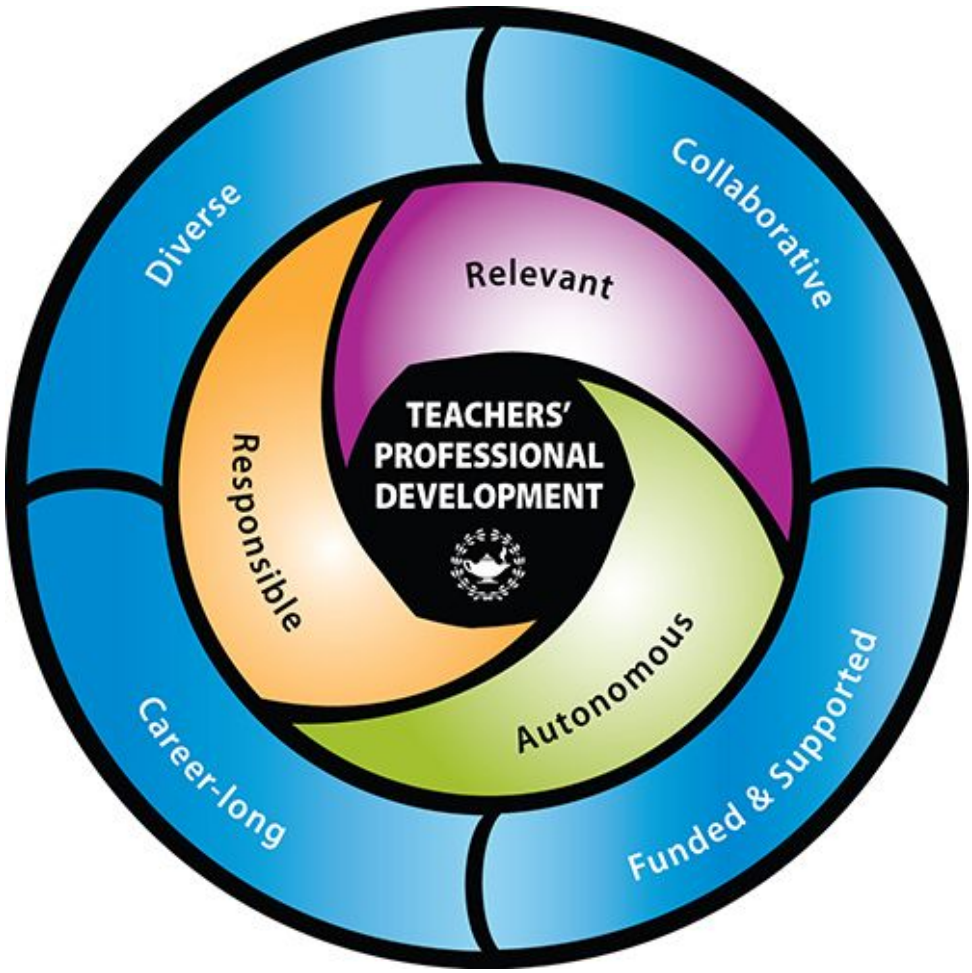
Professional Development Handbook

2026-2027 School Year



Okanagan Skaha Teachers' Union
Professional Development Committee

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This handbook has been developed to assist individual teachers, school staffs, and local specialists associations in utilizing the resources of the professional development committee of the Okanagan-Skaha Teachers' Union (Local #67).

What is Professional Development

Professional Development is a process of ongoing growth, through involvement in programs, services and activities designed to enable teachers, both individually and collectively, to enhance professional practice.

Purposes of Professional Development

The purpose of professional development is to assist members in:

- Building and strengthening themselves as a professional body.
- Establishing and maintaining a professional relationship with students/parents.
- Initiating curriculum and instructional reform directed to improve teaching and learning.
- Developing, discussing, revising and applying educational theories.
- Improving the quality of professional practice through career-long professional development.
- Engaging in professional and collegial conversations.

(BCTF Members' Guide 30.A.01)

How to Grow Professionally:

- participate in a teacher inquiry project
- join a book study group
- attend a conference / workshop (in person or virtually)
- investigate, incorporate, and reflect on innovative programs for the classroom
- form or join a teacher research group
- coach and mentor peers

BCTF Principles of Professional Development

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

These principles reflect understandings of professional development and the core values of teachers which are:
•The primacy of continuing career-long professional development.
•The necessity of teacher autonomy.
•The importance of teaching-centred and teacher-directed PD.
•The diversity of effective professional development needs and practices.
•The value of teachers teaching teachers.
•Recognition that teachers are learners.

1. Members have an ongoing responsibility to develop professionally.
2. Members have autonomy in making choices about their own professional development.
3. Professional development planning is guided by members' needs.
4. Professional development informs teaching practice and encourages collegiality.
5. Professional development requires time and resources to meet members' needs.
6. Professional development incorporates a wide repertoire of teacher collaboration, mentorship, action research, workshops, professional course work, professional reading, peer coaching, and reflection.

(BCTF Members' Guide 30.A.09)

That the member, as an autonomous professional, determines, in concert with BCTF colleagues and/or the local union, the content of professional development activities scheduled for professional development days, and further, that professional development days are not used for school goal setting and/or School Improvement Plans, marking accountability assessment tools, or voluntary activities (e.g., sports tournaments, science fairs, music festivals, drama productions.)

(BCTF Members' Guide 30.A.19)

District Professional Development Committee

The purpose of the District Professional Development Committee is to enable teachers to:

- Engage in activities that continually improve the quality of teaching practices and educational relationships with students and colleagues.
- Engage in professional activities that advance the capacity of teachers to exercise professional autonomy.
- Participation in the articulation of visions of the future.

Goals

- To encourage teachers to be involved in Professional Development that is relevant and responsive to their teaching needs.
- To increase participation in Professional Development.
- To continue support for Local Specialist Associations' Professional Development initiatives.
- To encourage Local Specialist Associations' involvement in active Professional Development planning at the school/and or district level.

Responsibilities of the District Professional Development Committee

- To allocate Professional Development Funds to individual teachers in an equitable manner.
- To plan district-wide professional development activities. A one-day conference every second year.
- To establish a committee of school PD Reps and the OSTU PD Chairperson to go over teacher Personal Professional Development plans, as needed.
- To select a Vice-Chairperson for the school Professional Development Committee who, in the event that the Chairperson for the school Professional Development Committee cannot perform the duties, will assume these responsibilities until the return of the Chairperson.

Responsibilities of the School Pro D Rep

1. To provide guidance to staff around how to access their individual allotment of Professional Development Funds, and how to access other funds that may be available to them (see attached graphic of How to access Professional Development Funds). Allow staff to know how much money is in their individual allotment.

2. To sign the Pre-Approval Claim Expense form of staff at your school once you have ensured the claim is complete, accurate, and an appropriate use of Professional Development funds.

3. To chair their school's School Based Pro D Committee (if one is formed).

4. To administer the school funds as per policy and accept responsibility for validity of requests (Note: This fund no longer has new money coming in due to a change in the funding structure in 2021).

5. Answer staff questions before they email the Professional Development Chair.

6. To be familiar with the contents of the District Professional Development Handbook.

7. To attend monthly meetings called regarding Professional Development. If you miss the meeting you can email Keith (office@ostu.ca) and he can send you your updated list and then read the minutes when they come out.

8. To distribute information received on Professional Development issues to your staff (examples: pertinent announcements from the local Professional Development meetings or PD email correspondence).

9. To inform staff about upcoming Professional Development activities and to remind staff of their contractual responsibilities for designated Pro-D days.

10. To provide guidance to staff around what is Professional Development and what is not and to help staff meet their individual Professional Development needs outlined in the BCTF Professional Development Lens (see attached document).

11. Read the Professional Development Reflections of all OSTU members that are based out of your school site, at the start and end of each school year.

12. To attend district training sessions for Professional Development Representatives (SURT days for school PD Reps).

13. To be responsible for maintaining a current School Professional Development Binder with PD Policies Handbook. This should be passed-on, in the case of a change to school PD Rep, within the school.

Responsibilities of the OSTU Professional Development Chairperson

1. Oversee the Professional Development activities of the local, including:
    a. organization of the OSTU one-day conference, every second year.

2. Promote the right to autonomous professional development of teachers.

3. Chair the District Professional Development Committee.

4. Receive, and collate the data from, the Professional Development reflections of all OSTU members at the start and end of each school year.

5. Chair the Professional Development Funding Committee
    a. Responsibilities to include, setting the funding allotment that will include funding for PD Chairperson release.

6. Approve Professional Development Claim Applications.

7. Oversee the District Professional Development funds.

8. Sit on the OSTU Executive Committee.

9. Maintain a liaison with any local specialist associations and District Helping Teachers

10. Network with other PD chair people in the zone and the province.

11. Liaise with BCTF PD programs and the BCTF Professional Issues Advisory Committee (PIAC).

Policies and Procedures

1. Professional Development Activities

1.1 Members can work on their post-grad coursework related to the field of education on Professional Development days. (September 2019)

1.2 It is considered Professional Development if a teacher has an outside expert come into side-by-side teach a lesson with them, and members can use their individual funds for this activity. (November 2013)

Procedure 1.2

If teachers are using their individual allotment to pay for a TTOC they must complete a claim expense form and get approval, prior to booking a TTOC in Atrieve.

1.3 Presenting out of district is considered a professional development activity.

1.4 Presenting at a district professional development activity is considered professional development. Members who volunteer to present on a Pro D Day may be reimbursed, with the reimbursement deposited into their individual Professional Development allotments. Helping teachers within the district are unable to access reimbursement unless the topic does not relate to their helping teacher position. (May 2026)

1.5 Multiple teachers may pool their PD money to hire a workshop presenter. (September 2016)

Procedure 1.5

Teachers cannot transfer money from their individual allotment to other teachers. If teachers want to pool money, they can explain that on their claim expense form to get reimbursed. Teachers will have to personally transfer money between themselves.

Policies and Procedures

1.6 Teachers can attend Pro-D Activities on instructional days.

Procedure 1.6

If the teacher will be absent on an instructional day to attend a Pro-D Activity: the Professional Development pre-approval form must be filled out accordingly. Once approved, and the PD activity has been completed, the teacher submits the claim expense form to the OSTU Professional Development Chairperson for reimbursement.

1.7 The Professional Development Committee supports and encourages teachers to consider group plans during professional development days. These group plans may include inquiry, collaboration, LSA's, and Mentoring.

1.8 All teachers are required to let their School Administrator know, in writing, in which site they will be working on each PD day. If you are working out-of-town on a PD day, please let your School Administrator know the name and location of your PD activity.

1.9 Part-time teachers are required to work to the level of their appointment for PD days. For example, if a teacher has a 0.7 FTE contract, they are required to work 70% of the PD days in the year. Each teacher has the autonomy to choose how best to fulfill this requirement, and may choose to work 70% of each PD day, or 3.5 PD days, or any other distribution of time worked on a PD day, given they fulfill the time required as per the level of their appointment. Part-time teachers are automatically paid to the level of their appointment for working on Professional Development days, and this is paid monthly as a part of their salary, regardless of when the PD work is done.

1.10 If a teacher is ill on a Pro-D day, they are required to report their absence to the school district via the Atrieve Absence Reporting system. Please indicate an absence due to illness, and that a TTOC is not required.

1.11 If a teacher is absent for other reasons on a Pro-D day, they are required to report their absence to the school district via the Atrieve Absence Reporting system. Please indicate an absence due (see Collective Agreement), and that a TTOC is not required.

1.12 Members who register for an OSTU Professional Development activity and do not attend will be responsible for the cost of the registration fee, which will be deducted from their Professional Development individual allotment, unless notice of cancellation is provided one week prior or absent from work that day. (June 2026)

2. Professional Development Claims

2.1 All OSTU members who are planning a self-directed PD activity, and who intend to access PD funds for said activity, are required to get pre-approval from their school PD rep on the PD Claim Expense form. (October 2017)

Procedure 2.1

All members who are accessing funds must fill out the Pre-Approval claim expense form, located on the OSTU website (www.ostu.ca). This form also needs a signature from the school PD Rep and the school administrator. Without a pre-approval form, reimbursement might not be possible.

2.2 Any time the Pro D Committee makes a substantial change to Pro-D Policy or criteria, the change will be implemented at the start of the following school year. (January 2020)

Policies and Procedures

2.3 The Pro-D Committee as a whole will be responsible for approving or denying any expense claims that are for an event outside of Canada or the US. (November 2019)

Procedure 2.3

If you are traveling outside of Canada, the pre-approval form has to go to the Pro D Committee. The Pro D Committee meets once a month. Please check with your school Pro D Rep for when the next meeting will occur. It is important that you plan ahead so that you have time to receive an answer from the Pro D Committee.

2.4 The mileage rates, and food per diem rates automatically change whenever the BCTF provincial rates change, and that those rates match the BCTF rates. (November 2018)

2.5 Travel for tourist activities is not a valid expenditure with Pro D Funds. (January 2020).

2.6 If the specific PD opportunity is available in Penticton, it is unnecessary to travel elsewhere. (November 2019)

2.7 If traveling outside of Canada, the member may only be reimbursed for registration. (November 2019)

2.8 Car rentals are almost always unnecessary for a PD activity and must be pre-approved, as per the PD Expense Claim form. (January 2019)

Policies and Procedures

2.9 If teachers are applying for a Pro D leave, they need to fill out the expense claim form and send it to the Pro-D Chair (pd67@bctf.ca) PRIOR to booking the Pro-D leave. The Pro-D leave code in Atrieve should only be used if the person is using their own personal Pro D funds to pay for a TTOC for the leave. (October 2019)

Procedure 2.9

If you are claiming a TTOC expense on your claim form, you must get pre-approval before booking it through Atreive. Contact the Pro D Chair at pd67@bctf.ca to help you with booking.

2.10 Members may use their individual funds to pay for credit courses, including Master's and diploma programs. Receipts and proof of payment are required. (July 2022)

Procedure 2.10

A credit course is any course that is taken that has the potential to increase your Category. If one is planning to get reimbursed for their credit course, one can not claim it on their tax return.

2.11 Schools and teachers without a school Pro-D Committee member are unable to access Pro-D funds. (May 2021)

Procedure 2.11

The expense forms used to access Pro-D funds all require the signature of the school Pro-D Rep as part of the approval process.

Policies and Procedures

3. <u>Budgets and Funding</u>

See Appendix B for Funding and Control within our Collective Agreement

3.1 The Professional Development funds paid by the school district are allocated on a per teacher basis. This amount is based on the number of teachers in the district multiplied by $250.00.

<u>Procedure 3.1</u>

The distribution of these funds into accounts, or sources of Pro-D Funding for members, is decided upon annually - the Pro-D Committee makes a recommendation to the OSTU Executive Committee, as per the Collective Agreement, regarding the distribution of Pro-D funds for the following school year. This recommendation is done at the Pro-D Committee meeting in April and the Executive Meeting in May.

The $250 per teacher PD allocation is distributed as follows: $200 for personal use (referred to as the individual allotment), $25.00 to PD Chair Release, $10.00 to the Mentorship Program, $10.00 to the Office Admin Salary offset, and $5.00 to LSA Grant & PD Day Honorariums.

3.2 The Professional Development funds paid by the OSTU are allocated on a per teacher basis and are deposited in the Professional Development Conference account at an allotment of $62.50 per teacher.

3.3 In June of each school year the Pro-D Committee will create the budgets for how much money is available to members in each of the following sources of Pro-D Funding, Contingency, and Honorariums for Pro-D days. (June 2019)

3.4 The Pro-D Committee's portion of the OSTU Office Manager's salary, all Pro-D office expenses, and all other incidentals will be paid for out of the Contingency Fund. (February 2019)

4. TTOCs

4.1 All teachers who are newly employed by the district after the September 30 deadline will have access to Professional Development Funds. If a person is hired as a TTOC, they will have access to the TTOC funds. If they are hired to the district on a contract, they will have access to the Contingency Fund, as they will have missed the September 30 deadline to receive the individual allotment. (June 2017)

Procedure 4.1

Any contract teacher or TTOC that has questions about the amount of funds they have access to, should contact the Pro D Chair at pd67@bctf.ca.

4.2 TTOC's can access up to $750 per school year, until funds run out, to attend Professional Development activities approved by the PD Chairperson. PD requests, if possible, should be made no less than 10 days prior to the PD activity.

Policies and Procedures

4.3 Teachers who are both on a school district teaching contract and on the TTOC list and who are receiving $200 District Professional Development Funding for the year are not eligible to apply for TTOC Pro-d Funding.

Procedure 4.3

Teachers are eligible to apply for, and receive, a Contingency Fund Grant up to $1000. TTOCs do not qualify to apply for this Grant, therefore the TTOC Pro-D account is reserved for those teachers strictly on the TTOC list. A list of contract teachers and of TTOCs is sent to OSTU each fall, and is created according to the category of employment a person has, as of September 30. It is this list of Contract Teachers and TTOCs that is used to determine which source of Professional Development Funding a teacher will access.

4.4 Contract teachers that were on a contract and received an individual allotment but are now a TTOC, they will keep their individual allotment and will use up that amount before accessing the TTOC funds. (September 2008)

4.5 TTOC's receiving a BCTF pension are unable to access TTOC funds. (April 2023)

Procedure 4.5

A list of TTOCs will be provided by the School Board Office at the beginning of the school year. The Pro D Chair will update the list throughout the year and keep track if they are receiving their pension.

4.6 TTOCs can put in an expense claim form one Pro D Day at a time. (October 2024)

Policies and Procedures

5. School Based Funds

5.1 A school can use its school-based funds to buy teacher resources to be stored in a teacher resource area, given that the entire staff is in agreement about the use of those school-based funds. The Pro-D Committee recommended using a Staff Committee meeting as the venue to poll the staff for their vote on the matter. (September 2016)

Procedure 5.1

There is a school based pro-d form located on the ostu website. This should be filled out when accessing funds.

5.2 The following is a list of criteria for schools to access the School PD Fund allotment:

- Food for staff members at a school based event on a PD day, where the majority of OSTU staff members are in attendance.
- Speakers fees
- The purchase of teacher's books to be added to the staff book collection
- All other expenses can be submitted, and are subject to approval by the Pro D Committee (June 2017)

5.3 The criteria for food expenses for school-based funds is the same as the criteria for individuals, with a maximum of $24.14 for breakfast and $23.29 for lunch, per person; and that a school may only claim for one or the other of those meals per person, for a given PD activity. (October 2018)

5.4 The School Professional Development Rep, elected by the teaching staff, administers the school-based professional development allotment. (Note: This fund no longer has new money coming in due to a change in the funding structure in 2021.)

Policies and Procedures

6. Personal Plan

6.1 The Personal Plan is a mandatory reflection that every teacher must fill out at the beginning and end of the year. (April 2018)

Procedure 6.1

In the Fall, a Google Form will be sent out to all teachers to complete as a personal professional development plan. The Pro D Committee will collect the data and reflect on the results. It will help guide the Professional Development occurring that year. The Pro D Rep should share their school results with their administrator.

In the Spring, a Google Form will be sent out to all teachers to complete as a reflection of their professional development that school year. The results will help guide the Pro D Committees plans for the following school year.

6.2 If a teacher submits a Professional Development Year plan or form that may not meet the criteria outlined on the BCTF Professional Development Lens, the plan will be brought to the District Professional Development Committee for discussion and advice to the member.

Appendix A

THE PROFESSIONAL DEVELOPMENT LENS

At the centre of the lens are teachers and their learning, both as a collective and as individuals. The term "teachers' professional development" is used to highlight its use both in thinking about individual PD and PD as a collective endeavor.

The Inner Ring: Key criteria

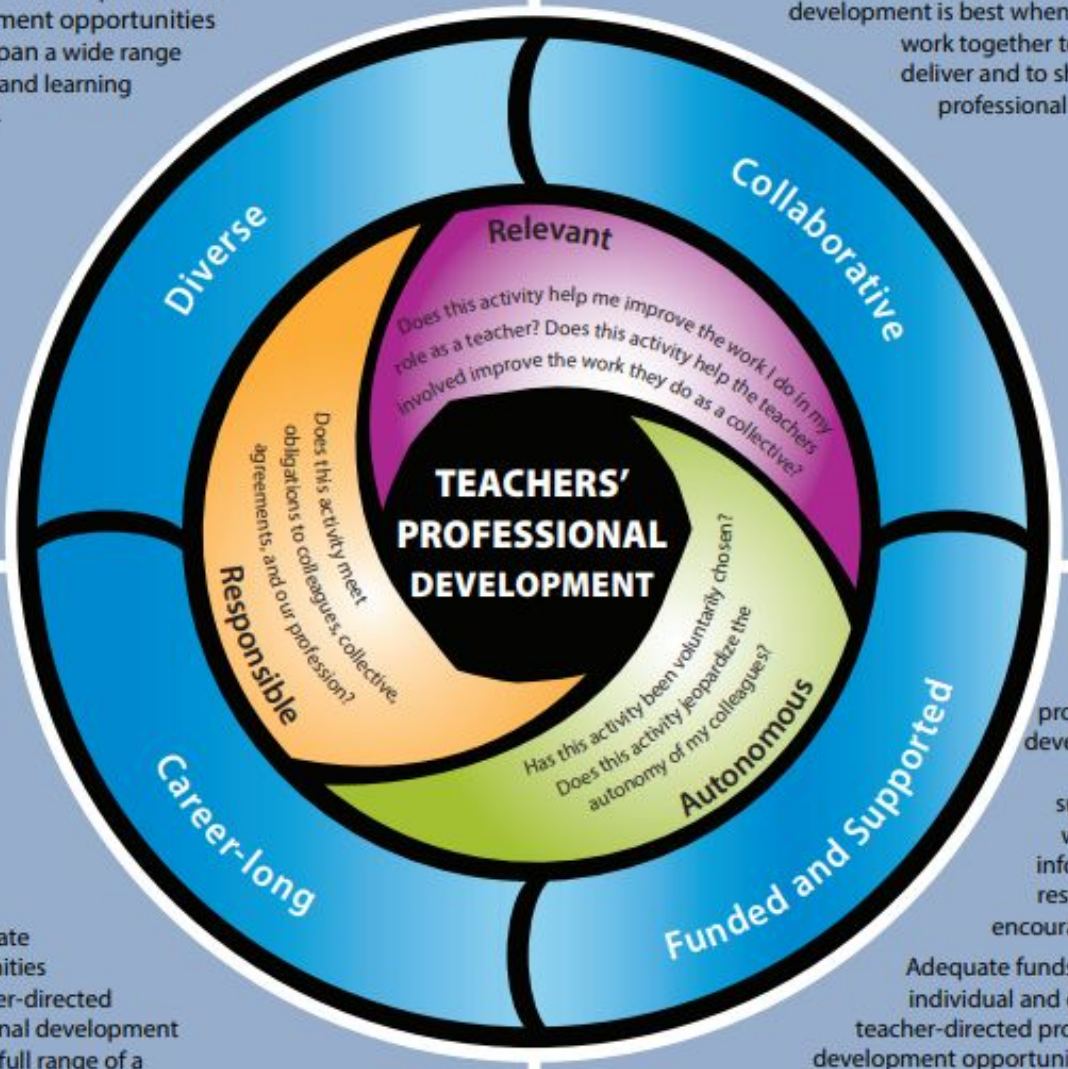
The inner ring consists of three factors that are necessary for an activity to be considered professional development. If any of the three are not present, then the activity should not be seen as professional development.

The Outer Ring: Necessary factors

The factors in the outer ring are critical to the success of teacher-directed professional development as a collective endeavor. In turn, this collective work provides the necessary conditions for all teachers to be able to create their own rich tapestries of appropriate professional learning.

Diverse
Teacher-directed professional development opportunities should span a wide range of topics and learning methods.

Collaborative
Teacher-directed professional development is best when teachers work together to plan, to deliver and to share their professional learning.



Teacher-directed professional development must be supported with time, information, respect, and encouragement.

Adequate funds for both individual and collective teacher-directed professional development opportunities must be available.

Funded and Supported

Appropriate opportunities for teacher-directed professional development span the full range of a teacher's career.

Career-long

THE PROFESSIONAL DEVELOPMENT LENS

At the centre of the lens are teachers and their learning, both as a collective and as individuals. The term "teachers' professional development" is used to highlight its use both in thinking about individual PD and PD as a collective endeavor.

The Inner Ring: Key criteria

The inner ring consists of three factors that are necessary for an activity to be considered professional development. If any of the three are not present, then the activity should not be seen as professional development.

a. Relevant

Does this activity help me improve the work I do in my role as a teacher?
Does this activity help the teachers involved improve the work they do as a collective?

b. Autonomous

Has this activity been/voluntarily chosen?
Does this activity jeopardize the autonomy of my colleagues?

c. Responsible

Does this activity meet obligations to colleagues, collective agreements, and our profession?

The Outer Ring: Necessary factors

The factors in the outer ring are critical to the success of teacher-directed professional development as a collective endeavor. In turn, this collective work provides the necessary conditions for all teachers to be able to create their own rich tapestries of appropriate professional learning.

a. Funded and Supported

Teacher-directed professional development must be supported with time, information, respect, and encouragement.
Adequate funds for both individual and collective teacher-directed professional development opportunities must be available.

b. Career-long

Appropriate opportunities for teacher-directed professional development span the full range of a teacher's career.

c. Diverse

Teacher-directed professional development opportunities should span a wide range of topics and learning methods.

d. Collaborative

Teacher-directed professional development is best when teachers work together to plan, to deliver, and to share their professional learning.

Appendix B

Section F of the Collective Agreement

Article F.20 Professional Development Funding and Control

1 The employer shall pay two hundred and fifty dollars ($250.00) per teacher and the OSTU shall pay sixty-two dollars and fifty cents ($62.50) per teacher to establish a fund for the purpose of professional development. The fund shall be controlled and administered by the District Professional Development Funding Committee.

a. The Employer shall pay six thousand four hundred dollars ($6400.00) into a fund for Teachers Teaching on Call. The fund shall be controlled and administered by the District Professional Development Committee.

b. 50% of the Employer funds shall be transferred to the Union on October 15, with the remaining 50% transferred on December 15 of each school year.

2. The District Professional Development Funding Committee shall be chaired by the Union's professional development chairperson, who shall have voting rights.

3. The District Professional Development Funding Committee shall be comprised as follows:
   a. three (3) representatives of the Union in addition to the professional development chairperson;
   b. three (3) representatives of the District.

4. The Professional Development Fund will not be required to finance curriculum implementation in the District.

5. The District Professional Development Committee shall plan and organize district-wide professional development activities and shall carry out other professional development activities as directed by the Professional Development Funding Committee. This committee shall be comprised as follows:

   a. The OSTU Pro-D chairperson who shall chair the committee;

   b. one (1) teacher representative from each school;

   c. one (1) representative of administrative officers;

   d. the Superintendent or designate;

   e. one (1) representative of the Board.

6. The Employer shall provide ten (10) Teacher Teaching on Call days to the District Professional Development Committee to plan and organize professional development activities.

7. The School Professional Development Committee shall include an Administrative Officer of the school.

Article F.21 Days for Professional Development

1. There shall be a minimum of five (5) professional development days allocated for professional development activities, three (3) of which shall be school based professional development days.

2. Professional Development days shall be considered as instructional days for salary purposes.

3. The Board shall provide such professional development day(s) activities as are sanctioned by the District Professional Development Committee or in the case of the school-based day(s) by the School Professional Development Committee. An outline of the planned activities shall be submitted to the District Professional Development Committee by the School Professional Development Committee at least one (1) month in advance of school-based professional days.

Article F.22 Curriculum Implementation

1. The composition of the existing Curriculum Development Advisory Committee (C.D.A.C.) shall be six (6) representatives from the Employer, six (6) representatives from the Union, and two (2) parent representatives as selected by the Parent Advisory Committees (P.A.C.). The committee shall elect its chairperson.

2. The purpose of this committee shall be to advise the Employer and the Union regarding matters concerning the implementation of either provincial or local new curricula, including recommendations on terms of reference for other implementation committees. The committee is entitled to receive, on request, status reports from other committees necessary for implementation purposes.

3. The committee shall meet, at a mutually agreeable time at the request of either party, to discuss and make recommendations for the implementation of the new curricula.

4. Funding at time for curriculum implementation shall be provided by the Employer.

5. The committee shall receive full information on Ministry funding for curriculum implementation and change.

Article F.23 School Assessments/Accreditation

1. The primary objective of the school accreditation/assessment process is the improvement of learning outcomes for students. The means of achieving this objective is by school self-assessment to recognize school strengths in serving students and the identification and development of a school growth plan to address areas requiring development and improvements.

2. The school shall receive full information on Ministry funding/resources available for school assessment/accreditation and follow-up activities.

3. Prior to undertaking a school assessment/accreditation program, the school administration and staff shall advise the Board of desirable resources and the method of implementing the assessment/accreditation.

4. IT is acknowledged that an internal and external accreditation/assessment requires increase clerical time and release time for teachers in order to minimize the disruption to instruction. The Employer shall provide such time in accordance with the Ministry service levels and funding.

5. The external assessment/accreditation team's report shall be provided to the school staff concerned, the Board, and when appropriate the Ministry of Education.

6. Ministry funds targeted for follow-up activities in a school shall only be used for those purposes.

Article F.24 Professional Autonomy

1. Within the bounds of effective education practice, prescribed provincial and local curricula and programs, and the school instructional goals that have been collegially determined, teachers shall have individual professional autonomy in determining the method of instruction and the planning and presentation of course materials in the classes of pupils to which they are assigned.

Appendix C

School District Policies Regarding Professional Development

Administrative Procedure 410

PROFESSIONAL DEVELOPMENT AND STAFF DEVELOPMENT

Background

The knowledge and skill of employees underlies the quality of the educational program and environment, which the District makes available for the children of the District.

Professional development refers to in-service activities that increase the awareness, knowledge, or skills of employees. The District expects that all employees will participate in ongoing professional development programs that not only meet their training needs, but also that will result in improved instructional or support services to students.

Procedures

1. To assist in supporting active professional development programs, the District will budget annually to support training for each of the following: 1.1. Management staff; 1.2. School-based administrators; 1.3. Teachers; and 1.4. Support staff.

2. Regulations for teachers regarding professional development, implementation is found in contract.

3. Non-teaching staff may apply for tuition fee reimbursement through the office of the Assistant Superintendent, for pre-approved courses having job/District relevance upon successful completion of the course.

4. Teacher staff development related to new curriculum and/or programming will be supported through the use of a combination of professional development and implementation funding.

5. School improvement initiatives will be supported through the use of implementation funding.

Reference: Sections 17, 18, 20, 22, 65, 85 School Act Employment Standards Act

Adopted: November 2019

School District Policies Regarding Professional Development Continued

PAYMENT FOR SUMMER DAYS (Only in effect when PD days have been negotiated to happen outside of the school calendar)

Payment for attendance of the scheduled summer days of professional development is part of the March pay period the following calendar year.

In order for teachers to be paid for these days the following guidelines are used by the district:

1. Continuing status teachers must attend the professional development days to the level of their appointment.
2. Should a continuing teacher's F.T.E. status increase during the school year, if that teacher has attended the summer days to the level of that increase, there will be no deduction from their March pay.
3. Teachers on temporary contracts will only be paid for attendance at summer professional days if they have been offered a contract at a school on, or prior to, the date of the summer days they attended. (i.e., If a temporary teacher is offered a position on Aug. 30, and they attended pro-d activities on Aug. 29, 30, and 31, they will only be paid for August 30 and 31 and only to the level of their contract.)
4. Teachers who have attained continuing status in the district, prior to the summer days occurring, but have not yet attained a position at a school for that year, will be paid to the level of their contract for the summer days attended as long as they do get a position with the district that year.

*Please note: Professional Development activities must coincide with the Professional Development days set out in the school calendar.

Appendix D

Annual Professional Development Funds

The Professional Development Fund

$250 per teacher paid by the District

$200 individual allotment

$25 PD Chair Release

$10 Office Admin Salary Offset

$10 Mentorship

$5 Local Presenters and LSA groups

$62.50 per teacher paid by the OSTU
$6000 to mentorship and the remainder to PD Conference Fund for: biennial OSTU conference, Pro D Presenters, annual Zone Conference.

Contingency Fund
Funds come from individual allotments not used by teachers at the time of retirement or resignation from our local.

Remaining money can be accessed by contract teachers, up to $1000 annually, as additional funding when a contract teacher runs out of their individual allotment. It is first come, first serve.

TTOC Professional Development Fund

$6400 paid by the District

10% to pay a portion of the PD Chair Release

Individuals can access up to $800 per year, on a first come, first serve basis

How can I access Pro D Funds?

On a Contract

$200 individual allotment

Contigency Funds

- individual allotment must be depleted first
- up to $1000 annually
- can only access these funds once a year
- funds distributed on a first come, first serve basis

TTOC

The TTOC Funds

- individuals can access up to $800 per year on a first come, first serve basisi

OSTU members can access Pro D Day Presenter Funds by planning and presenting a workshop on a Pro D day. Funds will be distibuted back into the presenters individual allotment funding pot.

****Please read the claim expense forms for a full list of criteria for accessing funds**

Appendix E

Where to Work on a PD Day:

Advice from your OSTU Professional Development Committee

One of the questions we are often asked is, **"Am I allowed to work off campus on a Professional Development Day?"** The answer to that question is not black-and-white, and so we would like to offer you some information and suggestions. We recommend that OSTU members do not work alone on a Professional Development Day, but rather that teachers work with colleagues, if even just in the same building (note: when attending a conference or workshop alone, you are not, in fact, alone, as you are with teachers from other locations). We also recommend that teachers do not work at home, at public restaurants, or at coffee shops on Professional Development days, if only to avoid public scrutiny and to maintain our collective appearance of professionalism in the public eye. Finally, we would like to remind you that all OSTU members are expected to let your school Administrator know (prior to the PD day) at which site you will be working. That being said, the Administrator's receipts of your whereabouts on the PD Day is not an approval of your site, and thus the employer and the OSTU cannot be held accountable for your safety should you choose not to follow our recommendations. **To be clear, neither the OSTU PD Committee, nor the employer, doubts that you are diligently working on a PD day**. Rather, the Committee is giving you these suggestions to keep you safe, covered by WorkSafe BC, and to maintain the integrity of our collective public image.

April 2018

In terms of your personal safety, and coverage in the case of an injury while working off-site, we have gathered for you the following information from our employer:

WorkSafe BC does not have a list of sites that are approved, or not, in cases as this, but they do have a series of factors. If answered affirmative, these favor coverage:

- Did the injury occur on the employer's premises?
- Did the injury occur while the worker was doing something for the benefit of the employer or the employer's business? Did the injury occur in the course of action taken in response to instructions from the employer?
- Did the injury occur while the worker was using equipment or materials supplied by the employer?
- Did the injury occur while the worker was in the process of receiving payment or other consideration from the employer?
- Did the injury occur during paid working hours?
- Was the injury caused by an activity of the employer or a fellow employee?
- Did the injury occur while the worker was performing activities that were part of the worker's job?
- Did the injury occur while the worker was being supervised by the employer?

These questions come directly from WorkSafe BC's Practice Directive of teachers participating in extra-employment opportunities.

Quick, simple example:

Teacher slips and falls down stairs while at school.

Virtually all factors are affirmative. This will be a compensable injury.

Teacher slips and falls while hiking off school grounds to a location to work on project during PD day.

This example shows how many of these factors become negative. In explanation, this injury was not part of the worker's job (hiking off school property), the worker was not being supervised by the employer, nor did the employer direct the teacher to hike as part of the PD day. The teacher was not doing an activity that benefits the employer.

April 2018

Appendix F

Some examples of things teachers can be reimbursed for. These are ideas and are not limited to:

- Professional conferences, courses, workshops, and seminars
- Travel to professional conferences, courses, workshops, and seminars
- Professional reading (receipts with book titles must be included)
- PSA memberships
- Educational software (license for teacher use only)
- TTOC charges related to attending a workshop or conference
- TTOC charges related to observing in a colleague's classroom
- Credit courses, such as master's degrees and diploma programs

Types of claims NOT covered by your personal PD funds:

- Books and teaching materials that will be used directly in the classroom (e.g., workbooks, class sets of novels, newspapers, novels to be read aloud to the class, reproducible or consumable resources)
- Cellular phone roaming charges while traveling to a PD activity
- Activities that are a personal interest, rather than professional
- Activities that do not relate to teaching
- Trips in which PD is not the primary focus
- Travel for shopping for resources
- Computer hardware, digital cameras, I pads, etc.
- Bundled software and consumable software (e.g., antivirus program)
- Consumables (e.g., paper, pens, printer ink, etc.)

What isn't Professional Development:

- *Prep activities – photocopying, laminating, developing worksheets, etc*
- *Doing long or short-term planning*
- *Writing previews*
- *Marking student work*
- *Setting up bulletin boards, classroom displays, organizing supplies, etc.*
- *Planning a field trip*

Appendix G

All OSTU Professional Development Claim forms can be found at www.ostu.ca.

**Forms are always being updated so please go to the website to download the most recent version*

List of Forms:

1. Contract Teacher Pre-Approval Expense Claim Form
2. TTOC Pre-Approval Expense Claim Form
3. OSTU Pro D Presenter Application
4. Local Specialist Association Start-Up Grant form
5. School-Based Professional Development Activity Application.