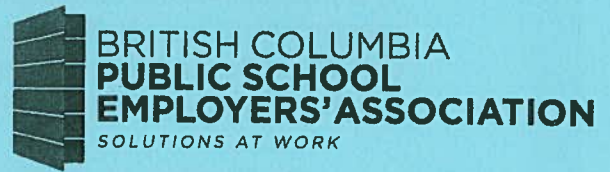


**BCPSEA Proposal E51**

Date: February 13, 2014 Time: 12:04



**Teacher Workload**

**A. Class Size and Workload**

The *School Act* and the *Class Size and Compensation Regulation* both address class size. If the statute or regulation is amended with respect to class size in a manner that the union believes would have a detrimental effect on teacher workload, the union may raise the matter for collective bargaining at any time and seek to negotiate a provision to address the detrimental effect. Failing agreement, the issue may be referred to an arbitrator. The arbitrator will have the authority to issue an interim order (which doesn't become collective agreement language), pending negotiations in the reopener process(es). Article A.8 Legislative Change does not apply.

**B. Consultation and Resource Allocation**

1. Definition

In this Article, "consultation" means providing a person with an opportunity to make representations with respect to the subject matter of the consultation and, where representations are provided, considering them in good faith.

2. Workload Fund

- a. Annually, each Employer shall establish a Workload Fund from its operating budget equal to X percent of teacher salaries as reported in the financial statements from the previous school year.
- b. The cost of implementing this Article shall be limited to the amount referred to in Article B.2.a.

3. Initial School-Based Consultation

Prior to the start of each school year, the principal must consult with at least two of the following: the school teaching staff, the school staff committee, and the union staff representative(s).

The purpose of the consultations is to assist the principal in making recommendations to the superintendent as to which classes, if any, should be considered for additional resources in the following school year to address teacher workload issues. The factors to be considered include:

- the number of students assigned to the class, and the learning needs of those students including the resource requirements of students with diagnosed special needs;
- the experience and capacity of the teacher of the class; and
- the resources already available to support learning in the class.

#### 4. Tentative Resource Allocation Plan

The superintendent, in consultations with the president of the local teachers' union, will formulate a tentative resource allocation plan, considering the principals' recommendations.

The tentative resource allocation plan may incorporate one or more of the following:

- Re-assignment of a class or classes within a school;
- Restructuring the class or classes within the school;
- The provision of additional teaching staff, education assistants and other support staff;
- Additional teaching time and services to students; and
- Training to address challenging learning conditions.

#### 5. School-Based Consideration of the Tentative Plan

Within a reasonable time after the first day of classes of the school year, the principal must consult with at least two of the following: the school teaching staff, the school staff committee, and the union staff representative(s).

The purpose of the consultations is to review the tentative resource allocation plan as it relates to the school and for the principal to then advise the superintendent of recommended changes, if any, to the plan.



## 6. Determination of the Final Resource Allocation Plan

The superintendent shall consider the principals' recommendations, discuss them with the president of the local teachers' union, and make a reasonable effort to reach agreement regarding the final resource allocation plan.

The superintendent will determine the final resource allocation plan, and allocate the resources in accordance with it.

## 7. The Learning Improvement Fund

The statutory purpose of the Learning Improvement Fund (LIF) is to enable Boards of Education to address learning improvement issues (Section 115.2 of the *School Act*). The LIF does not directly address workload, but as resources are directed to deal with learning challenges they inevitably help address workload concerns.

This proposal does not include obligations of local Boards as contained in the *Learning Improvement Fund Regulation (53/12)*. However, the processes set out in this Article may be used at the same time to fulfill the processes required by the Regulation.

**NOTE:** The provisions of this Article supersede and replace all previous Articles that addressed class size, composition, and staffing levels.

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