



**TEACHER EMPLOYMENT PLAN
CATHOLIC INDEPENDENT SCHOOLS
DIOCESE OF PRINCE GEORGE (CISPG)**

1. INTRODUCTION

1.1 CISPG Mission Statement

The Catholic Independent Schools of the Diocese of Prince George
share in the saving mission of the Church
by fostering faith formation and academic excellence.
With Jesus Christ as our model, and within the context of our faith community,
we strive to educate our youth in a holistic way.
In collaboration with their families, we support their spiritual,
intellectual, physical, and emotional growth.
This Christ centered foundation enables our youth to serve
as disciples and to witness their faith in a global society.

approved by CIS Board of Directors May 2nd, 2000

1.2 In addressing human resources issues CISPG will:

- recognize our teachers as our greatest asset
- be just and consistent
- maintain an ethos of trust and respect
- maintain the values, ethics and mores of a Catholic organization

1.3 The purpose of the Teacher Employment Plan is to define aspects of the employer/teacher relationship and to establish in writing the obligations and responsibilities of both the teacher and the employer regarding employment with CISPG.

1.4 Governance

1.4.1 CISPG is registered under the Society Act of BC and is the authority for all Catholic schools within the Diocese as per the Independent School Act.

1.4.2 CISPG maintains the right and responsibility to manage and operate the schools and to determine the employment, assignment, direction, and employment status of its work force.

1.4.3 The day-to-day operation of the school has been delegated to the principal.

1.4.4 This Teacher Employment Plan supersedes all previously distributed CISPG approved and/or working policies, regulations and procedures.

1.5 The Teacher Employment Plan shall meet or exceed the BC Employment Standards Act.

1.6 Amendments to any government Act or Regulation that make any clause of this Employment Plan null and void will not change the remainder of the Employment Plan.

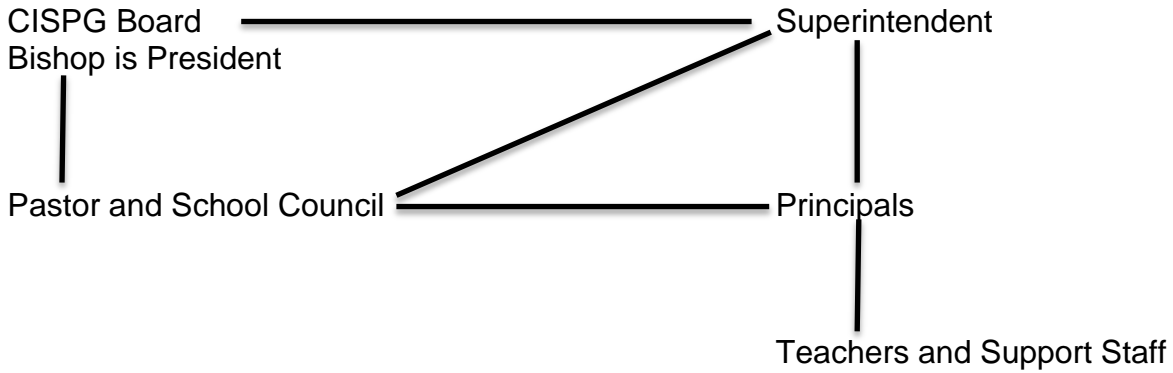
1.7 The Teacher Employment Plan will be reviewed annually by the CISPG Board of Directors. Amendments shall take into consideration input from staff representation and school councils.

CATHOLIC INDEPENDENT SCHOOLS
DIOCESE OF PRINCE GEORGE (CISPG)

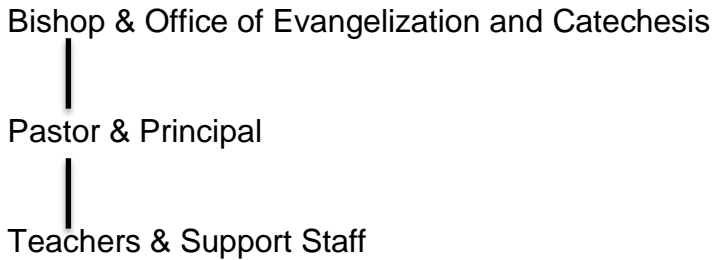
CISPG Schools serve students and families through leadership and accountability in:

Governance

The Educational Program (Curriculum)



Faith Formation



2. PHILOSOPHY OF CATHOLIC EDUCATION

2.1 Philosophy of Education for Catholic Schools in the Province of British Columbia

A Policy Statement by the Catholic Bishops
of British Columbia (January 2005)

I THE CATHOLIC SCHOOL SHARES IN THE MISSION OF THE CHURCH

At the beginning of the third millennium, all those involved in Catholic education are called to build communities of faith and holiness. In partnership with the family and the parish, the Catholic school participates in the saving mission of the Church. By evangelization, catechesis and works of service, the Catholic school builds up both the family of faith and human community.

The Catholic school provides religious and moral reference points to help students critically examine the culture around them and build a society enlightened by the values of the Gospel:

- in a world that ignores the human thirst for God, it shares the living waters of our faith;
- in a time when there is little reverence for the image of God in the human person, it gives an unequivocal witness to the dignity of human life;
- in an age marked by relativism and a crisis of meaning, it evangelizes our culture's ways of thinking, standards of judgment and norms of behaviour with the truth of the Gospel;
- in a culture in which communication and relationships are often reduced to utilitarian ends, it proclaims a life of communion with God and others;
- in a world disfigured by poverty, oppression and war, it promotes justice and peace;
- in a society marked by personality cults, it bears witness to Jesus Christ, our Saviour and Lord, as the model for the fullest human life;
- in a time that often seems to be without goals and fearful of the future, it gives an account of the hope that is within us (cf. I Peter 3:15).

II. CHARACTERISTICS OF CATHOLIC SCHOOLS

Christ is the foundation of the whole educational enterprise in a Catholic school (*The Catholic School*, #34). His teaching and life inform the school's identity and characteristics, which include:

- a belief in the inviolable dignity of every human person;
- a sacramental sense that leads us to recognize God manifested by His creation;
- a recognition of God's sanctifying presence in Word and Sacrament;
- a love for encounter with God in prayer;
- a Gospel spirit of freedom and love;
- a spirituality of communion marked by mutual respect, accountability and caring;
- a concern for justice leading to a critical analysis of society;
- a sense of solidarity and commitment to the marginalized.

These core elements of Catholic faith provide a framework for Catholic Education.

A. Teaching the Whole Person

The Church “establishes her own schools because she considers them a privileged means of promoting the formation of the whole man, since the school is a center in which a specific concept of the world, of [humanity], and of history is developed and conveyed” (*The Catholic School*, #8).

Catholic education goes beyond the purely technical and practical aspects of schooling and aims at an integration of all knowledge within a vision of the world and the human person. It focuses on the physical, emotional, moral and spiritual dimensions of human development, leading to a personal synthesis of faith and life in each student. Growth in all areas prepares students for a meaningful life of service as committed Christians, building the Kingdom of God in a pluralistic society.

B. Faith Lived in Christian Community

The New Testament word for Christian community is “koinonia”, which means a communion or life-sharing relationship with Christ and others. Living Christian community means living in relationship with Jesus, the Head of the Church, and the members of His Mystical Body. Communion with Christ and others leads to relationships characterized by mutual love, honest communication and commitment to serve each other’s needs, to rejoice together, to mourn together, and to delight in each other. “A spirituality of communion indicates above all the heart’s contemplation of the mystery of the Trinity dwelling with us, and whose light we must also be able to see shining on the faces of the brothers and sisters around us” (*At the Beginning of the Third Millennium*, #43).

Catholic education is committed to developing communities of faith. Those involved in Catholic education are called to create a faith community in the school and to link it to the wider Church community.

C. Commitment to Justice and Compassion

Catholic educators nourish in their students a relationship with Jesus that leads to awareness of those Christ loves, namely, all of humanity, and inspires a spirit of solidarity and service.

III. PARENTS AS EDUCATORS

“Parents have a particularly important part to play in the educating community, since it is to them that the primary and natural responsibility for their children’s education belongs” (*The Catholic School on the Threshold of the Third Millennium*, #20). The school exists to complement the work of parents as the first teachers of their children. Parents should be involved with the life of the school by participating in school councils and committees and through regular collaboration with teachers.

IV. PASTORS

The priest is a necessary and integral member of the school community. He has a specific role and responsibility, particularly in the religious instruction given and in all matters that affect the Catholic character of the school. Pastors should promote Catholic education especially for those who are poor, those deprived of the benefits of family life and those weak in faith.

V. STAFF AS LIVING WITNESSES

Catholic educators are called to do much more than share religious knowledge. "Professionalism is marked by, and raised to, a supernatural Christian vocation" (*Lay Catholics in Schools: Witnesses to Faith*, # 37). It is the personal witness and holiness of the teacher that will have the greatest impact on the students. Catholic educators should model collaboration, love of the faith, communion with the Church and concern for the poor and marginalized. They must be committed to leading their students to encounter Jesus and develop a relationship with Him that expresses itself in witness and service.

VI. RELIGIOUS FORMATION IN THE CATHOLIC SCHOOL

"The special character of the Catholic school and the underlying reason for its existence, the reason why Catholic parents should prefer it, is precisely the quality of the religious instruction integrated into the overall education of the students" (*The Religious Dimension of Education in the Catholic School*, # 66) This catechesis should be spiritual, liturgical, moral, sacramental and apostolic (*The Religious Dimension of Education in the Catholic School*, #69), so that the student may experience the transforming power of the Gospel in an integral way.

VII. THE CATHOLIC SCHOOL AND NEW EVANGELIZATION

As the Catholic Bishops of British Columbia, we emphasize the Catholic school's central role at the beginning of the third millennium in the Church's work of evangelization, which must be new in ardor, methods and expression (*Church in America*, # 6). In setting forth principles to direct the Catholic schools of our province, we call for the commitment of students and parents, teachers and administrators, pastors and religious, trustees and committee/council members, and the whole Catholic community to this great work.

VIII. REFERENCES

Congregation for Catholic Education, *Lay Catholics in Schools: Witnesses to Faith*, 1982.

Congregation for Catholic Education, *The Catholic School*, 1977.

Congregation for Catholic Education, *The Catholic School on the Threshold of the Third Millennium*, 1997.

Congregation for Catholic Education, *The Religious Dimension of Education in a Catholic School*, 1988.

Pope John Paul II, *At the Beginning of the Third Millennium*, 2001.

Pope John Paul II, *The Church in America*, 1999.

2.2 Catholicity Clause

The Teacher acknowledges that:

- it is an essential condition of this Agreement that the Teacher exhibit at all times conduct and a way of life that are consistent with Catholic denominational standards.
- the determination of what are Catholic denominational standards shall be the right and prerogative of the Employer.

The primary reference for Catholic Teaching on Faith and morals is *The Catechism of the Catholic Church*.

A breach of this clause shall constitute just cause for dismissal.

EMPLOYMENT

3.1 TEACHER CONTRACTS

- 3.1.1 Continuing contracts may be offered to a BC Certified teacher who is Catholic. Continuing Contracts of 0.50 FTE or greater will have a two year probationary period clause. Continuing contracts of less than 0.50 FTE will have the probationary period determined on an individual basis. Limited Duration contract experience with CISPG may be applied to the probationary period.
- 3.1.2 Limited Duration contracts will be offered when the period of employment is defined with a start and end date and/or if the teacher is non-Catholic.
- 3.1.3 Teaching assignments must comply with teaching certificate restrictions.
- 3.1.4 Job descriptions are as per the addendum in the teacher contract.
- 3.1.5 Standards of practice are outlined in the Standards for the Education, Competence & Professional Conduct of Educators in British Columbia provided by the Ministry of Education under the headings at (www.bcteacherregulation.ca)
1. Educators value and care for all students and act in their best interests.
 2. Educators are role models who act ethically and honestly.
 3. Educators understand and apply knowledge of student growth and development.
 4. Educators value the involvement and support of parents, guardians, families and communities in schools.
 5. Educators implement effective practices in areas of classroom management, planning, instruction, assessment, evaluation and reporting.
 6. Educators have a broad knowledge base and understand the subject areas they teach.
 7. Educators engage in career-long learning.
 8. Educators contribute to the profession.
- 3.1.6 School Day is a continuous period equivalent to the daily time requirements of the Independent School Act excluding morning and lunch breaks. Instructional Days are those days when school is open for staff and students for instructional purposes and for school and provincial examinations. Non-Instructional Days are those days when staff are required to attend but students are not in attendance. These include but are not limited to planning, parent-teacher conference, and professional development days.

3.2 TEACHER CERTIFICATION

- 3.2.1 All teachers must possess a valid and current BC teaching certificate.

3.2.2 Categories

- Category 3 – a certificate for a program of less than 4 years
- Category 4 – a certificate for a 4 year program, ie. BA, BSc, BEd, or BComm
- Category 5 – a certificate for a 5 year program, ie. 5 year BEd, 4 year Bachelor's Degree and an Education Degree, a 4 year BEd plus an additional one year of university relevant to teaching (30 credits that are UBC equivalent in a related educational program or an approved religious studies program)
- Category 6 – a certificate for a Masters' Degree

3.2.3 The teacher may request a change in category by submitting supporting documentation to the Superintendent. A change in category will be effective on the first day of the following month of the date of completion of the received documentation.

3.2.4 Any dispute regarding the teacher's change of category may be appealed to the Superintendent.

3.3 TEACHING EXPERIENCE

3.3.1 An increment is earned for each full year of teaching experience in the school and any other government supported and inspected school in any country with a similar educational system as that of British Columbia. A full year of teaching experience is:

- full time teaching for any full school calendar year (1.0 FTE X 10 months)
- any part-time or limited duration teaching that equals 1.0 FTE X 10 months. Teacher on call, part-time and limited duration teaching experience may be combined to equal ten (10) months in order to acquire one year of teaching experience. The teacher must submit a "Verification of Teaching Experience Form" to the Superintendent.

3.3.2 The teacher may request a change in teaching experience by submitting a "Verification of Education and/or Teaching Experience" form and supporting documentation to the Superintendent. A change in increment will be effective on the 1st of the following month.

3.3.3 A maximum of one increment year can be acquired by the teacher during any twelve-month period.

3.3.4 The teacher may acquire a teaching year of experience for:

- an exchange or special assignment in the field of education
- previous job experience is directly related to his/her intended teaching position calculated at one increment for every two years related job experience to a maximum of five increments. (eg. a carpenter with 10 years job experience may qualify for up to 5 increments on the salary grid)

3.3.4 A change in increment will be effective on the 1st of the following month after the change is awarded, to a maximum of 90 days, or September 1st, whichever is most recent.

3.3.5 Any dispute regarding the teacher's change of increment may be appealed to the Superintendent of Schools.

3.4 SALARY GRID PLACEMENT CALCULATION

3.4.1 Grid placement will be based on teacher certification and increment.

3.4.2 Calculation of salary shall be:

- Full year contract

Grid Placement Salary X F.T.E.

- Limited Duration (LD) Contract of less than 1 school year

Grid Placement Salary ÷ 200 days X F.T.E. is paid for the number of instructional and non-instructional days and statutory holidays for the term of the contract. Non Statutory holidays during Christmas and Spring breaks are unpaid.

3.4.3 The teacher with a salary that exceeds their grid placement shall remain at the contracted salary until such time the salary reaches the appropriate grid placement.

3.4.4 The teacher working in excess of the school year at the written request of the principal shall be paid at 1/200th of his/her annual salary for each day worked pro-rated for part-day worked. This work does NOT include staff meetings called in preparation for school opening in September and/or teacher preparation of classrooms prior to school opening in September.

4. PAYMENT OF SALARY

4.1 All school staff are paid bi-weekly with one week holdback.

4.2 Teachers with continuing contracts may choose to be paid over ten (10) months or twelve (12) months starting September 1 each year. Teachers with limited duration contracts are paid over the period of the contract.

4.3 The annual salary will be divided by the number of week days (Monday-Friday) from September 1 to June 30 for ten month pay or September 1 to August 31 for twelve month pay (The number of days may vary from year to year – Leap Year, etc.) Practice is:

4.3.1 Calculation of bi-weekly salary

- Determine number of week days from September 1 to June 30 (eg. 2012-2013 = 215 days) and September 1 to August 31 (2012-2013 = 260 days)
- Divide annual salary as of September 1 by number of week days as selected by the teacher and multiply by 10 for biweekly salary
- Pro-rate the biweekly salary for the first and last pay period of the current school year

4.3.2 Adjustment of pay for increment changes

- Pay biweekly salary based on the grid and increment placement as of September 1 until first of month following the increment anniversary date
- Pro-rate annual salary for each increment (ie. if change is as of January 1 – 4/10 of one salary and 6/10 of second salary)
- Add pro-rated portions of salary, deduct salary paid to date and divide remaining salary to be paid over number of pay periods remaining for the teacher in current school year (Note: salary paid to date must be adjusted to reflect days taken without pay or extra days paid, etc.)

Salary owing upon early termination of a contract will be paid on the next scheduled pay date or within seven (7) business days of the effective termination date, whichever is sooner.

4.3.3 The teacher who is absent without pay shall have his/her pay reduced by 1/200th of his/her annual salary for each day absent, pro-rated for part day absence.

5. BENEFITS

- 5.1 Benefit and pension programs are provided for the teacher and the teacher's family. The employer may change the current carrier or coverage at its discretion. There is no cash value for portions of plans not taken.

An teacher who is employed for at least 0.50 FTE for a minimum of one year must join the benefit plan. Plan coverage may be limited based on the term of the contract. The teacher may choose level of coverage for some benefits. Details are defined in the benefits program.

5.1.1 Benefits available are:

- Medical Services Plan of BC
- Benefits including: life insurance, accidental death and dismemberment, short term disability, long term disability, dental, extended health, critical illness insurance
- Registered Pension Plan
- Existing RRSP's outside the current Registered Pension Plan will be honoured

- 5.2 Cost sharing arrangements will be adjusted as needed to comply with government regulations.

5.2.1 MSP – Teachers will pay as per each school practice.

- 5.2.2 Benefits – Teachers will pay the greater of 100% of the premiums for Short and Long Term Disability or 50% of the total premiums. The employer will pay the remainder.

- 5.2.3 Registered Pension Plan – The teacher may choose their level of contribution as outlined in the pension plan. The employer will match that level. The teacher may choose to contribute a voluntary amount that will not be matched by the employer.

- 5.3 Any benefits, as defined by the terms of the benefits program, available to the teacher during a leave of absence may be maintained by the teacher if the employer receives prepayment of the premiums applicable during the leave of absence. The teacher, while on any leave, **must** continue coverage for dental and extended health if they are not covered under any other benefit plan.

6. LEAVES OF ABSENCE

- 6.1 All leaves are pro-rated for part-time teachers.
- 6.2 Unused leaves have no cash value.
- 6.3 All leaves refer to a school calendar year and apply to scheduled work days.
- 6.4 All applications for known leaves must be submitted to the principal and approved prior to the requested leave.
- 6.5 Immediate family is defined as spouse, children, parents, siblings, grandparents, grandchildren, son-in-law, daughter-in-law, parents-in-law, brother-in-law, and sister-in-law.
- 6.6 Leaves of absence must be reported on time sheets.
- 6.7 Requests for leave from duties for purposes not specifically enumerated in this employment plan will be considered on an individual basis. Such leaves, if granted, will be without pay and will not qualify for incremental consideration. Note that leaves will not normally be granted for a teacher to accept a teaching position or administrative position with any other jurisdiction.
- 6.8 Return to a teaching position after a leave shall be in accordance with the Employment Standards Act and must be approved in writing prior to the return date. The return date will be agreed upon in the approval process.

Leaves of Absences

(see Section 6 for more details)

Type of Leave	Leave App	Paid	Duration	Comments
Sick	No	Yes	1 ½ days per month up to 15 days per year.	Annual sick days are available once the teacher begins work in September. A doctor's certificate may be required after a 3 day absence. A teacher, if on the benefit plan, must apply for short term disability after 10 consecutive work days for the same illness/injury. The equivalent of one year's unused sick leave may be carried forward into the following school year. Five (5) days per year may be used to care for a member of the teacher's immediate family.
Discretionary Day	Yes	Yes	1 day from sick days	Where approved by the local School Council one sick day may be used as a discretionary day for all teachers 0.50 FTE or greater, or those who work part time for more than 5 months per school year in a continuous assignment (ex. 0.20 FTE on a 10 month contract would take one scheduled work day off, not 20% of a day). Discretionary leave is preplanned, has no cash value if not used and cannot be rolled over into another year. Limited duration assignments of less than five months are not eligible.
Bereavement	Yes	Yes	5 days	Death in immediate family. One day paid leave will be given for the death of a nephew or niece.
Convocation	Yes	Yes	1 day	Convocation of self, spouse or child.
Critical Illness	Yes	Yes	4 days	To care for an immediate family member who has suffered a critical incident that may be life threatening or altering and/or find them in intensive care. A doctor's certificate may be requested.
Jury Duty/Subpoena	Yes	Yes	20 days	Must provide summons. Any remuneration paid to the teacher for the first 20 days must be paid to the employer.
Parental/Adoption	Yes	Yes	3 days	To coincide with the birth of the child or to receive the child.
Professional Development	Yes If out of town	Yes	As required	Professional development sessions attended out of town (does not include Diocesan Assembly)
Secondment	Yes	Yes	As required	Any remuneration paid to the teacher must be turned over to the employer.
Teacher Exchange	Yes	Yes	12 month period	Outside of CISPG
Compassionate Care	Yes	No		To provide care or support to an immediate family member having a serious medical condition with a significant risk of death.
Court Appearances – Personal	Yes	No	As required	
Educational	Yes	No	2 calendar school years	For study and research.
Other	Yes	No	Up to 2 days	Principals may approve a leave without pay for up to 2 consecutive work days. Principal consultation with Superintendent and approval by School Council is required if 3 or more consecutive work days are applied for.
Maternity, Parental, Adoption	Yes	No		As per the <i>British Columbia Employment Standards Act</i> . See <i>CISPG Maternity/Parental Leave Package</i>



LEAVE APPLICATION and APPROVAL

This form must be submitted to the Principal for all leaves
EXCEPT for unplanned day-to-day illnesses

All leaves up to 2 consecutive work days can be approved by the Principal. Principal consultation with Superintendent and approval by School Council is required if 3 or more consecutive work days are applied for.

A. Teacher Details			
Name		Telephone	
School		Cell	
Position		Email	@cispg.ca
B. Type of Leave			
Please check all that apply.			
With pay <input type="checkbox"/> Bereavement <input type="checkbox"/> Convocation <input type="checkbox"/> Critical Illness <input type="checkbox"/> Discretionary Day <input type="checkbox"/> Jury Duty/Subpoena (must provide summons) <input type="checkbox"/> Parental/Adoption <input type="checkbox"/> Professional Development if out of town <input type="checkbox"/> Secondment <input type="checkbox"/> Teacher Exchange		Without Pay <input type="checkbox"/> Compassionate Care <input type="checkbox"/> Court Appearances – Personal <input type="checkbox"/> Educational <input type="checkbox"/> Other: _____ (please specify) <input type="checkbox"/> Maternity/Parental/Adoption _____ Expected Birth/Adoption Date	
C. Leave Details			
Date From: _____ To: _____			
Number of days: _____			
Please provide other information and/or documentations that may be helpful			

Employee Signature		Date	
D. Leave Approval			
Leave of up to 2 consecutive days approved by Principal <input type="checkbox"/> Yes <input type="checkbox"/> No			
Leave of 3 or more consecutive days approved by Principal & School Council <input type="checkbox"/> Yes <input type="checkbox"/> No			
If approved, paid <input type="checkbox"/> Yes <input type="checkbox"/> No			
Comments: _____			

Principal Signature		Date	

COPIES TO: 1) Employee 2) School Personnel File 3) CISPG

7. PERSONNEL FILES

The teacher will have reasonable access to his/her CIS personnel files during regular school hours, and may obtain photocopies of materials in his/her CIS file.

The teacher, or his/her designate with the written authority of the teacher, will be entitled to review the teacher's personnel file in the CISPG office, where the file is normally kept, in the presence of the Superintendent or his/her designate, in order to facilitate the investigation of an appeal. Access to the teacher's personnel file will be limited to the teacher or his/her designate, Principal, Vice-Principal, Superintendent, Pastor, CISPG President (Bishop), or Bishop's delegate, or as required by law.

8. HARASSMENT/SEXUAL HARASSMENT

The teacher has the right to protection from harassment/sexual harassment.
The CISPG Harassment/Sexual Harassment Policy is Policy 435.

9. APPEALS

The teacher has access to the appeal process as set out in the Catholic Independent Schools Policy Manual.

10. WEBSITE LINKS

CISPG – www.cispg.ca

Diocese of Prince George – www.pgdiocese.bc.ca

Archdiocese of Vancouver – www.cisva.bc.ca

BC Employments Standards Act – www.labour.gov.bc.ca/esb/esaguide

Teacher Regulation Branch – www.bcteacherregulation.ca

BC Teaching Standards – <http://www.bcteacherregulation.ca/standards/standardsoverview.aspx>

Great West Life – <http://www.greatwestlife.com> go to GroupNet for Plan Members

Employee Assistance Program (EAP) – www.shepellfgi.com or www.workhealthlife.com 1-800-387-4765

Catholic Denominational Standards –

The Catechism of the Catholic Church – http://www.vatican.va/archive/ENG0015/_INDEX.HTM



**CATHOLIC INDEPENDENT SCHOOLS
DIOCESE OF PRINCE GEORGE
6500 Southridge Avenue
Prince George, BC V2N 5P9
250-964-5642 Fax 250-964-2101
Email: cis@cispg.ca**

**TO: EXPERIENCED TEACHERS JOINING THE STAFF OF
CATHOLIC INDEPENDENT SCHOOLS DIOCESE OF PRINCE GEORGE**

RE: VERIFICATION OF TEACHING EXPERIENCE

Previous teaching experience is used in calculating your salary. Please forward this form to your previous jurisdiction to obtain necessary experience verification and have them return it to the above address as soon as possible.

This is to verify that _____ taught in S.D. No. _____,

(Official Name of School Board) _____ for the period(s) indicated below:

Please indicate whether positions were full-time or part-time and the amount of Full Time Equivalent (F.T.E.) for each position.

D/M/Y	TO	D/M/Y	= Years	Days	Full or Part-Time	FTE
_____		_____	_____	_____	_____	_____
_____		_____	_____	_____	_____	_____
_____		_____	_____	_____	_____	_____

For a total Full-Time Equivalent of _____ years _____ months _____ days

Dated _____, _____ 20__

**Name of Superintendent of Schools or
Authorized Person**

**Signature of Superintendent of Schools or
Authorized Person**