



**2016**

# Annual meeting booklet

# INTRODUCTION

## **RESOLUTIONS TO THE 2016 ANNUAL MEETING**

The Annual Meeting Booklet contains resolutions submitted for consideration by the Annual Meeting in accordance with Article IX, Annual Meeting, 9.6 and 9.7, which provide for resolutions to be received from a local, the Executive, the Representative Council, a standing committee, or a special committee of the Annual Meeting prior to March 1.

The Annual Meeting Committee receives and reviews each resolution. Subject to consultation with the originator(s) of the resolution(s), the Annual Meeting Committee may, for purposes of clarification, edit resolutions or combine resolutions of the same or similar intent. All originators submitting resolutions of the same or similar intent have been listed. Where the submitted rationales differ, each originator's rationale has been included.

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The 2016 Annual Meeting Agenda will list the order in which resolutions will be dealt with, which may vary from the order published in the Annual Meeting Booklet.



## PRIORITIES

### 1. Executive

That the 2016-2017 Priorities of the Elementary Teachers' Federation of Ontario be:

- To protect the collective bargaining rights of all members.
- To defend publicly-funded public education.
- To serve the needs of the membership.
- To provide for the professional development of members.
- To promote social justice in the areas of peace, anti-poverty, non-violence and equity.
- To support international assistance and co-operation.
- To promote the care and protection of the environment.
- To actively engage members in the Federation.
- To promote and protect the health and safety of members.”

*Rationale:*

*The Priorities remain the same as last year. Given the need to drastically improve working and learning conditions in the elementary system there is always a great temptation to add to the priorities. The challenge, of course, is that if everything is a priority, nothing is truly a priority.*

## CONSTITUTION

### 2. Executive

That Article IV, Membership, Section 1, Active Membership, be amended to read:

- “4.1.1 Members in bargaining units for which the Federation is the bargaining agent under the School Boards Collective Bargaining Act or its successor and members for which the Federation holds bargaining rights under any other Act (including the Labour Relations Act) including members on board-approved leaves of absence shall be active members of the Federation subject to the provisions of the Constitution, Bylaws or Directives of the Federation.
- 4.1.2 All employees in bargaining units for which the Federation is seeking to hold bargaining rights shall be eligible for active membership subject to the provisions of the Constitution, Bylaws and Directives of the Federation.”

AND

That Bylaw 1, Fees, be amended to read:

- “1.1 Each active member shall pay fees as set out below:
- 1.1.1 A fee of 1.36% of gross annual salary to be allocated on the basis of 1.250% to the General Fund and 0.110% to the Defense Fund.
- 1.1.2 In any year, following a year in which the audited financial statement shows a Defense Fund balance of less than \$150 million there shall be an additional fee of 0.2% of gross annual salary per active member to be allocated to the Defense Fund.
- 1.1.3 There shall be an additional fee for each active member of 0.0354% of gross salary for a political action and public relations fund to promote public education.

- 1.1.4 There shall be an additional fee for each active member of 0.0046% of gross salary for a humanitarian fund.
- 1.2 Active member fees are payable with each and every salary payment to a member. Fees must be deducted at the time salary is payable and remitted to the Federation promptly.
- 1.3 If no fee payment is received by the Federation in respect of a member, active membership status ceases immediately and notice that this has occurred will be forwarded to the last address provided by the member. Cessation of active membership for cessation of fee payments is subject to the following exceptions:
- 1.3.1 Where the Federation is satisfied that the member is on board-approved leave of absence, active membership will be continued for the duration of the leave; and
- 1.3.2 Where the bargaining unit member at issue is an occasional teacher, active membership will only cease if, after the last fee payment, no fee has been paid for 120 days.”

*Rationale:*

*The definitions of “active membership” in Article IV, Membership, have been revised and updated to coincide with changes to the bargaining legislation governing ETFO and to coincide with 2015 Annual Meeting Motion (7-27) (NBM 7) to protect occasional members from being removed from active membership due to a lack of work for a period of 120 days following their last fee payment.*

*These changes required consequential changes to Bylaw I, Fees, so that the existing method of monthly fee payments remitted by school boards to the Federation is captured in the fee payment provision. The notion of “annual fees” which is an outdated historical reference not matching current monthly remittances has been removed.*

*These changes ensure that members who are on approved leave are clearly defined as “active members”. By virtue of this resolution, active membership is clarified and linked to the payment of monthly fees with protections built in for occasional members and members on leave to maintain active status.*

As a result of these changes, some renumbering has been required to create internal coherence.

### **3. Greater Essex County Teacher Local and Keewatin Patricia Teacher Local**

That Article V, Rights and Privileges of Membership, Section 1, Rights and Privileges of Active Membership, 5.1.5 amended with the addition of a new subsection to read:

- “1.0 When there is an online provincial vote, the president of each local will be apprised of the number of votes cast in their local.”

*Rationale from Keewatin Patricia Teacher Local: Mobilizing the membership is a local responsibility and it is important for the local to understand whether the membership is engaged in the process. If we do not know how many members participated in the online vote, we have no benchmark by which to gauge our success or failure to mobilize. In the past when a secret ballot was collected and collated by the local, the local was aware of member participation. The online vote creates a disconnect with the local and its membership.*

*Rationale from Greater Essex Teacher Local: It is important for the local to understand how supportive the membership is of the bargaining situation. If we do not know our local results, this is problematic.*

*In the past when a secret ballot was collected and collated by the local, the local was aware of member participation and results. The online vote creates a disconnect with the local and its membership.*

#### 4. Peel Occasional Teacher Local

That Article V, Rights and Privileges of Membership, Section 1, Rights and Privileges of Active Membership, be amended with the addition of a new section to read:

- “1.0 To be elected to hold office in the local and in the Federation.  
1.1 To be elected/appointed to serve on task forces, committees and work groups of the local and the Federation.”

*Rationale:*

*The proposed amendments are current practice. Said practice assumes that active members have these rights. They seek to codify current practice. Embedding the right to hold office in the Constitution has greater legal status than “may be nominated to stand for office” in By-law III. ETFO needs to follow best practice and include these rights in the Constitution. If it is important to state in the Constitution that associate and honorary members can serve on task forces, committees and work groups, it is even more important to say that active members have these rights.*

#### 5. Durham Teacher Local

That Article V, Rights and Privileges of Membership, Section 1, Rights and Privileges of Active Membership, be amended by the addition of a new subsection to read:

- “1.0 When voting is open for a period of time greater than one day, the window of time for voting will not begin until after 14 calendar days have passed for locals to conduct duly called information meetings.

*Rationale:*

*The ratification vote for the last tentative central agreement was conducted online. The voting period was open from midday Sunday to midday Thursday, leaving most locals unable to give members reasonable notice when holding an all members meeting before the Monday or Tuesday of the same period. This means that many members*

*voted without full information or understanding, which the original amendment to add 5.1.2.9 was meant to prevent. There was no urgent need for this to happen and the situation was unfair to ETFO’s membership.*

#### 6. Toronto Occasional Teacher Local

That Article VII, Disciplinary Procedures, be amended by the addition of a new section to read:

- “1.0 There shall be an expedited investigation and discipline process for complaints against local elected officers where the alleged actions of the officer potentially jeopardize the ongoing welfare of fellow officers or members.”

*Rationale:*

*The intent of this resolution is not to undermine due diligence or the fairness of the existing process but to establish a priority system when locals and therefore their members could potentially be in jeopardy due to the alleged actions of a local leader. The investigation and discipline process demands confidentiality, details of a complaint cannot be revealed to members that they might need to know for their own welfare. The longer the process, the longer members are unprotected and the more vulnerable ETFO could be to allegations around duty of fair representation.*

#### 7. Durham Occasional Teacher Local

That Article IX, Annual Meeting, be amended by the addition of a new section to read:

- “1.0 That a delegate at the ETFO Annual Meeting, within their allotted two minute maximum time may call the question (close debate) only if they have not used this time to also speak to the motion.”

*Rationale:*

*It’s possible to address a motion, for or against, then immediately close debate with a motion to “call the question”. The last argument heard is often the one remembered and may sway the vote. It’s difficult*

when debate is immediately closed without a change to correct or clarify information. It's self-serving and doesn't do justice to our democratic process when a motion is shut down by the same individual who just spoke. Eliminating the ability for both speaking to and calling the question puts ETFO in line with others, e.g., OFL and improves the process of debate.

### 8. Durham Teacher Local and Political Action Committee

That Article IX, Annual Meeting, be amended by the addition of a new section to read:

- "1.0 The Annual Meeting agenda include, as a timed item, a social justice and/or political rally, to be scheduled for a minimum duration of two hours, effective as of the 2017 ETFO Annual Meeting."

*Rationale from Durham Teacher Local:*  
The Annual Meeting provides an unparalleled opportunity each August to mobilize 600 or more ETFO members in support of the causes we support. We have many strong policy statements in place, and we do wonderful work through our humanitarian fund, but it is important that ETFO support our words and financial contributions through action. We must lead by example and be the change we wish to see.

*Rationale from the Political Action Committee:*  
As we have seen throughout our history, some of our most influential moments have occurred when we have put our words into action, and held rallies across the province. Our Annual Meeting provides us with a unique opportunity to put our lobbying efforts, and our policy statements, on the front pages of mainstream media and into the consciousness of the general population. Many labour conventions include one or several rallies over their duration. ETFO has a great chance to, once a year, profile an issue of importance to our members. We should not let that opening go to waste.

### 9. Greater Essex County Teacher Local

That Article IX, Annual Meeting, be amended by the addition of a new section to read:

- "1.0 That the Annual Meeting agenda, during non-election years, include a period of up to thirty (30) minutes for questions and answers to a panel of the released Executive members."

*Rationale:*

*It is important for delegates to be able to communicate, ask questions and engage in discussion with our elected released officers about matters they feel are important. This motion creates an opportunity for this type of question and answer period in non-election years, and would mirror what currently exists at Representative Council.*

### 10. Elementary Teachers of Toronto Local

That, effective for the 2017-2019 term of office, Article X, Provincial Organization, Section 1, Executive, 10.1.1, be amended to read:

- "10.1.1 The Executive shall consist of eighteen (18) members and shall include:
- 10.1.1.1 president;
  - 10.1.1.2 first vice-president;
  - 10.1.1.3 two (2) vice-presidents, one (1) of the positions shall be open to women only;
  - 10.1.1.4 the Federation representative to the Ontario Teachers' Federation (OTF Table Officer); and
  - 10.1.1.5 Executive members, as necessary to complete the Executive, four (4) of the positions shall be open only to women members; one (1) shall be open only to Aboriginal members; one (1) shall be open only to members with a disability; one (1) shall be open only to lesbian, gay, bisexual, transgender, queer or questioning members; and one (1) shall be open only to racialized members."

AND

That Bylaw III, Elections, 3.2.3, be amended to read:

“3.2.3 Executive members, as necessary to complete the eighteen (18) member Executive, four (4) of whom shall be women; one (1) of whom shall be Aboriginal; one (1) of whom shall be a member with a disability; one (1) of whom shall be a lesbian, gay, bisexual, transgender, queer or questioning member; and one (1) of whom shall be a racialized member.”

AND

That Bylaw VI, Procedure to Fill a Vacancy on the Executive, 6.7.2, be amended to read:

- “6.7.2.1 A vacancy in a position designated for women shall be open to women candidates only.
- 6.7.2.2 A vacancy in a position designated for Aboriginal members shall be open to Aboriginal candidates only.
- 6.7.2.3 A vacancy in a position designated for members with a disability shall be open to candidates with a disability only.
- 6.7.2.4 A vacancy in a position designated for lesbian, gay, bisexual or transgender, queer or questioning members shall be open to lesbian, gay, bisexual, transgender, queer or questioning member candidates only.
- 6.7.2.5 A vacancy in a position designated for racialized members shall be open to racialized candidates only.”

AND

That Bylaw VI, Procedure to Fill a Vacancy on the Executive, 6.8.2, be amended to read:

- “6.8.2.1 A vacancy in a position designated for women shall be open to women candidates only.
- 6.8.2.2 A vacancy in a position designated for Aboriginal members shall be open to Aboriginal candidates only.
- 6.8.2.3 A vacancy in a position designated for members with a disability shall be open to candidates with a disability only.

- 6.8.2.4 A vacancy in a position designated for lesbian, gay, bisexual, transgender, queer or questioning members shall be open to lesbian, gay, bisexual, transgender, queer or questioning candidates only.
- 6.8.2.5 A vacancy in a position designated for racialized members shall be open to racialized candidates only.”

*Rationale:*

*A diverse leadership with representation from the recognized equity-seeking groups is an improvement and a benefit to us all in terms of perspectives, experiences, skills, knowledge base, contacts and networks. When we decide that an improvement to the working conditions of our members is necessary, we fight to guarantee it in our collective agreement rather than leaving it to circumstance. If diversity of leadership is recognized as a principle of our organization, it cannot be left to the vagaries of circumstance.*

## **11. Executive and Lesbian, Gay, Bisexual, and Transgender and Queer or Questioning Members Committee**

That Article X, Provincial Organization, Section 1, Executive, 10.1.1.5, be amended to read:

- “10.1.1.5 Executive members, as necessary to complete the Executive;
- 10.1.1.5.1 three (3) of the positions shall be only open to women members;
- 10.1.1.5.2 one (1) of the positions shall be only open to women members who are also First Nations, Métis or Inuit, members with a disability, lesbian, gay, bisexual, transgender, queer or questioning members or racialized members;
- 10.1.1.5.3 one (1) of the positions shall be only open to members who are First Nations, Métis or Inuit, members with a disability, lesbian, gay, bisexual, transgender, queer or questioning members or racialized members.”

AND

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That Bylaw III, Elections, 3.2.3, be amended to read:

- “3.2.3 Executive members, as necessary to complete the fourteen (14) member Executive;
- 3.2.3.1 three (3) of the positions shall be only open to women members;
- 3.2.3.2 one (1) of the positions shall be only open to women members who are also First Nations, Métis or Inuit, members with a disability, lesbian, gay, bisexual, transgender, queer or questioning members or racialized members;
- 3.2.3.3 one (1) of the positions shall be only open to members who are First Nations, Métis or Inuit, members with a disability, lesbian, gay, bisexual, transgender, queer or questioning members or racialized members.”

AND

That Bylaw VI, Procedure to Fill a Vacancy on the Executive, 6.7.2, be amended to read:

- “6.7.2 A vacancy in an equity position shall be only open to designated members;
- 6.7.2.1. a vacancy in an equity position for women shall be only open to women members;
- 6.7.2.2 a vacancy in an equity position for women members who are also First Nations, Métis or Inuit, members with a disability, lesbian, gay, bisexual, transgender, queer or questioning members or racialized members shall be only open to women members who are also First Nations, Métis or Inuit, members with a disability, lesbian, gay, bisexual, transgender, queer or questioning members or racialized members;
- 6.7.2.3 a vacancy in an equity position for members who are First Nations, Métis or Inuit, members with a disability, lesbian, gay, bisexual, transgender, queer or questioning members or racialized members shall be only open to members who are First Nations, Métis or Inuit,

members with a disability, lesbian, gay, bisexual, transgender, queer or questioning members or racialized members.”

AND

That Bylaw VI, Procedure to Fill a Vacancy on the Executive, 6.8.2, be amended to read:

- “6.8.2 A vacancy in an equity position shall be only open to designated members;
- 6.8.2.1 a vacancy in an equity position for women shall be only open to women members;
- 6.8.2.2 a vacancy in an equity position for women members who are also First Nations, Métis or Inuit, members with a disability, lesbian, gay, bisexual, transgender, queer or questioning members or racialized members shall be only open to women members who are also First Nations, Métis or Inuit, members with a disability, lesbian, gay, bisexual, transgender, queer or questioning members or racialized members;
- 6.8.2.3 a vacancy in an equity position for members who are First Nations, Métis or Inuit, members with a disability, lesbian, gay, bisexual, transgender, queer or questioning members or racialized members shall be only open to members who are First Nations, Métis or Inuit, members with a disability, lesbian, gay, bisexual, transgender, queer or questioning members or racialized members.”

AND

That Bylaw VI, Procedure to Fill a Vacancy on the Executive, 6.8.2, be amended to read:

- “6.8.2 A vacancy in an equity position shall be only open to designated members;
- 6.8.2.1 a vacancy in an equity position for women shall be only open to women members;



- 6.8.2.2 a vacancy in an equity position for women members who are also First Nations, Métis or Inuit, members with a disability, lesbian, gay, bisexual, transgender, queer or questioning members or racialized members shall be only open to women members who are also First Nations, Métis or Inuit, members with a disability, lesbian, gay, bisexual, transgender, queer or questioning members or racialized members;
- 6.8.2.3 a vacancy in an equity position for members who are First Nations, Métis or Inuit, members with a disability, lesbian, gay, bisexual, transgender, queer or questioning members or racialized members shall be only open to members who are First Nations, Métis or Inuit, members with a disability, lesbian, gay, bisexual, transgender, queer or questioning members or racialized members.”

*Rationale from Executive:*

*In light of the equity and social justice vision of the Executive, the ETFO Priorities, Representative Council motions and Annual Meeting motions regarding the need to examine the political structure of ETFO, this motion designates certain equity seats on the ETFO Executive to better reflect the diversity of the membership. It is an opportune time to bring this motion back to the delegates as it is not an election year.*

*Rationale from LGBTQ Committee:*

*A diverse leadership at provincial level with representation from the recognized equity-seeking groups is an improvement and a benefit to all members in terms of perspectives, experiences, skills, knowledge bases, contacts and networks. In meeting the equity and social justice vision of ETFO and its priorities, diversity of leadership cannot be left to the vagaries of circumstance. This motion seeks incremental improvement to the diversity of provincial Executive without increasing the size of the Executive and without additional costs.*

## 12. Durham Teacher Local and York Region Teacher Local

That Article X, Provincial Organization, Section 2, Representative Council 10.2.7, be amended by the addition of a new section to read:

- “1.0 endorse by a simple majority vote the ETFO preliminary submission to the central bargaining table.”

*Rationale from Durham Teacher Local:*

*The ETFO Constitution already confers upon the Representative Council the right to receive and approve the organization’s bargaining priorities. The Representative Council should have the parallel right to approve the list of items to be bargained centrally. These two items are directly linked. Other affiliates have already enshrined this step in their organizational process.*

*Rationale from York Region Teacher Local:*

*The passing of Bill 122 fundamental changed the nature of collective bargaining in the education sector. What is allowed to be bargained locally is entirely dependent upon what is not dealt with centrally. ETFO’s structure needs to reflect those changes. The Representative Council already has the right to approve ETFO’s bargaining priorities, this motion would provide the parallel right to approve the list of items to be bargained centrally. Our sister teacher unions have already made similar changes to their constitutions. We will provide a legal opinion to support this motion.*

## 13. Thames Valley Teacher Local

That Article X, Provincial Organization, Section 2, Representative Council be amended by the addition of a new section to read:

- “1.0 That Representative Council shall be responsible for electing three (3) council members (one teacher, one occasional teacher, one non-teacher) to the editorial board of Voice magazine.”

*Rationale:*

*It is important for Voice magazine to reflect diversity within ETFO. The addition of three duly elected editorial board members would underscore this commitment.*

### 14. Thames Valley Teacher Local

That Article X Provincial Organization, Section 2, Representative Council, be amended by the addition of a new section to read:

- “1.0 That Representative Council shall be responsible for electing three (3) council members (one teacher, one occasional teacher, one non-teacher) to the central bargaining table teams.”

*Rationale:*

*Representative Council is constitutionally required to approve collective bargaining goals. It follows that duly elected Representative Council members should be included in the bargaining team at the central table.*

### 15. Elementary Teachers of Toronto Local

That Article X, Provincial Organization, Section 3, Committees, 10.3.1, be amended by the addition of a new subsection to read:

- “1.0 Teacher Leaders.”

*Rationale:*

*The committee would support teachers who are leaders at a system level, in centrally assigned roles or at a local level in further developing their leadership abilities. Teachers in leadership roles are often supporting other members and as such need more opportunities for professional development to be fully effective in their roles. It is critical that administrators are not placed in these roles or take leadership opportunities away from teachers.*

### 16. Durham Teacher Local

That Article X, Provincial Organization, be amended by the addition of a new section to read:

- “1.0 Section 5 – Staff  
1.1 Staff shall contribute to the successful implementation of Federation Priorities.  
1.2 Notwithstanding the roles of the General Secretary and Deputy General Secretaries in the Ontario Teachers’ Federation and Canadian Teachers’ Federation, the staff will not engage in the politics of the Federation.”

*Rationale:*

*As it stands there is no language in our constitution specific to the role of staff within our Federation. Currently staff report to the General Secretary and their roles and responsibilities are determined through the collective bargaining process. This motion would embed in our constitution language formalizing commonly held practices for employees of the Federation.*

### 17. Elementary Teachers of Toronto Local

That Article XI, Local Organizations, Section 1, Structure, 11.1.8, be amended to read:

- “11.1.8 ETFO will consult with locals regarding local restructuring prior to district school board restructuring.”

*Rationale:*

*As it currently stands, ETFO’s locals are defined in our Constitution according to the boundaries for the school boards and employer(s) which are legislated. This leaves locals vulnerable to sudden and automatic restructuring such as amalgamation or elimination. It is prudent to ensure that locals have the chance to be consulted before any restructuring.*

## 18. Status of Women Committee

That Article XI, Local Organizations, Section 2, Governance, 11.2.2 be amended to read:

“11.2.2 The local constitution shall ensure leadership positions for women on the executive including at least one (1) designated position for women among the released positions for locals with two (2) or more released executive positions.”

*Rationale:*

*Statistics collected by ETFO consistently show that women are under-represented, relative to their share of membership, in decision-making positions within our union. This resolution would improve the representation of women in local positions.*

## 19. Arts Committee

That Article XI, Local Organization, Section 2, Governance, be amended by the addition of a new section to read:

“1.0 Each local shall endeavour to have an Arts Committee.”

*Rationale:*

*Committees help build members up within individual locals. This resolution would help empower local members to establish an Arts Committee where one does not exist. A local Arts Committee could then work in tandem with other local committees to help focus PD opportunities for members within the arts and further identify and address issues within the arts at the local level.*

## BYLAWS

### 20. Executive

That Bylaw I, Fees, 1.1, be amended to read:

“1.1 Each active member shall pay an annual fee of 1.41% of gross annual salary to be allocated as follows:  
1.1.1 1.300% to the General Fund and 0.1100% to the Defense Fund.”

*Rationale:*

*Inclusion of this motion in the 2016 Annual Meeting Booklet will enable the Executive to introduce it should the need for a fee increase become apparent.*

### 21. Executive

That Bylaw I, Fees, 1.2, be amended to read:

“1.2 In any year, following three (3) consecutive years in which the audited financial statement shows a Defense Fund balance of less than \$150 million there shall be an additional fee of 0.2% of gross annual salary per active member to be allocated to the Defense Fund.”

*Rationale:*

*This motion will “smooth” the impact on members of fee increases due to fluctuations in the Defense Fund in a volatile market.*

### 22. Executive

That Bylaw 1, Fees, 1.3, be amended to read:

“1.3 There shall be an additional fee for each active member of 0.0854% of gross annual salary for a political action and public relations fund to promote public education.”

*Rationale:*

*Inclusion of this motion in the 2016 Annual Meeting Booklet will enable the Executive to introduce it should the need for a fee increase become apparent.*

### 23. Executive

That Bylaw II, Duties of the Executive, Section 4, Executive 2.4.4, be amended to read:

“2.4.4 To employ two (2) deputy general secretaries, a chief financial officer and a human resources officer, who shall be administrative officers;”

*Rationale:*

*The Bylaw should be updated to include these positions. This change incorporates current practice.*

### 24. Executive

That Bylaw II, Duties of the Executive, Section 4, Executive, 2.4.6, be amended to read:

“2.4.6 To negotiate and ratify personal services contracts with the general secretary, the deputy general secretaries, the chief financial officer and the human resources officer;”

*Rationale:*

*This change would update the Bylaw to permit the negotiation of personal services contracts with the Chief Financial Officer and the Human Resources Officer in keeping with current practice.*

### 25. Greater Essex County Teacher Local and York Region Teacher Local

That Bylaw II, Duties of the Executive, Section 4, Executive, be amended by the addition of a new section to read:

“1.0 To provide to a local the local vote results of a provincial ratification vote on a tentative central agreement.”

*Rationale from Greater Essex County Teacher Local:*

*It is important for the local to understand how supportive the membership is of the bargaining situation. If we do not know our local results, this is problematic.*

*In the past when a secret ballot was collected and collated by the local, the local was aware of member participation and results. The online vote creates a disconnect with the local and its membership.*

*Rationale from York Region Teacher Local:*

*Real democracy needs to be both transparent and accountable. Providing the details of the outcome of a vote to voters is a fundamental principle of democracy.*

*Locals and their members have a democratic right to know how they voted. The double majority vote requirements used in the ratification of a central tentative agreement explicitly require that vote is counted local by local and therefore locals should receive the information on how their members voted.*

### 26. Executive

That Bylaw II, Duties of the Executive, Section 4, Executive, be amended by the addition of a new subsection to read:

“1.0 Employee Life and Health Trust (ELHT)  
1.1 to appoint the Trustees of the Employee Life and Health Trust (ELHT);  
1.2 to appoint, when necessary, a successor to complete any unexpired term of a Trustee on the ELHT;  
1.3 to appoint members to the LTD Plan Governance Board;  
1.4 to appoint, when necessary, a successor to complete any unexpired term of a member on the LTD Plan Governance Board member.”

*Rationale:*

*The Bylaw should be updated to authorize the Executive to appoint to these positions in accordance with current practice.*

## 27. York Region Teacher Local

That Bylaw II, Duties of the Executive, Section 4, Executive, be amended by the addition of a new section to read:

- “1.0 To record in the minutes of Executive Meetings the intended purpose and funding source(s) of all votes where an expenditure of \$50,000 or more is approved.

*Rationale:*

*When the provincial executive votes to spend members' money, particularly in the case of significant unbudgeted amounts, the decision needs to be transparently recorded in the minutes of the executive meeting, accountability demands nothing less.*

## POLICY STATEMENTS

### 28. Representative Council

That Policy Statement 12.0 Certification, be amended by the addition of a new section to read:

- “12.3 That all Designated Early Childhood Educators (DECEs) be registered by the College of Early Childhood Educators to hold the Registered Early Childhood Educator (RECE) credentials.”

*Rationale:*

*This ensures that DECEs that hold a position in an FDK classroom in a board of education have a RECE diploma or equivalent and helps keep the integrity of the educators and Full-Day Kindergarten program as envisioned.*

### 29. Representative Council

That Policy Statement 17.0, Collection of Money by Teachers, 17.1 be amended to read:

- “17.1 That the collection of money from students, parents or guardians by teachers and Designated Early Childhood Educators (DECEs) be voluntary.”

*Rationale:*

*Any collection of money should be voluntary for all educators.*

### 30. Simcoe County Teacher Local

That Policy Statement 38.0, Health and Safety, 38.11 be amended to read:

- “38.11 That all members be aware of their right to know about and be protected from hazardous substances and circumstances in the workplace including possible and probable carcinogens.”

*Rationale:*

*The Federation's policy statement for health and safety needs to be revised to better reflect the current health and safety issues faced by members. Products in the workplace which are currently identified as "2A Probable Carcinogens" and "2B Possible Carcinogens" can be potentially carcinogenic for members. The cumulative long term exposure to these products needs consideration. Members need to be aware of their potential hazard so they can control their lifetime exposure in the workplace.*

### **31. Peel Teacher Local**

That Policy Statement 38.0, Health and Safety, be amended by the addition of a new section to read:

"1.0 That members diagnosed with electromagnetic hypersensitivity be accommodated in the workplace and at ETFO sponsored provincial and local events."

*Rationale:*

*Environmental sensitivities which include electromagnetic hypersensitivity are among the recognized disabilities under the Ontario Human Rights Code as well as the Accessibility for Ontarians with Disabilities Act. Supporting members who are suffering from electromagnetic hypersensitivity by ensuring that their medical needs are accommodated enables these members to take part fully in the workplace and ETFO sponsored events.*

### **32. Peel Teacher Local and Simcoe County Teacher Local**

That Policy Statement 40.0, Information and Communication Technology, be amended by the addition of a new section to read:

"1.0 That clear, comprehensive, written safer-use policies and guidelines for wireless devices and equipment be developed by district school boards and provided to employees, students and parent(s)/guardian(s)."

*Rationale from Peel Teacher Local:*

*District school boards are providing students with wireless devices and encouraging students to bring their own devices to school without safer-use policies. The manufacturers' health and safety warnings include use guidelines and explain that non-adherence to those guidelines may cause personal harm or injury. It is part of the Education Act that educators act in the role of prudent parent with children under their care.*

*Rationale from Simcoe County Teacher Local:*

*School boards are promoting bring your own devices, in the absence of safer-use policies. School boards have the duty to follow the Education Act and serve as a prudent guardian to children under their care. To promote long term health and wellness, members, students and parents need to be fully informed about the manufacturers' health and safety warnings and guidelines which explain that non-adherence to those guidelines may cause personal harm. Becoming aware of potential health risks and safe use guidelines will enable members to make informed choices regarding Wi-Fi use in the workplace.*

### **33. Representative Council**

That Policy Statement 41.0, Instructional Day, be amended by the addition of a new section to read:

"1.0 That the workday for a Designated Early Childhood Educator (DECE) be no less than seven paid hours per day and that all breaks and lunch be scheduled outside instructional time."

*Rationale:*

*The Full-Day kindergarten (FDK) program was created with the intention of its delivery to be done*

by two (or three extended day) educators in the classroom. When the DECE is removed during instructional time, it undermines the program.

### 34. Executive

That Policy Statement 51.0, Negotiations, be amended by the addition of a new section to read:

“1.0 That clauses that guarantee no member of ETFO be financially disadvantaged while off work due to a Children’s Aid Society (CAS) or police investigation related to their duties be included in every collective agreement.”

*Rationale:*

*Compensation for occasional teachers placed on home assignment during an investigation is inconsistent across the province.*

### 35. Executive

That Policy Statement 51.0, Negotiations, be amended by the addition of a new section to read:

“1.0 Effective September 2016, the terms of settlement of any provincial bargaining agreement should ensure that no struck work shall have to be made up or completed by ETFO members.”

*Rationale:*

*As a matter of policy, agreements should ensure that no struck work shall have to be made up or completed by ETFO members.*

### 36. York Region Teacher Local

That Policy Statement 53.0, Ontario Municipal Employees Retirement System, (OMERS), be amended by the addition of a new section to read:

“1.0 That the OMERS Act be amended so that members can make additional payments to purchase additional credit at a cost of double contributions plus interest or actual cost whichever is lower.”

AND

That Policy Statement 54.0, Ontario Teachers’ Pension Plan (OTPP), be amended by the addition of a new section to read:

“1.1 That the Teachers’ Pension Act be amended so that members can make additional payments to purchase additional credit at a cost of double contributions plus interest or actual cost whichever is lower.”

*Rationale:*

*If the pension acts were amended to allow for this, at no cost to the plans or other members, additional credits could be purchased to allow members to retire earlier. Earlier retirements would provide job opportunities for new teachers and education workers and lower the cost of salaries for the government.*

### 37. York Region Teacher Local

That Policy Statement 54.0, Ontario Teachers’ Pension Plan, be amended by the addition of a new section to read:

“1.0 That half of any future Ontario Teachers’ Pension Plan surpluses be used to reduce premiums paid by members of the plan until such premiums reach a maximum of 11% of gross annual salary.”

*Rationale:*

*The premiums being paid since the inception of the three tier pension plan no longer provide a guaranteed defined benefit plan. What members pay today is no longer directly correlated to the benefit they will receive on retirement. Using half of future surpluses to lower premiums will put real dollars back into the hands of active members of the plan and in doing so will demonstrate that as partners in the plan members may be asked to pay more in difficult times but also can expect to receive relief when conditions allow.*

### 38. Elementary Teachers of Toronto Local

That Policy Statement 66.0 Public Education, be amended by the addition of a new subsection to read:

- 1.1 That literature produced by ETFO and/or ETFO locals for the purpose of engaging with parents about public education issues may be distributed by ETFO members on school board property.”

*Rationale:*

*This is a freedom of speech issue and other teacher unions have taken a position on this issue to support education workers being able to discuss and disseminate information about public education issues to parents, the other key stakeholder in public education.*

### 39. Special Education Committee

That Policy Statement 74.0, Special Education, General, 74.13 be amended to read:

- “74.13 The decision to develop an Individual Education Plan (IEP) for a student who has not been identified at an Identification Placement Review Committee (IPRC) should be based on a classroom teacher’s professional judgement in collaboration with special education teachers.”

*Rationale:*

*Current conditions under which IEPs are developed fail to respect teachers’ professional integrity and workload concerns. There are some boards in which an IEP is developed solely based on the needs of the student, regardless of whether they are eligible for identification through an IPRC. Ministry data indicates that in the 2013-14 school year, 45% of students receiving special education services were not IPRC’d.*

*This change would reflect a more equitable approach for students and a respectful acknowledgement of the professional judgement of teachers.*

### 40. York Region Teacher Local

That Policy Statements be amended by the addition of a new section to read:

- “1.0 Benefit Plan  
1.1 That the ETFO benefit plan shall not provide new benefits or extend benefits outside those included as original participants in the plan until any benefits reduced or lost by the creation of the plan are restored.”

*Rationale:*

*The introduction of a provincial benefit plan should not remove hard won benefits that members currently have earned and enjoy. If benefits are lost or reduced, those that suffer the reductions of losses should be made whole before new benefits are introduced or the plan expanded. This principle is how we deal with the reduction in pension entitlements and should be adopted on how we operate an ETFO run Provincial Benefit Plan.*

### 41. Representative Council

That Policy Statements be amended by the addition of a new section to read:

- “1.0 College of Early Childhood Educators  
1.1 That ETFO declare its opposition to any College of Early Childhood Educator’s fee increase.  
1.2 That any mandated Registered Early Childhood Educators (RECE) recertification program be opposed.”

*Rationale:*

*This language is identical to the position ETFO takes with the College of Teachers and should be extended to DECEs.*



## 42. Status of Women Committee

That Policy Statements be amended by the addition of a new section to read:

- “1.0 Women’s Equality  
 1.1 That ETFO understands that women’s inequality remains a fundamental problem within our society and our institutions.  
 1.2 That ETFO is committed to working for women’s equality in all aspects of public and private life, both at the provincial and local levels. ETFO undertakes to participate in research, engage in community and labour partnerships, provide professional learning to members, develop and provide programs for women and take action in areas including the following:
- Social inclusion and political representation;
  - Health and wellness;
  - Economic status and employment;
  - Labour movement;
  - Violence against women and the justice system;
  - Education and child/dependent care;
  - Housing/shelter;
  - Media;
  - Global citizenship; and
  - Historical perspectives.”

*Rationale:*

*Although ETFO has always been committed to promoting women’s equality within and outside the union, there has never been a specific ETFO policy statement on women’s equality. This resolution is meant to address that gap between mission and policy.*

## POSITION STATEMENTS

### 43. Peel Teacher Local

That Position Statements be amended by the addition of a new section to read:

- “1.0 Aboriginal Education  
 1.1 That ETFO integrate an Aboriginal education component into all provincial and local workshops, conferences, and meetings.”

*Rationale:*

*By infusing Aboriginal education into all professional learning opportunities and staff training, it reduces the “silo effect” and promotes the responsibility for Aboriginal education for all departments.*

### 44. York Region Teacher Local

That Position Statements be amended by the addition of a new section, ETFO General Secretary to read:

- “1.0 That the General Secretary of ETFO possess experience and/or qualifications in the field of education and/or labour movement.”

*Rationale:*

*As a Union that represents educators in the public education sector the position of ETFO General Secretary should be held by an individual whose breadth and depth of knowledge should ideally, both in terms of qualifications and experience be in education and the labour movement.*

## **BUDGET**

### **45. Labour Standing Committee**

That ETFO provide single room accommodation at the Annual Meeting at no cost for delegates who have sole parenting responsibility during the Annual Meeting.

*Rationale:*

*To have our children with us at Annual Meeting allows them to see the important work we do all year and further their understanding of why we are sometimes not home.*

*Although free child care is offered to delegates, a single room is not. Delegates end up paying several hundred dollars to bring their children. This creates a barrier to bringing our children with us.*

*Also, if a member with children does not request a single room, there is the potential that a delegate who does not have children with them will have to share a room with a family.*

### **46. Upper Grand Teacher Local**

That ETFO provide \$1000 per local delegate to enable locals to send participants to the Canadian Labour Congress (CLC) Convention in 2017.

*Rationale:*

*We need to encourage the participation of our members in events with our labour partners. The CLC Convention will be in Toronto in 2017 and ETFO should have the strongest presence possible. The cost of sending delegates, providing release time and paying expenses can be prohibitive. This will help the locals send delegates.*

### **47. Labour Committee**

That ETFO offer incentive funding of \$20,000, over and above previous funding to locals who wish to send delegates to the 2017 Canadian Labour Congress (CLC) in Toronto.

*Rationale:*

*The largest ETFO delegation in our history was sent to the Ontario Federation of Labour's 2015 Convention. ETFO offered locals additional funding to send more delegates than in the past. Many locals took advantage of this opportunity. Some ETFO delegates were brand new to the OFL and to ETFO events. There was very positive feedback on the feeling of being part of the ETFO team, being able to network with other unions, and learning about the broader labour movement. Since the next CLC convention is in Toronto, it is a perfect opportunity to engage more members.*

### **48. Upper Grand Teacher Local**

That ETFO Guidelines for Statement of Expenses, II Meals, II (b) be amended to read:

"1.0 Reimbursement for meal expenses will be subject to the following limits: \$20 for breakfast, \$20 for lunch and \$50 for dinner."

*Rationale:*

*The guidelines in place do not reflect the reality of meals in the locations where our meetings and events are held. Our members should not be forced to cover costs out of pocket (especially when you factor in tax and gratuity) in order to participate in Union business.*

### **49. Upper Grand Teacher Local**

That ETFO Guidelines for Statement of Expenses, IV Accommodation, be amended by the addition of a new section to read:

"1.0 That members who travel a distance requiring time longer than two (2) hours be provided with the option of overnight accommodation for meetings and events which begin the following day."

*Rationale:*

*Many of our events and meetings take place at the ETFO office in downtown Toronto. This saves money on the venue and catering, etc. However, travel to and from downtown Toronto easily is extended due to traffic and road conditions. Public transit to and from distant communities is not always an option. A two hour travel time quickly becomes four hours. This is a cost that we need to incur to support member participation.*

**50. Upper Grand Teacher Local**

That ETFO Guideline for Statement of Expenses, V Dependant Care, be amended to read:

“1.0 Payment for Child and Adult Dependent care shall not exceed \$75 per meeting day for each child.”

*Rationale:*

*ETFO guidelines made the assumption that multiple children can be cared for at a reduced cost. That is not the case, especially when accessing licensed providers. We should ensure there are no financial barriers to ETFO participation.*

**51. Kawartha Pine Ridge Occasional Teacher Local**

That effective for the 2016-17 year, the annual ETFO Health and Safety Conference shall take place during the work week.

*Rationale:*

*Individuals bring great value to ETFO and its members by serving on Joint Health and Safety committees and acting as health and safety representatives in Ontario public school boards. Since health and safety is of increasing significance to ETFO members, it needs to be supported financially. Weekend work is a barrier to participation for some of our members. Facilitation of the Health and Safety Conference during the work week would enable attendees to become involved while decreasing the negative impact of adding another day of responsibility to their busy lives.*

**52. Elementary Teachers of Toronto Local**

That ETFO conduct a survey of ETFO members on increasing the Humanitarian Fund contribution.

*Rationale:*

*Conducting a survey on increasing the Humanitarian Fund would provide valuable information upon which to base future discussions and decisions about increasing the member contribution to this fund.*

**53. Elementary Teachers of Toronto Local**

That ETFO allocate \$100,000 annually to be made available to locals for the purposes of incentive funding for locally based initiatives supporting communities of people of African descent for the United Nations International Decade for People of African Descent.

*Rationale:*

*The United Nations proclaimed 2015-2024 as the International Decade for People of African Descent. However, unaccompanied by funding for action leading to social, economic and political empowerment, this amounts to nothing. Here is a prime opportunity to advance our social justice and political action agenda. It would build progressive alliances with the community, broadening our audience for making presentations, distributing literature, etc.*

**54. Elementary Teachers of Toronto Local**

That ETFO provide annual incentive and support funding of \$2 per FTE member to support locals in community outreach activities.

*Rationale:*

*Community organizing is expensive but is recognized as so critical in order to continue to mobilize community/parent/public support for a strong public education system.*

### 55. New Members Standing Committee

That ETFO include New Member Committee Chairs/ Liaisons in the Fall Leadership Training.

*Rationale:*

*Including New Member Chairs/Liaisons in Leadership Training provides valuable opportunities for professional development and networking. New member initiatives play a key role in engaging members. This engagement is essential to sustaining a vibrant, relevant union.*

### 56. Elementary Teachers of Toronto Local

That a task force be established to begin a consultation process with members across the province to develop a long term strategic organizational plan to address collective bargaining with a report to the 2017 Annual Meeting.

*Rationale:*

*Unions and collective bargaining are under attack and we need to respond by looking at ways to address the new austerity agenda and develop new ways of bargaining effectively. The traditional processes for bargaining have become less effective given the political climate we are experiencing. We need to find ways of engaging to the public in our bargaining, make local bargaining more effective and central bargaining more accessible.*

### 57. Elementary Teachers of Toronto Local

That a task force of the Representative Council be created to review the ETFO funding protocol on central and local bargaining, with a study and recommendations made to the May 2017 Representative Council; and the revised funding protocols be provided with a report to the 2017 Annual Meeting.

*Rationale:*

*Central and local bargaining are integrally connected under Bill 122 and the ETFO funding protocols for bargaining need to be discussed and reviewed now that we have completed our first round of bargaining under this legislation.*

### 58. Durham Teacher Local

That a task force of the Annual Meeting be established to investigate a member's ability to freely express and communicate thoughts, beliefs, and opinions on matters of federation policy, including collective bargaining without fear of reprisal and/or discipline and/or censorship, under Articles 6.1.3 and 6.1.4 with study and report with recommendations to the February 2017 Representative Council.

*Rationale:*

*In a participatory democracy it is fundamental that individuals are free to discuss, endorse, criticize and offer their own solution/alternatives to policy and problems. Section 2 of the Charter ensures that everyone has fundamental freedoms including freedom of expression. Our constitution should not infringe on the Charter rights of members by discouraging voices of dissent. Additionally, a local should not lose their president's leadership when they also serve on the provincial executive. Local leaders authentic voices must be respected and encouraged in the deliberations and decision making process of a democratic organization.*

### 59. Elementary Teachers of Toronto Local and Greater Essex County Teacher Local

That a task force of the Annual Meeting be established to investigate ways in which the grievance and arbitration process can be improved with a report to the May 2017 Representative Council.

*Rationale from Elementary Teachers of Toronto Local & Greater Essex County Teacher Local: Investigation of and reflection on current practices involving the grievance and arbitration process can lead to improvements.*

**60. Elementary Teachers of Toronto Local**

That a task force of the Annual Meeting be established to investigate internal member-based and external community-based organizational and mobilization models of other unions; with a report back to the February 2017 Representative Council.

*Rationale:*

*Now more than ever, the union movement needs an engaged, informed and politically active membership. We need to look at an organizing model of unionism, wherein ETFO dedicates resources to ongoing political mobilization within our Federation; as well as ongoing creative public campaigns to engage our communities around the issue of a strong, responsive, public education system.*

**61. Greater Essex County Teacher Local**

That a task force of the Annual Meeting be established to study the impact of ongoing negative statements made in the media and the potential costs and benefits of hiring a public relations firm to run a long-term campaign aimed at improving the public image of our profession and our value as public educators, with a report to the May 2017 Representative Council.

*Rationale:*

*For many years, ongoing negative media coverage and statements from positions of authority such as the Minister(s) of Education have created a generally negative “brand” of teachers. We urgently need to turn this around, and to move forward pro-actively, or we risk what little respect exists for our profession.*

**62. Elementary Teachers of Toronto Local**

That a task force of the Annual Meeting be established to study and make recommendations on the use of ETFO PA/PR funds to identify and engage in continuous campaigns with parents and the broader community on public education issues with a report to the February 2017 Representative Council.

*Rationale:*

*ETFO recognizes the importance of continuing to build alliances with parents, our most important ally in the fight for a strong public education system. Allocating money to fund campaigns on critical issues in public education to inform the parent and broader community will benefit us all.*

**63. Greater Essex County Teacher Local**

That a task force of the Representative Council be established to investigate the implications of merging with other education worker unions in Ontario with a report to the May 2017 Representative Council.

*Rationale:*

*We must ensure that there is solidarity amongst all affiliates and that we do not fall to the strategy of the government to divide and conquer. The possibility of creating a larger education union in Ontario will assist. More numbers in our union equates to more strength. We should look at our private sector sisters and brothers in Unifor as an example of what can be achieved. Further, one only needs to look at the strength of British Columbia Teachers’ Federation and other provincial teacher unions that are concentrated into one large group instead of severed and fragmented.*

**64. Greater Essex County Teacher Local**

That upon request, each local be provided with \$10 per FTE member from the Defense Fund for accessing a community organizer.

AND

That the minimum amount be no less than \$10,000 and no more than \$50,000.

AND

That criteria be created for accessing this funding.

*Rationale:*

*There is a need to coordinate the organization of community, parental and supportive groups leading up to negotiations and provincial elections. We need to educate the public around the issues of the working class struggles, public education, develop actions, meetings and communiqués, and coordinate within and outside the local to mobilize our own members and the communities in which they work and live.*

### **65. Elementary Teachers of Toronto Local**

That ETFO, in the year preceding the expiry of the collective agreement, conduct forums and focus groups with parents to seek input into bargaining goals to further our aim of building a strong public alliance on public education.

*Rationale:*

*Parents and the public are partners in our struggle for a strong publicly funded public education system. Including their interests in our bargaining goals will help to shore up their support come bargaining time.*

### **66. Greater Essex County Teacher Local**

That ETFO create a series of webcasts about how the pension plans work and important pension issues, such as the effects of inflation protection, industry changes, early retirement and buybacks.

*Rationale:*

*Our pension is being adversely affected by many changes. Teachers need to learn about important pension matters long before retirement. Pension changes affect all teachers.*

### **67. Thames Valley Teacher Local and Elementary Teachers of Toronto Local**

That the minimum fee rebate to locals be 31.5% of net fees, and;

The increase in fee rebates be phased in as follows:

Budget Year	
2017-2018	0.5%
2018-2019	0.5%
2019-2020	0.5%

*Rationale from Thames Valley:*

*The new collective bargaining regime has centralized authority at the level of ETFO. A modest and phased in adjustment of the fee rebate would help to offset the negative impacts of centralization and insure that locals have the resources necessary to support members effectively.*

*Rationale from Elementary Teachers of Toronto Local:*

*As costs for locals continue to rise, this motion allows for ETFO to plan a modest phased-in increase in the fee rebates to locals to continue to meet the needs of our local membership.*

### **68. Peel Occasional Teacher Local**

That the salary grid used for method b calculations in the ETFO Projected Local Fee Rebates and Release Time used for budgeting release time to locals be increased to reflect current year salaries.

*Rationale:*

*This budgeted amount has been the same for years. It is also a blended rate of daily and grid rate for occasional teachers. However, a few years ago the Annual Meeting passed a motion and all allowable days will be paid at grid rate, not daily rate. Also, none of our Occasional Teacher presidents are paid at a daily rate any longer. Those years are long gone. Therefore, the rate should reflect current salaries. The current A4 max salary is approximately \$95,000.*

### **69. Professional Relations and Discipline Committee**

That ETFO create a media campaign informing the public of the increase of violence in schools.

*Rationale:*

*Violence in our schools is on the rise. The supports required (e.g. support staff) are not keeping up with the demands. ETFO must bring attention to this matter so members and the public can push back on the government's lack of action.*

**70. Greater Essex County Teacher Local**

That ETFO create a secure area available to members on the ETFO website.

*Rationale:*

*Access to information is the foundation of any democratic, transparent, accountable organization and facilitates informed participation by the membership. As we witnessed in the past with online voting and the need to distribute information in a timely yet confidential manner, a secure area is needed. Other affiliates have secure areas on their websites for their rank-and-file members.*

**71. Elementary Teachers of Toronto Local**

That ETFO further develop information available in the For Parents section on the ETFO website.

*Rationale:*

*ETFO recognizes the importance of continuing to build alliances with parents; our most important ally in the fight for a strong public education system. A parent portal on the ETFO website, similar to the parent portal on the British Columbia Teachers' Federation website, can be a key tool in providing parents with up to date information on our initiatives, campaigns, etc.*

**72. Peel Teacher Local**

That ETFO develop and offer a workshop for members on the history of Aboriginal peoples regarding residential schools and reconciliation to be made available for all locals to access.

*Rationale:*

*Last year the ETFO Annual Meeting overwhelmingly endorsed the Truth and Reconciliation Commission (TRC) Calls to Action. TRC Call to Action #62 calls for appropriate curriculum on residential schools, treaties and Aboriginal peoples' history. It is imperative that members have the opportunity to develop their own understanding of reconciliation.*

**73. Human Rights Standing Committee and Peel Teacher Local**

That ETFO offer an equity training workshop, developed with input from local leaders which will be available to released and non-released local executive members.

*Rationale from Human Rights Standing Committee: Although local presidents and vice-presidents have regular access to equity training at Representative Council and Leadership Conference, local executive members do not have the same opportunities. It is important for locals to be able to request training so that executive members can further understand the principles of equity and social justice and apply these to local work.*

*Rationale from Peel Teacher Local:*

*Although local presidents and vice-presidents may have access to equity training through Representative Council and Leadership Training, most non-released executive members do not have access to these workshops and would benefit from training since they serve a wide population of teachers from diverse backgrounds.*

**74. Education Support Personnel/ Professional Support Personnel/ Designated Early Childhood Educators Committee**

That ETFO develop and offer a course that focuses on assisting members assigned to Full-Day Kindergarten. This programme will be focused on assisting members who experience difficulty with inquiry based programming, partnerships and classroom management.

*Rationale:*

*Much like the classroom management course currently offered by ETFO, this course should be offered to members, through their local president, that have either self-identified concerns or issues or have identified as requiring intensive support.*

### **75. Labour Standing Committee**

That ETFO develop and pay the expenses for a two (2) day conference for ETFO labour council delegates from across the province.

*Rationale:*

*Many ETFO locals are now actively engaged in labour councils. Members sit on labour council executives, work with community groups through labour councils, and are involved in Ontario Federation of Labour and Canadian Labour Congress (OFL/ CLC) campaigns. Many ETFO delegates, however, do not know the history, constitution and the inner workings of the CLC and labour councils. Sometimes ETFO delegates find participation in labour councils frustrating. A conference would enable delegates to come together to learn, share and discuss the strengthening of ETFO's active participation in labour council.*

### **76. Peel Teacher Local**

That ETFO develop and make available to locals a classroom management workshop for new teachers within their first five years which focuses on foundational strategies and building classroom management capacity.

*Rationale:*

*Currently, ETFO offers a classroom management workshop geared towards occasional teachers that can be accessed by occasional teacher locals as well as a regional workshop for members for whom classroom management is identified as an improvement area on an unsatisfactory*

*teacher performance appraisal. However, no similar workshops are offered for new members.*

*Development of classroom management strategies continues to be an inconsistent area of focus in teaching faculties yet impacts all areas of instruction as well as teacher and student success. New teachers need strategies to develop effective and efficient classroom management practices.*

### **77. Elementary Teachers of Toronto Local**

That ETFO create a workshop for locals to use with parents and parent groups on building political alliances on issues in public education

*Rationale:*

*A workshop designed to provide parents with information about ETFO's vision for a strong public education system and how we fight for our common priorities as well as providing a space to listen to parent issues, can be another tool for continued alliance building.*

### **78. Elementary Teachers of Toronto Local**

That ETFO create a workshop for members to use when building coalitions with parents and community groups.

*Rationale:*

*We need to connect with community groups and organizations and we need to be actively working in and with communities. Developing this type of workshop will build capacity by providing members with the necessary resources to do this outreach work in their communities. The workshop will also provide resources, pamphlets and other concrete materials that members can use in engaging the community at large.*





## 79. Occupational Health and Safety Standing Committee

That ETFO, through OTF and the OFL, lobby the Ministry of Labour to establish a mandatory asbestos registry for Ontario public buildings including schools and hospitals.

### *Rationale:*

*A public registry of buildings that contain asbestos should be maintained. This registry should include government-owned structures such as schools and hospitals. This will help to ensure that asbestos-specific health hazards associated with degrading structures are more quickly identified. It will also help ensure that removal of asbestos from these structures occurs with proper training and equipment. Saskatchewan was the first province to establish a mandatory asbestos registry. Ontario could be the next.*

## 80. Grand Erie Teacher Local

That ETFO, through OTF, lobby the Ministry of Education to ensure that teachers have before and after school access to their classrooms, free from the disruption of community and childcare programs.

### *Rationale:*

*Teachers need access to their classrooms before and after school. It is inconvenient for a teacher to complete preparation work if his/her classroom is noisy, crowded with children, toys and childcare items. Many times, the teacher deals with equipment and snacks left behind. Some learning resource teachers have their resource room turned into a storage room; their instructional time shortened to provide transitional time for the community and childcare programs.*

## 81. English as a Second Language Standing Committee

That ETFO, through OTF, lobby the Ministry of Education to subsidize the English as a Second Language Part 1 Additional Qualification course for teachers.

### *Rationale:*

*Faculties of Education do not provide sufficient and sustained learning opportunities to teacher candidates about supporting the success of English language learners. Teachers who enter Ontario's linguistically diverse classrooms are faced with the immense challenge of meeting students' needs. Further, limited professional learning opportunities exist for experienced members to receive adequate support to inform their ongoing programming and assessment for English language learners in the regular classroom. As English language learner (ELL) populations continue to increase in Ontario, as a reflection of the changing demographics of Canada, so must the professional learning opportunities available to all ETFO members.*

## 82. English as a Second Language Standing Committee

That ETFO, through OTF, lobby the Ministry of Education to amend the current English As A Second Language (ESL) funding formula to provide adequate staffing, programming and services to all English language learners as required, regardless of students' year of entry and place of birth.

### *Rationale:*

*The English language learner population in elementary schools continues to increase rapidly in Ontario. Dedicated funds directly linked to ESL/ELD staffing would eliminate the possibility of the Language Grant funding from the Ministry of Education being allocated for other purposes in school boards. English language learners (ELLs) are required to meet curriculum expectations while they are developing academic language proficiency. Without an equitable and adequate funding model provided by the Ministry of Education, ELLs born*

*in and outside of Canada will continue to be under-served compared to their English speaking peers, widening the achievement gaps as students move across the grades into increasingly complex curriculum demands.*

### **83. Library Committee**

That ETFO, through OTF, lobby the Ministry of Education to amend the funding formula to provide dedicated school library learning commons budgets; per-pupil funding for library resources, both physical and virtual, allocated in collaboration with the teacher-librarian at each work site.

*Rationale:*

*Currently, there is a lack of transparency among school boards and within work sites when allocating funds which should be ear-marked for school library resources, both physical and virtual. As a result, boards and school administrators have a lot of leeway in determining budget allocations for school library learning commons programming.*

### **84. Greater Essex County Teacher Local**

That ETFO lobby OTF and CTF to gather information to create a database of relevant grievances and arbitration decisions.

*Rationale:*

*We would all be best served by having immediate access to relevant arbitration decisions whether they be initiated by ETFO, OECTA, OSSTF, AEFO or other education affiliates from different provinces. We must not rely on chance or trusted contacts to share items of such importance.*

### **85. Durham Teacher Local**

That ETFO, through OTF, lobby the Ministry of Education to create a sign, similar to those seen in other public service providers such as hospitals, to be prominently posted in the main office or school entrance lobby. This sign shall state that harassment or abuse of staff by any person will not be tolerated

and may result in serious consequences. The wording of the sign shall be agreed upon between the Ministry of Education or Boards and ETFO to ensure that the message remains clear, and shall be reviewed regularly.

*Rationale:*

*Schools appear to be the only public service providers that do not currently post such a sign - they are commonplace in Service Ontario branches, doctor's offices, hospitals, passport offices, etc. All of these are publicly funded services which all Ontarians have the right to access. Increasingly, teachers are expected to function in a culture of disrespect; many parents and students feel entitled to harass, bully or just be rude to teachers and other school staff. Administrators frequently encourage this, passively if not actively. Our right to a safe workplace, free of violence and harassment, is not being respected.*

### **86. Durham Teacher Local**

That ETFO, through OTF, lobby the Ministry of Education to amend Board Improvement Plans for Student Achievement (BIPSA) and School Improvement Plans for Student Achievement (SIPSA) formats to include a "safe schools for staff" pillar, with meaningful input from staff.

*Rationale:*

*Currently, board and school improvement plans have a "safe and accepting schools" section however the statements and actions in this section are only applied to students. Teachers are experiencing increasing levels of stress, harassment, bullying and even violence on the job. We cannot do our jobs to the best of our ability under these circumstances - student outcomes cannot help but be affected by this. Our concerns need to be seriously and formally addressed. Adding a staff safety section to the BIP and SIP format is not only appropriate but necessary.*

### 87. Upper Grand Teacher Local

That ETFO, through OTF, Lobby the Ministry of Education to reduce kindergarten class sizes and to place a DECE in each kindergarten classroom.

*Rationale:*

*While we recognize that the Kindergarten class size is being examined by a committee, the Ministry has to accept that the program is seeing an excessive number of children in many classes. This is not reasonable and is having a negative impact on our members and will ultimately affect the program. We need a reasonable number of students in each class as well as a DECE to ensure optimal programming.*

### 88. Disability Issues Standing Committee

That ETFO, through OTF, lobby the Ministry of Education to endorse the Mental Health Commission of Canada's Mental Health First Aid program.

*Rationale:*

*The Mental Health First Aid program is a comprehensive program that improves mental health literacy amongst front-line education workers. Understanding signs and symptoms of common mental health issues and crisis situations, and ways to access professional help, are just as important as recognizing signs of physical injury.*

### 89. Durham Teacher Local

That ETFO, through OTF, lobby the government for the necessary legislative amendments required to ensure the OCT mandate is restricted to regulatory issues only.

*Rationale:*

*The Ontario College of Teachers continues to expand its mandate without much regulation from the Ministry of Education. They must be stopped before they encroach on roles provided by union affiliates and other bodies.*

### 90. Environmental Committee

That ETFO, through OTF, lobby the Ontario Teachers' Pension Plan (OTPP) to negotiate with the provincial government partners to direct asset managers to divest and refrain from new investment in fossil fuel companies.

*Rationale:*

*Almost every government in the world has agreed that any warming above a 2°C (3.6°F) rise would be unsafe. We have already raised the temperature by 0.8°C, and that has caused far more damage than most scientists expected. A third of summer sea ice in the Arctic is gone, the oceans are 30 percent more acidic and we are already witnessing an increase in both devastating floods and drought directly resulting from CO2 emissions. If we continue our reliance on fossil fuels, it is most likely that this trend will continue to dramatically and negatively impact the planet.*

### 91. Durham Teacher Local

That ETFO, through OTF, lobby the Ontario Teachers' Pension Plan to divest their shares from fossil fuel companies.

*Rationale:*

*One of ETFO's listed priorities is to promote the care and protection of the environment. How can we justify banking our retirement security on the long-term destruction of the planet? The goals of investment growth through resource extraction and safeguarding the planet for future generations are in direct contradiction to one another. ETFO is a significant contributor to the OTPP and as such should hold sway over how that money is invested. Ethical investment is as profitable as oil, coal and gas revenue.*

### 92. Greater Essex County Teacher Local

That ETFO, through OTF, lobby the Ontario Teachers' Pension Plan (OTPP) to eliminate conditional indexing of pensions; and express opposition to any future two-tier structures.

*Rationale:*

*Our pension plan should have the same calculations used for all of our members.*

### 93. Niagara Teacher Local

That ETFO, through OTF, lobby the Ministry of Education to develop a single report card specifically designed for students enrolled in self-contained, low enrolment special education classrooms.

*Rationale:*

*Currently, we have report cards to communicate student success in kindergarten and grades 1-8. Students enrolled in self-contained, low enrolment special education classrooms should have a report card designed to condense the Provincial Report Card and the Alternative Report Card into one document to share anecdotal success with their family.*

### 94. Library Committee

That ETFO, through OTF, lobby the Ministry of Education to amend the funding formula to specify proportional staffing of teacher-librarians based on student population, with a minimum allocation of a 0.5 FTE Teacher-Librarian in each work site.

*Rationale:*

*Currently, there is a lack of consistency and accountability among school boards when allocating funding which is ear-marked for school library staffing. Government policy states for example that for every 763 students the province provides funding for one Teacher-Librarian. Current practice does not specify full-time nor FTE staffing of teacher-librarians based on student population. As a result, boards and school administrators have a lot of leeway in determining teacher-librarian staffing levels. This results in a high level of discrepancy and inequity in school library staffing from worksite to worksite.*

### 95. Durham Teacher Local

That ETFO, through OTF, lobby the Ministry of Education to compel principals to inform parents, in a timely fashion, in writing and without identifying any specific student, whenever a staff member who works in their child's classroom has been requested to wear personal protective gear because of student behaviours; whenever their child's class has had to be evacuated for any reason; and whenever their child may have witnessed a violent incident (as defined by the OHS Act or the Safe Schools Act).

*Rationale:*

*Violence and other disruptive student behaviours are rampant and only getting worse. We are living in a culture of acceptance where teachers are often made to feel that violent behaviours are our fault or that putting up with them is just "part of the job". Boards and administrators frequently do nothing when incidents happen, or blame the staff. Students who witness even single violent incidents experience emotional trauma and disrupted learning. Resources needed to help students are continually cut, resulting in ever more violence. Nearly every teacher experiences violent incidents throughout their career - that is unacceptable.*

## ACTION

### 96. Executive

That the firm Grant Thornton Chartered Accountants be approved as auditors for the Federation for the 2016-2017 Federation year.

*Rationale:*

*The Federation has received good service from the firm Grant Thornton Chartered Accountants. It would be appropriate to recommend to the 2016 Annual Meeting that this firm be the Federation's auditors for the 2016-2017 Federation year.*

### 97. Upper Grand Teacher Local

That ETFO Annual Meeting caucuses be scheduled sequentially when possible.

*Rationale:*

*Under the current model members cannot participate in all of the caucus sessions that are relevant to them. If the caucus sessions are offered, we need to schedule them in such a way that members can participate.*

### 98. Elementary Teachers of Toronto Local

That at Annual Meetings at which there are no elections, a forum of no longer than forty-five minutes shall be scheduled during a business session of the Annual Meeting with a panel consisting of the released Executive, which includes a question and answer period for interested delegates.

*Rationale:*

*It is important for delegates to be able to communicate, ask questions and engage in discussion with our elected, released officers about matters they feel are important. In the non-election years, this motion creates an opportunity for this type of discussion and question/answer period.*

### 99. Thames Valley Teacher Local

That ETFO ensure the Annual Meeting agenda be free from presentations of Members of Parliament.

*Rationale:*

*The Annual Meeting is for and about teachers and education workers. The Annual Meeting should not be about providing politicians and political parties with an opportunity to posture and make promises they have no intention of keeping.*

### 100. Greater Essex County Teacher Local

That during all question and answer periods at the Annual Meeting each speaker be limited to two (2) minutes on any one occasion including the asking of a question, the response and any supplemental question and response.

*Rationale:*

*The Annual Meeting operating procedures places a two minute time limit on speakers to a resolution. That includes the asking of any questions and the response. There is currently no such limit on speakers during question and answer periods. Without a time limit, it is possible for multiple questions from a single speaker to take up the entire time allocated to a question and answer period.*

### 101. Elementary Teachers of Toronto Local

That every Executive member vote on each Annual Meeting resolution be a recorded vote.

*Rationale:*

*Recorded votes by elected officials is an effective and commonly used mechanism to track voting records. It is an easy tool that can be used to promote transparency and accountability and provides important information particularly during election cycles.*

### 102. Executive

That electronic voting be adopted as the voting method for ETFO's Annual Meeting effective 2017.

*Rationale:*

*2014 Annual Meeting motion (6-12) (AMR 41) requested that electronic voting be piloted for resolutions, parliamentary procedures and elections at the 2015 Annual Meeting.*

*Prior to the 2015 Annual Meeting, electronic voting was tested during the October 2014 Representative Council and the February 2015 Representative Council.*

*During the 2015 Annual Meeting, electronic voting was piloted in two separate sessions.*

*Electronic voting has been piloted and assessed several times in response to the 2014 Annual Meeting motion. The Executive has confirmed that electronic voting will be used at ETFO's Annual Meetings.*

### **103. Peel Teacher Local**

That the Native Second Language Bursary deadline be changed to February 1.

*Rationale:*

*The existing deadline is April 30 and members who are granted bursary then have a year to use it. This is problematic because some Native Second language workshops are not offered annually. Having the bursary available earlier lets members plan for upcoming workshops that come available.*

### **104. Elementary Teachers of Toronto Local**

That ETFO, in consultation with locals, shall create and provide the criteria and steps necessary for establishing that impasse has been reached in local bargaining; and this information shall be included in the ETFO Negotiations Procedures document.

*Rationale:*

*Clarity on what constitutes the steps to impasse at the local level will aid locals in the bargaining process.*

### **105. Elementary Teachers of Toronto Local**

That the preliminary submission on central bargaining issues shall be endorsed by the ETFO membership by a simple majority prior to the commencement of central bargaining.

*Rationale:*

*This will ensure that the majority of the membership is in agreement with bargaining issues before embarking on months of negotiations.*

### **106. Greater Essex County Teacher Local**

That in the next round of provincial bargaining ETFO include, as a goal, contractual language establishing one efficient, effective and standardized software program for completing progress reports, report cards, Individual Education Plans, special education and early years reports.

*Rationale:*

*As educators, we need efficient and effective software programs to be able to properly complete our duties in a timely and less stressful manner. It is 2016. It is time school boards and the provincial government adequately provide tested and proven tools required to do our job. More leverage is created when there is one provincial entity negotiating instead of individual boards on a smaller scale. Educators have for too long been used as testing subjects for inefficient software.*

### **107. Political Action Committee**

That in the event that Liz Sandals is Minister of Education prior to the next round of provincial negotiations ETFO publicly call for her resignation.

*Rationale:*

*During the 2014-2015 round of ETFO central bargaining, the Minister of Education's public statements and her failure to bring pressure to bear on the intransigence of the employer association were impediments to the bargaining process.*

### 108. Durham Teacher Local

That ETFO advocate for language that recognizes accumulation of a member's experience across different public school boards towards future collective agreements regarding seniority and grid placement.

*Rationale:*

*With increasing centralization and standardization of teacher compensation across the province, it follows that teachers who move from one public school board to another ought to maintain their seniority, or some recognition of their service in their pay scale. We would like this to form part of the discussion in the next collective agreement.*

### 109. Peel Occasional Teacher Local

That ETFO continue to participate in district school board professional learning during any work-to-rule (WTR) campaign.

*Rationale:*

*In the last round of bargaining, there were many items that were part of phase 1 and phase 2 WTR. However, there was only one that drastically affected occasional teachers financially. Many OTs had to find supplemental work while the WTR was on. This was a province-wide problem. When ETFO is planning future WTR strategies, action that has this much effect on ETFO members should not be used.*

### 110. Elementary Teachers of Toronto Local

That school trips to outdoor education sites staffed by ETFO members continue during work-to-rule campaigns.

*Rationale:*

*ETFO should recognize the work and contributions of all members in a district board outdoor education school(s). Outdoor Education is a valuable teaching environment as it connects students to nature, serves as an effective tool for modelling exemplary teaching in an outdoor environment, reaches the learning styles of all learners, is ideal for hands-*

*on inquiry based learning and all programming is curriculum connected. The outdoor classroom is as valuable as any classroom; dropping it is like dropping math, science, language, art or physical education classes. ETFO should recognize the contributions of all members and avoid measures that will affect members.*

### 111. Waterloo Region Occasional Teacher Local

That the Executive study and report to the February 2017 Representative Council the position and feasibility of having one central bargaining team to represent all the publicly funded Ontario elementary and secondary teachers when dealing with the government and Ontario Public School Boards Association (OPSBA) during the central table negotiations for those issues that are common to all.

*Rationale:*

*Experience has shown that whatever one teams negotiates for its members closely resembles what the remaining teams are able to negotiate for their members, especially for financial items. There should also be a mechanism in place for dealing with those issues that only pertain to a particular bargaining group (ETFO, OSSTF, OECTA and AEFO). Most issues are common to all groups so one bargaining team would save time and money for all groups involved.*

### 112. Greater Essex County Teacher Local

That ETFO declare its opposition to any two-tier structure for salary, benefits and working conditions.

*Rationale:*

*As a union, our belief is that every member should be treated equally.*

**113. Elementary Teachers of Toronto Local and Grand Erie Teacher Local and Greater Essex County Teacher Local and Upper Grand Teacher Local and York Region Teacher Local**

That central and local strike votes occur simultaneously, when requested by the local.

*Rationale from Elementary Teachers of Toronto Local:*

*The opportunity for simultaneous local and central strike votes when requested by a local provides a cost-effective, expeditious and practical mechanism for locals to complete their strike votes for local bargaining.*

*Rationale from Grand Erie Teacher Local:*

*This motion would aid the local membership to meet at one time, and one place, to cast central and local strike votes.*

*Rationale from Greater Essex County Teacher Local:*

*This is strategic in nature. Sometimes it may be best to conduct the votes at the same time.*

*Rationale from Upper Grand Teacher Local:*

*During the previous round of bargaining under Bill 122, many locals found themselves to be at a disadvantage in their negotiations since the job action had concluded with the central agreement being reached but local bargaining was not progressing. Having the option of taking a local and central strike vote simultaneously would give us greater negotiating clout.*

*Rationale from York Region Teacher Local:*

*Locals should have the right to determine to take a local strike vote at the time a provincial strike vote is held. The logistical simplicity and leverage provided make holding a local strike vote in conjunction with a provincial strike vote a tool that should be left to a local's discretion. Holding a local strike, particularly after a central deal has been reached will prove difficult and leaves locals at a disadvantage in local bargaining.*

**114. Elementary Teachers of Toronto Local**

That there shall be no less than a two (2) week (14 calendar days) period between ETFO members receiving the full tentative central deal and the commencement of the all-member ratification vote on the central deal.

*Rationale:*

*This time frame allows members adequate time to discuss and come to a more fulsome understanding of the terms of the tentative deal prior to the commencement of the ratification vote.*

**115. Greater Essex County Teacher Local**

That ETFO declare its opposition to the expansion of an online EQAO.

*Rationale:*

*EQAO is moving in the direction of offering EQAO online. We are opposed to the current format of EQAO and we need to oppose the online version.*

**116. Greater Essex County Teacher Local**

That ETFO advise its members to refrain from using provincial achievement test results as part of their evaluation of students.

*Rationale:*

*Authentic and meaningful student assessment by teachers should be the primary source of student assessment, not large scale assessments. ETFO has continued to oppose EQAO testing by judiciously supporting teacher professional judgement and teacher professionalism instead.*

**117. Elementary Teachers of Toronto Local**

That ETFO create and distribute an equity self-assessment tool that can be used for locals to assess their own practices, structures, procedures and publications.



*Rationale:*

*Tools such as a checklist or rubric for equity-based considerations are a very helpful and simple means for locals to use when examining their own practices, structures, procedures and publications.*

**118. New Members Standing Committee**

That the Executive study what training is provided to teacher candidates in Faculties of Education regarding report card writing and report back to the October 2016 Representative Council.

*Rationale:*

*New members report that they feel under-prepared for the task of completing the Provincial Report Card. They believe that teacher education programs provide inadequate training in this area.*

**119. Elementary Teachers of Toronto Local**

That ETFO provide a French version of the ETFO Human Rights and First Nations Metis & Inuit (FNMI) statements.

*Rationale:*

*In addition to having French as a Second Language (FSL) committees, locals are holding various events, initiatives or activities to reach out to members who teach French as a Second Language. During these events, French is often the language spoken. In order to support our FSL teachers and francophone members, the translation of the ETFO Human Rights and FNMI statements will demonstrate our ongoing commitment to equity and inclusivity.*

**120. Elementary Teachers of Toronto Local**

That ETFO annually create a document which lists all ETFO funding available to locals and individual members; the application procedure and criteria for accessing these funds; and the amounts available to each local/individual ETFO member to access. This document shall be made available no later than September 30 of each year, posted on the ETFO website, and updated as new funding becomes available throughout the year.

*Rationale:*

*ETFO offers great support and funding to members and locals, however this information is often hard to obtain. Publishing this document early in the school year allows locals and individuals to make their yearly plans and budgets accordingly.*

**121. Disability Issues Standing Committee**

That ETFO replace the term “hearing impaired” with the term “person with a hearing loss” in all Federation communications and resources.

*Rationale:*

*The use of person-first language puts the emphasis on the person not the disability. As a Federation, we need to be more inclusive and follow the examples of the Canadian Hearing Society, which uses person-first language.*

**122. Peel Teacher Local**

That ETFO lobby all district school boards to stop promoting stereotypical representation of Aboriginal people including team names and mascots.

*Rationale:*

*There continues to be stereotypical representation of Aboriginal terms, names and images.*

**123. Education Support Personnel/  
Professional Support Personnel/  
Designated Early Childhood Educators  
Committee**

That ETFO lobby the Ministry of Education and the Ministry of Labour for the installation of visual alarms in all classrooms and common areas of school board properties for fire and emergency situations.

*Rationale:*

*Having visual alarms in our work places ensures safety of all members and students.*

### 124. Early Years Standing Committee

That ETFO lobby the Ministry of Education to establish and fund regularly scheduled self-directed collaboration time for the kindergarten teacher and Designated Early Childhood Educator (DECE) classroom team. This collaboration time should occur each week. This collaboration time is exclusive from a teacher's preparation time and should occur within the instructional school day.

*Rationale:*

*Since the inception of Full-Day kindergarten, it has been mandated that a teacher and DECE classroom team should work co-operatively together, however time has never been allocated for this ongoing responsibility. The result is that a teacher and a DECE must spend their own time planning.*

### 125. Lesbian, Gay, Bisexual, Transgender, Queer or Questioning Standing Committee

That ETFO lobby the Ministry of Education to implement training and accountability measures to ensure that principals comply with the *Ontario Human Rights Code (OHRC)*, *Equity and Inclusive Education Strategy* and *Accepting Schools Act* when lesbian, gay, bisexual, transgender, queer or questioning (LGBTQ) members or students face discriminatory treatment.

*Rationale:*

*Despite protections set out under the Ontario Human Rights Code, Equity and Inclusive Education Strategy and the Accepting Schools Act, there continues to be frequent reports of intense and ongoing duress, silencing and blatant homophobia, biphobia and transphobia conveyed towards ETFO members by school administrators in schools across the province. Locals should not have to grieve and file complaints on a frequent and case-by-case basis in the absence of across-the-board school board training, accountability and enforcement measures regarding LGBTQ matters with administrators.*

### 126. Greater Essex County Teacher Local

That ETFO lobby the Ministry of Education to include health and safety as a dual priority alongside student achievement.

*Rationale:*

*Optimal conditions for success in student achievement require that issues around Health and Safety are viewed as necessary and integral to the vision for public education. Ministry documents such as Caring and Safe Schools, School Code of Conduct, Bills 157 and 168 speak to health and safety as foundational to good learning. We know that student achievement is the singular focus currently in classrooms and in all school boards. This focus needs to be broadened to include health and safety.*

### 127. Greater Essex County Teacher Local

That ETFO lobby the Ministry of Education to ensure that construction and renovation projects for early learning classrooms include specifications to control noise levels through architectural design, the installation of acoustically absorbent material and sound dampening features.

*Rationale:*

*Research clearly describes the negative effect of high noise levels on concentration, opportunities for understanding, voice condition and stress. High noise levels can have a particularly negative effect on younger students and those with communication disabilities. High noise levels make it difficult for staff to hear and communicate which can raise the probability of accidents or delayed response in an emergency. In contrast, where a classroom has good acoustics, the actions of teaching and learning can be easier, more sustained and less fatiguing.*

### 128. Greater Essex County Teacher Local

That ETFO lobby the Ministry of Health to ensure that schools designate a private and secure medical/nurse's room or area exclusive to medical and health use.

*Rationale:*

*Designating a private and secure room or area not only supports privacy, it ensures that medical procedures and treatment are completed safely, with dignity and are appropriately addressed.*

**129. Thames Valley Teacher Local**

That ETFO lobby the federal government to direct the Bank of Canada to provide all levels of government in Canada with access to interest-free loans for infrastructure projects, social programs and debt retirement.

*Rationale:*

*Directing the Bank of Canada to fulfil its mandate would allow municipal and provincial levels of government to fund appropriately much needed infrastructure projects, social programs and debt retirement plans.*

**130. Greater Essex County Teacher Local**

That ETFO lobby the Ministry of Education to develop policy on teacher leadership in decision-making where classroom teachers have meaningful participation and influence in school decisions.

*Rationale:*

*Progressive and successful educational outcomes rest on effective decision-making. We can easily identify that in education today, decision making tends to be top-down and hierarchal. A paradigm shift is needed. A culture of shared decision making, where teachers have access to influence, encourages ownership of decisions, and respects professionalism.*

**131. Greater Essex County Teacher Local**

That ETFO lobby the Ministry of Education to refrain from using provincial assessment results to rank order schools.

*Rationale from Greater Essex County Teacher Local:*

*The Ministry of Education policy on student assessment and achievement, Growing Success, states: "The results of the provincial assessments should not be used to rank schools or school boards." (p. 93, Growing Success).*

**132. Greater Essex County Teacher Local**

That ETFO lobby the Ministry of Education to provide school boards with sufficient funds to prevent reductions in services and supports for special education students in order to maintain a standard of excellence in inclusive education.

*Rationale:*

*Excellence in public education requires that special education supports are not reduced or cut because of budgetary constraints. Essential support and treatment are integral to helping special education students succeed and thrive in their learning and achievement.*

**133. Greater Essex County Teacher Local**

That ETFO, in supporting the principle of inclusion, lobby the Ministry of Education to develop policy that recognizes special education and English Language Learner (ELL) students as 1.5 FTE in the calculation of class size.

*Rationale:*

*In order to ensure that inclusive education is effectively integrated into classrooms, recognition of the increased attention and differentiation needed for special education, ELL and gifted students is needed. Such policy would support an equitable, rather than an equal approach, to meeting the diversity of student needs in the classroom.*

**134. Ottawa-Carleton Teacher Local**

That ETFO lobby the Ministry of Education to increase funding for training and support for Post21 Education Students with Developmental Disabilities to facilitate their transition from the school setting into broader society.

*Rationale:*

*As these students exit the educational environment increased resources will assist them in transitioning to the broader community.*

### **135. Greater Essex County Teacher Local**

That ETFO lobby the Ministry of Education to collect, tabulate and publicly release, on an annual basis, census information on:

- a. actual class sizes in all schools at each grade level;
- b. number of students at each grade level who are on an Individual Education Plan (IEP);
- c. ratio of a: b; and
- d. ratio of b: special education support staff (exclusive of classroom teacher)

AND

That ETFO lobby the Ministry of Education to fund class size and inclusive education based on this annual census information such that this funding adequately recognizes and is specifically directed in support of this census data.

*Rationale:*

*If public education is to continue to achieve excellence, appropriate funding based on real classroom data, not board wide averages, is essential. This funding approach should be considered more equitably responsive to student needs as it recognizes the variances that exist in everyday classrooms.*

### **136. Peel Occasional Teacher Local**

That ETFO lobby the Ontario Federation of Labour (OFL) and the Canadian Labour Congress (CLC) to pursue activities geared toward unionizing non-unionized workers with the view to strengthen unionism in Ontario and Canada.

*Rationale:*

*Statistics show that union membership is steadily decreasing. Political parties are becoming a threat to trade unions. Unions need to take action to rebuild their strength. There is strength in the masses. By standing together to unionize workers, we send a message to employers and discourage companies from relocating whenever there is a threat of their company becoming unionized. In today's age of technology, workers should be able to become unionized discreetly to allow required numbers to be obtained. This would eliminate threat to any specific individual and send a message to political parties that unions are here to stay.*

### **137. Toronto Occasional Teacher Local**

That the Executive review timelines for steps in the disciplinary procedures for violations of the Code of Conduct, in order to give consideration to stricter timelines in the procedures, with report and recommendations to the October 2016 Representative Council.

*Rationale:*

*The intent of this resolution is not to undermine due diligence or fairness of the existing process but to observe set timelines when locals and therefore their members could potentially be in jeopardy. Because the investigation and discipline process demands confidentiality, details of a complaint cannot be revealed to members that they might need to know for their own welfare. The longer the process, the longer members are unprotected and the more vulnerable ETFO would be to allegations around Duty of Fair Representation.*

### **138. Toronto Occasional Teacher Local**

That ETFO utilize every means available including but not limited to Policy and Position statements, and collective bargaining goals for the next round of bargaining, to communicate a stronger stance to district school boards in regards to allegations against members involved in physical contact so that it is clear that a member's acknowledgement of physical contact does not presume culpability.

*Rationale:*

*Physical contact is an intrinsic element of human interaction and is, in fact, what makes us human. To assume that every such interaction is inappropriate, and therefore that every such complaint must be substantiated because a member acknowledges physical contact denies our humanity and the humanity of our children. As teachers, we have an obligation to teach our students lessons that acknowledge the essential elements of our humanity, not lessons that deny them no matter how much such lessons tax our courage. And as union activists, we have an obligation to protect the members who have the courage to teach.*

### **139. Occasional Teacher Standing Committee**

That ETFO give specific consideration to the vulnerability of occasional teachers where they have been requested to deliver lessons on potentially controversial curricula such as Health and Physical Education and other curricula of a sensitive nature. As part of this consideration ETFO shall create a PRS Matters bulletin recommending best practices for occasional teachers requested to deliver these curricula and for classroom teachers who may contemplate leaving lessons from these curricula for the occasional teacher to deliver.

*Rationale:*

*Occasional teachers are expected to deliver the lesson plans left for them and are not in a position to refuse to deliver any lesson arising from the established Ontario Curriculum. The Health and Physical Education curriculum document is prefaced with "It is important that both the teacher and learners have a comfort level with the topic so that the information can be discussed openly, honestly and in an atmosphere of mutual respect" it is imperative that ETFO continue to provide information to members and lobby school board and the Ministry to provide sufficient training for all members.*

### **140. Peel Teacher Local**

That wherever possible ETFO become paperless when communicating with all members. When all-member mailings are necessary, they shall be printed in black and white.

*Rationale:*

*Members receive both email and hard copies of many bulletins. Electronic copies save on costs and resources and lessen our environmental impact.*

### **141. Thames Valley Teacher Local**

That ETFO only publish *Voice* magazine digitally and that it be made available to all members.

*Rationale:*

*Cost savings would be realized through the digital production and distribution of *Voice* magazine.*

### **142. Elementary Teachers of Toronto Local**

That ETFO seek a legal opinion on ETFO members distributing ETFO and/or ETFO local literature to parents on school board property; with a report back to the October 2016 Representative Council.

*Rationale:*

At the moment members are at the mercy of their boards and do not have a clear understanding as to whether they are legally able to disseminate important information to parents. Seeking a legal opinion, particularly in light of BCTF's successful Supreme Court challenges on the issue of distribution of union literature on school board property, would provide clarity from a legal standpoint.

### **143. Representative Council**

That ETFO implement the National Standard of Canada for Psychological Health and Safety in the Workplace (Canadian Standards Association, CSA-21003.13.)

Rationale:

The rationale is well understood, it is a matter of timing which ought to be immediate.

### **144. Elementary Teachers of Toronto Local**

That the General Secretary's Report to the Annual Meeting include an annual update of the ETFO plan to address and improve diversity at all levels of staffing; the Report to include year over year changes that are specific and measurable as well as strategies and goals.

*Rationale:*

*In order to ensure that ETFO is on track to improve diversity of the staff, it is important to report back to the delegates at this Annual Meeting to outline the progress that has been made.*

### **145. Elementary Teachers of Toronto Local**

That the General Secretary's Report be included in the Annual Meeting package materials upon delegate registration at Annual Meeting.

*Rationale:*

*Receiving the General Secretary's Report on the same day the Report is discussed does not offer members sufficient time to properly read and process the important information included in this report. Having this document available earlier allows more time to prepare for the discussion on this document.*

### **146. Human Rights Standing Committee and Peel Teacher Local**

That ETFO encourage that the Human Rights statement and the First Nations, Metis and Inuit (FMNI) statement be posted/linked to all local websites.

*Rationale from Human Rights Standing Committee: The ETFO Human Rights and FMNI statements are the fundamental starting point from which we meet and conduct all our union business. Making a public statement about what we believe as a union sends a message to our own members and anyone who visits our websites. It is important to have the Human Rights and FMNI statements visible to everyone.*

*Rationale from Peel Teacher Local:*

*It is important that the ETFO Human Rights Statement is visible to all members of locals in order to send a strong, united message.*

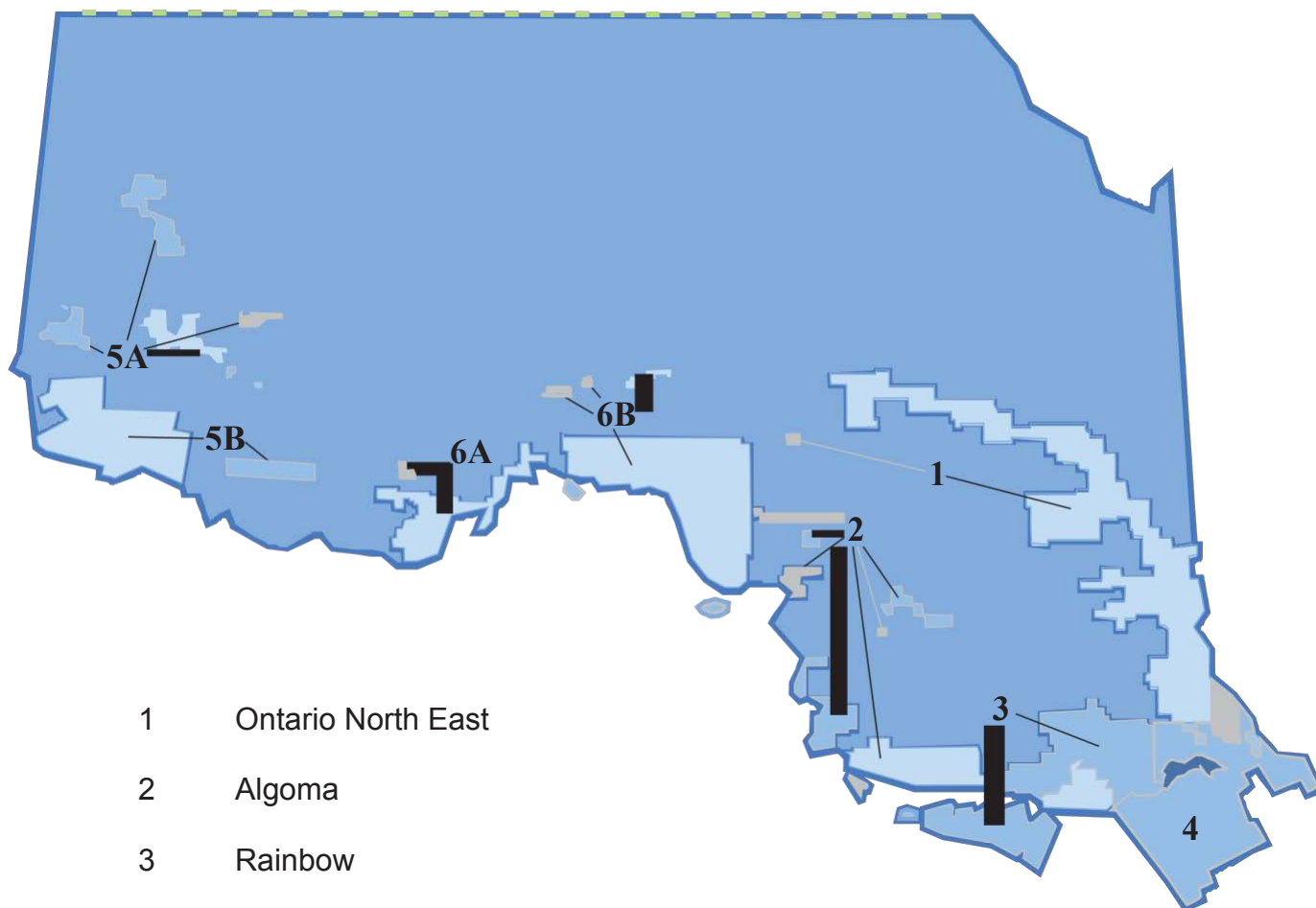
### **147. Elementary Teachers of Toronto Local**

That the number of spaces provided for local participation in ETFO workshops, conferences and professional development activities be determined according to a formula based on representation by population so that local FTE is taken into account.

*Rationale:*

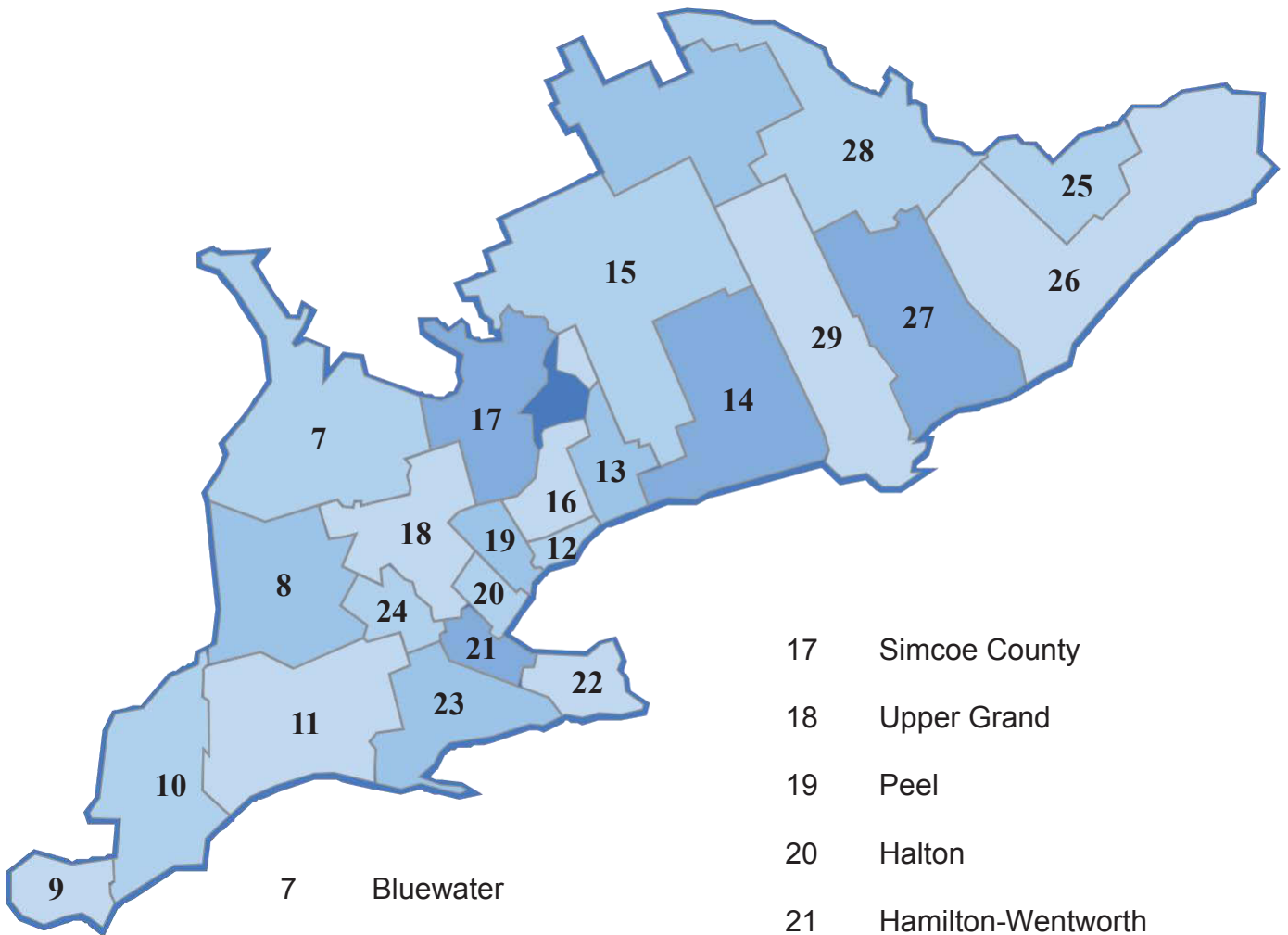
*ETFO locals have a wide variety of full-time membership and it is important that this be taken into consideration when providing space for participants per local. Providing the same number of spaces per local for participation in ETFO events does not ensure an equitable outcome.*

# NORTHERN ONTARIO ENGLISH-LANGUAGE PUBLIC DISTRICT SCHOOL BOARDS



- 1 Ontario North East
- 2 Algoma
- 3 Rainbow
- 4 Near North
- 5A Keewatin-Patricia
- 5B Rainy River
- 6A Lakehead
- 6B Superior-Greenstone

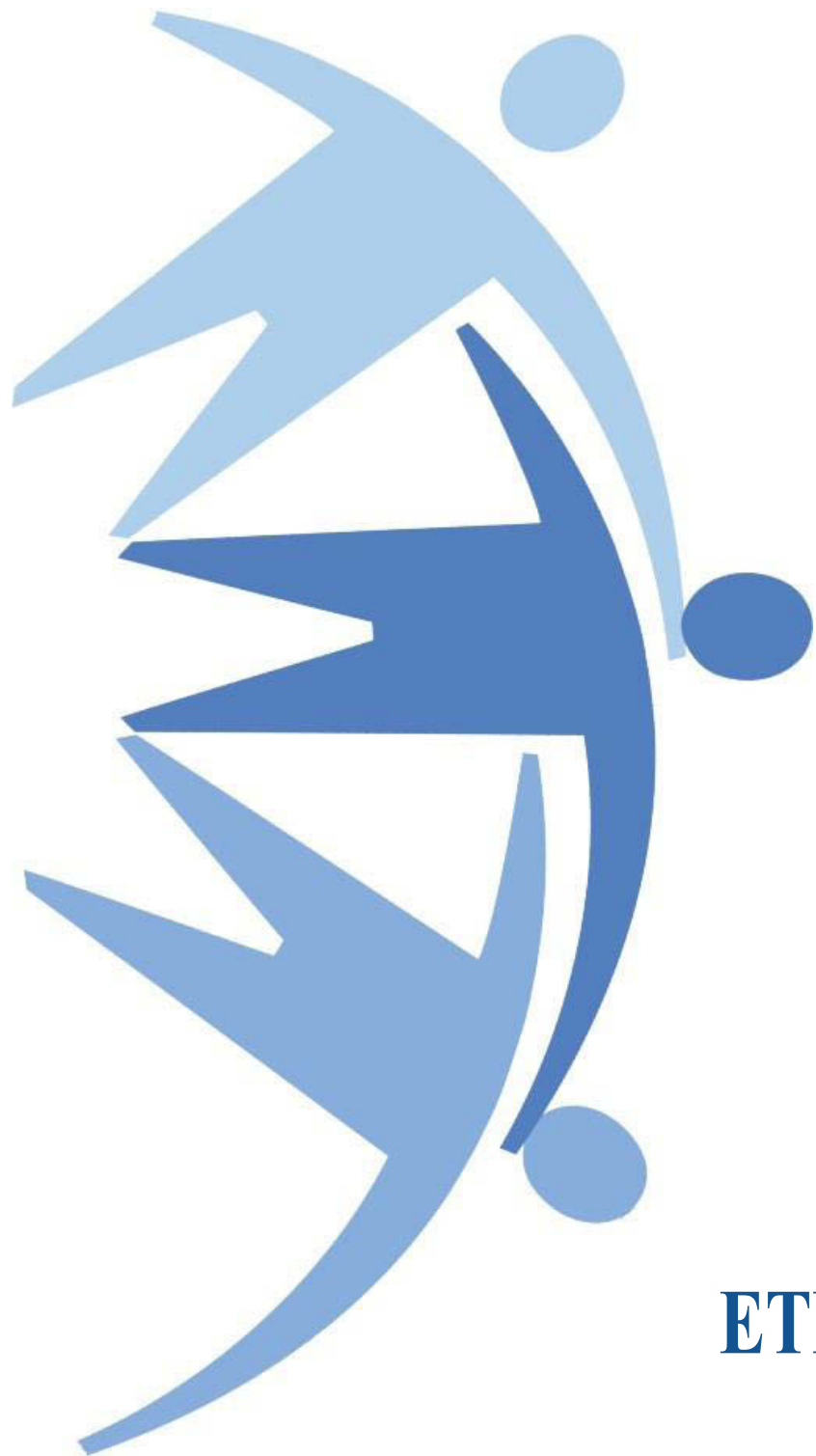
# SOUTHERN ONTARIO ENGLISH-LANGUAGE PUBLIC DISTRICT SCHOOL BOARDS



- |    |                      |    |                          |
|----|----------------------|----|--------------------------|
| 7  | Bluewater            | 17 | Simcoe County            |
| 8  | Avon Maitland        | 18 | Upper Grand              |
| 9  | Greater Essex County | 19 | Peel                     |
| 10 | Lambton Kent         | 20 | Halton                   |
| 11 | Thames Valley        | 21 | Hamilton-Wentworth       |
| 12 | Toronto              | 22 | Niagara                  |
| 13 | Durham               | 23 | Grand Erie               |
| 14 | Kawartha Pine Ridge  | 24 | Waterloo Region          |
| 15 | Trillium Lakelands   | 25 | Ottawa-Carleton          |
| 16 | York Region          | 26 | Upper Canada             |
|    |                      | 27 | Limestone                |
|    |                      | 28 | Renfrew County           |
|    |                      | 29 | Hastings & Prince Edward |







Elementary Teachers' Federation of Ontario  
Federation des enseignantes et des  
enseignants de l'élémentaire de l'Ontario  
1361 Isabella Street, Toronto, Ontario M4Y 0B5  
Telephone: 416-962-3836 Toll free: 1-888-838-3836  
Fax: 416-642-2424  
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