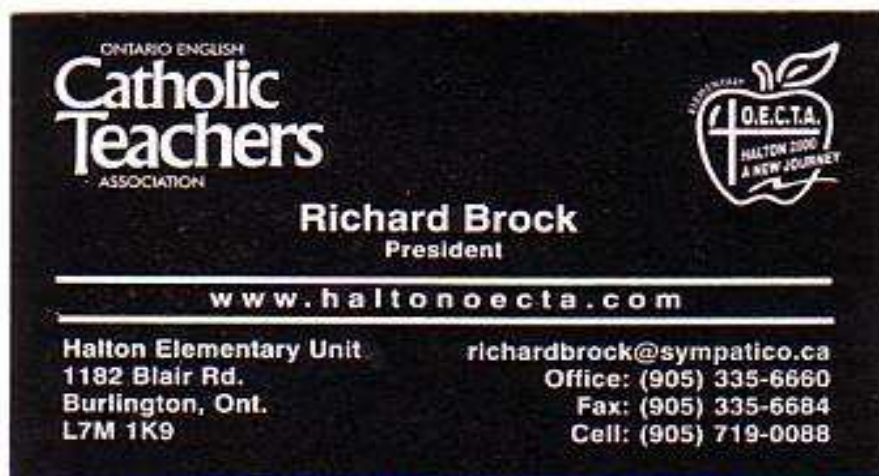


C.B.C.

2009 - 2010

COLLECTIVE BARGAINING COMMITTEE



FLYER

~ LABOUR MANAGEMENT MINUTES ~

Monday, March 29, 2010

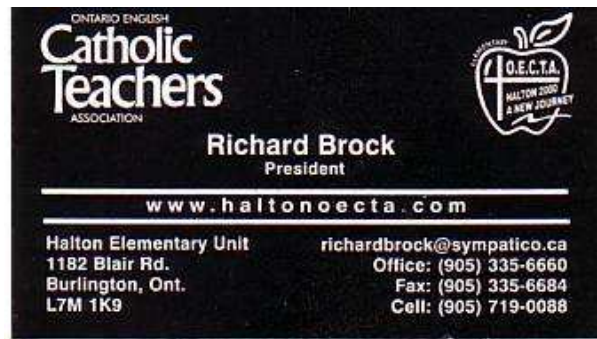
MAY 14, 2010

#16

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LABOUR MANAGEMENT MEETING #4

Monday, March 29, 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).

BUSINESS ARISING FROM LABOUR MANAGEMENT MTG. #3 ON JANUARY 25, 2010

#4.11 Work Overload:

- Memo CS43, “Creating Instructional Pathways F.A.Q.’s”..... is excellent!
- (a) How are teachers to proceed if ‘directed’ to do something other than in Memo CS43 or in addition to, by their Administrator or other educational personnel in their school?
- (b) How does Item 4.13 #2 dove-tail with Item 4.11?
- (c) How does “kids at Risk” initiative dove-tail with Item 4.11?
- (d) When are school Administrators going to be addressed that are not complying with standardized Board practices/initiatives, ie. D.R.A.’s every 8 weeks?

#4.14 Who is Setting Limits/Guidelines?

- This body has not been identified as yet. All the items contained in 4.11 above, ought to have been addressed at the management level, yet we are not sure who this body is or if they are dealing with these system inconsistencies.

NEW ITEMS:

#1. GREEN SCHOOLS

- The initiative is exemplary!
- However, who is the “garbage person”?
- Who sorts/fishes around/handles the garbage?
- This is not the role of the teacher!

#2. PARENT - TEACHER - PRINCIPAL INTERACTIONS

- Some parents have concerns! Maybe, rightly so!
- Some communicate initially with the Principal on issues about a teacher.
- Can we please establish protocol for all Administrators to follow - that parents are first directed to discuss any teacher/pupil issue with teacher concerned before the Principal gets involved?
- This is professional courtesy!!

#3. **NEW STUDENT PROGRESS REPORT CARDS**

- The draft progress report cards that will be in use for the first time in 2010-2011 have been released.
- They currently contain very large comment boxes.
- If teachers have to take the time to write detailed comments on the students in various areas on their progress report cards, it will in fact be much like doing a third report card, so in effect, the teachers will still have three reporting periods rather than two.
- A progress report card should not be more than a check list which our teachers are used to.
- Can the Board please confirm that when the final version of the new progress report card is released it will greatly reduce, if not in fact, eliminate the comment section(s)?

#4. **SUPERVISION/PLANNING TIME SCHEDULES**

- In the past, Human Resources have requested from its principals copies of every teacher's timetable.
- This way, Human Resources can verify every teacher was getting the proper amount of planning time as per the Collective Agreement.
- O.E.C.T.A. was given a copy of all teacher timetables.
- This practice has fallen by the wayside in recent years.
- In light of the fact we have supervision caps, as well planning time amounts in the current Collective Agreement, we are requesting that Human Resources resurrect its practice of requesting teacher timetables be submitted by September 30th annually.
- Also, is it possible for Human Resources to request copies of the supervision schedule annually on September 30th?
- Recently, O.E.C.T.A. has commissioned through its reps. confirmation that all teacher timetables and supervision schedules were in compliance with the Collective Agreement.
- Copies of our results have been forwarded to the Superintendent responsible.
- It would be far less expensive for the Board to address the nuances that are surfacing in September rather than waiting until the spring of the year to rectify the problems that do exist on current teacher timetables/supervisions schedules.
- This way, Human Resources and O.E.C.T.A. will get a copy of every teacher timetable and every supervision timetable thereby confirming that every teacher is receiving the proper amount of planning time and supervision time, as per the Collective Agreement.

#5. **ASSESSMENT TEAM REVIEW**

- This is made up, to our understanding, with a number of retirees.
- Feedback is, they are 'dated' and maybe this body can be re-freshed to reflect current pedagogical practices within our system and province.

#6. **D.R.A.'s**

- Having a classroom teacher administer a small group of students D.R.A.'s while the rest of the class is busy doing "seat work" is not an effective method of administering a valuable tool!
- There has to be a more effective/efficient method of administering this test during the instructional day.

#7. **WORKLOAD LET'S ADD SPECIAL ED!!**

- O.E.C.T.A. has tried to give Senior Staff a flavour of what it is like to walk in the shoes of a teacher..... addressing the "workload" so in the interest of equity, from the mouth of classroom teacher, let's add in the Special Ed. Component:

"The new "draft" copy of the Learning for All document from the Ontario government was studied today during our P.A. Day. I tried to give my feedback, which was asked for repeatedly today by my Spec. Ed. Department, and supported with applause by my fellow teachers, but I am not confident that my feedback will make it to the board.....

The document itself is impeccable. Well detailed and very thorough. It would be great to be able to implement all of the wonderful ideas presented in the document... and we do, on a daily basis. However, it is unrealistic to expect that teachers be held accountable for ALL of what is

asked of us in this document... UNLESS there is a significant change in the educational system as we know it. The focus of our meeting today was what Professional Development teachers need in order to successfully implement this document, meet the needs of all our students and increase student achievement.

In my opinion, the teachers do not need more Professional Development (not that I am against PD - I actually enjoy opportunities to develop myself as teacher) in order to implement this document. What we need is the support systems that are necessary in order to follow through with such a detailed plan of action. For example, smaller class sizes, Educational Assistants who are available to help with delivering educational plans for students, Child and Youth councillors who are available to help with students who need it, Special Education Resource teachers who spend time supporting teachers in their classrooms with the students and with programming for the students, board support staff who are working with students and who are in classrooms providing support for teachers, psychometrists who... well, just plain psychometrists would help.

We are all aware of how to do what is asked of us in the document. However, it is unrealistic to expect it ALL for ALL students given the conditions we are working with.

Enough is enough! We are spent! We are giving all we have but it is not good enough. There is always more!

Once I'm done filling out the checklists for the private physio end's, completing the Team Meeting forms, developing IEP's for my identified students, dialoguing with the EA about programming for One student, gathering resources for my IEP'd students, dialoguing with the ESL teacher, meeting with my unidentified students private Behaviour Therapist, and meeting with parents, ensuring the French teacher and rotary teacher is aware of my student needs, reflecting with my principal during his classroom "visit", and you know I could go on....

Hopefully, I'll have time to assess, plan and teach each and every individual student with the "best possible opportunities to learn and to maximize their potential."

P.S. Teachers spend time (usually) every year completing these, sometimes lengthy and time-consuming forms for Doctors. You know, behaviour test checklists etc. They usually need to be completed for Psych Ed. Assessments. Depending on your class make-up the time spent on these forms can be quite significant... just adds to the workload!"

- Is "Relief" on the horizon???

#8. F.S.L. "TRAVELLING" TEACHERS

- F.S.L. teachers may be great but they are not super human.
- As one class ends at 9:30 a.m. another begins for them at 9:30 a.m. also.
- One class ends and the other one begins simultaneously.
- Travel time must be addressed between F.S.L. classes because it is having a growing impact on planning time for many teachers.
- Up to 5 minutes per day is lost in some cases which equates to 25 minutes per week or 1,000 minutes per year or 3.3 days of planning time are lost to teachers who are losing time due to French teachers not having travel time built into their timetables.
- Historically, Principals have long commented on F.S.L. teachers having an additional 10-20 minutes at the end of the day with nothing to do.
- If this additional time left at the end of a French teachers instructional day could be translated into travel time between classes, it would facilitate greatly in having the Collective Agreement addressed to the minute.

Elementary Labour Management Meeting

Monday, March 29, 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*
 - 3.2 Work Overload *R. Brock*
 - 3.3 Who is setting limits/guidelines? *R. Brock*
4. New Business
 - 4.1 Green Schools *R. Brock*
 - 4.2 Parent/Teacher/Principal Interactions *R. Brock*
 - 4.3 New Student Progress Report Cards *R. Brock*
 - 4.4 Supervision/Planning Time Schedules *R. Brock*
 - 4.5 Assessment Team Review *R. Brock*
 - 4.6 D.R.A.s *R. Brock*
 - 4.7 Workload – Let's Add Special Ed *R. Brock*
 - 4.8 FSL Travelling Teachers *R. Brock*
5. Closing Prayer
6. Adjournment

NEXT ELEMENTARY LABOUR MANAGEMENT MEETING

Monday, June 7, 2010

MINUTES of Elementary Labour Management Meeting

Monday, March 29, 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. Herman
J. Langill
J. O'Hara
J. Rowles
J. Susi
M. Tessari**

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*

W. Elshof, Senior Administrator, Computer Services, provided an overview of the wireless coverage in place at each of the Board's elementary school sites, noting that full coverage is currently available in 11 of our 40 elementary schools. He also indicated that while it is not a feasible option to implement full coverage in the all remaining schools at once, 3 to 4 access points are added every year at each school site; additional access points are added as requested, based on demonstrated need. It is anticipated that full wireless coverage will be achieved at all schools over the next 2 to 3 years. It was also noted that all school libraries have an access point.

3.2 Work Overload*R. Brock*

R. Brock revisited the matter of work overload, specifically requesting direction on how teachers should proceed if/when they are directed to do something that conflicts with the direction outlined in Memo CS43, "Creating Instructional Pathways FAQs".

J. Herman responded that senior staff will continue to work with principals to ensure consistency; she noted that the feedback she has received would indicate that we are moving towards consistency. She suggested that R. Brock contact the appropriate family of schools superintendent with the particulars when/if situations may arise where the messages are not consistent.

3.3 Who is setting limits/guidelines?*R. Brock*

The Director clarified that the direction is set by the *Student Achievement Team*, which is comprised of the following four individuals: *Jacqueline Herman*, Superintendent of Education (School Effectiveness); *Rick MacDonald*, Superintendent of Education (Curriculum Services); *Suzanne Rossini*, Superintendent of Education (Special Education Services); and *Mary Tessari*, Superintendent of Education (Staff Development and Faith Formation). He noted that the respective portfolios of the members of the Student Achievement Team represent the four component pieces that must be coordinated in order to maximize effect. The actual supervision of the expectations rests with Family of Schools Superintendents.

In response to a request from R. Brock for the minutes of the Student Achievement Team meetings, M. Tessari indicated that no formal minutes are taken at these meetings. M. Pautler clarified that each of the four superintendents on the Student Achievement Team routinely delivers information to the system through memos, etc. He also indicated that discussions that emanate from the Student Achievement Team meetings are addressed at Admin Council Meetings in order to ensure a clear and consistent message is disseminated across the Board. M. Pautler commented that he is confident that the 2010-2011 initiatives will provide more clarity around the expectations, and noted that any inconsistencies that may arise would be best addressed with the appropriate family of schools superintendent.

4. NEW BUSINESS

4.1 Green Schools

R. Brock

In response to a request from the Association for clarification on the Green Cart Program, M. Tessari indicated teachers are not expected to handle the garbage. She noted, however, that the schools which have been most successful implementing this program have approached the initiative as a shared responsibility amongst students and staff.

4.2 Parent/Teacher/Principal Interactions

R. Brock

R. Brock asked that administrators be reminded that before addressing parental complaints about a particular teacher on their staff, they should first refer the parent back to said teacher to allow the teacher an opportunity to resolve the matter in question before it is handled by the school administrator. J. Rowles indicated that principals will be reminded of the appropriate process to follow.

4.3 New Student Progress Report Cards

R. Brock

R. Brock commented on the increased space allocated for comments on the new student progress report released by the Ministry of Education, expressing concern that teachers will be expected to utilize the entire space. M. Pautler responded that there is no flexibility to adjust the comments section within the document. He noted that given the long span of time (November to February) between reporting periods, there is an expectation that the progress report should be fairly substantive. The Unit's concerns will be shared with R. MacDonald.

4.4 Supervision/Planning Time Schedules

R. Brock

The Unit President expressed concern that the practice of Human Resources to request a copy of every teacher's timetable has ceased. He noted that the previous practice ensured that each teacher was receiving the appropriate amount of planning time. He requested, in light of the supervision caps, as well planning time amounts stipulated in the current Collective Agreement, that Human Resources reinstate its practice of requesting that principals submit teacher timetables by September 30th each school year.

J. O'Hara responded that his preference would be that the Association contact the appropriate Superintendent if there are specific locations where there is a discrepancy, rather than request that each school submit this volume of information.

J. Langill indicated that he has requested that principals provide by May the amount of planning and supervision time they are required to provide based on their size. He noted that he will share with the Unit President the data gathered from each school.

J. Langill noted that most of the discrepancies should be addressed initially by the In-School Scheduling Advisory Committee, and added that he will address the matter at the upcoming Family of Schools Meetings. The same message will also be shared with the OECTA school representatives.

4.5 Assessment Team Review

R. Brock

R. Brock indicated that he has received concerns from some of his membership regarding the composition of the Assessment Review Team, noting that the team consists of many retired teachers who may not be as familiar with current pedagogical practices and/or new Ministry of Education initiatives, such as the School Effectiveness Framework. M. Pautler thanked the Unit President for the feedback and suggested that he follow up on an individual basis with R. MacDonald.

4.6 DRAs

R. Brock

The Unit President expressed concern that the current method of administering the Developmental Reading Assessment (DRA) to students is not as effective as it should be. J. Herman responded that while administering the DRA to each individual student in a classroom full of students is undoubtedly challenging, it is also a very valuable tool in

assessing a student's reading skills. She noted that as teachers become more familiar and comfortable with the process, the assessments become easier to administer.

4.7 Workload – Let's Add Special Ed

R. Brock

R. Brock shared with the committee some concerns he received from a classroom teacher regarding the demanding workload experienced by system teachers. S. Rossini thanked the Unit President for the feedback, indicating that the matter would be addressed at a Student Achievement Team meeting. She clarified that the *Learning for All* document is not a Special Education document, but rather a foundational document that pulls together the various pieces (differentiated instruction, professional learning communities, assessment, etc.). She noted that an in-service had taken place on February 1st, and agreed that further in-services would be beneficial in assisting with the transition.

4.8 FSL Travelling Teachers

R. Brock

The committee discussed possible options to address the overlap in travel time between classes for FSL teachers. R. Brock, J. Langill, and J. O'Hara will meet to discuss an appropriate solution.

Adjournment

The meeting adjourned at 4:21 p.m.

NEXT ELEMENTARY LABOUR MANAGEMENT MEETING – Monday, June 7, 2010