

# The Supply Line

Volume VII Issue 2

January, 2005

## President's Notes:

On December 16, the Liberals fulfilled their election campaign promise to do away with teacher testing. Bill 82, the Professional Learning Program Cancellation Act 2004 received royal assent and opened the door to re-establishing partnerships with boards that will ultimately improve student learning. ETFO Provincial President, Emily Noble stated that the program was, "...expensive and unnecessary. We applaud the Minister for recognizing that Teachers are professionals. The removal of the PLP means that we can continue to do what we have always done - take the professional development we know we need for ourselves and our students." To maintain our professionalism and stay current, Occasional Teachers should frequently check the Employee Portal for P.D. sessions offered by the Board, the ETFO site [www.etfo.ca](http://www.etfo.ca) for workshops and resources developed by our provincial staff and our newsletter and website [www.efotvots.com](http://www.efotvots.com) for locally sponsored professional development opportunities.

The legislated mandate of the Union however, is collective bargaining for our 1400 TVDSB Occasional Teachers. I firmly believe in Article 1 of our Collective Agreement that, "It is the desire of the Parties to maintain a harmonious relationship between the Board and each Occasional Teacher covered under the Agreement." We reiterate this purpose in our initial correspondence to the Board at the beginning of each school year, and though our negotiations never cease, once we reach an agreement, I have noted that the Board wants compliance as much as we do. Thus the Board jointly issued with the Union a "Cheat Sheet for Principals" highlighting notable clauses of our Agreement. Unfortunately not all Principals share this enlightened view. Some still permit their Teachers to schedule first duties, alter timetables and reschedule prep. periods, and fail to ensure that the required in-school information is at hand. (Art.18.01) Each time our members accept these violations, the Administrator is empowered to make the same demands on subsequent Occasional Teachers and our negotiated rights are eroded. Collective Bargaining truly illustrates the "Use it or lose it" maxim. Never be afraid to contact the Principal

and inform him/her that there has been an "oversight". If the condition is not rectified at that stage, then notify the Union so that we can take the details to the Board. Remember, the Board is a party to the Agreement and also has a stake in compliance.

I also believe that negotiations take place on both formal and informal levels. Informal negotiations produced our local Occasional Teacher Handbook, gave members access to the Employee Portal, allowed us considerable input into the implementation of TVARRIS, developed protocols for resolving complaints, gave us a voice on Board committees and now has convinced the Board to share the costs of Photo ID Badges to identify us as TVDSB Occasional Teachers.

Now it is time to begin again the formal process of negotiating. On Monday, January 10 2005, we will present to the membership the preliminary submission of our Collective Agreement. It is based on the survey results of last spring and knowledge we have gained while maintaining our current contract. We are very pleased that our President Emily Noble will address the members and that General Secretary Gene Lewis will also attend. It will be an opportunity to get your photo for the ID Badge and we will provide a meal for your comfort. Details are found in this newsletter.

I look forward to meeting many of you at the Lamplighter Inn and wish you the very best of what 2005 has to offer.

*Terry Card*

### 2005 ONTARIO COLLEGE OF TEACHERS

Your \$104 annual membership fee is due by April 15, 2005.

The Board does not deduct these fees from LTOs or daily Occasional Teachers.

Pay by credit card online at: [www.oct.on.ca](http://www.oct.on.ca)

Or by cheque at: Ontario College of Teachers  
121 Bloor Street East, 6th Floor  
Toronto, Ontario M4W 3M5

Include your Social Insurance Number and College Registration Number. Mark as "2005 fees" for proper credit.

If you will not be teaching again, inform the College you are "retiring" to avoid being "suspended: nonpayment of fees."

## LOCAL PROFESSIONAL DEVELOPMENT MEETINGS

**①** Thursday, January 20, 2005 from 4:30 - 7:30 p.m.  
**Financial Survival for Occasional Teachers**

*Lamplighter Inn, 591 Wellington Road South, London (Ph. 681-7151)*

Topics:                    Looking After Yourself  
                                Ontario Teacher Pension Plan Credits  
                                Canada Pension Plan Credits  
                                Employment Insurance  
                                Owning or Renting a Home  
                                Budgeting  
                                Saving and Investing  
Presenters:                Christian Anderson, TD Waterhouse  
                                Rosemarie Szalich  
                                Lorna Wilson

**Registration due Monday, January 17, 2005 (Phone 641-3936)**  
Door Prizes and Meal provided

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**②** Thursday, February 17, 2005 from 4:30 - 7:30 p.m.  
**You Deserve a Break - Wellness for Occasional Teachers**

*Lamplighter Inn, 591 Wellington Road South, London (Ph. 681-7151)*

Proposed:                Fitness and Nutrition (Goodlife Fitness Centres)  
                                Skin Care (Meridian Spa)  
                                Voice Management (St. Joseph's Hospital)  
                                Taking Care of Yourself (Accident Injury Management Clinic)  
                                Massage Therapy (D'Arcy Lane Institute)

***Details to be posted on website - [www.ettotvots.com](http://www.ettotvots.com)***

**Registration due Monday, February 14, 2005 (Phone 641-3936)**  
Door Prizes and Meal provided

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### Your Frequently Asked Questions -

Dear Terry:  
How do I register for the Edvantage discount offers? - Penny

Dear Penny:  
At [www.etfo.ca](http://www.etfo.ca) click on the Edvantage icon to shop and see sponsors. Use your ETFO identification number which you can get by registering on the ETFO site's "Quick Links - Update your member records" or call member records at 1-888-838-3836.  
- Terry

Dear Terry:  
Am I paid when schools are closed for inclement weather? - Phileas

Dear Phileas:  
School closures due to inclement weather are deemed to meet the minimum notice required and you would not be paid. Closures/delays are announced on the radio and the TVDSB website. If the school is not closed and you are delayed by local weather conditions, you will be paid for the full assignment .  
- Terry

Dear Terry:  
TVARRIS called for me to teach a fraction of a day. Can schools offer portions of a day? - Tempus

Dear Tempus:  
Because some Teachers we replace teach less than a full day, we can be asked to cover less than a full day and our remuneration will be pro-rated for that assignment. However, in no circumstances will an O.T. be paid for less than 1/2 day.  
- Terry

Send Questions to - [tjcard@email.com](mailto:tjcard@email.com)  
Or call me at - 641-3936

### ID Badge Photo Shoot



This is your final scheduled opportunity to receive a free laminated photo ID Badge and lanyard that identifies you as a TVDSB Elementary Occasional Teacher. The replacement cost is \$10 if lost or stolen. Learn about your Local's Preliminary Submission for the Collective Bargaining and sit for your photo shoot too Monday, January 10 2005.  
Best Western Lamplighter Inn  
591 Wellington Road South, London  
Photos to begin at 4 p.m.  
Meeting and meal to begin 4:30 p.m.

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### SHADOW THE PRESIDENT LOTTERY and WIN A DAY'S PAY

Come and experience what your Union is about. One lucky ETFO Occasional Teacher Member will be selected to shadow your OT President, Terry Card for a day with \$165 to be paid in lieu of salary. You might attend a meeting of the TVDSB Joint Health & Safety Committee where your president is the co-chair, or the Aggressive Behaviour Sub-Committee, or a meeting of other bargaining unit presidents at the Thames Valley Union Council, or a meeting of other Occasional Teacher Local Presidents. You could be part of arranging a Professional Development event or a membership meeting.

The date will be mutually determined. Submit your name, address, telephone number and no more than one page outlining why you wish to be selected to:

ETFO Thames Valley Occasional Teachers' Local  
521 Nottinghill Road, Suite 9  
London, Ontario N6K 4L4

Deadline is February 15, 2005.





## **Classroom Management Tips -**

by Steve Johnston, *Principal TVDSB*

### ➤ **Establish respect for the Teacher -**

Classroom management isn't effective unless students respect the Teacher. That means the Teacher should be fair, loving and consistent as well as being a good role model. Greet students on entry and learn names quickly.

➤ **Know when to ignore a situation -** "Planned ignoring" means paying no attention to situations such as mumbled complaints, that usually stop when the Teacher ignores them. (If it doesn't get a rise out of the Teacher, it's no fun, right?) This does not mean ignoring inappropriate behaviour, however.

➤ **Change the pace/break stride -** Becoming silent during a discussion or suddenly speaking much louder, is one way Teachers can signal they are aware of unacceptable behaviour and that it had better stop.

➤ **Give reminders and warnings -** Reminding students of classroom rules and the consequences of breaking them serves as an early warning and can be especially effective with impulsive children who sometimes need additional reminders.

➤ **Move closer -** Sometimes being closer to a trouble maker or upset child makes it easier for the Teacher to calm the child down - especially at the first sign of a problem and before it gets out of hand. Sitting down beside such children gives the Teacher a chance to say, "Take it easy", "Snap out of it," or "Don't force me to make you obey the rules, do it on your own."

➤ **Show interest -** Ask children about their projects. Get them to explain what they are working on, and let them ask questions. By showing an interest in the children's task, Teachers can guide the students to act in an appropriate manner.

➤ **Show affection -** Often a supportive, appreciative approach helps children respond and behave better.

➤ **Make a direct appeal -** Asking flat out for proper classroom behaviour works best when the Teacher and the students have a rapport; it's usually most effective when the appeal is made to a class leader (ringleader). Consistent eye contact is essential to control.

➤ **Teach pertinent problem-solving techniques -** Some children, especially those with underdeveloped social skills, repeat the same mistakes. By teaching these children to think through situations step by step, the Teacher can help them understand how they upset other children and to see the results of their behaviour.

➤ **Use group influence -** By recognizing considerate behaviour and students who look out for one another, the Teacher can create a sense of "family" in the class room, using the group to mold behaviour positively.

➤ **Allow cool-down time -** Children who lose control easily or have quick tempers benefit from a chance to cool down. The Teacher asks disruptive students to sit in a designated neutral area (certain chair or area of the classroom) for a specific length of time. After the cool-down period, those involved can discuss the situation calmly and make less emotional decisions. This is especially useful after students have been involved in a shouting match or fight. (Teachers often find the cool-down as beneficial as the students do!)

➤ **Temporarily remove a child -** Occasionally, the Teacher must remove a disruptive child from the classroom. If the child has become too excited, or is getting the rest of the students too excited, it helps to send the child into the hall or to the library for a while.

➤ **Recognize good behaviour -** It's just as important to note when children do things properly as it is when they don't; it's especially important to note when a problem child does something right. Praising the group is also effective when the compliment is given in front of the group and to an adult (parent, Teacher, the principal).

➤ **Help reduce anxiety -** Disruptive behaviour is often the result of a student's anxiety or frustration building to an outburst. Usually the outburst is preceded by signs of anxiety such as pencil tapping, leg jiggling and a lack of concentration. In addition to trying to make the classroom less stressful, the Teacher can watch for these signs and let the child take a break or have a short conference with the child in the hallway.

➤ **Focus quickly on inappropriate behaviour -** The Teacher should quickly note when a student breaks a rule ("Jim, you were running down the hall. You should walk.") and apply the designated consequences. Avoid lengthy discussions with the student. When Teachers respond quickly to inappropriate behaviour and follow through with the proper consequences, they reinforce what the student should have done and shift focus towards appropriate behaviour in the future.

➤ **Create positive Teacher/student interactions -** The quality and nature of these interactions say a great deal about the level of student behaviour and learning in the classroom. Ideally, at least 75% of Teacher/student interactions should be positive. When a classroom is functioning at its best, there should be little need for in class discipline; but when it is needed, it should be handled quickly so that the class can go back to operating productively and on a happy note.

➤ **Provide clear guidance -** Review the rules with students before facing a potential problem causing situation and review their performance afterwards; spell out concrete ways to abide by the rules.

## **Epi-Pen Fact Sheet**

### **Introduction:**

With the dramatic increase of students with severe allergies attending our schools, ETFO members are understandably concerned about the possibility of administering emergency procedures such as the Epi-Pen. It is important to note that the administration of the Epi-Pen could save a life, while failure to do so could result in serious illness or death. Therefore it is imperative that ETFO members be aware of their rights and responsibilities with regard to the administering of Epi-Pens.

### **What can members reasonably insist upon before agreeing to administer the Epi-Pen?**

The School Board must provide members (including Occasional Teachers) with proper training and education in the use of the Epi-Pen. The Board must implement a policy to restrict the presence of allergens that are likely to trigger an anaphylactic reaction. The Board must educate everyone in the school community (i.e., Teachers, parents, staff and students) about the risks posed by anaphylaxis and how to recognize the symptoms of an anaphylactic reaction. The Board must ensure that Epi-Pens are readily available to anyone who might be required to administer them in an emergency situation. ETFO members must be advised of which students in the school are susceptible to an anaphylactic reaction and which allergens are known for each student.

### **What considerations should ETFO members be aware of before they administer Epi-Pens?**

The Epi-Pen is very easy to administer. The Epi-Pen does not pose a health risk to students, even if it is administered unnecessarily. The Epi-Pen can be self administered by a student, but it should generally be done by, or with the assistance of an adult because the onset of anaphylaxis can be debilitating. A member is protected from criminal liability by s. 216 of the Criminal Code if the Epi-Pen is administered, even improperly, in cases of an emergency.

### **Legal obligations members have with regard to administering Epi-Pens**

#### ***i. Common Law Expectation***

ETFO members have a common law duty of care to take all reasonable steps to ensure the safety of students. Failure to do so could result in a charge of negligence.

#### ***ii The Education Act***

The Education Act, s. 265(j), and Regulation 298, s. 20, require that principals and Teachers ensure the safety of students. Courts have found that these duties include a positive duty to take steps that a reasonable parent would take to safeguard the health and safety of students. This is a much higher standard than would apply to the general public.

#### ***iii. The Human Rights Code***

The Human Rights Code prohibits discrimination, including adverse-effect discrimination which might result from a child's increased risk in the school environment. Failure to take steps to accommodate a child's susceptibility to anaphylaxis might be found to be discriminatory under the Code.

#### ***iv. Criminal Code***

A member might be the subject of a criminal investigation if the failure or refusal to administer an Epi-Pen was considered criminally negligent or a failure to provide the necessities of life.

## **Health and Safety: The 3 R's**

Every worker in Ontario has a right to a safe workplace. This includes all Teachers. To ensure safe workplaces, various pieces of legislation, regulations, and policies exist. Central to these is the *Ontario Health and Safety Act (OHSA)*. This act safeguards workers' three (3) basic rights: the right to know, the right to participate, and the right to refuse unsafe work. It outlines the duties and responsibilities of employers, supervisors, workers, and Joint Health and Safety Committees (JHSC). It prohibits reprisal by an employer and provides for penalties to be enforced for violations of the act.

### **Duties and responsibilities of:                   ...the school board are:**

▶ to provide workers with information and instruction to protect their health and safety; to develop an occupational health and safety policy and post it in each workplace; to develop an occupational health and safety policy and post it in each site;

### **...a supervisor/principal are:**

▶ to ensure workers are in compliance with the act and its regulations; to advise workers of any potential or actual hazard; to take every precaution reasonable for the protection of workers and investigate any work refusal.

### **...the worker are:**

▶ to work in compliance with the *OHSA*; to report to an employer any defects in equipment, existence of a hazard, or violations (e.g., build up of ice on schoolyard pavement); to report all injuries/accidents to immediate supervisor.

**Joint Health and Safety Committee (JHSC)** - This committee is composed of both union and management personnel. Its Terms of Reference include establishing an inspection schedule, mechanism for resolving disputes, system for recording accidents, and procedure for investigating work refusals. The JHSC has the right to make recommendations regarding workplace policies and procedures that involve health and safety and an employer is required to respond to written recommendations within twenty-one (21) days. It is important that during inspections of workplaces, Teachers and education workers assist the health and safety worker-inspector to identify any source of danger or hazard that may exist for workers.

**Reporting Incidents** - Under the *OHSA*, workers must report any defect in equipment, a contravention of the act, any workplace hazard, all injuries, and health and safety incidents. Workers sometimes fail to report because they feel an accident or injury is trivial. They may fear reprisals or simply lack knowledge of proper procedure. It is extremely important that all incidents be reported by completing a Workplace Safety Insurance Board claim form and the Board's Accident/ Incident Report. This will ensure proper attention is paid to the health and safety of Teachers and education workers.

**Right to Refuse** - Teachers have a limited right to refuse work. While the *OHSA* covers Teachers, the *R.R.O.1990, Regulation 857 Teachers*, provides consistency with the *Education Act*. This regulation requires a Teacher to ensure the health and safety of a pupil is not in imminent jeopardy prior to enacting a work refusal under the *OHSA*. To act within the legislation, a Teacher or education worker believing a hazard exists in the workplace should report it to the principal immediately. If action is not taken in a reasonable time-frame, a Teacher or education worker should contact the ETFO health and safety representative for assistance. In cases of immediate danger, a Teacher may refuse work only after ensuring the health and safety of pupils. The right of other education workers to refuse work is not limited. Any work refusal must be taken in accordance with *Section 43-45* of the *OHSA*; one cannot simply walk out.

**Slips, Trips, and Fall** - Thirty (30) percent of accidents in the education sector are slips, trips, or falls. Floors or other surfaces must be kept free of obstructions, hazards, and accumulations of refuse, ice, and snow. Ladders, including step stools, are required when needing to reach high areas. Never use a chair or a desk as a replacement for a ladder. Stairs need to be properly lit and free of hazards. When carrying items up stairs, never obstruct your view; instead, make two trips.

**Violence in the Workplace** - Violence in the workplace, including violence from students (hits, kicks, bites, verbal abuse) is not part of the job and must be addressed as a Health and Safety issue. It is essential for Teachers and education workers to report all incidents of violence. When appropriate provisions are not enacted to deal with a known violent individual (i.e., student, parent), an employer may be seen as not having acted with due diligence to protect workers' safety. A worker may file a complaint, citing *Sections 25 and 27* of the *OHSA*. Some recent arbitration decisions in this area have indicated that Ministry of Labour inspectors have jurisdiction in the areas of training, procedures, and staffing levels as a protective measure in certain situations.

Reference Source: *Take Every Precaution Reasonable: An ETFO Guide to Occupational Health and Safety in Schools*

## **Silent Auction for Charity a Success!** by Nancy Miller, Fist Vice-President

Fun, food and mingling with other occasional teachers in a beautiful Victorian Christmas setting! Beautiful things to buy! Helping local children's charities! It was all this and more at the second annual Silent Auction for Charity hosted by the Thames Valley Occasional Teachers' ETFO Local December 2<sup>nd</sup> at the Idlewyld Inn in London.

Local businesses and friends donated more than a hundred fabulous gifts for auction with all proceeds going to the Merrymount Children's Centre, Participation House's Project Hope, and the Children's Safety Village. In attendance were Occasional Teacher members, Thames Valley Director of Education Bill Bryce and Human Resource Services Manager John Cuddie, Thames Valley Teacher's Local President Phillip Mack, Vice-President Janice Sinker and other Teacher Executive members, Hamilton Wentworth OT President Rian McLaughlin, OSSTF officers and many others.

How does a Silent Auction work? Items available for auction are on display with a bid sheet in front of them. All you need to do is sign your name and indicate your bid. If your bid is the last and highest when the bids are closed, you have bought that item! It really is that easy! Some items saw a friendly (though sometimes heated!) bidding war! Oh well, there's always next year...

We would ask that you give consideration to patronizing the following local businesses that donated goods and services for auction. Through their generosity we were able to raise 50% more money than last year to give to the charities. Special thanks also go to those members whose dedication and hard work made this event possible.

### **A Mann in Your Kitchen Caterers**

**Al Verrinder**

**A & P**

**Art Haight Garden Centre and  
Landscaping**

**Bellamere Country Market**

**Briwood Farm Markets**

**CAA Travel**

**Campbell Collector Plates**

**Canadale Nurseries**

**Curves for Women**

**Eastown Pizza**

**Elaine Salisbury Toronto OTs**

**ETFO Thames Valley Teacher Local**

**Fellow's Fernlea Flowers**

**Goodlife Fitness**

**Hamilton Wentworth OTs**

**Harry's Automotive Centre**

**Idlewyld Inn**

**Import Garden, Galleria Mall**

**Innovations in Hair**

**Jerry Springer**

**Joanne's Meridian Spa**

**Jonathan Hill**

**Joyce Verrinder**

**Jumbo Video**

**Kelsey's Restaurant**

**Lamplighter Inn**

**Masonville Mall**

**Montana's Restaurant**

**Nature's Image**

**Neilson Flowers/The Country Goose**

**Oihje Salon and Spa**

**Orchestra London**

**Ontario Teachers' Insurance Plan (OTIP)**

**Participation House**

**Pauline Snell**

**Peter Robson Studios – Sparta**

**Picard's Peanuts**

**Pizza Hut**

**Polly Stringle**

**Richmond Flowers**

**Robert Q Airbus**

**Ron Johnson**

**Rose's Resource Loft**

**Saffron's Restaurant (Fanshawe College)**

**Scholar's Choice**

**Scholastic Canada Ltd.**

**Sheraton Four Points Hotel**

**Shirley MacMillan**

**Suki Spa**

**Talbot Mercury**

**Taste of Heaven**

**The Grand Theatre**

**The Toy Shoppe**

**The Turkey Shoppe - Oegema Farms**

**Tim Horton's**

**Thames Valley District School Board**

**Unger's Farm Market**

**Wayside Restaurant, Talbotville**

**Westmount Mall**

**Wharnccliffe Chrysler**

**Zacks, Westmount Mall**

### **The Hamilton-Wentworth and Halton Signature OT Workshops** by Nancy Springer

Despite extremely inclement weather and road closures, eight brave souls journeyed to Hamilton on Friday, December 3 to participate in a wide variety of workshops, all geared towards Occasional Teachers. The focus of the day was "Member Protection" and one of the presentations that I found particularly useful was *Safety and Liability Issues in the Gym and Beyond*, presented by Bob Soroko which me with strategies for dealing with situations in the gym and on the school yard. The *Pensions, Taxes & Financial Issues for Teachers*, presented by Lorraine Stewart, was helpful to both retirees and those contemplating retirement; financial implications surrounding estate planning, marriage, divorce, and CPP were discussed, with suggestions for lessening the tax component. Other presentation included *Classroom Voice Management*, *Violence in the Classroom* and *Legal and Professional Issues You Need to Know*.

Following a lovely lunch (The Royal Botanical Gardens presents an elegant atmosphere), we were treated to a mesmerizing speech by Dr. Jean Hewitt, who addressed current education issues. She also provided the audience of Occasional Teachers with suggestions on "setting the tone" in a classroom.

A very worthwhile day! Look for some of these speakers to appear at upcoming local PD events.

### **HIGHLIGHTS FROM YOUR LOCAL'S LENDING LIBRARY - Call 641-3936 For details**

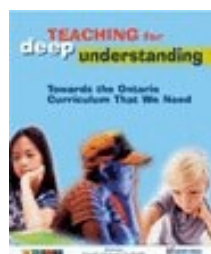


#### **Beyond Monet: *The Artful Science of Instructional Integration***

by Barrie Bennett & Carol Rolheiser

Following the success of *Cooperative Learning : Where Heart Meets Mind* and *Classroom Management: A Thinking and Caring Approach*, (also available for lending) Barrie Bennett and Carol Rolheiser continue with this book exploring the idea of instructional intelligence.

This 384 page full colour volume focuses on how to integrate a variety of instructional skills and strategies based on the knowledge of how students learn. It provides numerous sample lessons at all grade levels.



#### **Teaching for Deep Understanding: Towards the Ontario Curriculum That We Need**

An ETFO/OISE/UT research partnership exploring how we can teach for deep learning, critical thinking, and creativity in Ontario schools today.



#### **ETFO's Take Every Precaution Reasonable: A Guide to Occupational Health and Safety in Elementary Schools**

An overview of the current health and safety legislation; the rights of Teachers regarding Health and Safety; the responsibilities of employers regarding Health and Safety; and the appropriate school board policies and procedures that should be in place to deal with Health and Safety. It also provides extensive information regarding specific concerns in schools and suggestions re: indoor air quality, chemical hazards, violent students, etc.



#### **After the Chalk Dust Settles**

By ETFO Staff, 2000

"At the end of each busy day, after the chalk dust settles, we all need to take time for ourselves." This book looks at how teachers can reduce stress and achieve overall wellness. A workbook and journal, filled with strategies to help teachers cope with change, find a balance between work and home, improve overall attitude and maintain professionalism.