

Union-Management Committee: Terms of Reference

Principles

1. The Committee will be a consultative body sharing information and dealing with issues of concern of the Union and Management, including, but not limited to, the Workload Issues referred to on the Administrator's Website under Terms of Reference.
2. Any new Ministry or Board initiatives shall be forwarded to the Union-Management Committee for full discussion and full disclosure prior to implementation.
3. Any initiative will be clearly described as to purpose and where it fits into the system Strategic Plan. Details included will address timelines, release time requirements, necessary training, and any other additional support staff including other resources required. The Union-Management Committee may make recommendations to the Board on any areas of concern including field testing if believed necessary.
4. An appendix of general principles concerning Workload Issues will be filed with the Human Resources Officer - Teaching and will form part of the Terms of Reference. This appendix may be amended from time to time by mutual consent of the Board and the Local President of ETFO and will be posted on the Administrator's website effective by no later than August 31, 2005.

Report Cards

- a) Senior Administration will make every attempt to have each of the three terms be similar in length.
- b) The Board and the Union shall agree on the dates for Report Card distribution before the calendar is communicated to the system.
- c) The hand-in dates for report cards shall be no more than 10 school days in advance of the system-wide distribution date.
- d) The Board will make every effort to train new teachers on Maplewood. This shall take place during the instructional day with OT release.
- e) The Board will make every attempt to train all teachers on any new report card program or significant changes to the Maplewood program and delivery system. This shall take place during the instructional day with OT release or at some other mutually agreed time.
- f) Administrators will have the opportunity to apply to their School Superintendents for additional support for teachers experiencing significant workload challenges with

report card completion. This could be for those teachers who are deemed to have larger classes, or those who face difficulties with the technical aspect of the report card program. Release time will be provided for any teacher whose marks or comments are lost due to technical errors.

- g) A Committee will begin to develop a drop down menu of pre-approved standardized comments as a guide for report card use during the 2005-2006 school year. These comments will assist teachers with these reports and will be in use for the first term in the 2006-07 school year.
- h) The Board and ETFO agree that ETFO members are not required to conduct blocks of evening conferences/interviews. The Principal may designate an evening when the school will be open for the scheduling of interviews for teachers who wish to conference at that time.

IEPs

- a) Regarding IEPs, Administration will continue to clarify expectations on IEPs, work towards them becoming more streamlined, and reduce the time required for their completion.
- b) The Board will make every effort to train new teachers on the IEP engine. This shall take place during the instructional day with OT release.
- c) The Board will make every attempt to train all teachers on any new IEP engine or significant changes to the current IEP engine. This shall take place during the instructional day with OT release or at some other mutually agreed time.
- d) Administrators will have the opportunity to apply to their School Superintendents for additional support for teachers experiencing significant workload challenges with IEP completion. This could be for those teachers who are deemed to have larger classes, or those who face difficulties with the technical aspect of the IEP engine. Release time will be provided for any teacher whose data are lost due to technical errors.

Itinerant Teachers

- a) Every effort will be made at the school level for allocation of teaching space and resources to itinerant teachers.
- b) Itinerant teachers may be represented on the school Budget Committee.
- c) The Board will continue to provide professional opportunities for itinerant teachers.

EQAO

- a) The Board will make every effort to provide training in EQAO to teachers who are new to Grades 3 and 6. This training shall take place during the instructional day, with Occasional Teacher release or at some other mutually agreed time.
- b) In a split-grade situation, every consideration will be given to an Occasional Teacher being hired for the part of the class not undergoing testing.

Board-Initiated Assessment Instruments (DRA)

DRA Scheduling K-3

- 1.
 - a) All students new to the system who do not have in their OSR a recent DRA assessment will be assessed on arrival.
 - b) A student who in his/her previous assessment was assessed at below the range for the term tested will be considered “at-risk”, and will be assessed.
 - c) Teachers may voluntarily use the DRA tool at any time during the school year.
 - d) Principals can apply to the Superintendent’s Discretionary Fund to support teachers facing workload challenges that are related to the DRA.
 - e) Any assessment alteration will be accompanied by appropriate training during the instructional day or at some other mutually agreed time.
 - f) Testing Schedule:
 - i) By the end of Term 1, students who were “at risk” the previous year will be tested, and if the teacher is concerned about any other students, at their discretion, they may test them, as well.
 - ii) By the end of the school year, all students will be assessed at least once. Principals, in consultation with teachers, will confirm assessment timelines.
- 2. The use of the DRA tool in the junior and intermediate grades shall be voluntary.

School Day - Reorganization

To standardize the start time for elementary schools there shall be a morning bell to signal students to enter the school and start the instructional day.

Curriculum

- a) The Board will endeavour to provide teachers with training on any new curriculum

documents or revised curriculum documents. This training shall take place during the instructional day with Occasional Teacher release or during optional sessions outside the instructional day.

- b) As they become available, the Board will provide materials and resources necessary for the implementation of new curriculum.

Cooperative Placements

- a) The Board will seek the agreement of ETFO on co-operative placements.

Resources

Principals can apply to the Superintendent's Discretionary Fund to support teachers facing workload challenges that are related to DRA, or teachers with difficulties with Maplewood Report Cards, new teachers with split classes, and teachers with a high ratio of special needs students, would qualify for assistance, among other issues.

The Role of the Educational Assistant in respect to Supervision

Educational Assistants are not to be assigned where their primary duties as assigned by Special Education Services is interfered with or disrupted or where there is no teacher on supervision duty at the same time.

The level of EA supervision presently existing in the system will be maintained providing that number of EAs continue to exist at the school but no increase is to occur without the approval of the appropriate Superintendent.

Meetings with Parents

The Board and ETFO agree that conferences with parents/guardians about students' progress are valued communication tools. The Board and ETFO agree that ETFO members are not required to conduct blocks of evening conferences/interviews. The Principal may designate an evening when the school will be open for the scheduling of interviews for teachers who wish to conference at that time.