

SURREY
TEACHERS'
ASSOCIATION

The Advocate

FALL EDITION



surrey **teachers'** association

Any Questions? Contact us!

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Annie Ohana	Laura Barker
Jatinder Bir	Lizanne Foster
Kevin Amboe	Violette Baillargeon

Aboriginal Member-at-Large

Jacquié King

Members-at-Large

Erin Coleman
Helen Kelsey
Kelli O'Malley

Teachers Teaching On Call (TTOC) Representative

Andy Liebermann

Message from the President



Colleagues,

I'm writing this knowing we have just passed the one-year anniversary of our important Supreme Court of Canada win, that reinstated our stripped language. I can remember hearing the news in disbelief as the ruling came unexpectedly from the bench. For me, it was emotional moment. I was overcome and teary, not because I believed it would magically fix our education system but because it was as clear to the Supreme Court of Canada, as it was to us and the BCTF, that what the BC Liberal government did to us and our students in 2002 was unconstitutional and should never have happened. Everyone was elated. Even Christy Clark was 'excited'. I, however, was immediately concerned about the implementation process because, after 16 years, I learned that that BC Liberal government was not to be trusted.

Last June, I wrote about the change that was coming. Change Theory tells us that any change, even a positive one, will come with challenges. Some positives have certainly emerged. Our class size and composition language required the hiring of many new colleagues! Overall, many classes in the district are smaller than in previous years and were composed following the restored language. We have more teacher librarians and we are much closer to having integration support teachers staffed properly than ever. These are certainly things worth celebrating and yet it is hard to want to celebrate these milestones when faced with district-wide devastation.

Much of the blame should be worn by the previous government. They orchestrated the chaos we are in, particularly the way in which they dragged on the transfer of leadership. Many points of tension could have been resolved by now if we had more time to work with the

government prior to the start of the school year. There is also a messiness to how the Memorandum of Agreement that was put in place to help implement the language, allows districts to work around the language in some pretty extreme ways. The BC Public School Employers' Association (BCPSEA) has helped districts interpret the language in the cheapest way possible, which resulted in a learning support crisis for our students! Our district made choices that lead to 66 fewer FTE for Learning Support Teacher (LST) positions. We believe that more than 200 FTE needed to be infused into the LST Model but the District did not restore our language for Resource, Tutorial and Career Education for the Learning Disabled (CELD) teachers. Many of our most vulnerable learners are being left unsupported, LST teachers and classroom teachers are forced to make heartbreaking decisions around service, and ultimately nobody's needs are being met. Space constraints (because our district did not request enough portables) have resulted in non-enrolling teachers and specialists being removed from their teaching and work spaces and have left many classroom teachers without space to do their preparatory work. While Surrey has faced a TTOC shortage before, we know this year's shortage is out of control. In elementary schools, this often means more loss of service to our LST students, as well as interruptions to students' learning in music, French or time in the Library. Specialists are not able to conduct their work and classroom teachers are routinely missing their prep. In secondary schools, teachers again are routinely missing prep time when they cover "failures to fill" and students are missing out on learning opportunities.

These difficulties can't be ignored. Remember Change Theory? Even positive change encourages conflict. Tension among colleagues is at an all-time high. If you've been feeling overwhelmed, frustrated, fatigued or angry, you are in good company. So, what can we do? As challenging as this time is, I encourage you to reach out to one another and to look for ways to support each other in what can feel like an individual struggle. For example, if a student should be receiving LST, the classroom teacher may be feeling frustrated not knowing how to meet that student's literacy or numeracy needs without LST support. The LST teacher may be feeling frustrated that the classroom teacher is requesting that an additional student be added to a group, knowing that compromises their ability to meet the learning support needs of all the students in that group. It's important to go from this being an individual to the school-wide struggle that it is: LST is in a crisis, we can't meet the needs of our students, and it's imperative that we put the onus back on school administration to take responsibility.

This year more than any other, I encourage you to have regular union meetings. When we are feeling overwhelmed, one of the first things we sometimes do is isolate ourselves and, in that isolation, we are weakened, depleted. We gain strength from our community. We build strength when we understand each other's struggles. Share with each other how you are being impacted, and work with your staff reps to ensure administration understands how you and your students are being impacted. It is imperative that they be able to communicate your concerns with the district. I also hope you will remain in close contact with us at the STA. The more we know, the more we can do to support our members.

At the office, we continue to advocate for more support for teachers and students as well as for the full restoration of our stripped language. Where able, we've grieved. We continue to meet with teachers to better understand the challenges you are facing. We've invited the trustees to meet with us and have lobbied Surrey MLAs and I've had two conversations with our Education Minister.

This is not the year many teachers anticipated. It is not the joyous year that should follow a historic win. But it is the year we have before us. I implore you not to bear it alone. Seek each other out, share your struggles, invite one of our Table Officers to a school visit if you haven't had one. Together we will survive this.

In solidarity,

Gioia Breda
President,
Surrey Teachers' Association



Surrey Teachers Lobby the MLAs

By Cindy Adams, Jatinder Bir, June James, Arlene Laing, Julia MacRae

A delegation of five Surrey teachers, concerned about special education and cuts to our LST service for students, sailed to Victoria in pursuit of some answers from MLAs. We met with Rachna Singh and Garry Begg who were very interested and sympathetic. They asked many questions in order to educate themselves on the issues. They were very surprised to hear that the situation for special needs students continues to be dire. Garry Begg recognized that the work we do with students has an impact on many other ministries and he pointed out that the new government is trying to think and work cross-sectorally. He observed that it is true that students who miss out on having their special needs addressed in elementary and secondary are more likely to be caught up in problems with unemployment, end up in the criminal justice system, or don't realize their potential in many areas of their lives.

We also met with Jinny Sims, the past president of the BCTF, who, of course, is very familiar with our issues. It is great to see her installed as a minister in the new government. She encouraged us and said it was important for us to continue lobbying for our students' needs. She emphasized that the government has committed to funding the restoration of the contract, so it is correct for us to bring our concerns about the discrepancies to their attention.

We attended two question periods and were introduced in the house. It appeared during question period that there was no decorum for procedural protocol, with people talking over each other instead of using good listening skills. It was a poor reflection on the house in general, and was revealing of the roadblocks we encounter when

dealing with the government because, as teachers, we operate in a completely different paradigm that is focused on getting solutions. It was particularly egregious to witness the Liberals trying to assassinate the characters of female ministers with spurious questions and defamatory comments. They were deliberately trying to paint these women as incompetent. The BC Liberals' behaviour in the house was childish.

Will Maartman, a ministerial aide to Minister of Education, Rob Fleming, listened to our concerns about the lack of staffing in LST. He did not offer a lot of solutions, but at least we can be sure the Minister knows about our concerns about the LST crisis in Surrey. We also met briefly with Minister of Labour, Harry Bains, but it was good to be able to correct some of his assumptions, especially his belief that the LST crisis in Surrey is because of a teacher shortage. Jagrup Brar also thought our LST problems stemmed from a teacher shortage, but we pointed out to him that 66 LST teachers were cut from the system and moved into other teaching roles, and that those teachers need their LST positions restored.

Overall, we want to thank the STA for sending us to Victoria and we truly hope that the information and stories we shared with the MLAs made a difference. It is urgent that our most vulnerable learners get the support and services that they need and deserve.

What's Your Why?

HOW YOUR EXECUTIVE MEMBERS GOT INVOLVED IN THE UNION

Andy Liebermann Teachers Teaching On Call Representative

As far as what inspired me to get involved in the union goes... I spent years as a TTOC, and over time, found myself fairly knowledgeable about various TTOC questions and concerns. I wanted to share what I knew, and help other TTOCs navigate all of the new things they were coming across. Nicole Jarvis did an excellent job recruiting me as a TTOC committee member last year. I also signed on as a staff rep for TTOCs. I went to the AGM during Spring Break and then put my name forward for TTOC rep to the executive.

Kevin Amboe Local Representative to the BCTF

When I started teaching, the Surrey Teachers' Association had a levy on all teachers over a two year period. As I was brand new, I was very upset about having to pay a fee out of my small paycheque as a TTOC. At the time, substitutes were only earning \$126 a day. I was vocal about how upset I was, but I also believed that to have permission to complain, I needed to be willing to be part of the solution. I became involved as a Staff Rep because I didn't want 'that horrible union taking my money for a building' when I needed the money for my family.

Looking back, it was a hardship, and moreso for TTOCs as it was a flat rate levy on members. While painful, the STA now owns the building from which it operates, and is sound financially because of the foresight at the time. While I wasn't able to fix the situation, I have been able to draw on this negative experience when attending the BCTF AGM and a Levy was considered. The membership decided to use a fee increase instead of a levy so that the burden was not heavier on those making the least money.

Becoming involved, originally, out of my own interests, I have learned immensely from the wisdom of those around me. The shared experiences of STA members shaped our bargaining objectives, and included making improvements to TTOC pay and benefits over time.

There are many areas that we can do better in; however, I learned that the STA made decisions that were hard, but beneficial to continuing and future members. I also learned that stepping up, speaking out and being willing to put energy behind my words does have an impact.

“Becoming involved... I have learned immensely from the wisdom of those around me.”

Julia MacRae 2nd Vice President

Before I was a teacher, I was involved in social justice activities such as visiting the blockades at Oka (I attended McGill University), participating in marches against Apartheid, against nuclear weapons, etc. As a young teenager, I admired the Sandinistas and was inspired to learn Spanish! I still haven't visited Nicaragua, but it is on my bucket list!

The first summer after I was hired in Surrey I heard about an opportunity to watch the 1994 Mexican election as an international observer. I went to the BCTF, and asked Larry Kuehn if the Federation would send me as their representative. He was quite surprised to have such a young teacher approach him for this type of thing! He laughed and denied me funding, but I went anyway and submitted my report to him. Since then, I have been involved in many initiatives with Latin American teachers through the BCTF, including being part of the Cuba team and the Peru team, and proudly leading some of those delegations of workshop leaders. In my local I have been a part of our international solidarity work, helping create our own international solidarity committee and fund. As well, I was on the board of CoDevelopment Canada for more than a decade, and am currently part of the WR Long BCTF International Solidarity committee. Now Larry knows me well! I can say that being a part of this international work has formed almost a parallel career for me, and has enhanced my teaching and union leadership. What a great world of opportunity exists in our union for the curious and motivated!



Matt Westphal 1st Vice President

It took me years to get involved in the union, or even pay much attention to it. In my first few years teaching, I was in survival mode. I was always teaching new courses, and the thought of prepping for a TTOC so that I could attend the New Teachers' Conference and Induction Ceremony felt like too much to handle. I certainly could not fathom why anyone would want to spend most of their Spring Break (which was just one week long at that point) at the BCTF Annual General Meeting. Frankly, I was not very happy with how the BCTF handled the job action in 2011-12. In other words, I was one of the many disaffected members who do not feel a connection with the STA or BCTF.

The job action and strike of 2013-14 changed things for me. By then, I had had enough experience to see clearly the effects of the BC Liberals' underfunding of public education: the lack of resources, classes that were really not suitable for learning, and the insufficient support for students who needed extra help. I learned from veteran teachers that things had not always been that way. I was appalled by the government's vindictive approach to bargaining, its demands for onerous concessions, and Christy Clark's claims that teachers just wanted more money and free massages.

My breaking point came when the government decided to "lock out" teachers at lunch and outside school hours, and dock our pay. There I was, doing my regular job, other than meetings and emails, plus a lot of extracurricular commitments, and they were taking away 10% of my pay. I got mad, and then I got involved. I volunteered to be local job action chair and picket captain at my school. I ran unsuccessfully at our AGM to be a Member-at-Large. In September, with the encouragement and help of my friends Gurinder Sidhu and Devinder Kaila, I got the opportunity to speak at the press conference announcing the results of our vote on binding arbitration. Soon after that, a Local Representative position on our executive became open, and I managed to get elected, and my involvement has increased ever since. I had a lot to learn, but I found my way with support and guidance from colleagues. My only regret is that I waited so long to start participating, but I had to come to it in my own time.

CALL FOR PRESENTERS

STA CONVENTION 2018

Save the Date: May 4, 2018



The STA Convention is one of the largest Professional Development events organized by teachers for teachers. This year, it will take place on May 4, 2018. We want teachers to have the opportunity to share their ideas, network with colleagues all over the district, and have a very satisfying day. You can help make that happen! We invite you to get involved by creating and leading an inspiring workshop or excursion or by facilitating a sharing session in your subject area.

There is **brilliant** teaching going on all over this district!

Regardless of age, experience, or subject area, many teachers in all schools and subject areas have great ideas to share with colleagues. Don't want to do it alone? Why not plan and present with a colleague? Two heads are better than one! The STA will provide a paid, half-day release for the purpose of preparation. You could lead a session of an hour and a half, a half day, or a full day session... whatever you'd like! If photocopies are

required, submit them in advance to the office, and the STA will prepare them for you. All presenters will receive a nice thank you gift, in token of appreciation for your contribution to your colleagues, and will be entered into a grand-prize draw!

Not sure about your idea?

The Convention committee members are always happy to run through your workshop proposal ideas with you! Ready to take the next step?

Submit your proposal to www.staconvention.ca. Click on "Call for Presenters" and fill in the form!

Act now! We want to start filling our roster with awesome workshops!

Invitations to Get Involved!

Did you know that the STA has **19 standing committees**, not including the Executive Committee? There are also various ad-hoc committees, as needed. Looking for an opportunity to learn more? Why not join a committee?!

Aboriginal Education Committee

The committee will recommend programs and initiatives to recruit, retain, and support aboriginal teachers. This committee will also examine the conditions for aboriginal learners within our school district and recommend strategies support aboriginal learners in our classrooms.

Anti-Poverty Committee

This committee will examine the effects of poverty on our school community and neighbourhood. The committee will recommend strategies, programs and initiatives to support those living in poverty and to create positive change.

Awards Committee

The Awards committee selects recipients of STA scholarships and bursaries for children of STA members, and of the Jennifer Wadge Memorial Social Justice Award. Most of its work takes place in the fall. Members are also charged with recommending recognitions such as Honourary Life Membership (although this has not been done for quite some time, the intention is to revive this practice). It is inspiring to see what our student applicants are doing, and to find ways to honour colleagues for their service.

Bargaining Committee

So far, members have been meeting once per month but with bargaining coming up soon a substantial increase to the level of involvement will be required (school visits, grievance and policy reviews, member surveys, etc). There will be a lot of training opportunities for members such as by the STA, through Zone Meetings, FLI, the BCTF Bargaining Training and the Bargaining Conference. If you are interested in participating, consider joining this committee!

Convention Committee

The Convention Committee plans the yearly convention for members at 2 or more different sites. Committee members are entitled to a PD day in lieu of the Convention Day to a maximum of \$400 per committee member with the cost to come from the committee budget.

Economic Welfare Committee

This committee oversees our contractual benefits like the extended health plan, medical laws, insurance coverage, all salary category changes and job-share issues.

Education Governance Committee

This committee focuses on major topics of concern to teaching and the work we do in schools, eg: year round schooling and corporate intrusion into schools, accountability contracts. They provide research and in-service to members and recommend policy changes to the association and the BCTF.

Finance Committee

The main role of this committee is to assist in the construction, monitoring, and review of the Association’s budget to ensure that the financial obligations and priorities are being carried out.

Grievance Committee

The Grievance Committee acts as an advisory committee to the grievance officers. Work on the Grievance Committee is an excellent opportunity for members who would like to learn about contract enforcement and labour law.

Health & Safety Committee

This committee works to educate and advise members around the health & safety concerns at the worksite. Issues of interest have been around mould in schools, lack of adequate resources to maintain clean workplaces and hearing issues particularly for music teachers.

International Solidarity Committee

The International Solidarity Committee identifies and makes recommendations to the Executive Committee on projects and grants for international solidarity projects. They identify priority area and themes for those projects. As well, they make recommendations on activities that build relationships between STA members and teachers in other countries through projects such as union exchanges and training programs.

Labour Affairs Committee

The Labour Affairs Committee works to establish contacts with other labour organizations as well as keeps the Association informed as to issues of concern to the members. In past years, the committee has focused on issues of child labour, sweatshops and multinational corporations in third world countries. The committee provides resources for members in labour studies curriculum and has extensive library resources maintained in the STA office.

Political Action + Public Relations Committee

This committee has the responsibility of investigating political candidates’ positions and attitudes on education. Although usually most active at election times, the committee can be assigned various tasks related to public relations on hot educational issues during the course of the year. Committee activities involve such tasks as designing and placing advertisements, writing letters or press releases, arranging speakers for public meetings, phone campaigns, mail outs and recommending candidates for public office.

Professional Development Committee

The STA Pro-D Committee has been set up to oversee the Pro-D functions of the district. The committee deals with issues regarding Pro-d concerns which include interpretation of the Pro-D guidelines and teacher requests. The committee conducts Pro-D Rep training each year. As well, the committee coordinates a variety of Pro-D opportunities, some of which are done in coordination with other groups and organizations.

South Asian Student Advocacy by Teachers

The goals of this committee are to educate students, teachers, parents, and the wider school community in order to better support the educational development of South Asian youth and parent participation in school activities.

Status of Women

The Status of Women (SW) Committee’s main goals are to eliminate sexism and to increase the participation of girls and women in all aspects of education. The SW Committee provides in-service opportunities for teachers on such issues as job sharing, curriculum resources for non-sexist teaching, pensions, financial planning, ending violence against women, women’s health issues, stress management, and creative writing. The Surrey committee has compiled a library of curriculum aids, videos and picture books that promote gender equity and non-sexist

teaching strategies. Teachers may borrow material for their classes by contacting the SW chairperson.

Status of Men in the Teaching Profession Committee

This committee will examine strategies to engage boys and young men as learners in the classroom and to look at ways to further encourage men to be positive role models within our educational communities.

T.I.M.E. Committee

TIME is the acronym for Teachers Interested in Multicultural Education. Our goal is to promote multiculturalism and racial acceptance in all Surrey schools. We organize and implement events such as multicultural conferences and workshops for teachers and students. We also host resource displays, as well as assist teachers in obtaining resources and funding for multicultural projects at their schools. In addition, we strongly advocate the hiring of more teachers from visible minorities.

TTOC Advisory Committee

This committee provides a forum for teacher-on-call concerns and a direct link to the STA Executive as the committee chair also sits as a member of the Executive Committee. They study working conditions and contractual concerns of TTOCs, and make recommendations to the appropriate STA committees/bodies. The committee also liaises with the STA Pro-D and Convention Committees and plans and organizes Pro-D events for TTOCs.

AD HOC COMMITTEES

- Green Committee
- Labour Plaque Committee
- Sanctuary Schools Committee
- LGBTQ Committee
- Assessment & Reporting Committing

ADVISORY/STEERING COMMITTEES

- Technology Advisory Committee
- Adult Educators Steering Committee
- TTOC Advisory Committee
- STARA Steering Committee 2017

Health, Safety & Wellness

Extreme Weather Plan What Should We Do If It Snows?

Schedule a Health and Safety Committee meeting to designate an early riser (with an SUV) or a teacher who lives in the neighbourhood. Principals have been instructed to arrive early on these days as well. We recommend that this person be the “designated snow responder” and arrive early, as indicated in the protocol, which is available for download online via the STA website at http://www.surreyteachers.org/documents/OHS_Articles/Snow_Plan.pdf.

This person will inspect the site (preferably with the principal), and complete the checklist. The teacher should have this checklist and a pen, ready in their car for a snowy day event. After completing the checklist, indicate any and all concerns before giving it to the principal. The principal has the responsibility to remedy unsafe situations and/or notify the District Principal to authorize a “late start” or to cancel classes.

For more information or to download the SD36 Extreme Weather Conditions Protocol, and the checklist, please go to http://www.surreyteachers.org/documents/OHS_Articles/Snow_Plan.pdf.

Work-Safe Injury Information?

If you're injured at work, report it! Maybe you accidentally slammed your finger in a door or tripped in the parking lot. Maybe you don't feel like you're actually hurt. It's better to be safe than sorry! Filing an incident report is super quick, and relatively painless. Simply log in to your self-serve portal (the same place you go to log an absence, or book a TTOC) and click on the EFORMS section of the toolbar. The form can be found on the left hand side, under Health & Safety. The District created a video tutorial as well, which can be found on the Surrey Schools HUB.

Employee Family Assistance Program (EFAP)

All STA members and their immediate family members have access to the Employee Family Assistance program, a confidential and voluntary service that provides practical support. There is no cost to use your EFAP.

You can contact your EFAP provider directly, online at www.homewoodhumansolutions.com or by phone at 1-800-663-1142, for assistance with a wide variety of issues. Your provider is Homewood Human Solutions – a trusted Canadian company with more than 30 years experience delivering the best possible support for clients. Everyone is guaranteed confidentiality within the limits of the law. You won't be identified to anybody – including your employer.

Your EFAP helps you take practical and effective steps to improve well-being and be the best you can be. Within a supportive, confidential and caring environment you can receive counselling for any challenge. You can also receive counselling and coaching for variety of life balance and health issues, or get expert support to manage your career better.

Counselling is available in person, by telephone, or online. There is no cost to you. Offices are local and appointments are made quickly, with your convenience in mind. Have a preference for location, gender, appointment time? We'll do our best to accommodate your preferences.

BCTF Health and Wellness Program “I wish I'd known about this sooner!”

The BCTF Health and Wellness Program was designed to help teachers who are unable to maintain, or return to, their teaching positions due to a medical illness or disability, by funding an early intervention rehabilitation program.

The program contracts professional rehabilitation consultants located in your community. In consultation with your healthcare provider, these consultants coordinate services to help improve the teacher's health and functional abilities.

The program is voluntary, and you can refer yourself!

Starling Minds (BCTF Mental Health Partner)

The Starling Program (www.starlingminds.com) is an online mental health and wellness tool that is designed specifically for teachers. It helps you assess, monitor, and improve your mental fitness in the privacy of your home. As a member of BC Teachers' Federation, it is available to you and your family members to use anywhere and anytime you want, for free. Starling is and will always be 100% confidential.

If you are feeling stressed, remember that you are not alone. 20% of teachers will experience some type of mental health issue. Over 66% of them will not seek help due to stigma and shame.

Starling has improved the lives of thousands of teachers across Canada. We have helped them become more resilient to stress so that they can focus on what they love most – making a positive difference in students' lives.

Starling helps teachers learn about stress, mental fitness

exercises, and how to break unhealthy patterns that may lead to anxiety and depression. Starling provides:

- Online training tools and education videos based on Cognitive Behaviour Therapy
- Case study videos of a teacher named Virginia
- Evidence based training and tools that are available anytime and anywhere in the world
- An assessment of symptoms and functioning that tracks progress over time
- A five-module preventative mental health program
- A rules engine to provide unique recommendations for each user
- Early intervention programs for anxiety and/or depression
- Additional coverage for family members

Kate is a BC teacher who has been a Starling member since 2014. You can watch Kate's story of how Starling helped in her professional and personal life by visiting <https://bctf.ca/SalaryAndBenefits.aspx?id=38267>.

Susan Croll, past-editor of the BCTF *Teacher Magazine* wrote in-depth article about the program. You can read it on the BCTF's archives by visiting <https://bctf.ca/publications/NewsmagArticle.aspx?id=36082>.

Extended Health and Benefit Improvements

Did you know that thanks to the last round of bargaining, we saw some gains to our benefit packages? Are you utilizing all the tools at your disposal to help yourself feel your best?

Many teachers experience significant amounts of stress, and struggle with self-care. Some well-known sayings come to mind. Maybe one might resonate with you?

“Self-care is not selfish! You can't pour from an empty bucket.”

“If you don't want to burn out, stop living like you're on fire!”

Take advantage of some of the services available to you, especially when you're feeling low, drained, and hurting. Try scheduling appointments in advance. Perhaps one week you can take Tuesday night for a massage, and the next you can go to physio to work on the muscles making your back/neck hurt. Take an hour for yourself on a regular basis. Your mind, body, (and students) will thank you for it!

	2013 - 2014	THIS YEAR (JULY 1, 2017)	NEXT YEAR (JULY 1, 2018)
Fertility Drugs	N/A	\$20,000 LTM	\$20,000 LTM
Hearing Aids	\$1,000 (5 yrs)	\$2,700 (4 yrs)	\$3,500 (4 yrs)
Ortho Shoes	\$400	\$400	\$500
Orthotics	\$200	\$500	\$500
Vision	\$200 (2 yrs)	\$500 (2 yrs)	\$550 (2 yrs)
Eye Exam	Included in max	Separate (2 yrs)	Separate (2 yrs)
Acupuncture	\$500	\$800	\$900
Chiropractor	\$500	\$800	\$900
Naturopath	\$500	\$800	\$900
Physiotherapy	\$500	\$850	\$900
Psychologist	\$500	\$700	\$900
Podiatry/Chiropody	\$500	\$700	\$800
Registered Massage Therapist	\$500	\$900	\$900
Speech Therapy	\$500	\$700	\$800



SOGI and LGBTQ+

What is SOGI?

By Gioia Breda

Sexual Orientation and Gender Identity and expression is commonly referred to as SOGI, the term used by the BC Human Rights Code to describe an area of prohibited discrimination. It is an inclusive term that encompasses all individuals regardless of where they identify on the sexual orientation or gender identity spectrums, including lesbian, gay, bisexual, transgender, queer, two-spirit, heterosexual, and cisgender. Everyone has a right to feel safe, included and cared for at school. To find out more about what SOGI 123 is, and why it is so important, watch the short video available online via <https://www.youtube.com/watch?v=QGiXn38TXTw>.

Our union (BCTF) is proud of our involvement in the development of the SOGI 123 teaching tools and resources that support an LGBTQ-inclusive education. We worked in collaboration with the Ministry of Education, the UBC Faculty of Education, and a variety of LGBTQ community groups. We are thrilled that the Surrey School District is a member of the SOGI 123 community. It also has support from both the BC Principals' and Vice-Principals' Association, and the BC School Superintendents Association.

On October 25, 2017, the Minister of Education released a statement that was signed by representatives from all of BC's major education partner groups affirming their joint commitment to inclusive and safe schools. The statement said, "we believe that all schools in our province, public and independent, must be spaces that are safe, acceptable, respectful, and welcoming for all students, regardless of their sexual orientation, gender identity, race, religion or background". It concluded with, "our goal as teachers, administrators, support staff, trustees, and parents is to

create learning environments where all students can thrive and live authentic lives". The Education Minister's statement can be read in full via <https://news.gov.bc.ca/releases/2017EDUC0104-001810>.

SOGI 123 resources give teachers a place to start, and knowing that it's supported by so many groups, including the Surrey School District, teachers should feel confident about using those tools and resources in our schools and classrooms.

We are also proud to know that Surrey teachers are using these lessons in their classrooms, and doing good work to build empathy and understanding amongst students. LGBTQ+ rights are human rights, and being able to put ourselves in the shoes of another helps build awareness of each other's struggles, and will ultimately help build safer, more inclusive environments for everyone. It is unfortunate that there are still people and groups who are not open to understanding this.

Remember that teachers are also protected by the non-discrimination clause in the Collective Agreement and by the BC Human Rights Code, and are entitled to a safe and harassment-free workplace. If you experience a hostile response to teaching this subject matter in your classrooms, from students or parents, please speak with your administrator and contact the STA for support.

Lessons on Empathy, Inclusion, and Open-Mindedness

By Kelly Maclean

Ami Kambo teaches Social Justice, among other subjects, at Fraser Heights Secondary. The Social Justice curriculum emphasizes critical thought and discussion. The recent controversy surrounding the SOGI 123 teaching materials, publicized in the local media, provided a real-life opportunity to the students, who were just wrapping 2-week unit where they learned about the history of LGBTQ+ in Canada, and their struggle for rights. During class, students had the opportunity to discuss the current examples of LGBTQ+ in the media, and read some of the recent articles about the SOGI 123 curriculum. This included "Letters to the Editor", such as the ones published by a conservative religious group, Culture Guard who opposes the SOGI 123 curriculum. The letter can be read online via <http://www.langleytimes.com/opinion/letter-pro-sogi-letter-writer-clearly-confused>.

Kambo said, "The students were upset. They said, 'Hey, they're talking about us, about our education and experiences. What can we do? Can we respond?' They took the initiative to write their own Letters to the Editor. Each student had the opportunity to have their voice heard by sharing a letter with the class. Those who wished to, sent their letters into the newspaper, with parent permission, of course. The experience left my students feeling impassioned, and empowered. It was a great opportunity to have the students' voices, and their perspectives valued." Some of the student submissions were printed in the local paper, the Surrey-Now Leader, and published on their website. You can read the letters online via <http://www.surreynowleader.com/opinion/letters-surrey-students-agree-lgbtq-lessons-belong-in-schools>.

When asked about her experiences with the SOGI 123

Curriculum, Kambo explained that the lessons go beyond just sexual identity, and teach about the importance of open-mindedness, compassion, and acceptance. "In my class, I witnessed student attitudes changing from "It's not about me; it doesn't apply to me; it's not my problem," to awareness that it affects everyone, and it's our problem." Her students are well aware that there's still a stigma, that there's still a lot of bullying, and that many LGBTQ+ people still don't feel accepted. Through her class, and the Social Justice curriculum, they became more aware that the collective "we" is responsible for creating a safe community, and that all people need to be accepted, regardless of cultural background, religion, race, or sexual identity. Kambo went on to highlight that Fraser Heights has a long-standing Pride Club, with many of the members being allies. One of their initiatives this year was to have the accessible washrooms in the school redesignated as "Gender Neutral".

While there may be some controversy surrounding the SOGI 123 curriculum, it's important to note that the opposition is coming from a small group of people, and their opinion is the minority. Gioia Breda, STA President, emphasized a key point, "We need to be conscious that our students are feeling cared for, secure and safe at school. Let's not be afraid, and continue to do the good work." The STA encourages teachers, colleagues, parents, and allies to visit the many valuable resources available online.

If you have any questions or concerns, don't hesitate to reach out to your administrator or contact the STA for support.

Important Union Information

Call us... No Really, Give the STA a Call!

Every week the Monday Memo provides teachers with an update of what's going on with the STA; however, we don't always hear from you. When we don't hear anything, we assume that things at your school are running smoothly, that teachers are satisfied with how administrators are managing the sites, and that you don't need our support in any specific way. When members do call the office, it's often about situations that have been simmering for a long time, where perhaps we could have lent advice or support earlier on to help minimize the overall impact to members. Calling us at the office is not a bother and it doesn't have to be a big deal. Answering your questions, brainstorming what you might say or do next, and helping you understand your rights are all part of our job. If something seems off, it probably is. Please do not hesitate to check in with us, we love to hear from you. Call the Office at 604-594-5353 or send a quick email to STA@surreyteachers.org.

It's YOUR Money!

September or January is the time of year when you could be eligible to receive an incremental increase. The district may have missed this, so you need to check your payslip in the Employee Self Service portal (under Human Resources on the HUB). If you believe you are entitled to an incremental increase and do not appear to have received it, please contact Payroll to ask if it may have been missed. You're also encouraged to contact the STA, and we will investigate it for you. Also, if you completed a degree over the summer, such as a Masters or PB+15, and have submitted the documents to the TQS, you need to submit the TQS card to Human Resources in order to have them increase your category pay. Again, if you have submitted your card and your increase has not shown up, call the STA right away and we will investigate.

Reminder: Review your Pay Category and Increment Regularly!

Pay Scale: Teachers are reminded to check their monthly pay stub (sent to you on Outlook) to ensure that Payroll has you on the right category and experience placement on the salary grid. This information is located on the bottom left hand side of your pay stub. Check it every month. See the insert in this Advocate for an explanation of all your payroll deductions.

Related Experience: Pursuant to Article B.23.2 of the Collective Agreement, teachers must file, in writing, to both the STA's Economic Welfare Committee and the District's Human Resources Department, their intent to

claim for non-teaching experience **within 6 weeks** of the effective date of their appointment to the school district. Work in early childhood education, social work, the armed forces and in some other areas may be considered as related experience which will be credited on the years of experience scale on the salary grid.

Withdrawal from the long-term section of the Salary Indemnity Plan (SIP)

A member who has attained age 64, has reached the factor "88" (i.e. years of service + age), or is in receipt of a retirement pension, may voluntarily withdraw from the long term section of the plan. You may apply at any time during the school year in which one of the foregoing conditions occurs. This means that you will only pay the Short Term portion of the SIP dues. Forms and instructions can be accessed online from the BCTF website via <http://bctf.ca/uploadedFiles/Public/SalaryBenefits/SIP/LT-withdrawalForm.pdf>

Please see the 2017 - 2018 Payroll Deductions insert on pages 18-19.

It's Your Prep Time

Every member should ensure that they are receiving adequate prep time as outlined in Article D.4 of the Collective Agreement. This is especially important for non-enrolling and/or itinerant teachers who may have complex schedules. Remember that prep time must be taken in periods of at least 20 minutes. If you are not receiving the prep time to which you are entitled then please notify your administrator and a staff rep.

Furthermore, all teachers are entitled to their prep time during the first week of the school year. This applies regardless of who is providing the prep time. All prep time must be free of any other duties or obligations, such as meetings. If you did not get prep time in the first week, it must be made up. See Article D.4.9

Secondary Teachers with NO Prep Time

A new agreement with the Board has formalized the process that must be followed before any teacher can be assigned to teach 8 out of 8 blocks. It involves specific requirements for posting the block externally, informing the STA, and then giving all teachers at the school notice of any unfilled extra block before assigning it to a willing, qualified teacher who is senior or demonstrably more suitable.

This agreement does not apply to teachers hired into a

single semester assignment, which is covered by Article D.4.6 If you have questions, please contact Mark Keelan, Grievance Officer via grieve@surreyteachers.org.

Teaching Materials

If you bring your own teaching materials to school, make sure that you register them at the office the day you bring them to the school site. Your principal should have a form on which you can record all of the required information. Without this record you may not be eligible for compensation should your materials be lost or damaged. See Article B.7.3

Commitment to a Non-Sexist Environment

Article E.1.1 A non-sexist environment is defined as that in which there is no discrimination against females or males by portraying them in gender stereotyped roles or by omitting their contributions.

Article E.1.2 The employer does not condone and will not tolerate any written or verbal expression of sexism.

PROFESSIONAL DEVELOPMENT

How do I pay for that expensive Professional Development workshop?

By Glynis Cawdell, Chairperson, STA Pro-D Committee (reprinted and updated from 2016)

It's true that our PD funding has not increased since the 1990s, and many workshops are now two or three hundred dollars. So how is a teacher to access great PD on a shoestring budget? Each school creates their own disbursement policy so that the \$97.50 per FTE is distributed equitably. This may mean funding is available on a first come, first served basis or that you may be able to access more than \$97.50 each year. Talk to your school PD rep about how your school based PD funds are disbursed. You can access the funding application forms on the STA website by clicking on "Forms" under "Publications".

Any school based funds which are not used by the end of the year roll into Consolidated Funds, which are administered directly through the STA office. Teachers can now apply for up to \$350.00 in Consolidated Funds for Pro-D events once every two years (previously every three years). Teachers should apply for pre-approval from the consolidated funds, as funds are disbursed on a first-come, first-served basis. In order to be approved for professional development funding, the activity must meet the purpose of professional development as laid out at F.22.1 of the Collective Agreement: "to enhance curricular knowledge, to heighten instructional skills, and to broaden exposure to pedagogical theories, methods and strategies." The activity must also be more for professional than personal benefit.

Not sure if an activity would be approved for funding? Ask your PD rep at your school, or contact June James,

In September of each school year the employer and the Association shall jointly notify administrative officers and staff, in writing, of their commitment to a non-sexist environment.

Hours of Work – Article D.22.

Just a reminder that the Collective Agreement clearly outlines in D.22.1.a that:

"the term 'school day' means a period commencing 15 minutes before classes are first convened in the morning and ending 15 minutes after classes are last dismissed in the afternoon."

This means that teachers and TTOCs are required to report to the school 15 minutes before the first class, and to stay for 15 minutes after classes are last dismissed in the afternoon.

Professional Development Officer, via email at PD@surreyteachers.org.

As you can use both your school based funds and the Consolidated Funds for one event, you could potentially receive \$447.50 or more to attend a great workshop one year. These funds can be used for workshop fees as well for travel and accommodation expenses for out of town events.

Now the hard part will be deciding what great PD event to attend!

Consolidated Funds

Anyone planning to attend a Pro-D event this year may apply to have the costs covered by Consolidated Funds. This fund consists of all the leftover Pro-D money that was not spent by schools in the 2016-2017 fiscal year. This money is available to anyone, on a first come-first serve basis. You should apply for pre-approval for funds if you have a specific event in mind. **Don't wait** until you actually attend the event before applying, as the funds usually dry up quickly!

Some conditions for use:

1. A maximum of \$350.00 per applicant, applied to a single event only.
2. An individual is eligible to receive funding **once every 2 years**. (If you can't remember when you last used this fund, you can contact the STA to check!)
3. Teachers must apply for a SPECIFIC event.

4. This year’s consolidated funds may be spent on events taking place between July 1, 2017 and September 15, 2018.

** When you have completed your application form, place it in an envelope, address it to “STA Consolidation Fund Application” Courier #000, and place it in the internal mail bag in the office. Within a few weeks of applying, you will receive notification as to whether your application has been approved or not. If your application is not approved, or you need more than the \$350.00 to cover the costs of the event, you can always apply for funds from your own school allotment for this current year.

More information is available from the STA website and the application form can be downloaded via <http://www.surreyteachers.org/publications-resources/forms>.

TTOC Pro-D Funds

TTOCs can apply for up to \$150.00 of Pro-D funding. Download the application form from the STA website via <http://www.surreyteachers.org/publications-resources/forms>.

Special Projects Fund

This fund is designed for groups of teachers to work collaboratively on a professional development activity on a regular teaching day. The fund is designed to provide one release day and some additional money if a resource is required. Some teachers use this fund to do a book study with a small group, or participate in reciprocal teaching. For more information, or to download the application form, check out the STA website via <http://www.surreyteachers.org/publications-resources/forms>.

Professional Resources Application

Members can also apply for STA Funding to pay for professional resources. This funding comes out of the school allotment of \$97.50 per FTE. It is important to

note that to be approved as a “professional resource”, the resource must:

- 1. Be related to your teaching area, and support a particular professional development activity.
- 2. Meet the purpose of Professional Development as laid out at F.22.1 of the Collective Agreement: “to enhance curricular knowledge, to heighten instructional skills, and to broaden exposure to pedagogical theories, methods and strategies.”
- 3. Be a **professional** resource (pedagogical) as opposed to a **teaching** resource (books primarily composed of lesson plans, activities or blackline masters, or content-area books such as, for example, a poetry anthology) or **learning** resource (books that students will use themselves).
- 4. **Not** be a required text for a for-credit course. Members must also provide a rationale for how the resource meets the above criteria, and outline how and when they will use the resource to support a particular professional development activity.

Pro-D Reps and Pro-D Committees

Each year, the teaching staff at each school should elect their Pro-D rep and organize a Pro-D committee. The Pro-D Rep serves as the chair of the committee, and is responsible for administering the Pro-D funds at the school. The Pro-D committee plans and organizes teacher-directed professional development activities for Pro-D days.

Administrators sometimes join Pro-D committees, but the Pro-D committee needs to ensure that all activities on Pro-D days (with the exception of the one admin-directed non-instructional day per year) are teacher-directed, that is, they arise from the professional interests of teachers. Administrators do not have a say in the use of our professional development funds.

CUPE members, a joint team will facilitate the mediation.

Mediation Services are

- Free
- Timely
- Confidential
- Voluntary
- Non-threatening and fair
- Neutral and unbiased
- Private

In mediation, “the process” is managed by the mediators; the content and resolution are the responsibility of the parties.

How to Access the Service

Individual teachers may obtain the services of the STA mediation Service. For more information about the Mediation Service, please phone the Surrey Teachers’ Association office at 604-594-5353. If mediation is an appropriate process for the issues involved, a mediator will confidentially contact those involved to arrange for a convenient time and location to meet.

PEER SUPPORT SERVICE

This is a joint initiative between the STA and the Surrey School District. It is designed to provide direct support to struggling teachers who request assistance with their teaching (self-referral) or to teachers who are on plans of assistance. Peer support is about teachers helping teachers with an aspect of their professional work. We try to match teachers with consultants who have taught similar grades or courses. Participation in PSS is voluntary. All information is kept confidential. The service offers you non-judgemental and non-evaluative opportunities to reflect upon your growth towards goals you set.

IF you can identify an area of your teaching practice that you would like to refine or improve, PEER SUPPORT CAN BENEFIT YOU!

A self-referral form and additional information is available at www.surreyteachers.org or contact Anne McNamee, STA Professional Issues Officer at services@surreyteachers.org.

Report Card Season: Reporting on Student Progress

Our Collective Agreement ensures that teachers have professional autonomy over their “assessment, evaluation and grading practices” (F.20). That means that teachers can assess, evaluate and report in ways that are most meaningful and effective for them, their students and their parents, as long as they are meeting ministry requirements for reporting.



A few points to consider about reporting:

- 1.The STA and the BCTF strongly advises teachers against using their own digital devices and data plans for reporting purposes, including taking pictures and uploading content to digital portfolios.
- 2. Intermediate teachers can choose individually whether or not to assign letter grades. There is no requirement for a school-wide practice in this area. If teachers are using performance scales, they must provide a letter grade if requested by the parent.

3. Non-enrolling teachers (eg: core music, core French, LST) are able to report using a separate document rather than embedding their reports into the classroom teacher’s report. We advise classroom teachers and non-enrolling teachers to discuss and agree which method of reporting (embedded or separate) will work best for everyone.

4. You are not required to add your administrator to your Freshgrade account.

5. When making decisions about reporting, teachers should carefully consider workload issues. Please see the BCTF Educational Change Bulletin for an in-depth discussion about issues and concerns around “communicating student learning”.

For more information, please refer to the BCTF Educational Change Bulletin at <http://bctf.ca/uploadedFiles/Public/Publications/NewslettersAlerts/EdChangeBulletin/ECB-2017-10-16.pdf>.

Please contact Anne McNamee (services@surreyteachers.org) Professional Support Services Officer, with any questions or concerns about reporting.

STA MEDIATION SERVICE

Experiencing conflict at work? Are you having a difficult time working with a colleague? Are you having trouble communicating in your professional life? Are you feeling frustrated, vulnerable, or attacked? Is a working relationship breaking down?

The STA Mediation Service may be able to help! It is a voluntary and confidential service provided to STA members to mediate disputes between colleagues and co-workers.

What is Mediation?

Mediation is a carefully designed process that brings

people together in conversations, with trained mediators present, to help them reach a resolution to a dispute.

Who uses this service?

This service is available to any Surrey Teachers’ Association member who needs to resolve a dispute with another staff member (STA or CUPE) who is willing to participate in the mediation process.

Who provides the service?

The mediation team is a voluntary, diverse group of your colleagues trained in mediation skills and dispute resolution processes. Where a dispute involves STA and

2017 - 2018 Payroll Deductions — What do they mean?

Items on Pay stub	Compulsory	Cost		Coverage	Special Notes
		Yours	School Board		
Income Tax Deduction	Yes	100%	-	Federal and provincial income tax required with holdings on employment income and taxable benefits.	Fill out new TDI Personal Tax Credits Return (Federal) and TDI-BC form no later than seven days after there is a change in your entitlement to personal tax credit amounts.
Employment Insurance	Yes	1.63% up to a maximum of \$836.19	1.4% on your EI premium	Pays when unemployed or on maternity leave, adoption leave or when laid off.	EI may be available to Teachers-on-Call, and laid off teachers. See ELIMINATION below.
Canada Pension Plan	Yes	4.93% up to a maximum of \$2,564.10	4.93% up to a maximum of \$2,544.30	Pays at retirement, disability, or death, based on Yearly Maximum Pensionable Earnings (YMPE-\$54,900). Also pays lump sum for funeral (maximum \$2,500).	Pension for spouse or orphaned children at death.
Teachers' Pension Plan	Yes	12.5% on \$55,300.00 14% on the remaining salary	12.81% on \$55,300.00 16.13% on the remaining salary	Years of pensionable service x 2% x best 5-year average salary less CPP offset. Last survivor option available. Details are available at www.tpp.pensionsbc.ca	For information contact BCTF or refer to BCTF Members Guide. Watch for RRSP limitations.
PBC-Dental	No	20%	80%	85% Plan A - Basic services. 70% Plan B - Root canals, false teeth, etc. - pre-approval required. 70% Plan C - Orthodontics, life max. \$2,000. - pre-approval required.	Check to be certain all dependents are on your PBC Dental card. Dial coverage permitted when both teachers are within the same bargaining unit. See Article B.11.3(i). Contact STA Office for information on Group #D1570 Pacific Blue Cross: (604) 419-2300 www.pac.bluecross.ca www.bcpcsaebenefits.ca
PBC-Extended Health Benefits	No	20%	80%	Ambulance, prescription drugs, chiropractor, physiotherapist, glasses, hearing aids, orthopedics, etc. Medex world wide coverage is available.	Check to be certain all dependents are on your PBC Extended Health Card. Group #20036 This plan blends with Pharmacare. Pacific Blue Cross: (604) 419-2600
MSP - Health Insurance BC	No	20%	80%	Medical, surgical, obstetrical services and hospital in B.C.	Group #4200366
Great West Life Academic	Yes	20%	80%	To age 34 - 300% of annual income. 35 - 44 - 250% of annual income. 45 - 54 - 200% of annual income. 55 - 64 - 150% of annual income. 65 & over - 75% of annual income. Single - choice of \$5,000 or as above. (If elected prior to Sept. 1, 1998)	Part-time employees are pro-rated. Also available during leave of absence. Changes as a result of earning changes take effect on the February 1 coinciding with or next following the date of the change in earnings. All changes are subject to an actively at work requirement. Group #20414GLA
Voluntary Life Insurance	No	100%	-	Costs varies with age. Good inexpensive coverage. \$500,000 maximum. Available to spouse.	This voluntary Life Insurance is also available to spouses.
EI Reduction Taxable Benefits	Yes	See note	See note	This money is remitted directly to the Salary Indemnity Fund at the BCTF and partially funds the SIF. This amount shows up in Box 14 and Box 40 of your T-4 and is taxed when you complete your income tax return. In return, since the money was taxed, Revenue Canada does not tax any money received from the Salary Indemnity Fund.	This rebate exists as the Board would pay 2.562% for Employment Insurance, above, if the BCTF Salary Indemnity Fund and the Paid Sick Leave provisions did not exist. The rebate is 5/12 of the difference. Teachers teaching-on-Call are not eligible for Salary Indemnity, so they receive the rebate in cash each pay.
Items on Pay stub	Compulsory	Cost	Coverage		Special Notes
BCTF Dues	Yes	Teachers: 1.79% of gross salary TOCs: 1.49% of gross salary	Boards	1.415% to General Operating Fund 0.260% Collective Bargaining Defense Fund 0.04% Public Education Defence Fund 0.04% to Provincial Bargaining Fund 0.027% to the W.R. Long International Solidarity Fund 0.008% Contingency Fund	Full access to all BCTF work, functions and programmes. Refer to BCTF and STA Policy Book.
STA Dues Professional Dues	Yes	100% (0.02% of gross salary)		Full access to all STA work, functions and programmes. All STA members.	
EFAP Employee & Family Assistance Plan	Yes	20%	80%	EFAP offers confidential professional help for a broad range of personal and employment related problems. Up to 12 counselling hours per year. All Association members and their immediate family members are eligible. Limited coverage for retired members.	Homewood Human Solutions (24/7) 1-800-663-1142
BCTF Salary Indemnity Fund A) Short Term	Yes	0.46% of salary	-	Pays 50% of salary plus the employee's contributions to the Teachers' Pension Plan. Covers the first 120 working days. Benefits are tax free. Not payable during the summer. Apply to BCTF BEFORE you run out of sick leave.	New members and members returning from a long term LOA are not eligible for Long term until they have completed 20 or more days of employment NOT INCLUDING SICK LEAVE. Contact BCTF for further information.
B) Long term	Yes Until factor 88 is reached	1.21% of salary	-	Benefits are 65% of first \$25,000 plus 50% of the next \$40,000 then 40% of the balance. Benefits are tax free and are paid in 12 monthly installments until the member recovers, dies, retires under the Teachers' Pension Plan, reaches the age of 65 or attains age-service-90. Long term disability insurance premium waived while receiving SIF benefits. You receive full pension credit.	You may apply to opt out of the Long Term (increase your take home by 1.2%) at age 64 or upon attaining age-service-88. YOU MUST APPLY BEFORE QUALIFYING AS THIS IS NOT RETROACTIVE. For forms call Income Security at 604-871-2283.
Paid sick leave	-	-	100%	Covers salary and teacher teaching-on-call on days off for illness or injury. Continuing contract teachers have a one time only credit of five sick leave days. Further sick leave will be credited as of the final pay day of each month on the basis of 0.078 sick days for each day worked. (Board actually credits 1.56 days each teaching month.)	It is your responsibility to ensure the correctness of this figure each month. Contact Board Office for information. Teachers Teaching-on-Call: After 20 working days, sick days are credited at .078 for each day worked. (See Article G.20.5.a)
RRSP	No	As set up	-	This is a BCTF registered RRSP. The arrangements are established. Enroll in September at the Board - Payroll office.	This must be calculated with your RRSP Contribution Room each year. (received from the Canada Revenue Agency)
<div>Surrey Teachers' Association B. C. Teachers' Federation School District #36 (Surrey) Payroll School District #36 (Surrey) Human Resources</div> <div>Phone: 604-594-5353 / 1-800-967-5353 Phone: 604-871-2283 Phone: 604-595-6115 Phone: 604-595-6150</div> <div>Fax: 604-594-5176 / 1-800-255-5176 Fax: 604-871-2290 Fax: 604-595-6116 Fax: 604-595-6136</div>					

BCTF ANNUAL GENERAL MEETING

It's time to think about becoming a delegate for the BCTF's 2018 Annual General Meeting

If you are concerned about the way government decisions affect public education, or if you would just like to see for yourself how the BCTF operates, this is your opportunity!

You're invited put your name forward as a delegate, to spend March 17-20 in Vancouver, with about 700 delegates from around the province. After the BCTF business of the day is done, it's also a wonderful way to connect with colleagues from locals near and far! Please note that your expenses will be covered.

Are you worried that you don't understand your role at the BCTF AGM? The STA will help you prepare for the event by discussing the recommendations and resolutions beforehand. We also have a training session that is just for rookies. The Surrey delegation arrives well prepared.

Surrey is allowed 60+ delegates, 10 of which are comprised of the resolutions committee and our three political table officers. The remaining 50 delegates are elected at the January General Meeting. With so many positions to be filled, you have a good chance of being elected. We also elect alternate delegates at that meeting to ensure maximum participation in case an elected delegate needs to withdraw from the delegation.

You will need to write a brief statement about why you would like to be a Surrey delegate. These will be published for the General Meeting on January 24. Please submit your delegate statement to the STA by Friday, January 19.

Special General Meeting January 24, 2018

4:00 p.m. at Bombay Banquet Hall
7475 - 135 Street, Surrey

Purpose: to elect delegates for the BCTF AGM. Any member needing childcare should contact Esther (esther@surreyteachers.org) at the STA to make arrangements.

STARA: Surrey Teachers' Association Representative Assembly

Reminder: Final meeting of 2017 is happening on December 20th; to be followed by a social event + turkey draw!

Thank you all for your countless of volunteering in support of your colleagues. The first half of this school year has been filled with challenges, and your support is invaluable. Please know you are appreciated!

TeachBC

Don't reinvent the wheel! Sharing is caring! Check out TeachBC!

TeachBC is an online resource of teaching materials, lessons, and research relevant to the K-12 BC curriculum. The website is public and open to everyone through the generosity of BC public school teachers. Teachers and organizations can share their teaching resources and educational research by registering and uploading their materials or providing links. Anyone can browse and download the resources for classroom or professional use.

Browsing is easy. Users can search by subject, grade level, resource type, title, description, language, and more.

As we are in the early stages of resource sharing, please help us build the site. Our help page features instructional videos and other useful tools. Come see us at <https://teachbc.bctf.ca>. In the spirit of teachers helping teachers, thank you!

STA Award Winners

Each year the STA offers Scholarships and Bursaries to the children of our members who graduate from public high school. The Awards Committee gets together in the fall and reviews many amazing applications, making their decision an extremely difficult one. Our recipients this year each received a cheque for \$2,000 at the October Special General Meeting. In this edition of the "Advocate" you can read more details about our recipients individual achievements and current studies. Congratulations to all of the recipients for your hard work and wonderful contributions to your respective communities!

SCHOLARSHIPS

Sammi Anderson

I have always been academically driven to do well, and maintained an almost perfect GPA throughout high school. My best and favourite subject has been international languages, and I've been a top French and Spanish student throughout high school and now have a DELF certification. This has given me the opportunity to do some peer tutoring. In recognition of all this, I have also received a District Authority scholarship for international languages.

Throughout high school, the fine arts have also been very important to me. I was involved in acting at every opportunity in high school plays, at Young Shakespeareans (Bard on the Beach) and The Teen Shakespeare program at Carousel Theatre (Granville Island). I applied these experiences to be a director for a junior play in my senior year at high school. Further, I recently celebrated my one-year anniversary of being a board director for a youth-run theatre company in Vancouver called Eternal Theatre Collective, which is a nonprofit organization that provides unique opportunities for youth to engage in the performing arts. Our most recent endeavor was the youth performance of 13! The Musical on Granville Island this past summer. I danced competitively from elementary school through to grade 12. Through my studio, I was able to volunteer as an assistant dance instructor for preschool ballet. This gave me the great opportunity to get involved with the community—in 2016 I started working for the city of Surrey, starting with childminding and now I teach some preschool dance and theatre classes at my local recreation centre. I also volunteered through my school by being a part of the student council as a member of the events committee, and being a server for the community Christmas dinner organized by Elgin Park.

I am currently attending UBC where I will major in international relations and plan to continue my education at law school. I feel very honoured and appreciative to have received this award. Thank you very much!

Amira Brar

I attend York University in Toronto studying for a Bachelor of Commerce degree and I play on the York Women's Field Hockey team. My future goals include completing my MBA and obtaining a management level position in Human Resources or Accounting. Throughout high school, I was actively involved with the Me to We foundation, attending the inspirational WE Day each year and helping to plan, organize and implement various fundraising events to support our local and global communities.

Sports have also been a vital part of my life since I can remember. I play for exercise, fun and the competition. I learned the true meaning of sport in grade 8 as team captain of our middle school's field hockey team; it was about building a culture of trust, providing a sense of belonging and supporting teammates on and off the field. During high school, in addition to field hockey, I played on the senior girls' soccer team and competed at the Provincial level for our track team winning consecutive bronze medals. I have been able to share my passion for field hockey to mentor younger players in my position as a volunteer community coach. Playing on the Port Moody Metro level soccer team since grade 6 made it a tough decision deciding between soccer and field hockey, but I am extremely excited to be able to continue to play for my University team.

A special thank you to the STA for awarding me with this scholarship, I am very grateful.

Eric Grant

I graduated with honours from Semiahmoo Secondary this past June. I am honoured to receive a scholarship from the Surrey Teachers' Association.

This scholarship will enable me to pursue my post secondary goals at the University of British Columbia. My purpose is to earn a degree in mechanical engineering. I

have joined an engineering design team at UBC. I plan to participate in the co-op program offered by UBC to obtain work experience, start a positive reputation in the industry and to have a job lined up after convocation. I am active in the on-campus Engineering undergraduate society (EUS) organization which hosts campus wide fundraisers and social events. I would also like to obtain a minor in entrepreneurship, because the skills that I will gain will enable me to take charge of my own ideas.

The STA scholarship will help me achieve my future goals. The scholarship will help me with the cost of my tuition, but it goes beyond that. When I hand in my resume to apply for co-ops, volunteer opportunities, director positions in the Engineering Student Society, or even a job off-campus, the people looking over my resume will see that I have gone to school in Surrey, and that educators in Surrey believe in me and support me in my goals. This award will help build my reputation and further enable me in being successful in obtaining positions that coincide with my goals.

Dawson Langton

I am very thankful to be receiving the Surrey Teachers’ Association Scholarship.

As the only graduating student who was selected for all three leadership courses that Semiahmoo offers, PE Leadership 10, Recreational Leadership 11 and Student Leadership Skills 12, I was very involved in organizing and running many school and community activities and events. These included several tournaments, intramurals, pep rallies, grade 7 tours, the Terry Fox Run and the Spirit of Semi Christmas Dinner for less fortunate families. In grade 11, I was offered the opportunity to represent Semi at Encounters Canada in Ottawa, and in grade 12 I was a student representative on the Dry Grad committee. Throughout my years in high school, I was a member of the volleyball, soccer and basketball teams. While keeping busy with athletics and organizing events, I was able to maintain a 90% average for my grade 11/12 courses. Outside of the school, I helped run activities for seniors at the Residence at Morgan Heights, and also assisted with the raising of puppies in the BC Guide Dog Program.

I am currently enjoying my first year of the biochemistry program at UVIC. My future academic goal is to become a high school science teacher. I chose this career because I have always enjoyed the school environment, and in particular, I really liked the senior science courses that I took at Semi. Thanks again to the STA as this scholarship will greatly assist me in attaining my future career.

Virginia Nikkel

Throughout high school, I was involved in many different activities from sports to service, to musical theatre. Sports have always been a passion for me, and I played on the school soccer, rugby, volleyball, cross-country, and basketball teams. I also played for and captained our Division 1 Langley FC soccer team for many years. Knowing the difference and impact my involvements could make, I chose to join the Global Voices group and was president

in my senior year. I was a section manager on the yearbook team, and a member of my grad council, as an activity coordinator. After school, much of my time was spent in rehearsals for musical theatre. At my church, Aldergrove Alliance, I regularly helped lead the younger kids programs, was a peer leader in our youth group, and sang on the youth worship team. With my church, I had the opportunity of going to Mexico to volunteer at an orphanage, digging trenches and helping fence a “cancha”. I love art and this past year I raised enough money to free 5 girls from the sex trade in India with Lighthouse Voyage. In March, I went to Rwanda to volunteer at a school and in a maternity clinic. My goal is to become a nurse and work in the NICU or maternity ward. I hope to be able to use this career to help impact women and children who don’t have access to medical care. I’m currently in the Nursing program at Trinity Western University.

Madeleine Wasmuth

I am a French Immersion graduate from Earl Marriott Secondary, having completed the DELF B2 diploma and receiving awards for distinction in French. I was a dedicated member of the EMS Student Government from grade nine through twelve, and in my graduation year, I was elected as Prime Minister. Additionally, I demonstrated leadership in the school by assisting with locker cleanup days and offering French tutoring sessions. In grade ten, I was a member of the girls rugby team and that season, we represented Earl Marriott at the BCHS Provincial Championships. Throughout my high school career, I further enjoyed planning and volunteering at school events such as the Halloween Fashion Show, EMS Got Talent and the Annual EMS and Semiahmoo First Nation POW-WOW. Over the course of my career at Earl Marriott, I was able to gain skills from experiences I pursued at school such as; participating in French poetry and speech competitions, being yearbook sports section editor and participating in school travel opportunities.

Each of these experiences prepared me for the next step in the pursuit of my undergraduate studies in the French Cohort Program at Simon Fraser University. With these studies I will achieve a Bachelor of Arts Major in French and Minor in Political Sciences. I am excited to pursue my education and look forward to discovering where my choice of study will take me. Once again, I would like to thank the Surrey Teachers’ Association for selecting me as a recipient of this award. These funds encourage me to continue to excel in my education.

Thank you,
Madeleine Wasmuth

BURSARIES

Paul Buckingham

In June, I graduated from Walnut Grove Secondary School where I competed for the cross country and track and field team since grade 8. I was also a member of their Gator Ambassador program which introduces and mentors grade

8 students with the transition from elementary to high school. While at Walnut Grove I was a member of the Me to We club and worked lunch times in the school store. I am now attending Trinity Western University (TWU) where I am enrolled in the Human Kinetics program. I am a member of TWU’s cross country and track and field teams.

Thank you very much for awarding me the Surrey Teachers’ Association Bursary.

Liam MacKay

Throughout high school, I have always believed in being both intellectually and physically active. In my senior year, I played U18 soccer, was a member of the Hyacks football team (where I received the 2013 and 2016 Scholar-Athlete Awards), and played for two separate lacrosse teams simultaneously (where I received the 2013 and 2016 Most Inspirational Player Awards). This passion for athletics was also channeled into the middle school football team I coached near the end of my second semester, Fraser River Middle School. The city of New Westminster recognized this ability to lead within my community when I received the 2017 Youth Leadership Award (presented for accruing over 150 volunteer hours at various events in the community).

Despite the focus I place on athletics, I have never neglected my schoolwork, and I believe academics are wholly as important as sports. I consistently maintained an above 86% average in high school, with particular distinction in the languages and sciences. I specifically am passionate about English, and I achieved a grade of 99% on the English 12 Provincial Exam and 98% in the class. I also received a mark of 97% in Spanish 11, compounding my interest and reaffirming my aptitude in language arts.

In addition to my interest in languages, I also thoroughly enjoy working with children. I currently work at Canada Games Pool as a swim instructor, and I volunteered at Camp Jubilee for 3 weeks in 2015. This year I am attending both SFU and Douglas College, with the goal of entering into a field involving both English and working with children (such as teaching English in a foreign country or working at tutoring center). At the moment I plan to remain at these two institutions, but I may transfer to UBC in a future semester.

Greg Moore

Sports has always been a big part of my life. In high school, I played volleyball, basketball, soccer, badminton, and ball hockey. While my high school was never a powerhouse, I always enjoyed the competition and the camaraderie of being involved with the various teams. My club sports have been a little more successful as I have been a part of a provincial winning volleyball team and a three time defending provincial champion in soccer at the metro select level. Over the summer, I had the opportunity to play volleyball on team BC at the Francophone Games in New Brunswick. I have also been a referee in soccer for the past three years and coached a youth soccer team last season.

This year, I am concentrating more on volleyball as I am

a member of the Douglas College men’s team. Our hopes this year are to win the National championships and I am working hard to be at my best to make that a reality. Ultimately, I am hoping to one day represent Canada as part of the national team or play in Europe for a club team. The training is extensive as we practice Monday to Thursday and play games on Friday and Saturday, but I still have found the time to help coach the junior boy’s volleyball team at my old high school, Burnsvew.

I am currently taking a mixture of courses at Douglas College. I am not quite sure where I will end up but I am thinking I would like to pursue something along the lines of an athletic director. I’d like a job where I can help kids pursue their athletic goals, at whatever level they happen to be at, as I find sharing my passion for sports rewarding. I am also taking a history course and plan to take some science courses in the spring so as to have complementary teachable subjects, should I end up teaching in a high school.

I very much appreciate the STA’s financial support in helping me pursue my university goals. Due to my class and volleyball schedule, I am currently unable to work part-time so the funds will be very helpful.

Chris Sarrazin

Elementary and High School built the foundation of learning for my beginning studies at University. The Edge Program, a Grade 11 outdoor classroom, taught me about personal responsibility and managing my time effectively. My group had to organize the essentials needed for our activities; I learned how to work with group members in order to reach our goals. In Grade 12, to challenge myself intellectually, I pursued advanced courses. In particular, I began to specialize in the domain of mathematics by joining the Calculus AB class. This course truly illustrated the vast difference between a university course, as compared to a high school course. Calculus was completely student led, rather than in previous mathematic courses which had been teacher led. This new style of learning allowed me to focus on the sections I had difficulty with, thereby improving my mathematical skills through additional practice. I am thankful for the many teachers who have encouraged and led me along my path of learning.

My goal is to obtain an engineering degree from UBC. As Henry Petroski stated, “As engineers, we are in a position to change the world – not just study it.” Engineering progresses human life. Not only does UBC have one of the world’s best engineering programs, it is also in my backyard. However, if UBC was located across the world, I would have journeyed there in order to attend this world-class institution. I am fortunate and thankful to receive this bursary from the Surrey Teachers’ Association to help me continue my studies.

Tanner Wick

I had an incredibly busy grade 12 year. Not only did I complete all my required courses for graduation and prerequisites for university, I also completed my year 1

of the KPU Horticulture Diploma program. I was able to do this through the ACE-IT apprenticeship program offered by the Langley School District. I had to do all of my core courses by correspondence in order to make the Horticulture schedule at KPU work. It was an amazing experience and I look forward to completing my Horticulture diploma in the future.

In addition to my academics, I was on the cross country and track teams at Walnut Grove Secondary School. I also rowed 6 days a week with the Fort Langley Youth Rowing Society. I competed in a number of regattas throughout the year and made it to the finals for the Canada Juniors World team. All of my rowing experiences helped me get noticed by UBC's coaches and I was recruited for their first year varsity rowing team.

I am currently attending UBC studying kinesiology and rowing with the men's heavyweight team. I am planning on completing a science degree with a major in biology and a minor in kinesiology. Once I complete my science degree, I am planning on returning to KPU to complete the rest of my Horticulture diploma. This will allow me to work in the field of Horticulture and landscape design for my career.

This award is so helpful in allowing me to continue my studies and keep up my intense training schedule. Thank you so much!

Tamara Yoshida

Throughout high school, I was involved in many different

clubs, sports, and volunteer opportunities during my five years at McMath Secondary School. My involvement with the school began right away in grade 8 when I joined the swim team, which I swam for until grade 11, participated in the 30 hour famine until grade 10, Ski and Snowboard Club, and various other small events. Grade 11 was when I really started to get involved with the school and in the Community. It all started in my Junior Leadership class with Mrs. D. Simonson, who provided us with various volunteer opportunities within the school and the community, altogether I accumulated 50 hours of volunteering that year. One of my greatest experiences was through the Jr. leadership was Forum for Young Canadians, where I spent a week in Ottawa learning about politics and first hand. Gr. 12 was the year I joined as many clubs as I could and Volunteered as much as I could. I volunteered over 100 hours to the school ranging from planning events for the new grade 8's, planning our remembrance day assembly, planning the school clothing for the year, coaching the swim team and my biggest challenge was being a project Chair for the McMath Interact club. For this, I organized a banana bread sale and yoga night where we raised \$900 for the Jajaa Barb Home of Angel in Uganda. Some other extra-curricular sports and activities I participated in include: Cross Fit training, skiing, swimming, soccer, and Girl Guides.

Right now, I am in first year studying at the University of Western Ontario in Social Science. I'm looking forward to see what's to come and how I can get involved in this new community around me and how I leave a mark to benefit society for years to come.

Past STA Event: World Teachers' Day



The STA traditionally hosts a social event after work on World Teachers' Day, for colleagues to come together, eat, drink and relax. This year was no different other than the fact that we expanded our event to three locations, to better serve our members. Surrey is such a large district, with teachers coming from all over the Lower Mainland. By hosting events that were conveniently located, more teachers took advantage and participated. All gatherings were well attended and teachers commented on the positive energy and good vibes. It was, after all, the first start-up since the historic Supreme Court win which restored our previously stripped Collective Agreement language. Teachers were in high spirits and many went home with door prizes which ranged from STA swag, to gift cards, to massage and wellness packages.