees of the Federation participating in the plan pursuant to Regulation 1.1(b) are not eligible for benefits under the Salary Indemnity Plan—short-term portion of the plan.

3. Proof of Claim

3.1 (a) Proof of claim, satisfactory to the ~~plan administrator~~ *administrative agent*, must be made to the plan within 12 months of the expiration of the qualifying period. The ~~Income Security Committee Board~~, in its sole discretion, may extend this period.

(b) Any action against the ~~Income Security Committee Board~~ or the *administrative agent* with respect to the denial or termination of disability benefits under the plan must be commenced not later than one year after the claimant has been advised of the decision to deny or terminate benefits.

(c) Any action against the ~~Income Security Committee Board~~ or the *administrative agent* with respect to the plan, other than those actions referred to in regulation 3.1(b), must be commenced not later than one year from the furnishing of a reasonably sufficient proof of a loss or claim under the plan.

3.2 All claims for benefits shall be accompanied by such forms as are required by the ~~plan administrator~~ *administrative agent*, specifically:

- (a) claimant application form signed by the member; and
- (b) with the exception of intermittent absences, a medical form signed by a licensed physician, nurse

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practitioner, or registered midwife, or in special circumstances, a notarized statement signed by the member; and

- (c) the school board verification of sick leave form signed by an official of the employing school board or local association or the Federation.

Intermittent absences are defined as absences which occur at irregular intervals.

- 3.3 The ~~plan administrator~~ *administrative agent* is empowered to secure from the employing school board or local president or the Federation, information in regard to accumulated sick leave, number of days' absence or other information which the ~~plan administrator~~ *administrative agent* may require in connection with the payment of benefits.
- 3.4 A member applying for benefits, or in receipt of benefits, under the plan may be required to submit to an independent medical examination by a licensed physician selected by the ~~plan administrator~~ *administrative agent* or ~~their~~ its agent(s).
- 3.5 The ~~plan administrator~~ *administrative agent* shall select only licensed physicians who have agreed to provide information regarding a member's illness to that member's physician at the time it is provided to the ~~plan administrator~~ *administrative agent*.
- 3.6 A member in receipt of benefits will be required to provide, at periodic intervals, medical evidence of continuing disability.
- 3.7 A member in receipt of benefits for more than three months will be required to provide supporting medical evidence indicating that the member is receiving ongoing care and treatment by an appropriate licensed physician for that disability, or a registered professional as directed by an appropriate licensed physician except where the ~~Plan Administrator~~ *administrative agent* is aware that the disability is terminal.
- 3.8 Expenses incurred by a member in obtaining medical certificates or other requested information under this regulation shall be borne by the member, except that the costs of an independent medical examination required under regulation 3.4 shall be borne by the plan.
- 3.9 Receipt of benefits for an illness which is caused by drug or alcohol use shall be contingent upon the claimant receiving continuing treatment for the use of these substances.
- 3.10 Where a claim is the result of a work-related injury or illness, the member must file a Workers' Compensation Board claim prior to payment of benefits pursuant to the plan.

4. Leave of Absence

- 4.1 A member on a leave of absence who becomes disabled while on leave and qualifies for benefits under the plan shall be eligible for benefits as follows:
 - (a) if the member is on leave with pay, benefits shall commence on the date they would normally have commenced if the member had not been on leave;
 - (b) if the member is on leave without pay, for a period

not exceeding 36 months, the qualifying period shall commence on the date the leave is scheduled to expire.

- 4.2 For the purposes of these regulations, the phrase "sick leave" shall mean paid leave of absence provided by the employer for reasons of illness or accident.

5. Death of a claimant

- 5.1 In the event of the death of a claimant, the full benefit for the month in which the death occurs shall be paid to the claimant's beneficiary or estate.

6. Administration and appeals

- 6.1 ~~The Federation shall appoint an Income Security Committee to operate the plan in accordance with the terms of these regulations and to submit reports to the Federation respecting member contributions, benefits, and the financial and claims experience of the plan. The Salary Indemnity Plan shall be administered by the administrative agent. The administrative agent may delegate administrative duties to its agents, in its discretion.~~
- 6.2 ~~The plan shall be administered by a plan administrator and their assistants who shall be employed by the Federation.~~ A member may appeal a decision of the administrative agent in relation to the Salary Indemnity Plan (including a decision in relation to the Health and Wellness Program), to the Board within six (6) months of the date of notification of the decision. No appeal may be taken from a decision by a Medical Review Committee.
- 6.3 ~~The Income Security Committee shall review and rule upon any issue of interpretation or application of the regulations in any claim where a member questions the decision of the plan administrator. Appeals shall be governed by the Board's Appeals Policy. The Board's decision on an appeal shall be final and binding upon the administrative agent, the claimant, the claimant's beneficiaries and the estates of the claimant and the claimant's beneficiaries.~~
- 6.4 ~~In the event a claimant disputes the decision of the Plan Administrator regarding eligibility for benefits, the claimant shall have six months from the date of notification of the decision being disputed to appeal that decision to the Income Security Committee. The decision of the Committee shall be final and binding.~~

7. Financing of the Plan

- 7.1 The plan shall be financed from the Salary Indemnity Fund (hereinafter called the "fund"). The revenue of the fund shall include:
 - (a) ~~the allocation of a portion of the membership fee of contributions from~~ each eligible member;
 - (b) the premiums paid by the employees of the Federation participating in the plan pursuant to regulation 1.1(b);
 - (c) the allocation of the full amount of the savings of the Employment Insurance premium reduction accruing to each eligible member from the

- acceptance of the short-term section of the plan as a EI Wage Loss Replacement Plan;
- (d) the investment income from all monies allocated to the fund.
- ~~7.2 The fee allocation shall be fixed annually by resolution of the Annual General Meeting.~~
- ~~7.3 The fee allocation or premium is waived for each member in receipt of benefits from the plan.~~
- ~~7.4 A member who has been granted permission to withdraw from the long-term section of the plan, pursuant to regulation 1.3, will be assessed a fee for participation in the short-term section of the plan only.~~
- ~~7.5 Reserves, determined by annual actuarial study, shall be established in order to support the objective that the plan operates on a fully funded basis.~~
- ~~7.6 The assets of the fund shall be segregated from Federation assets and shall be used solely for the provision of benefits and for the expenses incurred in the administration of the fund and the plan.~~
- 7.7.2 Insufficient actuarial reserves may result in benefits being suspended and/or reduced by decision of the BCTF Executive Committee, *after consultation with the Board*, until the Unfunded Liability is fully amortized.
- ~~7.8 Reserves and operational monies of the fund shall be invested as provided for under by Law 5 of the BCTF Constitution and By-Laws.~~
- 7.97.3 All monies payable under this plan to or by members shall be payable in Canadian currency.

8. Amendments

- 8.1 The plan shall be amended only by special resolution of an Annual General Meeting of the Federation.

Salary Indemnity Plan—Short-term

9. Definition of Disability

- 9.1 To qualify for benefits under this section of the plan a member must be prevented, by illness or injury, from performing their normal employment duties.

10. Qualifying Period

- 10.1 Subject to the other provisions of the plan, a member who becomes disabled through illness or injury shall be eligible for benefits on the first working day following the termination of sick leave. Such a member shall be referred to as a claimant hereinafter.
- 10.2 A member who voluntarily terminates employment while having sick leave days to their credit shall not be entitled to benefits.

11. Benefits

- 11.1 Benefits shall consist of:
- an amount paid on a daily or monthly basis to each eligible claimant during the benefit period; plus
 - an amount equal to the contribution to the Teachers' Pension Plan or other BC public sector

pension plan required of the claimant by the applicable *Public Sector Pension Plan Act*, which amount shall be paid directly to the Teachers' or public sector pension plan by the plan on behalf of the claimant.

- 11.2 Benefits shall be based on the gross annual salary of the claimant applicable on the last day of work or of sick leave. No adjustment of benefit attributable to increased salary shall be paid except when a claim is closed in one school year and subsequently reopened in the following school year. Then a salary increase, due to a salary grid increase prior to the reapplication, will be recognised. No adjustment of benefits attributable to increases in percentage of contract will be paid until the claimant has returned to work at the new percentage of contract for 20 consecutive working days.
- 11.3 The gross annual salary of the claimant applicable on the last day of work or sick leave shall not be adjusted due to salary increases negotiated retroactively.
- 11.4 The benefit shall be 50% of salary with the basic benefit never less than Employment Insurance benefits. Notwithstanding 7.7, the basic benefit shall never be less than the benefit which would have been provided by the Employment Insurance Corporation.
- 11.5 A benefit month is composed of 20 benefit days.
- 11.6 A claimant who is eligible for benefits for part of a month shall be entitled to 20 days of benefits less the number of days for which salary was received for the month, with that number of days determined by the ratio of the monthly salary received to the claimant's regular monthly salary.
- 11.7 If while in receipt of benefits from this plan the claimant is entitled to claim benefits from Workers' Compensation for the same accident or illness, or Employment Insurance (special benefits, excluding sickness benefits), the benefits from this plan shall be reduced by the amount of benefits from the Workers' Compensation or Employment Insurance (special benefits, excluding sickness benefits) plan.
- 11.8 The benefit shall be offset by the amount of a retirement pension received under a registered pension plan if the retirement income from same would be considered earnings under section 35 of the *Employment Insurance Regulation*, or for a retirement pension from the Teachers' Pension Plan (BC).

12. Successive Claims

- 12.1 When a claimant resumes employment, following a period of short-term benefits in respect of one accident or illness, other than for approved accommodation employment purposes, and again suffers a disability that is related to the preceding accident or illness, that claimant shall:
- if the resumption is for a period of less than 90 consecutive calendar days, be entitled to

SPECIAL RESOLUTIONS *continued*

- benefits of not more than the balance of the 120 day maximum benefit period, or
- (b) if the resumption is for a period of 90 but less than 180 consecutive calendar days, be entitled to whatever number of benefit days remain of the original maximum of 120 benefit days and, in any event, not less than 75 benefit days, or
 - (c) if the resumption is for 180 consecutive calendar days or more, be considered to have a new disability.
- 12.2 If a claimant returns to work at a reduced salary, and within 180 consecutive calendar days again suffers a disability that is related to the preceding disability, and subsequently establishes a claim for benefits from the plan, the benefit shall be based on the salary used to determine the initial benefit.
- 12.3 Periods of absence from employment for an accident or illness unrelated to the original claim and the months of July and August shall not constitute a break in the resumption of employment.
- 12.4 No additional period of return to work other than that required by the regulations on eligibility is required for qualification for receipt of benefits in respect of a different accident or illness.
13. Duration of benefits
- 13.1 Except as noted in 12.1(b), 14.3, or 15.3, and provided all other requirements are met, the maximum number of work days for which benefits shall be paid in respect of any one claim shall be 120.
- 13.2 No benefits shall be paid in respect of July and August. However, in the event that a provincial resource teacher, a teacher in a year-round school, or an adult educator with a contract for services during July and August makes a claim, the ~~plan administrator, with the Income Security Committee,~~ *administrative agent* has the authority to grant benefits during July and August.
- 13.3 When a claimant in receipt of benefits subsequently becomes eligible for sick leave from the employing school board, payments of benefits shall be suspended. On the day following the termination of resumed sick leave, the claimant shall, provided all other requirements are met, be eligible to resume receipt of benefits.
14. Accommodation (Teaching) Employment
- 14.1 For a claimant to remain eligible to receive benefits, any return to normal employment duties on a part-time basis must be recommended by a physician and approved by the ~~plan administrator. The plan administrator's decision is subject to review by the Income Security Committee~~ *administrative agent*.
- 14.2 The claimant must have worked 20 or more days, exclusive of sick leave, to qualify for accommodation (teaching) employment benefits, and the benefits shall be based on the gross annual salary of the claimant's last day of work.
- 14.3 The claimant shall continue to receive benefits from the plan as calculated in regulation 11.6.
15. Accommodation (Non-Teaching) Employment
- 15.1 For a claimant to remain eligible to receive benefits, any remunerative employment other than the claimant's normal employment duties must be recommended by a physician and approved by the ~~plan administrator. The plan administrator's decision is subject to review by the Income Security Committee~~ *administrative agent*.
- 15.2 The claimant shall continue to receive benefits from the plan but the benefit will be reduced by an amount equal to 50 per cent of the amount earned in employment.
- 15.3 Days or partial days spent in accommodation (non-teaching) employment shall be assessed as part of the claimant's benefit period. Where questions arise, the length of the entitlement period shall be determined by resolution of the ~~Income Security Committee~~ *Board*.
- 15.4 The claimant is responsible for reporting all employment in the manner established by the ~~plan administrator~~ *administrative agent*.
- 15.5 The benefit of a claimant engaged in remunerative employment for other than approved accommodation purposes shall be reduced by the full amount earned from that employment.
16. Adjudication of Claims
- 16.1 Claims shall be adjudicated by the ~~plan administrator and assistants~~ *administrative agent*.
- Salary Indemnity Plan—Long-term
17. Definition of Disability
- 17.1 To qualify for benefits under this section of the plan a claimant must:
- (a) continually for a period of up to 12 months commencing at the expiration of the qualifying period, be suffering from a disability that prevents the claimant from performing their normal employment duties;
 - (b) subsequently, be suffering from a disability that prevents the claimant from performing the duties of any gainful employment.
- 17.2 Gainful employment means work which the claimant is medically able to perform for which the claimant has the requisite qualifications by reason of education, training, or experience
- (a) which will provide a gross income of at least 60% of the pre-disability full-time equivalent gross employment income within five years of starting the new employment, this income to be adjusted annually to reflect the cost of living allowance the claimant would have received since the date of disability.

- 17.3 During a period of total disability, the claimant must be under the ongoing care and attendance of the appropriate specialist for that disability.
- 17.4 For the purposes of this section of the plan, "disability" means either a physical or mental illness or injury.
18. Qualifying Period
- 18.1 Subject to the other provisions of the plan, a claimant who is not an employee of the Federation, and who becomes disabled through injury or illness shall be eligible for benefits immediately following the termination of sick leave and Salary Indemnity Plan short-term benefits, when no fewer than 120 days of benefits have been paid for that claim.
- 18.2 Subject to the other provisions of the plan, a claimant who is an employee of the Federation participating in the plan pursuant to regulation 1.1(b) and who becomes disabled through injury or illness shall be eligible for benefits or as set out in a collective agreement with the Federation immediately following the termination of sick leave benefits.
19. Benefits
- 19.1 Subject to Regulation 7.7, the benefit shall be 65% of the first \$40,000 of gross annual salary, 50% of the next \$40,000 of gross annual salary, and 40% of the balance. Notwithstanding Regulation 7.7, the basic benefit shall never be less than 50% of gross annual salary.
- 19.2 Gross annual salary shall be the annual salary of the claimant applicable on the last day of work or sick leave. No adjustment of benefit attributable to increased salary shall be paid until the claimant has returned to work or sick leave for 20 consecutive working days.
- 19.3 The gross annual salary applicable on the last day of work or sick leave shall be adjusted due to salary increases negotiated retroactively.
- 19.4 The benefit payable in a month shall be reduced by the sum of:
- (a) the initial (basic) amount of monthly disability or retirement pension paid to the claimant in the month from the Canada Pension Plan, excluding all allowances for dependent children and any cost of living adjustments.
 - (b) the sum of monthly wage loss and disability benefits paid to the claimant in the month from Workers' Compensation, which are related to the current disability claim.
 - (c) the amount of monthly disability benefits paid to the claimant in the month from any plan or program or under any law of any government, within or without Canada, excluding any cost of living adjustments to that benefit or any benefit a claimant was receiving prior to the date the claimant was first absent from work as a result of total disability.
- (d) the amount of monthly retirement pension received from any registered pension plan.
 - (e) the amount of the Accommodation Employment Offset (Offset)
- The Offset is intended to ensure that total income from accommodation employment and the Salary Indemnity Plan does not exceed the employment income before the disability occurred. "Net Employment Income" in a month, whether before or after the disability has occurred, is equal to the gross employment income in that month, minus the deductions under the *Income Tax Act*, the *Canada Pension Plan Act*, the *Employment Insurance Act* and the *Teachers' Pension Plan Act*.
- If the total of Net Employment Income from accommodation employment (as described in Regulation 23) and the gross benefit from the Salary Indemnity Plan is greater than the Net Employment Income before the disability occurred, the benefit from the Salary Indemnity Plan shall be reduced.
- After the reduction, the Net Employment Income from the accommodation employment plus the net benefit from the Salary Indemnity Plan will be equal to the Net Employment Income before the disability occurred. This reduction is referred to as the Offset.
- 19.5 The net benefit shall be paid in monthly instalments, including July and August.
- 19.6 The net benefit ~~may~~ shall be increased annually, effective July 1, at the discretion of the ~~Federation~~ **Federation Board**, to a maximum increase of five per cent, except that:
- (a) a claimant who as of July 1 has been in receipt of benefits for less than 12 months shall have the indexation increase prorated on the basis of the number of complete months of benefits paid prior to July 1; and
 - (b) a claimant who as of July 1 has been in receipt of benefits for less than 12 months due to successive claims, and whose benefit has not changed, shall have the indexation increase prorated on the basis of the number of complete months of benefits paid prior to July 1; and
 - (c) a claimant who as of July 1 has been in receipt of benefits for less than 12 months due to successive claims, and whose benefit was increased due to increased salary, shall have the indexation increase prorated on the basis of the number of complete months of benefits paid from the most recent recommencement of benefits to July 1.

SPECIAL RESOLUTIONS continued

- 19.7 Supplementary indexing payments may be approved by the ~~Federation Board~~ following the annual review of the financial experience of the plan.
- 19.8 A member in receipt of benefits for more than twelve months may be required to provide proof of acceptance or denial of Canada Pension Plan benefits. A member who has been requested by the ~~Plan Administrator~~ *administrative agent* to re-apply for, or to appeal a declination of Canada Pension Plan benefits, shall provide proof of acceptance or denial of such re-application or appeal. If the member fails to provide proof of the required application, re-application or appeal, as the case may be, the benefit shall be reduced by an amount equivalent to Canada Pension Plan disability benefits.

Note: The period of time during which a claimant is in receipt of SIP: Long-term benefits is credited as pensionable service in the Teachers' Pension Plan, without contribution.

20. Successive Disabilities

- 20.1 When a claimant resumes employment, following a period of long-term benefit payments, for other than rehabilitative purposes, and within 180 consecutive calendar days again suffers a total disability that is related to the preceding disability, the disability shall be deemed a continuation of the preceding one, and that claimant shall:
- (a) if the resumption is for a period of less than 90 consecutive calendar days, be entitled to whatever benefits the claimant remains eligible to receive, or
 - (b) if the resumption is for a period of 90 but less than 180 consecutive calendar days, be entitled to whatever benefit days the claimant remains eligible to receive and, in any event, not less than 75 benefit days.
- 20.2 When a claimant resumes employment, following a period of long-term benefit payments, for other than rehabilitative purposes, for 180 consecutive calendar days or more, any disability incurred by that claimant, whether related to the preceding disability or not, shall be considered a new disability.
- 20.3 When a claimant returns to their normal employment duties at a reduced salary, following a period of long-term benefit payment, and within 180 consecutive calendar days suffers from a disability that is related to the preceding disability and re-establishes a claim for benefits from the plan, the benefits shall be based on the salary used to determine the initial benefit.
- 20.4 When a claimant who has received benefits under the plan returns to work for any period and suffers a disability that is unrelated to the previous disability, the subsequent disability shall be considered a new disability and the claimant shall be entitled to benefits pursuant to the provisions of the plan.

21. Duration of Benefits

- 21.1 Benefits shall continue as long as a claimant remains disabled in accordance with the terms of the definition of disability, and shall cease on the earliest of:
- ~~a~~.(a) the date the claimant recovers except in cases of approved accommodation employment or retraining where the benefits may be extended to the end of the school term in which an approved accommodation return to normal employment duties is completed, or three months following completion of an approved retraining program, or
 - ~~b~~.(b) the earlier of:
 - i. the attainment of 35 years of Contributory Service (minimum 55)
 - ii. the later of:
 - (1) the end of the month in which the claimant's age and Contributory Service equals "90" with the Pension Corporation (BC), and
 - (2) the end of the month in which the claimant attains age 61, or
 - iii. the end of the month in which the claimant attains age 65, or
 - ~~c~~.(c) the end of the month in which death occurs.

22. Benefit Exclusions

- 22.1 Benefits may be suspended due to refusal to participate in a medical or vocational assessment requested or approved by the independent external agency or ~~plan administrator~~ *administrative agent*.

23. Accommodation Employment

- 23.1 For a claimant to remain eligible to receive benefits, any remunerative employment must be recommended by a physician and approved by the ~~plan administrator~~. ~~The plan administrator's decision is subject to review by the Income Security Committee~~ *administrative agent*.
- 23.2 Any of the following may be eligible for consideration as accommodation employment:
- ~~a~~.(a) a return to normal employment duties on a part-time basis;
 - ~~b~~.(b) any gainful occupation that is of a less demanding nature than the normal employment duties;
 - ~~c~~.(c) a formal vocational training program.
- 23.3 The claimant is responsible for reporting involvement in approved accommodation employment in the manner established by the ~~plan administrator~~ *administrative agent*.
- 23.4 Any request by the claimant for an accommodation extension of benefits beyond that outlined in regulation 21.1 must be presented to the ~~Income Security Committee Board~~ for decision. ~~The Income Security Committee's Board's decision shall be final and binding.~~

24. Adjudication of Claims

- 24.1 The medical adjudication of claims shall be conducted by an independent external agency selected by the ~~Federation~~ *administrative agent*.
- 24.2 In the event a claimant disputes the decision of the external agency and/or the ~~plan administrator~~ *administrative agent* regarding the medical acceptability of a claim, the dispute shall be finally and conclusively determined by a medical review committee. The medical review committee shall be composed of three physicians; one designated by the claimant, one by the ~~Income Security Committee Board~~, and a third agreed to by the first two. The third physician shall act as ~~a~~ the chairperson of the committee.
- 24.3 Any referral of a dispute to a medical review committee must be commenced not later than one year after the claimant has been advised of the decision which is the subject of the dispute:
- ~~a.(a)~~ To commence the referral to a medical review committee, a claimant must:
- advise the ~~Plan Administrator~~ *administrative agent* in writing that they are referring the matter to a medical review committee.
 - provide the ~~Plan Administrator~~ *administrative agent* with a written statement signed by a physician that they agree to act as the claimant's designated physician for the medical review committee.
- ~~b.(b)~~ The ~~Salary Indemnity Plan~~ *administrative agent* shall apply for a doctor to represent the Plan within 15 days of the above notification and advise the claimant of its designated physician as soon as reasonably possible thereafter.
- ~~c.(c)~~ The Plan's designated physician will review such materials as they deem necessary and may require the claimant to submit to a medical examination, before providing the ~~Plan Administrator~~ *administrative agent* with their medical opinion regarding the external agency's decision. A copy of the medical opinion will be provided to the claimant's designated physician.
- ~~d.(d)~~ Upon receiving the above opinion, the ~~Plan Administrator~~ *administrative agent* may:
- place the claimant back on claim with payments retroactive to the date of denial/termination, with the claim continuing to be administered in the same manner as all other long-term disability claims.
 - confirm the external agency's decision.
- ~~e.(e)~~ The ~~Plan Administrator~~ *administrative agent* may confirm the external agency's decision, on the basis of the Plan's designated physician's medical opinion or if the claimant

has not provided the requested medical information or submitted to an examination. In this case, the claimant may advise the ~~Plan Administrator~~ *administrative agent*, within 30 days of their designated physician's receipt of the medical opinion, that they wish to continue with the medical review committee process.

~~f.(f)~~ If the member advises they wish to continue with the medical review committee process, in accordance with Regulation 24.3 (e), the designated physicians will select a third physician to act as chairperson for the medical review committee.

~~g.(g)~~ If the designated physicians cannot agree upon a chairperson within 30 calendar days after the date the claimant informs the ~~Plan Administrator~~ *administrative agent* about their desire to continue with the medical review committee, the appointment shall be made by the Dean of Medicine at the University of British Columbia, or their delegate.

~~h.(h)~~ The ~~Plan Administrator~~ *administrative agent* may exercise their discretion to extend the time limits contained in this regulation in circumstances in which the claimant has made bone fide efforts to comply with the time limits.

- 24.4 The medical review committee shall
- ~~a.(a)~~ conduct such examinations and review such materials as it deems necessary;
- ~~b.(b)~~ ensure that the claimant is aware of all information considered by it, and has a fair opportunity to respond to it;
- ~~c.(c)~~ consider the real substance of the dispute between the parties within the terms of the plan, and issue a decision which resolves the dispute.

The decision of the medical review committee shall be final and binding upon the claimants, the plan and the external agency.

- 24.5 Costs incurred by the medical review committee in adjudicating any claim shall be borne equally by the claimant and the plan if the appeal is denied. If the appeal is granted, the costs incurred shall be borne entirely by the plan.

- 24.6 The provisions of the Commercial Arbitration Act, R.S.B.C. 1996, c55, as amended from time to time, shall govern the medical review committee proceedings, and the provisions of this Article 24 shall be deemed to be a submission to arbitration within the provisions of the *Commercial Arbitration Act*.

25. Subrogation

The Plan and the British Columbia Teachers' Federation shall have full rights of subrogation with respect to the full amount of any long-term benefits paid or payable to a

claimant where the disability of the claimant is caused or contributed to by the action of any third party. The terms of subrogation in relation to the claimant are set out in Schedule A of the Plan, and form part of the plan.

A claimant may be required, as a condition precedent to receipt of long-term benefits, to execute an agreement substantially in the terms of Schedule A.

Schedule A (Proportional Recovery of Benefits) BC Teachers' Federation Salary Indemnity Plan—Long-term

Subrogation Agreement

In consideration of the payment to me of long-term disability benefits by the British Columbia Teachers' Federation Salary Indemnity Plan ("the Plan") I, _____ agree as follows: (name)

1. I agree that the ~~British Columbia Teachers' Federation~~ *Trustees of the BCTF Salary Indemnity Trust* are fully subrogated, to the extent of the gross benefits I am entitled to under the Salary Indemnity Plan—Long-term disability benefits, in respect of any claim that I may have against any person who may be found to have legal responsibility to me in respect of my disability (the tort-feasor). I specifically agree that the ~~British Columbia Teachers' Federation~~ *Trustees of the BCTF Salary Indemnity Trust*:
 - (a) ~~is~~ *are* entitled to recover the proportion of such benefits set out in paragraph 7 below in the event I am entitled to compensation for loss of income (whether or not included in an "all inclusive" settlement or judgment) as a result of a claim, cause of action, settlement or judgment in respect of the tort-feasor; and
 - (b) ~~is~~ *are* authorized by me to commence action in my name against the tort-feasor in the event I do not do so.
2. I agree to fully cooperate with the ~~British Columbia Teachers' Federation~~ *Trustees of the BCTF Salary Indemnity Trust*, ~~its~~ *their* employees and agents, to provide full details of my injury or disability including the names of any tort-feasors and witnesses, and to provide copies of all documentation which the ~~British Columbia Teachers' Federation~~ *Trustees of the BCTF Salary Indemnity Trust* may request in relation to ~~its~~ *their* subrogated claim.
3. I agree that I will not conclude any settlement with the tort-feasor or the tort-feasors' insurer without consent of the ~~British Columbia Teachers' Federation~~ *Trustees of the BCTF Salary Indemnity Trust*.
4. I agree that if I commence legal action against any tort-feasor for damages which I have sustained and for which I have received or may receive any benefits from the ~~British Columbia Teachers' Federation~~ *Trustees of the BCTF Salary Indemnity Trust*, I will advise the ~~British Columbia Teachers' Federation~~ *Trustees of the BCTF Salary Indemnity Trust* immediately, will not conclude any settlement without the ~~British Columbia Teachers' Federation~~ *Trustees of the BCTF Salary Indemnity Trust*, and will instruct my solicitor accordingly.
5. I agree to repay to the ~~British Columbia Teachers' Federation~~ *Trustees of the BCTF Salary Indemnity Trust* the

proportion of benefits set out in Paragraph 7 in the event that I recover compensation for loss of income as a result of a settlement, judgment or award, and will instruct my solicitor to pay the appropriate sums directly to the ~~British Columbia Teachers' Federation~~ *Trustees of the BCTF Salary Indemnity Trust* before any monies from the settlement or judgment are disbursed to me.

6. I agree to release the ~~British Columbia Teachers' Federation~~ *Trustees of the BCTF Salary Indemnity Trust* from obligation under the Salary Indemnity Plan Long-term Disability Plan, to the extent that my recovery as a result of a settlement, judgment or award in respect of the tort-feasor includes compensation for future loss of wages and/or loss of ability to earn income.
7. The proportion of benefits repayable under paragraph 5 of this agreement is calculated according to the formula

$$\frac{A - L}{B} = \frac{C}{D}$$

where:

- A is the total amount of recovery from the tort-feasor pursuant to the settlement, judgment or award which may be reasonably allocated to loss of wage;
 - L is the net legal cost attributable to recovery of A, which is the percentage of the overall net legal cost of the action against the tort-feasor which A constitutes in relation to the total amount recovered against the tort-feasor; "net" means net of taxable costs and disbursements and any other costs and disbursements recovered by me other than taxable costs and disbursements;
 - B is the total claim for recovery of lost wages against the tort-feasor; or the total amount which could reasonably be claimed for recovery of lost wages given the evidence and circumstances at the time the settlement, judgment or award is made, whichever is less;
 - C is the amount of benefits to be repaid under Paragraph 1 and 5, and shall not exceed the net benefits paid to date; and
 - D is the gross amount payable to date without deduction for Canada Pension Plan disability benefits, Workers' Compensation benefits or Employment Insurance maternity benefits.
8. The portion of benefits released under paragraph 6 of this agreement is calculated according to the formula

$$\frac{A - L}{B} = \frac{C}{D}$$

where:

- A is the total amount of recovery from the tort-feasor pursuant to the settlement, judgment or award which may be reasonably allocated to future loss of wages and or loss of ability to earn income;
- L is the net legal cost attributable to recovery of A, which is the percentage of the overall net legal cost of the action against the tort-feasor which A constitutes in relation to the total amount recovered against the tort-feasor; "net" means net of taxable costs and

disbursements and any other costs and disbursements recovered by me other than taxable costs and disbursements;

- B is the total claim for recovery of lost wages against the tort-feasor, or the total amount which could reasonably be claimed for recovery of lost wages given the evidence and circumstances at the time the settlement, judgment or award is made, whichever is less;
- C is the amount of benefits to be released under Paragraph 1 and 6, and shall not exceed the net benefits payable; and
- D is the total amount of gross benefits payable without deduction for Canada Pension Plan disability benefits, Workers' Compensation benefit or Employment Insurance maternity benefits.

9. All matters and differences in relation to this agreement shall be referred to the arbitration of a single arbitrator to be chosen by the parties. The award and determination of such arbitrator shall be final and binding upon the parties hereto. The provision of the Commercial Arbitration Act, R.S.B.C. 1996, c. 55, as amended from time to time, shall govern the arbitration proceedings, and the provisions of this paragraph shall be deemed to be a submission within the provisions of the Commercial Arbitration Act.

Dated at _____, British Columbia, this _____ day of _____, _____.

Signature _____

Witness _____

On behalf of: ~~British Columbia Teachers' Federation Salary Indemnity Plan~~ Trustees of the BCTF Salary Indemnity Trust

Witness _____

That the Salary Indemnity Plan Regulations be amended to renumber Regulation 25 as Regulation 28 and include a new Regulation 25, 26, and 27 as follows, including amending the table of contents, effective January 1, 2025:

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Wellness programs

25. Eligibility

Participation in the Health and Wellness Program is available to all members covered by the Salary Indemnity Plan.

26. Benefits

26.1 *The Board provides a Health and Wellness Program, which may consist of a number of distinct benefit programs, to proactively avoid disability and to assist members who become disabled to return to their teaching positions or work assignments as early as possible through a rehabilitation program offered, on a voluntary basis, in lieu of or during the disability absence. The benefits provided by the Board under its Health and Wellness Program must comply with Income Tax Act (Canada) requirements for an "employee life and health trust."*

26.2 *The Board shall provide details of programs offered under the Health and Wellness Program in specific program documents. The Board may amend Health and Wellness Program documents from time to time. In any event, the Board and the administrative agent will exercise judgment and discretion in their administrative decisions regarding eligibility for health and wellness benefits.*

27. Features of the Health and Wellness Program

27.1 *The Health and Wellness Program has the following features:*

- (a) *The Health and Wellness Program is funded by the Salary Indemnity Fund, as a component of the disability services provided to members.*
- (b) *The program is voluntary for members.*
- (c) *Any program of rehabilitation delivered as a benefit under the Health and Wellness Program is to be delivered by qualified rehabilitation consultants.*
- (d) *Medical information of members will be confidential and will not be released to the employer without express consent or order issued by court of tribunal.*
- (e) *Employers that agree to participate in the Health and Wellness Program must agree:*
 - i. *that they will not use any information relating to the employee's involvement in the rehabilitation program against any employee in disciplinary proceedings or in any evaluation of the employment performance of the employee; and*
 - ii. *to provide accommodation in employment and comply with the duty to accommodate.*



For President
Clint Johnston
Chilliwack

IT REMAINS A PRIVILEGE to have represented teachers. Voicing the shortage concerns, impacts, and stories of members publicly; preparing for bargaining; supporting members with reporting change: it was another busy year.

The teacher shortage crisis and its impacts persist: increased workload, erosion of services, worsening mental health, and higher attrition rates. Its interplay with issues—housing, childcare, post-secondary access—require bold calls on government. We've stepped up our lobbying with explicit calls for action and will continue pressing hard.

Internally, we continue moving forward with necessary structural changes aimed at creating an anti-racist, anti-oppressive, and decolonized union. Much work remains for us to do to get there, and I remain committed to undertaking the personal learning necessary for me to make a positive contribution to that.

Members overwhelmingly approved our last contract without job action. But this doesn't mean that they don't have significant needs for improvement in the contract. This round we must engage members in pushing the employer to realistically address the workload concerns currently burning our members out. We've started that work, and it will continue into the fall when locals sit down at the table.

It would be a privilege to represent colleagues again next year.

facebook.com/clint.johnston.92
X: @ClintJohnston7

EXPERIENCE

International: CTF Delegation Head, EL World Congress; ISTP 2018; Bolivia 2016
National: CTF Vice-President 5x
Provincial: BCTF First & Second Vice-President, Member-at-Large
Local: President & other
Teaching: 20 yrs; B.Ed. Elementary & BHK (UBC)



For President
Jillian Maguire
Vancouver Secondary

I HAVE BEEN A TEACHER since 1996 and have seen the erosion of the public education system to a place where it is almost unrecognizable. I teach in a school of 1,600 and there are four available education assistants in the regular program. I have watched as teacher after teacher takes medical leave because of illness due to exhaustion or assaults that happen when resources are stretched so thin that students with impulse-control difficulty are left unsupported.

I have also watched as administration has ballooned. Provincial funding has essentially been cut in half, if we account for inflation, so we obviously need a hefty increase, but there are ways to reallocate resources back to the classroom. I believe we need a pretty serious redirection of funding to people who work directly with students.

We are in an unprecedented climate emergency that threatens all life on earth. That is why I co-founded the

BCTF Divest Now campaign to fight for divestment of our pensions from fossil fuels. Recently, with the war in Gaza, we became aware of our investments in 17 weapons corporations. If elected, I will fight for our teachers, students, and a liveable future for all.

EXPERIENCE

Jillian Maguire has taught over 5,000 students and remembers the days of decent funding and reasonable class sizes. She is actively fighting for a liveable future for all children through climate action and pension divestment.

FULL-TIME TABLE OFFICER POSITIONS



For First
Vice-President
Carole Gordon
Central Okanagan

BARGAINING, MEDIA, AND DIRECT ADVOCACY have been increased responsibilities in my second year as First Vice-President. All of this work is situated in the realities members are facing in schools.

Bringing the issue of inadequate working conditions to the attention of the public, Ministry, and government continues to be a priority. We take every opportunity—through media, meetings, and lobbies—to share the impacts of an underfunded, underresourced, and underserved profession and public education system. Teachers want to provide necessary supports to students but also need to receive necessary supports to do so. Linking the new reporting policy, increased hate and racism, and increased student needs to workload issues and members' mental health is integral to a retention and recruitment strategy, and engagement of members is integral to achieving solutions.

Opportunities exist next year for increased advocacy across BC, including implementation of an anticipated K–12

workforce strategy, a provincial election, BC Federation of Labour Convention, and local/provincial bargaining. Engaging members and community in keeping public education a public priority will take strong voices. My commitment to the 50,000 BCTF members remains my motivation for this work and in seeking support for one more year as First Vice-President.

EXPERIENCE

Provincial: First VP (current), Second VP 3yrs, Executive 9yrs, Pensions, CTF Trustee, AGM 21yrs
Local: Executive (Second VP, H&S, Bargaining), Staff Rep
Community: Labour Council President, United Way
Teaching: Prep, classroom, TTOC (since 1991)



For Second
Vice-President
Robin Toszak
Greater Victoria

REPRESENTING TEACHERS as your Second Vice-President is a privilege. I've appreciated opportunities to connect with members and local leadership from around BC. Hearing first-hand what you're facing enables me to effectively advocate on your behalf at the provincial level.

My ongoing advocacy focus is teachers' workload and the ongoing teacher shortage. We know that the two are intertwined and urgent, and so we are pushing for immediate responses, along with a comprehensive and funded plan to ensure teaching in BC is an attractive and sustainable career.

We're heading into a bargaining year. As a lead negotiator on the last provincial bargaining team, I'm proud of the gains we've made, and I'm looking forward to what we can accomplish in the next round. We're getting ready, and I continue to be excited about talking with teachers and strategizing together around working conditions and other important issues.

In schools and as a union, we're committed to creating safe and welcoming spaces. In the face of rising discrimination and hate, we need to continue organizing, mobilizing, and fighting back.

Thank you for all you do in your schools, communities, and locals. I look forward to serving alongside you in the coming year.

robintosczak.ca
twitter.com/rbntzk
facebook.com/rbntzk

EXPERIENCE

Provincial: Second VP, Member-at-Large, Provincial Bargaining Team; *Teacher* magazine & TTOC advisory committees, workshop facilitator
Local: Executive (First VP, Grievance Officer, H&S, LR, Treasurer); Labour Council; Contract & Bargaining committees
Teaching: Elementary, ELL, inclusive education

CANDIDATES FOR EXECUTIVE COMMITTEE—



For 2SLGBTQIA+
Member-at-Large
Chris Perrier-Evely
Nanaimo

COMPASSION, TENACITY, AND ADAPTABILITY

I am thrilled to put my name forward for the designated 2SLGBTQIA+ Member-at-Large position, a role that calls on my compassion, tenacity, and adaptability. I thrive on creativity and problem-solving, and am committed to addressing the unique challenges faced by the diverse communities within our union.

As an advocate who works from the heart, I prioritize amplifying the voices of equity-seeking members, because inclusion strengthens our entire union, especially in the key areas of bargaining, democracy, and member engagement.

My approach is colourful and collaborative, reflecting a deep appreciation for the diverse tapestry that makes up the BCTF. I celebrate our differences and am dedicated to creating an inclusive space for everyone.

I try to be a calming influence, and bring positivity to our union, particularly in the face of complex and stressful situations. My goal is to diffuse tension and foster

an environment where everyone's humanity is respected and heard.

In this role, I will bring my lived experience as part of the 2SLGBTQIA+ community to the Executive Committee and the broader BCTF membership. I will work collaboratively to ensure that the union continues to uphold the values of support and affirmation.

perrierevely.ca

Facebook: Chris Perrier-Evely for BCTF Member-at-Large

EXPERIENCE

NDTA: Full Release Professional Issues Officer, Pro-D Co-Chair

Teaching: 10.5 years: Prince George, Nanaimo; elementary classroom, resource

Education: B.Ed., Special Education Diploma, M.Ed.—Leadership (VIU)

Community: M@L/Secretary—Nanaimo Pride Society



For Aboriginal
Member-at-Large
Brenda Celesta
Kamloops Thompson

Background

Weytk-p, I am from the Secwépemc Nation/Territory, raised in the Simpcw First Nation community near Barriere, BC. My family has lived in the Secwepemcúl'ecw for countless generations. I am a mother, teacher, and Knowledge Keeper.

Current

I currently teach in the Kamloops Thompson School District 73 as a district Aboriginal resource teacher. Before this role, I was teaching math and social studies.

Union

I am currently on the BCTF Executive Committee for the 2023–2024 year. I have experience on my local executive committee (Kamloops Thompson) and the BCTF Aboriginal Education Advisory Committee. Through these roles I have knowledge of the decision-making process as it relates to teachers, the importance of issues, and complexity of our working environment. I would be honoured to serve again as BCTF EC Member-at-Large, Aboriginal.

Educational values

I am familiar with topics that relate to teaching, including classroom challenges and successes, the uncertainty surrounding the current workload, and managing the changes to the curriculum. I have joined colleagues in working to protect these important matters, and other important matters. I strongly believe the work with our union is what makes us stronger. As teachers, it is our responsibility to ensure the best learning environment possible.

facebook.com/profile.php?id=61556336420067&mibextid=LQQJ4d

EXPERIENCE

Weytk-p, Hello my name is Brenda Celesta. I am Secwépemc/Nlaka'pamux currently teaching in Kamloops Thompson. I have taught in secondary classrooms for over 20 years, mainly teaching math and social studies. I have 12 years union experience in my local.



For Member of Colour
Member-at-Large
Peter Persad (he/him)
Kamloops Thompson

AS A PROFESSIONAL EDUCATOR

for three decades, I have watched education, and especially the role of the classroom teacher, become more and more critical to our country. The classrooms of Canada are becoming the battleground for our citizenry in ways I never could have imagined 30 years ago.

Will our children be raised to value diversity, equity, and inclusion of all people? These values that are the bedrock of every public school in British Columbia, that we strive every day to uphold as ethical practitioners, have become politicized by many who see what we do as purveyors of a “woke” ideology. With the onslaught of social media, our ability as classroom teachers to both teach critical-thinking skills and create empathy-building environments, seems simultaneously “monumental” and absolutely necessary. Never has the role of the teacher been more important than at this critical juncture; it feels like society is counting on US to protect our kids, instill values in our kids, and equip our kids with the skills to deal with a volatile world. And that’s just Monday.

As an experienced educator, I have the necessary perspective, skill set, and energy required to hear teachers and to advocate for you. I humbly seek your support.

kamloopscounselling.com

EXPERIENCE

29-year career as a professional educator (humanities teacher > counsellor > vp > humanities teacher), teacher advocate, anti-racism advocate, union activist, strike captain, Indigenous lead teacher, tri-lingual, professional counsellor, father of four adult children, husband, guitar-player, dog-lover, biker, warrior.



PEER SUPPORT SERVICE

Peer Support Service (PSS) consultants bring a trauma-informed lens to their coaching. We use the BCTF Aboriginal Lens to help ground us in supporting members: respect, relationship, relevance, responsibility, reciprocity, reconciliation, resilience. If you are new to the profession, have a new assignment, are returning from a leave of absence, have a plan of assistance, or are in receipt of a less-than-satisfactory evaluation report, PSS can help.

PSS consultants collaborate; share resources; help with planning, assessment, and curriculum; and more. This confidential program is free for members and release time is provided.

For more information and to access PSS, contact Sherry Payne, Miranda Light, or your local president. PSS is available online upon request.

Sherry Payne, Assistant Director Professional and Social Issues

604-871-1803
1-800-663-9163
spayne@bctf.ca

Miranda Light, Administrative Assistant Professional and Social Issues

604-871-1807
1-800-663-9163
mlight@bctf.ca

BCTF
Kids Matter
Teachers Care



For
Member-at-Large
Jelana Bighorn
Vancouver Secondary

TEACHING IS A NOBLE, sacred institution. Teachers understand that our work is defined by relationships—to our union, one another, and our students. Our members are good people who are struggling to be the teachers they want to be in their classrooms and they need real support if they are going to continue in this admirable profession.

In the past two years as a Member-at-Large of the BCTF Executive Committee, I have learned a great deal about the scope of the Federation. I have worked tirelessly to strengthen decolonization initiatives with the BCTF Executive that I also implement in my classroom and throughout school structures. I am grounded in the daily challenges of teachers, having experience on both the Island and in the North, and now in Vancouver. The knowledge and experiences of my colleagues informs my advocacy, activism, strong values, and principles.

In my work on your behalf, I have committed to strengthening our profession, our union, and members;

improving the lived experiences of teachers and addressing frontline challenges; and building a sustainable, accessible, diverse union for the future. I continue to commit to transparency, open and accountable leadership, and member-driven, values-based decision-making.

I ask for your support and your trust.

Instagram: [jelanabighorn](#)
Facebook: [Jelana Bighorn for BCTF EC](#)
Website: [jelanabighorn.ca](#)

EXPERIENCE

Provincial: BCTF Executive Committee MAL, BCTF Aboriginal Education Advisory Committee member

Local: Vancouver Secondary Teachers' Association Executive Committee, Indigenous Chair

Education: B.A. in History (UBC) 2004; B.Ed. (UBC) 2006; M.A. (UBC) continuing



For
Member-at-Large
Lisa LaBoucane
Vernon

I ENVISION A BCTF where every member is an empowered advocate for their working conditions in a way that is accessible and meaningful. I have witnessed, in my own classroom and school, how this profession is increasingly becoming tougher with a new reporting order, lack of appropriate funding, non-compliance with our hard-fought class-size and composition language, and more. The difficulty for our union is that in a time when we need members to help push for change, they are facing burnout in their classrooms, leaving little energy left to fight.

In the last two years as a Member-at-Large, I have heard the concerns of members around violence, burnout, lack of resources, and increased demands. I am prepared to take these voices into the next round of bargaining. Members want to be involved in bargaining and we must meet them where they are at. We must continue to examine how we create access to governance and create spaces where members feel their voices are valued. In my time at the Executive table, I have shown that I ask

difficult questions, passionately bring the voices of classroom teachers, and push for a stronger BCTF through member engagement and supported local offices.

[lisaaboutcane.my.canva.site/ec](#)

EXPERIENCE

Local: 2006–22: President (4yrs), Grievance, PD, Local Table Lead Negotiator

BCTF: Member-at-Large, SURT facilitator, Women in Negotiations, FLI, AGM delegate, LR

Teaching: 25 yrs: secondary English, Gr. 6–7, elem. special education

MEMBER-AT-LARGE POSITIONS



For
Member-at-Large
Mihaela Negoita
Surrey

HELLO! Miss. Negoita is originally from Dracula's country and lives in Canada for the last 10 years. She comes from a family of educators and is a BC-certified teacher since 2018. Her teaching expertise is, mainly, in languages teaching but also in fine arts, drama, and film & TV. She has a strong international background having a Master's Diploma in French Sociolinguistic and Teaching, Politics in Linguistics, Plurality and Interculturality in France, through an exchange program between Simon Fraser University and University François Rabelais University, and two bachelor's degrees in her home country. Mihaela became keen in using diversity, Indigenous, and inclusive approaches in her teaching. She has almost six years of teaching experience in independent, private, and public schools in Vancouver Lower Mainland. She gained considerable intercultural experiences speaking and studying languages from an early age. She has travelled, lived, and worked in three countries: Romania, Italy, and France. She travelled extensively in over 40 countries. She speaks five

languages: French, Italian, English, Spanish, Romanian mother tongue. She is glad working within SD36 and having this privilege and opportunity to be a candidate for the BCTF Executive Committee, Member-at-Large. She is hoping to bring a positive contribution to the team! She strongly believes in Nelson Mandela's quote: "Education is the most powerful weapon which you can use to change the world." She is passionate about education, languages, and helping students in their learning journey.



For
Member-at-Large
Winona Waldron
Greater Victoria

THROUGHOUT THE PROVINCE the teacher shortage has huge impacts on our working conditions. Let me rephrase that: our increasingly challenging working conditions have a *huge* impact on our ability to recruit and retain teachers! As we move into this next round of negotiations, we must insist that the teacher shortage is caused by the degradation of our working conditions. This has been compounded by the cost of living, the housing crisis, and the climate emergency; and it all requires our vigilant and direct attention.

I have sought out training opportunities to better understand and navigate these complex issues. These have included CLC Winter School, Labour Law Reviews, Summer Conferences, FIT, and FLI. Twice I have been the lead negotiator for my local and I was on the BCTF Executive for the last round. Along with my extensive experience in negotiations and with difficult employers, I have successfully defended the collective agreement through the grievance and arbitration process numerous times.

My knowledge and expertise have prepared me for this upcoming round of bargaining and to continue to work for you as a Member-at-Large on the BCTF Executive. With your support, I will persist in advocating for Federation members and public education.

facebook.com/WinonaWaldronBCTF
twitter.com/winonawaldron
instagram.com/winonawaldron

EXPERIENCE

National (CTF): Bargaining Panelist, Women's Symposium Presenter, Daughters of the Vote Facilitator, AGM Delegate

Provincial: Member-at-Large, WIN, WLC/BAC, Local Rep, AGM Delegate

Local: President, Vice-President, Bargaining and Contract Chair, Staff Rep

Community: Labour Council Executive

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INTERNAL MEDIATION SERVICE

The Internal Mediation Service (IMS) can help manage unresolved conflicts with colleagues and repair professional relationships. IMS will mediate member-to-member conflicts, small group conflicts, and work with support staff and administrators as appropriate. IMS practises a trauma-informed approach. We use the BCTF Aboriginal Lens to help ground us in supporting members: respect, relationship, relevance, responsibility, reciprocity, reconciliation, resilience.

Participation in mediation is voluntary and confidential. Outcomes of mediation are not reported to union officers or your school district.

You can request to work with a mediator who has a similar background and life experience to yours, and mediations can be conducted in French or online upon request.

For more information and to access IMS, contact Sherry Payne, Nadia Bove, or your local president.

**Sherry Payne, Assistant Director
Professional and Social Issues**

604-871-1803
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**Nadia Bove, Administrative Assistant
Professional and Social Issues**

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BCTF
Kids Matter
Teachers Care



ABOVE: A collaborative print made at the Galiano Relief Retreat, led by Kit Grauer and Peter Scurr (pictured right). To read more about Kit and Peter's collaborative art projects with students, seniors, teacher candidates, and artists from around the world, visit the web-exclusive story on teachermag.ca.

Send images of student art to teachermag@bctf.ca for a chance to be featured in an upcoming edition.

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