



VEAES WEEKLY

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TOPICS WORTH TALKING ABOUT

PLEASE READ AND DISCUSS
WITH YOUR COLLEAGUES

ERIP and Posting Timelines Letters of Understanding

By Marjorie Dumont, C'tan

As we enter the third year of this agreement, it is important to reflect on the changes implemented at the outset. Two years ago, VEAES signed two Letters of Understanding (LOUs): one increased the number of rounds in the Spring Transfer Process (STP) from three to five, and the other moved the Early Retirement Incentive Plan (ERIP) deadline from May 31 to March 31. The VEAES in-house Table Officers would like to raise our hands in honour and respect to the Staff Reps for helping communicate these changes to members who were nearing retirement. Thanks to their efforts, teachers were well informed about the ERIP date change, and those who had questions were able to reach out for assistance and support.

A Letter of Understanding (LOU) is a mechanism that employers and VEAES may use to pilot changes before determining whether they should become a longer-term part of the collective agreement. As we complete the second year of implementation, VEAES is discussing with the Employer to review the outcomes of the LOUs related to STP and the ERIP date change. This review will help determine whether the intended objectives have been achieved and whether either initiative should continue in the future.

As a refresher, the STP was expanded from three posting rounds to five, beginning in the last week of May and continuing through the four weeks of June. Postings were released on Mondays and closed on Wednesdays of the same week. Interviews for the most senior qualified candidates were then conducted on Thursdays and Fridays, with offers being made on Friday evenings. The intent of this revised timeline was to provide members with earlier certainty regarding their assignments and to have staffing decisions finalized before the start of summer holidays.

The second LOU involved advancing the ERIP application deadline from May 31 to March 31. This change was closely linked to the objectives of the STP. In previous years, many ERIP applications were not finalized until late May, which meant that a significant number of full-time continuing vacancies were unavailable during the initial posting rounds. By establishing an earlier ERIP deadline, the intention was to identify and confirm these vacancies sooner, allowing them to be included in the first round of postings. This provided members with a more accurate picture of available opportunities and supported a more transparent and effective transfer process.

Once again, VEAES and the Employer are meeting to review the outcomes of the second year of implementation of both LOUs and determine whether these initiatives should continue. As part of this review, we are seeking feedback from members regarding their experiences with last year's Spring Transfer Process and ERIP date change. Member input is critical in helping us assess whether these changes achieved their intended goals and identify any areas for improvement. We will be in discussions with the Employer in November, so any feedback received in advance of those conversations would be greatly appreciated. Thank you for our continued dedication to supporting members and for sharing your valuable insights as we undertake this important review process.

Please share your feedback with Marjorie Dumont, C'tan at marjorie@veaes.ca.

Violence Prevention in the Workplace: What Every Member Needs to Know

By Marjorie Dumont, C'tan

Creating safe and healthy workplaces is a shared responsibility. With the ratification of the provincial agreement in March, a new collective agreement provision, **Article E.3: Violence in the Workplace**, is now in effect. This article strengthens commitments to violence prevention and ensures that teachers have access to resources, procedures, and opportunities to participate in improving workplace safety. The fall staff meeting review required under Article E.3 represents the first opportunity for members, staff reps, and VEAES to engage in this process.



Why Article E.3 Matters

Violence in the workplace can include physical assaults, verbal threats, intimidation, and other incidents that put workers at risk. Article E.3 establishes clear expectations for employers and VEAES to work together to prevent violence, support workers, and ensure that appropriate reporting and response systems are in place.

Key Components of Article E.3

1. Annual Violence Prevention Toolkit

The provincial parties will maintain and annually share a Violence Prevention Toolkit that is available to VSB and VEAES. The toolkit includes resources that support violence prevention programs and contains templates such as Individual Safe Work Instructions (ISWIs), also known as worker safety plans. These plans outline the measures an employer will take to protect a worker and should not be confused with student safety plans or behaviour support plans.

2. Joint Employer-Union Communication

Each year, VSB and VEAES must jointly develop and post a communication affirming their commitment to violence prevention. This statement must be created collaboratively, with both parties agreeing to the content. Neither VSB nor VEAES can determine the wording unilaterally.

3. Information for Staff

Every September, employers are required to inform staff about:

- Where violence prevention and response materials can be found.
- The procedures to follow after a violent incident or threat.
- The forms that must be completed when incidents occur.

4. Annual Staff Meeting Review

Before October 31 each year, violence prevention and response resources must be reviewed at a regularly scheduled staff meeting. This creates a dedicated opportunity for school staffs to discuss workplace safety concerns, review procedures, and identify areas where additional supports may be needed.

Important Reminders for Members

As schools conduct their annual reviews, members should keep the following principles in mind:

- **All violent incidents should be reported**, regardless of the student's age, intent, or whether a behaviour plan is in place.
- **All injuries, verbal threats, and near misses** resulting from violent incidents should be documented and reported using Form 6A or the district's reporting system.
- **Risk assessments and worker safety plans may still be required**, regardless of a student's established baseline behaviours.
- **Reporting violent matters**. Failing to report workplace violence does not help students, teachers, educational support staff, or other workers. Accurate reporting is essential to identifying risks and developing appropriate prevention measures.

What Members Can Do

- Become familiar with VSB's violence prevention policies and reporting processes.
- Attend and participate in your school's violence prevention review meeting.
- Report all incidents, injuries, threats, and near misses.
- Work with your staff reps and OH&S reps to identify concerns and advocate for necessary supports.
- Seek assistance from VEAES if you encounter barriers to reporting or if workplace safety concerns are not being addressed.

Building Safer Schools Together

Article E.3 represents an important step forward in recognizing workplace violence as a significant health and safety issue. By ensuring consistent reporting, meaningful review processes, and access to strong prevention resources, members can help create safer learning and working environments for everyone in our schools. The success of this new provision depends on active participation, diligent reporting, and ongoing collaboration between members, VEAES and VSB.

Quick Reference Graphics

Navigating the toolkit can be daunting at first, which is why we have provided a quick PDF reference document for three relevant flowcharts from it, as well as their respective links. Please find the [link to the PDF here](#). You can also find it on the VEAES website in the *Forms and Documents* section under *Other Documents*.

Provincial Election Results

By IHTOs

The high brought on by the municipal election was quickly dampened by the low of the provincial one. On Saturday, B.C. voted the Conservatives into government for the first time in almost a century. Some of those on the Conservative team previously sat as BC Liberals under the Gordon Campbell and Christy Clark governments, and many teachers will remember the devastating cuts to public education that occurred at that time.

The coming years are likely to be challenging for public sector workers, and it's completely normal to feel some fear and anxiety. Other provinces with Conservative governments have seen attacks on

public education include massive underfunding, threats to teacher autonomy, threats to increase privatization and voucher systems, attacks on workers' right to strike, and the spread of misinformation about classroom realities. Some provinces, like Ontario, have even gone so far as to dissolve democratically elected school boards!

Over the next few years, labour unions like ours will have a vital role to play in engaging the community and building awareness of right-wing attacks on public education. In order to maintain healthy, safe, and inclusive schools, we will need to pay close attention to the Ministry of Education's actions, and be ready to defend our rights, mobilize, and resist any attempts to further erode working and learning conditions.

Understanding your Collective Agreement: Finance Committees

By Françoise Raunet

Article A.5.c (Staff Committee) outlines that every school should have a staff committee composed of the admin and the VTF members who work there. This committee is there to *“provide advice to the Principal/Vice-Principal(s) and to consider the following matters in relation to the operation of the school:*

- a. Employee assignments*
- b. To assess teaching and learning conditions within the school*
- c. To study and make recommendations on school regulations and routines*
- d. To conduct studies on school philosophy*
- e. To participate in the planning and scheduling of professional & staff development activities*
- f. To contribute to school curricula planning and organization*
- g. To be involved with timetabling and organization of the school*
- h. To consult and be involved in school staffing and the utilization of staff, and to make recommendations to the principal*
- i. To explore any other matters of concern to the members of the school staff*
- j. In order to assist with the above, to establish any or all of the following committees:*
 - a. Interviewing Committee (no longer recommended by VEAES)*
 - b. Professional Development Committee*
 - c. ~~Timetable and Staffing Committee~~ (no longer recommended by VEAES)*
 - d. Finance Committee**

Having an active finance committee is an important piece of a well-functioning staff committee. The VSB's [School Budget Reference Manual](#) has information on how much was allocated in this year's budget for schools to spend in different categories, such as general school supplies, educational & library resources, etc.

If your finance committee still hasn't met yet, call a VEAES meeting to see who would be interested in chairing & joining the committee. Then the Finance Committee chair should approach your administrator to let them know the committee has been established and to schedule the first meeting. If you have any questions or concerns, please contact francoise@veaes.ca.

Administrative Procedure (AP) 405 – Working Alone

By Marjorie Dumont, C'tan

Most teachers have experienced a time when they were working alone, whether before or after school, during parent/teacher conferences, while supporting students in a separate location, or when staffing shortages left them without immediate support. While working alone may seem routine, it can create significant safety concerns if something goes wrong.

Know the Procedure

The purpose of the AP 405 is to identify potential hazards and ensure appropriate safeguards are in place.

If you find yourself working alone, consider the following questions:

- How would I get help if I needed it immediately?
- Does admin know where I am working?
- Is there a way for someone to check on me?
- Have potential risks been identified and addressed?
- Do I have access to assistance if a situation escalates?

If the answer to any of these questions is unclear, it may be time to have a conversation with admin.

If you are working alone and have concerns, ask your admin:

- What safeguards are in place for employees working alone?
- Has a risk assessment been completed?
- Are additional supports available?
- What is the procedure if I need immediate assistance?
- How will admin know if I require help?

VSΒ AP 405 - Working Alone

Background

Employees who are directed to work alone are to be protected in accordance with the Occupational Health and Safety Regulation.

Definition

Work alone means to work alone by administrative direction at a work site in circumstances where assistance is not readily available in the event of an injury, illness or emergency.

Procedures

1. In situations where employees are directed to work alone, principals and site supervisors shall ensure:

1.1 That a hazard assessment to identify existing and/or potential hazards arising from the conditions and circumstances of the employee's place of work is conducted;

1.2 An effective means of communication between the employee and persons capable of responding to the employee's needs is established; and

1.3 Safety measures to reduce the risk to employees from the identified hazards are implemented.

Reference: Sections 17, 18, 20, 22, 23, 65, 85 School Act
Workers' Compensation Act
Occupational Health and Safety Regulation

Adopted: February 27, 2016

Revised: September 24, 2018

Deadlines for Porting Seniority, Teaching Experience, and Sick Leave

By Marjorie Dumont, C'tan



Members who have recently accepted a continuing contract are reminded that there are important deadlines associated with porting seniority, teaching experience, and sick leave from a previous school district.

You have **90 days** from the date you accept your continuing contract to complete the porting process. This requires submitting the appropriate forms, some of which must be completed by your previous school district.

Please note the following provisions:

- Seniority: up to 20 years of seniority may be ported.
- Sick Leave: up to 60 days of accumulated sick leave may be ported from one school district in BC to another.
- Teaching Experience: The VSB's current practice is not to recognize TTOC experience earned in another district when determining teaching experience for salary placement. As a result, some members may be placed differently on the salary grid than they were in their previous district.

To avoid missing the 90-day deadline, members are encouraged to contact employeeservices@vsb.bc.ca well in advance to confirm that all required documentation has been received and processed.

Stay Safe as the Days Get Shorter

By Bernadette Milton

With the darker mornings and evenings, it's important to take extra precautions when traveling to and from work, school, or activities.

-  Be cautious when walking, especially near roads and intersections.
-  Wear bright or reflective clothing so drivers can see you more easily.
-  If you're cycling, ensure your bike has working front and rear lights and reflectors.
-  Consider carrying a flashlight or wearing reflective gear when walking in low-light conditions.
-  Stay alert, avoid distractions, and make eye contact with drivers before crossing streets.
-  Drivers should take extra care for pedestrians and cyclists, particularly during dawn and dusk.



A little extra visibility can make a big difference. Stay safe, stay visible, and look out for one another this season.    

November 8 – Indigenous Veterans Day

By Bernadette Milton

November 8 marks **Indigenous Veterans Day in Canada**, a national observance that recognizes and honours the service, sacrifice, and resilience of First Nations, Inuit, and Métis veterans who served in the Canadian Armed Forces.

The day also acknowledges the challenges and inequities many First Nations Veterans experienced upon returning home, including barriers to receiving the benefits and recognition afforded to other veterans. Indigenous Veterans Day serves as an opportunity to reflect on their contributions, learn from their experiences, and express gratitude for their dedication to Canada.



Why it matters:

- Honours First Nations military service and sacrifice.
- Recognizes the historical injustices faced by many First Nations veterans.
- Promotes awareness, remembrance, and reconciliation.
- Celebrates the enduring strength and contributions of First Nations, Inuit, and Métis communities.

We remember and honour First Nations veterans for their courage, service, and lasting legacy.

How you can honour First Nations Veterans:

- Share First Nations Veteran stories and experiences.
- Learn about the history and contributions of First Nations military service.
- Acknowledge and celebrate First Nations Veterans
- Wear a poppy
- Attend local ceremonies, commemorations, and community gatherings.
 - Vancouver = March will begin at Carnegie Centre at 10:45 am on Nov 8th and continue to Victory Square for a wreath laying at the cenotaph at 11 am.
 - Following the Victory Square Cenotaph Ceremony, there will be a reception at the Aboriginal Friendship Centre (1607 E. Hastings) from noon-3 pm.

Consider exploring the stories of:

Sergeant Tommy Prince, **Remembering Tommy Prince | Canada's Forgotten Indigenous War Hero** <https://youtu.be/rXsuRWLHmCA> (Control/click same time)

Like Tommy Prince and many other First Nations soldiers, numerous First Nations, Inuit, and Métis service members experienced the physical and emotional impacts of war. They served in dangerous combat situations, witnessed loss and violence, and carried those experiences with them long after returning home.

What often made their experiences even more difficult was that many First Nations Veterans returned to communities where they faced discrimination and unequal access to benefits and support programs that were provided to other Canadian Veterans.

Reflection Questions

- Why did many Indigenous people volunteer to serve despite facing discrimination at home?
- How did Indigenous skills contribute to military operations?
- What challenges did First Nations Veterans face when they returned home?
- How can we ensure First Nations Veterans' stories continue to be shared and remembered?

TTOC Committee Needs Chair... And What Committees Are We Missing?

By Françoise Raunet

If you are a TTOC who would like to bring issues facing teachers teaching on-call to the attention of members, please consider chairing (or joining) the TTOC committee! This committee, among other things, organizes events for TTOCs, helps draft bargaining objectives and policy motions, and helps to support and provide information for all VSB elementary teachers-on-call. Whether you are interested in becoming the committee chairperson, or whether you want to join as a regular member, you can find application forms on the VEAES website [here](#). You can also get in touch with Françoise, francoise@veaes.ca, who is the TTOC Committee's IHTO contact.

VEAES currently has the following standing committees:

- Aboriginal
- Communications
- Health & Safety
- Professional Issues (Pro-D)
- Social Justice & Solidarity
- Teachers on Call
- Working & Learning Conditions/Bargaining

Joining one of these existing committees is a great way to get more involved with the union, and they are all still in need of more members. If you are interested in joining one, please fill out [a CV](#) and email it to francoise@veaes.ca.

We have also been wondering if there might be different committees that members would be more interested in joining. The [Surrey Teachers' Association](#), for example, has a long list of committees, including such things as the Accessibility, Inclusive Education, and Young Worker Committees.

If there is a committee that you would like to see VEAES hosting after school, please reach out to the office to let us know.

Motions for BCTF Representative Assemblies (RA) and Annual General Meeting (AGM)

By Khaled Shawwash

The BCTF Fall RA will be taking place from November 13-14 in Victoria. While it is too late to submit motions to it from a GM/SRA, there are still two more RAs (February 5-6 and May 28-29) as well as the BCTF AGM (March 20-23). These meetings offer an opportunity to raise critical issues and help direct the work of the BCTF. Members are encouraged to bring motions to a GM/SRA, which will be debated/discussed and, if carried, brought to an RA by our Local Reps. Please keep in mind that

motions must be submitted by VEAES at least a full three weeks prior to the RA it is planning on going to. BCTF AGM motions will be debated/discussed at the December 8th GM. If you need help crafting a motion or want an issue to be addressed at the provincial level, be sure to reach out to us!

To submit a motion to a VEAES GM/SRA, please use this form: [VEAES Motion Form](#)

Understanding Pensions and Benefits: An Essential Retirement Workshop

By BC Retired Teachers' Association (BCRTA)

The important decisions that will determine your retirement lifestyle should not be made at the last minute as you fill out your forms. This seminar will prepare you to confidently make choices that are right for you.

All teachers age 50+ should plan to attend one of BCRTA's Pre-Retirement online (Zoom) workshops. The workshops are free. You get great planning materials along with answers to questions you have about your retirement.

Please pre-register at <https://bcrt.ca/workshops/>

The agenda includes: Teachers' Pension Plan, Canada Pension Plan, Old Age Security, and voluntary group benefits. Information about choosing your group benefits (dental, extended health and travel). We show some of the differences between the plans and help equip you to select the plan that best suits your needs.

November 5, 2026	4:00 pm
November 12, 2026	7:00 pm
November 26, 2026	7:00 pm
January 19, 2027	7:00 pm
February 18, 2027	7:00 pm
March 31, 2027	7:00 pm
April 22, 2027	7:00 pm
May 4, 2027	7:00 pm
May 27, 2027	7:00 pm

All teachers are welcome! Sign up takes two minutes and will give you access to all the workshop materials and future updates.



2026-27



veaes.ca



IMPORTANT DATE



Marjorie Dumont
President
marjorie@veaes.ca

Xander Graham
Vice President
xander@veaes.ca

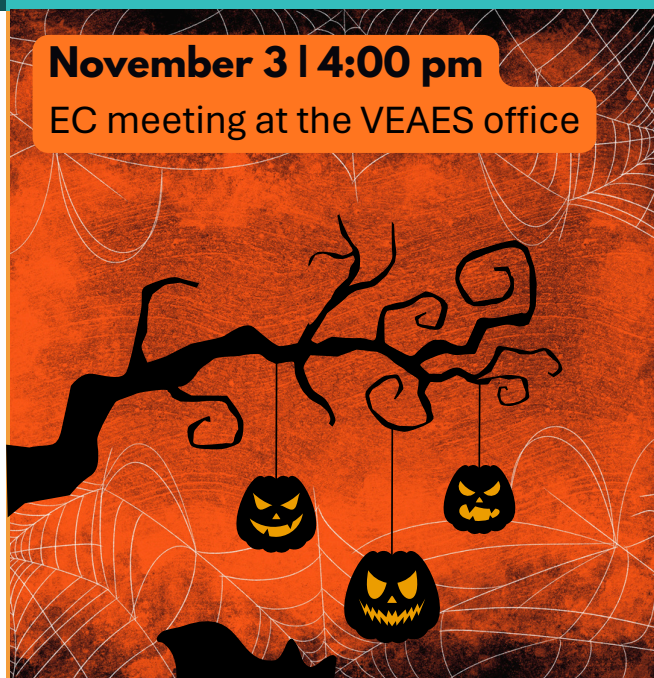
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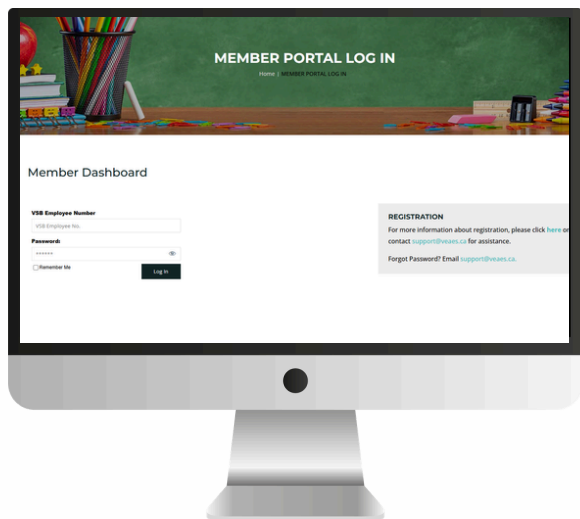
Khaled Shawwash
Vice President
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Rob McGowan
Adult Ed President
rob@veaes.ca

November 3 | 4:00 pm
EC meeting at the VEAES office



VEAES MEMBER PORTAL



To access the portal, go to the [VEAES website](https://veaes.ca). From the menu, scroll down and select [Member Portal Log In](#).

When you become a VEAES member, your Member Portal profile is created for you. After careful consideration, we have chosen to use members' VSB employee numbers as the usernames, as this allows us to verify members. You will need your VSB employee number ready in order to login to the portal.

To set your password, click [here](#).

If you have any questions, please contact support@veaes.ca.

VEAES

The Vancouver Elementary and Adult Educators' Society is the union representing elementary teachers and adult educators working in public schools in Vancouver.
Thank you all/           