

My name is Ken Marchand. I live in Hammonds Plains. I have 3 children, 2 of which currently attend public school and a 3rd who is in her 3rd year of University.

I am writing to you to request that you reject the bill that legislates the teachers a contract. This is fundamentally wrong and constitutionally illegal and morally unacceptable!!!!

I have been a teacher for 26 years and a Principal of a public school here in HRSB for 11 years. I have witnessed firsthand the plight of our current realities in the classroom. The demands on teachers and on administrators have been absolutely unattainable; resulting in STARK personal and professional expectations and stresses for all directly involved.

I want to share with you my experiences as an educational leader and place my focus on the many complexities in the each of the classrooms at my school that we (our teachers, EPAs, secretaries) struggle to MANAGE daily. I use the word manage because this is all we can do !!!!!!!!!!!!!!!!!!!!!!! Manage DOES NOTHING to "IMPROVE". It simply places a band aid on a HEAVILY BLEEDING WOUND. I have teachers who cry on a daily basis because they cannot support the children they teach. They feel absolutely incompetent and they tell me! Now picture yourself going to your boss crying and communicating that you are "incompetent", the you cannot reach this child/children/class because you are drowning. They continuously BEG me for support (EPA, professional, Guidance, Social worker, IWK, etc...). I do all I can to get the support but the School Board communicates "No More Funds or Wait" – The IWK communicates "Get In Line – 6 months". I go back to the teacher and say "I understand and I hear you - Sorry". We are left with the expectations to "MAKE IT RIGHT". ----- WE CANNOT!!! -----
PLEASE NO MORE COMMISSIONS TO STUDY IT

As an instructional leader, I know that the most effective way to improve learning is to improve teaching. MY TEACHERS ARE DROWNING!! THEY ARE EXCEPTIONAL EDUCATORS AND THE MOST VALUABLE RESOURCE EDUCATION. I fear that my teachers and the teachers across this province are emotionally and professionally BURNT OUT to just MANAGE the students. You see...., because of the "SPEED OF SCHOOL" things must move forward; however, that is all a façade. Our severe and neediest students are being MANAGED with ALL of our LIMITED resources; and most of our less struggling students are receiving little to NOOOO support as the resources are needed for our learners with severe medical, physical, emotional, behavioural and intellectual needs. By the way – most of these needs, we as teachers do not have the skillsets support. **PLEASE NO MORE COMMISSIONS TO STUDY IT**

We currently have 38 students in our learning centre with needs that range from tube feeding, high to low functioning ASD, to high physical behavioural challenges, to emotional needs, to intellectual challenges, to high physical challenges. With that, we have 8 EPAs to support all 38 students. Of the 38 students on caseload, 6 of our highest need students require 100% direct support! If you just put the math together, it make it absolute impossible for the remaining 2 EPAs to support 32 students. We are juggling daily to MANAGE as our cries go nowhere!!!! **PLEASE NO MORE COMMISSIONS TO STUDY IT**

DAILY, our staff are spat at and abused both physically and emotionally (kicked, slapped, head-butt, tripped, cussed at, demeaned) with the expectation that we ACCEPT and move forward. This is very SAD as an educational leader – WHY – Because we are failing the CHILD and we are failing the Teacher. THE

LACK OF RESOURCES IS CREATING THIS. We are not isolated. All schools are in this similar environment. The professional resources needed to support some of our neediest students are far beyond the teacher and the skillsets we have been trained with – BUT WE ARE LEFT TO SUPPORT. Not to mention, managing a classroom with high variances in abilities, forces the teacher to juggle the classroom expectations, essentially "dumbing it down" and ignoring gifted students because they have finished their work and are sitting quietly.

How Frustrating!!!! How Emotional!!!!!!!!!! How EMPTY! **PLEASE NO MORE**

COMMISSIONS TO STUDY IT

Now, I will move on to the extra demands on teachers which take them away from what they do best, which is "Teach". I have some of the best teachers at my school that I have ever worked with in my 26 years of teaching. Their commitment to children is absolutely paramount!!! They will fight for the children in their class to their last breath. That is no exaggeration!!!! If my children were starting school, I would absolutely move to my catchment area to have them attend my school. BUT, they are drowning and feel like they are failing!!! - -----TIENET, POWERSCHOOL, EMAILS, NEW TECHNOLOGY DEMANDS, ASSESSMENTS, STUDENT SUCCESS PLAN (FORMER CSI/PFI), SAC, MEETING/MEETINGS/MEETINGS, PLCs, NO FAILING, NO CONCEQUENCES, NO PARENT ACCOUNTABILITY,

ATTENDANCE CHALLENGES, ETC... STOP IT!!!!!!!!!! **PLEASE NO MORE**

COMMISSIONS TO STUDY IT

As a principal I am at the front line when the multitudes of initiatives and policies are released and have to be implemented. I have to ask my teachers every day ----- DO MORE!!!!!!

TEACHER STORY: My student XXXXX (one of my top students) - I had a reading conference with her in late November. When I sat down with her to read together she said to me "Finally, Mrs. Mills! You know you've only read with me once this year!" She was bursting with joy and excitement, but I was so ashamed that I'd only read with her twice in 3 months. She is not a struggling student, but she deserves my time and attention too.

TEACHER STORY: I decided to keep track of the money I spent out of my own pocket (2014-15 school year). By March I had spent \$1500. I stopped keeping track. I just didn't even want to know anymore.

TEACHER STORY: Our conversation about my professional growth plan the year I returned to the classroom. I told you that I wanted my goal to be "to keep my head above water". We both laughed but deep down I think we both knew this was true, sadly. In confidence, I barely kept my head above water - I don't know whether you realize how close I came to the breaking point that year. It was only through the support of family and friends, and a top notch admin team that supported me ALWAYS, that I was able to hang on. Thank you.

YOU WANT ME TO TELL THESE TEACHERS "WAIT – A COMMISSION WILL WORK ON THIS AND MAKE IT BETTER ----- WHEN WILL IT CHANGE----- I DON'T KNOW ----- "

I have to explain to the parents that there isn't any funding, that their child will be safe and be receiving support when I can't guarantee that.

I have to tell a parent that there is a 1 year waiting list for an assessment.

I have to attend the meetings and process the data and reports (TIENET) and try to squeeze more time and funds from an already broken and over burden system.

I have to look that child in the eye that has been sent to my office when I know he can't help himself that there is no support left to give him.

I have to tell the parent that speech support is available but your child will only receive 30 minutes every 3-4 weeks.

Every day I go to work knowing that it is going to be an uphill battle and every day I have to be a leader for my school, my students, my community ----- I need some help I need changes and I need them TODAY, not another committee review not another report, I need change. I need classroom sizes that are manageable, teachers and specialists that are trained to work and support students with needs, time for teachers to teach and not be spending their valuable, personal and student centered professional time on data entry, reports, TIENET, POWERSCHOOL, SSP demands and MUCH MORE -0--

I need your help NOWWWWWWW!! **PLEASE NO MORE COMMISSIONS TO STUDY IT**

I voted against the contract on all three occasions as there was NO IMMEDIATE SUBSTANTIAL impact to Learning and Teaching.

Why can't the government remove, change or suspend some initiatives they are currently implementing as part of their plan to address these very CRITICAL issues that are SOOOOO negatively impacting

learning and teaching. GRASSROOTS CHANGES!!! **PLEASE NO MORE COMMISSIONS TO STUDY IT**

THERE WOULD ABSOLUTELY BE NO COST TO THIS but the impact on teacher time would be IMMENSURABLE!!!

IMMEDIATELY DROP:

- TIENET
- Powerschool
- External Assessments (Board and EECD)
- SSP/CSI/PFI INITIATIVES, REPORTS, ETC...
- EECD OUTSIDE INITIATIVES

TAKE THESE THINGS TO THE COMMISSIONS TO FIX!!

PLAN:

1. Take the 2x personal days funds and add it to the 20 000 000, as teachers never wanted these days!
2. Take the money saved from the wage saving in the 1st contract and add it to the 20 000 000.
3. SPEND THE 20 000 000 PLUS **NOW!!!**

WITH THE MONEY:

- More Guidance Counsellors
- More professional Supports for Beh. , Mental Health, and sever intellectual needs
- More EPAs
- An additional % teacher to each school (Based on needs or population) for the school to be given the autonomy to provide support where needed (Close The Gap - RIGOR)
- Hold on the hard cap
- Take identified special needs as addition to class sizes (ex. A student with an IPP would be considered counted as 1.5 or 2.0 when creating configurations.

OUR STUDENTS AND OUR TEACHERS deserve this, as a start!!!

GIVE US JUST A LITTLE OF THAT AND WE WILL SAY YES!!

I asked if the pleas we are making are being heard?

Then tweak it more! REMOVE THE POLITICS!!

Ken Marchand