

SCHOOL DISTRICT 71 TEACHER PROFESSIONAL DEVELOPMENT HANDBOOK



Comox District Teachers' Association 71

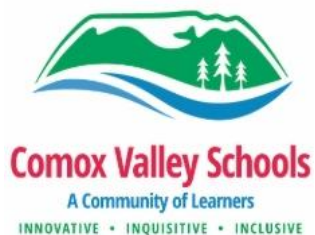


Table of Contents

Professional Development Mission Statement	3
Your District Joint Teacher Pro-D Committee	4
School Pro-D Reps / Self-Directed Pro-D	5
Leave Attendance Protocols for all Pro-D days	6
Uses for Teacher Pro-D Funds	7
Pro-D Reimbursement Form	8
Pro-D Travel and Expense Form	9
Pro-D Book Club Form	10
Professional Learning Groups (PLG's)	11
Other Funds Available to You	12
Starting a Local Specialist Association (LSA)	13
Frequently Asked Questions (FAQ's) and Answers	14-18
Professional Development Lens	19-22

**All Teacher Pro-D reimbursement forms and events can be found under
"Teacher Pro-D" on the CDTA website: <https://cdta71.ca/>**

**Also, Teacher Pro-D Activities are regularly posted on the
SD71 Events Page: <https://events.sd71.bc.ca/>**

Professional Development Mission Statement **Established by the SD71 Joint Teacher Pro-D Committee**

Through professional development, members of our educational community collaborate to develop a climate and structure for individual, staff, and district growth.

Principles that support the Mission Statement:

- Provision of quality educational programs for our students is the goal of professional development
- Members of the educational community value professional development
- Time and resources are critical components for successful professional development
- Individuals, groups, and staffs receive support through professional development to pursue their identified professional growth goals
- Members of the educational community are lifelong learners who reflect on their practice
- Equitable access to professional development is important

Professional Development Summary Statement

***“Enabling teachers both individually and collectively
to learn and grow professionally,
to enhance teaching and learning.”***



Your District Joint Teacher Pro-D Committee

As per the CDTA bylaws and policies, and the SD71 teacher collective agreement, the Joint PD Committee (**JPDC**) is made up of the following members:

- 1 teacher PD Chair – elected yearly at the CDTA AGM in April/May for the following school year
- 5 teachers – elected yearly at the CDTA AGM in April/May for the following school year
- 2 administrative officers as determined by the Comox Valley Principals & Vice-Principal's Association (CVPVPA) on a yearly basis
- 1 person determined by the Superintendent (usually a director or Associate Superintendent)
- The CDTA President and a school board trustee nominated by the board may attend meetings as a non-voting member

The PD secretary attends meetings to assist as needed to support and to record minutes, oversee and report on pro-d funding, and to report on the organization of PD events/activities.

The role of the JPDC is to plan and facilitate Professional Learning opportunities for teachers in the district. We seek to maintain a high standard of professionalism and relevance in our district so that teachers develop strong pedagogy and adaptive skills for the betterment of their practice and the learning experiences of their students.

The District JPDC encourages teachers to consider and adhere to the guidelines found in the PD Lens (from the BCTF) at the end of this handbook. The categories and criteria therein provide helpful parameters for selecting PD events for both the Committee and individual teachers.

Role of the JPDC:

a) Budgeting and Fund Allocation:

Each year the JPDC sets the budget based on the total amount of money generated through the Article F.1 of the collective agreement and other sources of revenue. The JPDC is responsible for funding PD activities such as:

- 1) Administering the PD fund
- 2) Funding District PD days
- 3) Funding LSAs
- 4) Managing personal PD accounts
- 5) Funding book clubs and study groups

b) Planning, sourcing, and facilitating District PD events:

Based on feedback from teachers, and the information the Chair receives from the PD reps, and following Ministry directives, the JPDC facilitates various PD events/activities, including after school sessions and whole day events. This could include seeking out both in-district and out-of-district presenters for the benefit of our teachers.

School Pro-D Reps/Committees



Each school should elect or appoint at least 1 professional development representative. Alternatively, Schools could elect or appoint a committee of teachers who should try to do the following:

- 1) Be committed to PD in the school and convey the importance of PD to their colleagues.
- 2) Ensuring staff are aware of District protocols when planning for all PD days (see the Professional Development section of the PD website at <https://cdta71.ca> for the most up to date information.
- 3) Publicize workshops in the school in which other teachers are welcome to participate.
- 4) Be familiar with the funding procedures and online forms as well as policy around PD.
- 5) Remind those returning to work or hired after September 30th to contact the PD office at teacherprod@sd71.bc.ca to see what funds are available to them that year
- 6) Attend PD Network Meetings and pass on PD information to colleagues.

Self-Directed Pro-D

There are many ways to grow professionally. This includes but is not limited to:

1. Participate in a Teacher Inquiry project, individually or in a group
2. Attend a conference/workshop locally, regionally/provincially/regionally/ nationally/internationally
3. Attend a workshop/conference or summer institute/course.
4. Becoming a facilitator, and give a workshop locally, regionally, or provincially.
5. Begin/continue university studies, either on-line or as a member of a cohort
6. Form/join teacher action research groups.
7. Job-shadow in a related work situation
8. Actively participate in a professional organization/network
9. Mentor a teacher
10. Read professional literature
11. Reflect, discuss and research with other professionals
12. Share with colleagues what you learned at a conference/workshop
13. Watch professional videos, webinars, etc.
14. Work with a colleague to discuss, observe and critique a lesson/program (peer coaching)
15. Work with others to create and host an LSA group.

IF IT'S NOT LISTED ABOVE, PLEASE CONTACT THE PRO-D CHAIR: pd71@bctf.ca

Leave/Attendance Protocols for Pro-D Days

Three scenarios to consider when planning where you will be doing your work on Pro-D days during the school year:

1. **Doing Pro-D at Your Regular School Location:** If a teacher is at their regular school location doing pro-d, they are at work already, so there is no need for an AMS entry to be completed by the teacher. The principal will know where they are. However, the teacher can let their principal know if they will be working outside of their regular classroom (in the library, another classroom, gym.)
2. **Doing Pro-D In District:** If a teacher plans on being outside of their school/regular work location but is working/learning within the school district area of the Comox Valley (for example, going to another school, to a local place/business/museum doing a workshop, research, etc.) they must go into the AMS, choose “Pro D In District” from the *Choose a Reason* drop down menu, and indicate they will not be at their regular work location. This informs your principal about your work location for the day

Please note:

If a teacher plans on being a part of the whole-district organized pro-d day event, an AMS entry is not necessary.

- **Doing Pro-D Out of District:** If a teacher plans on being out of the district for a pro-d activity, they must go into the AMS, choose “Pro D Out of District” from the *Choose A Reason* drop down menu, and indicate the details for the pro-d event.

The goal here is to make sure your administrator knows your whereabouts on the pro-d day for:

- safety purposes
- work liability reasons

Professional development is a process of continuous growth, through involvement in programs, services and activities designed to enable teachers, both individually and collectively, to learn and grow professionally in order to enhance teaching and learning.

Uses for Teacher Professional Development Funds

Realizing that professional development will have a positive impact on student learning, and that the use of professional development funds is an individual, professional choice, there are several ways to utilize any personal PD money. Any tangible items purchased become the property of the teacher.

Appropriate uses of teacher professional development funds include, but are not limited to:

- Attendance at workshops/conferences, including registration fees, TTOC costs, hotel, parking, ferry costs, meals & mileage per diem (as set by SD71 standards)
 - PSA/LSA memberships, other professional membership fees
 - Professional journals, books, audio, visuals, software, activities, materials used by teachers to promote professional growth
 - Release time and costs related to:
 - o Visitations to other classrooms/schools
 - o Research or action research.
 - o Self-directed study
 - o Training, courses, tuition fees and textbooks for educational courses/university courses
 - o Collaboration/unit planning/program development
 - Time & support for developing assessment, evaluation, reporting tools, though not for reporting itself.
 - Childcare costs when PD occurs on a non-working day of the teacher.
 - First Aid courses
 - Purchase of I.T. hardware:
 - Laptops, desktops, tablets, iPads, iPhones/smartphones (not plans), netbooks and pads-type devices, computer peripherals (printers, cables, mouse, webcam, etc.), maintenance /parts costs associated with I.T. computer repairs.
- ** Note: ensure to sign the I.T. Computer Purchase Agreement for payroll. ****

IF ANY PRO-D ITEM IS NOT LISTED ABOVE, PLEASE CONTACT THE PRO-D CHAIR

Not approved Pro-D purchases include but are not limited to:

- Books, software, tools etc. which have personal or curricular rather than professional application.
- Supplies for the classroom, teaching supplies/curricular resources, supplies/books for students
- Items, supplies or resources related to extra-curricular activities (clubs, coaching, etc)
- Pro-D purchases for another teacher, district employee or person, other than themselves.

FYI - Hardware purchases are considered a taxable benefit by Canada Customs and Revenue. IT / Computer Device Purchase Agreement must be signed when purchasing hardware.



SD71 Teacher Professional Development Reimbursement Form



Name: _____ Date: _____ School: _____
(Please print)

I am requesting reimbursement in the amount of \$ _____ for _____
and charged to my personal pro-d account. (Workshop, materials, tuition, books, memberships, conferences, etc.)

Describe how the requested funding will enhance your professional learning and/or development:

Make my cheque reimbursement by:

- ☐ I will pick up at CDTA office (phone # _____)
- ☐ School Inter-office mail School: _____
- ☐ Please mail to my home address: _____
- ☐ I.T./Computer Purchase (repaid through month end payroll – must sign below agreement box)

- * The District assumes no liability for any device purchased with personal PD funds (this includes lost or stolen devices)
- * The District will not provide any IT support in the form of software, additional hardware, maintenance, etc.
- * Furthermore, the IT department will not connect personal devices to the School District server infrastructure until a BYOD protocol is in place AND there is assurance security will not be compromised.
- * PD funds may not be used for any service plans (Zoom, Wi-Fi, licenses, iPhone/smart phone plans, warranty, etc.)

I.T. / Computer Pro-D Funds Purchase Agreement

Pro-d funds spent on any I.T. computer or device will be deemed as a taxable benefit - under Canada Revenue Agency guidelines and taxable at the appropriate rate as per the teacher's income. The taxable benefit will be included on their T4 slip. Taxes, CPP & EI will be deducted, and reimbursements will be at the end of the month payroll.

I, _____, acknowledge that I have read the above guidelines and agree to a 7.25 % CPP & EI coverage deduction off my Pro-D I.T. /computer reimbursement through SD71 payroll.

NOTE: The PD Chair will decide whether to approve this request based on the BCTF PD lens and the policy in the SD71 teacher PD handbook. If you disagree with the decision, you can appeal it by informing the PD chair that you wish to appeal. The Joint Teacher PD Committee will review it at their next meeting to make a final decision

➡ Teacher Signature _____

** Please attach receipts

Approval PD Chair _____

Pro-D Travel and Expense Claim Form



Travel Expense Claim Teacher Pro-D



Name: _____ School: _____

PD Event: _____

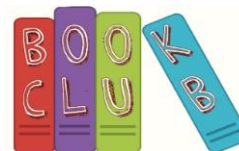
**** For travel, include this form with Pro-D Reimbursement claim ****

Date	Description	Kilometres	Rate	\$ Amount
TRANSPORTATION				
	Vehicle: From/To: _____		0.72	-
	Vehicle: From/To: _____		0.72	-
	Vehicle: From/To: _____		0.72	-
	Taxi (attach receipts)			
	Ferry (attach receipts)			
	Air Travel (attach receipts)			
MEALS (as of May 2023)				
	Per Diem: Breakfast - \$ 15	# of days		-
	Lunch - \$ 20			-
	Dinner - \$ 32			-
To claim meals, travel must:				
* Begin before 7am on the date of departure to claim breakfast				
* Begin before 12pm on the date of departure to claim lunch				
* End after 6pm on the date of return to claim dinner				
	ACCOMODATIONS (attach receipts)			
Additional costs: parking, registration, fees, etc.				
	Other (attach receipts)			
	Other (attach receipts)			
	Other (attach receipts)			
* Include this amount on Pro-D Reimbursement Claim Form			Total:	\$ -

Updated May 2025



Teacher Pro-D Book Club Form



SD71 Professional Book Club Application Form

All Joint Pro-D funded Book Club books should be passed on to other teachers /colleagues, upon request, for shared ongoing professional learning within our district.

Date: _____

Title of the book: _____

Applicant / contact teacher for this group: _____

Purpose of this study group? (How will this study benefit your practice in the classroom?)

Names of participants: _____

Schools represented: _____

Approx. Cost per book: _____ Number of books: _____ Approx. Total: \$ _____

***Note: Ensure to have the Pro-D Chair's final approval before purchasing any books)**

Teacher (if applicable) to be reimbursed: _____

Send cheque to school location / home address: _____

or School P-Card to repay: _____

*** After you have been approved for your book club, you can purchase books and send a copy of receipts to the Teacher Pro-D office or email teacherprod@sd71.bc.ca**

Pro-D Chair Approval Signature

Please forward this form to the CDTA office for Pro-D through email: teacherprod@sd71.bc.ca
or through inter-school mail to the CDTA office Attention: Teacher Pro-D

Professional Learning Groups

Professional Learning Groups (PLG)

Rationale

Guided by the principles and purposes of professional development (see the [BCTF Teachers' Professional Development Lens](#)), this funding is intended to assist colleagues with their needs to collaborate regarding pedagogy, philosophy, or grade/subject PD initiatives. Additional funding provided by the school district should be used in a way that is in alignment with the design principles of the SD71 strategic plan.

Examples of PLG Group activities (not an exhaustive list)

- Grade/Subject focus groups
- Collaborative groups
- Book Discussion Groups
- Inquiry Groups
- Local Interest Groups
- Teaching Strategy Groups

(a) Each year, the Joint Professional Development Committee (JPDC) may budget an amount of money for "Professional Learning Groups" (dependent on available funds).

(b) ALL CDTA members are entitled to apply for "Professional Learning Group" funds, including TTOCs and teachers on temporary contracts. If there are more applications for funding than there is funding available, priority will be given to applicants who have no money in their personal PD accounts, and who have not been approved for a PLG in the previous two school years.

(c) The maximum funding available to 1 group will be determined yearly by the JPDC based on available funds. However, increased funding may be considered for larger groups that will benefit multiple schools. Groups are encouraged to use their funding carefully and diligently so that the limited funding can be utilized effectively by as many teachers across the district as possible.

(d) To receive funding, each group (more than 1 teacher) must submit an action plan to the PD chair, which will be subject to approval by the PD chair or the JPDC.

(e) As long as there is funding available, applications will be processed and approved by the JPDC monthly using the criteria above (usually on the 2nd Wednesday of each month). Applications must be received prior to the last workday in March to be considered for funding for the current school year.

(f) Each teacher in the group is expected to initially use funding from their individual PD funds (if available) in combination with this project. This should be reflected in the action plan.

(g) Teachers may participate in more than one PLG.

(h) Examples of activities that are not funded under this policy include:

job specific training, job related duties, extra-curricular activities and lesson planning.

(i) Successful applicants will be required to submit a brief report to the JPDC that is reflective of the PLG's goals, activities, and conclusions/results no later than the 2nd Tuesday in June. In that report, applicants should be prepared to explain how their project aligns with the design principles of the SD71 strategic plan.

Other Funds Available to You

All Pro-D funds forms can be found under “Teacher Pro-D” at the CDTA website

1-The Professional Learning Supplemental Fund (PLS Fund)

In order to fulfill our financial obligations to teachers’ personal professional development, the previous use of PLS funding to ‘top up’ pd accounts cannot be sustained. However, a reasonable budget for **PLS funding will be set up in the new school year to accommodate new teacher hires** within the district. New teacher hires in a contract, will qualify upon request, (with no carry-over pd funding) for prorated PLS funding, based on their FTE contract.

2-Professional Study Groups and Book Clubs

A minimum of \$1,000 is designated for this fund. One person in a shared interest group takes the lead in their book club and is responsible for purchasing the books for the group (personally or through their school Purchasing Card) and will get reimbursed. The lead person will complete the book club form, listing members in the group, the focus and purpose of the group, and approximately how much the book costs.

Send in the application for approval, and if approved, you can then send us the receipt of the book(s) purchased.

All Joint Pro-D funded Book Club books are encouraged to be shared with others for ongoing professional learning.

3-Local Specialist Association (LSA)

Each year the Joint PD committee sets aside \$250/group for Local Specialist Associations. These are groups of teachers who share a common interest, grade level or subject, who want to meet regularly to share information and strategies, collaborate on new ideas with the support of their colleagues.

The funds can be used to provide snacks for meetings, supplies, day-care, thank you gifts for presenters, or even an honorarium for a presenter with your LSA group.

Please contact teacherprod@sd71.bc.ca to create an LSA group. See the following page for information.

Starting a Local Specialist Association (LSA)



What is a Local Specialist Association? An LSA is a local chapter of a Provincial Specialist Association, such as the BCAMT (BC Association of Mathematics Teachers).

BCTF link for PSAs <https://bctf.ca/PSAs.aspx>

LSAs provide educators a supported model to connect and collaboratively grow their practice. While working and learning with local colleagues, you can be connected to a Provincial Specialist Association, educators around the province.

Funding is available to support LSAs, to help offset costs such as meeting resources, snacks, day care costs, presenter fees, supplies, honorariums, etc.

Steps toward setting up a Local Specialist Association (LSA)

Email teacherprod@sd71.bc.ca and provide the following information:

- Your LSA name/focus (for example - Library, Home Economics, Counsellors, etc.)
- A constitution/mission statement (a brief statement of goals for the LSA)
- A list of members/participant names for your proposed LSA
- Collect a small fee from each member to cover costs for supporting meetings.
(If/when your LSA runs out of collected funds, your LSA can access pro d funding.)

If you have further questions /seeking further information, email teacherprod@sd71.bc.ca.

Frequently Asked Questions & Answers

(Updated June 2026)

Participating in Teacher Professional Development:

Q#1: How many PD days are there?

A: The collective agreement allows for 4 Professional Development days a year in SD71:

Starting in 2026/2027, the 3-year plan includes:

- 1 Pro-D day in September
- 1 Pro-D Day in October (Provincial)
- 1 Pro-D Day in February (often the district day)
- 1 Pro-D Day in April

Every spring, the joint PD committee will recommend to the superintendent what the broad “content” of each Pro-D day will be (e.g. school based, district day, etc.).

The School Act often requires 1 professional learning/in-service day each year. The topic is determined by the ministry on a yearly basis. This day is scheduled to happen in May in the current 3-year district calendar (2026-2029). This day is planned and organized by management with the support of staff.

Q#2: What are Pro-D Flex Days?

A: Flex Pro-D days DO NOT happen anymore. Teachers must attend Pro-D days proportional to their FTE.

Q#3: How many hours of PD do I need to complete if I’m in a Part-Time teaching assignment?

A: D.21 of the collective agreement says that “The regular work year for teachers shall include: the requisite number of days, hours of instruction, and professional development days as required by legislation, regulation and ministerial order.” This is interpreted to mean that teachers must attend their FTE for instructional days and their FTE for non-instructional days.

Full time teachers in contract must attend 100% of all designated non-instructional days (which includes PD/in-service days, parent teacher interview days, and the year-end administration day).

All teachers in part-time assignments must prorate their participation in designated non-instructional days based on their FTE.

Example 1: Teacher working 0.80 FTE must attend 80% of all the non-instructional days. This could mean you attend 80% of each non-instructional day (about 4 out of 5 hours), or your work with your principal to attend 80% of the non-instructional days as a whole (80% of 7 NID’s = 5.6 days).

Example 2: Teacher working 0.20 FTE must attend 20% of all the non-instructional days. This could mean you attend 20% of each non-instructional day (about 1 out of 5 hours), or your work with your principal to attend 20% of the non-instructional days as a whole (20% of 7 NID’s = 1.4 days).

Note: Teachers are generally expected to attend the parent teacher interview day and the year-end administration day. HR usually creates a cheat sheet to help part-time teachers figure out the math for their FTE. All part-time teachers must communicate with their principals about their plans to ensure they are acceptable.

Q#4: Do teachers have to complete an annual professional learning plan?

A: No, however, teachers may be asked for some sort of reflective PD Planning for themselves annually.

Prior to 2026/27, teachers had to complete an annual online professional learning plan as a part of the flex Pro-D agreement (that no longer exists). Each year, one of the responsibilities of the teacher joint Pro-D committee is to “assist individual teachers, staffs, LSA’s and other groups to establish professional development objectives for themselves and for the district” and to “assist in designing, implementing, and evaluating professional development programs to meet those needs and objectives” (F.20.2.b&c of the collective agreement). Contact the joint PD chair at pd71@bctf.ca for more information about the expectations for the current year.

Q#5: What can I do for Self-Directed PD?

A: As an educator in SD71 there are a variety of pro-d activities to support your professional development.

Attendance at workshops/conferences, PSA/LSA activities, research with journals, books, audio, etc.
Visits to other classrooms/schools, Research/ Action research, Self-directed study, Training, Collaboration, Unit planning, courses and training, program development developing assessment, evaluation, Reporting tools research, although not for reporting itself.

Q#5: How do I get an LSA (Local Specialists Association) started in our district?

A: In order to provide educators a supported model to connect and collaboratively grow their practice, they can form an LSA in the beginning of the school year. Ask other educators to join your LSA group, then email teacherprod@sd71.bc.ca. Provide your LSA name and members list to set up your LSA annual funding.

SOME LSA EXAMPLES ARE:

Early Learning Teachers, Shop Teachers, Tech Teachers, Home Economics Teachers, Teacher Librarians, Educators for DL, Counsellors, Mathematics Teachers, etc. Essentially, a group of educators that wish to work together and learn with common goals, specialties and sharing ideas.

Each LSA usually gets \$250/year to cover costs for meetings, activities and other needs to promote LSA needs. You may collect a membership fee (\$5 /\$10), to which you should use towards snacks, supplies, resources, etc. Once you’d run out of membership fees, you can access the \$250- for your LSA activities.

Teacher Pro-D Funding:

Q#6 – How much money is received every year for teacher Pro-D?

A: In the 2025/2026 school year, that came to approximately \$144,600.

F.1 of the collective agreement provides the Joint Pro-D Committee (JPDC) with funding not less than one fifth of one percent (0.20%) of the category 6 maximum step, multiplied by the total teacher FTE in the District, as of Sept 30th of the previous year.

Q#7: How much PD money is put into my personal PD account each year?

A: In the 2025-2026 school year, the JPDC increased the amount given to a 1.0 FTE contract teacher to \$135, the first increase in over a generation. (It was \$125/teacher before that). This amount is prorated based on a teacher's FTE.

For example, a 0.80 FTE teacher will receive 80% of \$135 or \$108. Unfortunately, this amount is only available to teachers who contribute to teacher PD as per article F.1.4 of the collective agreement (teachers with a 0.5 FTE or greater appointment as of Sept 30th of each year).

Each year, the Joint Teacher Pro-D Committee (JPDC) creates a budget based on expected revenues and expenses. The amount allocated to individual teacher PD accounts is a part of this process. Traditionally, the JPDC tries to allocate approximately 60% of their budget to individual teacher PD accounts that are managed at the CDTA office (email teacherprod@sd71.bc.ca to find out your balance).

This is not a formal policy and is subject to change. Because of this, the amount put into individual teacher accounts can vary from year to year. If a teacher does not spend their money in one year, it is held in trust for them for future years and carried over. Currently, there is no cap about how much money can be in a teacher's personal PD account.

NOTE: Retirees have access to their funds until the day they retire, provided they use the funds in keeping with the policy guidelines and the BCTF PD Lens.

Q#8: What is the rest of the PD money spent on each year?

A: The other 40% of the funding is primarily spent on releasing the Pro-D Chair .20 FTE, paying for our support staff, producing a district PD day for teachers, and some other small initiatives (e.g. LSA's, book clubs, professional learning groups (PLG's), etc.)

Q#9: What can I spend my PD money on?

A.: Professional Development funds are to be used on activities that support your own professional learning. See page 7 of the PD handbook

Professional books, release time, courses, webinars, online professional group subscriptions, workshops and conferences are all applicable. In addition, travel to and from conferences can also be reimbursed. Technology purchases that aid you in delivering instruction and communicating student learning are also acceptable.

ITEMS THAT ARE NOT APPROVED PRO-D ITEMS are:

Books, software, etc. which have personal or curricular rather than professional application.
Supplies for the classroom, teaching supplies/curricular resources, supplies/books for students.
Items, supplies or resources related to extra-curricular activities (clubs, coaching, etc).
Pro-D purchases for another teacher, district employee or person, other than themselves.

Q#10: How much is in my personal PD account at this moment?

A: Email the PD Secretary at teacherprod@sd71.bc.ca and they will provide you with your amount.

Q#9: What is the PLS fund and how do I access it?

A: A small portion of the budget every year is set aside for the Professional Learning Supplemental Fund (PLS aka “the Please Fund”). This fund is only used to support new teacher district hires into a contract after September 30th, who have no pd funds. New teachers hired after Sept 30th may qualify for PLS funding, upon request, which will be pro-rated based on FTE for the school year. They should email teacherprod@sd71.bc.ca to make the request.

Q#11: How do I get reimbursed through payroll for IT devices?

A: Send a PD reimbursement claim form with a copy of your receipts by email to teacherprod@sd71.bc.ca or forward a hardcopy to the CDTA office. Tech and IT pro-d reimbursements need the IT Device Computer Agreement signed for payroll. The PD Chair may approve the purchase and then the PD Secretary will forward to payroll for reimbursement at month end payroll.

Answer the question on the PD claim form, ‘how this technology will enhance your professional learning and/or development’, to seek approval from the pro-d chair. Check the box for reimbursement under IT/Computer purchase. Then forward to teacher pro-d with receipt copies for approval.

If your approved paperwork arrives after the cutoff period for payroll, it should be repaid on the following end of month pay. Additional taxes, CPP & EI will be deducted (employer costs that you need to cover). The reimbursement will be on your end of month pay and will be shown on the earnings side of your paycheque.

Q#12: How do I get a Pro-D reimbursement?

A: After completion of your workshop or PD purchase, submit the “Personal PD Reimbursement” form with your receipts attached to the PD secretary by email (teacherprod@sd71.bc.ca) or through the school mail (hardcopy) to the CDTA office. A cheque will be sent to either your home address, your school or picked up.

Please answer the question on the pd claim form, ‘how pro-d activity or resource will enhance your professional learning and /or development’, on the fillable pro-d form, to seek approval from the pro-d chair.

Q#13: Which form do I use for a financial reimbursement of pro-d costs

A: [Check the CDTA website for the most up to date teacher pro-d forms https://cdta71.ca/pro-d/](https://cdta71.ca/pro-d/)

- 1- Personal PD Reimbursement Form – for receipts i.e., PD books, workshops, supplies, IT purchases.
- 2- Travel & Expense Form – this is used for pro-d travel expenses i.e., meals, km, ferry, hotel rooms, etc.
- 3- Professional Study Groups / Book Clubs – used for study group/book clubs. First, submit application to teacherprod@sd71.bc.ca . Needs approval by the Pro-D chair as these funds are limited.

Q#14: What is the cost of a TTOC for the day if you are attending PD event on a regular work day?

A: The cost of a TOC for the day can vary from \$350.- to as high as \$500+.

The cost of any TTOC coverage depends on who is dispatched to cover you as a TTOC. You must have enough PD funds to cover TTOC costs if you plan on taking a leave of absence (LOA in the AMS) to attend a pro-d event. For ethical reasons, Teachers are strongly discouraged from considering how much a TTOC costs when booking a TTOC. Please contact teacherprod@sd71.bc.ca if you have any questions about this.

Q#15: What happens to my PD money when I retire or leave the district?

A: Retirees have access to their funds until the day they retire, provided they use the funds in keeping with the policy guidelines. Once retired, or leaving the district, the funds will roll back into the PD operating fund.

Q#16: Can I access my funds if I am on leave?

A: Being on-leave often provides individuals with opportunities to stay professionally current and to take on more extended PD opportunities (on-line course, or workshops requiring travel).

Members who are on personal/education/maternity/paternity* leaves can access and use their PD funds at their discretion at any time during their leave. These PD funds will be released in the usual way, with receipts provided and through communication with the Pro-D secretary.

*Please note: Full Medical leave is NOT considered eligible for using PD funds for liability reasons.

Q#17: When do I have to use the AMS to report my work location on a PD day?

See Page 6 of this handbook to view the leave/attendance protocols for all Pro-D Days.

Q#18: I'm doing PD outside the district on a regular instructional day. Do I use the AMS?

A: Anytime you are leaving the District on your workday for a PD reason you will need to record it on the AMS – even if you do not require a TTOC. If you require a TTOC and you are using your personal PD money, please ensure you have sufficient funds in your personal PD account to cover the TTOC costs and use the code Out-of-District PD in the AMS. If it is on a PD Day, see the answer to question 17.

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

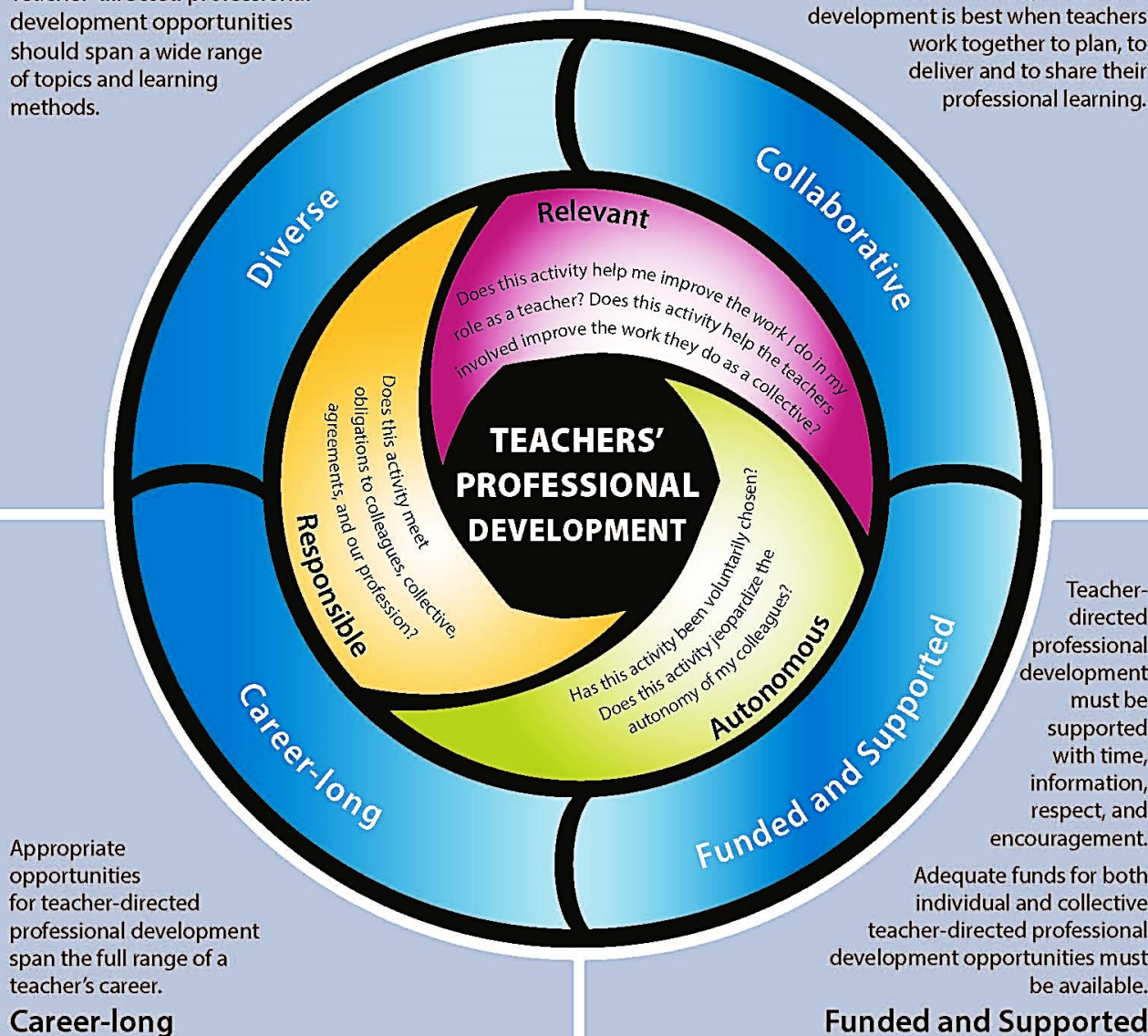
The factors in the outer ring are critical to the success of teacher-directed professional development as a collective endeavor. In turn, this collective work provides the necessary conditions for all teachers to be able to create their own rich tapestries of appropriate professional learning.

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.



BCTF PROFESSIONAL DEVELOPMENT

#ThisIsMyPD

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.



LA LENTILLE DU PERFECTIONNEMENT PROFESSIONNEL

Au centre de la lentille il y a les enseignants et leur apprentissage, à la fois en tant que collectif et en tant qu'individus. Le terme «perfectionnement professionnel des enseignants» est utilisé pour mettre en évidence son utilisation à la fois dans la réflexion sur le PP individuel et le PP en tant qu'entreprise collective.

Le cercle intérieur: les critères clés

Le cercle intérieur se compose de trois facteurs qui sont nécessaires pour qu'une activité soit considérée comme du perfectionnement professionnel. Si aucun des trois facteurs n'est rempli, alors l'activité ne devrait pas être considérée comme du perfectionnement professionnel.

Le cercle extérieur: facteurs nécessaires

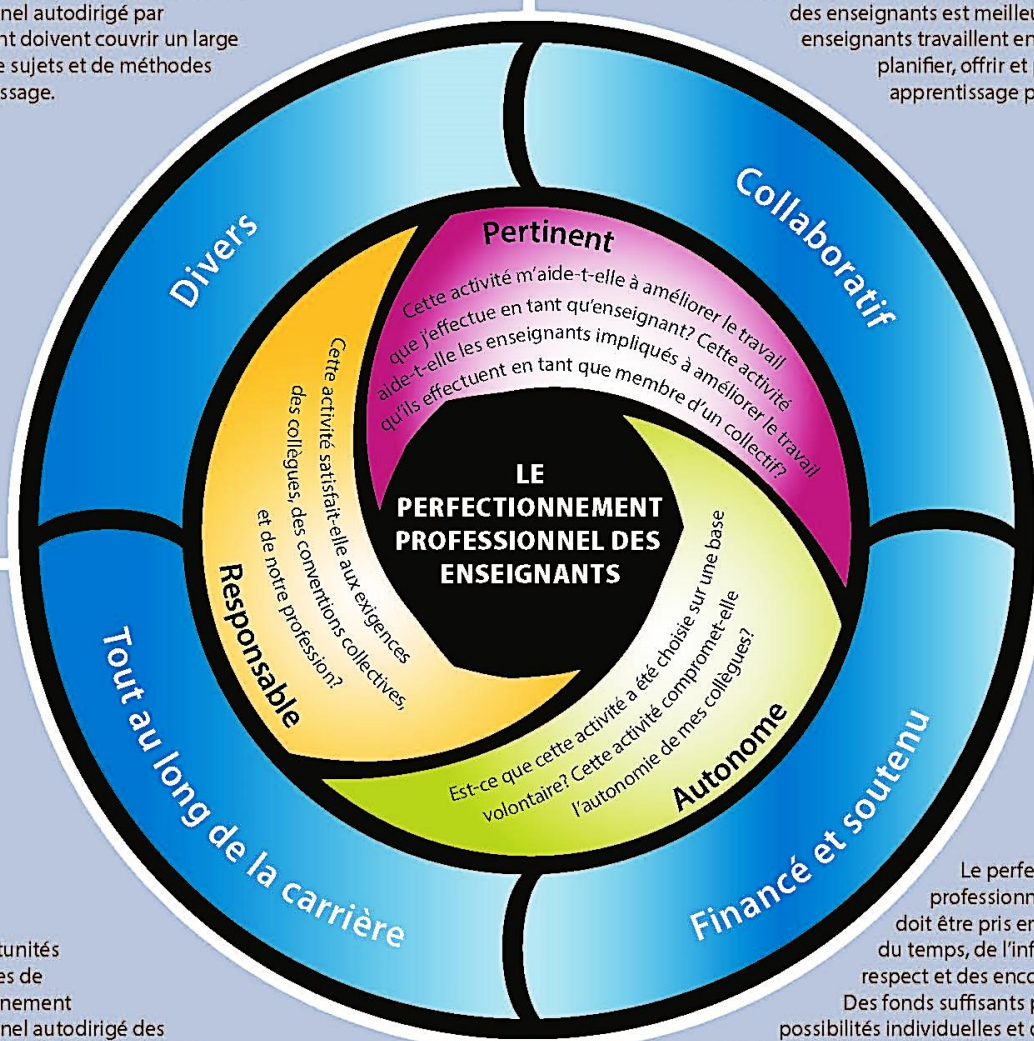
Les facteurs du cercle extérieur sont essentiels à la réussite du perfectionnement professionnel autodirigé par les enseignants en tant qu'entreprise collective. À son tour, ce travail collectif fournit les conditions nécessaires pour que tous les enseignants soient en mesure de créer leurs propres canevas constitués d'un apprentissage professionnel approprié.

Divers

Les possibilités de perfectionnement professionnel autodirigé par l'enseignant doivent couvrir un large éventail de sujets et de méthodes d'apprentissage.

Collaboratif

Le perfectionnement professionnel autodirigé des enseignants est meilleur lorsque les enseignants travaillent ensemble pour planifier, offrir et partager leur apprentissage professionnel.



Les opportunités appropriées de perfectionnement professionnel autodirigé des enseignants couvrent la gamme complète de la carrière d'un enseignant.

Tout au long de la carrière

Le perfectionnement professionnel autodirigé doit être pris en charge avec du temps, de l'information, du respect et des encouragements. Des fonds suffisants pour les deux possibilités individuelles et collectives de perfectionnement professionnel autodirigé des enseignants doivent être disponibles.

Financé et soutenu



LE PERFECTIONNEMENT PROFESSIONNEL À LA FECB

#ThisIsMyPD

LA LENTILLE DU PERFECTIONNEMENT PROFESSIONNEL

Au centre de la lentille il y a les enseignants et leur apprentissage, à la fois en tant que collectif et en tant qu'individus. Le terme «perfectionnement professionnel des enseignants» est utilisé pour mettre en évidence son utilisation à la fois dans la réflexion sur le PP individuel et le PP en tant qu'entreprise collective.

Le cercle intérieur: les critères clés

Le cercle intérieur se compose de trois facteurs qui sont nécessaires pour qu'une activité soit considérée comme du perfectionnement professionnel. Si aucun des trois facteurs n'est rempli, alors l'activité ne devrait pas être considérée comme du perfectionnement professionnel.

a. Pertinent

Cette activité m'aide-t-elle à améliorer le travail que j'effectue en tant qu'enseignant? Cette activité aide-t-elle les enseignants impliqués à améliorer le travail qu'ils effectuent en tant que membre d'un collectif?

b. Autonome

Est-ce que cette activité a été choisie sur une base volontaire? Cette activité compromet-elle l'autonomie de mes collègues?

c. Responsable

Cette activité satisfait-elle aux exigences des collègues, des conventions collectives, et de notre profession?

Le cercle extérieur: facteurs nécessaires

Les facteurs du cercle extérieur sont essentiels à la réussite du perfectionnement professionnel autodirigé par les enseignants en tant qu'entreprise collective. À son tour, ce travail collectif fournit les conditions nécessaires pour que tous les enseignants soient en mesure de créer leurs propres canevas constitués d'un apprentissage professionnel approprié.

a. Financé et soutenu

Le perfectionnement professionnel autodirigé doit être pris en charge avec du temps, de l'information, du respect et des encouragements. Des fonds suffisants pour les deux possibilités individuelles et collectives de perfectionnement professionnel autodirigé des enseignants doivent être disponibles.

b. Tout au long de la carrière

Les opportunités appropriées de perfectionnement professionnel autodirigé des enseignants couvrent la gamme complète de la carrière d'un enseignant.

c. Divers

Les possibilités de perfectionnement professionnel autodirigé par l'enseignant doivent couvrir un large éventail de sujets et de méthodes d'apprentissage.

d. Collaboratif

Le perfectionnement professionnel autodirigé des enseignants est meilleur lorsque les enseignants travaillent ensemble pour planifier, offrir et partager leur apprentissage professionnel.