

**ETFO
ANNUAL
MEETING
RESOLUTIONS
BOOKLET**

2022





INTRODUCTION

RESOLUTIONS TO THE 2022 ANNUAL MEETING

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


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

2022

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The 2022 Annual Meeting Agenda will list the order in which resolutions will be dealt with, which may vary from the order published in the Annual Meeting Resolutions Booklet.



PRIORITIES

1. Executive

THAT the 2022-2023 Priorities of the Elementary Teachers' Federation of Ontario be:

- “To protect the local and provincial collective bargaining rights of all members.
- To defend publicly funded public education.
- To serve the needs of the membership.
- To provide for the professional development of members.
- To advocate for social justice in the areas of peace, anti-poverty, non-violence, equity, and anti-racism.
- To fight against anti-Black racism.
- To advocate for the economic and labour rights of all workers.
- To support international assistance and co-operation.
- To advocate for the care and protection of the environment and actively engage in climate action.
- To actively engage members in the Federation and labour movement.
- To advocate for and protect the health and safety of members, both physically and psychologically.”

Rationale:

The Executive determined that these priorities accurately reflect the direction and objectives of the Federation. Given the need to drastically improve working and learning conditions in the elementary system there is always a great temptation to add to the priorities. The challenge, of course, is that if everything is a priority, nothing is truly a priority.

CONSTITUTION

2. Elementary Teachers of Toronto Local

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

- “1.0 To inform the Executive of the members’ opinions on matters for negotiation prior to the commencement of central negotiations through an all-member survey or similar device conducted by the union.”

Rationale:

The union has a fiduciary duty to represent its members’ wishes fairly. The November 2018 survey missed many members for several reasons, which may put the union in violation of Section 74 of LRA, acting in an arbitrary manner.

Duty of fair representation by trade union, 74 A trade union or council of trade unions, so long as it continues to be entitled to represent employees in a bargaining unit, shall not act in a manner that is arbitrary, discriminatory or in bad faith in the representation of any of the employees in the unit (1995, c. 1, Sched. A, s. 74).

3. Elementary Teachers of Toronto Local

THAT effective 2023, Article V, Rights and Privileges of Active Membership, Section 1, Rights and Privileges of Active Membership, 5.1.2, be amended by the addition of a new subsection to read:

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

AND

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



“9.5.2 to elect the non-released Executive.”

Rationale:

Since every ETFO member's working conditions are largely set by the Central Table Bargaining, every member has a democratic right to elect those that will represent them. Since the dawn of School Boards Collective Bargaining Act in 2014 ETFO has been in this democratic deficit position every year we failed to rectify it. Direct representation is feasible through a province-wide election and an all-member vote (83,000 members), rather than representation by delegation (677 Annual Meeting delegates). ETFO must modernize to meet legislative changes and members' expectations and to encourage direct participation.

4. Elementary Teachers of Toronto Local

THAT Article V, Rights and Privileges of Active Membership, Section 1, Rights and Privileges of Active Membership, 5.1.2.9, be amended to read:

“5.1.2.9 to approve, after duly held information meetings, the commencement and conclusion of any provincial job action by an all-member vote.”

Rationale:

In the past, meetings have been held concurrently with the vote. This change clarifies the order in which the events should take place and enhances the opportunity for members to become informed about the issues surrounding a proposed job action before making a decision.

5. Elementary Teachers of Toronto Local

THAT Article IX, Annual Meeting, be amended by the addition of a new subsection following 9.7 to read:

“1.0 Operating procedures shall be introduced as a single motion at the beginning of the first session of the Annual Meeting.”

Rationale:

The Operating Procedures are introduced en bloc with the agenda and the Annual Meeting minutes of the previous year. Operating procedures should be a separate motion so that the procedures can be debated, if necessary, without the step of removing them from the en bloc.

6. Education Support Personnel/ Professional Support Personnel/ Designated Early Childhood Educator Committee

THAT effective for the 2023 - 2025 term of office, Article X, Provincial Organization, Section 1, Executive, 10.1.1.5, be amended by the addition of a new subsection to read:

“1.0 one (1) of the positions shall be only open to members who are members of the education workers group (education support personnel, professional support personnel, designated early childhood educators).”

AND

THAT Bylaw III, Elections, 3.2.3, be amended by the addition of a new subsection to read:

“1.0 one (1) of the positions shall be only open to members who are members of the education workers group (education support personnel, professional support personnel, designated early childhood educators).”

AND

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

“1.0 a vacancy in the education worker positions shall be only open to members who are members of the education workers group (education support personnel, professional support personnel, designated early childhood educators).”

AND

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

“1.0 a vacancy in the education worker positions shall be only open to members who are members of the education workers group (education support personnel, professional support personnel, designated early childhood educators).”

Rationale:

A diverse leadership at provincial level requires representation from all employee groups that the organization represents. This would benefit all members in terms of perspectives, experiences, skills, knowledge bases, contacts, and networks. Diversity of leadership cannot be left to the vagaries of circumstance. Education workers represent a smaller number of members within our organization. The intention of the committee is to create incremental improvement to the diversity of the provincial Executive without increasing the size of the Executive and without additional costs.

7. Annual Meeting Committee and Executive

THAT Article X, Provincial Organization, Section 1, Executive, 10.1.1.5.2 and 10.1.1.5.3 be amended to read:

“10.1.1.5.2 one (1) of the positions shall be only open to women members who are also First Nations, Métis or Inuit (FNMI), members with a disability, two-spirit, lesbian, gay, bisexual, transgender, queer, questioning, plus (2SLGBTQ+) members, or racialized members; and

10.1.1.5.3 one (1) of the positions shall be only open to women members who are also First Nations, Métis or Inuit (FNMI), members with a disability, two-spirit, lesbian, gay, bisexual, transgender, queer, questioning, plus (2SLGBTQ+) members, or racialized members; and

AND

THAT Bylaw III, Elections, 3.2.3.2 and 3.2.3.3 be amended to read:

“3.2.3.2 one (1) of the positions shall be only open to women members who are also First Nations, Métis or Inuit (FNMI), members with a disability, two-spirit, lesbian, gay, bisexual, transgender, queer, questioning, plus (2SLGBTQ+) members, or racialized members; and

3.2.3.3 one (1) of the positions shall be only open to women members who are also First Nations, Métis or Inuit (FNMI), members with a disability, two-spirit, lesbian, gay, bisexual, transgender, queer, questioning, plus (2SLGBTQ+) members, or racialized members; and”

AND

THAT Bylaw VI, Procedure to Fill a Vacancy on the Executive, 6.7.2.2, 6.7.2.3, 6.8.2.2, and 6.8.2.3 be amended to read:

“6.7.2.2 a vacancy in an equity position for women members who are also First Nations, Métis or Inuit (FNMI), members with a disability, two-spirit, lesbian, gay, bisexual, transgender, queer or questioning + members, or racialized members shall be only open to women members who are also First Nations, Métis or Inuit (FNMI), members with a disability, two-spirit, lesbian, gay, bisexual, transgender, queer, questioning, plus (2SLGBTQ+) members, or racialized members;

6.7.2.3 a vacancy in an equity position for women members who are FNMI, members with a disability, two-spirit, lesbian, gay, bisexual, transgender, queer or questioning + members, or racialized members shall be only open to women members who are FNMI, members with a disability, two-spirit,



lesbian, gay, bisexual, transgender, queer, questioning, plus (2SLGBTQ+) members, or racialized members;

6.8.2.2 a vacancy in an equity position for women members who are also First Nations, Métis or Inuit (FNMI), members with a disability, two-spirit, lesbian, gay, bisexual, transgender, queer or questioning + members, or racialized members shall be only open to women members who are also First Nations, Métis or Inuit (FNMI), members with a disability, two-spirit, lesbian, gay, bisexual, transgender, queer, questioning, plus (2SLGBTQ+) members, or racialized members;

6.8.2.3 a vacancy in an equity position for women members who are FNMI, members with a disability, two-spirit, lesbian, gay, bisexual, transgender, queer or questioning + members, or racialized members shall be only open to women members who are FNMI, members with a disability, two-spirit, lesbian, gay, bisexual, transgender, queer, questioning, plus (2SLGBTQ+) members, or racialized members;"

Rationale from the Annual Meeting Committee:
This "housekeeping" motion seeks to update the language to reflect the new self-identification to be more inclusive and consistent.

Rationale from the Executive:
The Executive recently approved the use of a more inclusive self-identification term of 2SLGBTQ+, to replace the acronym LGBTQ. 2SLGBTQ+ stands for: two-spirit, lesbian, gay, bisexual, transgender, queer, questioning, plus (+). The plus (+) represents other genders and sexual identities not articulated in the acronym.

8. Annual Meeting Committee

THAT Article X, Provincial Organization, Section 1, Executive, 10.1.3 be amended to read:

"10.1.3 The term of office for the president, first vice-president, vice-president, vice-president (woman), and the Executive shall be two (2) years."

Rationale:

For executive positions ETFO uses the language of "woman" however in 10.1.3 the language currently reads "female."

9. Ottawa Carleton Occasional Teacher Local

THAT Article X, Provincial Organization, Section 1, Executive, 10.1.4, be amended by the addition of a new subsection following 10.1.4.1.4 to read:

"1.0 Central Bargaining Advisory Councils shall be elected for the duration of each round of central bargaining; and"

Rationale:

This motion is to ensure stability and consistency for the whole central bargaining round for the respective Central Bargaining Advisory Councils instead of the usual annually elected term of Committees of Representative Council.

10. Executive

THAT Article X, Provincial Organization, Section 1, Executive, 10.1.4.1.4 be deleted.

AND

THAT Article X, Provincial Organization, Section 1, Executive, 10.1.4.1.1, be amended to read:

10.1.4.1.1 Representative Council Committees (Budget, Council Steering, Selection, Teacher/Occasional Teacher Central Bargaining Advisory, Education Worker Central Bargaining Advisory);

AND

THAT Article X, Provincial Organization, Section 2, Representative Council, 10.2.7 be amended with the addition of new subsections to follow 10.2.7.8 to read:

- “1.0 Electing ten (10) Council members to the Teacher/Occasional Teacher Central Bargaining Advisory Committee.
- 1.1 Electing seven (7) Council members to the Education Worker Central Bargaining Advisory Committee.”

Rationale:

This resolution seeks to create two new Representative Council Committees, one for teachers and occasional teachers, and one for education workers. The mandate of these committees would be to act as advisory bodies during the central bargaining process.

11. Elementary Teachers of Toronto Local

THAT Article X, Provincial Organization, Section 2, Representative Council, 10.2.1.2, be amended by replacing 10.2.1.2.2 and 10.2.1.2.3 with:

- “1.0 Locals with membership over 1000 FTE members shall have one additional representative for each increment of 2000 FTE members above the initial 1000 FTE members.”

Rationale:

This corrects an inequity in the current schedule by balancing fairly the rights of small locals, protected by one local, one vote, with the concept of representation by population that holds for larger locals and for the Annual Meeting itself. For greater clarity, locals would have a total of three additional representatives at 3,000, four at 5,000, five at 7,000, etc.

12. Ottawa Carleton Occasional Teacher Local

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

- “1.0 reviewing the language presented at the central bargaining tables for teachers/ occasional teachers, and education workers at the next Representative Council meeting after the language has been tabled;”

Rationale:

This motion seeks not to approve the language presented at the Central Bargaining tables but to see the language after it is presented at the Central table. Transparency is the intent. This reviewing, potentially months later at Representative Council, will neither interfere nor affect ongoing Collective Bargaining Advisory Councils nor the Central Bargaining team during the negotiation process as the reviewing occurs in the past tense, and there should be nothing to hide. The confidentiality of this information is secure as we entrust Representative Council members (in-camera, if necessary) with our Central Bargaining Goals, campaign strategies, and central strike information.

13. Waterloo Region DECE Local

THAT Article X, Provincial Organization, Section 2, Representative Council, 10.2.7.3, be amended to read:

- “10.2.7.3 approving collective bargaining goals as they pertain to the centrally determined division of bargaining tables.

AND

THAT Article X, Provincial Organization, Section 2, Representative Council, 10.2.7.3, be amended by the addition of new subsections to read:

- “1.0 Only members of Representative Council who are representing Designated Early Childhood Educator (DECE), Education Support Personnel/Professional Support Personnel (ESP/PSP) locals will be eligible to vote on the DECE/ESP/PSP collective bargaining goals; and



1.0 Only members of Representative Council who are representing teacher/occasional teacher locals will be eligible to vote on the teacher/occasional teacher collective bargaining goals.”

Rationale:

Although we are all one union, we have two different bargaining tables that function at the provincial level. In order to ensure the goals are reflective of each bargaining unit's wants and needs, only the members that the set of goals affect shall be voted on. This will ensure that there is fair representation by smaller bargaining units.

14. Durham Teacher Local

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

“1.0 Anti-Poverty”

Rationale:

Advocating for social justice in the area of anti-poverty is one of ETFO's priorities. The establishment of a provincial Standing Committee would further demonstrate our commitment to advocacy in this area and would create increased opportunities for member participation.

15. Disability Issues Committee

THAT Article X, Provincial Organization, Section 3, Committees, 10.3.1.6, be amended to read:

“10.3.1.6 Disability and Accessibility Issues”

Rationale:

The current title “Disability Issues Committee” is not fully representative of our diverse ETFO membership who may not identify as a person with a disability, but require work-related accessibility and accommodations, whether temporarily or long-term. We propose amending the current title to Disability and Accessibility Issues Committee to reflect the diverse needs of our members. The current title

also does not reflect our members who experience short-term accessibility issues and require accommodations. The amended name will make the committee more accessible to and inclusive of our members, both in terms of serving on and reaching out to the committee.

16. First Nations, Métis and Inuit (FNMI) Education Committee

THAT Article X, Provincial Organization, Section 3, Committees, 10.3.1.11, be amended to read:

“10.3.1.11 Indigenous Education”

Rationale:

Indigenous nations in Canada are diverse, including identity, culture, language, and knowledge. The term Indigenous comes from the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) which recognizes the relationship between colonialism and Indigenous oppression, and the necessity to protect Indigenous cultures and languages. In order for ETFO to demonstrate its ongoing commitment to the reconciliation process, it must eliminate language that is reflective of colonial terms such as “Aboriginal” and “FNMI”. These terms create binaries for exclusion. ETFO will acknowledge the diverse richness of Indigenous Peoples in connection to Turtle Island.

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

THAT Article X, Provincial Organization, Section 3, Committees, 10.3.1.18, be amended to read:

“10.3.1.18 Two-Spirit, Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, Plus (2SLGBTQ+) Members”

Rationale:

The proposed adoption of the term of 2SLGBTQ+ will align the Standing Committee with the changes that have already been adopted by ETFO.

18. Elementary Teachers of Toronto Local

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

- “1.0 Stewards
- 1.1 Each local shall ensure that a steward is elected or designated for each discrete workplace in the district school board.”

Rationale:
 Stewards, although a key component to our union, until now, have not been mentioned in the ETFO Constitution. Now that we have central bargaining, it makes sense to begin to define the role of steward in the provincial Federation. This section may be expanded upon in subsequent years, especially on the recommendation of the Executive.

19. Status of Women Committee and Upper Grand Teacher Local

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

- “1.0 Programs for Women
- 1.1 Each local shall endeavour to allocate a percentage of their budget to programs for members who identify as women.”

Rationale from Status of Women Committee:
 Our organization is over 80 per cent members who identify as women and yet they continue to be underrepresented in leadership positions. Having these funds allocated in local budgets is vital to support women’s programs and initiatives at the local level, providing opportunity for members who identify as women to develop the skills and confidence required to fully participate in their union and pursue leadership positions. The language of this motion allows locals to support women’s programs and initiatives that reflect the needs of their members, without compromising their own autonomy.

Rationale from Upper Grand Teacher Local:
 The six per cent budget for women’s programs is a cornerstone of our organization. The funding ensures programs for women provincially. Having a commitment to designate funds enshrined in local constitutions is vital to support women’s programs locally. The language “shall endeavour” and “a percentage” allow for flexibility and local autonomy.

20. Human Rights Committee

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

- “1.0 Each local shall read the ETFO Human Rights Statement and a Land Acknowledgement at all ETFO local Federation sponsored events.”

Rationale:
 Reading these statements is a long-standing practice provincially and within many locals. The ETFO Human Rights Statement and the Land Acknowledgement are the essential components of ETFO’s commitment to building a just society and supporting local members and leaders. Making a public statement about what we believe as a union sends a message to our own members and sets the tone for a safe and equitable environment.

21. Upper Grand Teacher Local

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

- “1.0 locals with two (2) or more released officers shall have a constitutional provision to ensure that at least one (1) released position is available only to members who identify as women.”

Rationale:
 The purpose of this constitutional amendment is to make a space for women on the released Executive



of larger locals. Locals are free to determine how to make this accommodation. As an organization comprised of a majority of women, it is important that there is a leadership role for them in our locals.

22. Niagara Teacher Local and Occupational Health and Safety Committee

THAT Article XI, Local Organizations, Section 2, Governance, be amended by the addition of a new subsection following 11.2.12 to read:

“1.0 Each local shall endeavour to have an Occupational Health and Safety Committee and/or Officer.”

Rationale from Niagara Teacher Local: Occupational health and safety is an integral part of any union. Currently there are similar ETFO Bylaws for a Status of Women Committee, Human Rights Committee, and an Environmental Committee. Health and safety representatives will have an opportunity to meet outside of the board’s Joint Health and Safety Committee to engage in discussions regarding systemic concerns and develop strategies that support and enforce the rights of workers as outlined in the Ontario Occupational Health and Safety Act.

Rationale from Occupational Health and Safety Committee: There are currently similar Bylaws for a Human Rights Committee, a Status of Women Committee, and an Environmental Committee. Occupational health and safety is an integral part of any union. It’s important for health and safety representatives to meet outside of the school board’s Joint Health and Safety Committee(s) to discuss systemic concerns and develop strategies, especially in school boards with site-based committees. This infrastructure will help to mobilize members to enforce the rights of workers as outlined in the Occupational Health and Safety Act. At minimum, each local should have a point of contact for health and safety issues.

23. New Members Committee

THAT Article XI, Local Organizations, Section 2, Governance, be amended by the addition of a new subsection following 11.2.12 to read:

“1.0 Each local shall endeavour to have a New Members Committee.”

Rationale: Ontario College of Teachers (OCT) Transition to Teaching 2021: 20th annual survey of Ontario’s early-career elementary and secondary teachers states that approximately one in five teachers have not renewed their teaching license by the end of the first five years. It is crucial that our new members connect with the Federation. Local New Members’ Committees create opportunities to engage members, make them aware of union supports and resources available early in their careers, and in turn, increase retention.

24. Elementary Teachers of Toronto Local

THAT Article XI, Local Organizations, Section 2, Governance, 11.2.7, be amended to read:

“11.2.7 Each local shall foster equity in the selection of delegates to the Annual Meeting.”

Rationale: Our Constitution should state clearly what we intend to be a standard to aspire to by avoiding words of equivocation.

25. Waterloo Region DECE Local

THAT Article XI, Local Organizations, Section 2, Governance, 11.2.8 be amended to read:

“11.2.8 Each local shall endeavour to include members with less than five (5) years experience in their delegation to the Annual Meeting.”

Rationale:

The proposed language is inclusive of all types of bargaining units within the Federation.

26. Representative Council

THAT Article XI, Local Organizations, Section 5, Financial Report, 11.5.3 and 11.5.4 be amended to read:

“11.5.3 Where the membership of the local or joint local is smaller than 200 full-time equivalent members, the annual audited financial statement shall be prepared by members of the local who are not on the local executive, or by a chartered accountant, or by an accounting firm. A “Notice to Reader” is an acceptable level of assurance.

11.5.4 Where the membership of the local is 200 full-time equivalent members or larger, the annual audited financial statement shall be prepared by a chartered accountant or accounting firm. A “Review Engagement Report” is an acceptable level of assurance.”

Rationale:

This resolution seeks to clarify current practice. The instructions in ETFO’s “Local Audited Financial Statements” document state that a “Review Engagement Report” is an acceptable level of assurance.

BYLAWS

27. Executive

THAT Bylaw I, Fees, 1.1.1, be amended to read:

“1.1.1 A fee of 1.41% of gross annual salary to be allocated on the basis of 1.300% to the General Fund and 0.1100% to the Defense Fund.”

Rationale:

In consideration of initiatives that may be approved at the 2022 Annual Meeting, it may be necessary to introduce a motion to increase fees in order to present a balanced budget.

28. Executive

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

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

Rationale:

In consideration of initiatives that may be approved at the 2022 Annual Meeting, it may be necessary to introduce a motion to increase fees in order to present a balanced budget.

29. Executive and Simcoe County Occasional Teacher Local

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

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



Rationale from Executive:

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

Rationale from Simcoe County Occasional Teacher Local:

This language aligns with the current practice and will clarify active membership and protection for occasional members.

30. Elementary Teachers of Toronto Local

THAT Bylaw II, Duties of the Executive, Section 3, Vice-Presidents, be amended to read:

- “2.3.1 The Executive shall designate one (1) vice-president “Internal”, and assign that vice-president responsibility for membership, communication to members, and collective bargaining;
- 2.3.2 The Executive shall designate one (1) vice-president “External”, and assign that vice-president responsibility for political action and public relations services;
- 2.3.3 The Executive shall assign additional responsibilities as required;”

AND

THAT Bylaw II, Duties of the Executive, Section 3, Vice-Presidents, be amended by the addition of a new subsection to read:

- “1.0 Each vice-president shall be responsible for a published report to the Annual Meeting regarding their areas of responsibility.”

Rationale:

Since the introduction of the two-tier negotiation process in School Boards Collective Bargaining Act, 2014, ETFO’s taken on the role of negotiating terms for members at a central table. This role wasn’t anticipated when our Constitution was formulated, and this amendment seeks to correct this deficiency. Most locals have a designated chief negotiator, it makes sense that ETFO Executive has one too. Since membership lists are key in mobilizing job actions, memberships have been coupled with negotiations and public relations have been coupled with political action as complementary duties. Reports to Annual Meeting are important for transparency and responsible democracy.

31. Executive

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

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

Rationale:

This change enables the existing process for central list approval. The delegates to the 2018 Annual Meeting approved the central list approval process. This change enshrines the necessary Executive responsibility in the Constitution.

32. Durham Teacher Local

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

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

Rationale:

In an open and democratic body elected leaders should be accountable to their members for the decisions they make and the votes they cast.

Currently within ETFO there are very few, if any, ways to evaluate a provincial Executive member's voting record and decisions. The result is that it is incredibly difficult for a member to assess how well they feel their interests are being represented by each elected individual. To correct this, provincial Executive votes must be recorded, and the minutes made easily accessible to all members.

33. Durham Teacher Local

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

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

Rationale:

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

34. Peel Occasional Teacher Local

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

- "1.0 To uphold the *Constitution and Bylaws* of the Elementary Teachers Federation of Ontario."

Rationale:

Most locals have this language in their constitutions. The provincial Executive must uphold the Constitution and Bylaws of ETFO.

35. Executive

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

- "2.4.4 to employ (2) deputy general secretaries, a chief financial officer, a human resources officer and in-house legal counsel who shall be administrative officers;"

AND

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

- "2.4.6 to negotiate and ratify personal services contracts with the general secretary, the deputy general secretaries, the chief financial officer, the human resources officer and in-house legal counsel;"

Rationale:

This change would update the Bylaw to permit the employment of personal services contracts with an in-house legal counsel in keeping with current practice.

36. Executive

THAT Bylaw II, Duties of the Executive, Section 4, Executive, 2.4.26.1, be amended to read:

- "2.4.26.1 At the written request of the president of the local to the general secretary, with a copy to the local executive;"

Rationale:

This amendment will ensure that the local executive is apprised of any such request by the local president in order to maintain transparency.

37. Executive

THAT Bylaw II, Duties of the Executive, Section 4, Executive, 2.4.28.3 and 2.4.28.4 be amended to read:



- “2.4.28.3 to appoint members to the LTD Plan Governance Board and the Benefits Advisory Committee;
- 2.4.28.4 to appoint, when necessary, a successor to complete the unexpired term of a member on the LTD Plan Governance Board or the Benefits Advisory Committee.”

Rationale:

This Bylaw revision would enable the Executive to appoint members to the Benefits Advisory Committee in addition to LTD Plan Governance Board as required.

38. Annual Meeting Committee

THAT effective 2023, Bylaw III, Elections, be amended by the addition of a new subsection following 3.13.5 to read:

- “1.0 Notwithstanding the above, should an acclamation occur for an elected position, the Annual Meeting shall move to the next set of elections.”

Rationale:

That Bylaws articulate specific times when elections occur. When a candidate is acclaimed, it would be time-efficient to move up the next set of elections.

39. Elementary Teachers of Toronto Local and York Region Teacher Local

THAT Bylaw X, Central Bargaining, Section 1, Approval of List of Central Matters, 10.1.2, be amended by the addition of a new subsection to read:

- “1.0 Following the meeting of local presidents and chief negotiators to discuss and provide input on the draft central list, and prior to any approval of the draft central list, each local is encouraged to hold local meeting(s) where the draft central list can be shared with members for input and feedback.”

Rationale from Elementary Teachers of Toronto and York Region Teacher Local:

The central list of items at the provincial bargaining table is of utmost importance to the ETFO membership across the province. This resolution seeks to ensure maximum member input into the central list and engagement in the bargaining process at every step along the way.

ACTION

40. York Region Teacher Local

THAT ETFO provide information to ETFO members as well as members of the public on the provincial education funding formula, as well as the myths and realities about funding for public sector services.

Rationale:

As education workers in a public sector service, it is to our benefit to be educated, to understand, and to be able to fully engage with members of our communities about the questions, myths, and realities of public sector service funding, and in particular, public education sector funding. When we can confidently answer hard questions like “where’s the money to come from” for lower class sizes, and more supports for our students, we can more confidently educate and engage with our communities to push for stronger public sector services for all.

41. Rainbow Teacher Local

THAT ETFO enable the closed captioning function when conducting electronic meetings.

Rationale:

Currently, members who would like closed captioning during a Zoom meeting must indicate the accommodation during registration for that event. Many who could benefit from closed captioning might overlook clicking through the accommodations section. Closed captioning is important because of its ability to make video more accessible. People who are deaf or have a hearing impairment can greatly benefit from the addition of closed captions to their toolbox of strategies for participating in virtual meetings.

42. Greater Essex County Teacher Local

THAT ETFO lobby the Ministry of Education to ensure that district school boards designate a space in each worksite that can be used for medical care.

Rationale:

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

43. Executive

THAT the firm Grant Thornton Chartered Accountants be approved as Auditors for the Federation for the 2022-2023 Federation year.

Rationale:

The Federation has received good service from the firm Grant Thornton Chartered Accounts. It would be appropriate to recommend to the 2022 Annual Meeting that this firm be the Federation’s auditors for the 2022-2023 Federation year.

44. Halton Teacher Local

THAT ETFO lobby the Ministry of Education to include climate change in the curriculum at every grade level.

Rationale:

Climate change will impact the future of children. We need to give them the information and tools necessary to support themselves on a changing planet.

45. Human Rights Committee

THAT ETFO lobby the Ministry of Education to provide a subsidy for the new Additional Qualification course entitled “Addressing Anti-Black Racism to Change Pedagogy and Practice.”

Rationale:

This will allow members to access the Additional Qualification course Addressing Anti-Black Racism to Change Pedagogy and Practice without any financial barriers and work towards the ETFO priority of fighting against anti-Black racism together.



46. Waterloo Region DECE Local

THAT ETFO, in collaboration with the Association of Early Childhood Educators of Ontario, lobby the College of Early Childhood Educators (CECE) to freeze the CECE registration fees for five (5) years.

Rationale:

Due to the lack in education workers' wages not matching or surpassing the cost of living and inflation increases over the last several years, the current registration fee is not sustainable for many educators in the field to maintain their membership/ registration with the College, thus having a negative impact on the availability of Registered Early Childhood Educators (RECEs) within the province of Ontario.

47. Halton Teacher Local

THAT every local be encouraged to have a Climate Justice Committee.

Rationale:

Climate change will be an increasingly important issue in the lives of members, students, and communities. A dedicated committee to develop policies and actions for the climate justice movement will be important.

48. Peel Occasional Teacher Local

THAT ETFO lobby the Ministry of Education to change the name of "occasional teachers" to "on-call teachers."

Rationale:

A stigma is attached to the name occasional teachers. This name does not garner the respect that we, as professionals, deserve. We are certified teachers and expect the respect that contract teachers have. We are teachers all the time. We carry the designation (Ontario College of Teachers). No other professionals, for example, early childhood educators, teaching assistants, lawyers, doctors, nurses, are called "occasional" when they have a flexible timetable. Whether or not

they are permanent employees, they are referred to as the professionals they are. We need to change the image of "occasional teachers" to one that exemplifies who we are, teachers available on-call.

49. Durham Teacher Local

THAT, once approved, ETFO distribute an electronic copy of provincial Executive meeting minutes in the next published edition of the ETFO e-newsletter, and no later than 30 days after approval of the minutes.

Rationale:

Minutes for provincial Executive meetings are already kept and made available to local president's through ETFO secure. Every member should be entitled to have access to these minutes. Increasing access to provincial Executive meeting minutes will give all members an opportunity to be better informed about the business of ETFO, improve transparency within ETFO, and help to keep elected representatives more accountable.

50. Grand Erie Teacher Local

THAT ETFO conduct an audit of all programs to identify gaps in and barriers to member participation and use the information to assist with increasing overall member engagement.

Rationale:

ETFO should always be working to ensure that the programs that are offered, engage as many members as possible, and that the programming is meeting the needs of the entire membership. An audit of participation in ETFO programs will provide data that can support efforts to increase member engagement in ETFO programs.

51. Ottawa Carleton Teacher Local

THAT when changes to practices within a district school board or the Ministry are being imposed or discussed, ETFO ask for a briefing paper containing the academic research upon which the change is based and share the information with the appropriate local(s).

Rationale:

There are many changes imposed either by the government or individual school boards. It is important for decision makers to justify their decisions based on academic research, and it is important for members to know what information decisions are based on.

52. Elementary Teachers of Toronto Local, Hamilton-Wentworth DECE Local, Peel Teacher Local, and Waterloo Region Teacher Local

THAT ETFO lobby the Ministry of Education to develop a policy that recognizes students who are English Language Learners (ELL) and students with Special Education needs as 1.5 full-time equivalent (FTE) in the calculation of class size.

Rationale from Elementary Teachers of Toronto Local, Hamilton-Wentworth DECE Local, Peel Teacher Local, and Waterloo Region Teacher Local: This would work toward ensuring that inclusive education is effectively integrated into classrooms and that increased attention and differentiation is achieved for English Language Learners and those with Special Education needs. This would also promote the creation of much needed safety and behaviour plans and formal and informal Individual Education Plans. Such policy would support an equitable rather than an equal approach to meeting the diversity of student needs in Ontario's classrooms.

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

THAT ETFO include gender-neutral terms when addressing members at all ETFO events.

Rationale:

This motion builds on ETFO's priorities of social justice and inclusion. Just as gender-neutral washrooms create physical space for transgender and non-binary people, this proposed inclusion of gender-neutral language creates social space for them.

Transgender and non-binary people regularly face erasure and misgendering—the weight of which is oppressive. Misgendering is also a violation of ETFO's Human Rights Statement. The terms “brothers” and “sisters” have a proud, strong history in unions that convey unity, connection, and solidarity. This motion does not advocate eliminating these, but rather adding other terms such as “friends,” “members” and “educators” to encompass all ETFO members.

54. Waterloo Region Occasional Teacher Local

THAT during a year of in which Executive elections are held, candidates be able to solicit campaign donations from other Federation locals prior to the commencement of the Annual Meeting.

Rationale:

By restricting the ability of locals to solicit campaign funds from other locals prior to the Annual Meeting, smaller locals are severely limited in their ability to financially support a candidate from their local. Not every local has the funds to do this on their own. There are bills that need to be paid prior to the Annual Meeting. Speaking with other locals and asking for campaign contributions for a specific candidate has been part of the political process for at least the past thirty years.

55. Labour Committee

THAT as part of the affiliation with district and/or regional labour councils, each ETFO local be encouraged to declare to the district and/or regional labour council their total number of full-time equivalent (FTE) members residing in the district and/or regional labour council area(s) found within the local's geographic boundary.

Rationale:

In 2019, ETFO demonstrated its commitment to engaging in the broader labour movement by approving AMR 114, providing incentive funding to cover costs associated with affiliation to district and regional labour councils for locals with 500 or fewer



local members. This motion would help ensure that ETFO is able to engage to its fullest capacity in the work of each regional and district labour council while contributing its fair share of the financial resources needed for this crucial, solidarity-building work.

56. Political Action Committee

THAT ETFO lobby the Ministry of Education and the Ministry of Finance to establish a provincial educator tax credit without the need to document expenses and collect receipts.

Rationale:

Due to a lack of funding or unequal distribution of funding, educators often have to spend their own money on resources and classroom supplies. Establishing a provincial educator tax credit can reduce educators' financial burden.

57. Elementary Teachers of Toronto Local

THAT, in the case of large-scale crises like the COVID-19 pandemic, ETFO lobby the Ministry of Education to ensure that all district school boards create and convene regular opportunities to meet with and hear directly from ETFO members about their working conditions and what they require to meet their changing needs.

Rationale:

COVID-19 has demonstrated like nothing else, the critical importance of local school boards meeting directly with their staff on a regular basis to assess and respond to needs.

58. Labour Committee

THAT all ETFO locals be encouraged to affiliate with their district and/or regional labour council to engage in the broader labour movement, to be present and vocal in the house of labour, and to represent education issues at a local level.

Rationale:

This motion would help deepen our collective labour representation and presence in the labour movement that ETFO is able to engage to its fullest capacity in the work of each regional and district labour council.

59. Greater Essex County Teacher Local

THAT ETFO lobby the Ministry of Education to require all district school boards to provide teachers with two consecutive school days, without students, to prepare when switching teaching platforms (e.g., in-person to virtual, virtual to in-person). During any transition/preparation period, teachers will not be required to attend or take part in any meetings or professional development. This will be teacher-directed time.

Rationale:

To assist teachers in the delivery of curriculum-based rich programming, time is needed to gather resources in order to make themselves platform ready. When given this time to prepare, teacher confidence increases which translates to a more successful pivot. Teachers need time to prepare and educate themselves about the various programs available based on their prior knowledge and new needs. This also assists teachers that may have had possible grade changes during the transition.

60. Political Action Committee

THAT ETFO, through Canadian Teachers' Federation, lobby the Department of Finance to modify the educator supply tax credit such that every educator can automatically receive a \$1,000 federal tax credit, at a tax rate of 25 per cent, without the need to document expenses and collect receipts.

Rationale:

Currently, educators can claim up to \$1,000 federal tax credit at 25 per cent. Educators are required to meticulously keep track of all their expenses in order to be eligible for the tax credit. It is an unreasonable burden for educators to collect all receipts for classroom supplies or teaching resources and retain

them for seven years in case there is a tax audit. Implementing a flat tax credit will make it easier to claim the credit for all educators and lessen their financial burden.

61. Labour Committee

THAT ETFO lobby the Ontario Federation of Labour (OFL) to develop and publish a publicly accessible online resource that lists unionized products, services, and vendors available for any worker or affiliate to buy Canadian and union-made goods in Ontario.

Rationale:

There is a critical need to better identify, support, and patronize unionized labour and unionized work. To do this, we need an accessible resource that can raise awareness, inform, and educate union members and the general public about services, products, and vendors that are union-made.

POLICY

62. Elementary Teachers of Toronto Local, Hamilton-Wentworth DECE Local, Peel Teacher Local, Political Action Committee, and York Region Teacher Local

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

- “1.0 Hybrid Learning
- 1.1 That ETFO oppose hybrid teaching models, which expect members to simultaneously teach in person as well as virtually to students.
- 1.2 Members should be responsible for only one model of instruction and programming.”

Rationale from Elementary Teachers of Toronto Local, Hamilton-Wentworth DECE Local, Peel Teacher Local, and Your Region Teacher Local: Hybrid models severely disadvantage students in that they are denied a dedicated teacher; and they create impossible and unsustainable working environments and workloads for educators.

Rationale from Political Action Committee: In-person learning provides the best learning experience and is the most equitable learning model for all students. Throughout the COVID-19 pandemic, we have seen the use of hybrid learning models by several school boards result in unprecedented challenges and pressures on students and educators, further compounding the ongoing mental health crisis. The use of hybrid learning by school boards in Ontario must end.

63. York Region Teacher Local

THAT Policy Statement, 56.0, Negotiations, be amended by the addition of a new subsection to read:



“1.0 That ETFO declare opposition to red circling of the salary grid(s) or any form of a differentiated salary grid or lesser working conditions for future members at any bargaining table.”

Rationale:

The temptation to reduce the future compensation and working conditions of employees doing the same job as current employees is a real and present danger that has been embraced by other unions. ETFO must remain united in opposing the erosion of any facet of future member compensation by opposing the philosophy of red circling. Allowing the creation of two tiers of educators doing the same job will destroy the solidarity of ETFO and begin a downward spiral of concession bargaining which will ultimately hurt all members.

64. Executive

THAT Policy Statements, 70.0, Provincial Report Card, be amended to read:

- “70.0 Provincial Report Card and Kindergarten Communication of Learning Report.
- 70.1 That no more than two (2) report cards (K-8) be prepared in each school year.
- 70.2 That teachers use their professional judgement regarding evaluation and the content, length, voice and format of Provincial Report Card and Kindergarten Communication of Learning Report comments to ensure that the comments reflect the specific strengths and needs of their students.
- 70.3 That district school board reporting policies be consistent across the province and based on ministry policies.
- 70.4 That the equitable distribution and use of computer hardware, software, and web-based access for the completion of the Provincial Report Card be adequately funded through the funding formula by the Ministry of Education.

- 70.5 That teachers be consulted by their district school boards and the Ministry of Education in the development of computer software and web-based applications for the preparation of the Provincial Report Card and Kindergarten Communication of Learning Report.
- 70.6 That teacher training within the instructional day on the use of computer and web-based technology to implement the Provincial Report Card and Kindergarten Communication of Learning Report be adequately funded through the funding formula by the Ministry of Education.
- 70.7 That teachers be provided with safe and healthy work environments to complete the Provincial Report Cards and Kindergarten Communication of Learning Reports.
- 70.8 That teachers be provided with additional preparation time during the instructional day for the completion of the Provincial Report Card and Kindergarten Communication of Learning Report.
- 70.9 That teachers be provided with adequate time during the instructional day for revising and editing Provincial Report Card and Kindergarten Communication of Learning Report comments.
- 70.10 That additional professional activity days within the existing school year for the purpose of reporting to parents be provided to teachers by the Ministry of Education.
- 70.11 That a cyclical review of the Provincial Report Card and Kindergarten Communication of Learning Report, including feedback from elementary teachers, be implemented by the Ministry of Education.
- 70.12 That all Kindergarten teachers have access to the same report card technology as all elementary teachers within their district school board.

- 70.13 That the Ministry of Education de-strand various subjects such as Language, Math, French and the Arts on the Provincial Report Card.”

Rationale:

Policy Statement 70.0 should be revised to ensure that it is reflective of professional judgement and includes references to the new Kindergarten reporting process. This change reinforces the professional judgement of the teacher, particularly in the areas of evaluation (grade/level) as well as the type of comment. The updated policy also reflects the new Kindergarten reporting process.

65. Lambton Kent Teacher Local

THAT Policy Statement 70.0, Provincial Report Card, be amended by the addition of a new subsection to read:

- “1.0 When changes to computer or web-based reporting technology within a district school board or within the Ministry are being imposed, members be provided with release time for training.”

Rationale:

Further to policy 70.7, “That teacher training within the instructional day on the use of computer and web-based technology to implement the provincial Report Card be adequately funded through the funding formula by the Ministry of Education.” The implementation of new required systems without explicit training is a great concern. Proper training and the time required to do so should be guaranteed when a new system is put into place.

66. Executive and Greater Essex County Teacher Local

THAT Policy Statement, 77.0, School Library Programs, be amended by the addition of a new subsection to read:

- “1.0 That the provincial government provide dedicated, enveloped funding for

educational material and resources, technological or otherwise, in elementary school library learning commons.”

Rationale from Executive:

To lobby for dedicated library resource funding is a logical extension of ETFO’s commitment to teacher-librarians and the programs they deliver. Teacher-librarians need a high-quality library collection to be able to do their jobs effectively and that collection needs to be upgraded constantly to maintain the interest of students. There is also a need to continually evaluate the technology that is available in library learning so this aspect of resource procurement cannot be ignored.

Rationale from Greater Essex County Teacher Local:

Lobbying for dedicated library resources funding is a logical extension of ETFO’s commitment to teacher librarians and programs delivered. Teacher librarians, indeed, all teachers, need a high-quality library collection to be able to do their jobs effectively. That collection needs to be upgraded constantly to maintain the interest of students, to represent Canada’s diversity, to be current, free of bias, to include Canadian content and to support curricular connections. Funding for library resources is already granted to school boards. However, because it isn’t enveloped, school boards and/or administration may spend it otherwise. This motion speaks to accountability of public funds.

67. Library Committee

THAT Policy Statements, 77.0, School Library Programs, Sections 77.4, 77.5, 77.6, 77.7 be amended to read:

- “77.4 That each elementary school library learning commons be fully accessible to all students during the entire instructional day.
- 77.5 That educational materials and resources available in each elementary school library learning commons be appropriate to the instructional needs of the school



and consider such factors as grade levels, developmental needs of students, language of instruction, and additional individualized school-based programs.

- 77.6 That each elementary school library learning commons be equipped with current and adequate digital resources and technology, and access to the internet.
- 77.7 That each elementary school library learning commons has an up-to-date, relevant collection that reflects diversity, social justice in the areas of peace, anti-poverty, nonviolence, equity, anti-racism, and anti-Black racism; and includes a focus on Canadian content and Indigenous worldviews and perspectives.

Rationale:

The existing policies, last revised in 2005, feature outdated terminology around the physical library space and technology. They also do not reflect ETFO's current priorities in equity and anti-racism, and anti-Black racism. The revised policies correct these issues to reflect current library terminology and ETFO's updated priorities.

POSITION

68. Human Rights Committee

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

- “1.0 Human Rights
- 1.1 That ETFO encourage that the Human Rights Statement and Land Acknowledgment be posted/linked to all local websites; and
- 1.2 That all locals shall endeavour to address, promote, and support topics of social justice and equity pertaining to human rights.”

Rationale:

All locals promote awareness of and respect for human rights issues. Whether through a committee under the name “Human Rights” or “Social Justice” or another name, all locals should adopt a proactive approach in addressing social justice, human rights, and equity issues.

69. Environmental Committee

THAT Position Statement, 6.0, Environmental Responsibility, be amended by the addition of a new subsection to read:

- “1.0 That ETFO model and encourage locals to recognize Indigenous knowledge, intersectional environmentalism, and eco-justice by voicing any environmentally friendly action taken in preparation of and/or delivery of provincial and local workshops, conferences, and meetings.

Rationale:

Every small eco-action we take will help. When planning a workshop, conference, or meeting, be mindful and acknowledge the impact we have on the environment. When eco-actions are voiced to the people gathered, it demonstrates to all that ETFO members care for the environment.

70. Elementary Teachers of Toronto Local

THAT Position Statement, 7.0, First Nations, Métis and Inuit Education, be amended to read:

“7.1 That ETFO integrate a First Nations, Métis, and Inuit education component into all provincial and local workshops, conferences, and meetings.”

Rationale:

Our Position Statements should state boldly what we mean and be a standard to aspire to by avoiding words of equivocation. Since this resolution was passed, this education component of ETFO functions has invariable been “impossible”.

71. Elementary Teachers of Toronto Local and Halton Teacher Local

THAT Position Statement, 10.0, Political Action, be amended by the addition of a new subsection to read:

“1.0 ETFO shall ensure that companies with which it does business, or in which it invests, follow fair labour practices and environmentally sustainable practices.”

Rationale from Elementary Teachers of Toronto Local and Halton Teacher Local:

As a union, the question of how workers are treated by their employers should always form part of the collective investment decision or the decision to enter into a contract with that employer. The Fair Labour Association is one group that seeks to promote, protect, and enhance workers’ rights through its Workplace Code of Conduct that participating organizations must follow along with a robust monitoring methodology to ensure compliance.

72. Political Action Committee

THAT Position Statements, 10.0, Political Action, be amended by the addition of a new Section to read:

“1.0 That ETFO support organizations that promote the enactment of more proportional electoral systems both provincially and federally.”

Rationale:

Canada’s “first-past-the-post” electoral system most often elects majority governments with less than 50 per cent of the popular vote. As a result, elected governments often do not represent the views of large portions of the electorate. In Ontario, winning parties often take 35 to 40 per cent of the vote but are awarded large majorities in the legislature with only five to ten per cent of the popular vote more than the second-place challenger. When proportional electoral systems are enacted, governments tend to be more accountable to electors and encourage a more engaged and less cynical electorate.



BUDGET

73. Grand Erie Teacher Local

THAT, beginning in the 2022-23 school year, ETFO survey the membership a minimum of two times per year on significant non-bargaining issues which impact the entire membership. The survey questions will be determined through input from local presidents to determine the issues that are raised by their local membership. The survey results must be shared with the membership and be used to inform ETFO policy and positions.

Rationale:

Over the past three years, ETFO members have faced the most tumultuous time in public education. During this period, numerous decisions and public declarations were made by ETFO that did not represent all views of our diverse membership. The voice of the entire membership must inform policies and positions. Each member has the right to voice opinions to their Federation, especially when reputations may be at risk. A regular survey of the membership on significant issues ensures greater accountability and transparency. Collective bargaining surveys and protocols remain separate from this survey.

74. Elementary Teachers of Toronto Local, Waterloo Region Teacher Local, and York Region Teacher Local

THAT ETFO create and run a comprehensive annual Organizing Institute for ETFO members that engages in training and hard skills development which includes, but is not limited to:

- how to have one-on-one organizing conversations;
- how to identify leaders in our worksites and in our locals;
- how to think about the relationships and structures that exist in our worksites to better engage members (mapping);

- how to take snapshots and assess our building of member engagement and power in our worksites (charting); and
- how to run tests to assess our building our power in our worksites (running structure tests).

Rationale from Elementary Teachers of Toronto Local, Waterloo Region Teacher Local, and York Region Teacher Local:

Labour unions everywhere are recognizing how critical it is to dedicate resources to engage our members in the project of building our power in this time of rampant cuts, austerity, and attacks on our unions and our communities. Deep organizing for power is a skill and requires training and supports.

75. Elementary Teachers of Toronto Local

THAT in support of our bargaining campaign, ETFO launch a PA/PR campaign on the broken education funding formula, including the demand for a comprehensive evidence-based review of the education funding formula with a comprehensive review every five years to determine the education funding formula's effectiveness in supporting high-quality public education.

Rationale:

There has not been a comprehensive review of the broken education funding formula in over twenty years. When ETFO members and the broader parent community are fully informed about the relationship between the funding formula and our fight to build better schools at the bargaining table, we build the knowledge base and power that is necessary to win. The campaign could include social media, shareables on the ETFO website, and resources provided to locals/ETFO members.

76. Upper Grand Teacher Local

THAT a Task Force of the Annual Meeting be created to review all aspects of the Annual Meeting including, but not limited to, representation ratio, timing, dates, venue, agenda, process of voting

on resolutions, ways to best accommodate the requirements of business completion, and accessibility, with a report to the May 2023 Representative Council.

Rationale:

We are an organization that is using structures determined over 20 years ago based on a previous organization's format. It is time to review who attends our Annual Meeting, how the meeting is run, when it is run, etc. Reviewing our practice keeps it fresh and relevant.

77. Elementary Teachers of Toronto Local

THAT ETFO create, and train members to deliver, workshops in their locals and for members of the public on the provincial education funding formula, and the myths and realities about funding for public sector services.

Rationale:

As education workers in a public sector service, it is to our benefit to be adequately informed and to be able to engage with members of our communities about the questions, myths, and realities of the public sector formula. When we can confidently answer hard questions like "where's the money to come from" for lower class sizes, and more supports for our students, we can more confidently educate and engage with our communicates to push for stronger public sector services for all.

78. Elementary Teachers of Toronto Local

THAT ETFO convene an annual conference and/or regional-based conferences for ETFO members and parents/guardians/caregivers focused on improving public education.

Rationale:

In the last round of bargaining, we saw the collective power of ETFO members and parents/guardians/caregivers fighting for the schools our students deserve. A dedicated conference/conferences like

this can further our connections and networks, and help us share information and strategies, to continue to build the power we need to fight for and win the strongest public education system possible.

79. Grand Erie Teacher Local

THAT ETFO use electronic voting devices for ETFO Executive elections.

Rationale:

In the 2019 ETFO provincial Executive election, counting the election results took an unusually long time. There were multiple recounts and close vote counts. The schedule for the event was thrown drastically off, leaving the event staff at the hotel scrambling. This could have been avoided had electronic voting been used. While there are members at the meeting who are affected by Wi-Fi, accommodations could be made for their health and safety while ensuring fair and efficient elections.

80. Elementary Teachers of Toronto Local and Peel Teacher Local

THAT ETFO create an Organizing Department, similar to the other ETFO service area departments, that will provide training, resources, and support for ongoing internal ETFO member engagement and organizing.

Rationale from Elementary Teachers of Toronto Local:

Every union recognizes that our strength in the labour movement comes from our numbers, but that real power comes from our members being organized. Where we allocate our resources, time and energy as a union speaks loudly to our priorities. If we want an organized membership with the power to make the changes, we and our students deserve to truly build better schools, we must allocate the resources to ensure this happens. Organizing, like any other skill set, requires a commitment to ongoing training, resources, and supports.



Rationale from Peel Teacher Local:

Every union recognizes that our strength in the labour movement comes from our numbers, but that real power comes from our members being organized. Where we allocate our resources, time, and energy as a union speaks loudly to our priorities. Organizing, like any other skill set, requires a commitment to ongoing training, resources, and support.

81. French as a Second Language Committee

THAT ETFO produce at least one of its three annually produced equity posters in French (Asian and South Asian Heritage Month, Black History Month, or Women's History Month).

Rationale:

This would assist members to model the use of French terminology in equity issues for French as a Second Language teachers to use in their practice.

82. Greater Essex County Teacher Local

THAT ETFO engage the services of an independent consultant to conduct a review of ETFO's political structure which would include, all aspects of governance (e.g., planning, policy setting, oversight, accountability) as well as structure (e.g., roles, positions, term of office, responsibilities, compensation).

Rationale:

The Berkley Report that was conducted in 2012 focused on the ETFO provincial staff and governance structure. Several changes were implemented, such as hiring of two deputy general secretaries. This proposed report would look at the provincial ETFO political structure, the organization, and roles and duties of elected positions: president, first vice-president, vice-presidents, and provincial Executive. This proposed report would identify strengths, needs, and possible next steps.

83. Elementary Teachers of Toronto Local and Peel Teacher Local

THAT in the year preceding the expiry of our collective agreement, ETFO host in partnership with any interested locals, forums and focus groups with families and community members to discuss shared issues and interests in our public education system in order to continue to foster the powerful alliances which support a strong, well-funded public education system.

Rationale from Elementary Teachers of Toronto Local and Peel Teacher Local:

Educators, like health-care workers, have a very powerful relationship with our communities. We know our interests are absolutely aligned with our broader communities to have and to fight for the strongest education system possible for our students, and the working conditions that will support this. A true alliance is built on this mutual shared interest.

84. French as a Second Language Committee

THAT ETFO provide a bilingual glossary of terms with any new curriculum resources it creates.

Rationale:

In order to engage in equity issues in the French as a Second Language classroom, teachers require easy access to inclusive and appropriate vocabulary. In order to align with a previously adopted Annual Meeting resolution committing to providing new student materials in French.

85. Occasional Teacher Committee

THAT ETFO develop both a public relations campaign and an internal educational campaign on the role and importance of certified occasional teachers.

Rationale:

There is a great importance and need for contract teachers to be educated on the importance of certified occasional teachers. This should also extend to include other union members, parents, community members, and school boards. All of these groups need to be working together to understand the important and necessary role of certified occasional teachers.

86. Greater Essex County Teacher Local

THAT during the 2023 Annual Meeting, electronic voting be piloted for resolutions, parliamentary procedures, and elections. The effectiveness of the pilot will be evaluated by the Annual Meeting Committee with a report to the February 2024 Representative Council.

Rationale:

This motion seeks to adapt our way of doing business at the Annual Meeting. It will simplify the voting process particularly when division is called. It also allows for the authentic voices of delegates to be heard. It will make our business sessions more efficient.

87. Greater Essex County Teacher Local

THAT a Task Force of the Annual Meeting be established to investigate the implications of ETFO merging with OSSTF with a report to the May 2023 Representative Council.

Rationale:

By putting this motion forward, we are not suggesting endorsement of a merger. We are bringing this motion to the floor because in order for us to have any discussions around the topic of merging with OSSTF, we the membership, need to understand exactly how that would impact us. What has been clear during bargaining is our members want more co-operation among the union affiliates and believe this will lead to success.

88. Ottawa Carleton Teacher Local

THAT ETFO provide funding and resources to each local for hosting a meeting at the beginning of each school year to provide an overview of how the union works based on ETFO's webpage called "How the Union Works."

Rationale:

The purpose of such a presentation would be to review union members' rights and responsibilities, how to get help, and give an overview of opportunities for involvement throughout the year. It would also allow members to better understand how the union functions and how members can have a say, including participation in the Annual Meeting, resolutions, Professional Learning committees, etc.

89. Elementary Teachers of Toronto Local

THAT future ETFO bargaining surveys include the question: "If you could change two things immediately that would make the lives of the most vulnerable members of your community better, what would you change?", and use the results to create bargaining campaigns, and campaigns outside of bargaining, based on the priorities our members identify as our shared common good.

Rationale:

We fight as ETFO members for working and learning conditions in schools that will nurture the whole student. We also recognize that there are conditions in society as a direct result of government austerity measures and systemic forms of oppression (e.g., poverty wages, lack of affordable housing, no guaranteed paid sick days for workers) that have a significant impact on our students' ability to come to school prepared and able to learn – for which educators are blamed. Our goals as educators are inextricably bound with fighting for social justice and our common good in and out of bargaining campaigns.



90. Elementary Teachers of Toronto Local and York Region Teacher Local

THAT ETFO commence a PA/PR campaign to educate ETFO members and the public, and lobby the provincial government, on the critical necessity of public schools in Ontario becoming carbon neutral by the year 2030.

Rationale from Elementary Teachers of Toronto Local:

The United Nations has issued a Code Red for Humanity. There is no bigger health and safety issue facing all ETFO members, workers, and students, than the current climate crisis.

Unions have a unique and powerful potential agency in this crisis that does not exist elsewhere.

We can bargain with the government/employer to fight for necessary changes in our sector that will benefit our members and the children we teach for generations to come. There are a growing number of schools, colleges, universities that are carbon neutral and provide a model for the creative initiatives that can be taken.

Rationale from York Region Teacher Local:

The United Nations has issued a Code Red for Humanity. There is no bigger health and safety issue facing all ETFO members, all workers, and our communities, than the current climate crisis that we are in. Unions have a unique role to play that does not exist anywhere else – we can bargain with the government/employer to make the necessary changes in our sector that will benefit our members and the children we teach for generations to come. There are a growing number of schools, colleges, and universities that demonstrate that carbon neutrality is attainable.

91. Elementary Teachers of Toronto Local and Peel Teacher Local

THAT in preparation for bargaining rounds, ETFO create and make available to all locals, a standalone specific guide of resources, including suggestions

and examples of collective agreement language, on issues related to equity and social justice, anti-racism, anti-Black and anti-Indigenous racism, and anti-oppression, in key areas that may include but are not limited to: hiring, workplace harassment and discrimination policies and procedures, health and safety measures and practices, disciplinary procedures, school climate issues, and restorative and transformative justice practices. Further, ETFO support locals in their understanding and use of this resource through the creation of a workshop that locals may access.

Rationale from Elementary Teachers of Toronto Local and Peel Teacher Local:

Our local school boards, schools, and workplaces are important sites for on-going transformative work in the areas of equity and social justice. It is important to continue to develop the resources, supports, and language that help ETFO locals as we fight for gains in these areas through the power we can exercise at the bargaining table.

92. French as a Second Language Committee

THAT, when developing equity resources, ETFO also develop resources that reflect the varied proficiency levels of French language learners.

Rationale:

To accommodate and be aligned with the second language acquisition process.

93. Halton Teacher Local

THAT ETFO join the Trade Unions for Energy Democracy (TUED) initiative: a global, multi-sector initiative to advance democratic direction and control of energy that promotes solutions to the climate crisis.

Rationale:

Established in 2012, the current list of participating organizations includes Canadian labour organizations (CLC, CUPW, CUPE, BCTF, UNIFOR), and international teachers' unions

(Education International, UK National Union of Teachers, UK University and College Union). Goals of TUED include helping to build and strengthen a global trade union community for energy democracy. TUED is a platform for trade unions from all sectors and countries to debate, develop, and promote real solutions to the climate crisis, land grabs, energy poverty, and pollution generated by fossil fuels - solutions that can build unions, worker and community power, and advance social and environmental justice.

94. Elementary Teachers of Toronto Local

THAT ETFO draw from existing provincial office staff to create an Organizing Department that will liaise with the different service areas, as well as provide advice, training, resources, and supports for ongoing ETFO member engagement and organizing.

Rationale:

Over the last two years, we have seen the breathtaking speed at which our working conditions, and our students' learning conditions can be radically changed and undermined. Our vision for a strong, equitable, socially just public education system that can withstand these kinds of attacks depends on on-going member engagement on the methods and strategies that build our power locally and provincially.

95. Greater Essex County Teacher Local

That ETFO develop a workshop on the role of the Human Rights Officer and make it available to locals.

Rationale:

Currently there is a limited opportunity for members to get this training. This leads to a lack of availability of Human Rights Officers at local ETFO meetings. This motion would allow for more members to be trained as Human Rights Officers.



OTF

96. Waterloo Region DECE Local

THAT ETFO, through OTF, lobby the Ministry of Education to ensure that all students who require the support of an educational assistant be guaranteed one-to-one support from an educational assistant for the duration of the entire school day, regardless of the fail to fill status of the assigned educational assistant.

Rationale:

Schools are allocated a certain amount of educational assistant hours. When the school is maxed out, early childhood educators and their teaching partners are put in the position of having to take on the role of the education assistant for children that require one-to-one support. This compromises the learning environment for the other students within the classroom and the ability of teachers and early childhood educators to carry out their assigned roles, it also contravenes collective agreements. No child that needs an education assistant should go without because their school is underfunded for support hours.

97. Occupational Health and Safety Committee

THAT ETFO, through OTF, lobby the Ministry of Education to ensure district school boards embed in their workplace violence policy a requirement to investigate and respond to all incidents and/or complaints of workplace violence.

Rationale:

A return to in person learning has seen a rise in violent incidents in our schools. Under Ontario Health and Safety Act section 32.0.2(d), the employer has the obligation to set out how to investigate and respond. This motion ensures that all incidents of violence are investigated and responded to. Any violent incidents may impact a worker's mental health and therefore the investigation and response to each incident is crucial.

98. Intermediate Division Committee

THAT ETFO, through OTF, lobby the Ministry of Education to provide guidance teacher educators for grade 7 and 8 students as part of the staffing formula for all schools with intermediate students to support the transition to de-streamed Grade 9.

Rationale:

The move to de-streaming is necessary to acknowledge and address anti-Black racism in Ontario's education system. There is a lack of support for this transition and many boards do not provide funding for guidance teachers in elementary. There is currently a lack of funding to support the transition to de-streaming in secondary, and it is necessary to fund this in order to provide the support required by students and staff to ensure a seamless transition that meets all students' diverse needs.

99. Peel Teacher Local

THAT ETFO, through OTF, lobby the Ministry of Education to amend Section 18(1)(c) of the Regulation made under the *Teaching Profession Act* to read:

- “18(1)(c) notwithstanding Section 18(1)(b), a member who makes an adverse report about another member respecting:
- i) suspected sexual abuse of a student by another member, OR incidents of harassment and discrimination on the basis of a prohibited ground as defined by the Ontario Human Rights Code, by that other member need not provide them with a copy of the report or with any information about the report”

Rationale:

Although members ought not feel that 18(1)(b) precludes them from reporting incidents of harassment and discrimination, the existence of the requirement to provide notice of an adverse report creates an additional barrier to members

reporting incidents related to anti-Black racism, anti-Indigeneity, antisemitism, Islamophobia, transphobia, ableism, misogyny, and all other forms of oppression.

Members should feel safe and not have to worry about experiencing additional harm due to the requirement to provide notice of an adverse report. The addition of this language in 18(1)(c) will help provide a safer process for members.

100. Peel Teacher Local

THAT ETFO, through OTF, lobby the Ministry of Education for a comprehensive review of the funding formula every five years to determine its effectiveness in supporting high quality public education.

Rationale:

There has not been a comprehensive review of the broken education funding formula in over twenty years.

101. Niagara Teacher Local

THAT ETFO, through OTF, lobby the Ministry of Education for the distribution of HEPA filters to ensure that all classrooms and workspaces have a minimum of six clean air changes per hour.

Rationale:

Worldwide, it is accepted that COVID-19 spreads in the air that we breathe. In order to keep our classrooms as safe as possible, Occupational Health Clinics for Ontario Workers (OHCOW) strongly recommends that air needs to be changed at least six times with clean air. In order to do this and optimize ventilation, the air needs to be filtered, and this would be achieved with by the use of HEPA filters, sized to the space.

102. Elementary Teachers of Toronto Local and Peel Teacher Local

THAT ETFO advocate for OTF to launch an all-affiliate PA/PR campaign on the broken education funding formula, including the demand for a comprehensive evidence-based review of the education funding formula and that there be a comprehensive review every five years to determine the education funding formula's effectiveness in supporting high-quality public education.

Rationale from Elementary Teachers of Toronto Local:

There has not been a comprehensive review of the broken education funding formula in over twenty years. When ETFO members and the broader parent community are fully informed about the relationship between the funding formula and our fight to build better schools at the bargaining table, we are spreading the information necessary to build the power we need to win.

Rationale from Peel Teacher Local:

When ETFO members and the broader parent community are fully informed about the relationship between the funding formula and our fight to build better schools at the bargaining table, we are spreading the information necessary to build the power we need to win.

103. Halton Teacher Local

THAT ETFO, through OTF, lobby the investment partners in the Ontario Teachers' Pension Plan to only invest in companies that follow fair labour practices and have a plan for environmental sustainability.

Rationale:

As a union, the question of how workers are treated by their employers should always form part of the collective investment decision or the decision to enter into a contract with that employer. The Fair Labour Association is one group that seeks to promote, protect, and enhance workers' rights through its Workplace Code of Conduct



that participating organizations must follow along with a robust monitoring methodology to ensure compliance.

104. First Nations, Métis and Inuit (FNMI) Education Committee

THAT ETFO, through OTF, lobby the Ministry of Education to update the *Ontario Curriculum Grades 1-8: Native Languages, 2001*, including the Resource Guides.

Rationale:

Native as a Second Language curriculum document is out-of-date and does not reflect the current realities of the Indigenous languages which include a lack of culture, place-based, land-based learning (relationship to the land), etc. Junior Kindergarten/Senior Kindergarten must be added as the 2001 does not include Junior Kindergarten/Senior Kindergarten although Native as a Second Language is being taught in many public schools. All other curriculum documents have been updated and are current, whereas the Native Language has not been updated since 2001. An updated document reflects The Truth and Reconciliation Commission of Canada, Calls to Action (#62 and #63).

105. Intermediate Division Committee

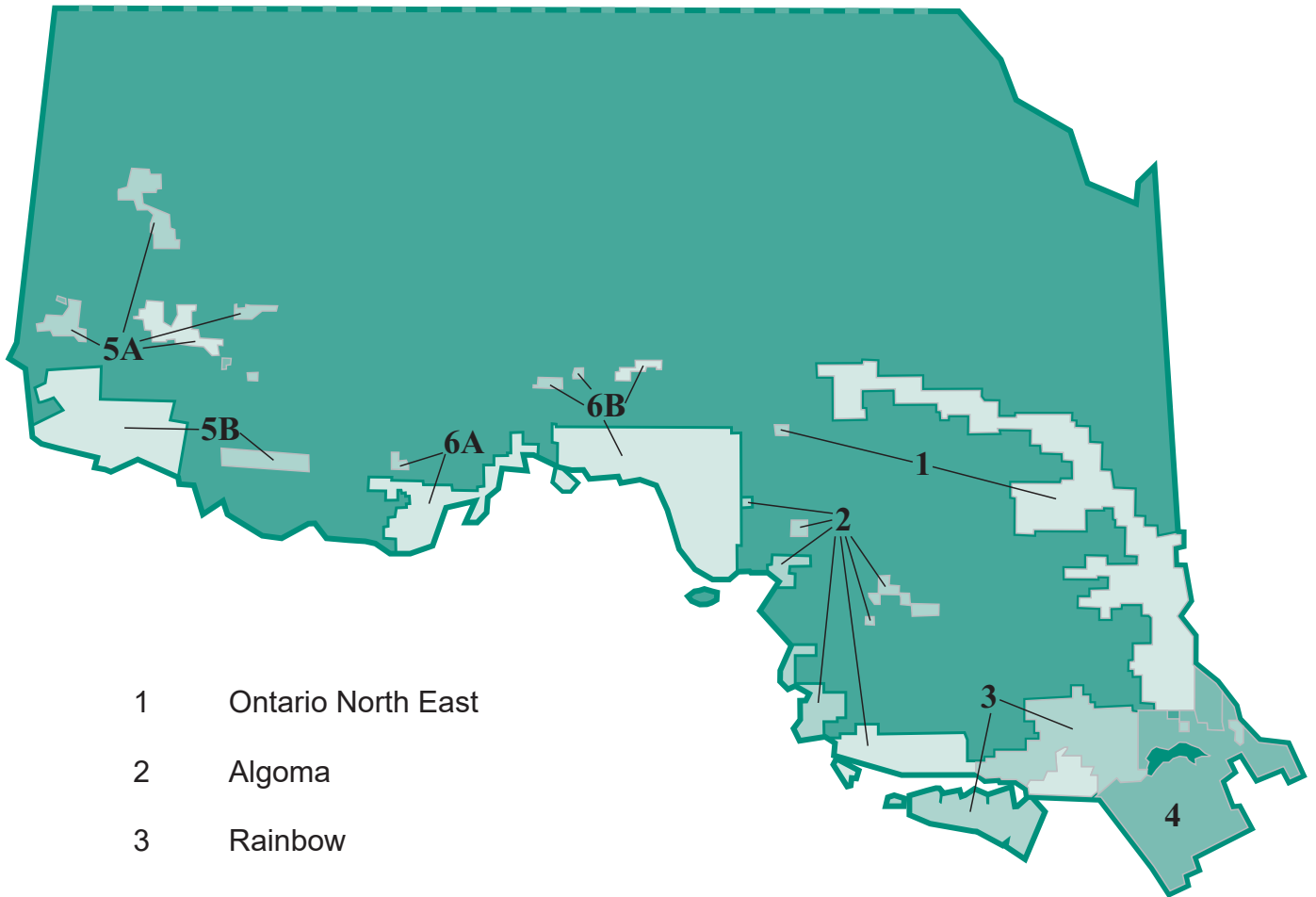
THAT ETFO, through OTF, lobby the Ministry of Education to fund release time for homeroom teachers of Grade 8 students and their secondary counterparts to meet and plan in order to support the students' transition to Grade 9.

Rationale:

The move to de-streaming is necessary to acknowledge and address anti-Black racism in Ontario's education system. There is a lack of support for this transition, and communication is necessary between educators in both the elementary and secondary panels. There is currently a lack of funding to support the transition to de-streaming in secondary, and it is necessary to fund this in order to provide the support required by

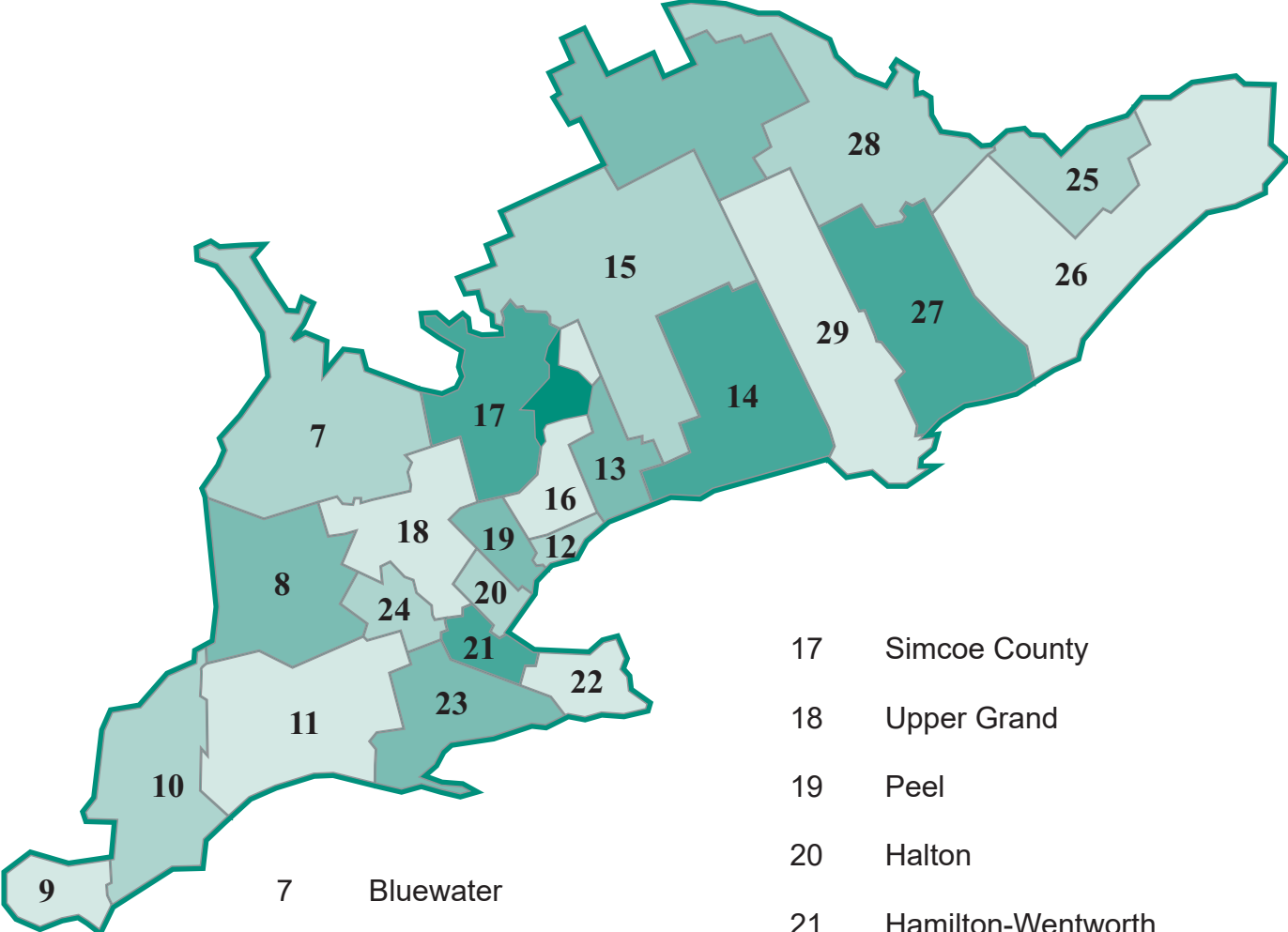
students and staff to ensure a seamless transition that meets all students' diverse needs. This can be a difficult transition for all students, including those with and without exceptionalities.

NORTHERN ONTARIO ENGLISH-LANGUAGE PUBLIC DISTRICT SCHOOL BOARDS



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

SOUTHERN ONTARIO ENGLISH-LANGUAGE PUBLIC DISTRICT SCHOOL BOARDS



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



Elementary Teachers' Federation of Ontario (ETFO)
136 Isabella Street | Toronto, ON Canada | M4Y 0B5
416-962-3836 | 1-888-838-3836



etfo.ca



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