

2017



ETFO
annual
meeting
booklet



INTRODUCTION

RESOLUTIONS TO THE 2017 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 2017 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 2017-2018 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, both physically and psychologically.”

Rationale:

The ETFO priorities were modified slightly at the 2016 Annual Meeting. After further review and consideration, the Executive determined that the priorities accurately reflect the direction and objectives of the Federation.

2. Thames Valley Teacher Local

That the 2017-2018 Priorities of the Elementary Teachers' Federation of Ontario be amended to read:

- “1. Core Priorities:
- a) To actively pursue collective bargaining rights of all members.
 - b) To defend members' working conditions.
 - c) To serve the needs of the members.
 - d) To promote and protect the health and safety of members.

2. Core Responsibilities:
 - a) To defend and promote publicly-funded education.
 - b) To actively engage members in the Federation.
 - c) To provide for the professional development of members.

3. Core Values:
 - a) To promote the care and protection of the environment.
 - b) To support international assistance and co-operation in promoting education and unionism.
 - c) To advocate for social justice in the areas of peace, anti-poverty, non-violence and equity.”

Rationale:

It is important for us to re-evaluate our priorities, to examine whether or not they meet the current demands of the membership and how our priorities give focus to the work ETFO does. The proposed amendment would arrange the priorities in a framework that would give a renewed direction to ETFO. The priorities represent the “must-haves” that we must rigorously uphold and focus on in every aspect of our organization. The responsibilities represent areas that we will continually strive to achieve. The values represent areas that should be integral in all aspects of the work that we do.

CONSTITUTION

3. Durham Teacher Local and Elementary Teachers of Toronto Local

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

“1.0 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 from Durham Teacher Local:
The all member ratification vote is the ultimate form of democratic expression within ETFO. We must ensure that all members have received information, had adequate time to process it, had the opportunity to attend information meeting(s) and participate in town hall teleconference(s). This takes time but these steps are all necessary to make sure that every member has the opportunity to engage in the ratification process in a manner that is meaningful to them. Bypassing any of these steps before commencing the vote, would open up the possibility of a member casting a ballot before receiving potentially vital information.

Rationale from Elementary Teachers of Toronto Local:
This time frame allows members adequate time to discuss and come to a fuller understanding of the terms of the tentative deal prior to the commencement of the ratification vote.

4. Ottawa-Carleton Occasional Teacher Local

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

“1.0 That each teacher and occasional teacher local president be informed of the number of votes for and against a central agreement in their local.”

Rationale:
It is imperative that local leaders know as much as possible about their locals' opinions and needs. While each local conducts their own information gathering in a variety of ways, the results of every member votes adds a new and welcome perspective.

5. Ottawa-Carleton Occasional Teacher Local

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

“1.0 That the results of all member votes on central table collective agreements be broken down to teacher and occasional teacher percentages for and against, and this information be reported to all local presidents.”

Rationale:
It is important for both local leaders and provincial leaders to know the breakdown by teacher and occasional teachers. In order to be aware of the needs of all and thereby make appropriate proposals and changes, leaders need to be informed.

6. Elementary Teachers of Toronto Local and Greater Essex County Teacher Local

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

“1.0 That effective 2018, 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 from Elementary Teachers of Toronto Local:

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.

Rationale Greater Essex County Teacher Local:

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/answer period in non-election years and would mirror what currently exists at Representative Council. It is proposed that this session take place either during a lunch period or in a caucus format between business sessions so as not to impact resolution time.

7. Durham Teacher Local

That effective for the 2019-2021 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 fifteen (15) 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 to women only; and one (1) shall be open only to members who belong to a Designated Early Childhood Educator (DECE) local.”

AND

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

- “3.2.3 Executive members, as necessary to complete the fifteen (15) member Executive, four (4) of whom shall be women, one (1) of whom shall be a member who belongs to a Designated Early Childhood Educator (DECE) local.”

AND

That, Bylaw VI, Procedure to Fill a Vacancy on the Executive, 6.7.2, be amended by the addition of a new subsection to read:

- “1.0 A vacancy in a Designated Early Childhood Educator (DECE) position shall be open to members who belong to a Designated Early Childhood Educator (DECE) local only.”

AND

That, Bylaw VI, Procedure to Fill a Vacancy on the Executive, 6.8.2, be amended by the addition of a new subsection to read:

- “1.0 A vacancy in a Designated Early Childhood Educator (DECE) position shall be open to members who belong to a Designated Early Childhood Educator (DECE) local only.”

Rationale:

Our Federation has changed since the introduction of full-day Kindergarten, however our Executive composition has not changed. We now represent many Designated Early Childhood Educator (DECE) members, who have an important collective voice. We must ensure that DECE bargaining units have a voice at the provincial table.

8. Anti-Racist Education Committee

That effective for the 2019-2021 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 sixteen (16) 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, two (2) positions shall be open, one (1) shall be open only to women members who self-identify from one or more of the following designated groups: First Nations, Métis or Inuit (FNMI) members; members with a disability; lesbian, gay, bisexual, transgender, queer or questioning members; or racialized members; and one (1) shall be open to any member who self-identifies from one or more of the following designated groups: FNMI members; members with a disability; lesbian, gay, bisexual, transgender, queer or questioning members; or racialized members.”

AND

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

- “3.2.3 Executive members, as necessary to complete the sixteen (16) member Executive, two (2) positions shall be open, one (1) shall be open only to women members who self-identify from one or more of the following designated groups: First Nations, Métis or Inuit (FNMI) members; members with a disability; lesbian, gay, bisexual, transgender, queer or questioning members; or racialized members; and one (1) shall be open to any member who self-identifies from one or more of the following designated groups: FNMI

members; 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 by the addition of a new subsection to read:

- “1.0 A vacancy in a position for members who self-identify from one or more of the four designated groups shall be open to all members.”

AND

That Bylaw VI, Procedure to Fill a Vacancy on the Executive, 6.8.2, be amended by the addition of a new subsection to read:

- “1.0 Executive members, as necessary to complete the Executive, two (2) positions shall be open, one (1) shall be open only to women members, who self-identify from one or more of the following designated groups: First Nations, Métis or Inuit (FNMI) members; members with a disability; lesbian, gay, bisexual, transgender, queer or questioning members; or racialized members; and one (1) shall be open to any member who self-identifies from one or more of the following designated groups: FNMI members; members with a disability; lesbian, gay, bisexual, transgender, queer or questioning members; or racialized members.”

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 bases, contacts and networks. In light of the equity and social justice vision of the ETFO, this motion designates certain equity seats on the Executive to better reflect the needs and diversity of our membership.

9. Elementary Teachers of Toronto Local

That effective for 2019-2021 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 First Nations, Métis or Inuit (FNMI) members; one (1) shall be open 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 Executive, four (4) of the positions shall be open only to women members; one (1) shall be open only to First Nations, Métis or Inuit (FNMI) members; one (1) shall be open 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 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 First Nations, Métis or Inuit (FNMI) member 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, transgender, queer or questioning members shall be open to lesbian, gay, bisexual, transgender, queer or questioning candidates only; and
- 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 First Nations, Métis or Inuit (FNMI) members shall be open to FNMI member 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; and
- 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.

10. Lesbian, Gay, Bisexual, Transgender, Queer and Questioning Committee and Human Rights Committee

That effective for the 2019-2021 term of office, 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 (FNMI) members with a disability, lesbian, gay, bisexual, transgender, intersex, queer or questioning members or racialized members; and
- 10.1.1.5.3 one (1) of the positions shall be only open to members who are FNMI, members with a disability, lesbian, gay, bisexual, transgender, intersex, queer or questioning members or racialized members.”

AND

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 (FNMI), members with a disability, lesbian, gay, bisexual, transgender, intersex, queer or questioning members or racialized members; and

3.2.3.3 one (1) of the positions shall be only open to members who are FNMI, members with a disability, lesbian, gay, bisexual, transgender, intersex, 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 (FNMI), members with a disability, lesbian, gay, bisexual, transgender, intersex, queer or questioning members or racialized members shall be only open to women members who are also FNMI members with a disability, lesbian, gay, bisexual, transgender, intersex, queer or questioning members or racialized members;

6.7.2.3 a vacancy in an equity position for members who are FNMI members with a disability, lesbian, gay, bisexual, transgender, intersex, queer or questioning members or racialized members shall be only open to members who are FNMI members with a disability, lesbian, gay, bisexual, transgender, intersex, 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 (FNMI), members with a disability, lesbian, gay, bisexual, transgender, intersex, queer or questioning members or racialized members shall be only open to women members who are also FNMI members with a disability, lesbian, gay, bisexual, transgender, intersex, queer or questioning members or racialized members; and
- 6.8.2.3 a vacancy in an equity position for members who are FNMI members with a disability, lesbian, gay, bisexual, transgender, intersex, queer or questioning members or racialized members shall be only open to members who are FNMI members with a disability, lesbian, gay, bisexual, transgender, intersex, queer or questioning members or racialized members.”

Rationale from Lesbian, Gay, Bisexual, Transgender, Queer and Questioning Committee and Human Rights 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.

11. Greater Essex County Teacher Local Representative Council 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 subsection to read:

- “1.0 approving the list of items to be submitted by ETFO to any central bargaining table.”

Rationale from Greater Essex County Teacher Local:

Currently, voting takes place in two capacities on the ground level: for the bargaining goals and for a tentative deal. Bringing in Representative Council approval for a central preliminary submission encourages stronger solidarity by our leaders and promotes greater mobilization amongst our members.

Rationale Representative Council:

As the voice of locals, it is imperative the Representative Council be a partner in determining what issues ETFO submits to be bargained centrally, since what is bargained centrally determine what locals can bargain.

Rationale from York Region Teacher Local:

Legislated centralized bargaining has changed the landscape of how ETFO operates. The Constitution needs to reflect this change and the voice of locals must be accounted for when determining the items that will be discussed at the central table, given that what is tabled centrally will ultimately determine the scope of local bargaining.

12. Durham Teacher Local

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

“1.0 approving the list of items to be submitted to any central bargaining table.”

Rationale:

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.

13. Greater Essex County 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 Approving action motions from the Executive; such motions must be passed by a three-quarter (3/4) majority.”

Rationale:

There are times when Representative Council may be asked to make a decision instead of just a recommendation on a particular action. This will allow the body to have the power/authority to do so. The three-quarter (3/4) majority establishes a higher threshold for this to take place.

14. Executive and Aboriginal Education Committee

That Article X, Provincial Organization, Section 3, Committees, 10.3.1.1, be amended to read:

“10.3.1.1 First Nations, Métis and Inuit (FNMI) Education Committee.”

Mutatis mutandis.

Rationale from Executive:

FNMI Peoples are three (3) distinct Indigenous groups in Canada. Within these groups there is great diversity, including identity, culture, language, knowledge and perspectives. The term Aboriginal Peoples comes from section 35 of the Constitution Act, 1982. To acknowledge the distinctiveness of FNMI Peoples, including identity, culture, language, knowledge and worldview, ETFO will now use FNMI.

Rationale from Aboriginal Education Committee:

In order for the Elementary Teachers’ Federation of Ontario to demonstrate its ongoing commitment to the reconciliation process, it must eliminate language that is reflective of colonial umbrella terms such as “Aboriginal” and “Indigenous.” In doing so, ETFO will acknowledge the diverse richness of FNMI Peoples and the uniqueness of each cultural identity, experience and voice.

15. Peel Teacher Local

That Article XI, Local Organizations, 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:

Math, language, social studies and science are deeply rooted in the arts. We live and breathe the arts without even realizing it. Many of us enhance our homes with paintings and sculptures. We enjoy the ingenuity of a cellular phone or computer, the engagement of a great production, the healing properties of music and the freedom that we feel when we dance. The arts foster creativity and innovation. The arts communicate and challenge world views. Many elementary teachers are generalists and may benefit from workshops and art events that promote learning through innovation and creativity.

16. Upper Grand Teacher Local

That Article XI, Local Organizations, Section 2, Governance, 11.2, be amended with the addition of a new subsection to read:

- “1.0 That locals with two (2) or more released officers shall have a constitutional provision to ensure one (1) release position is available to women only.”

Rationale:

The purpose of this constitutional amendment is to make a space for women on the released Executive of larger locals. Locals are free to determine how to make this accommodation. As an organization comprised of a majority of women, it is important that there is a leadership role for them in our locals.

17. Upper Grand Teacher Local and Status of Women Committee

That Article XI, Local Organizations, be amended by a new section to read:

- “1.0 Programs for Women
1.1 Each local shall endeavour to allocate six (6) per cent of their budget to programs for women only.”

Rationale from Upper Grand Teacher Local:

The 6% budget for Women’s Programs is a cornerstone of our organization. The funding ensures programs for women provincially. Having these funds enshrined in local constitutions is vital to support women’s programs locally.

Rationale from Status of Women Committee:

Some locals already allocate 6% of their local budgets to programs for women which is in keeping with the provincial practice and constitution. More locals should adopt this practice.

18. Status of Women Committee

That Article XI, Local Organizations, Section 3, Annual Meeting, 11.3.2, be amended by the addition of a new subsection to read:

- “1.0 ensure the secretary or designate keep a record of female and male speakers.”

Rationale:

ETFO records the numbers of male and female speakers at all decision-making meetings (with the exception of Executive meetings) at the provincial level. This information is useful to inform decision-making about representation of women in local governance structures (executives, committees) and also to determine the programs locals will develop and the level of outreach to and/or support for women members of the local.

BYLAWS

19. 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 0.110% to the Defense Fund.”

Rationale:

This motion is included in the event that the Executive needs to introduce it should the need for a fee increase become apparent during the Annual Meeting.

20. 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:

This motion is included in the event that the Executive needs to introduce it should the need for a fee increase become apparent during the Annual Meeting.

21. York Region Teacher Local

That Bylaw II, Duties of the Executive, Section 4, Executive, 2.4, be amended by the addition of a new subsection to read:

- “1.0 to record in the minutes of Executive meetings the details of all votes where an expenditure of \$50,000 or more is approved for non-human resource purposes.”

Rationale:

Appropriate transparency and accountability demands that the expenditure of significant amounts of members' money be clearly recorded in the minutes of the provincial Executive meeting. The purchase of significant capital assets, such as a home in Toronto for the released Executive, have not been recorded in the public executive meeting minutes.

22. Durham Teacher Local and Waterloo Region Teacher Local

That Bylaw II, Duties of the Executive, Section 4, Executive, 2.4, be amended by the addition of a new subsection to read:

- “1.0 That Executive members be ineligible to apply for any ETFO staff or consulting positions during the period of their term on the Executive or for two years from the expiration of their elected term.”

Rationale from Durham Teacher Local:

There is a potential conflict of interest that exists when an Executive member applies for an ETFO staff position. The General Secretary reports to the Executive, however staff report to the General Secretary, thus creating a unique dynamic. If an executive member applies for a staff position, while still sitting on the Executive, at the very least there would be the perception of an unfair competitive advantage. This resolution seeks to prevent any such conflicts, or unfair advantages, in the ETFO staff hiring process.

Rationale from Waterloo Region Teacher Local:

Elected members of the Executive are politicians with duties and responsibilities that include a commitment to serve a two-year (2) term as well as duties and responsibilities related to the hiring of staff and negotiation of staff contracts. The duties and responsibilities of these positions may be seen to put elected members of the Executive in a position of conflict of interest or privilege with respect to applying to and being hired for staff positions. A break in service should be required

before any elected Executive member can be considered for staff positions.

23. Durham Teacher Local

That Bylaw II, Duties of the Executive, Section 4, Executive, 2.4, be amended by the addition of a new subsection to read:

“1.0 to ensure that all votes to approve central table agreements are held in open session of the Executive.”

Rationale:

The members of our Executive are elected officials who represent the 78,000 members of ETFO. The business they do in-between Annual Meetings is on behalf of the members and should not be conducted in-camera unless there is an exceptionally good reason to do so. The recommendation of the central table agreement does not constitute an exceptional circumstance and therefore, should always be conducted in open session.

24. Durham Teacher Local

That Bylaw II, Duties of the Executive, Section 4, Executive, 2.4, be amended by the addition of a new subsection to read:

“1.0 determining by a majority vote to hold an online all-member vote as needed.”

Rationale:

Democracy is one of the most fundamental principles of ETFO. With attacks against organized labour increasing in frequency and intensity, it will become even more crucial to give every member a voice on matters of importance. Members need to feel they are included in their union and in order to feel included members must have the ability to shape and inform the direction of ETFO.

All member ratification votes are the perfect vehicle by which to put matters of great importance to a referendum. This would increase the utility of our single greatest democratic process – the all member vote.

25. Durham Teacher Local

That Bylaw II, Duties of the Executive, Section 4, Executive, 2.4, be amended by the addition of a new subsection to read:

“1.0 to make available the minutes of Executive meetings to all members.”

Rationale:

The business conducted during meetings of the Executive should be available for all members. The decisions made at the Executive table have potential far-reaching implications that touch the lives of all members and as such, we have the right to know what goes on. As elected officials, the members of the Executive should maintain a high level of transparency and accountability. Ensuring all member access to Executive minutes will not only increase transparency and accountability but also serve to engage and inform members all around the province.

26. Durham 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 hold a roll call vote for all motions in open and in-camera Executive sessions of the Executive.”

Rationale:

The members of the Executive are elected officials. They must be accountable to ETFO members for the decisions they make on their behalf. Ensuring that all votes are roll call votes means that there will be a record of how each Executive member votes on each issue. This is very much in line with the level of accountability we expect from public officials and, if approved, this resolution will improve accountability and transparency in our governance structure.

27. Durham Teacher Local

That Bylaw II, Duties of the Executive, Section 4, Executive, 2.4.1, be amended by the addition of a new subsection to read:

- “1.0 to initiate a Request for Proposal (RFP) process prior to the expiration of contracts with insurance providers for LTD and Employee Life and Health Trust (ELHT);
- 1.1 to receive and review the submitted RFP and to make a recommendation to the ELHT and/or the LTD Plan Governance Board based on the review process; and
- 1.2 to make available to Representative Council a detailed summary of the submitted RFP in any year for which the process is initiated.”

Rationale:

In general, the Request for Proposals (RFP) process encourages different solutions from vendors and actively searches for better and more creative ideas for supply of goods and services. It provides a process whereby the negotiation and award is based on demonstrated competence, qualifications and the technical merits of the proposal at a fair price. We invest a substantial amount of member resources in order to provide benefits. We need to ensure that we are getting the most for our members, and there needs to be a degree of transparency in the process.

POLICY STATEMENTS

28. Peel Teacher Local

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

- “1.0 Student Uniforms
- 1.1 That ETFO declare its opposition to the imposition of codes of formal student dress or uniform policies in all publicly-funded English public school boards in Ontario.”

Rationale:

The move by a school board to impose codes of formal student dress or uniform policies represents a financial cost to families to attend a publicly-funded school in Ontario - a cost that is fundamentally inappropriate and unacceptable. These policies require families to spend out of pocket to attend their neighbourhood school. They represent an inappropriate intrusion into the lives of families, clothing choices for their children, the not-so-subtle control of our students' bodies and an inappropriate desire to compete with the separate school system for students.

29. Executive

That Policy Statement 1.0, Aboriginal Education and Position Statement 1.0, Aboriginal Education, be amended to read:

- “1.0 First Nations, Métis and Inuit Education”

Mutatis mutandis

Rationale:

First Nations, Métis and Inuit (FNMI) peoples are three (3) distinct Indigenous groups in Canada. Within these groups there is great diversity, including identity, culture, language, knowledge and perspectives. The term Aboriginal Peoples comes from section 35 of the Constitution Act, 1982. To

acknowledge the distinctiveness of FNMI Peoples, including identity, culture, language, knowledge, and worldview, ETFO will now use First Nations, Métis and Inuit (FNMI).

30. Executive

That Policy Statement 16.0, Classroom Assessment and Evaluation, 16.4, be amended to read:

“16.4 That teachers utilize their professional judgement regarding their assessment and evaluation practices.”

Rationale:

Teacher use of professional judgement is a priority within ETFO. Policy Statement 16.0 should reflect this and the term “professional judgement” should be used instead of “autonomy.”

31. Executive

That Policy Statement 30.0, Employment Equity, 30.2 and 30.3, be amended to read:

“30.2 That employment equity programs for women, racial minorities, First Nations, Métis and Inuit (FNMI), lesbian, gay, bisexual, transgender, queer or questioning people and people with disabilities be mandatory in both private and public sectors through federal and provincial legislation.

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, FNMI, lesbian, gay, bisexual, transgender, queer or questioning people, people with disabilities and people of racial minorities.”

Rationale:

FNMI peoples are three (3) distinct Indigenous groups in Canada. Within these groups there is great diversity, including identity, culture, language, knowledge and perspectives. The term Aboriginal

Peoples comes from section 35 of the Constitution Act, 1982. To acknowledge the distinctiveness of FNMI Peoples, including identity, culture, language, knowledge, and worldview, ETFO will now use First Nations, Métis and Inuit (FNMI).

32. New Members Committee

That Policy Statement 30.0, Employment Equity, 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) Peoples, lesbian, gay, bisexual, transgender, queer or questioning people, people with disabilities, people of racial minorities and new Canadians.”

Rationale:

The 2015 Transition to Teaching Study shows a stark difference in the employment rates of new Canadian teachers (teachers educated and certified to teach in another country who immigrate to Canada and obtain certification to teach in Ontario) when compared to Ontario faculty graduates. New Canadian teachers reported a 62% unemployment rate in 2015, while the unemployment rate for Ontario faculty graduates was 21% during the same period.

33. English as a Second Language Committee

That Policy Statement 31.0, English as a Second Language and English Literacy Development, 31.4, be amended to read:

“31.4 That the maximum ratio of teachers to English language learners requiring English literacy development support be 1:12.”

Rationale:

The terminology change would reflect the current usage in English as a second language and English literacy development programming in Ontario.

34. English as a Second Language Committee

That Policy Statement 31.0, English as a Second Language and English Literacy Development, 31.3, be amended to read:

- “31.3 That the maximum ratio of teachers to English language learners requiring English as a second language support be 1:15.”

Rationale:

The terminology change would reflect the current usage in English as a second language and English literacy development programming in Ontario.

35. Environmental Committee

That Policy Statement 32.0, Environmental Education, 32.3, be amended to read:

- “32.3 That district school boards and schools shall play a leadership role in modelling environmentally friendly practices for students. That district school boards implement programs and procedures to provide teachers, administrators and other school personnel with professional development, curriculum materials and outdoor and field studies that explore the breadth of causes and consequences of human impact on the planet as well as potential solutions that address the root causes of the crisis.”

Rationale:

The current ETFO Policy on Environmental Education does not provide language or a lens on how teachers address environmental issues with students. It is essential that in their classes and other school activities, students probe the causes and consequences of the climate crisis – as well as possible solutions – in developmentally appropriate ways and become climate literate.

36. Simcoe County Teacher Local

That Policy Statement 41.0, Information and Communication Technology, 41.7, be amended to read:

- “41.7 That clear, comprehensive, written internet and email user policies and procedures as well as written safety guidelines for wireless devices and equipment be developed by district school boards and provided to employees, students and parent(s)/guardian(s).”

Rationale:

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

37. Ottawa-Carleton Occasional Teacher Local

That Policy Statement, 52.0, Negotiations, be amended by the addition of a new subsection to read:

- “1.0 That there be one salary grid for all teachers and long-term occasional teachers and that all occasional teacher local daily rates be tied to the same category placement on that grid at 100% of that placement.”

Rationale:

Equal pay for equal work.

38. Kawartha Pine Ridge Teacher Local

That Policy Statement 66.0, Provincial Report Card, be amended by the addition of a new section to read:

- “1.0 That the Ministry of Education de-strand various subjects such as language, math, French and the arts on the provincial report card.”

Rationale:

The Ministry of Education encourages elementary teachers to integrate various subject strands. However, teachers are then expected to calculate up to 15 separate marks, excluding French. This task becomes an enormously time consuming challenge for teachers, especially in the intermediate division where curriculum content is large and letter grades must be converted into percentages. De-stranding subjects would promote subject strand integration and reduce workload at report card time.

39. Executive

That Policy Statement, 66.0, Provincial Report Card, 66.2, be amended to read:

- “66.2 That teachers be allowed to use their professional judgement regarding the content and style of report card comments to ensure that the comments reflect the specific strengths and needs of their students.”

Rationale:

Teacher use of professional judgement is a priority within ETFO. Policy Statement 66.0 should reflect this and the term “professional judgement” should be used instead of “autonomy.”

40. Greater Essex County Teacher Local

That Policy Statement 70.0, School Closures, be amended by the addition of a new subsection to read:

- “1.0 That ETFO support the concept of community-based neighbourhood Kindergarten through Grade 8 public schools.”

Rationale:

As many district school boards consider the closure and amalgamation of schools, it is important for ETFO to take an official stance on what we believe to be the best model to serve our elementary schools.

41. Executive

That Policy Statement 73.0, School Library Programs, be amended by the addition of a new subsection to read:

- “1.0 That the provincial government provide dedicated, enveloped funding for educational material and resources, technological or otherwise, in elementary school library learning commons.”

Rationale:

The language of Position Statement 10.0 is not inclusive of all ETFO members and should be modified to use the term “educator” instead of “teacher.” To lobby for dedicated library resource funding is a logical extension of ETFO’s commitment to teacher-librarians and the programs they deliver. Teacher-librarians need a high quality library collection to be able to do their jobs effectively and that collection needs to be upgraded constantly to maintain the interest of students. There is also a need to continually evaluate the technology that is available in library learning so this aspect of resource procurement cannot be ignored.

42. Special Education Committee

That Policy Statement 75.0, Special Education - General, be amended by the addition of a new subsection to read:

- “1.0 That policies of inclusion be implemented by the Ministry of Education with adequate funding for staffing, training and resources.”

Rationale:

In order to be successful, a responsible inclusion model must be sufficiently funded with appropriate resources, support, training and staffing. For students with high needs within our classroom, we need to ensure that necessary resources are provided to best meet their needs and those of teachers alike.

43. Executive

That Policy Statement 83.0, Youth News Network, be deleted.

Rationale:

The Youth News Network (YNN) was a commercial station that was to bring news broadcasts to students. In response to intense pressure, Athena (the parent company for the YNN announced in May 2000 that it would show public advocacy messages instead of commercials. At some point in 2001, the company ceased to exist. As this is no longer an issue, Policy Statement 83.0 can be deleted.

POSITION STATEMENTS

44. Labour Committee

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

- “1.0 Living Wage
1.1 That all full-time and part-time ETFO employees be paid a living wage.
1.2 That all contractors and sub-contractors hired by ETFO pay their employees a living wage.
1.3 That ETFO be committed to championing a living wage within the education industry and broader community.”

Rationale:

It is important to have ETFO's support of a living wage for all written into our position statements. We must ensure that we are following this philosophy with all of our employees. It is also necessary to ensure that any contractors/subcontractors ETFO hires also adhere to this principle.

45. Peel Teacher Local

That Position Statement 1.0, Aboriginal Education, be amended to read:

- “1.0 First Nations, Métis or Inuit (FNMI)
1.1 That ETFO integrate a First Nations, Métis or Inuit (FNMI) component into all provincial conferences, workshops and meetings.
1.2 That, where possible, ETFO integrate an FNMI education component into all local workshops, conferences and meetings.”

Rationale:

Infusing FNMI education into all professional learning opportunities and staff training will reduce the silo effect and promote the responsibility FNMI education for all departments within ETFO. There is an Executive Assistant on staff who would be able to support the integration of FNMI education at the provincial level.

46. Arts Committee

That Position Statement 3.0, Arts and Culture, be amended to by the addition of a new subsection to read:

- “1.0 That ETFO encourage the use of the Arts as a tool to promote health and well-being for members.”

Rationale:

Activities that stimulate the artistic portions of the brain (even short activities) have the dual effect of both calming as well as energizing the learning centres of the brain. During an ETFO sponsored conference, a well placed artistic activity could both help to relieve the stress and tension caused by mental exhaustion as well as prepare the brain for continued learning throughout the rest of the conference. As an added bonus, members might be able to repeat activities (or portions of them) at local meetings, professional development, conferences, etc., as well as in a school and classroom setting.

47. Executive

That Position Statement 10.0, Political Action, 10.1.2, 10.1.3, 10.1.4 and 10.2 be amended to read:

- “10.1.2 to promote recognition of educators as advocates for children;
 10.1.3 to promote recognition of educators as defenders of the social fabric; and
 10.1.4 to foster a better public understanding of an educator’s job and how it has changed.
 10.2 That ETFO actively lobby governments at all levels to promote educator-friendly policies.”

Rationale:

The language of Position Statement 10.0 is not inclusive of all ETFO members and should be modified to use the term “educator” instead of “teacher.”

48. Executive

That Position Statement 13.0, Same-Sex Rights, be deleted.

Rationale:

The definition of spouse was amended some time ago to provide full recognition of same-sex relationships. As a result this position statement can be deleted.

BUDGET

49. Representative Council

That ETFO's Effective Negotiating Skills and Beyond the Basics: PRS Leadership Training also be offered as a General Program, open to all members in alternate years without affecting Women's Programs (WP).

Rationale:

Currently, these programs are offered as Women's Programs (WP) each year. By adding these general programs every second year, all members would have an equal opportunity to apply.

50. Elementary Teachers of Toronto Local and Greater Essex County Teacher 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 2018 Representative Council.

Rationale from Elementary Teachers of Toronto Local and Greater Essex County Teacher Local: 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.

51. Elementary Teachers of Toronto Local

That ETFO create a campaign and lobby the provincial government to embark on an immediate review of the provincial funding formula for public education.

Rationale:

Key features of a modern education system generate no funding at all while others are funded at less than their cost. The real accountability problem is at the province, with the lack of any accountability for the adequacy of the funding of the system as a whole. Even Mike Harris recognized that provincial funding created an accountability gap and committed to a five-year review cycle. The Eves government's 2002 review is the only one we have had. We know that the root cause of the issues we experience in public education is a serious lack of adequate funding.

52. Thames Valley Teacher Local

That ETFO create a provincial health and safety service area.

Rationale:

Health and safety issues have grown exponentially over the past few years. It is important that we are equipped to respond effectively to the difficult and often complex issues our members face daily.

53. Durham Teacher Local

That a task force of the Executive be established to investigate organizing paid support personnel in public elementary district school boards in Ontario, with a report to the May 2018 Representative Council.

Rationale:

That a task force of the Executive be established to investigate organizing paid support personnel in district school boards in Ontario, with a report to the May Representative Council.

54. Elementary Teachers of Toronto Local

That ETFO create a workshop for local members on 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.

55. New Members Committee

That ETFO develop a Classroom Management workshop in the Presenters on the Road series that focuses on the needs of members in their first five (5) years.

Rationale:

ETFO currently provides a Classroom Management workshop designed for occasional teachers. Over the last three (3) years, the Transition to Teaching Study has reported classroom management as the highest priority for further professional development among newly licensed teachers and participants in the New Teacher Induction Program (NTIP). Providing a workshop to new permanent teachers will allow them to develop specific tips and techniques to support them in their assignment.

56. 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 for locals be increased to reflect the current A4 maximum salaries.

Rationale:

This line has not been changed for over six (6) years. Salaries increase almost yearly. The budgeted amount is approximately \$84,000 while the actual A4 maximum is approximately \$96,000. This change would better aid locals when deciding to choose Method A or B as release.

57. Elementary Teachers of Toronto 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 2018 Representative Council and to the 2018 Annual Meeting.

Rationale:

Investigation of and reflection on current practices involving the grievance and arbitration process can lead to improvements.

58. Elementary Teachers of Toronto Local and Thames Valley Teacher Local

That the minimum fee rebate to Locals be 31.5% of net fees and

The adjustment in fee rebates be phased in as follows:

Budget year 2018-2019 – 0.5%
Budget year 2019-2020 – 0.5%
Budget year 2020-2021 – 0.5%

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.

Rationale from Thames Valley Teacher Local: The new collective bargaining regime has centralized authority at the provincial level. 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.

59. Upper Grand Teacher Local

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

- “1.0 Members who travel a distance requiring time longer than two (2) hours or greater than 150 kilometres be provided with the option of overnight accommodation for meetings and events which begin in the morning of 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 (2) travel time quickly becomes four (4) hours. This is a cost that we need to incur to support member participation.

60. Greater Essex County Teacher Local and Labour Committee

That ETFO develop and pay the expenses for a two-day (2) conference, to take place during the work week for current ETFO labour council delegates from across the province, to a maximum of 100 participants.

Rationale from Greater Essex County Teacher Local:

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 OFL and CLC campaigns. A conference would enable delegates to come together to learn, share and discuss the strengthening of ETFO's active participation in labour councils.

Rationale from Labour Committee:

While many of our members participate in labour council meetings as delegates, there has never been formal ETFO training for these delegates. A conference would allow members to come together to learn about ETFO's history in labour councils, best practices, challenges and increased possibilities for participation and leadership opportunities.

61. Elementary Teachers of Toronto Local and Greater Essex County Teacher Local

That ETFO provide annual incentive and support funding each year to locals in support of community outreach and/or member organizing activities.

Rationale from Elementary Teachers of Toronto Local:

Community and member mobilization is critical in order to build community/parent/public alliances with our members to support a strong public education system.

Rationale from Greater Essex County Teacher Local:

Community organizing is expensive but it is recognized as critical in order to continue to mobilize community/parent/public support for a strong public education system. Supporting parents/community shows them that we care about their issues and have common concerns.

62. Labour Committee and Waterloo Region Teacher Local:

That, effective September 1, 2017, ETFO discontinue expense reimbursement for expenses incurred through the use of crowdsourcing apps, including but not limited to: Uber, Airbnb and Homeaway.

Rationale from Labour Committee:

Crowdsourcing apps such as Uber and Airbnb continue to be unregulated and therefore are not obligated to adhere to standards, regulations and laws that businesses in regulated industries do. This puts public safety at risk and encourages the exploitation of workers. ETFO should be ensuring that, as a union, we support regulated, safe and inspected industry.

Rationale from Waterloo Region Teacher Local: The rise of crowdsourcing apps has created a crisis for Canadian businesses and the broader labour movement. The Canadian Labour Congress notes “crowdsourcing companies are part of a much broader debate around rising precarious employment and how to protect labour standards under new trends of non-standard working conditions, the growth of the service sector and technological change.” As well, CIBC highlighted that “unregulated companies can generate profits, while shifting costs and risks onto self-employed, low-wage workers.” As a Federation, we must protect our colleagues across the country by, when on Federation business, supporting regulated taxi and hospitality services.

63. ESP/PSP/DECE Committee, Halton DECE Local and Waterloo Region DECE Local

That ETFO develop and offer a course that focuses on assisting members assigned to Kindergarten.

Rationale from ESP/PSP/DECE Committee: This program will be focussed on assisting members who experience difficulty with inquiry based programming, partnerships and classroom management. 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 been identified as requiring intensive support.

Rationale from Halton DECE Local and Waterloo Region DECE Local:

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.

64. Halton DECE Local

That ETFO organize any non-unionized Registered Early Childhood Educators (RECE) working in public elementary district school boards.

Rationale: ETFO has not yet organized all supply and long-term occasional (LTO) Designated Early Childhood Educator (DECE) within their DECE locals. This needs to change.

65. Greater Essex County Teacher Local

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

AND

That, the amount be no less than \$10,000 and no greater 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, to develop actions, meetings and communiqés and co-ordinate within and outside the local to mobilize our own members and the communities in which they work and live.



66. Peel Teacher Local

That ETFO, through OTF, lobby the Ministry of Education, the Ministry of Health and the Ministry of Labour to implement an upper indoor temperature limit in all elementary schools.

Rationale:

Due to climate change, we are seeing ever increasing temperatures during the spring school months and even into the early fall. Where air conditioning cannot be provided in elementary schools, indoor temperatures can soar well into the 30 degrees Celsius range during these times, making for less effective teaching and learning conditions and, more importantly, posing a health hazard to all in a school. Having an upper temperature limit would provide schools and boards with a threshold at which they must take action, up to and including closing schools for the day.

67. English as a Second Language 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:

Without an equitable and adequate funding model provided by the Ministry of Education, English language learners (ELL) will continue to be under served compared to their English speaking peers.

68. Upper Grand Teacher Local

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

Rationale:

The Ministry has to accept that the Kindergarten 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 regardless of composition.

69. Occupational Health and Safety Committee

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.

Rationale:

Radon gas is a leading cause of cancer among non-smokers in Canada. Radon gas is naturally occurring. In affected areas, radon can seep into buildings from the surrounding soil. These buildings can include homes and schools. When radon exposure is examined by Canadian occupation, identified groups with the largest number of workers include elementary school teachers. At present, Quebec is the only province in Canada that has mandatory testing for radon in schools. Radon testing and remediation in schools would help to control the incidence of radon exposure among staff and students.

70. Peel Teacher Local

That ETFO, through OTF, lobby the Ministry of Education and the Ministry of Labour to ensure that all elementary schools have a heat stress plan.

Rationale:

Since air conditioning is not provided in a majority of elementary schools, boards need to develop official plans for how to manage times of extreme temperatures in schools. Without such plans in place, it is left to individual administrators to decide on how, or whether, to make adjustments within the school to accommodate workers who might be experiencing heat stress, including those working in areas of higher heat (e.g., second or third floor, sun facing rooms, rooms without windows or other natural ventilation).

71. 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 warming above a 2 degree Celsius rise would be unsafe. We have already raised the temperature by 0.8 degrees Celsius which has caused far more damage than most scientists expected. A third of summer sea ice in the Arctic is gone, the oceans are 30 per cent 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.

72. Peel Teacher Local

That ETFO, through OTF, lobby the Ministry of Education for funding to provide air conditioning or heat reduction systems in all elementary schools.

Rationale:

Most elementary schools are not equipped with air conditioning throughout the building. Due to climate change, we are seeing significant increases in temperatures during the spring school months, as early as April each year, and continuing through

September or later. Teachers and students are now finding themselves working in classrooms which reach temperatures in excess of 30 degrees Celsius. Factor in humidity and teachers and students are working in hazardous conditions when air conditioning is not available.

73. Professional Learning and Curriculum Committee

That ETFO, through OTF, lobby all Ontario affiliates to participate in a province-wide petition to limit the scope of all Education Quality and Accountability Office (EQAO) testing to random sampling.

Rationale:

An all affiliate petition would present a united front and strong voice against an issue that affects educators all across the province.

74. Peel Teacher Local

That ETFO, through OTF, lobby the Ministry of Education for released annual professional development, on the subject of First Nations, Métis and Inuit (FNMI) education.

Rationale:

There has been an increasing call upon educators to teach about FNMI issues such as treaties and the legacy of the residential school system. While boards of education and federations are offering professional development opportunities, the spaces are limited and often held after the instructional day. A system-wide approach is necessary to support educators in developing their own capacity and understanding to effectively address these topics within their classrooms.

75. Peel Teacher Local

That ETFO, through OTF, lobby the Ministry of Education to consult and collaborate with First Nations, Métis and Inuit (FNMI) organizations, residential school survivors and teacher federations to develop comprehensive professional development opportunities for educators which include developing an understanding of FNMI Peoples in Canada, exploring the connection between current issues and the impact and legacy of governmental policies and laws, treaties and highlighting FNMI resiliency.

Rationale:

It is essential that the “education gap” about FNMI Peoples be addressed in a comprehensive and authentic manner. As a result of an education system that fostered an understanding of western ideologies, many educators have a limited knowledge about FNMI Peoples. This resolution supports the Truth and Reconciliation Commission of Canada: Calls to Action.

76. 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 classes.

Rationale:

Currently, we have report cards to communicate student success in Kindergarten and grades 1 through 8. Students enrolled in self-contained, low enrollment 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.

77. Niagara Teacher Local

That ETFO, through OTF, lobby the Ministry of Education to create a comprehensive, universal online reporting system to allow education workers to report both violent incidents and near misses directly to the Ministry.

Rationale:

Currently, PPM 120 directs district school boards to report violent incidents to the Ministry of Education. Unfortunately, that doesn't account for either the under reporting of violent incidents or near misses where there are still acts of aggression committed against a member. A mechanism that lets members directly report violence including near misses simultaneously to the district school board and Ministry will provide more accurate data and a better understanding of the problem, in order for both the Ministry and district school boards to effectively address the escalation of violence in our schools.

78. Upper Canada Teacher Local

That ETFO, through OTF, initiate a campaign to educate the public about the importance of Core French in education.

Rationale:

Our French as a second language (FSL) colleagues are not always being treated fairly as they fulfill their responsibilities. For example, homeroom teachers will remain in their classroom while French is being taught without asking permission of the English as a second language (ESL) teacher. Similarly, they are the teacher who provides “prep” as opposed to a colleague who is responsible for the instruction of these children for a certain timeframe.

ACTION

79. Greater Essex County Teacher Local

That ETFO 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 full-time equivalent (FTE) teacher-librarian in each worksite.

AND

That ETFO 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 worksite.

Rationale:

Currently, there is a lack of consistency and accountability among district school boards when allocating funding which is earmarked 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.

80. Elementary Teachers of Toronto Local

That ETFO create a workshop for parents and parent groups to focus on ETFO's Priorities.

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.

81. 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) and/or English language learners (ELL);
- c) ratio of a:b (above); 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.

82. Durham Occasional Teacher Local, Peel Occasional Teacher Local, Representative Council and Upper Grand Occasional Teacher Local

That ETFO recommend to the Employee Life and Health Trust (ELHT) that all members be eligible for inclusion in the Employee Life and Health Trust (ELHT) Benefit Plan.

Rationale from Durham Occasional Teacher Local: Permanent members and OTs on long-term occasional (LTO) of 90 days plus are included in the ELHT. Three OT locals have benefits for LTO and daily OTs cost sharing premiums with their district school boards. Several locals have benefits for OTs at 100% cost to the member and other locals add compensation to their daily rate in lieu of benefits. Concern exists that with members leaving district school board plans, premium costs will rise. These ETFO members can least afford rising costs. In the ELHT, cost sharing by members could be pro-rated according to FTE in similar ways to that of part-time permanent members.

Rationale from Peel Occasional Teacher Local: One of ETFO's bargaining goals for OTs is to increase funding to the plan. We would ask that funding be negotiated specifically to include daily OTs.

Rationale from Representative Council: The option should be included but should not add costs to the plan. In many locals, daily occasional teachers are given the option to join the district school board benefits plan at full cost to the member. With teachers and LTO teachers leaving the district school board plan for the ETFO ELHT plan, it would make sense to have all ETFO members under the same plan. Therefore an occasional member could move from an LTO assignment to daily work and back into another LTO assignment and not have all the added responsibility of changing from the ELHT plan to the district school board plan.

Rationale from Upper Grand Occasional Teacher Local: We are asking to be included not to have added costs to the plan. Many locals across the province provide the option for daily occasional teachers to purchase benefits at full costs to the member. A plan that includes teachers, occasional teachers, DECEs, ESP and PSP members, who may belong to several locals and who transition from one assignment to another would be provided seamless coverage.

83. Peel Occasional Teacher Local

That ETFO work with the Ontario Teachers' Insurance Plan (OTIP) to ensure that the enhancing of the benefit plan for daily occasional teachers be completed and rolled-out by February 2018.

Rationale:

Boards will no longer be providing benefits to any of their employees as of February 2018. All board employees will have their benefits at the provincial level. We need to ensure that daily OTs have a place where they can buy a competitive plan.

84. Elementary Teachers of Toronto Local

That ETFO collaborate with local, national and international organizations to promote International Day of Schools.

Rationale:

To address the needs of schools as they are facing challenges internationally in recent years. To provide all stakeholders a stronger voice and better understanding of global issues. To share a message of mutual respect. To share strategies to enhance the learning of all children. To inculcate awareness about schools and their working. To review the ongoing mutual challenges and to understand the ever-changing map of education. To inaugurate school-wide programs to share ideas about steps being taken at local, national and international level in relation to education, peace and the role of schools.

85. 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 banding 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.

86. Kawartha Pine Ridge Teacher Local

That ETFO lobby the Ministry of Education and the Ministry of Labour to require all district school boards to collect violent incident reports by Ontario Education Number (OEN) and report to the Ministry three (3) times annually. The reports will include details of the kind of incident by category, frequency, intensity and the district school board response. In addition, the Ministry will create a summary report to be published annually.

Rationale:

The Ministry of Education database, Ontario School Information System (OnSIS), requires district school boards to collect longitudinal data on a range of data from enrolment, graduation rates, attendance to Special Equipment Amount (SEA). This data is used to improve student success. It is not prudent to consider violent incidents as an impediment to learning and as such require district school boards to include data on violent incidents, frequency, intensity and response. Recognizing and tracking a problem is the first step in finding a solution.

87. 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 of 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, Student (and Staff) Well-Being, 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 district school boards. This focus needs to be broadened to include health and safety.

88. Peel Occasional Teacher Local

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

Rationale:

The last round of bargaining, where teachers were not participating in district school board PD, hurt OTs. Daily OTs/DECES were the only ETFO members losing salary during this time. Thousands of daily assignments were lost because professional learning was not being offered by district school boards during the school day. In addition, this WTR item affected many new teachers and long-term occasional (LTO) who could not attend vital training necessary for their new assignments. Public perception of teachers also suffers as teachers are refusing to attend training to better support their students.

89. Thames Valley Teacher Local

That Representative Council shall be responsible for electing annually one (1) representative from each of the following member groups:

- 1) teacher;
- 2) occasional teacher; and
- 3) Designated Early Childhood Educator (DECE), Education Support Personnel/ Professional Support Personnel (ESP/PSP) to be part of the editorial board of VOICE magazine.

Rationale:

It is important for VOICE magazine to reflect member diversity within ETFO. The addition of duly elected designates from each worker group will reflect fair and equal voice.

90. Thames Valley Teacher Local

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

Rationale:

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

91. York Region Teacher Local

That the Annual Meeting endorse that 50% of the next Ontario Teachers' Pension Plan (OTPP) surplus be used to provide a pension holiday of up to 50% of the premiums.

Rationale:

Members are paying the highest premiums in the history of the plan. Annually members contribute \$1.65 billion to the plan. The last surplus to the plan was \$13 billion. A 50% premium reduction holiday would return \$825 million dollars to premium

paying members and would represent twice as much money in one year than the current extension agreement will provide to teachers in two-years (2).

92. 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 full-time equivalent (FTE) is taken into account.

Rationale:

It is important that FTE be taken into consideration when allotting space for participants per local. Providing the same number of spaces per local in ETFO events does not ensure an equitable rate of participation.

93. Peel Occasional Teacher Local

That ETFO include in the preliminary survey of members for bargaining goals, language that allows occasional teachers on the occasional teacher roster to move to the long-term occasional (LTO) list after completing a long-term assignment.

Rationale:

Most district school boards have now developed a grueling interview process that makes it challenging for people to get on the long-term occasional (LTO) list. Principals have commented that they wouldn't pass the interview themselves. The successful completion of a long-term assignment would be a better indicator of a teacher and would better prove their success in the classroom than learning how to answer interview questions.

94. Greater Essex County Teacher Local

That ETFO investigate the way in which resolutions are numbered and prioritized at the Annual Meeting and investigate the feasibility of giving more priority to resolutions that have been repeatedly submitted without being heard.

Rationale:

There are many resolutions that are important and brought to the Annual Meeting, unless they are given priority they are not heard. This disengages members from participating in the process and bringing forward ideas. A review of our current process is necessary.

95. Peel Occasional Teacher Local

That ETFO members who are working and are over the age of 65 have access to either the Employee Life and Health Trust (ELHT) or the Ontario Teachers' Insurance Plan (OTIP) benefit plan for daily occasional teachers.

Rationale:

Some of our members are over 65 years of age and are in long-term assignments but cannot access benefits because of their age even though it is in our collective agreement that anyone in a long-term assignment of 90 days or more has access to benefits. There may be other ETFO members who will be denied because of their age.

96. Thames Valley Teacher Local

That ETFO declare its opposition to a merger with the Ontario Secondary Teachers' Federation (OSSTF).

Rationale:

Any move to merge with OSSTF would amount to a hostile takeover of ETFO by a smaller union. This would not be a merger of equals but rather an attempt by OSSTF to obtain control of ETFO's \$150,000,000 Defense Fund.

97. Elementary Teachers of Toronto Local

That ETFO, in the year preceding the expiry of the collective agreement, conduct forum and focus groups with parents to seek input into bargaining goals to further our aim of building a stronger 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.

98. Elementary Teachers of Toronto Local

That ETFO lobby the Ministry of Education to enact legislation to preserve and improve prior staffing ratios, supports and designated funding provided for students deemed exceptional based on the Identification Placement and Review Committee (IPRC) and who are now moving, based on board paradigm, from designated Intensive Support Programs (ISP) and congregated settings to inclusive classroom settings in 2017-2018.

Rationale:

Supports, particularly staffing supports, are crucial for our students with special needs. We urgently need the Ministry to allocate what is necessary to ensure our students have the appropriate resources, supports and programs in place to meet their needs.

99. Professional Relations and Discipline Committee

That ETFO lobby the Ministry of Education to create a Kindergarten through Grade 8 report card comment bank accessible to teachers in the province of Ontario.

Rationale:

In Ontario, we have a standard report card and a standard curriculum; we are missing a standard comment bank.

Teachers would have access to the comment bank and would have the professional judgement to choose or not choose to use the comment bank.

100. Political Action Committee

That ETFO hold a social justice action at the Annual Meeting over a lunch recess in non-election years.

Rationale:

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, biannually, profile an issue of importance to our members. We should not let that opportunity go to waste.

101. 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.

102. Executive

That the firm Grant Thornton Chartered Accountants be approved as auditors for the Federation for the 2017-2018 Federation year.

Rationale:

The Federation has received good service from the firm Grant Thornton Chartered Accountants. It would be appropriate to recommend to the 2017 Annual Meeting that this firm be the Federation's auditors for the 2017-2018 Federation year.

103. Thames Valley Teacher Local

That ETFO ensure that designated Human Rights Officers are active ETFO members.

Rationale:

ETFO members are bound by professional ethics in accordance with the Constitution. As such, it is important that we have a mechanism for upholding the standards. The Human Rights Officer should be a member of ETFO since we are self-governing and have an internal mechanism for dealing with violations. Individuals who are not ETFO members should not be given privileges and authority over the membership, as conflict could exist between ETFO members and the ETFO staff. Staff at ETFO should not have knowledge or insight into matters that could potentially have disciplinary consequences for ETFO members.

104. Disability Issues 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.

105. Elementary Teachers of Toronto Local

That ETFO provide a French version of ETFO Human Rights and First Nations, Métis and Inuit (FNMI) statements.

Rationale:

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

106. Elementary Teachers of Toronto Local

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

Rationale:

ETFO should recognize the work and contributions of all members in a district school board outdoor education school(s). Outdoor education is a valuable teaching environment. 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 class. ETFO should avoid measures that will affect some more than others.

107. Greater Essex County Teacher Local

That ETFO provide member representation in any appeal, upon request, for any Workplace Safety and Insurance Board (WSIB) cases that have been denied. The appeal shall take into consideration both lost wages and health care benefits.

Rationale:

Currently, ETFO provides member representation for denied cases with a threshold of 10 days or longer. The overwhelming bureaucracy of WSIB, especially when a member is ill or injured, can be a difficult situation to manage and deal with. Members need the security of knowing that ETFO will

challenge a WSIB appeal regardless of the length of time denied. In so doing, ETFO can become a strong counter to a prevailing bureaucracy of WSIB denial. Such advocacy also protects and defends collectively bargained sick days.

108. Human Rights Committee

That ETFO encourage that the Human Rights Statement and the First Nations, Métis or Inuit (FNMI) Statement be posted/linked to all local websites.

Rationale:

The ETFO Human Rights Statement and the FNMI Statement are the fundamental starting points 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 to anyone who visits our websites. It is important to have the Human Rights and FNMI Statements visible to everyone.

109. Human Rights Committee and Peel Teacher Local

That all locals shall endeavour to address topics of social justice and equity pertaining to human rights.

Rationale from Human Rights Committee:

ETFO Constitution, Article 11.2.10, states that all locals should have a Human Rights Committee. Sometimes this work is done under another name such as an Equity Committee or an Anti-Racism Committee. While each local should have the autonomy to set up, name and run its committee as it sees fit, we see establishing such committees as “best practice” within our union.

Rationale from Peel Teacher Local:

Under Constitution, Article 11.2.10, all locals should have a Human Rights Committee to promote awareness of and respect for human rights issues. Locals should endeavor to include voices of members from designated groups when working on human rights issues pertaining to protected grounds and social areas. Whether through a committee under this, or another name, all locals should be actively working in tandem with the provincial organization to further the ETFO priority of promoting social justice in the areas of peace, anti-poverty, non-violence and equity.

110. Professional Learning and Curriculum Committee

That ETFO will create and distribute an all member petition to lobby the government to limit the scope of all Education Quality and Accountability Office (EQAO) elementary testing to a random sample.

Rationale:

EQAO testing continues to have significant impact on ETFO members and students due to the pressure and anxiety surrounding the test and focus on increasing test scores. This motion speaks to the negative impact on teachers, students and parents, and communities due to the way EQAO scores are misused by real estate agents and outside agencies.

A change to random sampling would decrease the emphasis on test preparation and provide more time to focus on all curriculum areas and student well-being.

An all member petition would promote our collective voice as a force for change to the existing EQAO format.

111. Thames Valley Teacher Local

That ETFO discontinue the paper copy production of VOICE magazine and send all members a direct link to the full digital edition.

Rationale:

Cost savings would be realized through the digital production and distribution of VOICE magazine and we would collectively reduce our carbon footprint.

112. Elementary Teachers of Toronto Local

That the General Secretary Report to the Annual Meeting include an annual update of the 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 to the delegates at the Annual Meeting to outline the progress that has been made.

113. Elementary Teachers of Toronto Local

That effective the 2018 Annual Meeting, every Executive member vote on each Annual Meeting resolution be a recorded vote and made available as part of the published minutes of each ETFO Annual Meeting.

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.

114. Halton DECE Local, Hamilton-Wentworth DECE Local and Waterloo Region DECE Local

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) team, exclusive of teacher preparation time, within the instructional day.

Rationale from Halton DECE Local and Waterloo Region DECE Local:

Since the inception of full-day Kindergarten, it has been mandated that a teacher and DECE classroom team 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.

This collaboration time should occur each week. This collaboration time is exclusive from a teacher's prep time and shall occur during the instructional day.

Rationale from Hamilton-Wentworth DECE Local:

The Kindergarten program states that "teachers and early childhood educators work together to plan and implement the program" and that they "collaborate in observing, monitoring and assessing the progress and development on the children..." however, time is not allocated for this ongoing responsibility. If the program and the teams are to be successful, the time must be provided for collaboration and we must keep this issue front and centre.

115. Greater Essex County Teacher Local

That the Annual Meeting recommends that contractual language establishing one standardized software program for completing progress reports, report cards, Individual Education Plans (IEPs), Special Education and Early Years reports be included as part of the preliminary bargaining survey of all members.

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 2017. It is time district 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 district school boards on a smaller scale. Educators have, for too long, been used as testing subjects for inefficient and ineffective software.

116. Elementary Teachers of Toronto Local

That the ETFO preliminary submission on central bargaining issues shall be endorsed by the 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.

117. 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 of this document.

118. 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.

119. Greater Essex County Teacher Local

That ETFO lobby the Ministry of Education to endorse the concept of community schools being protected and maintained.

Rationale:

The current trend that is unfolding in the education sector is mega schools, because of funding restraints, where large school populations have become the norm. We should be opposed to this push towards mega schools and increased centralization.

120. Upper Canada Teacher Local

That ETFO actively promote the equitable and respectful treatment of Core French as a second language (FSL) teachers.

Rationale:

Immersion French as a second language (FSL) instruction over time has become more desirable amongst parents. For a variety of reasons, some parents choose to have their children in Core French. There is a stigma for those students who do not take immersion and that can undermine these students' success.

121. Greater Essex County Teacher Local

That ETFO, lobby the Ministry of Education to develop a policy that recognizes Special Education and English language learner (ELL) students as 1.5 full-time equivalent (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.

122. Status of Women Committee

That any local Executive with two (2) or more released officers and no constitutional provisions that at least one (1) released officer self-identify as a woman:

- i. at their next local general meeting that considers constitutional amendments, put forward a constitutional amendment to ensure at least one released officer self-identify as a woman; and
- ii. have members vote on the issue.

Rationale:

Increasing representation of women on local executives continues to be a priority of the provincial Status of Women Committee. This resolution describes the mechanism for placing the issue before members of a local, who have the right and obligation to vote on the matter.

123. Peel Occasional Teacher Local

That ETFO lobby the Ministry of Education to have one (1) of the two (2) years for teacher certification used as a practicum in a predetermined number of schools and grade levels.

Rationale:

A huge part of a teacher's education occurs during teaching. Applying one (1) of the years to practice teaching would allow the prospective teacher to get valuable experience that would better prepare teachers for their new classroom.



CANDIDATES FOR ELECTION

2017

ETFO
annual
meeting

PRESIDENT



David Clegg
York Region
Teacher Local

Why does ETFO exist? We exist to promote, protect and bargain for the interests of elementary educators, individually and collectively. This was the mandate with which ETFO was born but now, almost twenty years later, this fundamental obligation appears to be impaired and imperilled.

Once ETFO had set a goal to be the preeminent teacher union in Ontario, to be the expert in everything that related to elementary education and to overcome historic biases faced by elementary educators by setting the education agenda. Our leadership, in a rush to embrace centralization, has failed to engage in meaningful debate about centralized bargaining or provincial LTD and benefit plans and allowed issues like violence in schools to languish too long. In so doing, we have lost our way by letting others set the agenda, by reacting instead of being proactive and abandoning our ideals.

The contract extension ETFO negotiated is but the latest in a growing list of choices that has eroded the autonomy of locals and threatens their viability.

The abandonment of local bargaining, despite the unanimous desire of local presidents that it be preserved, should be the breaking point for all who know that bargaining is the life blood of a union.

Current leadership has preached about being accountable and transparent and yet the voice of the Annual Meeting has been stifled and the voice of locals ignored.

In good conscience, as a former ETFO President, I cannot be silent and watch the promise that was ETFO slip away because I know there is another way...a better way.

We must rededicate ourselves to the ideals that once made us strong: bargaining for the betterment of our members and not the political needs of the government; supporting vibrant locals who are equal partners in the conversation about the future of ETFO; and actively encouraging and engaging in a culture of open debate.

We must re-engage our membership by asking them what they want their ETFO to be.

We must restructure our constitution to give locals a legitimate voice in bargaining.

We must reject secrecy and embrace open governance.

We must reinvigorate the organization by forging a consensus in advance of bargaining in 2019 and build a strategic plan for central and local bargaining success.

As ETFO members, you have the opportunity to choose an alternate path forward. You have a right to examine the visions of your potential leaders. You have a right to know if there is a plan for ETFO's future that matches their vision.

Since ETFO's inception, I have served the organization as a local and provincial leader. I began my career as a Chief Negotiator successfully bargaining the first supervision cap. I spent a decade on the provincial Executive, including seven years as a release officer and a term as President. The last seven years I have been President of my local. The change we need will require this kind of experience.

ETFO needs a platform for its future. It is time to make a choice.

PRESIDENT



Sam Hammond
Hamilton-Wentworth
Teacher Local

We have been on an amazing journey together since I was first elected to your provincial Executive in 2003. With your support, I have served as an Executive member, Vice-President, First Vice-President and I am humbled to have served as your President since 2009.

It is incredible to realize that I have been your voice and your steadfast champion through two premiers and five ministers of education. With your unwavering solidarity, I have led our members through three extremely challenging rounds of central negotiations and through the unprecedented attacks on our union, our profession and our charter rights during Bill 115.

As President, I have worked tirelessly on behalf of all ETFO members to foster true equity and real equality while reinforcing the importance of grassroots representation. I promoted the implementation of a more democratic double majority vote for our central agreements. I have worked tenaciously to solidify our place in the labour movement and together we have challenged White Privilege, supported Black Lives Matter and stood firm against transphobia and Islamophobia.

Through all of this, I have had your back and I will never lose sight of the fact that ETFO is your union. That you, the members, are the very foundation, the heart and the soul of ETFO. Because of this fundamental belief, I will continue to be unyielding in my efforts to ensure that all members are fully engaged, respected and empowered. You are the face of this union - the largest, proudest social justice union of professional educators in this country!

As your President, I have worked passionately to build an inclusive, transparent and collaborative culture within ETFO that is unsurpassed by any union in Ontario. As your President, I have provided continuity in leadership through incredibly tumultuous times. And as your President, I will continue to act on your behalf and by your side, as an ever-vigilant agent of change in our union and in society.

There is no question that we have accomplished a great deal, but there is more to do. Together, we must continue to be proactive and strategic. We must do whatever is needed to protect and defend our members, our collective agreements, and publicly-funded public education in this province. Moving forward, we must focus our efforts and our unified resolve on two key issues: violence in our schools and the pending provincial election.

ETFO is a strong and dynamic union because of its members, past and present. We have a proud history built on a solid foundation. I would be honoured if you would once again entrust me with the leadership of this remarkable union.

FIRST VICE-PRESIDENT



Karen Campbell
Elementary Teachers
of Toronto Local

ETFO has evolved as one of the leading education unions because of its collective strength when defending, enforcing and advancing the collective agreement rights of our membership. Despite challenging rounds of negotiations, this has not changed!

During the last two rounds of central table discussion, I was unwavering in attaining agreements that first meet the needs of the membership, despite the government's attempt to curb enhancements and ignore issues of critical importance to members. Hence, it's imperative that we embark on concentrated steward training, intense member and community organizing, to mobilize grassroots power to secure significant advancements. Foundations for the next round must be nurtured in partnership with parents, community groups, labour and progressive organizations.

Components to the success of ETFO's comprehensive strategy to address violence in the classroom will be member education and contract enforcement which is critical to the mental health and welfare of our members. A provincial election looms, and lobbying respective parties for increased funding to support safe learning and working environments must remain a priority.

ETFO must also continue to advocate for teachers exercising their professional judgement and strengthening professional partnerships to create respectful working environments for all members. As part of your leadership team, I'll continue to develop trust, improve transparency and communication with members to build a united, unified and connected union.

Sisters and brothers, it has been a pleasure to serve as your Vice-President (Female) for the last two years to advance the work we do in the areas of equity and women's issues. I look forward to this next level of leadership as First Vice-President and will work to ensure that the budget is responsive and reflective of the programming and various funding needs of the membership.

As your First Vice-President, I'll continue to lead with integrity, vision and strength.

VICE-PRESIDENT



Nancy Lawler
Bluewater Teacher Local

We are a union of educators.

It is vital that we hear the voices of the grassroots in every action we take and in every decision that we make. Over the last two years, I have travelled across this province and have met with countless numbers of rank and file members. Their stories drive me to continue my work as Vice-President.

Our members face complex challenges everyday as they work unwaveringly to ensure that students receive the best possible education. However, the increasing workload, the escalation of workplace violence and the high levels of stress they experience is unacceptable.

I believe that we must remain focused on our integrated plan for addressing violence in schools and build on the capacity of our members in understanding their rights as workers. I will be your champion in demanding the improved working conditions that our members so richly deserve.

In this election, experience matters. As a local leader for 20 years, I understand the value of working collaboratively to accomplish our collective goals. When my members were faced with adversity, my respectful approach made them feel supported and built bridges between staff and the board. This work has continued over the last six years as a member of the provincial Executive and as your Vice-President. I have worked relentlessly to support the hard work of standing committees and build connections within the broader labour community.

ETFO's greatest strength is our diversity. We represent different regions of the province; we have lived different experiences, and bring diverse expertise. It is because of our differences we can accomplish so much. I pledge to work collaboratively with progressive organizations to ensure that we continue to lead in creating positive change for all.

I ask for your support in continuing as your Vice-President.

VICE-PRESIDENT



David Mastin
Durham Teacher Local

When I first ran for the provincial Executive four years ago, I suggested that ETFO needs to:

- vigorously defend and protect what remains of local collective bargaining,
- respect and embrace the role of our standing committees, Representative Council, locals, and the Annual Meeting in the governance of ETFO,
- create and implement a clear strategic plan, shared with the membership that identifies short and long-term goals, allies and challenges,
- budget our human and economic resources in a sustainable way that balances needs with revenue and
- ensure that OTs, DECEs, PSPs and ESPs know that their priorities will not be compromised.

I stand for election today because these needs have not been accomplished and delaying any longer could make achieving them extremely challenging. The erosion of local bargaining began in the Harris years but has accelerated significantly since the Liberals gained power 15 years ago. Local bargaining is hanging by a thread. We need a provincial Executive that is wise enough to see what is happening and strong enough to resist the neo-liberal agenda of this, and future, governments.

Annual Meeting decisions are sacred. Representative Council motions, if neglected, carry political and practical consequences. Standing committees represent the voices of our most marginalized members. It is at our own demise that we ignore these voices.

ETFO has enormous potential energy. Our human and economic capital makes us a formidable force. Only through strategic mobilizing of our 78,000 members in collective action and forging community alliances will ETFO begin to realize her potential strength.

My name is David Mastin. My father, mother and five of my siblings are/were teachers. I have always been passionate about defending the working conditions of educators. This is my intent until I am no longer in this profession. I ask for your support as Vice-President of ETFO.

VICE-PRESIDENT (FEMALE)



**Gail
Bannister-Clarke**
Peel Teacher Local

I am honoured to have served our 78,000 strong Teachers, Occasional Teachers, Designated Early Childhood Educators, Education Support Personnel and Professional Support Personnel as an ETFO Executive member, and I am asking for your support to become your next ETFO Vice-President, (Female).

We need a unified, executive leadership team that will continue to understand the needs of our strong locals, and that will listen, communicate clearly with our members, and move our organization forward.

I am committed to this teamwork.

We also need a strong Executive to advocate, defend and bargain for our vision to build better schools. The work we have done on demanding smaller class sizes, a safe learning and teaching environment, and support for our students who have complex needs is ongoing and powerfully connects us with our parents and communities.

I am committed to this vision.

I am proud of the continued leadership ETFO has demonstrated in promoting equity, and our goal to “advance progressive conversations that build a more just society”. We must continue to build alliances with community agencies and our local labour councils and focus on building those strong ties to move our joint interests forward.

I am committed to continued alliance building to advance equity and social justice.

Over the past seven years, as both a local leader in the Peel Teachers’ Local and a member of the ETFO Executive, I’ve been privileged to network with ETFO members across Ontario and gain understanding and insight into our similarities and differences. I recognize that our diversity is our strength and solidarity. Even when our opinions differ, it is necessary to identify and move forward on our common goals.

Vote for an experienced, reflective leader who will be a collaborative team member.

Let’s move ETFO forward, together. Vote for Gail Bannister-Clarke, Vice-President, (Female).

VICE-PRESIDENT (FEMALE)



Monica Rusnak
Ontario North East
Teacher Local

It has been my honour and privilege to serve you, the members of ETFO, on your provincial Executive for the past seven years. My leadership at the provincial level, along with 11 years of experience as a released officer, the past seven as local president, have prepared me for success in the position of Vice-President (Female). My dedication and passion for ETFO and my ability to build and foster positive relationships have led me to this point in my career. I am the experienced candidate for Vice-President (Female).

I believe in the power of local bargaining and my commitment to maintaining it will not waver. We must work now to engage and empower members, strengthening our collective voice so that we stand in solidarity against any onslaught to our fundamental rights. I will strive to ensure we live up to our potential as the strongest, most progressive union in the country. I will champion innovative and responsive programs that impact our priorities in the area of social justice and equity and professional learning. I will advocate for meaningful training and supports to protect the physical and mental well-being of educators.

You must elect a leader who has the fortitude to stand up for our rights, the courage to make principled decisions and the tenacity to see them through. I renew my commitment to creating a shared vision of ETFO by listening to the membership, reflecting on issues and making decisions which benefit and protect us now and into the future. I am a proactive and passionate leader and I will make a positive difference in your professional life.

Together, we will build a federation that is inclusive, empowering, accountable and protective. Together, we will shape the future of ETFO. Together, vote Monica Rusnak for ETFO Vice-President (Female).

OTF REPRESENTATIVE



Yvette Blackburn
Elementary Teachers of
Toronto Local

For over 20 years, I have been involved in the educational system in various capacities with strong union activism thoroughly rooted in provincial politics, participation on Windsor and Toronto labour councils, ETT Regional Councillor, and numerous chair and co-chair positions in ETT.

As your Executive officer, I seek to provide members with continuous proactive and inclusive representation that advocates for transparency at the Executive table and beyond, ensuring professional levels of accountability and regard for our fiduciary rights that members expect and deserve.

As a conscientious and committed ETFO member who champions member voice and representation, I believe in strong advocacy for member rights both individually and within the bargaining framework. I do not sit in indifference on issues whether controversial or routine. Executive is tasked with the responsibility to serve you with fairness, demonstrate respect of differing voices and acknowledge input from members. Executive must remember whom we serve; members. We are not beyond reproach.

The next two years may bring uncertainties stemming from our remedy agreement, benefit realignments and local bargaining issues that will inevitably surface out of the contract extension. Your Executive must be proactive and resolute in our leadership to defend our profession, bargaining rights and the fundamental principles and values that make us a union.

To “speak truth to power” is to stand for what is right. It stands in defence of our union values. It is the voice of courage and conviction, not silence.

Please vote Yvette Blackburn. Speaking truth to power.



Diane Dewing
Upper Canada
Occasional
Teacher Local

I ask for you to re-elect me as your OTF Table Officer. I am a strong voice on the ETFO Executive as well as OTF Executive, Budget and Finance, Personnel, OTPP Director Selection and OTPP Partners Committees.

I offer you years of experience and dedication. Locally, I have worked as a negotiator since 2000 and as president since 2002. I sit on two community boards, work regularly with food banks and advocate for women and children facing violence. You elected me to the provincial Executive in 2007 and ETFO appointed me OTF Governor in 2009. Since 2008, I have served on the OTF Awards Committee. All these responsibilities came with training and mentorship. I am confident that I can continue to represent you well for another term.

As a leader, I listen to members. I reflect. I debate. I make informed decisions and I own them. I do my best to ensure that my decisions serve members. My own disability has not held me back but expanded my understanding of issues. Being an organic farmer informs my views on sustainability.

I am an activist. I live what I believe. Always.

In 2018-2019, the ETFO Table Officer will be OTF President. As OTF Table Officer, there is an ability to speak with other Federation leaders, stakeholders and government about issues important to teachers and citizens. Without the pressure of bargaining, conversations can be more courageous.

Please support me as your OTF Table Officer so I can lead courageous conversations for all members.

EXECUTIVE MEMBER



Nathan Core
Waterloo Region
Occasional
Teacher Local

Two years ago, I asked delegates at the Annual Meeting to support my election bid and recognize my ability to bring progressive ideas and a new energy to the Executive table. I did not waiver in my commitment to this organization and have stood firm on my values and principles. I seek re-election to continue building a stronger ETFO and working with a progressive Executive looking to the future.

In a time of increasing centralization, we need to ensure that members' voices are not lost. We must recognize that a "one size fits all" approach cannot work. Locals have unique needs and a diverse membership. It is imperative that we protect the rights of the local and support local bargaining. Additionally, our organization must ensure that benefits are well-funded for the future and accessible to all ETFO members.

Members must come first! Discussions should focus on making our work places better. The Executive must listen to the needs of our membership and push on the issues that matter most. As an Executive member, I will continue to do this.

I believe strong leadership responds to the people's needs and should be held accountable for decisions that are made. My record at the Executive table supports this belief.

My commitment, my integrity and transparency in my actions have demonstrated my core beliefs. Let's celebrate our history and move forward in solidarity under a unified banner. I ask for your support.



Joy Lachica
Elementary Teachers
of Toronto Local

My role as released officer and my work in labour and education have prepared me to be an Executive member. Many years in the classroom have given me the proximity to realities on the ground. As an OT, I felt the isolation that penetrates many staff rooms. My background in special education informs my certainty that staffing and environment are essential to student success and our own health and safety. Solutions are needed for the rise in violent incidents in schools. We need a plan; I'd like to be part of that plan. Together we can address governance that has cut the heart out of funding needed yesterday, to keep buildings standing and students thriving. As your Executive member, I will think constructively, work diligently to foster understanding and respect to build upon ETFO's commitment to equity and social justice.

As a racialized woman and a self-identifying member of the LGBTQ community, my voice and visibility helps validate others who move in less accepting contexts finding coming out too great a risk. I believe that intersectionality is key to removing obstacles and fighting oppression. I will bring a scaffolded, multi-intersectional analysis to our Federation and widen our reach to a broader provincial membership.

My experiences have prepared me for candidacy. I want to build capacity for members, for women and equity-seeking groups in an increasingly challenged system. My footprint, skill-set and analysis will be an asset. I thank you for your vote.

EXECUTIVE MEMBER



Colleen Lemieux
Superior-Greenstone
Teacher Local

I have been an educator for 25 years. I learned first-hand, early in my career, how important it is to have a strong union. A union that stands united on issues and works collaboratively to effect positive change.

I have served in our local as the local Status of Women Chair, Regional Vice-President, local collective bargaining representative, and now local President, a position I've held for 10 years. My experience isn't just at the local level. I've gained a provincial perspective through my tenure on the Provincial Budget Committee, the Provincial Steering Committee, multiple provincial task forces and as a northern caucus leader.

I am a passionate advocate for my members. I believe a key to my success has been communication. I actively listen to members and make every effort to fully understand what affects the daily work lives of ETFO members. The membership is the foundation of ETFO, as such, I believe member needs must always steer the organization.

Our educators are facing more challenges now than ever before. Our priority is to serve the membership and actively engage every member. ETFO should be an inclusive organization that meets the needs of all members. We need to continue standing together – and that also means bringing the provincial and local levels closer together. I pledge to engage you, the membership, communicate with you to determine your needs, and advocate on your behalf. I will be a strong voice for you at the provincial level. I ask for your support.



Ron Rivait
Lambton-Kent
Teacher Local

I am proud to be an ETFO member in the leading educational union in Canada. This is the result of a membership that is engaged and a leadership that is responsive to the needs of the members.

Over the years, we have faced challenges and adversities that have decimated other unions. Our strength and resolve have kept us moving forward and ETFO has gained a reputation amongst the community as the educational union.

While we recover from past attacks on the education sector, we need to continue to move forward. Only recently have we been able to regain salary parity with our educational colleagues and we continue to work under the remnants of Bill 115.

Today, the schools in Ontario are experiencing more violence than ever. Cuts to special education are actively impacting our students and teachers who do not have the supports needed to fully succeed.

Our union needs to be prepared to face these challenges head on, against any political party that has openly campaigned against teacher unions. The current collective agreement extension did not give us everything we had hoped for or deserved, but did prepare us for what could possibly be the fight of our careers.

We need to ensure our membership is ready and that we have a leadership in place that will help tackle these challenges. As a community and local leader, I have these skills and I ask for your support as I seek a position on our provincial Executive.

EXECUTIVE MEMBER



Craig Smith
Thames Valley
Teacher Local

My name is Craig Smith and I am President of the ETFO Thames Valley Teacher Local. I have been an ETFO member, activist and advocate for 17 years.

Representing and serving all ETFO members is the first priority of our union. I am a staunch defender of local autonomy and local collective bargaining. I believe that the single most effective way for ETFO to promote solidarity, social justice, inclusion and equality is through an unwavering commitment to a determined collective bargaining strategy that results in strong collective agreements.

Members matter. That is why I am supporting Leadership Matters: A 7-Point Plan to Move ETFO Forward. The plan focuses on:

- union solidarity;
- collective bargaining;
- improved working conditions;
- member professionalism;
- member engagement;
- effective communication; and
- financial sustainability.

Leadership matters because membership matters. As an Executive member I will be a strong, tireless, and articulate advocate for all members.

Working together we can and will embrace our full potential as a union that always puts members first.



Doug Thur
Hastings-Prince
Edward Occasional
Teacher Local

Each year we face new challenges as a Federation. Governments faced with a declining tax base enact austerity measures that attack the basic foundations of our social system. As educators, these measures have dire consequences for all our members, who are forced to do more with less. This is unacceptable!

As a teacher with more than 10 years' experience in the classroom, I have witnessed first-hand what these cuts have done. Increased violence, lack of supports, large class sizes and fewer resources are just a few of the issues educators face daily.

Two-tiered collective bargaining has created new challenges for our Federation to address these issues. Local bargaining is imperative, in that it can focus on the diverse and specific needs of our locals. Consultation and representation centrally, is also crucial for our success.

Moving forward as a Federation, we need a strong executive that responds to the needs of all its members. I am passionate and committed about what we do for our members. We are fortunate to have opportunities available for our diverse membership, through social justice, equity and women's programs and we need to support and strengthen these initiatives.

As an Executive member, I want to ensure your voice is heard. I have been a local President and Chief Negotiator for the past four years, and sat on a couple of provincial task forces and the selection committee. As an Executive member, I will listen to all our member's concerns.

EXECUTIVE MEMBER



Greg Weiler
Waterloo Region
Teacher Local

It has been an honour to serve the membership as part of the provincial Executive this past term as part of a collaborative team with diverse opinions and unwavering dedication.

A difficult round of central/local bargaining, implementation issues with the ETFO Employee Life Health Trust and discussions on extension and remedy have been at the forefront of the challenges we have faced over the past two years. We must acknowledge those challenges and any issues arising from them, if we are to continue to move forward together.

While historically the greatest challenges we face arise externally, particularly from government and lack of funding, we also face ongoing internal issues that we must recognize and address openly. Internal organizational and personal politics are a reality but must not be allowed to fractionalize and polarize us. Open, frank and respectful dialogue must be encouraged and directed in ways that serve to further the priorities of the organization and the needs of the whole membership.

I remain committed to serving the organization and our membership as part of a collaborative leadership team so that educators are enabled and supported to perform their important work with the respect and dignity they are due.

Our focus must continue to be on harnessing our diversity and the strength of purpose we share as educators and members of ETFO in the ongoing struggle to improve working conditions and public education itself.

EXECUTIVE MEMBER (FEMALE)



Gundi Barbour
Upper Grand
Teacher Local

Dear colleagues, this is an important time in the evolution of ETFO. Our union is growing in size and dealing with greater challenges politically. Our members are facing increased demands in the workplace with decreasing support and resources. We have reached a time of crisis that demands a reasoned, innovative and compassionate approach. An approach that builds on strong communication with members and establishes effective relationships within our union but also with other stakeholders and the government.

This Executive will set the direction of the 2019 round of bargaining. To persuasively voice our needs, we require an effective and unified Executive in order to support educators and make a difference in education within Ontario.

As a local President, I work hard to understand and respect the opinions of others. As a member of your Executive, I will channel my extensive experience as a teacher and union leader to provide strong, principled direction for all ETFO members. I offer you a leadership style of collaboration and consensus building, a style necessary to make our Executive and our union a unified voice for all members.

My diverse experience, including: collective bargaining, status of women chair, provincial committee chair, facilitator and ETFO mentor, equips me with the skills needed to work co-operatively and effectively with members from many different locals.

It would be an honour to serve on your Executive!

I am Gundi Barbour and I offer you inclusive, experienced, passionate leadership.

EXECUTIVE MEMBER (FEMALE)



Adelina Cecchin
Greater Essex
County Teacher Local

My lifelong passion for advancing women's rights, equity, collective bargaining and educator professionalism led me to union leadership pre-dating ETFO's formation.

In 2008, I was elected president of the Greater Essex Teacher Local - a local known for its deep union roots and activism. I, humbly, continue in this role today. Additionally, I have served on the ETFO Executive since 2009 voting on milestone decisions shaping ETFO's progressive mandate including commissioning The Berkeley Report, a full organization equity audit, restructuring and renewing ETFO's senior administration, constructing our new ETFO building and advancing Executive strategic planning. Fiduciary responsibilities also demanded confronting the full on attack on bargaining posed by Bill 115 as well as recent contract extensions.

Looking back, I see a period of our history defined as having overcome challenges, without hesitation.

Today, we face new challenges. Contemplating the future of bargaining, regressive government politics and the need to build local capacity in partnership with provincial ETFO must be top of mind.

We need to work together like never before to strengthen and expand our union movement, powerfully organizing to effect change. We must vigorously defend educators' voices and respect for our professionalism. Our commitment to democratic principles and processes must anchor our work to ensure that strength through diversity remains unquestioned and that economic justice is a reality for all.

I am Adelina Cecchin.
I seek your support for Executive Member (Female).



Sonia Ellis-Seguin
Elementary Teachers
of Toronto Local

Now more than ever, with a deteriorating public education system, it is imperative that we protect our valuable teaching profession. It is time to organize and prepare all 78,000 ETFO members to stand strong in solidarity. Given the current political climate and with contract extensions until August 2019, we must recognize our collective strength.

I have 20 years of experience in this profession, 15 as a released executive officer. I have seen first-hand how ETFO has consistently defended and protected our rights. I have heard members across this province speak about lack of support for their students, increasing workloads and class sizes - all taking a toll on our mental health and well-being. Allegations have left our members broken and disillusioned about the profession. We cannot afford to continue to maintain status quo.

It is time to do things differently and yield different results. We need to have a clear plan that will engage our parents and communities and look for different and bold ways to bargain provincially. We need a plan that will reach every ETFO member and increase our member participation and engagement.

I am a proud ETFO member who is committed to work collaboratively on the Executive. I am a strong advocate for equity and passionate about defending the future of our profession. It will be an honour to serve you as an Executive member.

I ask for your support!

EXECUTIVE MEMBER (FEMALE)



Mary Fowler
Durham Teacher Local

Dialogue, goal setting and action.

These are three principles that guide the work that I do as an activist in my community, and elected local Vice-President.

Dialogue and consensus building are pivotal to expanding the engagement of our members and the strength of our organization. We are stronger because of the diversity of our membership and need to ensure those voices are listened to and contemplated. I believe critical thought and respectful discourse, both within the membership and the leadership, are essential to any transparent democratic body.

By truly engaging with our members, we can create goal-driven campaigns that reflect our collective needs. Violence in schools, for example, has been mentioned by candidates to the Executive for more than 10 years. What was once a problem has evolved into a crisis requiring immediate attention. Listening to the needs of our members who are constrained by confidentiality, we, as a union, must take action and raise school-based violence in the consciousness of the public.

In order to have success, we must work with our friends in the labour movement, and with community partners who share our priorities. I believe we have a great opportunity to make adequate funding of education a key focus of the 2018 provincial election.

If elected to the provincial Executive this summer, I commit to listening to the voices of our members, to setting goals that reflect our needs and to taking action alongside our partners. I am humbly seeking your support.



Tania Kerr
Hamilton-Wentworth
Teacher Local

Working in education has been a bumpy ride for quite some time. Attacks from the government (Conservative and Liberal) and bargaining under Bill 122 has presented many challenges - including contract extensions that did not provide for local bargaining.

In classrooms across this province, workload and health & safety issues are at the forefront of an increasingly stressful and difficult profession. Large class sizes and a lack of appropriate special education funding continue to take its toll.

Ontario Teachers, DECEs, PSPs and ESPs need a provincial Executive comprised of proactive leaders who understand the demands and issues that affect education workers on a daily basis.

My experience as a local released officer, who interacts with members every day, makes me well-informed and well-equipped to understand and represent our ETFO membership.

I recognize that ETFO is a diverse and complex organization. Our multiple perspectives are a part of our strength.

I believe in the power of collaboration and dialogue.

I believe in ETFO's equity priorities.

I believe in the importance of ETFO's participation in the labour movement.

As a current member of your provincial Executive, I am asking for your support to provide me with the opportunity to further the work that needs to be done.

A vote for Tania Kerr is a vote for a leader who will stand strong on behalf of equity, solidarity and most importantly, a leader who will stand strong for public education and public educators.

EXECUTIVE MEMBER (FEMALE)



Amy Korzack
Halton DECE Local

ETFO is a strong union and I am proud to be a member. I was elected President of the Halton DECE's in 2011 and led my local's journey into union involvement, member advocacy and building a solid union foundation upon which to grow. With the excellent support of ETFO, I have been an integral part of establishing a local culture from the ground up.

Dealing with the contract extension saw many members engaged and passionate about this issue. The level of debate and information sharing supported by ETFO gave members opportunity to become well-informed and have their questions answered. As a union, we must continue to promote inclusivity and to create space for all 78,000 members. It is my commitment to you that I will work to move us forward together with transparency, collaboration and a renewed sense of purpose.

I offer experience in bargaining, member engagement, women's issues and strong leadership skills. Building relationships, being an activist and advocate means I have sought out opportunities to listen to the concerns of members.

All of this has prepared me for a larger role on the provincial Executive. I ask for your support to use my strong, passionate voice to give back to my union in the service of all our 78,000 members.

For honesty, integrity, and a principled approach to moving forward with a unified vision for ETFO, vote Amy Korzack for Executive Member (Female).



Nancy Nix
Lakehead Occasional
Teacher Local

As President of the Lakehead Occasional Teachers' Local for the past 17 years and Chief Negotiator for the past five, I have had the opportunity to work with the local executive, school board administration, the teachers' local and to serve provincially on Representative Council. Also, working part-time as an occasional teacher has given me insight into the daily challenges educators face.

During my involvement with ETFO, I have witnessed the development of the organization in the areas of local support, collective bargaining, equity, social justice, political action, leadership training and member engagement. This is the result of members advocating for what is important to them, their students and their communities. Educators understand the positive impact they can have on society by providing opportunities for students to care for those around them and their environment. Seeds planted now can grow into strong leadership in the future. Teachers are key to an environment of acceptance and inclusion.

I want to ensure that ETFO continues to evolve to meet the needs of members in the classroom and in their communities by providing strong local and provincial support.

As we mobilize for the 2018 provincial election, ETFO's strategy, Building Better Schools, is vitally important to engage parents, community partners and the general public in shaping the future of public education.

I have confidence that with a strong provincial leadership team, our members will rise to whatever challenges lie ahead.

Elect Nancy Nix, Executive Member (Female).

EXECUTIVE MEMBER (FEMALE)



**Chelsea-Anne
Shields**
Durham Teacher Local

Respectfully, I ask for your vote for the 2017 ETFO provincial Executive elections. I am a permanent teacher who also brings my OT and ECE experience into the classroom. My connections to our grassroots members will allow for fair and informed representation, as I too experience many of the issues hindering us.

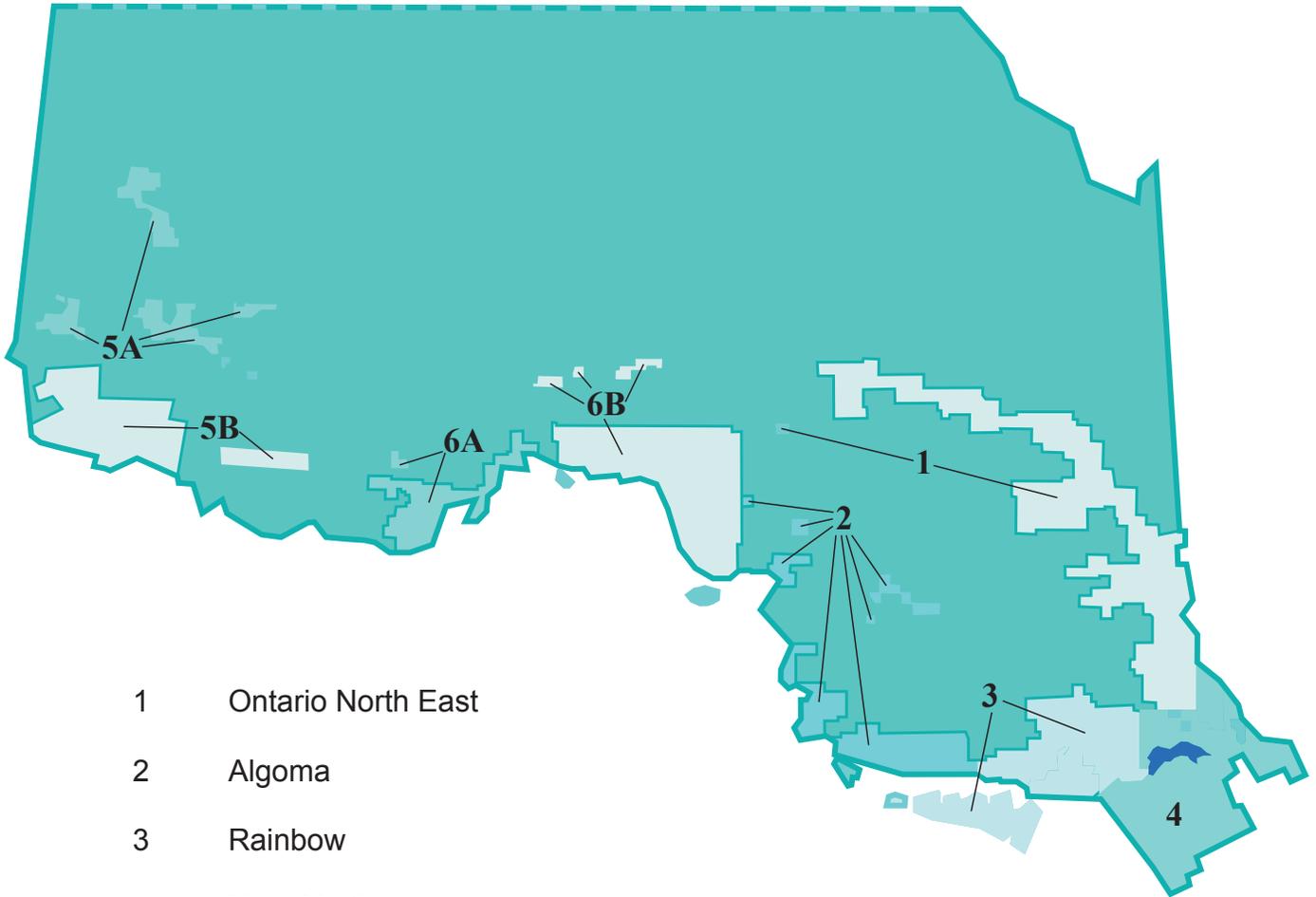
I understand the constant pressures facing teachers - doing more with less, justifying results, providing data - all while balancing an overcrowded classroom with insufficient funding. I have experienced classroom violence firsthand and am livid with the lack of support we, and our students, receive.

The role of the Executive is to unite all of our experiences and ensure that we are making gains, while combatting the fatigue caused by years of bargaining and broken promises. As a new teacher, I embody this hope. I am honest and willing to be the voice of dissent, if it means standing up for what is right and best for our membership. I believe in transparency and accountability. I promise to stand behind my decisions and answer for them.

Teaching is a calling. We do it because we are passionate about the legacy we invest in our next generation. Likewise, I feel further called to serve on the Executive. I would be honoured to serve our membership on decisions that will affect our Federation, the way we teach, and ultimately, our livelihoods. I urge you to consider me for your 2017 Executive team and thank you for your time.

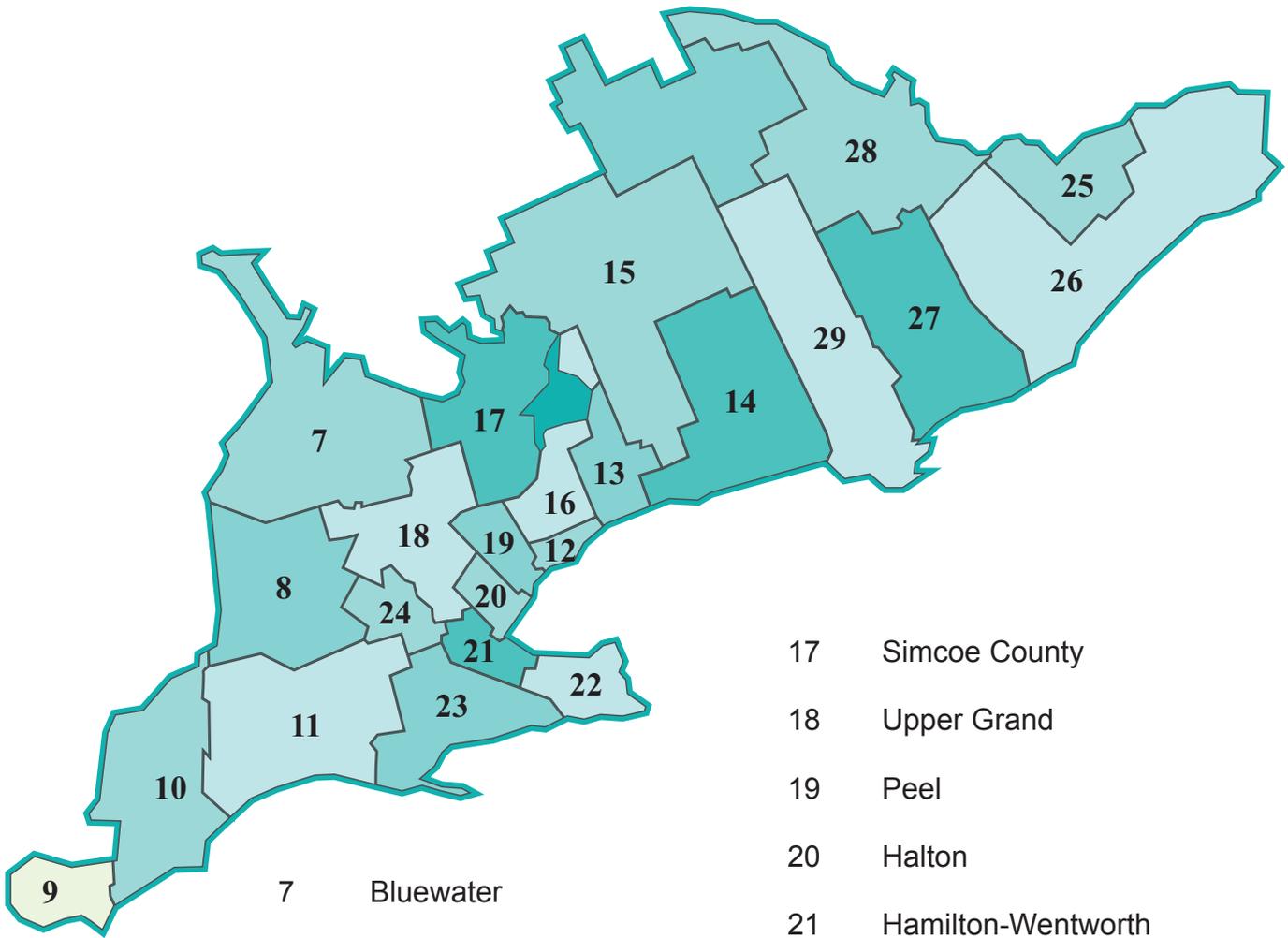
Yours in Solidarity, Chelsea.

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 |



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