

### PAY SCHEDULE

The Teacher pay schedule distributes Teacher salary over 26 equal bi-weekly pay periods. As a result active employees will have their pay directly deposited into their accounts every two weeks throughout the year. The new schedule begins on **September 3, 2009** and thereafter salary will be directly deposited every two weeks without interruption.

Members on leave will have their pay adjusted based on the number of the 194 days worked between September and June of any given year. The Board's Benefit Newsletter (Special Payroll Edition) does an excellent job of explaining all the permutations and options associated with the new pay schedule for members returning from a leave or going on a leave during the school year.

Finally, it should be noted that the key differences associated with the 26 - week pay schedule result in there being no double pay at Christmas and no quad pay in June. This of course is in exchange for uninterrupted pay throughout the summer for all active employees.

### LENGTH OF SCHOOL YEAR 2009-2010

The two days selected by the Board in order to be in compliance with the Education Act are, **Wednesday, September 2, 2009 and Thursday, September 3, 2009**. These two days will be Ministry Professional Activity Days and as a result no students will be attending school.

In future there will be more years when fewer than 194 potential instructional days are available between Labour Day and June 30<sup>th</sup>. Accordingly, the Unit – through the Modified School Year Committee – will advise the Board.

### A COLLABORATIVE MODEL FOR TIMETABLING – SCIENCE DEPARTMENT RF HALL

How many of us have had the experience of being handed a timetable and told what courses we would be teaching? No comments, input or discussions. Timetabling can be stressful as people make their wishes known, jockey for position to request/demand specific courses, strike side deals and create alliances, all in the quest of the ideal timetable. Additional stress is visited on those who are changing schools as they expect to get a mixed bag. At R.F. Hall, timetabling the Science Department involves a collegial process that begins when the administration asks for individual course preferences from staff. Colleagues are encouraged to discuss their preferences with each other, eliminating the surprise factor when the timetabling finally begins. The actual timetabling process starts as soon as the timetable is provided by the Admin/SAAC to the department.

#### **The Process**

##### **Step 1**

We begin by transferring the timetable information to a simple WORD Table showing each course and the period it will be taught. A manual list on the front board will suffice as well.

Dufferin Peel Secondary Unit

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## Step 2

The heads of other departments are consulted to determine how members teaching in more than one department will be affected. Specifically, an attempt is made to pin down which periods they will be available to teach science. Again, this is a discussion that involves attempting to meet both departmental and individual teacher needs.

## Step 3

Transcribe the data collected from Step 2 into a Word table showing the availability of each member of the department. This will, limit the courses available to teachers who will be working in more than one department. The blacked out sections are periods in the day when the specific teachers will be working in other departments.

## Step 4

The two tables are sent to each current and future member of the department as soon as possible and a timetabling meeting date is set. This allows everyone the time they need to see how the timetable is set up and which courses they can possibly select.

## Step 5

The department convenes its timetabling meeting and each member draws lots to determine the order in which individuals will choose courses. A data projector is used to project both tables.

After 12 years of refining this process, the following is a list of the rules we have agreed upon for the course selection process:

1. People must be I/S qualified in a subject to choose that subject.
2. The first round only one course is selected ...your first choice.
3. The second round is carried out in reverse order... the first shall be last!
4. All members are requested to consider at least one junior course per semester
5. If you have made a choice for an Academic or University course, you are asked to choose an applied or college in the next round.
6. During the third round we attempt to balance everyone's timetables collectively by stressing; two preps, sequencing of courses, and spares as well as any other accommodations where necessary and appropriate.

## Conclusion

Our process is one that works for us. When all is said and done, everyone knows exactly why a specific timetable is the way it is. In addition, since the process was open and collegial, all issues are settled *before* we leave the room. We may have to make changes... timetables change, courses change, sections are added or collapsed etc... but, in general, everyone knows why everyone else got what they did! No backroom deals, secret negotiations, favours granted or received or hard feelings. Lastly, we make an effort to ensure that new teachers to the department (those not yet hired) will not be saddled with courses that are difficult to teach. In this way, we hope to make a new teacher's entry to the profession as smooth and positive as possible.

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