

Constitution: 7,8,9,10,11,12,13,14,15,16,17,18,19,20,21

Bylaws: 22,23,24,26,27,28,29,30,31

Budget: 51,52,53,54,55,56,57,58,59,60,61,62,63,64,65,66,67,68,69,70,71,72,73,74,75,76,77,78

Policy: 36,37,38,39

Position: 42,43,46,47

En bloc Action:88,89-A 91,92,93-A,95,97,99,100,103,104,109,112,113-M, 114,116,117,118-M,120,123

Action: 90,92,94,96,98,101,102,105,106,108,110,111,115,119,121,122

New Business Motions: 7,8,9,10,11,14,15,16,17,18

ELEMENTARY TEACHERS' FEDERATION OF ONTARIO

MOTIONS PASSED

TUESDAY, AUGUST 14, 2018

GENERAL SESSION 4

1. S. Hall (Lambton Kent Teacher Local)/A. Ryan (Renfrew County Teacher Local)
NBM1

That ETFO actively endorse and support members continuing to use their professional judgement in the delivery of the 2015 Health and Physical Education curriculum.

2. R. Smolenaars (Halton Teacher Local)/D. Buddell (Halton Teacher Local)
AMR32

THAT Policy Statements be amended by the addition of a new Policy Statement to read:

“1.0 Managing and Responding to Violent Behaviour.

1.1 That no member, unless specifically hired to do so, be responsible for intervening physically with students whose behaviours are known to pose an ongoing risk of physical injury to themselves or others.

1.2 That any behavioural management training provided by district school boards which includes the use of physical components such as containing or restraining students, be voluntary.

1.3 That when behavioural management training is offered by district school boards, it is provided by trained professionals and that training which includes the use of physical components not be provided by members.

3. M. Rusnak (Executive)/G. Bannister-Clarke(Executive)
AMR33

THAT Policy Statements, 16.0, Classroom Assessment and Evaluation, be amended to read:

“16.0 Classroom Assessment and Evaluation.

- 16.1 That teachers utilize their professional judgement regarding their assessment and evaluation practices.
- 16.2 That teachers shall use their professional judgement to determine which assessment and/or evaluation tool(s) to use with individual or groups of students throughout the school year.
- 16.3 That assessment and evaluation practices be developmentally appropriate, equitable, fair and valid for all students and teachers.
- 16.4 That assessment and evaluation be recognized as having a variety of purposes including feedback, reflection, instruction and reporting.
- 16.5 That teachers be provided with additional preparation time within the instructional day to assess and evaluate student learning.
- 16.6 That teacher training within the instructional day on assessment and evaluation be adequately funded by the ministry through the funding formula.
- 16.7 That education funding be provided for system-wide teacher leaders within district school boards to aid teachers in the implementation of the curriculum, assessment, evaluation and reporting.
- 16.8 That a cyclical review of assessment and evaluation policies, including feedback from elementary teachers, be implemented by the Ministry of Education.
- 16.9 That the primary purpose of district school board assessments be to support instruction and enhance student learning.
- 16.10 That time be given during the instructional day for the implementation and marking of district school board assessments.
- 16.11 That time be given during the instructional day for teacher review and planning following district school board assessments.”
- 16.12 That the assessment and evaluation of student learning be non-partisan and apolitical.

4. N. Lawler (Executive)/ M. Fowler (Executive)
AMR34

THAT Policy Statement, 30.0, Employment Equity, Section 30.3, be amended to read:

- “30.3 That district school boards be responsible to ensure that recruitment, employment and promotion practices and policies are free of systemic and deliberate barriers that discriminate against either men or women,

First Nations, Métis and Inuit (FNMI) People, lesbian, gay, bisexual, transgender, queer or questioning people, people with disabilities, racialized persons and new Canadians.”

5. S. Madore (Renfrew County Teacher Local)/P. Olmstead(Limestone Teacher Local)
AMR35

THAT Policy Statement, 39.0, Health and Safety, be amended by the addition of a new subsection to read:

- 1.0 That all district school boards adopt the multi-workplace Joint Health and Safety Committee (MWJHSC) Structure.

6. Steering

NBM 6

That ETFO, through OTF, lobby the Ministry of Education to reinstate the 100 million dollar building repair fund to address the backlog of infrastructure and needed repairs in our Ontario schools.

NBM 12

That ETFO, through the OTF, lobby the Ministry of Education to compel school boards to include a staff well-being component and annual anonymous staff survey into the SIPSAW/BIPSAW. Board Improvement Plan components and survey questions must be co-created by boards with each ETFO local. School Improvement Plan components must be co-created with school staff members. The survey must be completed by all ETFO members during the paid work day on a board PA day, staff meeting or other released time. Survey data will be shared with each ETFO local in sufficient time for analysis prior to the final Joint Employee Relations Committee meeting annually.

NBM 13

That ETFO through OTF, lobby the Ministry of Education to ensure the number of students engaged and supervised within a self-contained special education class, for any part of the school day, not exceed the maximum class size for that program.

AMR 79

THAT ETFO, through OTF, lobby the Ministry of Education to subsidize the English Language Learners (ELL) Additional Qualification (AQ) courses for teachers.

AMR 80

THAT ETFO, through OTF, lobby the Ministry of Education to reduce Kindergarten class sizes and to place a Designated Early Childhood Educator (DECE) in each Kindergarten classroom regardless of class size or composition.

AMR 82

THAT ETFO, through OTF, lobby the Ministry of Education to amend the English as a Second Language (ESL) funding formula to ensure funding parity for Canadian-born English Language Learners (ELL) and to align funding with current research on the length of time required to learn a new language, at least five (5) to seven (7) years.

AMR 83

THAT ETFO, through OTF, lobby the Ministry of Education to direct district school boards to provide a gender-neutral option on all forms that require gender identity disclosure.

AMR 84

THAT ETFO, through OTF, lobby the Ministry of Education for more transparency on where the tuition paid by international students is spent by district school boards.

AMR 85

THAT ETFO, through OTF and OFL, lobby the Ontario government to require through regulation, that public buildings, including schools, be tested for radon gas with remediation as may be required and that new public buildings, including schools, be equipped with protective devices for radon control.

AMR 87

THAT ETFO, through OTF, lobby the Ministry of Education to make new employee orientation sessions mandatory for each district school board and that union representatives be included in the planning and delivery of the sessions.

7. A. Musta (Durham Teacher Local)/A. Hardy (Peel Teacher Local)

AMR81

THAT ETFO, through OTF, lobby the Ministry of Training, Colleges and Universities to provide teacher candidates with information and training on the protection of lesbian, gay, bisexual, transgender, queer or questioning (LGBTQ) teachers in Ontario schools.

8. A. Musta (Durham Teacher Local)/A. Igel (Durham Teacher Local)
AMR 86

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.

9. B. Fiddler (Durham Teacher Local)/F. Pareja (Peel Teacher Local)
NBM2

That ETFO pursue every legal tool available to the Federation should the current Progressive Conservative government move to introduce "Right to Work" legislation in the province of Ontario.

10. F. Pareja (Peel Teacher Local)/M. Hardy (Peel Teacher Local)
NBM4

That ETFO compile a fulsome list of resources of various forms and formats (including, but not limited to books, videos, organizations, speakers, etc.), that all members can reference, and that address the themes, topics and competencies from the 2015 Health and Physical Education curriculum.