



Employee Services - Secondary Teaching Office

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MEMORANDUM

Date: September 14, 2007

To: All Secondary and Junior High School Principals

Cc: Doug Jolliffe, President, District 12, OSSTF

From: Kathy Owen, Senior Manager, Secondary Teaching

Re: **Secondary Staffing 2007 – 2008
COVERAGE AND SUPERVISION**

Provisions in the Collective Agreement regarding coverage and supervision have undergone some changes since the original Workload Accord. Below, you will find the basic information on coverage and supervision as modified in the latest Collective Agreement.

While the primary responsibility of Teachers is to teach in the classroom and to perform duties consistent with effective teaching, Teachers also engage in activities and perform duties outside the classroom that should be recognized in appropriate ways. The Board and Union recognize that a key element in supporting student success is ensuring that all students are provided with a broad spectrum of opportunities for learning including engaging in activities beyond the classroom. In light of the provincial framework and the reduced teacher workload both the Board and the Union are committed to creating an atmosphere in the school which recognizes the professionalism of teachers and encourages teachers to volunteer in activities which support student learning and provide professional growth in addition to their classroom teaching obligations. *Schedule II to the Memorandum of Settlement, Workload Accord Parameters*

Definitions

- **Alternative Professional Assignments:** Periods during which teachers may be assigned to coverage/supervision in accordance with the Collective Agreement and Workload Accord. (Previously, commonly referred to as “On-Call” periods)
- **Professionally Managed Activities:** With respect for the new culture that both the Board and the Union are committed to establishing, it is the expectation of both parties that these activities will be part of the Teacher’s professionally managed time.

Coverage and Supervision:

- **Coverage** is defined as coverage of a class or classes on an occasion when a teacher is absent for part of the school day or on an occasion when an occasional teacher is late for an assignment. Coverage cannot be used in situations where an occasional teacher is unavailable to cover a full day teacher absence. (Note 1: a part-time teacher who is absent for all of the classes on the day's schedule is considered a full day absence for the purpose of this clause. Note 2: Please refer to the Emergency Exceptional Circumstances Plan for clarification on exceptions to Clause 3.15.4.2.0).
- A full day field trip is considered to be a full day teacher absence unless the teacher is taking his/her first class of the day on the trip.
- **Supervision** may also be assigned but it can only be on a "from time to time basis". Although supervision duties may not be regularly scheduled for Teachers, (e.g. every Tuesday) under the terms of the Letter of Understanding in the Collective Agreement, the principal may assign "from time to time" supervision in advance in accordance with the schedule of availability. For example:
 - Immediately prior to or during examinations
 - In the week prior to Winter Break, March Break, or the end of the semester or school year
 - In conjunction with any special event or circumstances within the school
 - Where the principal reasonably anticipates a special need.

The schedule of assignments shall be predictable. Coverage and supervision shall be equitably assigned on a rotating basis with the objective being to equalize assignments. To provide flexibility, this schedule may be utilized in blocks at the Teacher's request.

- Regular supervision of the library or of a gym cannot be scheduled; all supervision must be on a "from time to time" or "exceptional demands" basis.
- Exceptional demands for supervision may arise in a school. These are defined as follows: "exceptional demands arise because of circumstances in the school requiring assignment significantly beyond that normally expected" Exceptional demands could include: a rash of false fire alarms, bomb scares that necessitate the evacuation of a school, the death of a student or staff member, the visit of a dignitary, etc. For example, in 2001, exceptional demand supervision was scheduled as a result of the terrorist attacks in the United States.
- When exceptional demands arise, the principal must identify that supervision as exceptional demand supervision and report it to Kathy Owen via e-mail within two working days. This information is provided to the Secondary Consultation Committee on a regular basis.
- **Regular classroom teachers, Guidance teachers, Library teachers and Special Education Teachers** will be available for assignment of coverage and supervision for up to 27 + 5 + 5 half periods in accordance with the Collective Agreement.

- **Curriculum Leaders and Assistant Curriculum Leaders** will be available for assignment of coverage and supervision for up to 14 + 5 half periods (the +5 will be used for exceptional demands) in accordance with the Collective Agreement.
- Alternative Professional Assignments **for Co-operative Education teachers** will be to identify and support at-risk students for Student Mentoring **in lieu of coverage and supervision.**
- **Alternative School Teachers, Alternative Program Teachers including Section 23 (formerly Section 20), ESL Reception Centre Teachers** where the working environment, program requirements or timetables for teachers are considerably different from other secondary schools/programs, will continue to provide student instruction, teacher mentoring, student mentoring and supervision in the same collaborative and consultative manner that has been implemented at each site. After consultation with the schools and programs, the Board and Union will further refine the Workload Accord to define by site and program the model for Alternative Professional Assignments. **Please see Appendix A for further clarification.**
- **Junior High School Teachers** will be available for coverage and supervision up to 27 + 5 + 5 half periods in accordance with the Collective Agreement. Secondary Junior High School Teachers will provide coverage for absent secondary colleagues only.

DEVELOPING A SCHEDULE FOR AVAILABILITY FOR COVERAGE AND SUPERVISION:

- The principal sets the schedule; the School Staffing Committee monitors the schedule and the usage of assignments.
- The established reporting process for Coverage and Supervision will continue. Individual school templates will be prepared and e-mailed to schools. **The Secondary Teacher Coverage and Supervision Utilization Survey** is to be completed monthly and forwarded to Bonnie Sheehan in Secondary Staffing. A hard copy of the completed monthly form should be given to the School Staffing Committee.
- **The Schedule:**
 - Needs to be transparent, flexible and predictable. The schedule must provide for teachers to be available for coverage and/or supervision during each period of the school day. That may mean that some teachers are scheduled to be covered more often during a week/cycle than others for part of a semester/term and then those teachers may be switched with others. For example: Teachers A,B,C and D have Professionally Managed Activities time in period 5 and Alternative Professional Assignments time in period 4. Teacher A may be scheduled for being available for coverage during period 4 on day 1 and day 3, Teacher B may be scheduled to be available during period 4 on day 2 only etc. After half of the semester has passed, an examination of the actual number of times a teacher was used for coverage and/or supervision may reveal that Teacher A has been given assignments

much more frequently and so the schedule will then be adjusted. Teacher B will be scheduled to be available for coverage during period 4 on day 1 and 3 and Teacher A will be scheduled to be available for coverage during period 4 on day 2 only.

- Teachers may request to be scheduled in blocks. For example, teachers may ask that they be assigned in full periods, instead of half periods (thus each full period covered will count as 2 half periods); teachers may ask to be assigned for several days in a row and thus know that they will only be called upon on a very infrequent basis for the rest of the year etc. Principals will try to accommodate such requests.
- The Workload Accord provides that only Co-operative Education teachers will not be assigned coverage and supervision.
- As schedules will not be able to be printed on individual teacher timetables, each timetable will include the notation “coverage and supervision - see posted schedule” and the schedules will be posted within the schools. The schedules can be adjusted over time and that should be noted on the schedule.

ISSUES AROUND THE ADDITIONAL 5 PLUS 5:

- If any individual teacher reaches the cap of 27 half periods and there are no other teachers available in that time slot to be used for coverage and/or supervision, that teacher may be assigned to up to 5 + 5 additional half periods. Some of these may be used for coverage; all of these may be used for supervision, depending on circumstances (see below):
 - If a teacher has been used for 27 half periods and included in that number are exceptional demand half periods that have been reported as such to Kathy Owen, then that teacher may be given an equal number of coverage or supervision or a combination of coverage and supervision assignments, to a maximum of 5. For example: Teacher A reaches 27. Included in that total are 4 half periods used for exceptional demand supervision (hall supervision assigned during a time of false fire alarms). Teacher A may be used for 4 additional half periods for either coverage or supervision or a combination of coverage and supervision.
 - If a teacher has been used for 27 half periods and none of them has been for exceptional demand supervision, then that teacher may be given up to 5 half periods for exceptional demand supervision assignments only.
 - ◆ In both of these cases, at the end of the year, if the aggregate of assignments exceeds 27, the amount by which it exceeds 27 shall be subtracted from the teacher's maximum 27 half periods to a maximum of 5 for the next school year. (For example: Teacher D is used for 27 half periods for coverage and supervision from time to time and is also used for 3 periods for exceptional demand supervision. That teacher will thus be able to be used for 24 initial half periods, plus 10 in the next school year. In any school year, the minimum amount of half periods any teacher can be used will be 22 plus 10).

- In addition to the 5 additional half periods described above, a teacher may be assigned up to 5 more half period **necessitated by exceptional demands**, provided all available coverage and supervision has been exhausted. For example: in period 1, everyone has been used for 27 half periods and an additional 5 half periods. It's a very bad winter and occasional teachers are late because of the weather. Each teacher in that time slot can be used for up to 5 more half periods.

Coverage and Supervision Issues in Alternative Schools and Programs including Section 23 (formerly Section 20) and ESL Reception Centres

- After consultation with the schools and programs, the Board and Union will further refine the Workload Accord to define by site and program the model for Alternative Professional Assignments.

- The primary options are listed below.
 - Teacher is assigned six time-tabled periods which may include periods for Student Success Mentoring of identified at-risk students for whom the teacher will be responsible assisting/advocating
 - Alternative Professional Activities
 - Available for coverage/supervision in accordance with the Collective Agreement

OR

- Teacher is assigned six time-tabled periods
- Assigned to identification of at-risk students within their program and provides student mentoring through professional management of their time
- Will not be assigned to coverage and/or supervision

OR

- Teacher is assigned six time-tabled periods
- Alternative Professional Activities
- Available for coverage and/or supervision in accordance with the Collective Agreement.