

Provincial Executive Liaison Report

To: District 10, District Council

From: Colin Matthew, Executive Officer

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1. Action Plan to Support Equity, Anti-Racism and Anti-Oppression

The following motion related to the Action Plan to Support Equity, Anti-Racism and Anti-Oppression was passed at AMPA 2021:

PROC 207-21

BE IT RESOLVED THAT AMPA 2021 endorse the OSSTF/FEESO Action Plan to Support Equity and Anti-Oppression.

The plan is very comprehensive and includes many steps and processes to implement. In order to assist with the overall management of the Equity Action Plan, the Equity Team has broken down the plan into different components and the President and General Secretary have assigned Provincial Executive members and Staff to each component.

2. Shine the Light Campaign

November is Women Abuse Prevention Month in Ontario. Once again, OSSTF/FEESO is collaborating with the London Abused Women's Centre to provide purple lapel pins to members who wish to order them through our December 6 commemorations. In addition to the pins, we are also offering our own December 6 posters as well as White Ribbon signing sheets for members who identify as men to make a commitment to end violence against women.

The *Shine the Light* campaign, initiated by the London Abused Women's Centre, is focused on building awareness, engaging people in breaking the silence and encouraging all communities to speak out against Violence Against Women. A donation will be made to the campaign resulting from District and Bargaining Unit December 6 orders of purple lapel pins.

Dates to note include:

November 19	Ask OSSTF/FEESO Provincial Councillors to wear purple in solidarity
November 25	International Day for the Elimination of Violence Against Women and Day 1 of the 16 Days of Activism Against Gender Violence
December 1 - 7	Commemorative displays in OSSTF/FEESO worksites
December 6	National Day of Remembrance and Action on Violence Against Women
December 10	International Human Rights Day

To promote the *Shine the Light* campaign, staff will:

- Create an article on the campaign for Update to encourage members to participate in the *Shine the Light* campaign to encourage members to wear purple on November 13 – “Wear Purple Day”.
- Create social media for the 16 Days of Action between November 25 and December 6, with special emphasis on notable dates.
- Encourage Provincial Councillors to wear purple on November 19 and to indicate, when they speak virtually at Provincial Council that they are ‘shining the light’ and supporting Women Abuse Prevention Month by wearing purple.

For further information on the campaign: <https://www.lawc.on.ca/shine-light-woman-abuse-campaign/>

3. PROC 202 Consultations

Since AMPA 2021, members of the Equity Team have pursued a multi-pronged approach to ensure that needs of members are met, and the business of the house may run smoothly at AMPA 2022. The diversification of the Speaker Bank, a survey examining the Rules of Order and individual interviews with equity-seeking members are being complemented by a review of PROC 202 and the OSSTF/FEESO Rules of Order in general. There are some emerging trends that have been noted to date and the full results of the survey have not yet been collated.

There are numerous elements of PROC 202 that OSSTF/FEESO can consider changing to be inclusive and enhance member engagement. The General Secretary has assigned staff to consult with the Equity Advisory Work Group, the First Nations, Métis, Inuit Advisory Work Group, the Black Persons and Persons of Colour Advisory Work Group, the Parliamentary and Constitution Council and the Finance Committee on PROC 202.

4. Addressing Systemic Racism in Ontario Schools Interim Position Paper

In response to the government's action plan on addressing systemic racism in schools (released in July 2020), the Provincial Executive created an in-house work group to draft a position paper. The work group identified that the position paper would need to be evidence-based with proposed motions on external policy motions for AMPA 2021. The report to AMPA was endorsed in principle. That said, only some of the related policy motions reached the floor. The remaining motions have been submitted to Provincial Council for the November meeting. Therefore, until then, staff has put together an interim position paper as it does not yet reflect our external policies on all of these issues. Staff will revise the paper accordingly based on the outcome at the November Provincial Council.

The final position paper will be shared widely, including but not limited to: Provincial Council, the equity tab on our website, community groups through the allies and affiliates newsletter, newsletter for parent councils, and the Ministry of Education.

5. Equity Update

Please check the OSSTF/FEESO website for monthly Equity Updates by clicking on the Equity Matters button on the home page:

<https://www.osstf.on.ca/about-us/what-we-stand-for/equity.aspx>.

6. Hybrid Learning Pushback Campaign

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

Leaders and members from those boards currently offering hybrid learning are struggling. Currently, a number of local initiatives are happening along with provincial initiatives (i.e. Here For Students campaign), with some, including that from District 9 (Greater Essex), positively impacting board decisions and ending hybrid learning in their boards.

Leaders are requesting help and support in an organized provincial pushback campaign against hybrid learning. While not all boards are engaged in the model, the CPA Department has developed a no-hybrid campaign would benefit all districts, acting to educate the public on the dangers of hybrid learning, push back against boards with hybrid learning, and thanking boards not employing hybrid learning.

The Plan

1. Re-employment of our no-hybrid animations (completed) – <https://fb.watch/8lyzvmVIn/>
2. Half-page, two-sided leaflet using static image from the animations to be used where possible for in-person handout and rendered for social media posts
3. Full-page ad in papers in areas where hybrid models are being employed, including graphics and an open letter from OSSTF/FEESO to Lecce and Ford
4. Template letter for D/BUs to send to parents
5. Template letter for D/BUs to send to trustees

The Communications/Political Action Department finalized a full-page ad that appeared in late October in targeted daily and weekly newspapers. These ads were included in papers that are in areas where hybrid learning is taking place. Staff also reached out to Districts where hybrid learning is occurring for feedback on places where these ads would be most effective. Ads appeared in the following:

- Toronto Star (Districts 12, 16, 19, 21) – Saturday edition
- The Chronical Journal (District 6A)
- Orillia Today (District 17)
- Sault Ste. Marie This Week (District 2)
- Timmins Times (District 1)
- Local Paper(s) in District 26

7. Hybrid Webinar Proposal

The CPA Department will be putting together a webinar on hybrid learning. It is important for parent/community partners to understand the impacts, problematic features and equity

issues surrounding hybrid learning. With a focus on the importance of face-to-face learning, rather than the negative aspects of hybrid, the webinar would highlight the impact face-to-face has on:

- Mental health
- Social connections
- Family connections
- Equity
- Worker well-being
- Student success

The final date of the webinar will depend on the availability of guest speakers.

8. OSSTF/FEESO Union Training Academy

OSSTF/FEESO is excited to offer the OSSTF/FEESO Union Training Academy (UTA) to support District and Bargaining Unit executives. These training sessions, held virtually via Zoom, are designed to address a variety of issues that District/Bargaining unit executives are dealing with, clarify common issues, and to provide possible strategies to resolve issues. The Provincial Executive encourages District and Bargaining Units to extend the Union Training Academy to a wide range of local leaders, including executive members, Grievance Officers, and/or committee chairpersons.

Please be advised that these sessions are union training intended for OSSTF/FEESO members only. There is no cost to register and to attend the training sessions. Any expenditures for members that may be associated with attending the training sessions are the responsibility of the District or Bargaining Unit. Bargaining Units can use their Account 2010 allotment to defray costs that may arise. Provincial Office will not be providing additional funding.

To register, please go to:

<https://www.osstf.on.ca/en-CA/news/upcoming/osstf-feeso-union-training-academy.aspx>

Additional training sessions scheduled for 2022, including Pay Equity and WSIB, will be advertised later this fall.

Registration for each training session will be available up until 11:59pm three business days prior to the event. Zoom meeting links will be sent out 24 hours prior to each session.

Please check back on the registration page if the session that you are interested in attending is not yet available for registration.

Inquiries about the OSSTF/FEESO Union Training Academy should be directed to Jenny Chen (jenny.chen@osstf.ca) or Gary Fenn (gary.fenn@osstf.ca) at the Provincial Office.

Workshop Session	Date	Time
Minutes, Motions, and Meetings	October 26	6 – 8 pm
An Introduction to Chairing Meetings	October 27	4 – 6 pm
Racial Justice	November 9	4 – 6 pm
Leading Effective Meetings	November 10	5 – 7 pm
Minutes, Motions, and Meetings (en français)	November 15	5 – 7 pm
Minutes, Motions, and Meetings	November 16	4 – 6 pm
Duty to Accommodate/Return to Work (English, en français)	November 16	5 – 7 pm

An Introduction to Chairing Meetings	November 17	6 – 8 pm
Duty of Fair Representation	November 24	5 – 7 pm
Duty of Fair Representation (en français)	November 24	5 – 7 pm
Records Management	December 1	5 – 7 pm
Records Management (en français)	December 7	5 – 7 pm
Constitutions 101 and Beyond	January TBD	TBD
Cultivating Resilience	January TBD	TBD
Minutes, Motions, and Meetings	April TBD	TBD
An Introduction to Chairing Meetings	April TBD	TBD
Duty of Fair Representation (English, en français)	April TBD	TBD
Duty to Accommodate/Return to Work (English, en français)	June TBD	TBD

9. Federal and Provincial COVID-19 Response Measures: 2021 Update

On October 6, 2021, the Financial Accountability Office of Ontario (FAO) released the report: *Federal and Provincial COVID-19 Response Measures: 2021 Update*. Included with the Report, Briefing Deck, and News Release, is a list of federal and provincial COVID-19 Response Measures. These can be accessed at:

<https://www.fao-on.org/en/Blog/Publications/fed-prov-response-2021>

The report analyzes both the federal and provincial response measures that have been put in place over the course of the pandemic from 2019-20 through 2022-23. Combined to date, there have been 238 COVID-19 direct response measures implemented by both levels of government with a net total of \$170.3 billion in support. Both levels of government provided an additional eight indirect measures, most of which were related to deferred fees or payments.

Ontario has implemented 114 measures, for a total of \$35.4 billion in direct support measures. After accounting for \$9.8 billion in federal cash transfers to the province, which included \$763 million for the Safe Return to Class, the Ontario government's share of direct support measures is \$25.6 billion (15%). This does not include \$5.0 billion in COVID-19-related funding that remains unallocated by the province.

Of the \$25.6 billion in COVID-19 direct supports provided by Ontario, \$18.5 billion is new government spending, while the remaining \$7.1 billion is due to spending reallocations and savings that resulted from the impact of the COVID-19. Included in this \$7.1 billion in reallocations is \$600 million from school board reserve funds, \$400 million from School Stabilization Funding, and \$500 million from lower than planned student financial aid payments.

Most of the \$35.4 billion in direct support measures implemented by the province to date go to the health sector:

- Health sector at (\$14.7 billion, 41%);
 - Support for businesses at \$5.6 billion at (16%);
 - Municipalities at \$5.1 billion at (14%); and
 - Support to individuals at \$3.7 billion (11%).
- Support to individuals includes a total of \$1.67 billion in transfer payments to parents of school-aged children, with \$328 million in 2019-20 and \$1.34 billion in 2020-21.

In School and Childcare, support measures of \$3.4 billion (9%) include:

- \$1.3 billion in funding to support public health in schools through Safe Re-Opening of School;
- \$406 million in Stabilization Funding to school boards;
- \$635 million in allocations by school boards from their reserves; and
- Temporary increases of \$130 million in the GSNs for mental health, technology, and language program funding through 2022-23, and \$57 million for the Ontario Summer Learning Program in 2020-21.

The remaining direct supports in School and Childcare are directed to childcare centres and early years programs, including Emergency Childcare for Frontline Workers.

In the postsecondary sector, the province provided \$225 million (0.9%) in stabilization funding, including over \$70 million to provide students with more flexible and accessible virtual learning options.

The FAO report shows that the \$25.6 billion in COVID-19 direct supports provided to the province represents 15% of the total provincial and federal direct supports, though only \$18.5 billion (72%) of these direct supports were new investment. The province provided \$3.4 billion in direct supports to education and childcare, which is 9% of the total direct supports provided by the province. Comparatively, the education sector, which includes childcare programs, represents 20%, and postsecondary education represents 6.9% of Ontario's total planned program expense in the 2021-22 Ontario Budget. Finally, while providing \$2.53 billion of direct support to public schools, the province provided \$1.67 billion in transfer payments directly to parents.

10. Ministry of Education Continuous Learning Working Group Update - October 14, 2021

Staff assigned from the Educational Services Department and representatives from affiliate education unions continue to attend on-going bi-weekly meeting with Staff at the Ministry of Education. At recent meetings, a number of concerns were raised, and not all agenda items were dealt with due to the lack of time.

Items from affiliates:

- Grade 9 math resources on VLE (e.g. when are SEL pedagogical resources)
- VLE handout highlighting for teacher supports
- IEP communication to boards
- LIFT (i.e. affiliates inquired as to what mechanisms are in place to ensure the funding is being allocated equitably)
- Continuing delays at the OCT
- Update on AQ subsidies
- Will TPAs continue to be on pause?
- Lack of cohorting in secondary schools
- Hybrid learning (i.e. the realities of hybrid learning in secondary schools; school boards should be planning for virtual schools in semester 2)
- Grade 9 destreamed math; should we be expecting Grade 10 destream math in September 2022?
- EQAO
 - Why are they running EQAO while we are still dealing with the pandemic?
 - What are the details on the plan?
- Assessment and Evaluation, Reporting (i.e. what has the Ministry communicated to the school boards?)

Items that were dealt with:

Teacher Performance Appraisal (TPA)

- Evaluation cycle resumes as of September 2021, as per the regulation and technical requirements manual
- Due to pandemic learning, TPAs scheduled for 2020-21 were paused as a result of amendments made in the regulation. According to the Ministry, TPAs that were paused in 2020-21 will occur in 2021-22. All subsequent TPA will be pushed forward by one year
- NTIP teachers will continue to have two appraisals in their first year as per the regulation
- Deferral on an individual basis continues to be available
- Affiliates advocated for a pause in light of the continuing impact of pandemic learning (e.g. remote and hybrid learning models)

Annual Learning Plan (ALP)

- Ministry indicated that ALPs are to proceed as per usual
- Technical Requirements manual provides applicable information
- Deadline for submission should be flexible according to school needs as the process for ALP is consultative and collaborative, time to connect with administration may need to be scheduled according to teacher/administration availability
- Affiliates advocated for a pause in light of the continuing impact of pandemic learning (e.g. remote and hybrid learning models)

Ontario College of Teachers

- Continuing delays at the OCT to administer applications are impacting teachers in negative ways
- Affiliates advocated for an action plan to address excessive waiting periods of 14-16 weeks up from the typical 4-6 weeks
- Ministry has acknowledged the problem and is in the process of implementing strategies to expedite
- Boards who have hired a teacher can request expedited handling of qualifications

Additional Qualifications Subsidies

- Math AQ subsidy (\$4MIL) continue to be available and are allocated to boards that apply. Transfer payments made directly to school boards.
- Guidance and Career Education AQ subsidy (\$700K) for self-identifying teachers from under-represented groups
 - Ministry explained that the purpose of this subsidy is to incentivize teachers from under-represented group to take the AQ and increase diversity so that guidance teachers represent the students they service
- Autism AQ subsidy (on-going part of 3 year subsidy agreement beginning in 2019) is \$1MIL
- First Nations, Metis, and Inuit AQ & ABQ subsidy is available (amount not disclosed)

Assessment & Evaluation

- Ministry informed affiliates that they are actively thinking about issuing another memo but this is not yet approved
- In the absence of a new memo, boards should continue to follow Growing Success, October 30, 2020 Memo and May 4, 2021 Memo
- Secondary schools' mid-term reporting should reflect the October 30, 2020 memo

Grade 9 Destreamed Math

- Affiliates raised concerns about the lack of plans for grade 10 math; current grade 9 math teachers are unsure of how to prepare students without clear direction as to what is planned for grade 10 math for September 2022
- Ministry indicated the plan was to destream all grade 9; there is not yet a commitment for grade 10 destreaming
- Ministry indicated that should changes to existing grade 10 courses be need, they will come via addendum to the curriculum

EQAO

- All EQAO testing is online
- Grade 9 Math is being administered from October 2021 – June 2022 through several testing windows
- Practice Assessments, User Guides, Webinars are available on the website
- OSSLT is also moving ahead, currently open October – December with an additional testing window in the spring
- Affiliates raised concerns about Grade 3 EQAO (related to pandemic disruption and poor math roll out)
- Grade 3 EQAO will be added to a future meeting agenda
- OSSTF staff did not have an opportunity to address the OSSLT specifically as the meeting ran out of time

11. Decommissioning of EduGAINS and Edusource Websites

A meeting through OTF was held with two Ministry of Education staff early this fall, as a follow-up to a virtual meeting of the Division/Subject Association held in June 2021.

At the meeting, the Ministry staff reiterated that the timeline for the decommissioning of Édusource would be more protracted than for Edugains, its English-language counter-part. Edugains and Édusource were the English and French websites that housed Ministry developed resources to support policies and programs related to improved learning and teaching from Kindergarten to Grade 12. The site's resources were regularly accessed by members from all four Affiliates. The Affiliates and Subject Associations were concerned that most of the material on the sites would be lost when the Ministry decided to decommission the websites. The Ministry did agree to archive the material but only have it available until June 2022. Only a selected subset of the material would be migrated to e-Community Ontario in the Virtual Learning Environment (VLE) and continue to be available. It was confirmed that broken links for the selected material, which occurred in the early stages of the migration of resources to the Supports for Learning section of eCommunity Ontario (the VLE), had been repaired. While the Learning Exchange is officially defunct, the videos from it are now housed and accessible on Vimeo at this link:

<https://vimeo.com/studentachievement/albums/sort:date/format:detail>

One positive piece of information – decisions about what content would be migrating from EduGAINS and Édusource were being made by Ministry teams composed of a majority of staff with education backgrounds, not by career bureaucrats. Unfortunately, there has been no progress on teacher candidates gaining access to the resources that are now password-protected on the VLE.

Again, our members are left without timely, comprehensive/practical Ministry-provided or Ministry-funded resources/in-service. There appears to be a persistent and fundamental

misunderstanding and indifference to teachers' and educators' lived realities in the classroom.

At every opportunity, OSSTF/FEESO along with OTF, the other Affiliates and the Subject Associations continue to press Ministry of Education staff for the opportunity to participate in open and collaborative dialogue on the types of curriculum resources and in-service needed to ensure a proper implementation of new/revised curricula.

12. Ontario Liberal AGM – October 15-17, 2021

The recent Ontario Liberal AGM was the first major event for the party since the Leadership contest of March 2020. Unlike Leadership convention, this event was held virtually. None of the plenary sessions, except for Leader Steven Del Duca's keynote speech, exceeded 300 delegates. This is in sharp contrast to in-person Ontario Liberal AGM's in an election year, which routinely draw in excess of 1,000 delegates. Whether this is a result of a lack of enthusiasm for the party, virtual fatigue or another factor or combination of factors is difficult to determine.

As for the convention, delegates discussed internal party constitutional amendments and held regional meetings on the electoral prospects for the party. While some delegates expressed frustration at the slowness of the nomination process, delegates were generally upbeat on the party's future electoral growth. Many indicated that they were appreciative of the party's policy process directed through their "Take the Mic" initiative.

Delegates were introduced to the current 56 nominated candidates. Emphasis was placed on the fact that 36 of the candidates were women and that Del Duca has committed to having gender parity, at minimum, with the slate of 124 candidates. As well, delegates were reminded of the commitment to have 30 candidates under the age of 30. It is obvious that Del Duca and the party is attempting to present a new face to the electorate of a younger, more female slate of candidates. With only six caucus members seeking re-election, the opportunities to achieve those targets is more manageable.

Del Duca's keynote address closing the convention featured a number of notable promises including a commitment to change the electoral system. Del Duca proposes to introduce ranked-ballots, if he becomes Premier. If he fails to do so, he said he would resign before the end of his first term. Ranked ballot voting is a process whereby voters rank candidates, in order of preference, on their ballot and a winner is not declared until one candidate wins a minimum of 50% plus one of the total votes. It is believed that rank balloting may be more helpful to the Ontario Liberal Party than the other parties as prior polling has indicated that the Liberals are the second choice of more Ontarians than other political party. At the same time, ranked ballots may give some voters the opportunity to avoid strategic voting on their first choice, which may increase the chance of their party winning certain ridings. Nonetheless, few politicians seek to implement an electoral system, which diminishes their chances of winning.

Another proposal that Del Duca made was to re-instate the Universal Basic Income pilot program that Premier Doug Ford cancelled. Finally, Del Duca promised to create a pilot program to study the feasibility of instituting a four-day work week.

Del Duca made no mention of Education or Healthcare during his relatively brief speech. It would seem that he has either not settled on those policies or that he is reluctant to outline them because he fears that the other parties may steal some of his ideas.

In conclusion, Del Duca was able to garner significant media for his promises, particularly on ranked ballots and the four-day week, but opinion on those issues was divided. It may be more a matter of Del Duca offering “bold” initiatives to demonstrate leadership rather than universally popular proposals. Whatever the case, Del Duca finally was able to gain some media attention, which could boost his lackluster polling and image.

13. Here For Students Fourth Wave Survey of Supporters on Back to School Plan

The *Here For Students* campaign issued a “Back to School” survey to supporters through an emailed newsletter and social media posts just prior to the return to school for most students in Ontario. This survey received over 1,800 responses, a higher rate than our “Third Wave” survey back in the spring.

This survey should not be regarded as a formal or scientific poll, but as a snapshot of the opinions of our base of our thousands of supporters that we engage through emails and social media. Please remember that we built our supporter base in areas of the province where Progressive Conservative candidates had narrow margins of victory in the 2018 Provincial Election. Staff view these results as another data point among many other data points we continue to receive and analyze.

As with past surveys, about 50% of respondents self-identify as parents, and just under a quarter identify as educators. In addition, about half of the respondents are from the Toronto and Greater Toronto area. About 60% of respondents have at least one child attending a school in a public education system.

Some highlights from the survey include:

- 91% of respondents said that they plan on sending their child(ren) to in-person learning, with only 6% saying they will have their child(ren) learning remotely.
- 94% of respondents said that they stay up-to-date every day on the back to school issue, or did so as much as they could, and about the same number of respondents said that they are very familiar or somewhat familiar with the Ford government’s back to school plan.
- 67% said that they do not believe the Ford government’s back to school plan goes far enough to keep students safe for in-person learning, while 24% said they were not sure.
- 77% of respondents support OSSTF/FEESO’s position on mandatory vaccines for teachers and education workers, with 17% opposing.
- 53% believe that schools should stay open as long as possible before shifting to remote learning, while 38% say that they would support closing school buildings if the fourth wave leads to higher rates of COVID cases.

Conclusions

- Our supporter base continues to remain very engaged on the issue of education and the Ford government’s response to COVID in the education sector.
- The number of parents who said they are sending their children back to in-person learning appears to align with in-person attendance rates in most areas of the province.
- A strong majority of supporters do not believe Ford is doing enough to keep schools safe, or are at least unsure if the measures go far enough.
- Support for our policy on mandatory vaccinations align generally with vaccination rates across the province.

- A slight majority of supporters believe that schools should stay open, with about a third of supporters being more willing to accept remote learning if COVID rates start to go up again during the current fourth wave.

Overall, the number of responses and results of this survey shows that *Here For Students* continues to be a strong platform to continue to engage our supporter base on education issues. These supporters are monitoring education issues very carefully and do not support the Ford government's handling of education during COVID.

We will continue to engage our base of supporters in the *Here For Students* campaign as we shift our messaging to promoting the elements of our Education Platform over the next few months.

14. Bill 13, Supporting People and Business Act

<https://www.ola.org/en/legislative-business/bills/parliament-42/session-2/bill-13>

Background and Analysis

Nina Tangri, The Associate Minister of Small Business and Red Tape Reduction, introduced the omnibus Bill 13, Supporting People and Business Act, that has two sections that impact education.

The first includes:

SCHEDULE 8 EDUCATION ACT

The Education Act is amended to remove references to ranked ballot elections, change when boards must elect their chairs and when the chief executive officer of a board must submit a report to the Minister, and eliminate certain requirements relating to the appointment of supervisory officers.

The first three parts of this section relate to board functions including removing ranked ballot elections, holding chair elections earlier and the submission date for Director of Education annual reports. The final two parts of this section would remove the requirement that the Minister of Education confirm the eligibility of persons to be appointed as a supervisory officer. As well, supervisory officers would no longer require the approval of the Minister of Education to seek additional employment or postings during their tenure.

Some of these changes are problematic, particularly the ones referring to the supervisory officer appointments. Without approval from the Minister of Education, boards could hire unqualified individuals for said positions. As well, allowing supervisory officers to take additional employment could severely hamper their ability to fulfil their role.

The second section of this bill that touches on Education is:

SCHEDULE 17 ONTARIO COLLEGE OF TEACHERS ACT, 1996

The Ontario College of Teachers Act, 1996 is amended in respect of various matters, including the composition of the Council and of panels of committees, the appointment of deputy registrars and the use of certain notations in the register. Provisions are also added prohibiting persons who are not members of the College from using certain titles or holding themselves out as members.

Some of the changes include:

The amendments proposed in the Schedule, if passed, would reduce the size of the Council of the College from 18 members to 12 members, change the manner in which the deputy registrar(s) of the College are appointed, introduce a protected title for members of the College, change the composition rules of panels performing the adjudicative work of the College and provide that members of the College who are suspended for non-payment of fees be recorded as “Inactive/Non-Practicing” on the public register.

These changes to the Council of the College of Teachers will reduce the role of teachers in the Council.

Legislative Process

At the time of writing, the bill had passed 1st Reading in the Legislature. The PC government has not set a timetable yet for the bill’s progression. But, with the bill containing 25 Schedules, many of them touching business regulations, the government will want to move this bill quickly to passage.

Conclusion

This bill is a HIGH priority item as it touches on the Education Act and on the College of Teachers. OSSTF/FEESO has requested standing before the Standing Committee on General Government, and a presentation is being prepared for submission.

15. Plan for Ongoing Outreach to Parent/Community Organizations 2021-2022

Parent and community outreach is paramount as we move forward as an organization toward the next provincial election. Engaging parent and community allies is essential if we want to defeat the Ford government. Not only do we need to continue to reach out to current allies in meaningful and inventive ways, but also, we need to build further parent and community support away from the noise of the current issues that are dividing us.

There are varying degrees of engagement with these groups. We are currently reaching out to several other groups in hopes of adding them to our list of allies. We are hopeful that this outreach will be completed within the month of October.

Outreach from the Provincial Office is important, but engaging and encouraging our Districts to research, outreach and build contacts with local organizations is crucial. This will be part of next steps in the new year.

Parent and community group input is important in building current relationships, fostering new relationships, and bringing other voices into our messaging. Outreach should be consistent with the main purpose being collaboration and support of events/actions as well as unifying like-minded groups to defeat the current government in the next Ontario election.

Outreach that we have undertaken in the past year:

- Three webinars involving community partners, which included:
 - How to Talk to Your MPP
 - Advocating for Transitioning/Transgender Youth
 - Advocating for your Child in Times of Covid and Beyond
 - Learning About Truth – Moving Toward Reconciliation
- Quarterly newsletters to both Ontario school/parent council chairpersons and community partner advocacy email group. Newsletters have also been posted on education related Facebook pages.

- Twice-monthly outreach and sharing with community partners asking for resources to share in our newsletters, sharing other community partner events and sharing OSSTF/FEESO information such as our education platform and Working Ontario Women.
- Donations for and attendance at community partner events.
- Translation assistance for surveys for OFPE and OPAN.
- Attending various community partner meetings (such as Campaign 2000) and speaking on our education platform.
- Collecting emails from webinar participants and creating advocacy email group from them.

Next steps for outreach may include:

- Increasing outreach to non-traditional community groups such as environmental groups.
- Asking our current community partners to share relevant contacts with us.
- Reaching out through our halo website and providing resources regularly
- Community ally gatherings – in locals – bringing together the union and our community partners with parent groups (town halls, virtual webinars).
- Building our parent council influence through regular contact, asking for input, sharing surveys and information sharing.
- Assisting with donations, graphic, translation support, where appropriate.
- Tying in our election organizers to assist with outreach and building momentum in communities.
- Monthly webinars to engage parent and community groups focusing on student advocacy followed by creating advocacy resources for parents.
- Asking parent and community groups for material for our school council newsletter and sharing it with school councils through the school council newsletter and our school council representatives.
- Working with locals to assist them with outreach to community partners in their area.
- Collecting data on the success of our outreach and working to improve gaps, ensure the appropriateness/relevance of our outreach.
- Creating an advocacy pamphlet to educate our advocacy groups on OSSTF/FEESO.
- Creating a community action day, in conjunction with the OFL, for members/parents/community activists to get out in communities and talk to others about the upcoming election. Community day is December 11, 2021 (tentative).

16. Ministry of Education Curriculum Review

A meeting through OTF was held with two Ministry of Education staff early this fall as follow-up to a June meeting. The hope at the meeting was that the Ministry would indicate a return to more collaborative practices particularly in the area of curriculum review and revision.

Prior to June 2018, the Ministry of Education held, at least twice annually, Division/Subject Association Meetings where: the curriculum review process was discussed; information on which curricula would be reviewed/revised next; and the status of curricula under review would be provided. The Ministry would solicit input on draft curricula and its implementation from OTF, all of the Affiliates and the Subject Associations with the input seen to varying degrees in subsequent drafts and plans. Since the election of the Ford Government, there has only been one of these meetings – June 9, 2021 held virtually. At this meeting, a series of rapid-fire updates provided information on the status of curricula being reviewed over the course of the 2020-2021 school year:

- Science and Technology (Grades 1-8)
- Destreamed Mathematics (Grade 9)
- Science (Grades 9-12)
- Technological Studies (Grades 9-12)
- Business Studies (Grades 9-12)
- Civics and Citizenship (Grade 10)
- Computer Studies (Grades 10-12)

No time was provided for input nor was any input solicited from those invited to the meeting. About midway through the meeting, the participants were divided into two breakout rooms – one for English-language participants and the other for French-language participants. The specific focus of these breakout sessions was on the new Grade 9 destreamed Mathematics but the vast majority of the time spent was dominated by the EDU sharing its slide deck – long on *the vision and rationale for destreaming* and short on *implementation supports and resources*. Only in the last three minutes of the breakout room discussion, leaving totally insufficient time for any meaningful input, was there any request for input on three questions regarding Locally Developed Compulsory Credit Courses.

Most recently, Education Minister Lecce announced that the *residential school experience* would be inserted as content into the Social Studies (Grades 1-3) curricula with expected implementation in September 2023.

Most of the curricula, except for the destreamed Mathematics course (MTH1W) released in June 2021, are still in the preliminary stages of the review process. Currently, Ministry staff are *working through jurisdictional scans and benchmarking research*. Ministry of Education staff are *also preparing a synthesis of early drafts prepared by Ministry-contracted writing teams for Science and Technology (Grades 1-8) and Civics and Citizenship (Grade 10)*. The Ministry issued a call for writers for Grade 9 Science in August – this curriculum revision has not yet begun. Overall, it appears that **little substantive progress has occurred at the Ministry since June 2021**.

The Ministry is awaiting *deliverables from Ministry-funded projects* related to Destreamed Mathematics, which were conducted over this past summer. To date, few if any additional supports and resources to support implementation of the Mathematics, Grades 1-8 and Destreamed Mathematics (Grade 9) curricula have been made available. Teachers have access to minimal implementation, if any, supports. When asked as to when supports will be available, the Ministry continues to give the same platitudes to which we have become accustomed and are either unable or unwilling to answer these questions.

With respect to the infusion of additional Indigenous-focused content in the Social Studies (Grades 1-3) curricula, the Ministry indicated that teams of educators would be supported and guided by Indigenous Elders and knowledge keepers but finding bilingual or francophone Indigenous experts has been challenging and that teams in both languages were working closely to effect the revisions.

No information on any potential destreamed Grade 10 Mathematics curriculum has been forthcoming from the Ministry of Education.

At every opportunity, OSSTF/FEESO along with OTF, the other Affiliates and the Subject Associations continue to press Ministry of Education staff for:

- regular Division/Subject Association meetings;

- respond to inquiries with the necessary information
- the opportunity to participate in open and collaborative dialogue in the curriculum review process; and
- value and incorporate the input provided for draft curricula, resources and implementation strategy

17. D/BU's Since Last Report

- 25 Delayed Processing Times at the Ontario College of Teachers
- 26 Student Achievement Awards 2022
- 27 Application for Educational Services Workshop Training
- 28 Ministry Correspondence - COVID-19 Vaccination Educational Video and School-Focused Vaccination Clinics
- 29 Important dates and information regarding EI, Canada Recovery Benefits and ESA rules
- 30 D1-D33 Work Site Visits
- 31 D34-D35 Work Site Visits
- 32 Ministry Correspondence - Rapid Antigen Testing Indemnification of School Boards
- 33 Ministry Correspondence - September 30, 2021 - National Day of Truth and Reconciliation
- 34 Collective Agreements and Constitutions
- 35 OSSTF/FEESO Resources and Graphics to Honour National Day for Truth and Reconciliation, Orange Shirt Day and Truth and Reconciliation Week
- 36 Job Posting: General Secretary
- 37 District/Bargaining Unit Anti-Harassment Policies and Procedures 2021-2022
- 38 Anti-Harassment Training 2021-2022
- 39 Ministry Correspondence - Mandatory Immunization Disclosure Policy - Extension of Pharmacy Access
- 40 ETFO Job Posting - Executive Assistant
- 41 CSLF Co-Option Call for applicants
- 42 OTF Communications - PD Grants for FSL Teachers
- 43 Ministry Correspondence - COVID-19 Immunization Assessments for Vaccine Eligible Students
- 44 Health and Safety/Workplace Safety Insurance Act Committee (HS/WSIAC) Conference
- 45 Employee Life and Health Trust Advisory
- 46 Ministry Correspondence - Updates to the School Screening Tool for the 2021-22 School Year
- 47 2022 Election Readiness Conference - October 29-30 2021 (Registration Open)
- 48 Safety Protocols and COVID-19 Related Protests and Incidents
- 49 Ministry Correspondence - COVID-19 Rapid Antigen Screening for Students and Children in Schools and Child Care
- 50 Equity Mentorship Engagement
- 51 OTF Communications - 50-Day Re-employment Rule for Retired Members of the Ontario Teachers Pension Plan
- 52 Ministry Correspondence - COVID-19 Pulse Survey 2021-2022
- 53 Ministry Correspondence - Thanksgiving Weekend Health and Safety Reminder
- 54 Ministry Correspondence - Enhanced Student Access to Free Menstrual Products in Ontario Schools
- 55 Ministry Correspondence - Cyber Awareness Month 2021 - Cyber Protection Strategy
- 56 Union Training Academy
- 57 Ministry Correspondence - Proof of Vaccination Against COVID-19 Community Use of Schools
- 58 Hybrid Learning Pushback Resources
- 59 Ministry Correspondence - Updates to the School Screening Tool for the 2021-22 School Year

- 60 Status of Women Regional Outreach Workshop – November 26-27, 2021 [REGISTRATION OPENS October 27]
- 61 OSSTF/FEESO Research Grant for Emergent Issues and Priorities
- 62 Information relating to vaccination mandates and EI eligibility
- 63 2021 Educational Services Professional Development Workshops
- 64 Delivery of AMPA 2022
- 65 Appointment of General Secretary
- 66 Update Expanded COVID-19 Testing Strategy for Ontario Schools
- 67 Return to Provincial OSSTF FEESO In-Person Meetings
- 68 Ministry Correspondence – PPM No.81 Provision of Health Support Services in School Settings 21-22
- 69 Ministry Correspondence - Guidance on Assessment Evaluation and Reporting for the 2021-22 School Year
- 70 December 6th Commemorations
- 71 Ministry Correspondence - Remote Learning Guide for Students with Special Education Needs
- 72 Treaties Recognition Week Nov 1-7-2021
- 73 OCT Sexual Abuse Program
- 74 Ministry Correspondence - Queen's Park Ceremony of Remembrance
- 75 Policy for Approval of Legal Assistance
- 76 Expiring Policies 2022
- 77 Ministry Correspondence - Next Steps for De-Streaming: Grade 9 Course Codes and Descriptions for the 2022-23
- 78 SBCBA Provincial Bargaining Priorities

CM/jm