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Memo #3

Date: September 18, 2018

To: Executive/Members

Re: **IEP and Reporting Obligations; Black Out Dates; Shared Spaces; Electronic Communications; School-Based Meetings**

IEP and Reporting

At the end of 2017, the Ministry of Education released a memo to school boards, clarifying direction about reporting and subsequent updating of an IEP in elementary schools.

Given that an IEP must be created within 30 days of the start of the school year/semester or program, teachers, in elementary schools, were meeting with parents to provide the IEP and then immediately reporting on it. There was little time to implement the IEP, prior to the fall reporting period.

The IEP, created within the first 30 instructional days of each new school year, serves as the required reviewing and updating of the first reporting period for the elementary progress report. The IEP will continue to be reviewed and updated as necessary and as a minimum, once per reporting period (January/February and June reports).

Given this revised direction, elementary teachers will only need to update the IEP in the January/February and June reporting periods, thereby reducing some duplication and unnecessary paperwork.

Black Out Dates

The following are the Black Out Dates for the upcoming school year.

Progress Report: October 26th to November 1st, reports to the office November 2nd.

Parent-Teacher Interviews: *Thursday, November 15th (evening) and November 16th (PA Day)

Progress Reports sent home on November 14th.

*date can be an alternate date, if mutually agreed upon at the school-level

Term One: February 1st to February 7th, reports to the office February 8th.

PA Day to work on reports, February 1st.

Reports sent home on February 22nd.

Final Report: June 7th to June 13th, reports to the office June 14th.

PA Day to work on reports, June 7th.

Reports sent home on June 25th.

Shared Spaces

In regard to preparation time, it is strongly encouraged that classroom teachers leave the classroom while the Teacher teaching a prep subject (FSL, Social Studies, Dance, etc.) is present. We must be respectful that some of our colleagues are not in the position where they have their own classroom space to deliver curriculum. As a result, they must move from classroom-to-classroom to provide instruction, which is a less than perfect scenario for many reasons.

During the time that teachers are assigned to a classroom to deliver instruction, we have to be respectful that the space becomes theirs to use. It is a professional courtesy to vacate the space, to allow the teacher sole use of the space with the students in their care. When classroom teachers remain in the room, students can easily become confused as to who is “in charge” at that time. It is recognized that there are times when classroom teachers might have to remain during a prep period due to perform a specific task that is restricted to the classroom space, but this should be the exception, not the rule.

In the end, we are all teachers and we need to be cognisant that when another teacher is teaching, the instructional and classroom management responsibilities clearly should be shifted to our colleague.

Electronic Communication

With the increased use of technology in our classrooms – from laptops, iPads, Chromebooks, Google Classroom to Bring Your Own Device – some teachers feel the need to use the same technologies when communicating with students and teachers.

As convenient and efficient as electronic communication can be, teachers need to be aware of some issues:

- We are teachers 24/7, but that doesn't mean we have to be available 24/7
- Use of Board devices or email can be accessed by the employer
- Increased expectations and workload – parents/students expecting a response, etc.

Please use the link: <https://www.oct.ca/resources/advisories/use-of-electronic-communication-and-social-media> to review the College of Teachers Professional Advisory on Social Media.

Please see an attached article – written by Joe Pece from OECTA Provincial, Department Head of Counselling and Member Services – which elaborates more of what was mentioned above.

School-Based Meetings

Staff meetings are to take place once a month, for up to one hour in duration. The Association encourages all members to attend these meetings, however, if you are unable to attend, please inform your principal in a timely manner. A schedule for all the monthly staff meetings for the 2018 - 2019 school year should now be well established.

All other meetings before or after school are **strictly voluntary** and no one should be disadvantaged for not attending a voluntary meeting. These voluntary meetings include: division meetings; school improvement meetings; weekly morning meetings; lunch meetings and any other type of scheduled meeting that takes place outside of the instructional day.