



Union – Management Committee: Terms of Reference

Guiding 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 both the HPEDSB and the Local ETFO Websites 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 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 the mutual consent of the Board and the Local President of ETFO and will be posted on both the HPEDSB and the Local ETFO websites effective upon agreement to the Terms of Reference.

Report Cards

- a) Senior Administration will consult with the Union and will make every attempt to have each of the two terms similar in length.
- b) The Board and the Union shall agree on the dates for the Progress Report and Report Card distribution before the calendar is communicated to the system.
- c) As part of the school year calendar process, the Board shall consult the Union on the desired dates for PA Days devoted to Report Cards, Assessment and Evaluation. The Board and the Union shall confirm the selected dates.
- d) Based on past practice, the Board and the Union shall confirm the length of time between the designated PA Days and the hand-in dates.
- e) The hand-in dates for report cards shall be no more than 10 school days in advance of the system-wide distribution date.
- f) The Board will make every effort to train new teachers on Maplewood. This shall take place during the instructional day with OT release.

Report Cards Cont'd

- g) 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.
- h) 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.
- i) A bank of pre-approved standardized point form comments shall exist at the Board level. Teachers have the option of using the preapproved band of comments, and/or creating their own bank of comments.
- j) The Board and ETFO agree that ETFO members are not required to conduct blocks of evening conference/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) 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.
- b) 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.
- c) 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.
- d) The Board and the Union shall confirm the dates for Terms 1 and 2 IEP completion and distribution prior to notification to the system.

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.

Superintendents' School Support Fund

- a) The Superintendents' School Support Fund supports teachers facing workload challenges within the Terms of Reference. Administrators will have the opportunity to apply to their school superintendent for teachers in their schools with identified workload challenges, based on the availability of monies in the Superintendents' School Support Fund. Upon request, the board shall inform the union of the status and availability of the Superintendents' School Support Fund.

Curriculum

- a) The Board will endeavor 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 Placement

- a) The Board will seek the agreement of the Union on cooperative placements in elementary schools.

Meeting with Parents

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

School Day – Reorganization
(Instructional Day)

- a) 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.

School Closure and School Renovation

- a) According to the staffing timelines established by the Joint Staffing Committee, a Temporary Seniority List for all Affected Schools, separate from, but based on the Board Seniority List, will be determined and compiled by the Board in consultation with the Joint Staffing Committee for the purpose of dealing with staffing at schools affected by a closure.

School Closures

- i) In the event that a school is to be closed, a meeting will be held following the annual distribution of the seniority list to the system to discuss the process for the placement of staff in the affected schools for the subsequent school year. The meeting will include the staff of all affected schools, the Administration of all affected schools, Federation representative(s), representative(s) of Senior Administration, and the Human Resources Officer, Teaching.
- ii) Following the meeting, all staff in affected schools will complete an HPEDSB information form indicating teaching assignment and location preferences (if applicable) in affected school(s) for the subsequent school year. Only teachers from the school slated for closure shall be required to move to another affected school. Teachers in affected schools not slated for closure will retain their staffing allocation within the school subject to Article 37 (Transfer and Surplus) and Article 16 (Mobility).
- iii) Following the distribution of staffing numbers to the system, and after appropriate consultation and coordination, the Principal(s) will allocate teaching assignments in the school(s) with reference to the Temporary Seniority List for Affected Schools and the provisions of Article 37 pertaining to Transfer and Surplus.
- iv) Teachers will be informed of their anticipated teaching assignment and location according to timelines established by the Joint Staffing Committee. At the teacher's request, there shall be a debriefing meeting in which the teacher receives an explanation of the rationale used to determine the individual teacher's assignment and location for the subsequent school year.
- v) The determination of Teachers Available for Transfer will be made using the Temporary Seniority List for Affected Schools according to timelines established by the Joint Staffing Committee.

- vi) Teachers will have the ability to apply for Mobility according to timelines established by the Joint Staffing Committee. Should a teacher from one of the affected schools accept a Mobility position, teachers will be removed from the TAT List on the basis of seniority in the order determined by the Temporary Seniority List for Affected Schools.
- vii) Teachers Available for Transfer, who are not also Surplus to the System, will be placed by the Joint Staffing Committee at the Mobility meeting according to the timelines established by the Joint Staffing Committee.
- viii) Upon the completion of the staffing process, the Temporary Seniority List for Affected Schools shall no longer be in effect. According to the provisions of Article 16, teachers who have accepted positions through mobility will retain the right to return to the school(s) originally indicated in their anticipated assignments (outlined in #5 above).
- ix) The Board and the Union shall confirm appropriate supports for Teachers in schools slated for closure, consolidation, or experiencing significant renovations and retrofitting due to school closure or consolidation. Such supports include, but are not limited to, release time and personnel assistance for packing and unpacking and moving to alternative classrooms and work sites, the provision of appropriate packing supplies, and the disposal of materials.

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