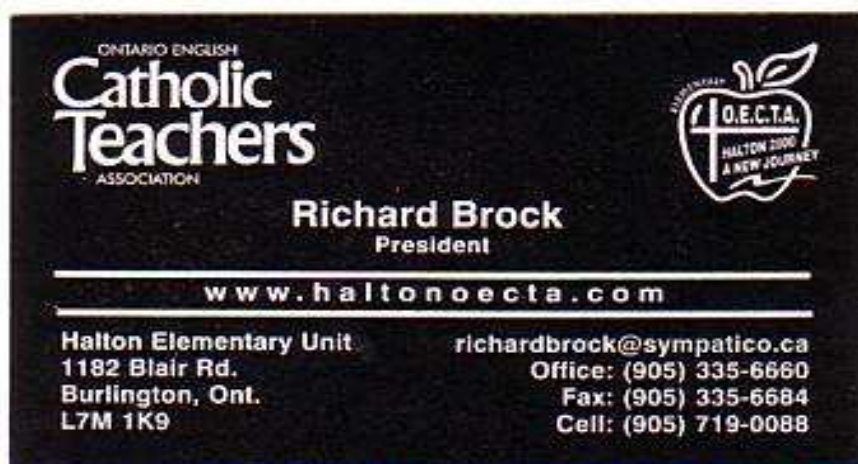


C.B.C.

2009 - 2010

COLLECTIVE BARGAINING COMMITTEE



FLYER

~ Labour Management Mtg. #3 ~
Minutes

Monday, January 25, 2010

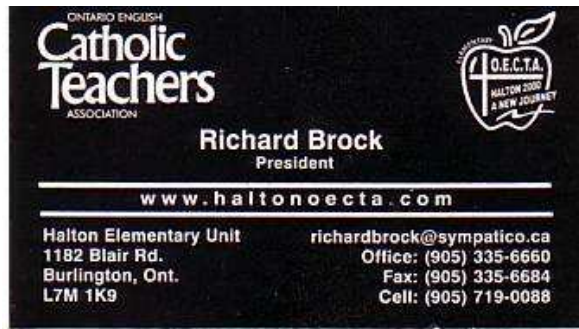
MARCH 5, 2010

#12

www.haltonoecta.com

FOR DISTRIBUTION THROUGH
"OECTA C.B.C. REPS." TO ALL TEACHERS

*...Motivated by
Service and
Communication*



*...Your Partners
in Catholic
Education.....*

LABOUR MANAGEMENT MEETING #3

Monday, January 25, 2010
Board Office @ 3:00 p.m.

A G E N D A

BUSINESS ARISING FROM LABOUR MANAGEMENT MTG. #1 ON SEPTEMBER 28, 2009

#4.2. P.A. Day - November 13, 2009:

- “Richard Brock requested that at the next meeting staff provide an update on the status of the implementation of wireless infrastructure across all elementary schools.”
- O.E.C.T.A. will also report out on an informal I.T. Survey - it took vis-à-vis its Monday Morning Memo to its reps. (See attached).

NEW ITEMS:

#1. FIRST AID PROVIDER

- What are the expectations of a First Aid Provider while on school premises in respect to:
 - When will payment for the First Aid Providers be issued?
 - Expectations - where is ‘wait area’ while ‘on duty’ - not to sit alone in nurse’s room as some are!?!?
 - Supervision schedule - Excessive and conflicting schedules.

#2. SCHOOL/SYSTEM PLAN FOR INTERNAL COVERAGE

- Why aren’t all non-classroom teachers (S.E.R.T.S/F.S.L./E.S.L., etc). not rotated fairly and equitably to cover classrooms in the event of occasional teacher shortages/emergencies?
- In various schools, it appears that the same one or two individuals and/or non- classroom assignment teachers are repeatedly pulled from their programming to facilitate internal coverage during emergencies.
- O.E.C.T.A. recognizes the necessity from time to time to have non-classroom teachers cover classrooms in an emergency, however we are asking all of our members to be treated fairly and equitably, regardless of whom they are, and what their non-classroom assignment is.

#3. STAFF MEETINGS

- Board Policy VI-42 (School Staff Meetings) states that staff meetings should not exceed 1 ½ hours in length.
- Some schools are indicating that staff meetings are going way beyond the 1 ½ hours in length.
- O.E.C.T.A. members require some direction as how to professionally proceed when the 1 ½ hours have come and gone, short of being rude and walking out en mass.
- As was directed by a previous Labour Management meeting on January 25, 1999, where it was agreed that there will only be two after instructional day meetings scheduled per month, one being the staff meeting and the other being a divisional meeting or some other similar type of meeting.

- We are requesting that the 1 ½ hour time limit is also adhered to during the second school meeting of the month.

#4. SCHOOL REPS..... OECTA/C.B.C./HEALTH & SAFETYFaxGram #11

- There appears to be an increasing occurrence of intimidation/harassment/stress being placed on various school reps. by school administrators.
- Can you please inform the school administrators that under Labour Law, teachers have a right to be a member of a union and the union leaders have the right to operate harassment and stress free, while performing their duties and responsibilities outside of the instructional day?
- More and more, I am hearing that reps. want to resign because of an inordinate amount of pressure being placed on them by the school administrators.
- Comments like, "you contacting Richard Brock will not help you in the leadership pool" or "I want to know all the details of any problems and who is bringing them to your attention prior to you calling O.E.C.T.A." must cease immediately.
- O.E.C.T.A. has nothing but respect for school administrators and we bend over backwards to ensure we do not step on any toes in the performance of our duties and responsibilities, and all we ask in return is that O.E.C.T.A. and its reps. are equally respected and allowed to perform their duties and responsibilities without any interference, whatsoever, from the school administrator.
- Again, I want to stress this is not occurring at the majority of our sites, where we enjoy a harmonious relationship between O.E.C.T.A. school reps. and school administrators, however I have no choice then to send a message via this vehicle, in order to reach the few administrators that are creating these difficulties because of the fear of reprisal if my reps. bring them forward themselves on an individual school basis.
- We are strongly resisting our right to file a complaint with the O.L.R.B.

#5. CATHOLICITY IN THE ELEMENTARY PANEL

- As we move deeper into the F.A.C.E. project, Catholicity and denominational rights of the Board are being reviewed and/or discussed with renewed interest.
- We, in the Elementary panel, know that free entry for non-Catholic students does not exist as it does for Secondary panel.
- The issue we are raising is that we have a number of students in the Elementary panel who are still not baptized.
- Can the Board please clarify this dilemma?

#6. PLANNING TIME/SUPERVISION LOG

- The term 'log' implies that this document contains ongoing records.
- Can you please ensure that administrators do not remove pages from the planning time log once they feel the planning time has been reimbursed?
- The planning time log is a record and this record should be kept for the entire academic year indicating outstanding planning time, as well as paid back planning time, so teachers can check their status from time to time.

#7. RECOVERY OF PLANNING TIME

- Planning time that is stored in the planning time log or supervision log is to be returned to the teachers during the existing calendar year.
- I realize some administrators have become extremely creative in doing this.
- I am also aware that Human Resources, under the direction of Cynthia Tobin, planning time pay back is a top item on her agenda, and time after time, she reminds the principals to contact her if there is any outstanding time owed.
- One of the creative methods of paying back planning time, some administrators use, is 'play day.'
- This is accomplished by scheduling every teacher for approximately two hours supervision during play day and allowing them three hours for pay back planning time.
- Historically, play day was set aside for the students and the teachers and the word 'pay back' was not in the vocabulary of the day.

- The problem of using the teacher time on play days as pay back becomes absolutely discriminatory and inequitable.
- We have a number of teachers who rightly deserve to have planning time paid back and we have a number who have no planning time to be paid back.
- We are respectfully suggesting that if a principal attempts to use play day non supervision time of pay back for planning time and by giving it to every teacher on staff, those that are owed planning time and those that are not owed planning time, are creating a real controversy on some staff.
- We would respectfully suggest that play day supervision schedules revert back to their original plans and not piggy back pay back schedules during that time because it is not fairly reimbursing those that have been denied planning time versus those that do not have any planning entitlement in the planning time log.

#8. HEALTH & SAFETY REPS.

- Health & Safety Reps. perform an enormous task for the employee group, the teachers and the employer, the Board.
- The service they perform for the Board is contained in the legislation itself.
- Part of the legislation also states that employees must have scheduled times to perform their tasks under the Act during the work day.
- This time also infringes on the Health & Safety reps. planning time.
- This planning time, we assume, is logged in the same planning time log and in the same manner as all lost planning time.
- What we are going to request, in the event for some unknown reason if the planning time log for the Health & Safety Rep. is not reimbursed during the calendar year, the Board should be carrying it into the next calendar year and ensure this time is paid back, as soon as possible, in the next calendar year because this is a legislated task being performed by the Health & Safety Reps.
- In closing, we would suggest that administrators pay extra attention to planning time lost to Health & Safety Reps. and First Aid Providers, or allow their planning time log to be carried forward into the next calendar year where it would be a priority to have this time reimbursed.

#9. SELF DIRECTED PROFESSIONAL DEVELOPMENT

- In all corners of Ontario, it has become abundantly clear that professional development is self directed by the professional teachers.
- To this end, the government in its wisdom, in the most recent P.D.T. Agreement, has released funds to the Board for teachers self directed professional development.
- We are pleased, here in Halton Elementary, to have access from this professional development fund that is not only teacher directed, but varied in its opportunity.
- Now that teachers are able to self direct their individual professional development through conferences/workshops; through job embedded professional development; through professional learning communities, it is our hope that the following will now cease as soon as possible:
 - a) P.D. driven staff meetings
 - b) P.D. driven divisional meetings
 - c) Lunch and learn over the teacher's 40 minutes uninterrupted lunch.
 - d) Professional development in-services outside of the instructional day under the guise of another activity.
- In closing, all professional development for teachers ought to be either:
 - a) During the instructional day (and if scheduled by the administrator during the teacher's planning time, this planning time will be banked).
 - b) Self directed by the teaching professional with full access to the newly created Professional Development Fund over the next four year cycle.
- Of note, can you please request that principals stop adding undue pressure to teachers by scheduling professional development activities during lunch, after school and under the guise of various types of meetings and when challenged, respond to the teacher by, "come on, we thought you would be part of the team" or "how could you not want to participate in this" by adding Catholic guilt to an already overstressed teacher day and workload?

- Further, please explain to administrators that when an activity is invitational, they cannot in turn say, “I expect you there or bring the following items to this invitational setting.”
- It is either invitational or directed, it cannot be both.

#10. **DATA COLLECTING AND INPUTTING**

- As teachers are trying to get their heads around the tremendous amount of data that is required for individual students, can there be some relief in inputting this data?
- It is one thing having an O.C.T. employee compile the data, as well as record the data, yet having this same individual spend a great deal of time inputting this data, is not only exhausting but possibly not a very wise use of a certified teacher.

#11. **WORK OVERLOAD** “From the lips of a member”

- I have an issue that if possible, I would like addressed at the next Labour Management Meeting. I realize it has already been addressed, but I see nothing happening to help us.
- Our teachers are being expected to do way too much.
- It is overwhelming and requires a significant amount of personal time to do it properly.
- I have been working every night until 9:00 p.m. since school started and most of my weekends. The expectations for these additional things that teachers need to be doing are too much.
- I have had to spend at least 3 of my planning times in teacher moderation.
- While I agree that this is a very worthwhile task, I desperately need my planning time to plan lessons that are aligned with the Instructional Pathways (SMART Goals) that I determined were necessary after assessing the Q.C.A. and O.W.A. and imputed all of the data into the data tracker. This is a very time consuming task.
- I am required to do this each term. In addition to that, I have to have my long range plans handed in, and my A.L.P.
- Oh yeah, and Interim Reports need to be done to go home next week. I truly love my job as a teacher and feel that I am good at what I do, however this overload has got to stop.
- All teachers are doing is complaining about all of these extras that need to be done and that they are spending all of their evenings and weekends working just to feel above water.
- In addition, my planning time is often taken up dealing with the behavior of 1 individual in my classroom, and on the phone with various parents. That time is short when you consider all of the things that need to be accomplished. I am not suggesting that using planning time for purposes such as teacher moderation is a bad thing, just that it is a valuable time that we need daily to keep things running smoothly.
- All of this data and assessment is taking away from quality teaching time. Teachers will be spending probably as much time assessing students as they will teaching them.
- Oh yeah, forgot to mention the Professional Learning Communities, where we all meet once again, on our time, to address professional growth. Also, there are Team Meetings where we meet, once again on our lunch or before school to discuss our concerns about a student.
- This also requires a lot of paperwork. Perhaps this is why is it difficult to get teachers to volunteer to coach school teams and run school clubs. There are too many things that need to be done, and simply not enough time to do it all.
- Teacher directed planning time... is saturation hijacking this concept?
- Is reproducing long range plans now redundant if teachers are creating “instructional pathways?”
- What does the Board view as logistically possible, during a five (5) hour instructional day with “data tracker” fully implemented?
- Then N.T.I.P./T.P.A./A.L.P./S.E.F./Staff Development stressors are added.... some are beyond bend and are at the ‘breaking point.’

* What is Senior Administration’s reaction???

#12. **CONSULTANTS AND ITINERANTS**

- The line between the roles of Consultants and Itinerants is becoming increasingly blurred.
- Consultants are feeling less valued because they are not subject specific in their roles as designed by the Board.

- Itinerants in actions and in words, in the eyes of our classroom teachers, are performing the role as we would understand a Consultant to have in some cases.
- We would like the roles of these two positions clearly defined and clearly delineated and shared with all of our administrators and teachers.
- It is our hope that both groups continue to service our teachers to the best of their ability and not be serving another agenda where they are being pitted against each other in roles and responsibilities.
- In the end, if this clear delineation is not made, only our teachers and our students will stand to suffer.

#13. **S.E.F. PROJECTS**

- May we have an overview of all of the projects under S.E.F.?
- Are they all known and understood system wide?
- Are our Consultants and Itinerants aware of all of the S.E.F. projects that are occurring in each of the schools they are responsible for?

#14. **WHO IS SETTING LIMITS/GUIDELINES?**

- Enough now!
- You are killing our teachers!
- Are there no controls in place?
- From yet another teacher/employee:
 - “In speaking with my teaching partners this week, a concern regarding the expectations placed upon us involving instructional pathways has come up. I realize the importance of data driving our instruction and have no problem generating pathways based upon our O.W.A. and Q.C.A. results that we are expected to administer during each term. That being said, how many Instructional pathways are we required to submit/focus on per term? We have just been asked to submit another pathway and try to complete it before Christmas break. What is O.E.C.T.A.’s position on this, if any? What does the Board really expect of us?”

#15. **BOARD HARASSMENT/SAFE SCHOOL POLICY FAXGRAM #13**

- The policies are clear.
- Yelling, screaming, intimidations, threats will not be tolerated in the professional life of the teacher regardless of the reason.
- Please ensure these policies are adhered to at every work site.

#16. **HIGH ELEMENTARY ABSENTEEISM**

- This issue was brought to our attention at the previous Labour Management meeting by the Board.
- In light of the items above, need the Board really question why the absenteeism is so high in the Elementary panel?
- Stressors in this profession are constantly coming from a variety of sources.
- The added stress created by the number of items above is absolutely unnecessary and if we reduce, and ideally eliminate these additional stressors, it will go a long way to making a healthier and happier employee.

SCHOOL COMPUTERS/INTERNET SURVEY

1. Is your school wired for wireless internet?

Yes:

No:

2. Are you permitted to go on-line at school using your personal laptop computer?

Yes:

No:

3. Do you have sufficient computers that are operational if every staff was required to go on-line simultaneously? Example: November 13th P.A. Day.
Yes:
No:
4. Do you have sufficient computers that the largest class of students in the school can go on-line simultaneously?
Yes:
No:
5. What is the lag time/delay from the time you turn the school's computer on until you are operational and on-line?
- 2 minutes:
 - 5 minutes:
 - 8 minutes:
 - 10 minutes:
6. Do your school computers have a tendency to "freeze up"?
Yes:
No:
Sometimes:
7. What is the average length of time your school computers stay frozen before they will become operation again?
- 2 minutes:
 - 5 minutes:
 - 8 minutes:
 - 10 minutes:
8. Can you briefly outline any computer glitches that may be unique to your school? Please include any comments with respect to inputting report card data.



FAXGRAM #11

December 1, 2009

THIS FAX TRANSMISSION IS THE SOLE PROPERTY OF THE OECTA STAFF REP. AT EACH SCHOOL. THE INFORMATION BELOW IS FOR DISTRIBUTION TO THE MEMBERSHIP ONLY.

Your Role Cannot Be Interfered with **UNFAIR PRACTICES**

Chapter 1 of Ontario Labour Relations Act (O.L.R.A.)

Employers, etc. not to interfere with unions:

70. No employer or employers' organization and no person acting on behalf of an employer or an employers' organization shall participate in or interfere with the formation, selection or administration of a trade union or the representation of employees by a trade union or contribute financial or other support to a trade union, but nothing in this section shall be deemed to deprive an employer of the employers' freedom to express views so long as the employer does not use coercion, intimidation, threats, promises or undue influence. 1995, c. 1, Sched. A, s.70

Unions not to interfere with employers' organizations

71. No trade union and no person acting on behalf of a trade union shall participate in or interfere with the formation or administration of an employers' organization or contribute financial or other support to an employers' organization. 1995, c. 1, Sched. A, s.71

Employers not to interfere with employees' rights

72. No employer, employers' organization or person acting on behalf of an employer or an employers' organization,
- a) shall refuse to employ or to continue to employ a person, or discriminate against a person in regard to employment or any term or condition of employment because the person was or is a member of a trade union or was or is exercising any other rights under this Act;
 - c) shall seek by threat of dismissal, or by any other kind of threat, or by the imposition of a pecuniary or other penalty, or by any other means to compel an employee to become or refrain from becoming or to continue to be or to cease to be a member or officer or representative of a trade union or to cease to exercise any other rights under this Act. 1995, c. 1, Sched. A, s.72

Intimidation and coercion

76. No person, trade union or employers' organization shall seek by intimidation or coercion to compel any person to become or refrain from becoming or to continue to be or to cease to be a member of a trade union or of an employers' organization or to refrain from exercising any other rights under this Act or from performing any obligations under this Act. 1995, c. 1, Sched. A, s. 76.

..... Richard



FAXGRAM #13

December 3, 2009

THIS FAX TRANSMISSION IS THE SOLE PROPERTY OF THE OECTA STAFF REP. AT EACH SCHOOL. THE INFORMATION BELOW IS FOR DISTRIBUTION TO THE MEMBERSHIP ONLY.

BOARD - HARASSMENT POLICY

OPERATING POLICY III-6

Purpose

To ensure that the environment of the Halton Catholic District School Board in which its employees work and its students learn is free from sexual, racial, ethno cultural or other harassment related to any grounds identified within the Human Rights Code.

Principles

- The Halton Catholic District School Board is committed to providing learning and working environment that is safe, harmonious and sensitive to the needs and well-being of the individual employee and student.
- The Board will not tolerate any discrimination or harassment contrary to the Human Rights Code against any employee, student or visitor in the course of any of the Board's operations.
- The normal proper exercise of supervisory responsibilities including training, evaluation, counseling and discipline when warranted, does not constitute harassment.
- Harassment is defined as a course of vexatious comment or conduct which is known or ought to reasonably be known by the perpetrator to be unwelcome. Harassment may, dependent on the circumstances, consist of a single action or a series of incidents.

BOARD - SAFE SCHOOLS POLICY

OPERATING POLICY II-30

Purpose

To provide a safe workplace and learning environment for staff, students and community members involved in school programmes and school and Board authorized activities.

Principles

- The Board recognizes that all members of the school community have a responsibility to maintain a safe environment where conflict and difference can be addressed in a non-violent manner characterized by respect and civility.
- The Board recognizes that injurious conduct includes but is not limited to verbal, physical and sexual assault, disrespect, vandalism, harassment, intimidation and threats. These types of acts adversely impact on learning and teaching in a school community.
- The Board recognizes that victims of verbal, physical and sexual assault, vandalism, harassment, intimidation and threats will be supported by the provisions of enacted legislation (ie. Trespass to Property act, Young Offenders Act, Criminal Code, Human Rights Code) and the requirements of the Board's policy.

Halton Catholic District School Board

Elementary Labour Management Meeting

Monday, January 25, 2010

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 P.A. Day – November 13, 2009 *R. Brock*
4. New Business
 - 4.1 First Aid Provider *R. Brock*
 - 4.2 School/System Plan for Internal Coverage *R. Brock*
 - 4.3 Staff Meetings *R. Brock*
 - 4.4 School Reps...OECTA/C.B.C./Health & Safety...Faxgram #11 *R. Brock*
 - 4.5 Catholicity in the Elementary Panel *R. Brock*
 - 4.6 Planning Time/Supervision Log *R. Brock*
 - 4.7 Recovery of Planning Time *R. Brock*
 - 4.8 Health & Safety Reps *R. Brock*
 - 4.9 Self-Directed Professional Development *R. Brock*
 - 4.10 Data Collecting and Inputting *R. Brock*
 - 4.11 Work Overload *R. Brock*
 - 4.12 Consultants and Itinerants *R. Brock*
 - 4.13 S.E.F. Projects *R. Brock*
 - 4.14 Who is Setting Limits/Guidelines? *R. Brock*
 - 4.15 Board Harassment/Safe School Policy...Faxgram #13 *R. Brock*
 - 4.16 High Elementary Absenteeism *R. Brock*
5. Closing Prayer
6. Adjournment

NEXT ELEMENTARY LABOUR MANAGEMENT MEETING

Monday, March 29, 2010

MINUTES of Elementary Labour Management Meeting

Monday, January 25, 2010

3:00 p.m.

**Director's Meeting Room
802 Drury Lane, Burlington**

For the Association:

**R. Brock
B. MacDonald
A.M. MacDonald
A. Nunn
V. Volak-McLaughlin**

For the Board:

**J. Langill
J. O'Hara
J. Rowles
J. Susi
M. Tessari
C. Tobin**

Chair:

M. Pautler

Recording Secretary:

A. Swinden

1. OPENING PRAYER

The meeting opened with a prayer led by J. Herman.

2. APPROVAL OF THE AGENDA

The agenda was accepted as submitted.

3. BUSINESS ARISING

3.1 P.A. Day – November 13, 2009

R. Brock

R. Brock provided for staff's information the results of an informal survey completed by members of the Elementary Unit on the topic of School Computers/Internet. He indicated that he would appreciate at the next Elementary Labour Management Meeting staff's response to the survey results.

4. NEW BUSINESS

4.1 First Aid Provider

R. Brock

R. Brock requested clarification on the role and expectations of the First Aid Provider. J. Langill indicated that the fact that a teacher is a First Aid Provider does not preclude the requirement that they be included on the supervision schedule; First Aid Providers are paid for this extra function, and as such the duties of the First Aid Provider are above and beyond the scope of the collective agreement. He noted that the specifics of how the First Aid Providers are utilized will vary per school/site. He also commented that asking the First Aid Provider to sit and wait in the Health Room, or eat their lunch in the Health Room, did not seem to be a very effective use of time; he noted, however that in some schools the frequency of visits to the First Aid Provider is higher than average, and therefore this may be warranted.

J. O'Hara noted that Human Resources staff are currently reviewing the First Aid Protocol in collaboration with B. Soroko. He indicated that the committee will be meeting on January 27th, and requested that the Unit President email to R. Baptista, with a copy to J. O'Hara, the name of a teacher representative who may be interested in participating on the committee.

J. O'Hara also noted that in general terms First Aid Providers receive their stipend at the end of the school year.

4.2 School/System Plan for Internal Coverage

R. Brock

R. Brock commented that while he appreciates that from time to time non-classroom teachers are required to cover classrooms during occasional teacher shortages or emergencies, whenever possible, these internal coverage arrangements should be implemented in a fair and equitable manner and should be rotated amongst all non-classroom teachers (e.g. SERTs, FSL, ESL, etc.)

4.3 Staff Meetings

R. Brock

The Unit President addressed concerns that at some school sites, staff meetings are exceeding the 1.5 hours in length as stipulated in Board Policy VI-42 (School Staff Meetings). M. Pautler responded that while the intent and expectation is that staff meetings will adhere to the time limitation, on occasion, despite the best of intentions, it may happen that a staff meeting extends beyond the 1.5 hours. He suggested that if there are sites where staff meetings are consistently extending beyond the 1.5 hours, the Unit President should contact the appropriate Family of Schools Superintendent so that the matter may be addressed on an individual basis. The Director also commented that all sides need to be respectful of one another's time, and stressed the importance of staff arriving on time so that meetings can begin and end on time.

4.4 School Reps...OECTA/CBC/Health and Safety...Faxgram #11

R. Brock

R. Brock indicated that although in the vast majority of school sites, the relationship between OECTA reps and school administration is amicable and harmonious, he is concerned with reports he has received regarding incidents of intimidation and harassment of OECTA school representatives by school administrators at some sites. J. O'Hara acknowledged that OECTA reps have a right to operate without harassment, and requested that the Unit President contact him with the specifics of the individual situations so that the matter may be addressed. R. Brock commented that fear of reprisals and "subtle repercussions" make it difficult for specific information to be divulged.

The Director commented that in his view the relationship between the school administrator and that of the OECTA rep should not be adversarial as both have a role and a shared responsibility to ensure that schools run effectively. He noted that he is pleased to hear the affirmation that the matter is not a concern that exists in the vast majority of our sites. He also acknowledged that while he recognizes the hesitancy to come forward with the details pertaining to individual situations, whenever possible, the hope would be that the Unit President will work with the appropriate Family of Schools Superintendent to identify individual circumstances so that they can be addressed.

4.5 Catholicity in the Elementary Panel

R. Brock

The Director provided an overview of the process for admission of non-Catholic children in Halton Elementary Schools. He noted that our policy on Admissions is more stringent than the policies of most boards across the province in that children registering in a Catholic Elementary School in Halton must be baptized in the Roman Catholic faith. In situations where a student is not baptized, the parents are required to meet with the Catholic Parish Priest in the school's jurisdiction, and make arrangements to either have the child baptized or received into the Catholic Church. The Director will often take suggestion from the Pastor (i.e. he will usually approve admissions on the basis of a letter of support from the Parish Priest; and deny an admission is if the Parish Priest does not support the registration). A tracking system is in place and appropriate follow up measures are pursued as appropriate. M. Pautler also noted that while the policy provides some latitude for the Director to consider individual situations based on extenuating circumstances, the number of non-Catholic admissions that are actually approved are relatively few and far between.

4.6 Planning Time/Supervision Log

R. Brock

In response to a request from the Unit President, C. Tobin indicated that she would send out a reminder to principals via email to ensure that all planning time log entries are recorded and remain in the log for the entire school year.

4.7 Recovery of Planning Time

R. Brock

R. Brock expressed concern that the use of play days as a way of paying back planning time is inequitable; although it may appropriately pay back planning time to teachers who rightly deserve it, it also gratuitously rewards teachers who have no planning time owed to them. He suggested that this approach to reimbursing planning time is contentious and detrimental to morale amongst staff.

J. Langill suggested that working through the school's Supervisory/Planning Committee would best ensure that all staff are in agreement and ensure that planning time is paid back in a fair and inequitable manner.

4.8 Health & Safety Reps

R. Brock requested consideration in allowing Health and Safety school reps to carry forward to the next school year any time that has not been paid back on their planning time log. J. O'Hara indicated that while the preference would be that time not be carried over, he will review the matter with staff, and R. Baptista will follow up at the next meeting with the Health and Safety reps.

4.9 Self-Directed Professional Development

The Unit President commented that in light of the PDT funding which the Ministry has provided for teacher-directed professional development, it is the Union's hope that professional development will cease to be provided at staff meetings, divisional meetings, lunch and learn sessions, and through in-services that fall outside of the instructional day.

J. Herman indicated that while boards are fortunate to have received the PDT funding this year, it is not certain that the funding will be available in future years. She noted that we need to move from professional development towards professional learning; job-embedded learning and the sharing of practices that may occur during a staff meeting or other opportunities are essential to professional learning.

M. Tessari added that much of what used to be addressed at staff meetings is now being communicated through email or memos. This has created more time for professional development during the staff meeting, which should be seen as a good use of time.

The Unit President reiterated OECTA's position that the provision of professional development should only be provided during the school day; and not on teachers' time. Professional development at staff meetings is unacceptable.

In response to concerns raised regarding lengthy presentations by external speakers at staff meetings, the Director indicated that ideally a speaker should only be asked to present at a staff meeting as a follow up to previous discussions which led everyone to agree that staff would benefit by receiving additional information.

In response to a suggestion by the Unit, M. Pautler indicated that the possibility of a convenient solution in the form of an extended number of professional development days for school boards is unlikely at least in the short term.

4.10 Data Collecting and Inputting

R. Brock suggested for the Board's consideration, the option of having the data collected and recorded by teachers, but inputted by another staff member. M. Tessari indicated that administrators were provided with an opportunity to dialogue at the recent Family of Schools meetings. She noted that the feedback received from principals will be reviewed by superintendents.

4.11 Work Overload

R. Brock addressed concerns with the ever-increasing workload placed on teachers. He noted that the flow of initiatives emanating from the Board and from the Ministry is exacerbated by the confusion teachers are experiencing in regards to some of these initiatives, specifically the Instructional Pathway Process.

The Director acknowledged concerns raised by the Union regarding teacher workload, recognizing that there has been a tremendous flow of initiatives emanating from both the Board and the Ministry of Education. He noted that the Ministry initiative overload is being equally experienced by teachers, principals, superintendents, and directors across the province. He also indicated that there has been considerable feedback to the Ministry to request that while the initiatives are all valuable, staff need time to incorporate the new material in a way that is meaningful and enhances student learning. Contacts at the Ministry have acknowledged the concerns, and indicated that they would slow the pace.

POST-NOTE: On February 23, 2010, Memo CS43 Creating Instructional Pathways FAQ's was released from the office of R. MacDonald (see attached). The document provides clarification around the Instructional Pathway Process.

4.12 Consultants and Itinerants

R. Brock addressed the role of the consultant and the role of itinerant, noting that the two roles should be more clearly defined and delineated. The role of the itinerant is essential to the Creating Instructional Process (CIP) process, and should be job-embedded.

4.13 SEF Projects

J. Herman provided an overview of the School Effectiveness portfolio, outlining the Ministry expectations of the School Effectiveness Lead as follows:

- **Participate in the development, implementation and monitoring of the board improvement plan**
- **Work in partnership with the Student Success Lead to implement and support Grade 7-12 Student Success Initiatives**

- Assist school improvement teams with the SEF School Assessment Process and facilitate cyclical School Effectiveness Reviews of all schools using the School Effectiveness Framework.
- The School Effectiveness Lead also fosters teaching learning networks

LEARNING NETWORKS:

1) SCHOOLS HELPING SCHOOLS

All elementary schools are receiving funding support for members of each school- based Catholic Learning Community to meet with colleagues in a learning network format at least once a term.

2) LEADING STUDENT ACHIEVEMENT

Our principal purpose is in its 5th year of implementation. The goal of this project is to improve student achievement by developing instructional leadership through teaching-learning networks of principals and system leaders. Principal Team Leaders are: Karen Dobbie, Margaret Warmels, Carol Caverley, Kim Kinney, John Susi, Maria Ivankovic, Camillo Cipriano, and Jennifer Yust.

3) SCHOOLS IN THE MIDDLE: EFFECTIVE LEADERSHIP- EFFECTIVE SCHOOLS INITIATIVE

Participating schools: STA Associate Schools and BR Associate Schools and 3 Consultants.

R. Brock addressed concerns that at some school sites, the message that has been relayed to staff would indicate that the District Review Team (DRT) walk-throughs are evaluatory in nature. J. Herman assured the Unit President that this is not the case, and expressed regret that contradictory messages are being conveyed. She noted that she will continue to support principals to ensure that the message relayed to staff is accurate and consistent.

4.14 Who is Setting Limits/Guidelines?

This matter was addressed in 4.11.

4.15 Board Harassment/Safe School Policy...Faxgram #13

This matter was addressed in 4.4.

4.16 High Elementary Absenteeism

R. Brock indicated that while he has always emphasized to his members that sick days are to be used for personal illness only, it is important to recognize that elementary teachers are continuously exposed to illness (perhaps even more so this year with the onset of the H1N1 influenza) and are therefore by virtue of their job more susceptible to illness. He further noted that the overload of work exacerbates the health problems. He cautioned that although he appreciates that the matter of staff absenteeism must be addressed, he is confident that in most situations involving elementary teachers, the absences are legitimate.

J. O'Hara reiterated that while Human Resources staff are monitoring staff attendance in general, they are paying particular attention to multiple incidents of single-day absenteeism.

Adjournment

The meeting adjourned at 4:21 p.m.

NEXT ELEMENTARY LABOUR MANAGEMENT MEETING – Monday, March 29, 2010