

# **C.B.C.**

**2008 – 2009**

**COLLECTIVE BARGAINING COMMITTEE**



**O.E.C.T.A. HALTON ELEMENTARY TEACHERS**

# **FLYER**

**9**

**DATE: March 25, 2009**

**Labour Management Minutes - February 9, 2009**

# **LABOUR MANAGEMENT MEETING #3**

Tuesday, February 10, 2009

3:00 p.m.

Board Office

## **A G E N D A**

### **BUSINESS ARISING FROM LABOUR MANAGEMENT MTG. #2 ON DECEMBER 1, 2008**

#### **#2. WOMAN ABUSE AFFECTS CHILDREN**

- Summary of tentative future plan between the Board and the Elementary Unit.

### **NEW ITEMS**

#### **#1. LITERACY MADNESS**

- Oral Reading Records (O.R.R.) are to be administered in Sept./Oct.; Nov./Dec.; March/April and May/June.
- Oral Reading Record Comprehension to be assessed according to a 6 category rubric, with each O.R.R. and precision teaching goal to be determined.
- The prompts for assessing comprehension were in 8 categories with 4 - 5 questions per category.
- Oral Reading Record Fluency to be assessed using a 6 category rubric.
- Reading Fluency rate to be assessed by timing the reading and calculating the total words per minute.
- Following O.R.R. administration, scoring and analyzing, teachers will use O.R.R. information to create SMART Goals to plan for precision teaching.
- Each assessment may take 20 minutes (multiply by 20 and then by 4).
- This assessment is to occur during the instructional day.
- Without additional assistance, it is adding undo stress to our primary teachers who must conform to our Board's direction with respect to the reading records as well as covering the curriculum for our students.

#### **#2. D.R.A. TESTING**

- Where are primary teachers supposed to squeeze in the administration of D.R.A.'s during the instructional day?
- In previous years, there was some coverage by occasional teachers and Itinerants, at some schools, but this year, there is seems to be none available.
- Teachers have been told to use library and computer time, (is this not part of the curriculum?) which is not enough time for the whole class.
- Some teachers have started using planning time, recess and lunchtime which infringes on our Collective Agreement.
- Again, in order to accomplish the D.R.A. testing during the academic day, as well as complete the curriculum, primary teachers are being stressed without some assistance.

#### **#3. WEATHER CONDITIONS..... SNOW**

- A) Teachers have concerns with regards to buses being cancelled due to inclement weather yet the schools remain open and teachers are concerned about their safety with respect to driving to various locations.
- B) When weather conditions start to deteriorate during the school day, more sensitivity has to be given to closing schools at lunch hour, even in the elementary panel.
- C) Teacher's who live in an area where the storm is moving in from, ought to be released early, if at all possible, if a storm hits during the day.

- #4. **DEATH OF A RETIRED TEACHER (EMPLOYEE)**
- Will the Board please electronically transmit, through its distribution network notification, with as many details as available, the death of a retired teacher (employee) as part of its bereavement procedure?
  - This has been left up to the Retirement Club in recent years however a long standing employee deserves to be recognized by their former employer and ought to be part of the Board's practice.

- #5. **S.E.F. PROCESS**
- As much as we are in year 2 of the S.E.F. process;
  - As much as O.E.C.T.A. has a great deal of difficulty with the entire E.Q.A.O. and the role of testing in our schools;
  - As much as O.E.C.T.A. does not want to move towards the "American model";
  - There is a huge disconnection in our system with respect to E.Q.A.O. testing and how these results are being used.
  - O.E.C.T.A. is encouraging the Board to initiate a system-wide campaign enlightening the parents and the students of the importance of E.Q.A.O. testing.
  - We cannot have parents taking students on vacations, down playing the significance of the testing, sending their children to school tired and or hungry on test days – THEN – a school is given an O.F.I.P. designation from the Ministry based on these same E.Q.A.O. results.
  - Raising awareness does not have to mean increasing pressure on our students therefore we must all come to grips with the E.Q.A.O. testing, its importance and significance and the role it plays in our system for all of the partners.

- #6. **SNOW REMOVAL AT OUR ELEMENTARY SCHOOLS**
- Can the Board please review with us today the snow removal policy/procedure at each elementary site as it pertains to:
    - A) Between the school entrances and the teacher parking lots.
    - B) Between the school entrances and the portables.
  - As I have had the pleasure of visiting a number of schools during this past winter, it is very clear that whatever the policy is, it is not consistently being adhered to and consequently it is putting my teachers at serious risk to slips and falls.

- #7. **SCHOOL TEXTBOOK AUDIT**
- Since the Golden Compass Debate, I know that the entire collection of books used at elementary schools have come under scrutiny.
  - It is our understanding the Board wants every book in every classroom audited using a standard Board issued template.
  - The problem is, the nature of the audit is extremely teacher workload intensive at the front end.
  - Teachers would far sooner have the Board generate a list of inappropriate reading materials rather than the teacher having to categorize every single book they currently use in their classroom.
  - Failing that, can the Board please provide personnel to compile this labour intensive inventory on their behalf as the teachers have far, far too much on their plate as it is.

Halton Catholic District School Board

Elementary Labour Management Meeting

Tuesday, February 10, 2009

3:00 p.m.

Director's Meeting Room  
Catholic Education Centre

Chair: Michael Pautler

AGENDA

1. Opening Prayer

2. Additions to Agenda

3. Business Arising

3.1 Woman Abuse Affects Children

*R. Brock*

4. New Business

4.1 Assessment Framework

*R. Brock*

4.2 D.R.A. Testing

*R. Brock*

4.3 Weather Conditions...Snow

*R. Brock*

4.4 Death of a Retired Teacher (Employee)

*R. Brock*

4.5 S.E.F. Process

*R. Brock*

4.6 Snow Removal at our Elementary Schools

*R. Brock*

4.7 School Textbook Audit

*R. Brock*

5. Closing Prayer

6. Adjournment

NEXT ELEMENTARY LABOUR MANAGEMENT MEETING

March 30, 2009

**MINUTES of Elementary Labour Management Meeting**

Tuesday, February 10, 2009

3:00 p.m.

Director's Meeting Room  
802 Drury Lane, Burlington

**For the Association:**

R. Brock  
B. MacDonald  
M. Mahler  
N. March  
R. Oliver  
V. Volak-McLaughlin

**For the Board:**

J. Langill  
R. MacDonald  
J. O'Hara  
J. Rowles  
S. Rossini  
J. Susi  
C. Tobin

**Chair:**

M. Pautler

**Recording Secretary:**

A. Swinden

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**1. OPENING PRAYER**

The meeting opened with a prayer led by J. O'Hara.

**2. APPROVAL OF THE AGENDA**

The following item was added to the agenda:

- 4.8 Status of Religious Testing
- 4.9 Status of School Year Calendar

The agenda was accepted as amended.

**3. BUSINESS ARISING**

**3.1 Woman Abuse Affects Children**

*R. Brock*

R. Brock requested a follow up from senior staff regarding the *Woman Abuse Affects Children* workshops. R. MacDonald indicated that he reviewed the manual and has made efforts to get in touch with the contact person identified within the document. M. Pautler noted that senior staff are exploring the possibility of collaborating with OECTA in the provision of these workshops for teachers at some point in the future, and will follow up once additional information has been received.

**4. NEW BUSINESS**

**4.1 Assessment Framework**

*R. Brock*

R. Brock initiated discussion on the Oral Reading Record (ORR) assessments, noting that the assessments are placing additional burden on the workload of primary teachers.

R. MacDonald clarified that the ORR assessments are mandated for next school year; however the intent this school year is for teachers to become familiar and comfortable with administering the ORR. He noted that the

assessments should take about 5-10 minutes to complete per student, and added that itinerants are available upon request to support teachers.

M. Pautler commented that while he is mindful of the fact that the expectations around the ORR will probably be more challenging for teachers new to the profession or new to the division, he is confident that as teachers become more familiar with administering the ORR assessments, the process will become more manageable.

#### **4.2 D.R.A. Testing**

*R. Brock*

N. March expressed concerns with the time consuming nature of the Diagnostic Reading Assessments (DRA), noting that the administration of the DRA is curtailing the available time primary teachers are able to set aside for the guided reading process in small groups. V. Volak added that the move away from fluency towards comprehension is more time consuming for teachers to evaluate. R. Brock clarified that the Association is not questioning the value of the diagnostic reading assessments, but is concerned with the amount of time required to administer the DRA.

M. Mahler suggested that it may be worthwhile to provide a refresher in-service for primary teachers to address strategies to assist them to manage administration of the DRA.

#### **4.3 Weather Conditions...Snow**

*R. Brock*

R. Brock requested that on days of inclement weather consideration be given to first releasing staff that live furthest, or in the direction of the storm.

J. O'Hara referenced the Human Resources memo regarding *Inclement Weather/Transportation Cancellations/Emergency School Closing*, noting that on days when buses have been cancelled yet schools remain open, it is the Board's expectation that staff make every effort to report to work. He noted that flexibility and consideration should be provided to allow for potential delays in arrival time. He also indicated that staff have the option to report their absence due to inclement weather; however Human Resources staff will assess each situation on a case by case basis to determine whether the absence will be granted with or without pay.

M. Pautler offered his reassurance that decisions to close schools, and/or cancel bus transportation are not taken lightly, but rather are arrived at in consultation with the coterminous school board and on the basis of information available at the given time. He noted that while closing schools mid-day poses its own set of challenges, it is his understanding that the practice of principals is to make independent and local decisions whether it is prudent to allow staff to go home early and that distance of travel is taken into consideration.

#### **4.4 Death of a Retired Teacher (Employee)**

*R. Brock*

In response to a request from R. Brock, M. Pautler confirmed that the Board will communicate to the system information related to the passing of retired staff members, on the condition that all the pertinent information related to the bereavement and funeral arrangements (if applicable) is provided to Communications Services in a timely fashion.

#### **4.5 S.E.F. Process**

*R. Brock*

R. Brock suggested that a generic message be communicated to parents to stress the importance of EQAO assessments so that parents can ensure that their children are present, and prepared (i.e. well rested, fed, etc.) on the day of testing. J. Rowles noted that over the years schools have communicated this information via newsletters and memos. He added that it is important to ensure that the message is consistent from school to school, and suggested that it may be prudent to send out a standard/generic message from School Effectiveness Services that schools can use in their newsletter.

#### **4.6 Snow Removal at our Elementary Schools**

*R. Brock*

The Unit President addressed concerns that at some school sites snow and ice are not being cleared effectively during the day, which is consequently placing teachers at risk to slips and falls.

J. O'Hara noted that while staff and student safety are always a priority, on any given day, areas that may have been safe at one point, may become slippery as the day progresses. Staff do strive to be proactive in this regard;

school properties are cleared by a contractor overnight, and the school custodial staff clear the paths and put down salt/melts during the school day as required.

M. Pautler added that for the most part, the parking lots of the schools which he has visited appeared to be in relatively good shape, and noted that the system standard seems to be higher than that in many other jurisdictions. He indicated that he would follow up with G. Corbacio to determine if there is a specific threshold after which the contractor will be called in during regular school day hours.

#### **4.7 School Textbook Audit**

*R. Brock*

In response to concerns raised by the members of the Association, R. MacDonald clarified that teachers need only catalogue the books that are currently in their classrooms for the purposes of guided reading.

He noted that the catalogue will be sent out once all the information has been collated. If a particular book is not listed, and staff have concerns with its content, it will be put to the review committee.

#### **4.8 Status of Religious Testing**

*R. Brock*

M. Pautler addressed a notice of motion that came before the Board in November requesting that staff review a system-wide testing of the religious education program. He noted that as requested by trustees, Curriculum Services staff reviewed the test which is currently implemented at the Toronto Catholic District School Board (TCDSB). A preliminary report was provided to trustees to indicate that in its present format, the test being utilized by the TCDSB is not appropriate for our purposes. Trustees have requested that staff gather additional information related to an American based test, known as the NCEA/ACRE Assessment. A staff report is expected to be provided to the Board in March 2009.

R. Brock indicated for the record that the Association is satisfied with the assessment tool currently being utilized in our Board, and would object to any additional testing. He noted that TCDSB implemented this test because they did not have a formal instrument of assessment for their Religious Education program; the use of this instrument in our Board would be redundant.

#### **4.9 Status of School Year Calendar**

*R. Brock*

In response to a request from the Association, M. Pautler and M. Tessari provided the members of the committee with an update on the status of the 2009-2010 School Year Calendar.

#### **Adjournment**

The meeting adjourned at 4:35 p.m.

*NEXT ELEMENTARY LABOUR MANAGEMENT MEETING – March 30, 2009*