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**ETFO
ANNUAL
MEETING**

RESOLUTION
BOOKLET



2018



INTRODUCTION

RESOLUTIONS TO THE 2018 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 2018 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.



2018

PRIORITIES

1. Executive

THAT the 2018-2019 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 promote the economic and labour rights of all workers.
- To support international assistance and co-operation.
- To promote the care and protection of the environment.
- To actively engage members in the Federation and labour movement.
- To promote and protect the health and safety of members, both physically and psychologically.”

Rationale:

The Priorities are revised to include a reference to the importance of promoting worker rights and to highlight ETFO's commitment to the labour movement.

CONSTITUTION

2. York Region Teacher 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 subsection to read:

- “1.0 To receive an Annual Report including an audited financial statement of the ETFO Employee Life and Health Trust (ELHT).”

Rationale:

As ETFO is a partner in the ELHT, ETFO members have a right to be fully informed about the financial details and the workings of their benefit plan.

3. Elementary Teachers of Toronto Local

THAT Article V, Rights and Privileges of Active Membership, Section 1, Rights and Privileges of Active Membership, 5.1.2, be amended by the addition of a new subsection to read:

- “1.0 To have the opportunity to discuss and review the results of any central talks in at least one simultaneous, province-wide forum and to be able to choose to exercise the right to strike as part of any negotiations or central talks process.”

Rationale:

By inserting these specific rights pertaining to section 2d of the Charter, we ensure that the hard-won right to strike, paid for in blood by our union antecedents is honoured. The important element of member input is also a key component of any negotiation or discussion concerning our working conditions by this union. These should not be bypassed through government legislation or political pressure, as happened recently with the extension process and resulting omnibus, an Act to amend the School Boards Collective Bargaining Act, 2014. These clauses will help our negotiators choose which types of processes members prefer they follow.

4. Elementary Teachers of Toronto Local

THAT Article V, Rights and Privileges of Active Membership, Section 1, Rights and Privileges of Active Membership, 5.1.2, be amended by the addition of a new subsection to read:

“1.0 To directly elect the full-time released officers of the Federation in a province-wide, all-member vote.”

AND

That, Article IX, Annual Meeting, 9.5.2, be amended to read:

“9.5.2 To elect the non-released Executive members.”

Mutadis Mutandis.

Rationale:

Directly electing representatives should be a fundamental tenet of a democratic organization. When ETFO was formed, contracts were negotiated solely at the local level, so ETFO's main role was coordinating locals. The School Boards Collective Bargaining Act changed the bargaining process making Federation officers directly responsible for negotiating key working conditions of members. Since we have the ability to conduct province-wide voting, those members should be entitled to decide who represents them by casting a ballot. A priority of ETFO is to actively engage members in the Federation. What better way than an election?

5. Executive

THAT Article V, Rights and Privileges of Active Membership, Section 1, Rights and Privileges of Active Membership, Section 5.1.5, be amended to read:

“5.1.5 To vote to ratify any Memorandum of Settlement of central terms by method established under the Bylaw.”

Rationale:

This modification reinforces that a right and privilege of active membership is to vote to support or not support a tentative Central Agreement. The process for doing this would be moved to the bylaws where operationalization language should rest.

6. Durham Teacher Local

THAT Article VI, Code of Professional Conduct, be amended by the addition of a new section to read:

“1.0 Notwithstanding 6.1.3 and 6.1.4 no member shall be subject to disciplinary procedures for expressing and/or disseminating either supporting or dissenting opinions with regards to Federation matters, including collective bargaining, so long as the ideas and opinions expressed are not in violation of the *Ontario Human Rights Code* or the *ETFO Human Rights Statement*.”

Rationale:

As a participatory democracy, we must ensure that all members feel free to respectfully express their opinions and thoughts, on all issues, which pertain to the Federation.

Members cannot possibly feel free to express themselves, particularly those who find themselves in the minority, when a dissenting opinion can be viewed to be undermining or not supporting, the “initiatives” or “procedures” of the majority, and thus subject to disciplinary procedures.

The strength of our union is in its numbers and its diversity. We must ensure that all members who would respectfully participate in our democratic processes are heard at all times.

7. Elementary Teachers of Toronto Local

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

“1.0 Requests for balloted votes on any issue shall require a one-fifth (1/5) majority to pass.”

Rationale:

Balloted votes are requested when members feel they or other members may not be able to express their true wishes publicly. It is fitting that the threshold for this motion is much lower than the usual majority, yet high enough to show a significant minority agree. See RONR, (11th ED.), p. 420 (10).

This could also be a part of the omnibus motion on procedures passed at the start of the session.

8. Durham Teacher Local

That effective as of the 2019 Annual Meeting, Article IX, Annual Meeting, be amended with the addition of a new subsection to read:

- “1.0 The Annual Meeting agenda shall include, as a timed item, a long-term disability (LTD) update and financial report followed by a period of up to 15 minutes for questions and answers.”

Rationale:

LTD is an important part of our members’ compensation packages. Since we control LTD through Ontario Teachers’ Insurance Plan (OTIP) and decisions around premiums and services are not bargaining issues, it is important our members are informed regularly about the financial viability of our LTD program.

9. Representative Council and York Region Teacher Local

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

- “1.0 To receive regular reports on the financial status and usage trends of the ETFO Employee Life and Health Trust (ELHT).”

Rationale from Representative Council:

Given the impact the ELHT plan has on our members, it is critical that their leadership through the Representative Council receive regular detailed reports.

Rationale from York Region Teacher Local:

The Representative Council needs to be fully informed on a regular basis on the status of the ELHT. The status of the Trust needs to be transparent to the local elected leadership so that they can best represent their members’ interests and advocate on their behalf.

10. Durham Teacher Local and York Region Teacher Local

THAT Article IX, Annual Meeting, be amended with the addition of a new subsection to read:

- “1.0 The Annual Meeting agenda include, as a timed item, an Employee Life and Health Trust (ELHT) benefits report including a current audited financial statement, followed by a period of up to 15 minutes for questions and answers.”

Rationale from Durham Teacher Local:

Benefits are an important part of our members’ compensation packages. Since we now control benefits through Ontario Teachers’ Insurance Plan (OTIP) and decisions around benefits premiums and services are not bargaining issues, it is important our members are informed regularly about the financial viability of our benefits program.

Rationale from York Region Teacher Local:

As the supreme legislative authority, the Annual Meeting needs to receive the requisite information on all aspects of Federation involvement. Information regarding the ELHT is not currently constitutionally required to be provided to ETFO members, ETFO leaders nor the Annual Meeting. If ETFO is to be a meaningful partner in the plan this must change.

11. Elementary Teachers of Toronto Local

THAT Article IX, Annual Meeting, 9.8.4, be amended to read:

- “9.8.4 New business motions and rationale must be printed and distributed to delegates prior to being considered.”

Rationale:

This motion promotes equity among motion movers and presenters, without undue hardship on the Annual Meeting. Often new business motions are made because current events have overtaken the usual resolution submission process. New business motions are already limited to policy and positions, they should not be handicapped as well.

12. York Region Teacher Local

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

- “1.0 Central Bargaining
- 1.1 For each central bargaining table there shall be a Central Bargaining Committee;
- 1.1.1 The Central Bargaining Committee for the teacher/occasional teacher table shall consist of five (5) teacher members and three (3) occasional teacher members elected by Representative Council by the teacher and occasional teacher members of the Representative Council;
- 1.1.2 The Central Bargaining Committee for the Designated Early Childhood Educator (DECE) and Educational Support Personnel (ESP) and Professional Support Personnel (PSP) shall consist of three (3) members elected by the Representative Council by the DECE, ESP and PSP members of the Council. There shall be at least one (1) member of the Committee who is a DECE or an ESP/PSP member;
- 1.1.3 A member in good standing may be nominated and serve on a Central Bargaining Committee;
- 1.2 Each Central Bargaining Committee shall attend the central bargaining sessions for their respective table as an observer and a resource for the ETFO table team;
- 1.3 Each Central Bargaining Committee shall upon the conclusion of a tentative central table agreement recommend approval or rejection of the agreement to the provincial Executive;

- 1.4 The recommendation of approval or rejection by the Central Bargaining Committees shall be made known to their respective memberships;
- 1.5 At the conclusion of central bargaining each Central Bargaining Committee shall submit a report to the Representative Council outlining their experience and recommendations.”

AND

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 To elect members of the Central Bargaining Committees.”

Rationale:

The introduction of two tier bargaining changed the fundamental relationship between ETFO’s provincial body and the locals. Legislated centralized bargaining requires that ETFO rebalance its political structure to ensure that the perspective of locals is embedded in what goes on centrally. Our affiliates have made significant constitutional changes to provide locals a place at the central table. ETFO needs to find the appropriate rebalancing of its Constitution; creating a Central Bargaining Committee of elected members is a needed structure.

The Representative Council’s constitutional list of responsibilities must be amended to include this duty.

13. Elementary Teachers of Toronto 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 Selecting ten (10) elected local representatives to be members of each of the ETFO provincial Negotiations Team during central bargaining rounds: teacher locals, occasional teacher locals, Designated Early Childhood Educator

(DECE), Education Support Personnel/ Professional Support Personnel (ESP/ PSP) locals.”

Rationale:

Including local representatives at the ETFO negotiations table during central bargaining rounds encourages greater participation, solidarity and engagement among our locals and our membership.

14. Durham Teacher Local and York Region Teacher Local

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

“1.0 To recommend for approval by the Executive the list of items to be submitted by ETFO to any central bargaining table.”

Rationale from Durham Teacher Local: Bill 122 changed the landscape of bargaining in this province for educators. This legislation defines a negotiations process at the central table to determine what is to be bargained centrally and therefore also what is left for locals to bargain. Local leaders need to have some say in what is left to be bargained in the locals. Representative Council already has the right to approve bargaining goals. This motion would allow local leaders to ensure items of meaning are left for locals to bargain.

Rationale from York Region Teacher Local: The items bargained at the central table determined what will be bargained locally. The voice of locals must be part of the process to determine what ETFO submits as bargaining items to the central table. The wording of this motion in no way impairs the authority of the provincial Executive to make the final determination as to what is on the list.

15. Executive

THAT Article X, Provincial Organization, Section 2, Representative Council, Section 10.2.16, be amended to read:

“10.2.16 There shall be a fully funded pre-council meeting for occasional teacher local presidents and additional local representatives at each Representative Council.”

Rationale:

The language in the Constitution is not consistent with current practice. Article 10.2.16 does not reflect the fact that some occasional teacher locals now have additional local representatives that attend Representative Council. This Article should be revised to reflect this reality.

16. Hamilton-Wentworth Teacher Local and Status of Women Committee and Upper Grand Teacher Local

THAT Article XI, Local Organizations, be amended by a new Section to read:

“1.0 Local Programs for Women
1.1 Each local shall endeavour to allocate six (6) per cent of their budget to programs for members who identify as women.”

Rationale from Hamilton-Wentworth Teacher Local: In keeping with ETFO’s commitment to equity, it is important that all of ETFO’s locals allocate funding for Women’s Programming. As ETFO’s statistics demonstrate, having designated funding for women’s programming allows women, and women-identified individuals, to acquire specific training and support that develops the skills and confidence required to pursue and/or acquire leadership positions. It is vital that all locals follow ETFO’s lead and show their commitment to equity for all women across the province. This motion is long overdue.

Rationale from Status of Women Committee: 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. Some locals already allocate 6% of their local budgets to programs for women, which is in keeping with the provincial practice and Constitution. The committee recommends that more locals adopt this practice.

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.

17. York Region Teacher Local

THAT Article XI, Local Organizations, be amended by the addition of a new Section to read:

- "1.0 Collective Bargaining
1.1 Each local shall receive on June 1 of any year in which their collective agreement is to expire a sum of \$15,000 and an additional \$6.00 per full-time equivalent (FTE) to conduct local bargaining.
1.2 Each local shall be eligible to receive additional financial support for local bargaining as may be required."

Rationale: The ETFO Defense Fund was established to support successful bargaining. The costs of the central bargaining table are paid for from this fund which was built on the contribution of all members. Local bargaining costs should also be paid for by the fund. The cost to provide funding to locals would be approximately 1% of the \$150 million fund.

18. Human Rights Committee

THAT Article XI, Local Organizations, Section 2, Governance, be amended by the addition of a new subsection to read:

- "1.0 Each local shall read the *ETFO Human Rights Statement* and the *First Nations, Métis and Inuit (FNMI) Statement* at all ETFO local Federation sponsored events."

Rationale: Reading these statements is a long-standing practice provincially and within many locals. The ETFO Human Rights Statement and the FNMI Statement are the fundamental starting point from

which we meet and conduct all our union business. Making a public statement about what we believe as a union sends a message to our own members and sets the tone for a safe and equitable environment.

19. New Members Committee

THAT Article XI, Local Organizations, Section 2, Governance, be amended by the addition of a new subsection to read:

- "1.0 That each local shall endeavor to undertake initiatives that engage members in their first five (5) years."

Rationale: The intent of this motion is to respect the autonomy of each local in choosing the initiative(s) that best serves the needs of their newest members.

20. Arts Committee

THAT Article XI, Local Organizations, Section 2, Governance, be amended by the addition of a new subsection to read:

- "1.0 Each local is encouraged to have an Arts Committee."

Rationale: Committees engage members within individual locals. Providing a variety of committees allows for diverse member engagement. This resolution would help empower local members to establish an Arts Committee in locals where one does not exist.

21. Hamilton-Wentworth Teacher Local and Upper Grand teacher Local

THAT Article XI, Local Organizations, Section 2, Governance, 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) released position is available to members who identify as women only.”

Rationale from Hamilton-Wentworth Teacher Local: In keeping with ETFO’s commitment to promoting equity, this motion would ensure that women, and women-identified individuals, are able to participate and have a voice in local leadership by allocating one (1) released position to women only.

Statistics regarding women in positions of leadership reveal that without this kind of support, women are not proportionally represented. We are asking that you support this motion to ensure ETFO’s commitment to equity is enshrined in all local constitutions so that women, and women-identified individuals, across the province have the same opportunities within their locals as they do within the provincial Executive.

Rationale from Upper Grand Teacher Local: 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.

BYLAWS

22. Executive

THAT Bylaw I, Fees, Section 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 1.30% to the General Fund and 0.11% to the Defense Fund.”

Rationale: Inclusion of this motion in the 2018 Annual Meeting will enable the Executive to introduce it should the need for a fee increase become apparent.

23. Executive

THAT Bylaw I, Fees, Section 1.1.3, be amended to read:

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

Rationale: Inclusion of this motion in the 2018 Annual Meeting booklet will enable the Executive to introduce it should the need for a fee increase become apparent.

24. Executive

THAT Bylaw I, Fees, Section 1.3.2, be amended to read:

“1.3.2 Where the bargaining unit member at issue is an occasional member, active membership will only cease if, after the last fee payment, no fee has been received for 120 working days.”

Rationale:

This amendment would clarify that it is 120 working days, not 120 calendar days, where active membership for occasional members would cease if, after the last fee payment, no fee has been received for 120 days. This was the intent of the original motion which was adopted by delegates to the 2016 Annual Meeting.

25. Executive

THAT Bylaws, be amended by the addition of a new Section to read:

“1.0 Central Bargaining.”

Section 1 Approval of List of Central Matters

- “1.1 For each central bargaining table, the Executive shall recommend a draft list of matters to be presented at the central table (“central list”).
- 1.2 A draft central list shall be shared at a meeting of local presidents and chief negotiators where there will be opportunity for input on the draft list and on what matters should be removed from or added to the draft central list.
- 1.2.1 Presidents may opt to approve the draft central list at this meeting in accordance with 1.3 or refer it for revisions.
- 1.3 If necessary, the Executive shall present a revised central list at a meeting of local presidents and chief negotiators for approval by vote of presidents present at that meeting.
- 1.3.1 Each president shall have one opportunity to vote to approve the proposed central list that relates to the central table that includes the members of the president’s own bargaining unit.
- 1.3.2 Where a simple majority of the votes cast by the presidents results in the approval of the proposed central list, then that central list shall be the approved list that will be initially presented by the Central Bargaining Committee at the relevant central table.

- 1.3.3 Where a simple majority is not achieved, the Executive shall consider revisions to the central list and will present any further proposed central list at a further meeting of presidents and chief negotiators for an approval vote through the election process set out in 1.3.1.”

Section 2 Ratification of Central Agreements

- “1.4 That there shall be no less than a two (2) week (14 calendar days) period between ETFO members receiving the full tentative central offer and the commencement of the all-member ratification vote on the central offer.
- 1.5 Ratification of a central Memorandum of Settlement requires a double majority vote of the active membership of the central bargaining unit that would be governed by the terms of the central Memorandum of Settlement.
- 1.5.1 The ratification vote on a central Memorandum of Settlement shall be conducted provincially, after duly-called information meetings.
- 1.5.2 The vote shall be tabulated by determining the number of votes in favour of ratification provincially and the number of votes in favour of ratification in each local.
- 1.5.3 The double majority is achieved where more than 50% of those members casting ballots vote in favour of ratification and more than 50% of all locals vote in favour of ratification. A local is considered to have voted in favour of ratification where more than 50% of the members casting ballots in that local vote in favour of ratification.
- 1.5.4 When there is an online provincial vote, the president of each local will be apprised of the number of votes cast in their local.
- 1.5.5 Each local president will be apprised of the number of votes for and against a *Central Agreement* in their local.

1.5.6 The results of all-member votes on central Memorandum of Settlements shall be broken down according to central bargaining units and this information will be reported to all local presidents.”

Rationale:

The new language in Section 1 formalizes a process for local presidents to approve the central list which would be initially presented at the central table. Teacher and occasional teacher presidents would vote on the teacher/occasional teacher central list. Education Support Personnel/Professional Support Personnel (ESP/PSP) and Designated Early Childhood Educator (DECE) presidents would vote on the education worker central list. Section 2 sets out the ratification process for Central Agreements currently in Article V, Section 1, Rights and Privileges of Active Membership of the Constitution.

26. York Region Teacher Local

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

“1.0 To provide to the Representative Council a proposed list of items to be submitted by ETFO to any central bargaining table for the purpose of seeking amendments and a recommendation to the Executive from the Representative Council.”

Rationale:

If the Representative Council is going to recommend for approval to the provincial Executive the list of items to be submitted by ETFO to the central table, the process requires that the Executive provide a starting point for the Representative Council to consider.

27. York Region Teacher Local

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

“1.0 To refrain from signing any tentative *Central Agreement* or extension to a *Central Agreement* that does not allow for local bargaining.”

Rationale:

As a union bargaining on behalf of our members is our core responsibility. Local bargaining is not and should never be a bargaining chip at the central table. ETFO members have a right to expect that their union holds as a fundamental principle that free unfettered collective bargaining will be defended. Restricting the rights of local to bargain makes a mockery of this principle.

28. Durham Teacher Local

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

“1.0 To hold a roll call vote for all motions in open and (in-camera) Executive sessions of the Executive.”

Rationale:

It is important in an open and democratic body that the decisions of our leadership be recorded and scrutinized by the membership. This allows for both supporting and dissenting viewpoints to be shared with the membership. It also holds Executive members to account for their positions to the larger membership.

29. Executive

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 recommend to local presidents a list of matters to be presented initially to parties at a central table.”

Rationale:

This change reflects the proposed process for central list approval. The Executive approves a draft list for local presidents to consider at a meeting of presidents and chief negotiators (non-voting).

30. 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 That Executive members be ineligible to apply for any ETFO staff or consulting positions during the period of their term on the Executive.”

Rationale:

This eliminates any real or perceived conflict of interest for Executive members when conducting the business of the union. It is standard practice in many large organizations and governments to prevent this type of transition to ensure proper governance.

31. Rainbow Teacher Local

THAT Bylaw III, Elections, Section 3.13.1, 3.13.2, 3.13.3, 3.13.4, 3.13.5, be amended to read:

- “3.13.1 President, at 0815 hours of the third-day of the Annual Meeting.
 3.13.2 First vice-president, at 0915 hours of the third-day of the Annual Meeting.
 3.13.3 Two (2) vice-presidents, at 1015 hours of the third-day of the Annual Meeting.
 3.13.4 OTF table officer, at 1115 hours of the third-day of the Annual Meeting.
 3.13.5 Executive members, at 1330 hours of the third-day of the Annual Meeting.”

Rationale:

The 2017 election for Executive members began at 1430 hours but with the necessary recounts of votes, the meeting time was extended so that the results could be announced before dinner. This makes it difficult for the hotel staff to set up for dinner. Members also expect to leave by a certain time.

POLICY STATEMENTS

32. Halton Teacher Local

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

- “1.0 Managing and Responding to Violent Behaviour
 1.1 That the responsibility of intervening physically with students whose behaviours are known to pose an ongoing risk of physical injury to themselves or others be assigned to non-teaching district school board staff.
 1.2 That any behavioural management training provided by district school boards which includes the use of physical components such as containing or restraining students, be voluntary.
 1.3 That when behavioural management training is offered by district school boards, it is provided by trained professionals and that training which includes the use of physical components not be provided by members.
 1.4 That when students have witnessed violent incidents at school, parents and guardians will be notified by school administrators.
 1.5 That members are provided with resources that can be used with students who have witnessed violent incidents in schools.”

Rationale:

It is inappropriate for district school boards (i.e., Halton) to mandate that all educators be required to participate in training to physically intervene with students. ETFO has consistently discouraged members from physically intervening with students. Having physical contact with students puts both teachers and students in jeopardy of personal injury and allegations of abuse against teachers could lead to potential discipline. District school boards should be funded to have dedicated staff to respond

to students whose behaviour may pose a risk to themselves or others and provide resources and support for staff and students who witness violent incidents.

33. Executive

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

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

- 16.10 That time be given during the instructional day for the implementation and marking of district school board assessments.
- 16.11 That time be given during the instructional day for teacher review and planning following district school board assessments.”

Rationale:

This amendment would more effectively reinforce the role of professional judgement in assessment and evaluation. The notion of mandatory district school board assessments is removed.

34. Executive

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

- “30.3 That district school boards be responsible to ensure that recruitment, employment and promotion practices and policies are free of systemic and deliberate barriers that discriminate against either men or women, First Nations, Métis and Inuit (FNMI) People, lesbian, gay, bisexual, transgender, queer or questioning people, people with disabilities, racialized persons and new Canadians.”

Rationale:

Upon review of the language of section 30.3, it is essential to be consistent and use our current terminology. The term people of racial minorities should be replaced by the ETFO term racialized persons.

35. Occupational Health and Safety Committee

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

- “1.0 That all district school boards endeavour to adopt the Multi-workplace Joint Health and Safety Committee (MWJHSC) structure.”

Rationale:

ETFO believes that the MWJHSC structure is generally more productive than the site-based Joint Health and Safety Committee (JHSC) structure, except where not practical due to geography. It is very difficult for site-based committees to deal with board-wide policies and concerns effectively.

36. Executive

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

- “66.0 Provincial Report Card and *Kindergarten Communication of Learning Report*
- 66.1 That no more than two (2) report cards (K-8) be prepared in each school year.
- 66.2 That teachers use their professional judgement regarding evaluation and the content, length, voice and format of report card and *Kindergarten Communication of Learning Report* comments to ensure that the comments reflect the specific strengths and needs of their students.
- 66.3 That district school board reporting policies be consistent across the province and based on ministry policies.
- 66.4 That the equitable distribution and use of computer hardware, software and web-based access for the completion of the provincial report card be adequately funded through the funding formula by the Ministry of Education.
- 66.5 That teachers be consulted by their district school boards and the Ministry of Education in the development of computer software and web-based applications for the preparation of the provincial report card and *Kindergarten Communication of Learning Report*.
- 66.6 That teacher training within the instructional day on the use of computer and web-based technology to implement the provincial report card and *Kindergarten Communication of Learning Report* be adequately funded through the funding formula by the Ministry of Education.

- 66.7 That teachers be provided with safe and healthy work environments to complete the provincial report cards and *Kindergarten Communication of Learning Reports*.
- 66.8 That teachers be provided with additional preparation time during the instructional day for the completion of the provincial report card and *Kindergarten Communication of Learning Report*.
- 66.9 That teachers be provided with adequate time during the instructional day for revising and editing report card and *Kindergarten Communication of Learning Report* comments.
- 66.10 That additional professional activity days within the existing school year for the purpose of reporting to parents be provided to teachers by the Ministry of Education.
- 66.11 That a cyclical review of the provincial report card and *Kindergarten Communication of Learning Report*, including feedback from elementary teachers, be implemented by the Ministry of Education.
- 66.12 That all Kindergarten teachers have access to the same report card technology as all elementary teachers within their district school board.
- 66.13 That the Ministry of Education destrand various subjects such as Language, Math, French and the Arts on the provincial report card.”

Rationale:

Policy Statement 66.0 should be written to ensure that it is reflective of professional judgement and includes references to the new Kindergarten reporting process. This change reinforces the professional judgement of the teacher, particularly in the areas of evaluation (grade/level) as well as the type of comment. The updated policy also reflects the new Kindergarten reporting process.

37. 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.

38. 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:

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.

39. 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.

40. Executive

THAT Policy Statement, 75.0, Special Education - General, Section 75.12, be amended to read:

“75.12 That time during students' instructional day be provided by the district school board for classroom and special education teachers to collaborate and develop programs, based on their professional judgement, for students with special needs.”

Rationale:

This revision seeks to place emphasis on the importance of teacher professional judgement in the special education programming for students with special needs.

41. Executive

THAT Policy Statement, 84.0, 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 84.0 can be deleted.

POSITION STATEMENTS

42. 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.

43. Arts Committee

THAT Position Statement, 3.0, Arts and Culture, be amended 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.

44. Executive and Waterloo Region DECE Local

THAT Position Statement, 10.0, Political Action, Section 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 from Executive:

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.”

Rationale from Waterloo DECE Local:

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.”

45. Executive

THAT Position Statement, Section 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.

46. Simcoe County Teacher Local

THAT Position Statements, 2.0, Accessibility, be amended by the addition of a new subsection to read:

- “1.0 To encourage greater member inclusivity, ETFO will only use voting devices that protect environmentally sensitive members from radio frequency (RF) signals.”

Rationale:

RF voting can create barriers for some disabled members attending Annual Meetings (AM) which opposes the Human Rights policy of inclusivity and equity. RF voting uses microwave radiation signals, which can cause microwave radiation sickness for our environmentally sensitive members. As an ETFO Position Statement, this guideline will reflect ETFO’s fundamental beliefs that disabled members are provided with equal opportunities so they can experience respect, dignity and participate fully at AM. Traditional voting cards, ballots or electronic voting without RF signals, supports the health and wellness of our sensitive members and practices equity regarding voting and speaking privileges.

47. Human Rights Committee

THAT Position Statements be amended by the addition of a new Section, Human Rights, to read:

- “1.0 Human Rights
 1.1 That ETFO encourage that the *Human Rights Statement* and the *First Nations, Métis and Inuit (FNMI) Statement* be posted/linked to all local websites.
 1.2 That all locals shall endeavour to address, promote and support topics of social justice and equity pertaining to human rights.”

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.

Under the Constitution, Article 11.2.10, all locals should have a Human Rights Committee. All locals should adopt a proactive approach in addressing social justice, human rights and equity issues.

BUDGET

48. Niagara Teacher Local

THAT ETFO locals are able to access the member mobilization incentive fund yearly to manage their member records database in order to increase member engagement.

Rationale:

Maintaining a comprehensive database of a local membership is essential in order to really get to know the “faces of our union.” By compiling extensive information, locals can use this in order to increase member engagement. The costs of comprehensive database platforms have increased significantly over the course of the last five years. Locals should have the ability to access funding from the PA/PR fund in order to support this initiative.

49. Durham Teacher Local

THAT ETFO create a campaign and lobby the provincial government to increase funding for curriculum areas beyond Language and Math.

Rationale:

Since the inception of Education Quality and Accountability Office (EQAO), budgets for subjects other than Language and Math have been eroded. Purpose-built Art, Music and Science rooms are being repurposed as homerooms for Language and Math instruction while teachers of other subjects frequently are expected to work from rolling carts, with minimal storage space, in classrooms neither equipped or appropriate for their subjects. This is not an effective system for producing creative critical thinkers and problem-solvers, and it devalues the important work of many of our members.

50. Ottawa-Carleton OT Local

THAT the *Negotiation Procedures for Bargaining Central and Local Terms for Bargaining Units of the Elementary Teachers’ Federation of Ontario (ETFO)*

be amended so that strike pay is increased to \$125 per day paid from day one of the withdrawal of services until the strike ends.

Rationale:

Strike pay has not been adjusted since 2004. It should be increased to reflect increases achieved in collective bargaining as well as increases in the cost of living. Current provisions of \$50/day for week one, \$75/day for week two and \$100/day thereafter are not sufficient.

51. Labour Committee

THAT ETFO discontinue expense reimbursement for expenses incurred through the use of crowdsourcing apps including but not limited to Uber, Airbnb and Homeaway, when on Federation business, effective September 1, 2018.

Rationale:

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.

52. 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 a 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 ETFO Human Rights and FNMI Statements will demonstrate our ongoing commitment to equity and inclusivity.

53. Greater Essex County Teacher Local

THAT a task force of the Annual Meeting be established to investigate the implications of merging with other education worker unions in Ontario with a report to the May 2019 Representative Council.

Rationale:

We must ensure that there is solidarity amongst all affiliates and that we do not fall to the strategy of the government to divide and conquer. The possibility of creating a larger education union in Ontario will assist. More numbers in our union equates to more strength. We should look at our private sector sisters and brothers in Unifor as an example of what can be achieved.

54. Intermediate Division Committee

THAT ETFO provide a biennial Intermediate Conference beginning in 2019-2020.

Rationale:

Often referred to as the lost or forgotten years, the Intermediate Division faces unique challenges. The limited support for social, academic and behavioural issues is amplified by the gap in student skills and learning. A conference would address these issues, specific to intermediate teachers. Drawing on the success of the 2017 conference and recognizing the intermittent nature of an Intermediate Conference in the past, we know that the demand for an Intermediate Conference is very high.

55. Halton DECE Local

THAT ETFO reimburse Designated Early Childhood Educator (DECE) locals the cost of annual Centre Affiliate Memberships to the Association of Early Childhood Educators of Ontario (AECEO) for every DECE local represented by ETFO.

Rationale:

DECE locals are generally small locals with limited budgets. The cost to affiliate to the AECEO is nominal (\$165 per local) but the importance to join with a group of Registered Early Childhood

Educators (RECE) that advocate for the profession is critical. ETFO has already endorsed the AECEO so this motion is a small amount of additional funding to DECE locals to help with budgetary constraints.

56. Durham Teacher Local

THAT ETFO hold a social justice action at the Annual Meeting over a lunch recess in non-election years, effective the 2020 Annual Meeting.

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

57. Waterloo Region DECE Local and Education Support Personnel/ Professional Support Personnel/ Designated Early Childhood Educator Committee

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

Rationale from Waterloo 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.

This program will be focused on assisting members who experience difficulty with inquiry-based programming, partnerships and classroom management.

Rationale from Education Support Personnel/ Professional Support Personnel/Designated Early Childhood Educator Committee:

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.

58. 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 stronger counter to a prevailing bureaucracy of WSIB denial. Such advocacy also protects and defends collectively bargained sick days.

59. Rainbow Teacher Local

THAT ETFO distribute digital membership cards upon members' requests.

Rationale:

Many people don't carry actual cards anymore but would like access to their membership card for discounts and workshop registration. The option of the digital card could be part of the annual membership survey.

60. Lesbian, Gay, Bisexual, Transgender, Queer or Questioning Members Committee

THAT ETFO update the self-identification process, including but not limited to the identification section on the Event Management System form and annual survey to members, to include a "yes" and "no" and "do not wish to specify" box for each of the self-identification categories.

Rationale:

Under the current system, the default is that if members do not self-identify, they are assumed to be heterosexual, cis-gender, non-racialized, non-disabled and non-Indigenous men. By making this change, all members would have to consciously identify, rather than putting the onus on designated groups to "other" themselves. This also allows for increased accuracy in data collection to better serve the membership.

61. Representative Council

THAT the minimum release time for a local president be no less than 0.5 full-time equivalent (FTE) commencing in the 2018-2019 fiscal year.

Rationale:

The roles of a 0.34, 0.53 or 1.0 president in an ETFO local require the same professionalism and dedication to their members. These members, regardless of designation or location, deserve the consistent and equitable services that ETFO prides itself on. For example, when you have to send out a communication letter, it takes the same amount of time to write one for 100 members or 1,000 members.

62. Grand Erie Teacher Local

THAT ETFO provide a fund of \$20,000 per year to subsidize the cost to members to take labour-related courses not offered through ETFO. Course eligibility criteria is to be determined by ETFO.

Rationale:

The cost of enrolling in labour-related courses is usually borne by the individual member, yet the benefits of members acquiring training that supports the labour movement from a variety of pro-labour organizations benefits all our membership. Individual members do not have equitable access to subsidies from their local. The financial burden of enrolling in such courses can be prohibitive. This motion not only supports ETFO's priority of removing barriers to leadership, learning and advocacy skills but also encourages our members to gain a variety of skills for the benefit of our Federation.

63. 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:

ETFO locals have a wide variation of full-time membership and it is important that this 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.

64. International Assistance Committee

THAT ETFO increase its annual participation in Canadian Teachers' Federation's (CTF) Project Overseas (PO) program from 14 to 16 members.

Rationale:

PO is a joint endeavour with CTF, where educators volunteer to co-facilitate professional learning to support educators in countries throughout Africa and the Caribbean. CTF relies on ETFO to provide high calibre participants who are experienced team leaders and outstanding English and French-speaking candidates. Since 2009, ETFO annually funds 14 participants - eight from budget line #22270-10, and six from budget line #22270-11 WP.

With growing membership (80,000) and interest in PO, the committee would like to see an increase of one participant from each budget line, for a total of 16, to reflect ETFO's continued commitment to PO.

65. Greater Essex County Teacher Local

THAT effective immediately, ETFO fund candidates to attend the Canadian Labour Congress (CLC) summer school, 10 to be designated as members who identify as women-only candidates and 10 to be designated open.

Rationale:

This program offers excellent training and leadership opportunities for our members.

66. Elementary Teachers of Toronto Local

THAT a task force of the Representative Council be established to study and make recommendations on the establishment of a Bargaining Council which provides ongoing input and feedback to the ETFO Negotiations Team during central bargaining with a report to the February 2019 Representative Council.

Rationale:

We know that high participation, full member engagement and a strong understanding of our contract campaign issue fights are what delivers victories at the negotiations table. In the interest of collective bargaining best practices, good governance and winning strong Collective Agreements, we need to continue moving toward a collective bargaining model that maximizes opportunities for wide engagement and input throughout the bargaining process. A similar bargaining council has been established in Ontario Secondary Teachers' Federation (OSSTF) and Ontario Public Service Employees Union (OPSEU).

67. Elementary Teachers of Toronto Local

THAT ETFO, in the year preceding the expiry of the Collective Agreement, conduct forums and focus groups with parents to seek input into bargaining goals to further our aim of building a 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.

68. 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.

69. Halton DECE Local

THAT ETFO provide a full reimbursement to attend the biennial conventions of the Ontario Federation of Labour (OFL), to be accessed by locals with 300 or fewer members.

Rationale:

Smaller local numbers will always mean we will always have a smaller operating budget. Money should never be a barrier to participate in social justice initiatives which are geared towards providing affordability and access to better societal benefits.

70. Durham Teacher Local

THAT a task force of the Executive be established to investigate organizing non-unionized workers in public elementary district school boards in Ontario, with a report to the May 2019 Representative Council.

Rationale:

As the largest teaching union in the province, it is imperative we strive to improve the working conditions for all workers in our public elementary schools. One of ETFO's priorities is to promote social justice in the areas of anti-poverty and equity. We know that organizing workers is the most

effective tool against poverty so it is vital that we support organizing our unorganized colleagues in public elementary schools.

71. Representative Council

THAT ETFO offer a workshop for local leaders on the *National Standard for Psychological Health and Safety in the Workplace* and how to implement the standard.

Rationale:

Most, if not all, local leaders are aware of the national standard. However, what is needed is the time and opportunity to analyze the standard and look at how it can best be implemented. This training is necessary for a successful implementation of the standard at the district school board level.

72. Rainbow Teacher Local

THAT dependent care be provided for Summer Academy site managers at the same daily rate as participants.

Rationale:

Childcare costs should be covered for site managers of Summer Academy. Even though site managers are paid for their responsibilities undertaken in the role, childcare costs negate the income provided. Ensuring that childcare costs are covered for parents in the role of site manager will allow for equity among all site managers.

73. Halton Teacher Local

THAT a task force of the Executive be established to study and make recommendations on the current release and reimbursement funding guidelines with a report to the February 2019 Representative Council.

Rationale:

Currently, many of our Designated Early Childhood Educator (DECE), occasional teacher (OT) and Education Support Personnel/Professional Support Personnel (ESP/PSP) local presidents' salaries

are less than half (1/2) of their teacher local counterparts. As an equity-seeking organization, we cannot stand by and allow this practice to continue.

74. Halton DECE Local

THAT ETFO provide incentive funding for local labour council membership costs for locals with 300 or fewer members.

Rationale:

Local labour councils are the root of all movements. Where else could you find a Ford worker sit beside a Kindergarten educator and speak the same language of equity, access and fairness? Small local numbers equal smaller operating budgets and that should never be a barrier to participate in social justice initiatives which are geared towards providing affordability, equity and access.

75. Greater Essex County Teacher Local

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:

Many ETFO locals are now actively engaged in labour councils. Members sit on labour council executives, work with community groups through labour councils and are involved in Ontario Federation of Labour (OFL) and Canadian Labour Congress (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.

76. Elementary Teachers of Toronto Local

THAT a task force of the Representative Council be established to investigate the establishment of an Additional Qualification (AQ) Leadership course with a report back to the May 2019 Representative Council.

Rationale:

Currently, the only way for members to take leadership training is informally through programs like Union School, Leading the Way and Leaders for Tomorrow or partially through principal qualification courses. Principals have not been part of our union for 20 years and now a step in that direction is a step out of teaching and into a different career. ETFO should be leading the way in promoting the idea that leadership skills are intrinsically valuable and an important part of the teaching profession by offering a formal AQ course that allows for continued membership in the union.

77. Elementary Teachers of Toronto Local

THAT a task force of the Representative Council be created to review the ETFO funding protocol on central and local bargaining, with a report to the May 2019 Representative Council. The funding protocols will be provided at the ETFO 2020 Annual Meeting.

Rationale:

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

78. Durham Teacher Local

THAT a task force of the Annual Meeting, comprised of non-released educators and one (1) Executive member be established to review the guidelines created for the ETFO Collective Bargaining (CB) Facebook group with a report, including suggestions for revisions, to the Executive.

Rationale:

The guidelines for the ETFO CB page created by ETFO staff have rendered the forum ineffective for meaningful discussion and debate around collective bargaining. The page has the potential for two-way communication around bargaining that bulletins and updates from provincial do not afford. The goal for the task force would be to ensure that guidelines allow for open two-way communication between members.

OTF

79. English as a Second Language Committee

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

Rationale:

The changing demographics for most Ontario schools requires that every teacher be prepared to welcome and support ELL as well as prepare all learners to be inclusive in a global society. At present, faculties of education programs do not adequately address the many ministry resources to support ELL requiring English as a Second Language (ESL) or English Literacy Development (ELD) support. Limited professional learning opportunities exist to familiarize teachers with strategies and resources to support ELL.

80. Halton DECE Local and Upper Grand Teacher Local

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

Rationale from Halton DECE Local:

While we recognize that the Kindergarten class size is being examined by a committee, the ministry has to accept that the program is seeing an excessive number of children in many classes. This is not reasonable and is having a negative impact on our members and will ultimately affect the program. The Kindergarten program calls for two (2) professionals in all Kindergarten classrooms. Pascal's vision did not include loopholes for classes of 15 students and one educator.

Rationale from Upper Grand Teacher Local: DECEs are an integral part of the Early Years program. Their expertise completes the program. All Kindergarten classes should have two (2) professionals to provide programming and to work with students.

81. Lesbian, Gay, Bisexual, Transgender, Queer or Questioning Members Committee

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

Rationale:

Despite increased recognition of the need for a harassment-free workplace, teacher candidates and new teachers are more vulnerable and may be ill at ease with self-identification when entering the profession.

82. English as a Second Language Committee

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

Rationale:

The current funding model states that students who entered Canada during the last four years will receive funding on a declining scale. Basing eligibility on length of time in Canada and country of birth is unrealistic. The model must be amended to include the number of years that a student is enrolled in school, students who speak another language at home regardless of their country of birth and students enrolled in the French Immersion stream. This change is needed to accurately reflect the nature of students requiring language support in our schools.

83. Elementary Teachers of Toronto Local

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

Rationale:

In alignment with ETFO's Trans Policy Statement which upholds our transgender membership in positive and proactive ways with supportive policies, procedures and resources, where gender-specific language is not required, the Federation should provide the option for those members to access a gender-neutral option for self-identifying in ETFO documents and communications.

84. English as a Second Language Committee

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

Rationale:

International students bring a range of cultural and linguistic experiences to schools. They provide a significant boost in revenue to public school boards throughout Ontario. These students choose to attend Ontario schools because they expect quality education and an opportunity to improve their English and/or French language skills. Often, most students will require extra English as a Second Language (ESL) support. However, there is little transparency in where this money is going. There is the concern that already thin financial resources for English Language Learners (ELL) may be going to international students who are not included in the funding formula.

85. 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.

86. Durham Teacher Local and 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 from Durham Teacher Local:

ETFO's listed priorities include: "To promote the care and protection of the environment." As an organization, we must continually reflect on whether our actions meet these priorities. The investment of our pension dollars in fossil fuel based companies runs in direct contradiction to this priority. With the global shift towards green energy and a green economy, divesting ourselves from these stocks makes not only environmental sense but economic sense as well. It's time that we join to scores of unions and pension plans around the world who have been leaders in environmental protection for the sake of generations to come.

Rational from Environmental Committee:

Almost every government in the world has agreed that any 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 likely that this trend will continue to dramatically and negatively impact the planet.

87. Occasional Teacher Committee

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

Rationale:

School boards resist holding orientation sessions because they are required to pay new employees to attend. However, there is a lot of information that new employees need, (e.g., violence in school reporting, information about their union, etc.) that is not being provided in a timely or consistent manner. If boards are compelled to hold orientation sessions, local presidents could attend, introduce themselves and provide members with resources and important information about being a union member. Together, school board and union leaders can create the necessary conditions of Collaborative Professionalism as per Policy/Program Memorandum (PPM) No. 159.

ACTION

88. Greater Essex County Teacher Local

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

Rationale:

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

89. Greater Essex County Teacher Local

THAT ETFO lobby the Ministry of Health to ensure that district school boards designate in each worksite a private and secure medical/nurse's room or area exclusive to medical and health use.

Rationale:

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

90. 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.

91. Peel OT 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.

92. Elementary Teachers of Toronto Local

THAT ETFO lobby the Ministry of Education to declare that school boards recognize the month of June as Lesbian, Gay, Bisexual, Transgender, Queer or Questioning (LGBTQ) Awareness Month.

Rationale:

Homophobia, biphobia, transphobia and heteronormativity are still prevalent in our school communities. LGBTQ families and students still experience these forms of discrimination. This resolution aligns with ETFO's Equity and Inclusivity Policy and is a way to show cultural responsiveness to oppression towards LGBTQ families/students.

93. Occupational Health and Safety Committee

THAT ETFO lobby the Ministry of Education for funding to provide more face-to-face joint training for ETFO health and safety representatives and district school board administrators.

Rationale:

The current funding formula does not provide any specific funding for health and safety training. Members have expressed concerns that the current training formats offered are not practical or effective. We advocate for interactive, hands-on, applicable training geared to education settings. Some examples include, but are not limited to, inspections, effective Joint Health and Safety Committees, work refusal protocols and violence in the workplace.

94. Lesbian, Gay, Bisexual, Transgender, Queer or Questioning Members Committee

THAT ETFO locals endeavour to use non-binary language within future local agreements as per the model language in the *ETFO Guide to Collective Agreement Language*.

Rationale:

The guide states, "The use of 'they' or 'their' throughout the model language addresses the inclusive nature of non-binary gender terms as well as the needs of individuals who may identify as neither he nor she, and therefore supports the inclusivity of collective agreement language." These are commonly used gender-neutral pronouns and are used throughout the model language. This is aligned with ETFO policy.

95. Greater Essex County Teacher Local

THAT ETFO lobby the Ministry of Education to develop 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.

96. Rainbow Teacher Local

THAT the Payment of Expenses: *Guidelines for Statement of Expenses*, be amended by the addition of a new section, Special Circumstances, to include a description, similar to that on the Events Management portal that describes what “special circumstances” are.

Rationale:

Some members travel from great distances to attend ETFO professional development (PD) in Toronto. They may require “special circumstances” for release, meals and travel. An extra section added to the back of the Expense Claim Form and to the Events Management portal will signal that they may be eligible to ask that their individual circumstance be covered. Many members know to ask the General Secretary for additional coverage but there are always a few members who are unaware and are deterred from applying for ETFO workshops. Make it clear to everyone at the time of application and on the claim form.

97. Grand Erie Teacher Local

THAT ETFO lobby the Ministry of Education to direct district school boards to refrain from combining Full-Day Kindergarten (FDK) and Grade 1 classes.

Rationale:

Article 12.0 of the central terms of ETFO’s Collective Agreement states that boards will make every effort to limit FDK/Grade 1 split grades where feasible. Due to the very different nature of the two educational programs, the difference in assessment methods and the great difficulties members face in delivering an effective and complete program for both grades in a combined FDK/Grade1 split, ETFO should take steps to ensure that FDK/Grade 1 splits are not permitted.

98. Rainbow Teacher Local

THAT the Executive study and report the feasibility of ETFO representing (by contract) elementary teachers who accept summer school teaching positions with public school boards in Ontario, with a report to the February 2019 Representative Council.

Rationale:

Many ETFO teachers accept summer school teaching positions to help make ends meet. There seem to be more and more of these positions every year as the program expands. Right now teachers accept the positions against the advice of the union and leave themselves in vulnerable positions. It would be better if they could have the same protection we have during our 194 days.

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. Representative Council

THAT ETFO lobby Ontario Secondary Teachers' Federation (OSSTF), Canadian Union of Public Employees (CUPE), Ontario Public Service Employees Union (OPSEU) and all affiliated organizations to encourage them to assist in having the *National Standard of Canada for Psychological Health and Safety in the Workplace* implemented in all district school boards in Ontario.

Rationale:

The standard needs to be adopted as a board policy as opposed to being included in collective agreements as it would apply to all workers within a given district school board. A concerted effort is required to push for the standard to be adopted as very few boards have adopted it to date.

101. Grand Erie Teacher Local

THAT ETFO lobby the Ministry of Education and district school boards to endeavour to hire educators who are Indigenous for positions which support Indigenous studies.

Rationale:

In 2017, the ministry released rules to support the implementation of the FNMI framework. Despite the intention of the ministry to have a dedicated lead in each board, many of these roles were split into existing portfolios or assigned to administration who have little or no experience in Indigenous education and are often non-Indigenous. Many teachers are lacking the comfort level to implement the revised curriculum. Members need more resources and guidance from educators with lived experience and a connection to communities to make their teaching meaningful, accurate and inclusive. Placing non-experienced, non-Indigenous people in these roles is counter-intuitive.

102. Toronto OT Local

THAT ETFO recommend to the Employee Life and Health Trust (ELHT) that all ETFO members be eligible for inclusion in the ELHT benefit plan.

Rationale:

All ETFO members deserve to receive comparable health benefits. Occasional teaching can be precarious work and having the support of health benefits would provide a more equitable standard of living for some of the lowest compensated ETFO members.

103. Niagara Teacher Local

THAT ETFO 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 enrolment Special Education classrooms should have a report card designed to condense the Provincial Report Card and the Alternative Report Card into one document to share anecdotal success with their family.

104. Grand Erie Teacher Local

THAT ETFO lobby the Ministry of Education to ensure that each district school board hire an Arts consultant.

Rationale:

Designated staff to support teachers in providing Arts education do not exist in all Ontario district school boards. Other areas of the curriculum are supported by consultants and ETFO members would benefit from such support in providing instruction in Music, Dance, Drama and Visual Arts.

105. Grand Erie Teacher Local

THAT the *First Nations Métis and Inuit (FNMI) Treaties Map of Ontario* (Government of Ontario publication) be added to the Reference Book for the 2018-2019 edition and in each edition thereafter.

Rationale:

This motion supports ETFO Policy position 1.1 with respect to the Position that, teachings of FNMI People, their culture, history, science and technology be included across the curriculum and all grades. Our members should have quick access to accurate maps that outline treaty lands within their own district school board boundaries. This is an additional tool that members can use to understand the location of treaty lands in Ontario and the actual locations of lands located within the board they work or travel.

106. Professional Learning/Curriculum Committee

THAT ETFO work with all Ontario affiliates to initiate a province-wide petition protesting Education Quality and Accountability Office (EQAO) testing.

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 educators, students, parents and communities due to the way EQAO scores are misused by real estate agents and outside agencies. An all-affiliate petition would present a united front and collective voice against an issue that affects educators all across the province.

107. Executive

THAT the firm Grant Thornton Chartered Accountants be approved as auditors for the Federation for the 2018-2019 Federation year.

Rationale:

The Federation has received good service from the firm Grant Thornton Chartered Accounts. It would be appropriate to recommend to the 2018 Annual Meeting that this firm be the Federation's auditors for the 2018-2019 Federation year.

108. Toronto OT Local

THAT ETFO endorses Recommendation 5, from the *Submission to the Ministry of Labour by Migrant Workers Alliance for Change Consultation on Employment Standards Act and Labour Relations Act* exclusions: domestic workers, homemakers and residential care workers which states:

“Repeal s. 3(a) of the *Labour Relations Act*, 1995 so that domestic workers are not formally excluded from the right to unionize.”

AND

THAT ETFO endorses Recommendation 6, from the *Submission to the Ministry of Labour by Migrant Workers Alliance for Change Consultation on Employment Standards Act and Labour Relations Act* exclusions: domestic workers, homemakers and residential care workers which states:

“Remove the requirement in s. 9(1) of the *Labour Relations Act*, 1995 that a bargaining unit be more than one employee.”

AND

THAT ETFO endorses Recommendation 7, from the *Submission to the Ministry of Labour by Migrant Workers Alliance for Change Consultation on Employment Standards Act and Labour Relations Act* exclusions: domestic workers, homemakers and residential care workers which states:

“Following active consultation with migrant caregivers, enact a model of broader based bargaining for domestic workers that includes:

- a) Designation of region(s) for bargaining;
- b) Designation of an employer bargaining agent for the region(s); and
- c) Recognition of workers' bargaining agents for the region(s), including the ability of migrant workers' unions to operate union hiring halls.”

Rationale:

S. 3(1) of the Labour Relations Act, 1995 states that, “This Act does not apply to ... a domestic employed in a private home.” The Supreme Court of Canada has ruled that the right to unionize, to bargain collectively and to strike are fundamental constitutionally protected rights. Most caregivers are not unionized as the Labour Relations Act prohibits single member bargaining units.

Migrant caregivers face points of power imbalance, relative to their immediate employer and to the recruiters who exert ongoing pressure through the extraction of unlawful fees. An effective bargaining framework must give migrant caregivers a strong collective voice.

109. Durham DECE Local and 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 Durham 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.

Rationale from Hamilton-Wentworth DECE Local:

The Kindergarten program (2016) 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 on the forefront.

Rationale from 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 preparation time and shall occur during the instructional day.

110. Lesbian, Gay, Bisexual, Transgender, Queer or Questioning Members Committee

THAT ETFO use gender-neutral terms for solidarity.

Rationale:

This is consistent with the ETFO statement on Social Justice and Equity and the Trans Inclusion Policy. The labour movement as a whole is moving towards recognizing non-binary gender identities. We need to move away from the use of gendered terms such as “brothers” and “sisters.” We are in favour of more inclusive, gender-neutral terms of solidarity.

111. Greater Essex County Teacher Local

THAT the Annual Meeting recommends that contractual language establishing one standardized software program for completing Progress Reports, Individual Education Plans (IEPs), Alternative Education Reports and Kindergarten Communication of Learning be included as a part of the preliminary bargaining survey for 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 2018, 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.

112. Greater Essex County Teacher Local

THAT ETFO lobby the Ministry of Education to refrain from releasing assessment information that facilitates the ranking of schools.

Rationale:

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

113. 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.

114. Greater Essex County Teacher Local

THAT ETFO lobby the Ministry of Education to endorse the concept of community school 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.

115. Greater Essex County Teacher Local

THAT local bargaining be recognized and protected as a foundational union value; that local bargaining be preserved as an essential component in any round of central bargaining; that the right to enact local bargaining and any local action be effected through a joint decision between ETFO and the local.

Rationale:

Local bargaining defends against the growing trend of centralization by allowing for bargaining around those unique differences that exist across the province. It builds ETFO's collective excellence from the ground up.

116. Elementary Teachers of Toronto Local

THAT ETFO lobby the government to fully fund all programs including French, the Arts, Music, Dance, Drama and Physical Education to ensure all teachers have dedicated classroom spaces in which to teach and where they can create permanent learning environments.

Rationale:

This is a matter of equity. Many teachers do not have a dedicated classroom space in which to create a learning environment or must share a teaching space, not by design but because of underfunding. For example, French is a subject like any other but often, these teachers and students do not have their own space to learn in. It is inequitable and undignified to treat our teachers as itinerants on carts. French in a dedicated classroom would also make preparation time more equitable for junior and intermediate teachers, who could have time in their own rooms.

117. Halton DECE Local

THAT ETFO lobby the Ministry of Colleges and Universities to ensure that all education institutions that provide training in early childhood education establish an honorarium fee schedule for Registered Early Childhood Educators (RECE) to compensate for mentorship duties in regards to taking on

an Early Childhood Educator's (ECE) college placement student.

Rationale:

As an RECE, we have a Code of Ethics similar to that of the Code of Ethics for the teaching profession. Within that Code is the expectation to take on leadership roles and mentor students that are studying to enter the profession. To mentor a fellow professional is most certainly a privilege, however with the additional expectations being compounded upon the educators, a monetary stipend/honorarium, similar to that of what a teacher would be expected to receive, would be suitable and appropriate for the RECE mentor in Kindergarten classrooms to receive.

118. Niagara Teacher Local

THAT ETFO lobby both the Ministry of Education and the Ministry of Labour to create a comprehensive, universal online reporting system in order to allow education workers to report both violent incidents and near misses directly to the Ministry of Education with copies to the Ministry of Labour, district school board and the union.

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.

119. 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 (1) 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 a mechanism for placing the issue before members of a local, who have the right and obligation to vote on the matter.

120. Niagara Teacher Local

THAT ETFO lobby the Ministry of Education to establish one mandatory standardized software program for completing *Progress Reports*, *Report Cards*, *Individual Education Plans (IEPs)*, *Alternative Education Reports* and the *Kindergarten Communication of Learning*.

Rationale:

By having one mandatory standardized software program for the purpose of reporting and managing IEPs, it provides teachers with a "one-stop" place to manage a student's progress. A platform of this nature would help make the reporting process less tedious, while ensuring universality across the province.

121. Elementary Teachers of Toronto Local

THAT the *General Secretary's 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.

122. 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.

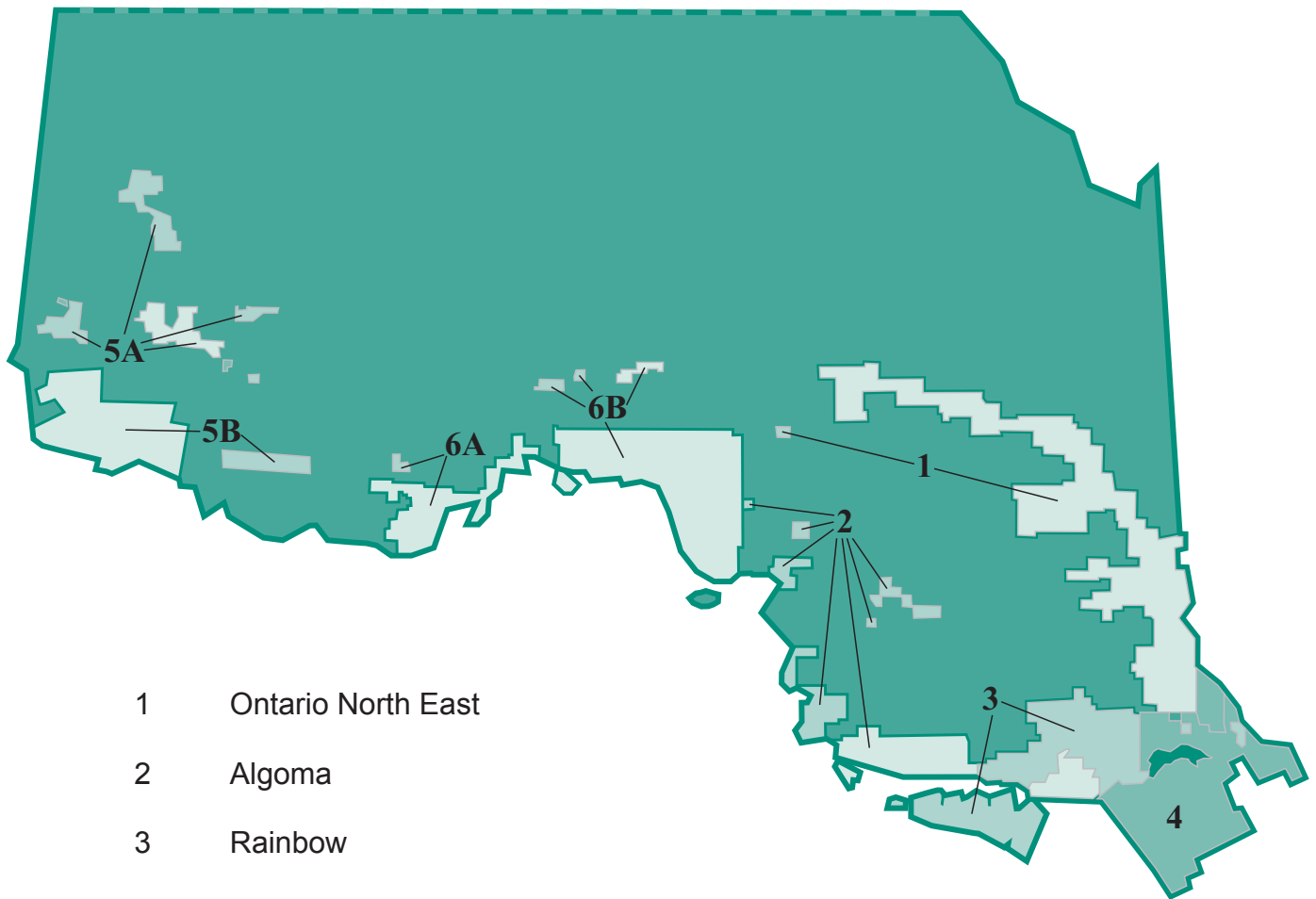
123. Grand Erie Teacher Local

THAT ETFO lobby the Ministry of Education to restore funding to district school boards, specifically for Arts education, to 1996 levels adjusted for inflation.

Rationale:

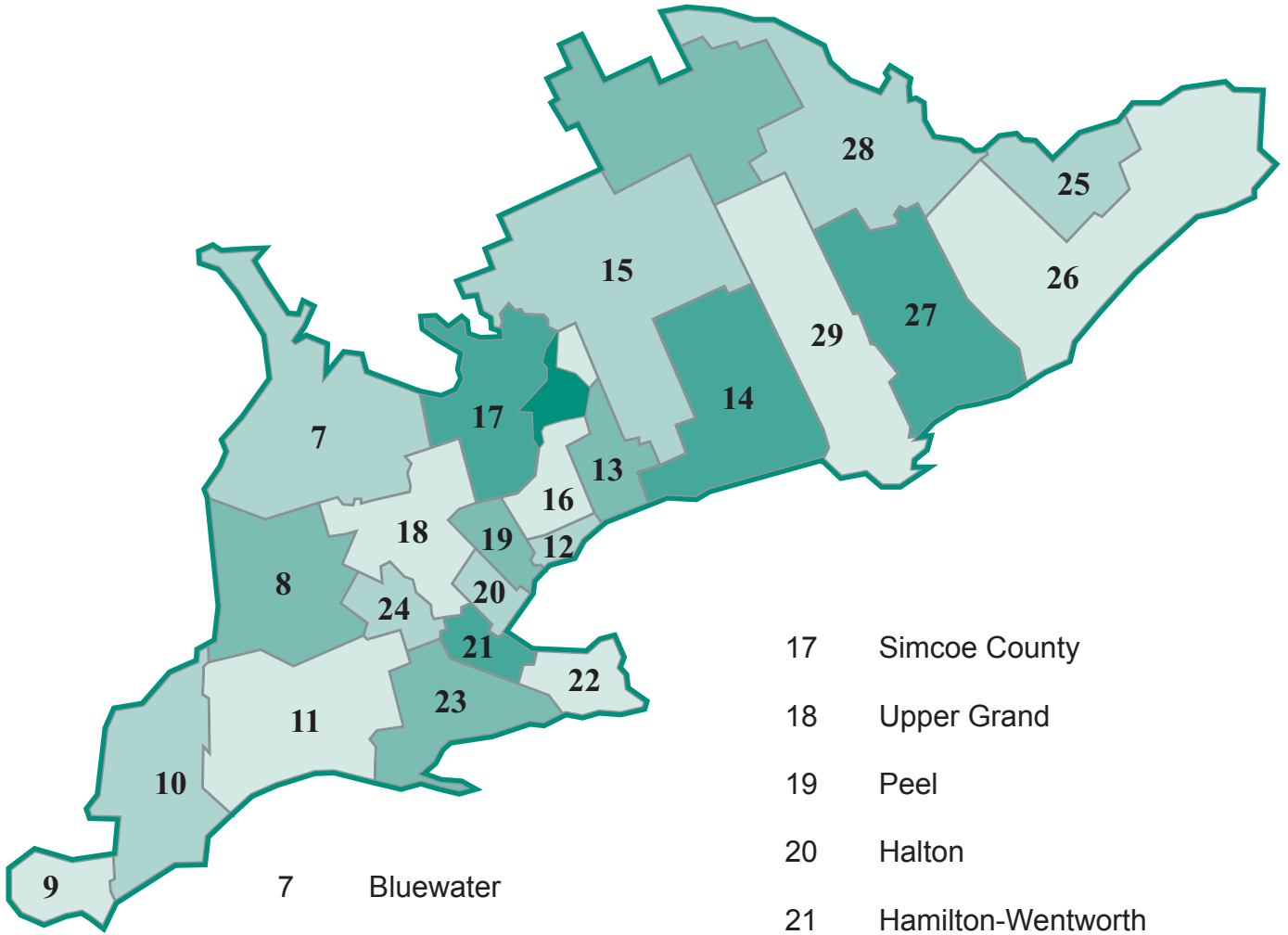
Data from the organization People for Education indicates that in 1998, 58% of elementary schools had specialist Music teachers, while in 2016, 33% of urban/suburban and merely 11% of rural schools had them. Many school boards have not restored funding specifically for Arts education, although the benefits of including the Arts in all areas of the curriculum are well researched and proven. ETFO members and their students will benefit from restoration of Arts funding.

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



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