



## Provincial Executive Liaison Report

To: District 10, Council  
From: Karen Littlewood, Executive Officer

### 1. Lobby Day

Queen's Park Lobby Day will be held on Wednesday November 28, with lobby training to take place the night before, Tuesday November 27, at the downtown Toronto Sheraton Hotel.

Highlighting the success of the public education system may include focusing on the high number of high school graduates; Ontario's standing relative to other Organization for Economic Co-operation and Development countries and the general high regard that Ontarians hold for the publicly funded system.

With 46 of the 76 member Tory Caucus being first-time MPPs, their knowledge of the publicly funded education system may be limited. With the possible threats to the system, it would be advantageous to reach those MPPs with a positive message on the value of the current education system.

As in past lobby days, most local districts will be allowed up to two delegates and larger districts will be granted larger numbers, based on their FTE.

### 2. Bill 48, Safe and Supportive Classrooms Act

Education Minister Lisa Thompson's (Huron—Bruce) bill is scheduled to begin second reading debate on Monday November 12, when the Legislature reconvenes after its constituency week break. With bills requiring six and a one-half hours debate before a vote at second reading, it is possible that the bill could move to the appropriate committee for review prior to the end of the week of November 12. At this stage, OSSTF/FEESO has requested an opportunity to appear before the appropriate committee, if public hearings are held.

Thompson's bill would require all teacher candidates to pass a math test before being licensed. Thompson's bill would also revoke the certification of teachers and licensed early childhood educators disciplined by their respective professional regulatory body for committing sexual abuse against a student or child. As well, the bill would create guidelines for school boards to implement policies for the inclusion of service animals. Currently, 39 of the 72 school have policies in place. Thompson's bill also would allow future changes to the composition of the Ontario College of Teachers and its various committees to be made by regulation rather than having to pass a bill in the Legislature.

### 3. Math Funding

NDP MPP and Education Critic Marit Stiles (Davenport) accused the Minister of Education Lisa Thompson (Huron—Bruce), of cutting funding for helping teachers improve their math skills while calling for a new math test for teacher candidates, as outlined in Bill 48. Stiles said, "Last week, the government jumped the gun on their own consultations and introduced legislation to create a new math test for teacher certification. Though the details of their plan remain secret, we now know that funding meant to help teachers upgrade their skills in math is set to come to an end, with no indication that the government will keep up that investment. How can the minister justify imposing a new math test for teachers on one hand while cutting the funding meant to strengthen those skills on the other?"

Minister Thompson replied, "First and foremost, I would like to suggest to the member from Davenport—and to the rest of the party, actually, as well—NDP: No drama, please. What we are doing is hitting the pause button. The fact of the matter is, over the last 15 years, the government

that they propped up has put Ontario in a \$15-billion hole. We have put a pause on EPO funding so that we can do our own line-by-line audit, so that we can justify the return on investment dollars that we are going to be putting forward in our EPO funding pockets, if you will. The fact of the matter is that we are doing so much for teachers. Just on the weekend, I had a teacher come up to me at dinner. She said she loved the math resource guide that we provided to help them transition from discovery math—”

#### 4. Cancellation of College Campuses

NDP Leader Andrea Horwath (Hamilton—Centre) used her party's Opposition Day to focus debate on the cancellation of three college Campuses. Horwath introduced a motion that read:

- “Whereas existing commitments were in place for post-secondary expansion in Brampton, Markham and Milton; and
- Whereas this investment would have brought hundreds of jobs to each city and encouraged broader economic growth in these communities; and
- Whereas the municipalities of Brampton, Markham and Milton have already spent significant amounts of money, time and effort related to the already-approved projects;

Therefore the Legislative Assembly calls on the government to honour established commitments to fund post-secondary expansion in Brampton, Markham, and Milton.”

In response to Horwath's motion, The Minister of Training, Colleges and Universities, Merrilee Fullerton (Kanata—Carleton), repeated that budget constraints forced the government's decision. Fullerton said, “We made a promise to the people of Ontario to restore accountability and trust in Ontario's finances, and part of that process means making tough decisions about projects across Ontario. Tough decisions—because the previous Liberal government left us \$15 billion in deficit. Irresponsible spending has left Ontario in a dire economic situation. We are forced to make tough decisions—disappointing decisions for some, but thoughtful decisions. Our government has begun and will continue to do the heavy lifting needed to achieve our goal of sustainable economic prosperity.”

Horwath's motion was easily defeated the Progressive Conservative government by a vote of 61–36.

The next day in Question Period, NDP Leader Andrea Horwath (Hamilton Centre), continued her advocacy for the college campus [asking](#), “PC candidates spent the last campaign promising that these campuses would go ahead. During the campaign, the MPP for Milton said, “We will do everything we can to make this project a reality...whether it takes \$90 million or there's more we need to do.” The MPP for Markham actually went to the ground-breaking ceremony of the new Markham campus. I guess this truly is a case of promises made, promises broken. Why did the government break their word to the parents and students in these communities who were promised a university?” In response, Minister Fullerton repeated her comments that the government faced a \$15 billion deficit causing the cancellation of the campuses.

#### 5. French-Language College Expansion

While cutting three college campuses, the Provincial government was still able to find \$15 million to help fund the [expansion of the French-language College Boreal](#) in Toronto's distillery district. Attorney General Caroline Mulroney (York—Simcoe), the Minister responsible for Francophone Affairs, took part in the ground-breaking ceremony.

#### 6. Municipal Election – What's Old is New Again Update

Last week's edition of Queen's Park Notes referenced the seven MPPs, most of whom lost their provincial election in June but made a successful comeback as municipal candidates. These included:

- Former Liberal MPP and Cabinet Minister Bill Mauro became mayor of Thunder Bay

- Former Liberal MPP and Cabinet Minister Kathryn McGarry became mayor of Cambridge
- Former Liberal MPP and Cabinet Minister Jim Bradley became a city councillor in St. Catharines
- Former Liberal MPP Dipika Damerla became a City Councillor in Mississauga
- Former Liberal MPP Granville Anderson became a Regional Councillor in Clarington
- Former Liberal MPP Mike Colle became a City Councillor in Toronto
- Former PC MPP Michael Harris became a Regional Councillor in Waterloo

There were also two other former MPPs including past PC Leader Patrick Brown, who did not run in 2018, narrowly defeating another former MPP and incumbent Brampton Mayor Linda Jeffery. As well, long-time Beaches—East York NDP MPP Michael Prue, who lost in 2014, made a political comeback by winning a council seat in Amherstburg.

## 7. **Annual Designated Charity 2018-2019**

Kids Help Phone will continue to be OSSTF/FEESO's designated charity for the 2018-2019 year with a donation of \$10,000.

Kids Help Phone remains a significant and unique organization in its outreach to teenagers and children. In addition to the online and print information it provides, KHP offer both online and direct phone support in response to over 2.2 million requests each year. These services are especially valuable for those in rural and remote areas where there is limited access to other options. OSSTF/FEESO members have also indicated their commitment to KHP, in particular through local donations to and participation in the annual Walk for Kids Help Phone held in communities across Canada each May.

## 8. **Education Consultations by the Ontario Government – Town Halls and Online Survey**

The Government of Ontario updated their Consultation: Education in Ontario website this past week to allow for registration for telephone town halls and to participate in an online survey to ask Ontarians their views on a variety of education-related issues.

### **Town Halls**

Registration for telephone town halls opened around October 16 without any fanfare or release from the government. Twenty-seven town halls are scheduled. The first occurred on Friday, October 19, and the final one is scheduled for November 29. The town halls are set up by region and occur at different times of the day; 13 occur in the afternoon during the work day, 14 occur in the evening. Each one is 1.5 hours in length.

Participants must register on a first-come, first-served basis in order to receive a call, and spaces are limited. If someone cannot participate in a town hall in their region at the times/ dates offered, they are invited to participate in another town hall in a region near them.

The schedule of telephone town halls is below:

Northwestern Ontario (including the surrounding area of Thunder Bay, Kenora)  
 October 19 – 12:00 to 1:30 p.m. (EST)  
 November 14 – 6:30 to 8:00 p.m.

Southwestern Ontario (including the surrounding area of Windsor, Sarnia, London, Kitchener)  
 October 23: 6:30 p.m. – 8:00 p.m.  
 November 1: 6:30 p.m. – 8:00 p.m. (French)  
 November 10: 2:00 p.m. – 3:30 p.m.

Greater Toronto Area – West  
 October 25: 6:30 p.m. – 8:00 p.m. (Hamilton)

October 26: 12:00 p.m. – 1:30 p.m. (Peel, Halton)  
October 29: 6:30 p.m. – 8:00 p.m. (Niagara)

Greater Toronto Area – North (York)  
October 24: 12:00 p.m. – 1:30 p.m.  
November 13: 8:30 p.m. – 10:00 p.m.  
Greater Toronto Area – East (Durham)  
October 29: 12:00 p.m. – 1:30 p.m.  
November 8: 8:30 p.m. – 10:00 p.m.

Toronto  
October 25: 12:00 p.m. – 1:30 p.m.  
October 27: 2:00 p.m. – 3:30 p.m.  
November 1: 8:30 p.m. – 10:00 p.m.

Central Ontario (including the surrounding area of Barrie, Peterborough)  
November 15: 12:00 p.m. – 1:30 p.m.  
November 21: 8:30 p.m. – 10:00 p.m.

Northeastern Ontario (including the surrounding area of North Bay, Sudbury, Sault Ste. Marie)  
October 23: 12:00 p.m. – 1:30 p.m.  
November 20: 12:00 p.m. – 1:30 p.m.  
November 26: 6:30 p.m. – 8:00 p.m. (French)  
November 29: 6:30 p.m. – 8:00 p.m.

Eastern Ontario (including the surrounding area of Kingston, Brockville, Cornwall)  
October 30: 12:00 p.m. – 1:30 p.m.  
November 16: 12:00 p.m. – 1:30 p.m.  
November 22: 6:30 p.m. – 8 p.m.

Ottawa  
October 24: 6:30 p.m. – 8:00 p.m.  
October 30: 8:30 – 10:00 p.m. (French)  
November 2: 12:00 p.m. – 1:30 p.m.  
This schedule was distributed on Friday, October 19 to all presidents and members. See DBU#40-2018/19.

### **Online Survey**

The Online Survey went live on the website on the morning of Friday, October 19. Those wishing to participate must submit their email address in order to receive a link to complete the survey. The website warns that it may take some time to get a survey link:

Due to the unprecedented scope of these consultations and the high volume of registrations anticipated, it could take up to 48 hours for this email to reach you.

A member of the Communications/Political Action Department requested a link to the survey, and received one in less than five minutes.

### **Analysis**

The survey has over thirty questions on a range of education topics. The questions mirror the topic areas set out in the Open Submission section of the website. Some of these areas have very few questions (e.g. cell phones in classrooms), while other topics have many questions (e.g. Health and Physical Education Curriculum).

### **Section 1 – General**

A number of demographic questions are available, including – if you are a parent with school-aged children; how many kids you have in school; if you are a parent, educator, or adult with no children; and which school system your children attend. There are questions that open with definitive statements. For example, the sixth question in the survey states, “Parents are children’s primary educators,” and then participants select options on what they are willing to do to support their children’s education. In addition, the survey asks about participation in parent-teacher nights at schools.

They ask participants their willingness to be consulted on the education system every five years. Also, there are two questions about parents’ knowledge of the Ontario College of Teachers and how important it is to them.

The layout of this section appears to build up the notion that the parent or the citizen is the prime influencer in education policy, or at least ought to be. This becomes more evident as you move through the survey and get to the final questions.

### **Section 2 - STEM**

There are seven question related to Science, Technology, Engineering and Math. Participants state the grade level that they think students should start learning certain STEM topics. Financial literacy is also added into the mix. The survey asks participants to determine when a student has the needed math fundamentals.

How will you know a student has the needed math fundamentals? Select all that apply.

- When they can do mental calculations for basic arithmetic and multiplication
- When they can understand and use numbers (for example, being able to read, represent, count, order, estimate, compare numbers)
- When they can show their work to explain their solutions
- When they can apply math – including special fields like geometry – to workplace applications like measuring and building
- None of the above

This question is set up for all of the boxes (except “none of the above”) to be checked off by a survey participant, especially for those who have little understanding of math fundamentals or curriculum development. All options seem reasonable to the average person. This is laying the foundation for the justification and political messaging that the math curriculum needs change and the government saves the day by getting rid of the ineffective “discovery math” approach.

### **Section 3 – Job Skills**

The four questions in this section ask participants to gauge the importance of teaching a number of “job-related” skills. As in the previous section, this question is set to have participants check off “very important” in most or all of the options. The other three questions only provide Yes, No, or I’m not sure, as options when asking if schools are doing enough to promote various skills and opportunities.

The focus of these questions is to promote streaming more students into the trades and apprenticeships, and to give the government justification to pursue this agenda.

### **Section 4 – Testing**

The three questions on EQAO are simple, and prompted by a brief description of what EQAO testing is and how frequently it occurs. The first question refers to these standardized tests as “assessments,” and asks, HOW SHOULD they be administered. They provide three options for participants; to all students, to a sample of students, or not at all.

There is a follow up question on frequency of standardized testing and the options of less frequent, or not at all are available.

These questions appear to be among the most neutral within the entire survey. The Ford Government may be opening the door to reducing or eliminating EQAO testing based on the survey results.

### **Section 5 – Financial Literacy**

There is one question in this section, which asks participants to gauge the importance of teaching very specific financial literacy skills. They include the calculation of interest, using a credit card responsibly, and understanding the concept of living within their means. This question seems the most out of place in the entire survey.

In the question, it classifies all of the stated financial literacy skills as “life skills.”

### **Section 6 – Cell Phones**

There is only one question in this section and there are four options provided to participants to choose. The question does not ask IF cell phones should be banned, but WHEN, or in what situations should cell phones be banned. There is a NEVER option available, and there is an option where teachers would have the discretion to determine if a cell phone can be used in a classroom or not.

Given the attention Ford gave to this issue, it is interesting to note that there is very little attention paid to this issue in the survey.

### **Section 7 – Health and Physical Education Curriculum**

With eight questions, this is the greatest focus of the survey. The questions are more complex as are the ways that participants must answer them. What is most concerning is the first question in the set asking participants if certain topics “should be covered in a REVISED Health and Physical Education curriculum.” Participants must decide, if they said yes, at what age should students learn about these topics. There are eleven topics in all, and most relate to sexual health, and include those topics that the Ford Government did not include in their interim HPE curriculum.

Participants can select from six different age groups. Given that many parents have a natural aversion to talking about sexual health with their kids, the results are likely to justify the position that many Conservative supporters had on the HPE curriculum that the 2015 version was not age appropriate. This would go against the advice of experts in the sexual health field.

While these results may not affect most of our members significantly in the short run, our members may find that students are poorly prepared with sexual health education when they arrive in secondary and post-secondary schools. We could see a swing back to increases in incidents of bullying and homophobia, for example, if Ford follows through on acting on the anticipated results of this survey.

Another question participants are asked is how much they trust certain sources of information on sexual health for students. Included in the list is “religious and community leaders.” Also, note that they put “school curriculum/teachers” together rather than separate. This question is designed to satisfy those who supported Ford to get rid of the “sex-ed” curriculum. The results are likely to show that parents are viewed as the most trustworthy source of sexual health information, justifying Ford’s position on this issue.

### **Section 8 – Parents’ Bill of Rights**

This is the final question in the survey and it is open ended. The beginning of the question states, “We are developing Ontario’s first ever Parents’ Bill of Rights.” Participants can input their views on “what are the most important principles to have in the Parents’ Bill of Rights?”

The phrasing of this question makes one thing clear – A Parents’ Bill of Rights is coming.

The way this survey was structured could lead one to believe that it all came down to this final question. The survey questions create a sense that publicly funded education is in a near crisis state and parents have lost control of the system. The subtle message is the Ford Government is doing something about it, and now so can you – that they will make sure parents have a clear say in how kids are educated and what they learn – not those elites and experts.

A Parents’ Bill of Rights is a relatively new concept in the education sector in Canada, but not in the United States. More research on this topic would better prepare the federation to respond.

## 9. Education Campaign re. Professional Colleges

A meeting regarding AAP 2018-19: Education Campaign re. Professional Colleges was held on October 1, 2018. Assigned staff and executive attended the meeting. The purpose of the meeting was twofold: to review data collected for a comparison chart of all colleges to which our members must belong in order to work in their chosen field, and to generate an action plan to fulfill the mandate of the work group.

Assigned staff attended Sector Caucus meetings prior to September’s Provincial Council meeting. At these meetings, staff shared the work group’s progress and ascertained what issues and concerns members have with their professional colleges.

The following education campaign was generated during the meeting.

### Professional Colleges Education Action Plan:

- **Draft a Series of four articles** for *Update* and/or social media platforms, including commissioned cartoon images. One article would highlight the range of colleges to which OSSTF/FEESO members belong, and common mandate and concern issues. Three additional articles will focus on: 1) TBU/OTBU issues with the College of Teachers; 2) ECE issues and concerns with the College of ECEs; and 3) PSSP issues with a number of professional colleges to which they belong. Each of these articles will include a score card that focuses on three key areas: mandate creep, regulation/policing of the profession, and autonomous professionalism. The aim is to create and publish these articles throughout the fall.
- **Update and revise an existing Leadership workshop** to review college governance, regulation, investigation and discipline, as well as political issues of the range of professional colleges to which OSSTF/FEESO members belong.
- **Condense the information in the comparison chart** created by members of the work group, to be shared with members, OTF and affiliates, and other unions as applicable.
- **Create a short, animated video** to highlight the role of professional colleges and advice for members regarding advice, advisories, and investigations by and from the various colleges. Included in the video will be advice on contacting local leaders when concerns arise. Information from the above initiatives will be incorporated into individual one-page documents for members, with common professional college information on one side, and college-specific information/concerns on the reverse.

## 10. Member Education for Negotiations Workgroup

The Member Education for Negotiations package will include three short videos each with an accompanying pamphlet, which provides further detail. The three videos will be released one at a time at Provincial Council with a presentation that gives advice on how they can be used effectively in local districts and bargaining units. The January/February PSC Regional meetings will also include time for local leaders to discuss and brainstorm strategies for using the package.

Video	Content	Release
Your Voice Matters (video is complete)	Member input	November PC
Bargaining Matters (video is complete but requires some changes)	The SBCBA, developing the brief, confidentiality, etc	January PC
Solidarity Matters (video is in the process of being developed)	The way to arrive at a fair deal is through member involvement and solidarity	February PC

Although the mandate is to create an education plan for those bargaining units and members covered by the SBCBA, the workgroup believes that this kind of education would be very useful for other bargaining units and members. The work group recommends that, once complete, the package be changed for use with the University and Independent School bargaining units.

#### 11. OLRB Unfair Labour Practices Complaint

The Unfair Labour Practices complaint against the Crown continues to move forward slowly. The complaint is regarding the payments made by Ontario to OECTA and other unions to compensate for the grid delay in the 2014-2015 school year.

Similar complaints were filed by ETFO, CUPE, and OPSEU. Those complaints have now been combined with OSSTF/FEESO's, and they will be heard together. The Crown raised preliminary objections, stating that: the OLRB doesn't have jurisdiction over the matter; there is no *prima facie* case; the matters in the complaint aren't justiciable; and OSSTF/FEESO has already negotiated a settlement regarding the issues i.e. the 2014-2017 central agreement.

The preliminary objections will be argued on September 27 and October 3, 2018. The decision coming from that will determine whether the complaint will go to a hearing.

#### 12. Recent DBU's 2018-2019

- 048 – Top Myths about the OMERS Comprehensive Plan Review
- 047 – Certification Rating Statement Applications and Re-Evaluations
- 046 – Bill 47 Making Ontario Open for Business Act 2018
- 045 - OMERS Update
- 044 - Certification Rating Statement Applications
- 043 - Provincial and Municipal/Trustee Election Manuals Survey
- 042 - Emergency Actions - Hand off the \$15 minimum wage
- 041 - IATSE Local 58 Lockout
- 040 - Telephone Town Halls for Government Consultations on Education in Ontario
- 039 - OSSTF/FEESO Lobby Day at Queen's Park - November 28, 2018
- 038 - Legalization of Cannabis
- 037 - December 6 Commemorations 2018
- 036 - New Member Regional Training Sessions
- 035 - All Presidents Meeting**
- 034 - OFL Actions - October 2018
- 033 - New Member Engagement Advisory Work Group

