

***Please turn off all electronic ringers
during the meeting.***

**OSSTF Toronto
TTBU Council
Virtual Meeting
4:45 p.m.
DECEMBER 9, 2021**

Members are reminded that any announcements for Council must be given to the Chair, along with details as to where supporting material can be found, prior to the commencement of the meeting. The Chair will then make the announcement and where the material is located. Members are also reminded that District 12 TTBU allows the distribution of any material without the consent of the Executive or Chair of Council.

AGENDA

- | | | | |
|----------|-----|--|----------------------|
| 4:45 pm | 1. | Call to Order | |
| | 2. | Acknowledgement of Traditional Lands and Anti-harassment Statement | |
| | 3. | Announcements | |
| | 4. | Approval of Agenda | |
| | 5. | Approval of Minutes of: November 18, 2021 | <i>[pages 17-19]</i> |
| | 6. | Election of TTBU AMPA 2022 Delegation | <i>[page 21]</i> |
| | 7. | On Time Motions | <i>[page 22]</i> |
| 6:00 pm | 8. | Executive Reports | |
| | 9. | Questions to Executive / Items of Concern | |
| 6:30 pm | 10. | Provincial Executive Report | <i>[pages 33-57]</i> |
| | 11. | Questions to Provincial Executive Report | |
| | 12. | New Business, Late Motions and Notices of Motion | |
| #7:00 pm | 13. | Adjournment | |

OSSTF provides a subsidy for Dependent Care. Please ask an Executive Officer for details.

The information in this package should be reported to members at your next OSSTF Branch Meeting.



OSSTF Toronto Teachers' Bargaining Unit Anti-Harassment Policy and Procedure

Let us not take thought for our separate interests, but let us help one another.

A member of OSSTF/FEESO has the right to a workplace and union environment free from harassment and bullying.

Harassment and discrimination are not joking matters. They have a destructive effect on the workplace environment, individual wellbeing, and union solidarity. Such actions are not only destructive, they can be illegal.

Inadvertent, hidden and systemic harassment and discrimination must be identified and addressed. The roots of systemic harassment and discrimination include but are not limited to racism, sexism, and homophobia and transphobia. OSSTF/ FEESO does not condone harassment or discrimination on the basis of age, national or ethnic origin, colour, religion, sex, gender identity, sexual orientation, race, socio-economic status or mental or physical disability.

Harassment and discrimination can take many forms and may be verbal, physical or psychological. They can involve a wide range of actions including comments, gestures or looks, pictures, messages, touching, or more aggressive actions. These acts may be indirect or overt; they may be isolated or repeated.

Acts of harassment and discrimination are always degrading, unwelcome and coercive. They are always unacceptable.

As members of OSSTF/FEESO, our goal must be to protect human rights, to promote mutual respect and trust, and to foster inclusion.

We cannot condone or tolerate intimidating, demeaning, hostile and aggressive behaviour against another member. We cannot condone these behaviours when we witness them.

As OSSTF/FEESO members, we must speak out against this conduct and stand together to protect human rights. We must take action.

OSSTF/FEESO is committed to strengthening member solidarity, and in addition to representing members' interests in the workplace, takes seriously its own responsibility to ensure that members are treated with respect and dignity at all provincially sponsored OSSTF/FEESO events and meetings.

Any member who feels targeted by harassment or discrimination must be able to speak up and know their concerns will be responded to immediately in accordance with OSSTF/FEESO Bylaws and the OSSTF Toronto Teachers' Bargaining Unit Resolution and Complaint Process.

Resolution and Complaints Process

An anti-harassment officer will be appointed for Council Meetings, the Annual General Meeting and the Branch President's Workshop. Members who believe they have been the target of harassment or discrimination at these events are encouraged to take immediate action to ensure this behaviour is stopped.

As a first step, members should make it clear to the perpetrator that the behaviour is offensive, and ask that it be stopped. This can be done personally, either in writing or verbally, or with the assistance of a third party.

If the behaviour recurs or persists, or if members do not feel safe in approaching the perpetrator directly, they should speak with the designated officer(s) and ask for that person to act. The designated anti-harassment officers shall be appointed by the President from the group of current Health and Safety Inspectors (as appointed in accordance with by-law 4.1.2.7), and Members who have volunteered. All those acting as anti-harassment officers will have completed the Provincial OSSTF anti-harassment officer training. The anti-harassment officers will also form the Complaints and Resolutions committee.

The designated anti-harassment officer(s) will investigate the complaint promptly, including separately interviewing the parties involved and any witnesses, with a view to resolving the problem informally. During this process, the designated anti-harassment officer(s) may remove the respondent temporarily from the meeting if circumstances warrant.

The investigation shall be handled confidentially; however, all complaints will be reported by the designated anti-harassment officer(s) to the President and/ or the Vice Presidents.

If the complaint cannot be resolved informally, the complainant will be asked to put the complaint and all relevant information in writing.

If the complainant chooses to provide such a written complaint, it will be submitted to the designated staff person in the Bargaining Unit office who will forward it to another anti-harassment officer as appointed by the President and/ or the Vice Presidents. The written complaint will be investigated fully with a view towards a resolution that is acceptable to all involved parties.

If the complainant is not satisfied with the result of the written complaint, the complaint will be forwarded to the Complaints and Resolutions committee for action. It shall be the responsibility of the Complaints and Resolutions committee to determine if the behaviour falls under the definition of harassment, and decide on appropriate remedial action. While conducting the investigation, the committee will be informed by an understanding of the systemic roots of discrimination and harassment as expressed in the OSSTF/FEESO Equity Statement.

The parties involved will receive a written report stating the findings and any action taken.

At any point in the process, the Anti-Harassment officer (s) may seek the assistance of the designated secretariat member of Provincial OSSTF/ FEESO.

Resolutions may include but are not limited to apologies, mediation, warnings, temporarily limiting access, or removal/ exclusion from the meeting or event. If a decision is made to remove or exclude that member, and where this member is representing the bargaining unit, a confidential letter outlining the reasons for this decision will be sent to the president of the appropriate body. The Bargaining Unit Office shall keep a confidential file of all records and reports related to the investigation of written complaints for a period of five years.

None of the above restricts a member's right to file a complaint with the Ontario Human Rights Commission or make a complaint to police.

(Revised May, 2021)

OSSTF TTBU Council

Rules of Order

Procedures

1. The Chair shall begin the meeting at the time scheduled for Call to Order.
2. The meeting will continue until Adjournment.
3. Each person shall be recognized by, and address, the Chair in the order determined by these rules. They must first be recognized by the Chair using the appropriate indicator they wish to speak on.

Agenda

4. The tentative Agenda shall be set by the TTBU Executive upon recommendation of the Constitution and Steering Committee in accordance with these rules and procedures.
5. Order of Agenda
 - a. On time motions will be sequenced prior to executive reports.
6. Order of Motions
 - a. On time motions will be sequenced before late motions.
 - b. On time motions will be sequenced in the following order:
 - i. Equity Motions (see definitions).
 - ii. Additional on time motions will be sequenced in the order they are received before the on-time deadline.
 - c. Late motions will be sequenced on the Agenda as an item that does not come prior to On time motions.

Timed Items

7. Agenda items may be timed or untimed.
 - a. Timed items shall be marked with a time on the Agenda.
 - b. Timed items shall not interrupt a motion or election in progress.
8. Timed items may be:
 - a. Unhashtagged timed items
 - b. Hashtagged (#) timed items
9. Unhashtagged timed items are marked with a time on the Agenda
 - a. The Chair will note when a timed item time has been reached at the exact time.
 - b. The timed item will be sequenced next.
 - c. Timed items will not interrupt current speakers, though the speaker may choose to yield to the timed item.
 - d. The speaker will be asked by the Chair if they wish to yield to the timed item.
10. Hashtagged timed items are marked with a hashtag (#) and a time on the Agenda
 - a. The Chair will note that a hashtagged time has been reached at the exact time
 - b. The hashtagged timed item will immediately proceed
 - c. The hashtagged timed item will interrupt the current speaker.

Motions

11. A motion may not contravene our established bylaws or constitution.
12. Unless otherwise stated, a Motion will require a mover and a seconder who are voting Council Representatives and who are present at the meeting.
13. Unless otherwise stated a Motion may be debated.

Decisions by Consensus

14. Decisions can be made by consensus (i.e. not requiring a vote) if, when the Chair asks, there is no objection from any Council Representative.
 - a. Motion language may be changed through universal consensus
 - b. Motions may be passed through universal consensus

Main Motions

15. A Main Motion brings business before council, and is used to direct action
16. A new Main Motion can not be moved until the Main Motion currently being debated has been withdrawn or voted on.

Motions that can affect a Main Motion

17. Motions can be made to affect the current motion on the floor.
 - a. Postponement to a later date
 - i. Moves to postpone the motion on the floor to a specific future date.
 - b. Referral to another entity
 - i. Moves to refer the motion to a standing Committee, the Executive, or one of the other entities in the Bargaining Unit for further study.
 - c. Move to Informal Discussion or Committee of the Whole
 - i. A Member may move, "that we discuss [topic] informally for [time]".
 - ii. This motion should be voted on almost immediately.
 - iii. After discussing the topic, if no motion is forthcoming, the meeting should proceed to the next item on the Agenda.
 - d. Move into Executive Session
 - i. All matters discussed in Executive Session shall remain absolutely confidential to those Members present during the Session.
 - ii. A motion to rise and report from Executive Session shall be moved at the end of the Session.
 - iii. Executive Session will be ended through a majority vote to Rise and Report from Executive Session

Other Kinds of Motions

18. Amendment to the motion on the floor
 - a. An amendment may delete, substitute, or add words that will modify the original motion but must not negate it or change the intent.
 - i. If the amendment passes, the Chair should read the new amended motion which is on the floor to be debated and voted on.

- ii. If the amendment fails, the previous motion again becomes the motion on the floor. Further amendments are allowed, one at a time.
- iii. An amendment to an amendment may not be amended.

19. Reconsider

- a. A motion to reconsider a previous decision can be made within the same meeting after the decision has been made.
 - i. It is non-debatable.
 - ii. The motion can be made only by a Council Representative who voted on the prevailing side in the original vote.
- b. If the motion to reconsider is passed, then a Member moves the previous motion and it is again debated and voted on.
 - i. The new decision replaces the previous one.

20. Deal with a report

- a. Not all reports need to have an attached motion.
- b. A motion to deal with a report can be either adopted, endorsed, or received.
 - i. Adopting has the effect of approving every word in the report.
 - ii. Endorsing has the effect of approving the general directions of the report without adopting the recommendations.
 - iii. Receiving indicates only that the report has been read.

21. Notice of Motion

- a. A notice of motion can be made to Members in writing during a meeting regarding a motion to be presented at a future meeting.
- b. A notice of motion may be made to Members verbally during a meeting regarding a motion to be presented at a future meeting.
- c. This motion does not require a seconder

22. Procedural Motions

- a. BLOCing motions - "En bloc" shall be used to request that interdependent motions be considered together.
 - i. Motions can be combined and approved as one BLOC
 - ii. When motions have been moved en-bloc, a single Council Representative may request for the removal of one or more motions from the bloc. Any motion removed from the bloc shall be dealt with immediately after the en bloc resolutions have been dealt with.
- b. Calling for the Vote / Calling the Question
 - i. A Council Representative that believes the debate is exhausted and wishes the meeting to proceed directly to a vote may "Call for the vote" or "Call the question".
 - ii. The Chair will immediately move to a vote to see if Council wishes to end debate immediately and move to the vote on the motion, otherwise the prior debate will continue.
 - iii. There will be no debate on this motion.
- c. Moving to suspend the rules
- d. Amending an adopted Agenda
- e. Changing the sequencing of Motions
- f. Splitting a motion

- i. A motion may be split if there are distinct questions that can be moved, debated, and voted on separately.

Debate

Indicators

23. There shall be 4 indicators used during debate:

- a. **FOR (✓)** (90 second speaking limit): Debating in favour of the motion.
- b. **AGAINST (X)** (90 second speaking limit): Debating against the motion.
- c. **QUESTION (?)** (60 second speaking limit): A question indicator may be used for:
 - i. Moving a Main Motion
 - ii. Moving a motion that can affect a motion being debated
 - iii. Moving other kinds of motions
 - iv. Moving a procedural motion
 - i. Procedural motions may be moved at any time after the Council Representative has been recognized by the Chair.
 - v. Questions to the Chair or to the mover through the Chair about a motion
 - i. Answers to the questions are not timed.
 - ii. TTBU Members may only ask one question each time they are recognized by the Chair on the QUESTION indicator, and one follow up (10 second speaking limit) to clarify
- d. **PAUSE (●)** (60 second speaking limit): Used only when absolutely necessary to pause meeting business, upon recognition by the Chair. It may not be used during a vote. It may be used by a Member / Council Representative only when the Member:
 - i. believes the established Rules of Order are being contravened.
 - ii. is experiencing an issue which is impacting their ability to participate in the meeting and within the purview of the Chair to resolve.
 - iii. is experiencing an issue which requires accommodation to physically participate in the meeting.
 - iv. disagrees with the ruling of the Chair and wishes to Challenge to the Chair.
 - v. has a question for the Chair about how to navigate the Rules of Order.

Rules for Debate

- 24. Any Member in attendance may participate in debate.
- 25. The appropriate form must be used to submit motions. Motions must be submitted to Steering in writing prior to debate of the motion.
- 26. Only a Council Representative can move, second, and vote on motions.
- 27. Once a Member has identified the indicator they wish to speak on they will be placed into sequence by Steering. Changing indicators changes the sequencing of speakers.
- 28. Upon being recognized by the Chair, a Member shall first state their name, Branch (non-executive Members) or position (executive Members), and the indicator they are speaking on.

29. The mover of the motion shall be heard first on a FOR indicator, followed by the first AGAINST speaker. Subsequent debaters shall rotate in the order of QUESTION, FOR, AGAINST speakers. Before voting on the motion, the mover will have an opportunity to close debate on a FOR indicator.
30. Excluding the mover, no Member shall debate (FOR / AGAINST) more than once on any single motion.
 - a. An amended motion is considered to be a new motion.

Voting

Carrying a Motion

31. Unless otherwise stated, a motion is considered carried by receipt of a simple majority.
32. A 2/3 majority vote is required for:
 - a. All procedural motions which
 - i. suspend the Rules of Order,
 - ii. amend an adopted Agenda,
 - iii. change the sequencing of motions
 - b. Late motions
 - c. Calling for the Vote / Calling the Question
 - d. Motions to reconsider
33. A 9/10 majority vote is required for:
 - a. Amending a Late motion

Voting Procedure

34. After the Chair has called for the vote, Council Representatives will cast their vote.
35. The Chair will announce if the motion is carried or defeated.
36. If the results are unclear, the Chair or a Council Representative (on a PAUSE indicator) may:
 - a. Call for a vote by rising, or a counted vote.
 - b. At the conclusion of this procedure, the Chair will announce if the motion is carried or defeated.
37. If requested by a Council Representative (on a PAUSE indicator) the percentages and/or vote count will be provided for a particular vote, or the rest of the votes at the meeting.

Registration

38. Council Representatives must be registered to vote at Council by the established deadline.
39. Branch Presidents must complete the Branch Executive Form once elections are complete in the school and submit it to the OSSTF Toronto TBU office by the established deadline.

40. Council representatives may be asked to show ID at registration.
41. Alternates for the Branch may be designated by the Branch President.
 - a. The Branch President must email the name of the Council Representative who cannot attend and the name of the alternate to **steering@osstftoronto.ca** no later than noon on the day of the Council meeting. Alternates will need to show ID at registration.
42. When required, voting cards will be distributed by the Executive Liaison to Constitution and Steering or designate, and office staff members, before the Council meeting. Once the meeting begins, the office staff will continue to distribute the voting cards.
43. TTBU Council voting cards are non-transferable and only valid on the day they are issued.

Elections

44. During elections, the office staff distribute the ballots, collect the ballots, and count the ballots; except for elections under the purview of the Elections Commission, and elections during a Virtual Meeting.
45. The Provincial Executive Assistant, or designate, will Chair the TTBU Council meeting for the portion of the meeting when Provincial Council elections, and AMPA elections occur.
46. The Chair steps down if they are running in any election being held at Council; the Chair is filled by the Provincial Executive Assistant or designate.

Virtual Meetings

47. Virtual meetings may be called to replace in-person meetings at the discretion of the TTBU Executive upon review of technologies available.
48. Registered Council Representatives will receive an email that contains the meeting access link prior to the meeting.
49. The link for the meeting will be posted on the OSSTF Toronto website for any TBU Member that wishes to attend as an observer. Observers may be asked by one of the meeting hosts to briefly turn on their camera for identification purposes.
50. Only registered Council Representatives can vote during the meeting.
51. Sign in for the virtual meeting will open at least twenty minutes before the meeting call to order, as listed in the agenda.
52. Council representatives may be asked by one of the meeting hosts to briefly turn on their camera for identification purposes.
53. Virtual Council Reps must change their screen name to be <First Name, Last Name, Branch>. Failure to do so, after two requests, will result in removal from the meeting. Attendees are encouraged to do so before logging onto the meeting.

54. Virtual Observers must change their screen name to be <OBS: First Name, Last Name, Branch>. Failure to do so, after two requests, will result in removal from the meeting. Attendees are encouraged to do so before logging onto the meeting.
55. A microphone will only be un-muted when a speaker is recognized by the Chair.
56. In order to vote, registered TTBU Council Representatives must have a registered account on the Provincial OSSTF website.
57. All motions to Council, not carried through Universal Consensus, will be voted on through the OSSTF Voting Centre on the Provincial OSSTF website, when available.
 - a. Support for difficulty with the login process or for setting up an account can be accessed by contacting **Membership-Database@osstf.ca** during regular business hours.
58. During a virtual Council meeting, the Chair will indicate when voting opens, the length of time the ballot will be open, and when voting has closed.
59. The Steering Committee will explain the process for moving motions and participating in debate at the beginning of each virtual Council meeting.

Authority for Procedures

60. This document shall be the sole authority for all Council Meeting procedures.
61. At the first Council meeting of the Federation year the Rules of Order will be presented by the Constitution and Steering Committee accompanied by a motion to endorse the Rules of Order for that Federation year; unless subsequent amendments are proposed, the Rules of Order shall stand.
 - a. Any changes made to the Rules of Order by the Constitution and Steering Committee will be explained before the motion to endorse.
62. If there is a need to address a procedure or issue not addressed in these Rules of Order and is not in contradiction of the Bargaining Unit's Constitution and Bylaws, the Chair will make a ruling in consultation with the Steering Committee based on the information available to them.
 - a. If a Council Representative does not agree with the ruling of the Chair, they can Challenge the Chair as per the Rules of Order. A Challenge to the Chair may not contradict the Bargaining Unit Constitution and Bylaws.
 - b. The prevailing result will be added to the Rules of Order.
63. Amendments to these Rules of Order must be provided using the correct form. And, a Notice of Motion must be given no less than one meeting prior to the Amendment to the Rule of Order being debated.
 - a. If carried, the amended Rules of Order will not come into effect until the adjournment of the meeting at which they were passed.
64. These Rules will be reviewed on a regular basis by the Constitution and Steering Committee.

65. The Constitution and Steering Committee may edit this document for grammar and clarity.

Professional Conduct

66. Members and guests shall exercise professional conduct in the meeting judged with an equity lens. Participants shall wait until they are recognized before speaking.
- a. Professional conduct is characterized by courtesy and good faith, and not engaging in public criticism of the Member's colleagues.
 - b. Members will not engage in any conduct that undermines the dignity or self-esteem of an individual, or which creates an intimidating, hostile or offensive environment
67. Unprofessional conduct shall be dealt with in the following order:
- a. The Chair will remind the Member, and the house, of the rules and standards for the meeting.
 - b. If the conduct continues, the Chair will NAME the offender ("I have reminded _____ about the appropriate conduct in the House; please be respectful. If this conduct continues, you will be removed from this meeting.") Objectionable or disorderly words used by the offender shall be recorded and may be entered in the Minutes.
 - i. The case may be sufficiently resolved by an apology or a withdrawal of objectionable statements by the offender, if not;
 - ii. The Chair may choose to prevent the Member from participating in further debate.
 - c. If the conduct continues, The Chair will ask the Member to leave the meeting. ("Your conduct is interfering with the business of the House, I must direct you to leave the meeting.")
 - i. If the Member refuses to leave the meeting, they will be removed.

Definitions

68. "Equity Motion" shall mean a motion concerned with issues that primarily impact groups defined by the Protected Grounds under the [Ontario Human Rights code](#), and Adult Day School Teachers as an equity seeking group.
69. Motions will be classified as the following
- a. BYL - Bylaw motions
 - b. CON - Constitution motions
 - c. MAC - Miscellaneous Action Motions
 - d. POL - Policy motions
 - e. PROC - Procedural motions
70. "Policy motions" shall mean any stand or position taken by OSSTF Toronto TBU in accordance with its Bylaws on matters beyond its internal legislative power.
71. "Bylaw motions" shall mean any stand or position taken by OSSTF Toronto TBU that impacts the standing rules governing the membership of OSSTF Toronto TBU on matters entirely within the control of OSSTF Toronto TBU.

72. “Miscellaneous action motion” shall mean any stand or position taken by OSSTF Toronto TBU that is within the internal legislative power of OSSTF Toronto TBU.
73. “On time motions” shall mean motions that were submitted to the Administrative Assistant, with responsibilities for Council (**mleblanc@osstftoronto.ca**) eight days prior to any given Council, by 4:30pm.
74. “Late motions” shall mean any BYL, CON, MAC, or POL motion that is not considered an “On time motion”.

APPROVED: September 2021

TTBU Council Meeting: Quick Reference Guide

How to Communicate to the Steering Committee Using the Indicators?

- Open the chat feature located at the bottom of your screen
- Above the text box you will see a chevron. Click the chevron.
- Select either “Spotter” or “Steering” from the drop-down list, and using the table below select the action you wish to take:

Indicator	Purpose of Indicator	HOW? (using Zoom chat feature)
FOR (✓)	<ul style="list-style-type: none"> • Mover initially speaking to the motion • Debating in favour of a motion <i>Speaking time: 90 seconds</i>	Type “FOR” to SPOTTER
AGAINST (X)	<ul style="list-style-type: none"> • Debating against a motion <i>Speaking time: 90 seconds</i>	Type “AGAINST” to SPOTTER
QUESTION (?)	<ul style="list-style-type: none"> • To ask a question to the mover <i>Speaking time: 60 seconds</i>	Type “QUESTION” to SPOTTER
	<ul style="list-style-type: none"> • To move a Main motion • To reconsider a motion • Calling for the Vote / Calling the Question (i.e. end debate) 	TYPE “MOTION” to STEERING + complete the online form to submit your amendment: http://bit.ly/TTBUamendments
	<ul style="list-style-type: none"> • To make an amendment 	Type “AMENDMENT” to STEERING + complete the online form to submit your amendment: http://bit.ly/TTBUamendments
PAUSE (🛑)	May be used by a Member / Council Representative only when the Member: <ul style="list-style-type: none"> • believes the established Rules of Order are being contravened. • is experiencing an issue which is impacting their ability to participate in the meeting and within the purview of the Chair to resolve. • is experiencing an issue which requires accommodation to physically participate in the meeting. • disagrees with the ruling of the Chair and wishes to Challenge to the Chair. • has a question for the Chair about how to navigate the Rules of Order. 	Type “PAUSE” to SPOTTER

Sequence of Indicators

The mover of the motion shall be heard first on a FOR indicator.

Subsequent rotation of debaters: AGAINST, QUESTION, FOR.

- The order of where you are placed into the queue can be viewed at <http://bit.ly/TTBUsequence>.
- When recognized by the Chair, you will be able to un-mute your mic. At the end of your allotted time or when you have finished, your microphone will be muted.

Questions to Steering

- Open the chat feature as noted above.
- Select “Steering” from the drop-down chat list for questions to Steering

Questions to Executive Report/Items of Concern

- Open the chat feature as noted above.
- **Select “Spotter”** from the drop-down list and type **“QUESTION”**. This will indicate to the Spotter that you wish to ask a question or discuss a Branch Concern.
- Only the Spotter is able to acknowledge your request to ask your question/share your concern. If you send it to someone else, you will not be placed in the queue.
- The Spotter will add you to the queue. The Chair will recognize speakers in the order in which the request to speak is received.
- When you are recognized by the Chair, you will be able to un-mute your mic. At the end of 60 seconds or when you have finished your question/concern, your microphone will be muted.
- The order of where you are placed into the queue can be viewed at <http://bit.ly/TTBUsequence>.

Voting at Council

All motions and election ballots will be voted on through the OSSTF Voting Centre on the Provincial OSSTF website. In order to vote, members must have a registered account on the Provincial OSSTF Website (<https://www.osstf.on.ca/services/member-login/members-login.aspx>).

Follow the instructions to vote here: <https://osstftoronto.ca/wp-content/uploads/2013/11/OSSTF-Toronto-Online-Voting-Instructions.pdf>
The Chair will indicate when voting opens and closes.

A ballot will only appear once a motion is ready to be voted upon. When the ballot is announced by the chair that it is ready, refresh the webpage for the ballot to appear.

**If you have difficulty with the login process, or setting up an account contact
Membership-Database@osstf.ca or call 416-751-8300 / 1-800-267-7867 between 8:30 a.m. and 5 p.m.**

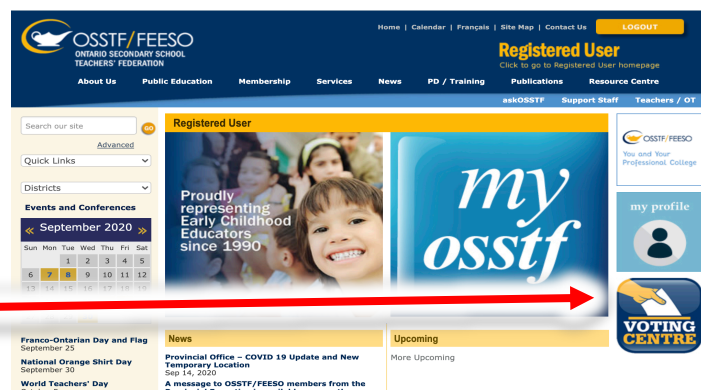
For an organized list of all the materials and links you will need for this meeting:
<https://linktr.ee/TTBUCouncil>

OSSTF TORONTO ONLINE VOTING INSTRUCTIONS

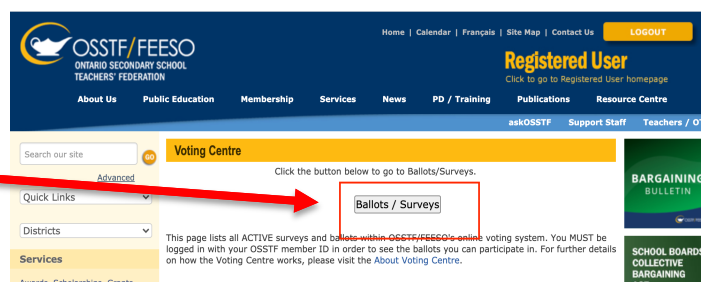
STEP 1: Login to the **Registered Users** section of the Provincial OSSTF website with your **OSSTF Member ID**:

<https://www.osstf.on.ca/services/member-login/members-login.aspx>

STEP 2: Once you log in, click on the “Voting Centre” badge located on the bottom right margin of the page.



STEP 3: Now click on **Ballots / Survey** at the top of the page.



STEP 4: In the **Current Ballots** section, click the link to the desired ballot and follow the instructions to cast your vote. **A ballot will only appear once a motion is ready to be voted upon. When the ballot is announced by the chair that it is ready, refresh the webpage for the ballot to appear.**

Troubleshooting Tips:

Need Member Profile or Voting Centre assistance?

Email: membership-database@osstf.ca or

call 416-751-8300 / 1-800-267-7867 between 8:30 a.m. and 5 p.m.

A Not Seeing the Voting Centre Badge?

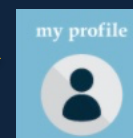
Please disable any Ad-Blockers in your browser. This can prevent the Voting Centre badge from displaying in some browsers. If this fails, try switching to a Private / Incognito / InPrivate browsing session.

C Verify your details

Verify your membership status (seen in My Profile) and affiliation / group affiliation matches the intended audience of the ballot as indicated on the Voting Centre Landing page.

B Not Seeing an active ballot? You must login with your member ID

To add your membership ID to your account profile, click the **My Profile** badge. Select the **Edit My Profile** button and provide the missing details in the available fields. Click the **Update My Profile** button to commit the changes.



D Ballots are time sensitive AND targeted

- You will only see ballots where your OSSTF member ID is identified as a valid participant.
- Once the ballot expiration time has passed, you will not be able to cast a vote.
- If you login prior to the ballot start time, the ballot will be visible but inactive until the scheduled start time.

**OSSTF Toronto
TTBU Council Meeting
November 18, 2021**

1. Meeting called to order at 4:45 p.m. Michael Barltrop, Constitution & Steering Committee, in the Chair.
2. The Acknowledgement of Traditional Lands composed by the Chair was read. The Anti-harassment Statement was read by the Chair.
3. Announcements were made by the Chair and Quorum to proceed was confirmed.
4. The Agenda as presented was approved with universal consensus.
5. The approval of the Minutes of October 21, 2021 was moved to a vote without universal consensus.

Chair addressed October meeting's Pause card question regarding September Minutes. Steering determined the Pause Card was a misuse and ruled Out of Order at this time.

BIRT The Minutes of October 21, 2021 be approved as presented.

CARRIED

Vote Count, Minutes: 55 (98.2%) In Favour, 1 (1.8%) Opposed.

6. On Time Motions:

BIRT the Rules of Order are amended by deletion and substitution of item 6 to read:

Order of Motions

- a. The order of motions will be as follows:
 - i. On-Time Equity Motions
 - ii. Late Equity Motions
 - iii. Additional On-Time Motions
 - iv. Additional Late Motions

DEFEATED

Vote Count, Rules of Order: 38 (52.1%) Opposed, 35 (47.9%) In Favour.

Chair rules on a question if the motion is valid and that a previous motion can be returned to the floor at a future meeting or as late motions during a meeting.

Pause: Chair is challenged.

Pause cards on clarification of challenge.

BIRT the Challenge to the Chair be upheld.

Vote Count, Challenge to the Chair: 37 (51.4%) In Favour of upholding the Chair, 35 (48.6%) In Favour of upholding the challenge to the Chair.

Pause: Point of Order regarding asking the mover an impossible question to answer. Chair rules might be impossible to answer a question but it can be asked.

Pause: Engaging in debate or making comments directly to other members. Chair rules members should not be naming each other or calling out specific members by name when in debate.

Pause: Secorder of motion 1 has tech issues; unable to use chat function.

BIRT the question on On-Time Motion 1 be put.

Marc Opie (Central Toronto Academy) / Mitch Bubulj (Silverthorn CI)

CARRIED

Vote Count, Call to Question: 56 (80%) In Favour, 14 (20%) Opposed.

BIRT the OSSTF Toronto Teachers' Bargaining Unit Budget 2021/2022 be approved.

CARRIED

Vote Count, Budget: 59 (100%) In Favour, 0 (0%) Opposed.

BIRT the TTBU Executive pursues a legal challenge against the TDSB's mandate that vaccines are required for staff.

WITHDRAWN

Chair rules if we reach a timed item early, we continue with the item instead of waiting for the actual time. Proceed to agenda item 8 prior to 6:15 pm.

8. Executive Reports & Questions to Executive / Items of Concern:

Michelle Teixeira, President

- Acknowledgement of the many contributions of Stephen Ross, former Branch President at Harbord CI. The union is grateful for his years of service, friendship and mentorship to many. A Moment of Silence was observed in honour of Steve.
- Reported on the rise of on-calls for full day absences.
- Provided a No Hybrid Learning update.
- Spoke to the Ministry of Education's announcement today about the updates related to schools and students across the province.
- Reported on upcoming Provincial Election Readiness.
- Advised that the Executive team is embarking on School Visits before the end of January 2022 to discuss bargaining and political action.
- Closing remarks thanking school leaders for their input and engagement in fighting the good fight.

Chris Chandler, Vice-President

- Reported as Co-Chair of the Joint Management Labour Environment Committee which met on November 11, 2021 regarding the draft Terms of Reference document and spoke to committee roles and recommendations.
- Provided a Staffing Update Report regarding new hires and advised on the November 15, 2021 Blue Binder meeting.
- Spoke to Adult Day School teaching assignment data.

Michael Platt, Vice-President

- Reported on Health & Safety Issues:
 - Roofing projects at schools are continuing under Covid conditions; provided instructions as to what to do if concerned with or exposed to fumes; and
 - Lunch routine issues are ongoing; provided steps members can take if encountering issues at lunch time.
- Advised that on December 2, 2021 at 4:30 pm, all interested members are invited to attend the second Ad Hoc TTBU Health & Safety Committee Meeting.

Nicole Gauthier, Chief Negotiator & Executive Officer

- Reported that in preparation for the upcoming round of bargaining, the Provincial Bargaining Priorities Survey will be conducted in the near future. Please remind all new members to register with our website if they aren't receiving our emails and all members to register to receive the survey. The registration process is now active and will be available until Friday, December 10, 2021.

Rony Masri, Executive Officer:

- Reported that the Constitution and Steering Committee will be running a Rules of Order Workshop on December 2, 2021 at 4:30 pm, with a longer more comprehensive session to be held during the February Board-wide PD day.

Questions and concerns to the Executive were addressed.

9. Provincial Executive Report

President Karen Littlewood and Hayssam Hulays, OSSTF/FEESO Provincial Office, in attendance. A written Provincial Executive Report was provided in Council packages.

12. Adjournment at 7:03 pm as a timed item.

**OSSTF Toronto
TTBU Council Meeting
November 18, 2021**

8. Questions to Executive / Items of Concern

- Re-arranging our lobbying focus to Toronto Public Health (TPH) and how to do that
- Actions toward TPH to prioritize education workers to receive a booster if going back to full time in-person
- Concern over who is making decisions among Board, TPH and Ministry
- Students not having vaccination requirements; why are colleges and universities different
- Union pushing for rapid tests in schools and being regularly deployed as needed
- Aerosol transmission and the importance of proper mask fit; concern of masks provided by the employer
- Examples of lunchtime chaos requested; actions teachers can take
- Clarification of “non-essential visitors” in schools
- Are the guidelines for lunchtimes outlined in the Operational Guidelines and if not, where
- Are schools really a problem if vast amount of transmissions are not occurring in schools

OSSTF Toronto TTBU - AMPA 2022 Nominees

You should have a list of candidates numbered alphabetically. Please vote for up to a maximum of 43 candidates. Voting to take place electronically during December Council via the Provincial OSSTF Voting Centre.

1. Akerman, Sonia - Albert Campbell C.I.
2. Akon, Tania - Woburn C.I.
3. Andrews, Michael - Burnhamthorpe EDVANCE
4. Baldacchino, Louise - Central Technical School
5. Barltrop, Michael - Western Technical-Commercial School
6. Bates, Steven J. - Oasis Alternative S.S.
7. Beer, Rick - RH King Academy
8. Bernstein, Seth - Ursula Franklin Academy
9. Bisasor, Vincent - Emery C.I.
10. Bubulj, Mitch - Silverthorn C.I.
11. Buchanan-Walford, Deborah - Emery ALC
12. Budny, Kristina - RH King Academy
13. Byrnes, Heather - Don Mills C. I.
14. Cho, Fred - Bloor C.I.
15. Clayton, Laura - SCAS
16. Colquhoun, Matthew - Central Technical School
17. Coniam, Joanne - L'Amoreaux C.I.
18. Da Ros, Denis - Alt Programs Attendance SAL/CIC
19. Di Giovanni, Fabio - L'Amoreaux C.I.
20. Douglas, Ajay - Drewry S.S.
21. Elbourne James, Merlyn - John Polanyi C.I.
22. Elliott, Helen - North Toronto C.I.
23. Garrett, Bruce - Victoria Park C.I.
24. Giddens, Sarah - Jarvis C.I.
25. Greer-Velez, Cynthia - Sir John A. Macdonald C.I.
26. Groome, Laura - SCAS
27. Gunn, Sharon - Marc Garneau C.I.
28. Kass, Ando - Sir John A. Macdonald C.I.
29. Kopyto, Marc - Earl Haig S.S.
30. Kunin, Jason - Western Technical-Commercial School
31. Lanteigne, Maryline - Jarvis C.I.
32. Laufer, Eitan - Central Staff
33. LeFresne, Jonathan - Leaside H.S.
34. Maletin, Nancy - Rosedale Heights School of the Arts
35. Mandelzys, David - Bloor C.I.
36. Martyr-Andre, Joy - Victoria Park C.I.
37. Masri, Rony - Humberside C.I.
38. McBain-Grant, Jennifer - Yorkdale S.S. Edvance
39. McEachern, Liz - Yorkdale ALC
40. Mekonnen, Mulatu - Sir Wilfrid Laurier C.I.
41. Munro, Emma - George Harvey C.I.
42. Nelson-Guthrie, Monique - Birchmount Park C.I.
43. Pickering, David - York Mills C.I.
44. Platt, Michael - Sir John A. Macdonald C.I.
45. Sass, Navot - Jarvis C.I.
46. Shopman, Clive - Agincourt C. I.
47. Simmons, Lauren - Leaside H.S.
48. So, Keway - Victoria Park C.I.
49. Srivastava, Soma - Etobicoke C.I.
50. Stavole, Lucio - Central Technical School
51. Steponas, Ernie - Etobicoke C.I.
52. Thompson, Careen - Emery C.I.
53. Uhm, Esther - Central Technical School
54. Vance, Sarah - Westview Centennial S.S.
55. Willson, Melanie - Bloor C.I.
56. Zafar, Zainab - Burnhamthorpe ALC

**ON TIME MOTIONS TO
DECEMBER 9, 2021
TTBU COUNCIL**

1. BIRT the TTBU Executive asks the District Executive Committee to create a reserve fund for the proceeds from the District Dismantling ABR Levy to prevent these funds from going back into/being absorbed as revenue and thus be utilized as they are intended, which is “to allow each Dismantling Anti-Black Racism and Intersectional Oppression Executive access to up to 30 days of time release during the school year, as well as to complete their duties” and not as general revenue for the union.

Shay-Lea Anishinaabe Kwe O'Brien, TDSS/
Laura Clayton, SCAS Adult Learning Centre

2. BIRT the TTBU Executive officially requests the Ontario College of Teachers rescind and rewrite the Professional Advisory on Anti-Black Racism on the grounds that the present document is overtly political and erodes public trust in the teaching profession.

Jon Roberts, Sir William Osler HS/
Mahesh Samji, SATEC @ W.A. Porter

AMPA 2022 Motions:

1. BIRT TTBU Council endorse the following motion to AMPA 2022:

*BIRT Bylaw 2.3.3 be amended by addition of subsection 2.3.3.1.2.1.x which reads:
“Matters pertaining to Human Rights on all protected grounds under the Ontario
Human Rights Code”*

Deborah Buchanan-Walford, TTBU Executive/
Sarah Vance, Westview Centennial S.S.

OSSTF/FEESO Constitution & Bylaws 2021-2022, page 11

Bylaw 2 Membership

2.3 Duties of Members

2.3.3 Duties of Members to Other Members

2.3.3.1 A members shall:

2.3.3.1.2 on making an adverse report on another member, furnish that member with a written statement of the report at the earliest possible time and not later than three days after making the report.

2.3.3.1.2.1 Notwithstanding Bylaw 2.2.3.1.2, this obligation shall not apply to:

OSSTF District 12 STBU
Comparative Income Statement

	Budget 07/01/2021 to 06/30/2022	Actual 07/01/2021 to 12/06/2021	Change
REVENUE			
District Funding			
District Rebates - Funding Master	855,574.64	256,672.38	598,902.26
P.D. & Training	57,846.46	0.00	57,846.46
District WSIB Funding	5,239.00	0.00	5,239.00
Other District Funding	54,903.76	0.00	54,903.76
Total District Funding	<u>973,563.86</u>	<u>256,672.38</u>	716,891.48
Member Levy			
TTBU Levy - Executive Time Release	460,000.00	194,931.51	265,068.49
Total Member Levy	<u>460,000.00</u>	<u>194,931.51</u>	265,068.49
Other Revenue			
Investment Revenue	14,000.00	4,964.71	9,035.29
OTIP Rebate	25,000.00	0.00	25,000.00
Miscellaneous Revenue	0.00	5,475.50	-5,475.50
Total Other Revenue	<u>39,000.00</u>	<u>10,440.21</u>	28,559.79
TOTAL REVENUE	<u>1,472,563.86</u>	<u>462,044.10</u>	1,010,519.76
EXPENSE			
Executive			
Executive Time Release	693,870.00	231,290.00	462,580.00
Health and Safety Time Release	500.00	0.00	500.00
ExecExpenses/Member Meetings	16,500.00	1,847.93	14,652.07
Executive Action	12,000.00	0.00	12,000.00
Executive Mileage and Taxi	14,500.00	1,491.20	13,008.80
Total Executive	<u>737,370.00</u>	<u>234,629.13</u>	502,740.87
Meetings			
TTBU Executive	12,000.00	4,410.22	7,589.78
TTBU Council Meetings/Travel	29,000.00	2,401.90	26,598.10
TTBU Annual General Meeting	35,080.00	65.49	35,014.51
Branch Meetings (Rebates)	23,000.00	19,572.32	3,427.68
Total Meetings	<u>99,080.00</u>	<u>26,449.93</u>	72,630.07
Activities/Programmes			
Grants and Donations	3,500.00	300.00	3,200.00
Community Forums/ Member Outreach	500.00	0.00	500.00
Elections Commission and Expenses	500.00	0.00	500.00
Branch Presidents Workshops	63,000.00	963.76	62,036.24
Executive Workshop	2,000.00	0.00	2,000.00
New Teacher Events and Workshops	6,000.00	0.00	6,000.00
Professional Development	8,400.00	0.00	8,400.00
Retirees Reception	7,000.00	0.00	7,000.00
Tributes	1,500.00	0.00	1,500.00
Time Release -Activities/Programmes	1,000.00	-281.57	1,281.57
Special Projects/Member Engagement	500.00	0.00	500.00
Total Activities/Programmes	<u>93,900.00</u>	<u>982.19</u>	92,917.81
Member Protection			
Grievances	31,000.00	2,449.38	28,550.62
Legal Retainer	17,000.00	16,950.00	50.00
Negotiations	5,000.00	0.00	5,000.00
Secondary Consultation(Common Conc)	1,000.00	0.00	1,000.00
Staffing(Data/Blue Bk/Training Wkp)	14,000.00	0.00	14,000.00
Total Member Protection	<u>68,000.00</u>	<u>19,399.38</u>	48,600.62
Committees			
Constitution Committee	3,900.00	409.48	3,490.52
TTBU Budget Committee	1,700.00	179.37	1,520.63
Collective Bargaining Committee	1,500.00	0.00	1,500.00
Retirement Workshops	3,000.00	0.00	3,000.00
Professional Development Committee	1,300.00	0.00	1,300.00
Ad Hoc Committees	3,000.00	0.00	3,000.00

OSSTF District 12 STBU
Comparative Income Statement

	Budget 07/01/2021 to 06/30/2022	Actual 07/01/2021 to 12/06/2021	Change
Total Committees	<u>14,400.00</u>	<u>588.85</u>	<u>13,811.15</u>
Extraordinary Expenses			
Arbitration TDSB	0.00	0.00	0.00
Total Extraordinary Expenses	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>
Office Expenses			
Staff Salaries	192,695.98	78,572.72	114,123.26
EI Expense	4,000.00	1,715.34	2,284.66
CPP Expense	8,000.00	4,052.36	3,947.64
WSIB Expense	6,400.00	1,849.18	4,550.82
Pension Expense	16,000.00	6,892.15	9,107.85
Benefit Plan	<u>24,000.00</u>	<u>9,010.40</u>	<u>14,989.60</u>
Total Staff Benefits	58,400.00	23,519.43	34,880.57
Temporary Help	960.00	0.00	960.00
Bank Charges and Audit	500.00	90.40	409.60
Building Operations	103,600.00	55,371.03	48,228.97
Capital Equipment	5,000.00	3,229.64	1,770.36
Supplies	18,500.00	5,770.63	12,729.37
Photocopying	4,500.00	412.62	4,087.38
Photocopier Leases	21,500.00	9,479.17	12,020.83
Paper Purchases	2,400.00	586.97	1,813.03
Printing	500.00	0.00	500.00
Telephone	24,000.00	5,116.91	18,883.09
Postage	5,000.00	1,757.37	3,242.63
Taxi and Courier	500.00	0.00	500.00
Parking/Management	5,000.00	1,800.00	3,200.00
Insurance	<u>2,500.00</u>	<u>0.00</u>	<u>2,500.00</u>
Total General Office Expenses	89,400.00	28,153.31	61,246.69
Computer/Network Support/Licenses	16,000.00	5,622.95	10,377.05
Website/Fibre	12,400.00	2,977.26	9,422.74
Contingency	21.22	0.00	21.22
Total Office Expenses	<u>473,977.20</u>	<u>194,307.10</u>	<u>279,670.10</u>
TOTAL EXPENSE	<u>1,486,727.20</u>	<u>476,356.58</u>	<u>1,010,370.62</u>
NET INCOME	<u>-14,163.34</u>	<u>-14,312.48</u>	<u>149.14</u>

Ex O.E.


	Budget 07/01/2021 to 06/30/2022	Actual 07/01/2021 to 12/06/2021	Change
REVENUE			
Provincial Office Funding			
2000 - Basic District Rebates	1,583,653.00	570,117.00	1,013,536.00
2010 - Prof. Develop. and Training	81,127.00	0.00	81,127.00
2015 - Union Training	1.00	0.00	1.00
2045-Events to Engage	6,000.00	0.00	6,000.00
2050 - PAC Special Distr. Programs	2,500.00	0.00	2,500.00
2052 - District Coalitions	15,000.00	0.00	15,000.00
2055 - Dist Excellence in Education	1.00	0.00	1.00
2080 - District WSIB Funding	1,310.00	0.00	1,310.00
2090 - Member Accessibility Funding	1.00	0.00	1.00
AMPA Funding	62,000.00	0.00	62,000.00
Election Readiness / Mobilisation	1.00	0.00	1.00
Other Provincial Office Funding	1.00	0.00	1.00
Total Provincial Office Funding	1,751,595.00	570,117.00	1,181,478.00
Member Levy			
District Political Action Levy	81,000.00	22,302.00	58,698.00
D12 Anti-Black Racism Levy	76,000.00	18,797.80	57,202.20
Total Member Levy	157,000.00	41,099.80	115,900.20
Other Revenue			
Interest Revenue	1,500.00	0.00	1,500.00
Active Retired Members	1.00	12,150.00	-12,149.00
Camille Natale Award Income	1.00	0.00	1.00
Miscellaneous Revenue	77,000.00	0.00	77,000.00
Total Other Revenue	78,502.00	12,150.00	66,352.00
TOTAL REVENUE	1,987,097.00	623,366.80	1,363,730.20
EXPENSE			
Bargaining Unit Funding			
OTBU Funding - Funding Master	180,006.92	54,002.07	126,004.85
OTBU Funding - Other	12,170.49	0.00	12,170.49
PSSP Funding - Funding Master (net)	164,322.48	49,296.75	115,025.73
PSSP Funding - Other	11,110.05	0.00	11,110.05
TTBU Funding - Funding Master	855,574.64	256,672.38	598,902.26
TTBU Funding - Other	57,846.46	0.00	57,846.46
Active Retired Members	0.00	12,150.00	-12,150.00
Allocation To BUs From Surplus	77,000.00	0.00	77,000.00
Total Bargaining Unit Funding	1,358,031.04	372,121.20	985,909.84
Executive			
Executive Time Release	161,600.00	53,866.66	107,733.34
Executive Liaison Expenses	2,000.00	10.93	1,989.07
Total Executive	163,600.00	53,877.59	109,722.41
Meetings			
District Executive	2,000.00	0.00	2,000.00
District General & Annual Meetings	16,500.00	415.16	16,084.84
Inter-District Meetings/Training	0.00	0.00	0.00
AMPA	124,000.00	0.00	124,000.00
Total Meetings	142,500.00	415.16	142,084.84
Activities/Programmes			
Political Action	40,000.00	1,852.53	38,147.47
D12 Anti-Black Racism	76,000.00	0.00	76,000.00
Labour Council	26,500.00	0.00	26,500.00
Election Readiness/Mobilisation	1.00	0.00	1.00
Affiliations/Coalitions	10,000.00	0.00	10,000.00
Grants and Donations	6,000.00	300.00	5,700.00
Community Forums/Member Outreach	6,000.00	0.00	6,000.00
AMPA Campaigns	1.00	0.00	1.00
Camille Natale Award	1.00	0.00	1.00
Ex in Ed - Jim McQueen Award	8,500.00	1,705.09	6,794.91
Awards Event	4,000.00	0.00	4,000.00

OSSTF District 12
Comparative Income Statement

	Budget 07/01/2021 to 06/30/2022	Actual 07/01/2021 to 12/06/2021	Change
Pregnancy ,Parental, Adoption Leave	1,000.00	0.00	1,000.00
Total Activities/Programmes	178,003.00	3,857.62	174,145.38
Committees			
Constitution Committee	1,500.00	30.00	1,470.00
Communications PAC Committee	3,700.00	652.91	3,047.09
Finance Committee	1,600.00	217.24	1,382.76
PRIDE Committee	3,500.00	0.00	3,500.00
Occupational Health and Safety Cttee	1,600.00	0.00	1,600.00
Human Rights Committee	4,500.00	178.05	4,321.95
Status of Women Committee	3,000.00	753.30	2,246.70
Black,Indigenous ,Workers of Colour	2,500.00	0.00	2,500.00
Eco Committee	1,100.00	113.00	987.00
Total Committees	23,000.00	1,944.50	21,055.50
Office Expenses			
Staff Salaries	48,174.00	19,631.20	28,542.80
EI Expense	1,000.00	428.82	571.18
CPP Expense	2,000.00	1,013.10	986.90
WSIB Expense	1,600.00	462.30	1,137.70
Pension Expense	4,000.00	1,723.03	2,276.97
Benefit Plan	6,000.00	2,252.60	3,747.40
Total Staff Benefits	14,600.00	5,879.85	8,720.15
Temporary Help	240.00	0.00	240.00
Bank Charges and Audit	500.00	0.00	500.00
Building Operations	25,900.00	94.92	25,805.08
Capital Equipment	1,250.00	807.40	442.60
Supplies	4,625.00	1,845.80	2,779.20
Photocopying	1,125.00	103.15	1,021.85
Photocopier Leases	5,375.00	2,369.51	3,005.49
Paper Purchases	600.00	146.74	453.26
Printing	125.00	0.00	125.00
Telephone	6,000.00	1,455.89	4,544.11
Postage	1,250.00	439.35	810.65
Taxi and Courier	125.00	0.00	125.00
Parking/Management	1,250.00	450.00	800.00
Insurance	625.00	0.00	625.00
Total General Office Expenses	22,350.00	7,617.84	14,732.16
Computer/Network Support/Licenses	4,800.00	1,405.73	3,394.27
Website/Fibre	2,300.00	744.35	1,555.65
Contingency	14.96	0.00	14.96
Total Office Expenses	118,878.96	35,373.89	83,505.07
TOTAL EXPENSE	1,984,013.00	467,589.96	1,516,423.04
NET INCOME	3,084.00	155,776.84	-152,692.84

E.O.E.
AP



OSSTF Toronto

Black, Indigenous and Workers of Colour Committee (BIWOC) Award Criteria for 2021-2022

Nominations are open to any OSSTF Toronto Member who has:

- Advocated for issues of concern to Black, Indigenous, and Workers of Colour and/or Students of Colour resulting in the advancement of OSSTF Toronto and/or public education.
- Incorporated antiracism and decolonization into our union and/or education system to better address the concerns of Black, Indigenous, and Workers of Colour and Students of Colour over the long-term.

The selection of the successful applicant will be based on:

- the scope of the antiracism/ decolonization work
- the length of time involved in that activity
- the impact on the life of fellow members, the students or community

For clarity, it is acceptable to nominate a team for the award.

The deadline for nominations is: March 25, 2022



OSSTF Toronto

Black, Indigenous, and Workers of Colour Committee Awards (BIWOC)—Nomination Form

Submit completed nomination form to *Danica Izzard* at dizzard@osstftoronto.ca

The deadline for nominations is: March 25, 2022

Nominee's Name: _____
Nominee's School/Site: _____
Nominee's Bargaining Unit: _____
Nominator's Name: _____
Nominator's School/Worksite: _____
Nominator's email: _____

Nominations are open to any OSSTF Toronto Member who, in any or all of the following, has:

- advocated for issues of concern to Black, Indigenous, and Workers and/or Students of Colour resulting in the advancement of OSSTF Toronto and/ or public education.
- incorporated antiracism and decolonization practices into our union and/or education system to better address the concerns of Black, Indigenous, and Workers and/or students of Colour over the long-term.

The selection of the successful applicant will be based on:

- the scope of the antiracism/ decolonization work
- the length of time involved in that activity
- the impact on the life of fellow members, students or community

Possible ways the successful nominee can **demonstrate their commitment to equitable practices** include:

- Working collaboratively with students and other members to advance the teaching and learning environment in their schools and school communities for Black, Indigenous and Students of colour.
- Demonstrating enthusiasm and passion for incorporating antiracism and decolonization in their practice

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OSSTF TORONTO PLEASE POST !!



OSSTF PENSION RETIREMENT PLANNING WORKSHOPS TEACHERS' PENSION PLAN MEMBERS 2021-2022

Registration: TTBU members - "Events" calendar on our website - osstftoronto.ca

WORKSHOP #4

DATE: Thursday, January 13, 2022
TIME: 4:30 p.m. – 5:45 p.m.
PLACE: <https://attendee.gotowebinar.com/register/1903909254203851788>

**** You may also wish to register for an OTIP/Educator's Financial "Benefits & Financial Planning Retirement Seminar" at www.otip.com/events ****

OTPP and OMERS Pension Workshops

To: Presidents and All Members

From: Chris Goodsir, Associate General Secretary – Protective Services

For Action

Please be advised that OSSTF/FEESO and Educators Financial Group (EFG) will continue to provide OTPP and OMERS pension webinars to our members until the end of semester one. In semester two, we will be returning to in-person workshops but will also hold a few webinars for members who prefer that format. Leaders are encouraged to promote the webinars to their members.

These webinars will focus specifically on pension planning and retirement. Whether members are fifteen years from retirement, or a few months away, they will discover common sense financial strategies and retirement planning ideas. The webinars are approximately 75 minutes long and provide opportunities for members to ask questions of the OSSTF/FEESO and EFG presenters.

Members will also be able to request a meeting to speak privately with an EFG financial specialist assigned to their region when they complete the survey, or they can submit a request through the following web link: <https://educatorsfinancialgroup.ca/>.

OTPP Pension Webinars

OTPP members should choose from one of the following dates for the OTPP Pension Webinar. Please register using the link below for the date that you have selected.

- Tuesday, October 5, 2021 from 4:00 p.m. – 5:15 p.m.
<https://attendee.gotowebinar.com/register/1000744014867480847>
- Wednesday, October 20, 2021 from 4:30 p.m. – 5:45 p.m.
<https://attendee.gotowebinar.com/register/6504290094072490767>
- Wednesday, November 24, 2021 from 5:00 p.m. – 6:15 p.m.
<https://attendee.gotowebinar.com/register/1466504836976850188>
- Thursday, January 13, 2022 from 4:30 p.m. – 5:45 p.m.
<https://attendee.gotowebinar.com/register/1903909254203851788>

OMERS Pension Webinars

OMERS members should choose from one of the following dates for the OMERS Pension Webinar. Please register using the link below for the date that you have selected.

- Wednesday, October 6, 2021 from 5:30 p.m. – 6:45 p.m.
<https://attendee.gotowebinar.com/register/6273350870797608719>
- Tuesday, October 19, 2021 from 6:00 p.m. – 7:15 p.m.
<https://attendee.gotowebinar.com/register/1706521628248646927>
- Tuesday, November 23, 2021 from 6:30 p.m. – 7:45 p.m. **(French webinar)**
<https://attendee.gotowebinar.com/register/6952657741741903116>
- Saturday, December 4, 2021 from 10:00 a.m. – 11:15 a.m.
<https://attendee.gotowebinar.com/register/5886442624589890060>
- Wednesday January 12, 2022 from 5:00 p.m. – 6:15 p.m.
<https://attendee.gotowebinar.com/register/4886128935871848972>

Please follow this link [View System Requirements](#) and go to the Join Webcast webinar section to make sure you are meeting the minimum requirements so you can attend a webinar from anywhere, anytime using a compatible device and you are able to participate without technical difficulties.

You will receive a calendar invite and a confirmation email with the specific link to the webinar you have chosen. A couple of email reminders for the webinar you signed up for will also be sent to you about 24 hours and one hour before the start of the session.

You can send your questions, comments, and feedback about the webinars to webinars@educatorsfinancialgroup.ca.

Links for the webinars in semester two will be released later in the fall.

Any questions you may have can be directed to Lamia Sabbagh at Lamia.Sabbagh@osstf.ca.

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016 - OTPP and OMERS Pension Workshops

Provincial Executive Liaison Report

To: District 12, TTBU Council

From: Karen Littlewood, President
Hayssam Hulays, Executive Officer

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1. Equity Update

This year, OSSTF/FEESO has been working on creating intentional and purposeful policies, initiatives, and practices to create a more inclusive Federation.

Members from equity-seeking and sovereignty-seeking groups were solicited to apply to the Parliamentary Speaker Bank in September 2021 with the aim to diversify our Chairs and Speakers. Applications were reviewed and candidates have now been selected. The chosen candidates come from diverse backgrounds and possess various experiences both internal and external to the Federation that will enrich the Speaker Bank. All speakers will be receiving training in the upcoming months to prepare for their role.

In October 2021 the Equity Mentorship Engagement Program was created because the motion to renew the mentorship program did not hit the floor at AMPA 2021. The Provincial Executive in collaboration with Provincial Committees, Advisory Workgroups and staff created this interim program to continue mentorship efforts. We are committed to reducing barriers to participation in the Federation.

In preparation for the motion on the mentorship program to come to AMPA 2022, staff have been examining the research and best practices around mentorship with the intention of creating a program that will result in transformational outcomes. Staff have also been

looking at building an evaluation component into this mentorship program that can continuously be assessed for impact and effectiveness.

For additional information, please visit the Equity Update section on the Provincial website at: <https://www.osstf.on.ca/about-us/what-we-stand-for/equity.aspx>

2. OSSTF/FEESO Supports Trent University and Community Indigenous Curriculum Project

In the spring of 2021, OSSTF/FEESO was approached and presented with an opportunity to support the development of a new Indigenous curriculum project centred around Manoomin – popularly called wild rice, that grows in the waters of the Great Lakes Region.

The Manoomin project is a collaborative effort between the [Community Voices for Manoomin](#), the [Bobcaygeon Truth and Reconciliation Community](#), and Trent University - [Chanie Wenjack School for Indigenous Studies](#), and the [School of Education](#).

By creating a cross-curricular resource for K-12 schooling that addresses many aspects of Manoomin – biological, ecological, cultural, and nutritional, Ontario students will be introduced to this grain and its multi-layered context. The curriculum will include unit plans with individual lessons, resources, and assessment tools. It will also reflect our current learning environment by incorporating multimedia supports such as slides and videos to highlight authentic Indigenous voices where possible. Pedagogically, the curriculum will incorporate both Indigenous and Western ways of knowing and infuse Indigenous learning processes in various contexts.

The tentative launch date for the new resource is June 21, 2022.

The project team requested financial support and approved OSSTF/FEESO as a promoter for the project. More specifically, the Federation was asked to provide support so that the project team could consult local Knowledge Holders from Curve Lake First Nation during the development of the resource.

The First Nations, Métis, and Inuit Advisory Work Group was consulted about this opportunity and recommended the Provincial Executive support the project.

In October 2021, the Provincial Executive approved a \$4,000 contribution to the Manoomin Curriculum Project (#6530 National / International Programs).

3. OTF/Affiliate Research Project: The Implications of Virtual Teaching and Learning in Ontario

OTF and the Affiliates have engaged Dr. Lisa Bayrami from Lakehead University, Department of Education and Department of Psychology, to conduct a research project on the impact virtual learning has had during the COVID-19 pandemic and the implications of virtual/remote learning into the future. She and her team have developed a preliminary draft of the educator-focused survey (Phase 2) based on insights gleaned from a series of small focus groups (Phase 1) conducted the week of August 9, 2021.

The OTF Curriculum Staff Work Group met virtually several times during the summer before and after the focus groups to review, revise and refine the draft questions and the resulting draft survey. The final draft of the survey goes to the OTF Executive for final approval. The

Work Group believes that the final iteration of the survey will, indeed, solicit valuable insights and data for the research team's analysis and interim and final reports.

The goal is to have the data gathering from educators, education workers, parents/guardians and students completed this Fall with a preliminary report in December 2021 or January/February 2022 and a final report in Spring 2022 in time for the Affiliates to review for potential use in lobbying the government and/or communication strategy before the June 2022 Provincial Election.

4. Extension of Funding to the Foundation for Development and Education in Bolivia

The British Colombia Teachers' Federation (BCTF) and OSSTF/FEESO have funded the Foundation for Development and Education (FUNDE) in Bolivia since 2006. This program began as a union training school, called the School of Political and Trade Union Training, and was consolidated into a post-graduate program for educators in 2007 with agreements with the Federations of Teachers of Oruro and Cochabamba. The program provides professional learning opportunities that meet government requirements for educators to maintain their qualifications with a focus on educational reform pedagogy and foster a greater understanding of unionism and social progress.

The program expanded further in 2014 with the inclusion of a Master's Degree in Higher Education, which grew enrollment significantly. Educators from both urban and rural districts have participated in these programs, including Indigenous educators and political leaders who are former teachers.

Prior to the coup in Bolivia in November 2019, the Foundation was working its way to becoming accredited with the government and integrated into an existing university program. However, the forced resignation of President Evo Morales and installation of an opposition right-wing leader disrupted the process. The global pandemic also put the accreditation process in jeopardy. New elections were held in October 2020, which saw the Morales' party win the Presidential election with the 55% of the vote, installing Luis Arce as the new national leader. Morales returned from exile in Mexico soon after as all charges against him were dropped.

FUNDE has reinitiated the accreditation process with the Ministry of Education. They are taking their time to go through the regular bureaucratic process rather than requesting a faster evaluation. They wish to avoid a perceived conflict of interest as the new Minister of Education is a very recent graduate of the FUNDE program.

They anticipate that the process will take a minimum of one year, possibly longer, to complete and they are in the process of re-filing their accreditation application. They are in the process of finishing with the current 2019 cohort of students, who were delayed in completing their studies due to the pandemic and uncertainty caused by the coup. FUNDE will need to continue with a new group of students as they seek accreditation with a local university. If FUNDE gets accreditation with a university, then the costs to educators to participate in these courses and programs goes down significantly.

OSSTF/FEESO and BCTF are winding up the last year of a three-year Memorandum that agreed to each Federation contributing \$25,000 (USD) each year to the program. FUNDE has been able to secure funding from a couple of Bolivian unions to allow for expansion of the program over the past few years, but at a lower level than OSSTF/FEESO and BCTF.

Igor Ampuero Morales, Director of FUNDE, met with OSSTF/FEESO and BCTF in June to

discuss a transition plan as the Foundation seeks to get accreditation with the Ministry of Education over the next three years. Gaining accreditation will mean that the Foundation will no longer need to rely on funding from OSSTF/FEESO and BCTF.

OSSTF/FEESO and BCTF has had the opportunity to send Provincial Executive members and staff down to Bolivia to observe the program and participate in graduation ceremonies. The last visit was in July 2019 with Karen Littlewood (Vice President at the time) and CPA Department Director Gary Fenn, who had the opportunity to visit schools where program graduates were employed, meet with university officials, review the FUNDE audited statements, engage in panel discussions, and participate in the latest graduation ceremony. Carole Gordon, BCTF Vice President also attended.

The Provincial Executive approved the recommendation for OSSTF/FEESO to sign a three-year Memorandum committing \$25,000 USD each year to FUNDE, with BCTF committing the same amount, to sustain the program in Bolivia as they seek to transition to a university program pending accreditation with the Ministry of Education.

5. De-Streamed Mathematics Curriculum

On November 10, 2021, the Ministry of Education quietly issued a memo on next steps for de-streaming. Since the release of de-streamed Mathematics course in June 2021, Staff assigned to the Ministry of Education Continuous Learning work group has repeatedly raised questions over the last number of months on the next steps regarding de-streaming. At the Ministry Initiatives Committee meeting that was held in late September, the Ministry had only provided an overview of the principles of why de-streaming was necessary. Despite having had multiple opportunities, at no time was OSSTF/FEESO as well as OTF and other education affiliates made aware of the Ministry's plans for expansion on de-streaming for 2022-2023.

OSSTF/FEESO's position on de-streaming has been clear. OSSTF/FEESO supports a fully-funded de-streamed academic program in Ontario. For de-streaming initiative to be effective, OSSTF/FEESO believes that:

- there should be communication and consultation between the Ministry of Education, OSSTF/FEESO, the school boards and Black, Indigenous, racialized students, as well as students living with disabilities in all matters related to de-streaming.
- recommendations to help with the success of de-streaming should be evidence-based.
- there should be a commitment by the Ministry to further investigation into teaching, learning, and curriculum studies required to determine more specific and effective instruction methods that would support a de-streamed learning environment.
- the Ministry of Education should create specific programming to serve and support student needs.
- school boards should be held accountable through collecting and communicating disaggregated student and teacher data on de-streaming.
- any new curriculum developed for de-streaming should provide clear assessment benchmarks and guidance for teachers and education workers.
- class sizes for de-streamed classes should be kept small.
- the Ministry should provide appropriate funding to support any de-streaming initiatives.
- teachers and education workers should be provided with appropriate training and access to additional resources prior to the implementation of de-streamed classrooms.

From a bargaining perspective, the Ministry of Education's, "Next Steps for De-Streaming", memo has the potential to have significant impact on class size for students who would have

normally selected courses in the applied stream and will have to be addressed in the next round of bargaining. Due to the financial impact of class size changes, this will most likely be an issue at the central table.

Currently, the class size Regulation 132/12 requires secondary school classes across a school board to average no more than 23 students for in-person classes and 30 students for on-line classes. The ministry considers virtual schools and hybrid classes to count in the in-person category and only traditional on-line courses must average no more than 30 students. This regulation is the only thing that might prevent a school board from running all of their grade nine academic French, Geography and English courses at the academic class size maximum. They could still do this if they run enough other smaller sections to make up for the loss of applied level classes in these subjects.

For most secondary classes there are no explicit class size caps in legislation, other than a few self-contained special education classes in located in Section 31 of Regulation 298 under the *Education Act*. Apart from the special education classes, class size maxima are outlined in the local and central collective agreements. The central agreement contains a maximum class size of 35 for on-line learning. All other class size maxima currently reside in local collective agreements.

There are two areas on class size for the upcoming round of negotiations that will have to be addressed based on the changes in the, “Next Steps for De-streaming” memo:

1. The government adjusted the funded average class size for in-person classes from 22:1 to 23:1 through the last round of negotiations, which resulted in a central flex factor to adjust the class size maxima located in local agreements. Using the central flex an additional two students are permitted in up to two classes per semester per teacher in 10% of classes in the school board.
2. Some locals were able to negotiate de-streamed class sizes for grade nine, while others were not. Grievances were launched in some boards, mostly based on de-streamed classes piercing class size maxima for classes with combined academic and applied levels. Most local teacher units have no class size maximum for de-streamed classes. Where no maximum exists, boards have often used the open level maximum.

These two pieces are not mutually exclusive, for example, the removal of the central flex factor would require a higher de-streamed class size maxima to maintain a board average of 23:1. The opposite is also a consideration because the smaller a class size maximum for de-streamed courses might require a larger central flex factor.

Additionally, while not part of the memo, the possibility of de-streaming moving into grade 10 level courses in the future should be proactively addressed.

OSSTF/FEESO has included de-streaming and the need for it to be properly funded in their submissions to the Ministry of Education on the GSNs since de-streaming was re-introduced.

Further, the legal implications of the memo are currently being assessed by Staff in the Member Protection Department.

One immediate obstacle is the fact that most teacher collective agreements will not contain explicit language referencing de-streamed classes or de-streamed class sizes, and, as noted above, this will need to be addressed in bargaining.

In the absence of such language, grievances around workload, including *quantum meruit* grievances (claims that the work performed is deserving of more remuneration) could potentially be filed. Such grievances will require evidence of the increase in workload, and as such are best pursued after these courses are underway, although strategizing about how and where to best obtain useful evidence to support such claims can be done in advance.

Other potential collective agreement claims could be grounded in the professional judgement language in the central agreement. It is noted, however, that this language is untested, and the theory underpinning such grievances could be politically awkward.

The issue is also being examined from an Ontario Labour Relations Act perspective. On this front, however, the timing of the initiative – namely the fact that it commences upon the expiry of our current collective agreements – likely means any remedy obtained at the Ontario Labour Relations Board could be limited to a direction that the parties negotiate on the issue.

A letter will be sent to the Ministry of Education expressing our significant concerns regarding the government's failure to properly support their expanded de-streaming initiative as well as our disappointment with the utter lack of consultation and notice that preceded its announcement.

6. Standardized Testing News – EQAO and International Assessments for 2021-2022

New CEO

The Education Quality and Accountability Office (EQAO) has a new leader: Dan Koenig, Chief Executive Officer. An interim-CEO had been in place since the departure of Norah Marsh in November 2019.

Dan Koenig was the Associate Director, Academic Affairs, and Chief Operating Officer at the Toronto Catholic District School Board (TCDSB). The *“top priority for Mr. Koenig will be to lead the continuous digitalization and modernization of the agency's assessment program, to ensure that EQAO can continue to fulfil its mandate and generate reliable data about Ontario's public education system to support student learning in the digital age.”*

2021-2022 Provincial Assessments

The CEO and CAO confirmed that the contents of the [May 4, 2021 memo](#), as it related to the administration of EQAO's 2021-2022 provincial assessments, was the last direction it had received from the Ministry.

Grades 3 and 6 (P/J) Assessments

We have confirmation that Vretta™ had been the successful vendor to develop EQAO's digital assessment platform for the P/J assessments.

The reinstated P/J assessments were not conducted as field-tests or pilots (unlike the Grade 9 and Grade 10 assessments last school year, which were pilots.) In the late fall of 2021, EQAO will be conducting small-scale pilots of P/J assessments in Grades 4 and 7. Like the Grade 9 mathematics assessment, which was conducted online last year for the first time, the P/J numeracy assessments will adopt a multi-stage, adaptive (msCAT) design. Of note, the pencil-and-paper version of the assessment is not a multi-stage, adaptive (msCAT) design so students completing the assessment in this guise will not be subject to algorithmic influences during the test.

Like their secondary counterparts, all P/J students will be able to access the accessibility and accommodation features available in the virtual testing platform and environment, (e.g. no time limit, text-to-speech, etc.) regardless of whether they have an Individual Education Plan (IEP). Supervising teachers will be able to provide clarification for students about technical matters (e.g. identifying where certain tools and drop-down menus were located on the testing platform.)

Practice tests and other supporting resources will be made available on EQAO's website in advance of the longer administration window of May 4 to June 24, 2022. Framework and user guide documents will be released in the winter for the P/J assessments. In addition, EQAO would be hosting training webinars for the P/J assessments for IT personnel, administrators, board leads and teachers. Synchronous webinars would be recorded and archived to support on-demand, asynchronous access.

Grade 9 Mathematics assessment and Grade 10 OSSLT

Both secondary assessments will be conducted virtually again this year. Assessment dates and other administrative information can be found at <https://www.eqao.com/the-assessments/administration-dates/>

2021-2022 National and International Large-Scale Assessments

1. Pan-Canadian Assessment Program (PCAP)

The Canadian Council of Ministers of Education (CMEC) organizes this assessment, which focuses on achievement of Grade 8 students in reading, math and science. EQAO coordinates its administration every three years. Ontario last participated in 2019 and the results of that assessment year are scheduled to be released on October 12, 2021. The next administration of PCAP is scheduled for 2023 in which the major area of focus will be science.

2. Programme for International Student Assessment (PISA)

Sponsored by the Organisation for Economic Co-operation and Development (OECD), PISA measures 15-year-old students' ability to use and transfer their reading, mathematics and science knowledge and skills to authentic contexts and tasks. It is administered every three years. Ontario last participated in 2018. Given the challenges of the COVID-19 global pandemic, OECD deferred the next field test collection date from spring 2021 to spring 2022.

3. Progress in International Reading Literacy Study (PIRLS)

The IEA sponsors PIRLS, which is administered in five-year intervals. PIRLS focuses on assessment of achievement in reading authentic literary and informational passages among nine-year old students. Ontario last participated in 2016. The next main study administration date is scheduled for this fall.

4. Trends in International Mathematics and Science Study (TIMSS)

The International Association for the Evaluation of Educational Achievement (IEA) sponsors TIMSS, which is administered in four-year intervals and focuses on assessment of achievement in mathematics and science among students in Grades 4 and 8. Ontario last participated in 2019. The next TIMSS main study is scheduled for 2023. However, Ontario will participate in field test data collection in the spring of 2022.

OSSTF/FEESO along with OTF and the other Affiliates continues to advocate for a suspension of all EQAO assessments, especially the OSSLT and Grade 9 Mathematics Assessment, and any other large-scale assessment during the pandemic at every opportunity.

7. Ontario College of Teachers Update

Additional Qualifications

The following AQ course guidelines have been finalized:

- Schedule C: One-session – Orientation to Teaching in Ontario
- Schedule D: Three-session – Supporting First Nations, Métis and Inuit Students: Guidance and Counselling

The following AQ course guidelines are now in draft form:

- Basic: Primary Division & Junior Division
- Schedule A: One-Session (IS) English
- Schedule D: Three-Session Co-operative Education
- Schedule E: One-Session Honour Specialist English

The next Provincial Validation Deadline is January 29, 2022.

Math Proficiency Test

While there is no limit to the number of attempts an individual can make of the Math Proficiency Test, the deadline for completion of the MPT remains December 31, 2021. A reminder communication is to be sent out early November with upcoming dates. Members are encouraged to visit <https://mathproficiencytest.ca/#/mpt-launch> for more details.

Sexual Abuse Prevention Program

Bill 229, the *Protect, Support and Recover from COVID-19 Act* included amendments to the Ontario College of Teachers Act and both the development and implementation of a Sexual Abuse Prevention program by the Ontario College of Teachers were incorporated into legislation.

At a meeting with the OCT in late October, OTF Affiliate Staff asked many questions regarding the mandatory Sexual Abuse Prevention Program (SAPP) that will be available January 2022 and has a completion deadline of August 31, 2022. Below are the responses received:

1. *How long/how much time does the program take?* Approximately 2.5 hours. It does not have to be completed in one sitting.
2. *What happens if a teacher is on leave?* If the individual is in good standing on January 1, 2022, they are required to complete the program by August 31, 2022.
3. *How much time upon return (if there is any) from leave would teachers have to successfully complete it?* See above.
4. *How much time do members generally have to complete it – is it the same deadline every year and how does it work for new members (i.e. a teacher who becomes certified or recertified in August or November)?* As of January 1, 2022, members who are inactive/non practicing and applying for reinstatement and applicants who are applying for initial certification, will be required to complete the program prior to being moved to good standing.
5. *What, if any, reminders or notices will the College send to members?* The College will be actively promoting the program in our monthly newsletter, Your College and You, on our external website, on social media, through our mobile app, via direct email and in the password protected member area.

6. *Will the French version be quality checked by Ontario educators for context and culture and language?* The SAPP was developed by the Canadian Centre for Child Protection in both English and French. It has been available nationally for some time. The College has reviewed the program in both languages.
7. *How often will it be updated and, once updated, do members who have successfully completed it have to successfully complete it again?* The program, developed by the Canadian Centre for Child Protection, incorporates a new introductory module specific to the College. Individuals who may have already completed the program voluntarily in the past will be required to complete it again. Beyond that, there is no plan to update the content further or to require the entire membership to complete it again in the future.
8. *Will the link be updated soon?* A live link to the program and the program completion requirement will appear in the password protected member's area at the beginning of January. Once completed, the link will be removed and a notation of completion added to the public register.

Ongoing Issues of Concern

At the same meeting, the following other issues of concern were highlighted by Affiliate Staff:

A. Initial Accreditation and Licensing

- It is long overdue for the OCT to sit down with affiliates and deans of faculties of education to meet and be truly intentional in mapping out preservice requirements, licensing requirements and in-service offerings – and now (with Math and Sexual Abuse), in-service requirements.

B. French Language Shortage

- The OCT spoke to their recruitment webinar with France last spring for both first and second language French teachers; and their plans to have another in 2022.
- All affiliates replied noting the lack of support given to French as a Second Language (FSL) teachers was clearly evident in the student & teacher resource requests permeated throughout the bulk of the applications to the OTF FSL-LMPC (Labour Market Partnership Committee) PD (Professional Development) funds for 2021-2022.

C. Membership Services

- While all affiliates have repeatedly highlighted this concern at various tables with the OCT, we mentioned again the frustration OCT members are having with delays in processing documentation that have led to loss of employment and/or advancement opportunity for OCT members.
- The OCT response was that they introduced a new software system in the spring and that they have now changed their procedures for prioritization; they hope this will help to address the concerns.

D. Professional Development

- We reiterated, again that, while we appreciate the work that has gone into the offerings that the OCT provides as resources to teachers, these professional development offerings are the purview of the affiliates and NOT included in the mandate of the OCT.

8. OCT Sexual Abuse Prevention Program – Ongoing Concerns

Staff continue to have concerns about the program:

- At this time, it is understood that the online course will include an assessment component and that those who are unsuccessful will have the ability to do the program and assessment again until they are successful. After successful completion, the link to the program will be removed from their password protected member area account and a

completion notation reflected on the public register. Not since the Harris Government introduced its reviled Professional Learning Program (PLP) in the late 1990s, has the idea of a mandatory professional learning requirement, tied to certification and managed by the OCT, been raised. We are concerned both that the SAPP may be the first of other such required “ongoing teacher education” courses, and that the College is going outside its mandate in the manner in which the program is being implemented.

- All new graduates will now be required to take and pass the SAPP in order to have their Ontario Certificate of Registration and Qualification issued by the College. Like the MPT, it is worth questioning why the Government has opted to position such requirements outside of the initial teacher education program and left them to the OCT to administer.
- It appears the College is portraying itself as the advocate for student achievement, safety and wellbeing, in a scenario where teachers are being portrayed as potential predators or insufficiently qualified, and students are in need of protection from teachers as professionals.

Further information from the OCT is required to understand if there are any consequences for members if the program is not completed by August 21, 2022, or how the education program may be used to hold members “further” accountable in the College or employer’s discipline process. While the requirement to complete the SAPP is part of legislation, staff members continue to work with OTF and the affiliates to raise concerns with the OCT re: the deadline date and with Ministry officials re: ensuring that members are provided with time during work hours to complete the training.

The College of Early Childhood Educators (CECE) has taken the stance that their comparable program will emphasize training members as front-line workers, to detect sexual abuse, rather than reporting on colleagues or assuming their members are predatory or act inappropriately.

9. Ontario Teachers’ Federation French Funding

Through application to the French as a Second Language Labour Market Partnership Committee (FSL-LMPC), the Ontario Teachers’ Federation affiliates received \$75,000 to provide professional development opportunities to OTF members teaching French. OTF received 745 applications to the “Ici on parle français” grant and Staff from all affiliates were involved in the application review process. Of the OSSTF/FEESO applications, 23 of 40 individual applicants were approved and 9 of 30 team applicants were approved.

While not professional development, and therefore not eligible for these funds, it is noteworthy that many applicants were seeking funding for texts, resources and programs to support and enhance student learning. Affiliate Staff have highlighted the supports for students that FSL teachers are seeking in our conversations with the Ministry of Education regarding retention of FSL education workers.

For the OTF grant application, 63 OSSTF/FEESO members, working with 15 different employers around the province, will receive funding to support the enhancement of their French language skills. As there were numerous applications, OTF has applied for additional funds. We hope to be able to notify further successful recipients if/when more funds become available in the new year.

10. Educational Services Workshops in French 2021-2022

Along with French Language Bargaining Unit Presidents, the Educational Services Department has worked over the last several years to get more Educational Services

workshops delivered to members working in French Language school boards. As a result, we have had a consistent and continued increase in requests for Educational Services Workshops to be delivered in French. There has not been, however, a matching, consistent and continued increase to the number of French-speaking members who put their names forward to be trained as presenters.

In light of these facts, the Educational Services Department will be working with French Language Bargaining Unit Presidents to offer, whenever possible, workshops to more than one Bargaining Unit at a time. For example, when one Bargaining Unit books a workshop, that information will be shared with other Bargaining Unit presidents to see if it is a logical fit (topic and timing) for their members. This offer will be made providing that a) the workshop is virtual and, b) there is expected to be capacity to accommodate more than the one Bargaining Unit.

During a spring 2022 Educational Services Department meeting, Staff will assess the merits of this pilot and complete a “stop, start, continue” based on feedback from the French Language Bargaining Unit Presidents.

11. Bill 25, Early Years and Child Care Worker Advisory Commission Act, 2021

Background and Analysis

NDP MPP Bhutla Karpoche (Parkdale-High Park) responding to concerns that the PC government is not consulting stakeholder and community groups on childcare issues, has proposed Bill 25, *Early Years and Child Care Worker Advisory Commission Act, 2021*. Karpoche’s bill would establish the Early Years and Child Care Worker Advisory Commission, which would develop recommendations on how to support the early years and child care workforce and address staffing shortages, including through increased wages and improved working conditions. Karpoche wants the Commission to make recommendations in an annual report that would be made available to the public and sent to the Minister of Education. The Minister shall meet with the Commission to discuss its annual reports.

Legislative Process

The Bill was introduced at 1st Reading on October 21, 2021. At this point, no further legislative proceedings have been announced.

Conclusion

This bill is a LOW priority item as it is an Opposition bill that would not be likely to gain government support, particularly as it intends to hold the government accountable.

Staff will monitor the progress of the bill and report back to the Provincial Executive if it proceeds further along the legislative process.

12. Advertising - Kids Help Phone

OSSTF/FEESO has purchased radio ads with nine radio stations across Ontario with information about Kids Help Phone from the federation. We purchased similar ads back in May and November 2020 as a way of raising awareness of the services that Kids Help Phone provides for young people, which continues to be of high importance given the ongoing uncertainty driven by the global pandemic.

Ads will run for one week in each of the following cities on stations that tend to reach a younger audience starting on December 6:

- Toronto (2 stations)
- Ottawa (2 stations)

- Sault Ste. Marie
- Simcoe/Grey
- Peterborough
- Brockville
- Cornwall
- London

13. Election Readiness Conference – October 29-30

The Election Readiness Conference was attended by 190 delegates from all Districts except Districts 1 and District 30. Included in the attendees were 9 from a number of Active Retired Member chapters, 16 Additional Locally-Funded delegates and 12 Equity-Seeking and Sovereignty-Seeking members.

The conference featured an opening address by President, Karen Littlewood, a keynote speech by Polling Analyst Éric Grenier and a panel discussion with three prominent local women activists. Saturday morning featured four workshops led by the Election Organizers and a number of CPAC members. The workshops were run twice with one workshop having sessions in both English and French.

The feedback on social media and our survey shows that Éric Grenier was very well received by the attendees. They enjoyed his presentation and analysis. The three women panelists evoked great emotion in some delegates in recognizing the challenges faced, particularly by women, in pursuing political activism. The workshops also scored well with attendees.

Overall, the conference achieved its goals of mobilizing and training our local leaders and members for the 2022 elections. The next CPAC conference scheduled are the Regionals on March 25-26, 2022.

14. Hybrid Learning – Summary of Actions

As the return to in-person learning moves forward, a number of school boards are offering hybrid-learning models. As we know, this model poorly serves both members and students, creating an untenable learning environment for all.

Leaders and members from those boards currently offering hybrid learning are struggling. Currently, a number of local initiatives are happening along with provincial initiatives (i.e. *Here*

For Students campaign), with some positively impacting board decisions and ending hybrid learning in their boards.

Leaders are requesting help and support in an organized provincial pushback campaign against hybrid learning. While not all boards are engaged in the model, continuing to offer a no-hybrid campaign and messaging at the provincial level would benefit all Districts, acting to educate the public on the dangers of hybrid learning, push back against boards with hybrid learning, and thanking those boards who have not used hybrid learning.

Summary of Actions

The following represents a summary of some of the actions and supports provided by Provincial Office around the issue of hybrid learning:

- Here For Students campaign – Say No to Hybrid
 - Three advocacy emails sent to our base of 60,000+ supporters encouraging them to send an email to the provincial government and local school board chairs

- (December 2020, May 2021, October 2021)
 - Approximately 5,500 individuals sent emails, campaign page remains active
- Full-page ad in papers in areas where hybrid models are fully employed by boards, including graphics and an open letter from OSSTF/FEESO to Directors and Boards of Trustees (appeared in papers mid-October)
- Deployment of graphics and animations on OSSTF/FEESO social media accounts since December 2020
 - Animation file – <https://fb.watch/8lyzvmVIn/>
- Half-page, two-sided leaflet using static image from the animations shared with all Districts / Bargaining Units (DBU #58)
- Template letters for Districts / Bargaining Units to send to trustees and parents (DBU #58)
- Sharing of our campaign materials and links to Here For Students campaign through newsletters sent to school council chairs, community partners and labour allies
- Meeting with presidents in units where hybrid learning exists to share ideas and strategies (June 2021), as well as meetings with presidents where there were no virtual schools and hybrid may have become an alternative (October 2020 – May 2021)
- Town Hall for all members working in boards that use hybrid learning across most or all schools (November 17)
- Focus groups – focus on education issues and hybrid specifically (November 2022)
- Public webinar on the topic of hybrid learning / supporting in-person learning (December 2022 – tentative)
- Field secretary support for individual Districts as requested – grievances, media release support, strategy sharing, rally / protest organization, etc.
- Staff continue to raise hybrid learning consistently as a concern at Ministry of Education meetings; the government continues to consider this issue a school board matter
- Grievances related to hybrid learning filed by Bargaining Units
- Monitoring and sharing of media articles related to the hybrid learning issue on social media
- New images and resources are being created and will be shared with local leaders.

15. Summary of 2021 Economic Outlook and Fiscal Review

On November 4, 2021, the Ontario government released a budget update entitled *2021 Ontario Economic Outlook and Fiscal Review – Build Ontario*. The full document and supporting resources are available at <https://budget.ontario.ca/2021/fallstatement/index.html>.

The most significant revision in the economic forecast is the 3% increase in nominal Gross Domestic Product as the economy is projected to return to near-normal employment levels. As well, the government expects greater than normal growth in Personal Income Tax revenues due to projected increases in employee compensation of 6.3% in 2021 and over 4% in each of the following two years. With this increased revenue, the government has revised its budget upward by \$3.2 billion to \$176.1 billion. The new projection for the 2021-22 budget deficit is at \$21.5 billion, down from the \$33.1 billion projected in the spring budget.

For 2021-22, the government now projects \$165.5 billion in total base program expense, down from the \$166.3 billion (-0.8%) projected in the spring budget. This excludes all COVID-19 Time-Limited Funding. Base program expense is projected to grow to \$173.0 billion (+4.0%) and then \$175.6 billion (+1.5%) over the following two years. COVID-19 Time-Limited Funding of \$10.7 billion this year falls to \$3.4 billion next, before being fully eliminated in 2023-24.

In the education sector, which also includes childcare, the government has indicated it plans to spend \$500 million less, or \$30.8 billion compared to its spring budget. The decrease was acknowledged by Minister Lecce in the Legislature to be \$460 million, though it is unclear how this reduction will be accomplished. For 2022-23 and 2023-24, there are planned increases in education spending of 1.6% and 0.6% respectively. School boards will experience further pressures as enrolment is above initial projections and is expected to grow in the coming years. With Bill124, which holds public sector labour compensation increases at 1%, expiring and inflation currently trending at 4.4%, this indicates the government's continued effort to defund public education and public services in general.

In the postsecondary sector, there has been no update to the projected spending of \$10.7 billion, though the government reports additional investments to sustain the Ontario Student Assistance Program. The government highlighted a further investment of \$8.7 million to increase mental health supports for postsecondary students, presumably from within the current funding framework, bringing the total to \$27.9 million for 2021-22.

In terms of education infrastructure, the government continues to plan over \$21 billion to build new schools, improve existing facilities, and support education-related projects over the next 10 years. While significant, this funding does not adequately address the growing backlog of school repairs and the ongoing underfunding of school operations. The government is also spending \$1 billion over five years to create 30,000 new childcare spaces, which it promised in its spring budget.

Although investments in infrastructure of \$48 million were announced, including the Perimeter Institute, SNOLAB, and Advanced Research Computing, there is no change in the ten-year planned total infrastructure expenditures of \$1.3 billion for universities and \$4.0 billion for colleges and other institutions.

The budget did not contain any direct announcements on education. Rather, it highlighted the government's previous investments from the spring budget, most of which represent one-time or COVID-19 related expenditures. There are no new investments in either the education or postsecondary sectors.

Accounting for a projected increase in enrolment, and assuming \$460 million in cuts to education this year, per pupil GSN expenditure would fall to \$12,388 for 2021-22. An analysis of Grant for Student Needs funding since 2018-19 illustrates the sustained under-funding of school boards. Since 2018-19, GSN funding has grown by only \$94, or 0.2%, while inflation for that period stands at 6.8%.

16. OSSTF/FEESO's Submission to the 2022-2023 Education Funding Consultations

The Ministry of Education has solicited submissions for its Education Funding Consultation for 2022-2023. OSSTF/FEESO's Submission to the 2022-2023 Education Funding Consultations is attached.

17. D/BU's Since Last Report

67 Return to In-Person Meetings

68 Ministry Correspondence - PPM No 81 - Provision of Health Support Services in School Settings in 21/22

69 Ministry Correspondence - Guidance on Assessment, Evaluation and Reporting for the 2021-22 School Year

70 December 6th Commemorations

71	Ministry Correspondence – Remote Learning Guide for Students with Special Needs
72	Treaties Recognition Week 2021, November 1-7, 2021
73	OCT Sexual Abuse Prevention Program
74	Queen's Park Ceremony of Remembrance
75	Policy for Approval of Legal Assistance (PALA)
76	Submission of Resolutions for AMPA 2022
77	Ministry Correspondence - Next Steps for De-Streaming: Grade 9 Course Codes and Descriptions for the 2022-23 School Year
78	SBCBA Provincial Bargaining Priorities Survey (Districts 1-33)
79	OCT Advisory on Anti-Black Racism
80	ELHT Advisory Work Group Appointment
81	Job Postings: AGS, Protective Services; EA, Ed Services
82	Boycott of Sheraton Ottawa Hotel Cancelled
83	Application for Educational Services Workshop Training
84	December Benevolent Council Meeting Date Change
85	Submission of Resolutions for AMPA 2022
86	Ministry Correspondence - Communication Resources to Support Vaccinations for Children 5-11
87	Ministry Correspondence - Revised Policy/Program Memorandum No. 144 - Bullying Prevention and Intervention
88	An Evening with Dr. Love - Presented by SWC, HRC and District 16, York Region
89	New Hybrid Learning Pushback Resources
90	Ministry Correspondence - Temporary Certificate of Qualification and Registration - Update



Submission to the 2022-2023 Education Funding Consultations

The Ontario Secondary School Teachers' Federation (OSSTF/FEESO) was founded in 1919. OSSTF/FEESO represents almost 60,000 public high school teachers, occasional teachers, educational assistants, instructors, psychologists, secretaries, speech-language pathologists, social workers, plant support personnel, and many other educational workers.

OSSTF/FEESO is pleased to provide its submission to the Ontario Ministry of Education for the 2022-2023 Grants for Student Needs. OSSTF/FEESO is very concerned that public education continues to be underfunded. The Financial Accountability Office of Ontario projects an annual funding shortfall in education of \$200 million for 2021-22, growing to a shortfall of \$2.9 billion by 2029-2030. In the present school year, per pupil spending, excluding direct transfer payments to parents and time-limited COVID-19 spending, in education is lagging inflation significantly and is resulting in pressures on school boards to redirect funding from classrooms to address these increased costs. This underfunding does not include a growing school repair backlog that was estimated at nearly \$16 billion by a 2017 independent assessment of Ontario's Auditor-General. This backlog continues to grow due to the chronic underfunding of school maintenance annually, which was then projected to be at about only 10% of what is necessary to ensure Ontario's schools are maintained in a good state of repair.

OSSTF/FEESO believes that all students deserve to have every opportunity to reach their full potential and succeed personally and academically, with access to rich learning experiences that provide a strong foundation of confidence that continues throughout their lives. The current education funding model, which was developed nearly 25 years ago, created disparities in funding that have only been exacerbated over the years. Next year marks the twentieth anniversary of the Rozanski report, which then recognized the underfunding of school maintenance and the negative consequences of the funding formula's fixation with uniformity and its inadequate funding for special education, programming for students at risk, and support for students whose first language is neither English nor French. Program changes since then have magnified these issues and have been consistently underfunded, forcing school boards to redirect funding from other programs. Special Education, in particular, is funding that has been consistently capped overall and divided out among school boards in an inequitable system based on complicated statistical projections, which do nothing to address individual student needs. There are also inequities in the funding of adult and continuing education, occasional teachers, education support staff, class size, at-risk student programs, student transportation, as well as in many other areas. OSSTF/FEESO is committed to equity and believes that investments in education funding must be made so there is adequate funding for boards to address inequalities that occur as a result of income levels, gender, race, special education identification, new immigrant, and Indigenous status.

Education is the cornerstone of economic growth. In its 2019 report, "The Economic Case for Investing in Education", the Conference Board of Canada found that, for each \$1.00 increase in public education spending, \$1.30 is generated in positive economic impacts for the province. As Ontario moves out of the pandemic, it will need well-educated, intelligent, skilled, strong, and resilient workers. The priority of this government must be to address these funding shortfalls and to make significant investments to address mental health and the widening gaps in inequity among the diverse peoples of Ontario.

OSSTF/FEESO calls on the government of Ontario to invest in our greatest asset, the many people who access Ontario's world-class public education system.

Our submission is contained in two parts. Part A responds directly to the Funding Engagement Guide and the questions posed by the ministry, and Part B, which provides additional submissions on education funding.

Part A – Funding Engagement Guide submissions

MENTAL HEALTH SUPPORTS

Considerations:

- 1. How are ministry supports helping school boards meet the mental health needs of their students?*
- 2. What can the Ministry of Education, other ministries, school boards and other partner agencies do to better support the mental health needs of students?*

The current funding of mental health and well-being through the Grants for Student Needs and Priorities and Partnerships Fund provides approximately \$104 million of funding to support mental health initiatives, of which only \$25 million supports front-line service delivery. There is a need for mental health professionals to provide services directly to students in Ontario's schools. Schools are the initial point of contact of many students for mental health needs. All tiers of services should be structured through schools to make them more accessible, equitable and inclusive. Schools should be fully integrated as community mental health providers.

OSSTF/FEESO believes that there is a need for comprehensive Tier 1 and tier 2 mental health services within schools supplemented by access to tier 3 services within the community, as appropriate. Students who require tier 3 services often face barriers to access, significant wait-times or a lack of available services in their communities. Intensive mental health services should be available by referral from schools, be timely, and be fully funded by the appropriate ministry so that there can be seamless and equitable access in every community in Ontario.

Tier 1 and Tier 2 services should be provided by board-employed professional student services personnel and paraprofessionals. Any gaps in service should first be addressed by hiring additional board-employed staff to enhance the services available to students in schools. If it is not possible to provide a service internally through board-employed staff, when considering external partnerships school boards must avoid duplication of services provided by existing board-employed staff and ensure a partnership protocol is in place.

Funding for mental health and well-being supports for all students must be permanent, predictable, and meaningful. These supports strengthen learner outcomes and translates into increased graduation rates, student opportunity, and success. School boards must be accountable for ensuring that all funding provided for mental health and well-being is used effectively to provide the intended supports to students. A school-based team of professionals who have experience and an existing connection to schools is in the best position to support the needs of students. Any funding should maximize the amount of front-line services and be used to hire additional dedicated board staff to deliver service directly to students in schools as part of the school team of trained, experienced, and dedicated professionals.

There are also other factors that contribute to well-being and positive mental health that should be addressed to make schools safe and respectful. All services for students should be evaluated through the lens of equity and inclusion. Systemic inequities must be addressed through change that provides positive impacts to marginalized groups and these changes must be actionable and permanent. There must be a focus on addressing issues affecting equity- and sovereignty-seeking groups. Equity objectives are best when funding is accessible and widespread. Having more staff in buildings creates safer schools and promotes worker mental health and healthy communities. All initiatives must start with consultations and collaboration with all stakeholder groups to support open dialogue and action.

REDUCING ADMINISTRATIVE BURDEN AND RED TAPE

Considerations:

- 1. What initiatives could support the reduction of red tape and administrative burden for the education sector?*
- 2. Are there areas of overlap or duplication within the GSN (e.g., funding or reporting)? If so, what are they?*

While “red tape” and administrative burden could be reduced, OSSTF/FEESO must point out that these measures are designed to provide accountability for the use of funds and to ensure the funds are used in a way that maximizes the investment in terms of providing services to students. Reductions in reporting and administration must result in improved services to students and any saving should be re-invested.

OSST/FEESO has expressed many times that we are concerned about accountability for the school board spending of Learning Opportunities Grant and Priorities and Partnerships Funds allocations. Reporting on both has been notoriously lacking. It is unclear whether these programs have been evaluated critically to determine whether they have indeed increased positive student outcomes. In every school board, valuable funding has been re-directed from the classroom and students to assign teachers, principals, and education support staff to areas that are administrative in nature. Streamlining reporting is important, but making sure that evaluations of these programs are properly done is essential to ensure value for money.

All programs should be evaluated critically and individually to ensure resources are being provided directly to students and are not being redirected from classrooms and front-line workers.

Finally, some school boards continue to accumulate large surpluses, even during the pandemic, that have been realized by not spending resources on students, schools, staff, and direct services to students. The ministry should ensure that school boards spend allocations provided and do not accumulate excessive surpluses year-to-year.

OSSTF/FEESO notes the following duplications and also identifies potential savings for the ministry.

Ontario has a duplicate education system running with the Catholic education system. Moving to one public education system in each official language would eliminate an

enormous amount of duplication. Ontario is a multi-cultural, multi-faith society. Our public education system brings together students from diverse backgrounds to build a shared sense of community. Singling out one religion, for separate education funding, runs contrary to public education's commitments to universality and equity. In 2012, the Federation of Urban Neighbourhoods in Ontario estimated that the province could save between \$1.2 and \$1.6 billion annually by moving to a single public education system in each official language. Savings from efficiencies due to duplication of service, the creation of central consortia, the elimination of promotion and advertising costs related to competing with coterminous school boards for students, and the potential of selling surplus tangible capital would result in a real reinvestment in education. These dollars would be better spent in our schools and on our students. OSSTF/FEESO recommends involving all education stakeholders in a discussion about moving toward one public education system in each official language. A windfall of savings can be achieved by eliminating the Education Quality and Accountability Office (EQAO). EQAO testing has not proven itself to provide any value for money. The premier has already indicated that he understands the shortcomings of the EQAO. As educators, OSSTF/FEESO and our members have never been opposed to testing. However, testing should support learning and be interpreted in relation to other forms of assessment and evaluation. The current standardized testing regime creates high-stakes, high-stress, low utility evaluations. Moreover, regular publication of standardized test results from the EQAO creates a politically charged environment, where schools, portrayed as competing with one another, receive questionable ratings based on narrow criteria. We are deeply invested in high quality education and eager to support strategies that will improve education outcomes. The Ministry of Education spends approximately \$35 million per year to operate EQAO. Many alternative methods of testing (e.g. randomized) would save millions of taxpayer dollars that could be better invested in staffing schools with caring adults to support students in their education and well-being. OSSTF/FEESO recommends that the EQAO and its testing programs be discontinued and the savings be re-invested into student learning. At a minimum, more cost efficient alternative methods of standardized testing, such as randomized tests, should be used.

The *School Boards Collective Bargaining Act* was intended to reduce the costs associated with collective bargaining in Ontario's education sector. The primary mechanism for these savings was to be a restriction on the items negotiated at the central tables to matters requiring provincial funding – primarily salaries and benefits. However, the SBCBA currently allows school boards to bring administrative issues and issues related to working conditions to the central tables. As a result, school board participation in the last round of central bargaining stalled progress and added costly months to the bargaining process. Working conditions and administrative issues should be negotiated between the school boards and the unions at local bargaining tables, rather than at the central table. The Ernst and Young review agreed that this type of negotiations model would be more efficient. OSSTF/FEESO recommends that the government work with OSSTF/FEESO, ETFO, OECTA, and AEFO to streamline central bargaining. A more efficient bargaining process will focus central bargaining on salaries, benefits, and other provincial funding-related matters, bargaining directly between the government and the unions. School board associations would provide a consultative role rather than a decision-making role at the central table.

A final area of potential savings stems from the dependence of school boards on rights arbitration, which should be reduced. A fair, effective, and timely grievance procedure is an essential component of effective labour relations. Our Collective Agreements contain grievance procedures that allow for speedy resolution of disputes. Unfortunately, school boards have shown an increasing tendency to rely on the longest, and most expensive mechanism in our procedures: rights arbitration. Between 2011 and 2016, the incidents of arbitration (where costs were incurred) nearly tripled from 1.53 arbitrations per 1,000

members to 4.34 arbitrations per 1,000 members. Predictably, most school boards have been unwilling to disclose how much is spent in legal and other fees associated with rights arbitrations, but preliminary accounts show that boards are spending hundreds of thousands of dollars per year. These costs are unnecessary and defaulting to rights arbitration creates needless delays and stress for frontline education workers. OSSTF/FEESO recommends that the province review school board expenditures on rights arbitration to identify overall trends and specific problem areas. We further recommend that the Minister of Education intervene to discourage school boards from relying on rights arbitration as a default strategy when resolving grievances.

LEARNING OPPORTUNITIES GRANT

Considerations:

- 1. Given that the 2021 census is nearing completion, what is the best way to integrate updated census information into the GSN?*
- 2. Should the Demographic Component of the LOG be focused on a specific outcome(s)? If so, what are they?*

OSSTF/FEESO believes that a review of LOG funding is long overdue and recommends that an expert panel be appointed by the government to review LOG funding. Such a review must include the following issues:

- funding level;
- at-risk programming;
- effectiveness of school board based programs;
- whether the demographic components of the current LOG are achieving the goals of LOG, or if those demographic components need to be updated or new ones added to reflect all marginalized groups;
- whether LOG funds need to be enveloped; and
- the creation of an accountability mechanism that school boards must report publicly.

The Ministry should stop the practice of limiting funding to an envelope in an amount that does not adequately address the actual need. Currently, the funding formula has sections that distribute a set amount of funding based on census data. However, the funding is not increased to meet the need of Ontario students. Instead, the funding is removed from one school board and given to another. At the end of the day, the needs of the students still go unaddressed.

In addition to LOG funding, the government should change the Differentiated Special Education Needs Amount (DSENA) from a prediction model to one that addresses actual need. This allocation of the Special Education Grant is designed to address variation among school boards with respect to the special education needs of their students and the boards' abilities to respond to those needs. However, the current model is based on statistical predictions and the overall enrolment of every student in the board as a whole, rather than meeting the unique individual requirements of students with the highest needs. The current model also relies on out-of-date long form census data. This model should be changed to provide funding to school boards based on the actual needs of each board's special education population, not just the overall population.

Any changes made must include phase-in provisions. When school boards are stripped of funding, they do one of two things: cut teachers and education workers and/or cut programs. Neither one is beneficial to students. If the government will not fund the education envelope properly, then any changes need to be made slowly, so that school boards can make longer-term plans on what services to students they are going to cut.

The current funding formula ignores the inherent differences between urban, suburban, and rural areas. Adjustments must be made to the basic funding formula so there is adequate funding for boards to address inequalities that occur as a result of income levels, gender, race, special education identification, and newcomer and Indigenous status.

Any allocation of funding based on proxy measures, such as demographics and statistical projections, can lead to systemic inequities. OSSTF/FEESO advocates for needs-based funding so that all students who are in need of services and supports have every opportunity to reach their full potential and succeed personally.

Student success cannot be measured by a single standard due to the many and varying challenges that individual students face such as poverty, hunger, geography, bullying, and learning disabilities. Each student's success will look different from the next. The education system cannot be measured in the same way a business measures its success. Students are not products that can be measured against a standard and declared successful or not. Funding should never be tied to student success. OSSTF/FEESO opposes any use of standard outcomes as a measure of success.

The best way to improve student success is investment directly into classrooms and services for students. This investment in school-based staff will assist students in overcoming challenges that prevent them from reaching their full potential. Numerous studies have shown that the best method of improving education outcomes is by directly supporting students in the classroom; any support must be directed to the classroom or student services instead of administration.

By focusing on higher need areas, better outcomes can be achieved with targeted reductions in class sizes for at-risk students and students identified with special education needs. These classes should be funded beyond the current class size average, based on a model of ADE, for at-risk students and students in special education. Accountability is necessary to maximize the impact on students.

School boards need to demonstrate how the allocations of the LOG, PPF, ESL, and other allocations for specific student learning, have a direct impact on student outcomes. Each school board should be able to show that additional support personnel, lower class sizes, or other classroom resources have been allotted to improve student outcomes. Funding spent on programs that cannot be shown to demonstrate direct student support, should be ended and the funds redirected to areas of the funding formula where this can be demonstrated.

URBAN AND PRIORITY HIGH SCHOOLS

Considerations:

1. *Should the school board list be updated to respond to changing demographics and growth within school boards? If so, what factors should be considered in updating the school board list?*

2. How can the ministry ensure that the funding allocation is spent on supports for the most academically challenged at-risk students?

Inequities exist in every classroom in Ontario. In order to properly address these inequities, funding should be directed to improve learning conditions where they are needed. With smaller class sizes in all schools, all students achieve greater success. Students should have opportunities for learning and growth within their own diverse communities. More school-based services should be made available, including mental health and speech and language services. Specifically, school boards should be provided with increased funding for services by board-employed practitioners.

De-streaming must be properly implemented with curriculum modifications that reflect inclusion and diversity and that are culturally appropriate and engaging. Any de-streaming of courses must be accompanied by permanent funding to address systemic inequities that students experience with access to technology, curriculum opportunities, programming, and educator support. Supports would include: smaller class sizes, training, time for educators to adjust and plan for a new curriculum, and rich resources developed specifically for de-streaming and addressing inequity.

All services for students should be viewed through the lens of equity and inclusion. Systemic inequity must be addressed through change that provides positive impacts to equity- and sovereignty-seeking groups, and these changes must be actionable and permanent.

Newcomers to Canada must have access to increased supports for English or French language learning. These supports should be provided in schools and through adult education centres, and should address the increased need that school boards across the province are experiencing. School boards must be held accountable for ensuring that language funding for newcomers provides comprehensive classroom supports.

OSSTF/FEESO is concerned that, any allocation of funding based on proxy measures, such as demographics and statistical projections, can lead to systemic inequities. OSSTF/FEESO advocates for needs-based funding so that all students who are in need of services and supports have every opportunity to reach their full potential and succeed personally and academically, regardless of inequities that result from income levels, gender, race, special education identification, and new immigrant and indigenous status.

Finally, all students should have access to in-person learning and not be subjected to hybrid classrooms. In-person learning helps to diminish inequities in education for equity- and sovereignty-seeking groups. There should be no requirement for mandatory e-learning. Where remote instruction is necessary, it should occur in a single modality through dedicated virtual learning programs, with smaller class sizes and appropriate resources, which allow for teachers and education workers to provide high quality learning opportunities for all students. Funding and support must be provided for culturally-responsive curriculum, learning materials, assessment and evaluation, testing, and learning environments. As with in-person learning, direct and specific supports must be provided, where needed, to bridge gaps caused by inequity and to increase student success and well-being.

NEW TEACHER INDUCTION PROGRAM

Considerations:

1. *Given that there is no fixed benchmark for the NTIP, are school boards facing challenges due to funding varying every year with the fluctuation in the number of teachers?*
2. *What would be the benefits and/or challenges to having a fixed benchmark?*

The New Teacher Induction Program serves an important role in providing new teachers with support as they begin their careers. These teachers are at the most vulnerable point in their career and NTIP funding should be restricted to directly supporting those teachers. Any additional funding that directly supports new teachers is welcome.

All teachers should have the opportunity for NTIP, regardless of employment status. Since occasional teaching is generally the path to full time work, NTIP would serve to create better, and more prepared, teachers. It is not uncommon for occasional teachers to be employed in long-term assignments over the course of five years or longer before securing a permanent position. It makes sense that such teachers will have had access to NTIP at the beginning of their careers, rather than waiting until they have secured a permanent contract. It is critical that all teachers, whether permanent, long-term, or occasional, have access to NTIP, professional development, and mentorship to support their continued professional growth and that, in the event of an unsatisfactory evaluation, they have access to assistance to improve.

Part B – Other Considerations

1. End transfer of taxpayer funds to parents. Immediately end the practice of removing taxpayers' money from the education envelope and putting it in the hands of parents. Some of this money will work its way into the private school system and the pockets of people who seek to profit from education. Almost \$1.7 billion dollars was handed out with zero accountability to the system as to what that money was spent on. This "mini" voucher system has stripped desperately needed funding from the education sector that could provide special education students with additional supports or full programs to secondary school students. This government claims to be accountable and transparent, but this program is exactly the opposite of those admirable goals.
2. Increase the education worker benchmarks in the GSN. The benchmarks in the funding formula for education workers are not consistent with current salaries. These benchmarks should be updated so that money does not have to be taken from other areas of the GSNs to make up the shortfall.
3. Increase the funding to repair schools and fully address the larger than \$16.3 billion backlog. The disrepair of schools is not only dangerous for staff and students; it also impacts the learning environment and student success, including their mental health and well-being. The government has pledged to spend \$13 billion over ten years, but this rate of funding will not keep pace with the need for repairs. The government must address the repair backlog with additional funding by increasing the out-of-date benchmarks for pupil accommodation. The School Operations Grant must be funded to a level that will maintain the good repair of buildings so that Ontario's backlog stops growing.
4. Increase the funding generators for EAs in the PFG. Funding for EAs to support students should be increased across all divisions to support students. Currently, there is no funding generator for educational assistants in the Pupil Foundation Grant at the

secondary level, although there is in each of the elementary divisions. Students' need for supports do not disappear after Grade 8. Without this funding to support students with differentiated needs, school boards are forced to take money from other allocations to pay for educational assistants assigned to students in secondary schools. By putting a generator into the GSNs for these essential education workers, the ministry could better assess where money is going and relieve pressure on funding intended for other projects or purposes.

5. Update support staff salary benchmarks. The benchmarks in the funding formula for education workers are not consistent with current salaries. They should be updated to better reflect the education, value, and expertise of these essential members of the school team. Support staff salaries, in many school boards, are very low and should be adjusted, so school boards are not forced to redirect funds from other grants or programs.
6. Reinstate FDK funding and ensure full allocation to ECEs. For several years, funding generated through the JK-3 Pupil Foundation Grant for ECEs has been constantly underspent. By analyzing the EFIS reporting from school boards since the program's full inception, OSSTF/FEESO has found that since 2014-2015, over \$200 million earmarked for ECEs in Full Day Kindergarten has not been used for ECE staffing. For 2016-2017, this amount alone was over \$80 million provincially. Boards have used their discretion under the rules of the GSNs to reallocate these funds elsewhere. OSSTF/FEESO members working in the FDK program report high JK/SK class sizes, classes in which no ECE is assigned or multiple split classes – all a direct result of boards choosing not to allocate FDK funds to ECEs. OSSTF/FEESO is calling on the government to envelope the funds generated for FDK so that the program can operate as intended and not be used to subsidize other chronically underfunded portions of the GSNs.
7. Accountability of School Boards for Trustee Association Fees. Following the passage of *The School Boards Collective Bargaining Act*, the ministry allocated funding, through the Administration and Governance Grant, essentially to pay school boards' fees to their respective trustee associations. This taxpayer-provided funding is unaccounted for by school boards. OSSTF/FEESO insists that the trustee organizations be required, through law, to report publically the allocation and expenses of these funds for the interest of public accountability and transparency.
8. Increase funding in all grants, at a minimum, to cover inflation. The government has underfunded school boards for the costs of goods and services school boards must procure. For example, within the Pupil Foundation Grant for 2021-22, every allocation is funded with an increase of less than 1%, with the exception of Supply Teacher, which is funded at 1%, far below the current rate of inflation. This underfunding puts pressures on school boards that result in funds being diverted from other programs, classrooms, and students to support the increased costs of goods and services.
9. Provide real funding and supports to address violence in schools. Violence in schools remains a huge problem for all education workers. A growing number of OSSTF/FEESO members have reported incidents involving biting, punching, kicking, spitting, and other forms of assaults by students year-after-year. These members, primarily educational assistants, but also teachers, work with high needs students in special education classrooms. This issue has reached a crisis level, with severe physical and psychological impacts on education workers. This crisis also comes with increased costs in lost time, sick leave benefits, WSIB, and administrative time and resources. OSSTF/FEESO's program End the Silence → Stop the Violence has highlighted this

issue and brought it to the attention of the government. In response, the Ministry of Labour released a document in March of 2018 titled, *Workplace Violence in School Boards: A Guide to the Law*. School boards must be compelled to utilize the best practices in this guide in order to ensure compliance with the Occupational Health and Safety Act. Providing proactive health and safety training, during PD days or other paid time, to all school board employees, is an important step toward reducing the incidents of workplace violence. Increased funding must be provided to school boards to create programs that protect those who work with high needs students. More education assistants, specialists, and professional student support workers must be hired to support high needs students and reduce injuries to educational workers.

10. Increase funding for adult day school and adult non-credit continuing education. There exists an inequity between adult day school programs that serve students who are primarily 21 years old, or older, and regular day school programs. These programs are identical to regular day school programs for students under the age of 21, but are funded at a level that is far below those programs. All learners, regardless of age, deserve to have every opportunity to reach their full potential and succeed personally and academically, with access to rich learning experiences that provide a strong foundation of confidence that continues throughout their lives. GSN funding for these programs should be increased.

Similarly, non-credit adult continuing education is funded at a far lower level than regular day school programs for all students. In school boards that offer LINC, LBS, Adult ESL, and other non-credit programs for adults, the funding is from different ministries, as well as federal LINC funding. These streams of funding do not provide for appropriate administration and preparation time needed by Adult Education Instructors to ensure the program requirements are met. Portfolio Based Learning Assessment methodologies have been mandated as the method of assessment and time required to adequately operationalize the program is non-existent, creating tremendous pressure on Adult Education Instructors and frustration for students. Improving language skills in adults, including those new to Canada, has a significant positive impact on the economy as these adults seek employment within Ontario. The GSN funding for these programs must also be increased.

11. Review and Overhaul of GSNs. A comprehensive, expert panel that includes members from all stakeholder groups should be convened to conduct a review of the GSNs through the lens of equity and inclusion. This panel should meet at set intervals to conduct ongoing reviews, for example, every three to five years. The funding formula has not been reviewed since 2002, leaving the public education system critically underfunded and schools in desperate need of repair.



OSSTF TORONTO

Teachers' Bargaining Unit
1482 Bathurst St., Suite 300
Toronto, Ontario
M5P 3H1

Childcare / Dependant Care Submission

- Childcare or dependant care expenses to allow members to attend authorized OSSTF Toronto actual/virtual activities will be reimbursed at \$15 per hour, OR at the Living Wage established for the community in which the member resides (whichever is higher).
- For reimbursement at the Living Wage, the member **must** provide documentation identifying that a Living Wage has been calculated for the community and provide proof of payment at that rate. Communities with a living wage are listed at www.ontariolivingwage.ca/living_wage_by_region
- The maximum reimbursement for a day will be 10 hours, regardless of the number of dependants.
- If overnight care is needed, up to \$50 will be provided for overnight care.
- Reimbursements will include immediate family members, excluding parents and guardians, as eligible caregivers.
- Receipts from the childcare or dependant care provider must be provided.
- If there are exceptional circumstances, contact the TTBU or District Activity Liaison in advance for consideration of special approval.

OSSTF Toronto Activity: _____

TTBU or District Activity Liaison: _____

Cheque Payable to: (print legibly) _____

Mailing Address: (print legibly) _____

Documentation of Living Wage Attached:

☐

Original Receipt Attached:

☐

Copy of Original Receipt & Submission kept:

☐

Originals Sent to Address Below:

☐

Teachers' Bargaining Unit
Ontario Secondary School Teachers' Federation, Toronto

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