

Provincial Executive Liaison Report

To: District 10, District Council

From: Colin Matthew, Executive Officer

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1. Equity Update

OSSTF/FEESO continues to be engaged in several activities as per the Action Plan to Support Equity, Anti-Racism, and Anti-Oppression. A few of the completed and ongoing actions are found below.

- OSSTF/FEESO will be represented and supporting province-wide Pride celebrations. In Toronto Pride, OSSTF/FEESO will be hosting a table at the Pride Street Fair on Saturday, June 25-Sunday, June 26, 2022 and walking in the Pride Parade on Sunday, June 26, 2022. For information relating to Pride Toronto events please visit the [Pride Toronto 2022 website](#).
- OSSTF/FEESO has updated the Safer Space sticker specifically for Member use. These stickers have been designed to help Members self-identify as Federation Members who are dedicated to providing a Safer Space for students and colleagues.

The new logo utilizes the Progress Flag, which in its most updated form, enhances the original 1978 Pride flag and extends the representation of Pride to include people of colour, trans individuals, those living with HIV/AIDS, and intersex people.

- The Provincial Executive invited applications from Members to participate in the newly formed Community Organizing Ad Hoc Work Group, as approved at AMPA 2022 as part of the Strategic Action Plan 2022-2023.
- A motion was passed to create a new Provincial Standing Committee on Addressing Anti-Black Racism/Racism. Applications have been received and appointments to the committee will be made by the provincial Nominations Committee.

- A motion was passed at AMPA 2022 to add a permanent budget line for the Equity Mentorship Program (EMP). During phase one of the program, Members interested in becoming mentees were encouraged to apply. Ten mentees have been selected for the 2022-2024 EMP. Members will be invited in September 2022 to apply as mentors in the EMP.
- OSSTF/FEESO sent six representatives to the International Lesbian, Gay, Bisexual, Trans, and Intersex Association (ILGA) World Conference, held in Long Beach, California from May 2-6, 2022. The conference combined small group sessions with larger plenary gatherings, primarily with a focus on youth engagement and the intersection of identities within the 2SLGBTQI+ community.
- The Educational Services Department has released the Canadian Women's Lives curriculum resource which is available on the OSSTF/FEESO website (<https://www.osstf.on.ca/resource-centre/curricular-materials-and-classroom-resources/canadian-womens-lives.aspx>). The Canadian Black Lives curriculum resource will be forthcoming.
- Districts and Bargaining Units are encouraged to continue to submit applications for Account #2016 (Anti-Racism and Equity Training for Members), Account #2018 (Anti-Racism and Equity Training), and Account #2085 (Advancing Human Rights Special District Programs). As outlined in the OSSTF/FEESO Financial Handbook, if funds are still available after AMPA, Districts and Bargaining Units may apply for additional funding on a first-come, first-served basis.

2. Ontario Supports and Recognitions for Francophone Communities

The 2nd year of Francophone Community Grants Program was launched mid-March:

- The available funding has doubled to \$2 million and is used to help non-profit organizations and small businesses serve francophone communities with employment supports and enhancements to the francophone economy. Last year, the program supported cultural organizations, cultural events, the development of French-language services, particularly in health and social services. The goal of the program is to facilitate the promotion of francophone culture and diversity, as well as training and integration programs for newcomers.
- The deadline for Applications was May 11, 2022, and projects must be completed by March 31, 2023.

The Ontario Francophonie Awards were presented late March to three individuals who have made outstanding contributions to "the development and vitality" of *la francophonie en Ontario*:

- The awards began in 2006 and are presented every two to three years, with the last presentations taking place in 2018 (delay until this year due to COVID-19).
- The 2022 recipients are:
 - Amikley Fontaine, « Francophone » category, the founder of the *Fondation Sylvénie Lindor*, a not-for-profit organization that focuses on empowering Black youth to help them develop the leadership skills needed to better succeed into Ontario;
 - Joël Beddows, « Francophile » category, a prolific artistic director, dramaturg, mentor, teacher and innovator whose visionary projects underscore his deep commitment to Ontario's Francophonie; and,

- Chloé Atwood, « Young Francophone or Francophile » category, who engages in a variety of issues related to vulnerable individuals, mental health and leadership of young Franco-Ontarian women in her region.

Assigned Educational Services Staff will continue to report on government announcements relevant to the largest francophone population in Canada (outside of Quebec) which includes over 660,000 Ontario Francophones and 1.5 million French-speaking Ontarians.

3. Continuous Professional Learning, College of Early Childhood Educators

Beginning in 2017, the College of Early Childhood Educators (CECE) implemented a Continuous Professional Learning (CPL) Program. The Portfolio Cycle of this program was initially two years.

With the introduction of the Sexual Abuse Prevention Program (SAPP) as a legislated requirement, the CECE has:

- reduced the portfolio cycle to 1 year (previously 2)
- reduced the number of required learning goals to 1 (previously 3) and
- reduced the components to 2 (was 3).

The new, simplified, CPL Portfolio components and relevant resources will be available to members as of July 2022. Further, as the SAPP is required, and members will be given one year to complete that, the new CPL portfolio will become mandatory for members beginning in July 2023.

4. Meeting of Ministry Initiatives Committee April 7, 2022

This was the final meeting of the Ministry Initiatives Committee for the 2021-2022 year.

Right to Read (OHRC report)

EDU representatives noted they are not accustomed to taking direction from the OHRC, but this report focuses on important aspects of education. EDU is focusing on an “evidence-based guide for educators for spring 2022.”

Concerns were raised by Francophone affiliate reps about the lack of Francophone representation used by the report and the impact of this gap in the application of MOE recommendations. Further concerns were raised by all affiliate groups about the lack of diversity and differentiation the new model proposes for reading instruction. Affiliate representatives noted concerns with the overemphasis of standardization.

STEM

EDU representatives noted that revised and updated curricula with greater focus on STEM skills and applications will also include knowledge and perspectives of First Nation, Metis, and Inuit communities. There is a PA day planned for 2022-2023 on STEM.

Affiliates highlighted for the Ministry that work-embedded training is the most successful method of training. Additionally, affiliate representatives reminded the Ministry that training materials must be shared in a timely manner and that roll-outs of curriculum revisions need to have sufficient time for implementation.

Modernizing Education / Experiential Learning

EDU representatives outlined the Ministry’s interest in gathering input on experiential learning for credit (see the February 17 EDU memo). The Ministry is exploring options to expand opportunities for planned experiential learning, specifically as a course, with

students registering with their teacher on a plan, developing learning expectations, and making community partners.

It was clarified that this would be different than PLAR, as its focus would be on planning for future learning. The pilot would be rolled out in the second half 2022-2023 to review and to pilot in a small number of boards.

Affiliate representatives asked questions about roll out, number of credits available, subjects available for this program, staffing/class size numbers and funding, and qualifications for teachers. The Ministry answered that they are considering these questions.

Affiliate representatives also reminded the Ministry that, once again, this would be a program that would require sufficient roll out, training, and supports for education workers and teachers.

De-streaming

Affiliates again asked for metrics for the evaluation of the success of de-streaming. EDU answered that they do not want to see a decrease in Locally Developed classes. They are considering implications of what happens to students after grade 9, by reviewing if more students will move into Academic or Applied courses, and how is de-streaming impacting post-secondary transitions. They will also review course completion numbers and graduation rates. Additionally, part of the grade 9 math survey will include attitudinal questions about how they see themselves as a math learner and students' sense of belonging.

5. Addressing Corporate Intrusion in Public Education (ACIPE) Task Force Work Plan (2022-2023)

The Addressing Corporate Intrusion in Public Education (ACIPE) Task Force is now comprised of two Provincial Executive members, the Chair, and one Vice-Chair from each of the three provincial committees as well as the Directors from Negotiations/Contract Maintenance, Educational Services, Communications/Political Action, and Member Protection.

The work plan between February 2022 and AMPA 2023 has four meetings, culminating in the report to AMPA:

1. February/March 2022 (Virtual Meeting)

- Purpose: members of the Task Force meet to identify what the committees have been working on around corporate intrusion in public education.

2. April/May 2022 (Virtual Meeting)

- Purpose: members of the Task Force meet to determine committees' work plans to address corporate intrusion for 2022-2023.

3. September 2022 (Virtual or In-Person, TBD)

- Purpose: members of the Task Force meet to discuss actions that the committees will be taking in the 2022-2023 school year to address corporate intrusion within their portfolios.
- Timing: one half-day prior to the first meeting of the Federation year for the ESC/CPAC/PSC meetings (prior to their executive meetings).

4. November 2022 (Virtual or In-Person, TBD)

- Purpose: members of the Task Force to hear updates on the tasks the committees have taken on, to inform report to AMPA.
- Timing: one half-day prior to ESC/CPAC/PSC November meeting (prior to their executive meetings).

5. January 2023

- Report submitted to AMPA.

6. Radio Ads Promoting Kids Help Phone – Summer 2022

The Communications/Political Action (C/PA) Department purchased radio broadcast space in communities across the province promoting the Federation and Kids Help Phone. The Federation has participated in similar radio ads promoting *Kids Help Phone* a number of times over the past three years.

One set of ads will go out to radio stations during the week of June 13-17, and the second run will go out July 11-15.

Ads will broadcast on radio stations that appeal to younger listeners and parents of children. These ads will be heard in the following communities:

Toronto	Ottawa
Hamilton	Thunder Bay
Windsor	Sault Ste. Marie
Sarnia	Sudbury
Kitchener/Waterloo	North Bay
Barrie/Orillia	Timmins
Peterborough	Belleville
Kingston	London

The thirty-second ads mention the Ontario Secondary School Teachers' Federation twice while promoting the services offered by Kids Help Phone. While these ads will support OSSTF/FEESO's designated charity, they will also promote OSSTF/FEESO's name recognition and connections to the community.

7. Summary of Training Opportunities for Presidents and Local Leaders (2022/2023)

Staff conducted a review of training opportunities for presidents, local executive members, and other members engaged in union leadership opportunities. Provincial Office aggregated all of the training opportunities offered annually to get a full view of what is available in order to assist local leaders in planning for the year.

Staff reviewed the recently piloted Union Training Academy, committee conferences, committee regionals, the Presidents' Symposium, New Presidents' training, funding for local level training, and other opportunities. Some of these training opportunities occur annually, while a few may occur biennially or triennially.

Union Training Academy

The Union Training Academy (UTA) offered 27 workshop sessions from October 2021 to June 2022 (22 in English, 5 in French) with just over 300 participants attending; three sessions remain for June. Based on feedback from local leaders, some training sessions were offered during the day while others were offered in the evenings. Most workshops were offered more than once. A survey sent to local leaders in February 2022 indicated that online training sessions should occur at different times - during the day and in the evenings.

Training workshops were offered in 2021/2022 on the following topics:

Minutes, Motions, and Meetings	An Introduction to Chairing Meetings
Minutes, Motions, and Meetings (AGMs)	How to Chair an Effective Meeting: AGMs
Racial Justice	Leading Effective Meetings
Duty to Accommodate/Return to Work	Duty of Fair Representation
Records Management	Constitutions 101 and Beyond
Cultivating Resilience	WSIB Basics
Local Media Relations	Pay Equity
Labour and Community Allies	

In addition to these workshops, the New Member Engagement Advisory Work Group (NMEAWG) held five virtual presentations as part of the UTA. Topics included New Member Finances (presented by EFG), Myth Busting: What Unions do for You, Violence in the Workplace, Getting Involved: Provincial Committees, Councils and Work Groups, and Journeys in Leaders: Meet the Provincial Executive.

The Union Training Academy will continue to operate as a virtual learning opportunity for local leaders into the 2022/2023 Federation year. It supplements the many other training opportunities for local leaders that are available throughout the year by making it more accessible and convenient for participants who have limited time available to engage in union activities. Training will be offered during the day and in evenings, and some workshops will run more than once. Districts and Bargaining Units can utilize Account 2010 to offset any costs associated with UTA training.

Training for Presidents

OSSTF/FEESO currently offers two training opportunities exclusively for Bargaining Unit presidents. The Presidents' Symposium is a two-day high-level training conference on topics dedicated to the work that Bargaining Unit presidents do on a daily basis. Training involves a combination of Provincial Office staff and third party experts.

The second training opportunity offered to presidents only is New Presidents' Training, available to those in their first and second year in office. New Presidents' Training is offered in three sessions – Presidents' Symposium, a session the fall to coincide with Provincial Council, and a final session at the subsequent President's Symposium.

These learning opportunities exclusively for presidents allows the Federation to concentrate training topics on the needs of these particular leaders.

Conferences and Regionals

The Federation offers a number of training opportunities through conferences and regional meetings through standing committees. Provincial Office funds conferences and regionals in different ways. Some are Bargaining Unit-based, and some are District-based. All conferences and regionals allow additional delegates to attend by charging a fee to cover the additional costs. Districts and Bargaining Units can utilize Account 2010 funding to cover the costs of additional delegates.

Below is a brief summary of conferences and regionals that are offered annually, biennially and triennially.

Protective Services Committee (PSC)

Event	Frequency	Target Audience / Participation
PSC Conference	Annually	Chief Negotiators, Grievance Officers, Bargaining Team, Presidents Bargaining Unit-Based
PSC Regionals	Twice Annually	Chief Negotiators, Grievance Officers, Bargaining Team, Presidents Bargaining Unit-Based

Educational Services Committee (ESC)

Event	Frequency	Target Audience / Participation
Educational Services Officers Conference	Biennially (2023/2024)	Educational Services Officers, Chairs Bargaining Unit-Based
Educational Services Officers Regional Training	Biennially (2022/2023)	Educational Services Officers, Chairs Bargaining Unit-Based

Communications/Political Action Committee (CPAC)

Event	Frequency	Target Audience / Participation
CPAC Conference	Biennially (2022/2023)	Communications/Political Action Officers, Communications/Political Action Chairs Bargaining Unit-Based
CPAC Regionals	Biennially (2023/2024)	Communications/Political Action Officers, Communications/Political Action Chairs Bargaining Unit-Based

Comité des services en langue française (CSLF)

Event	Frequency	Target Audience / Participation
CSLF Conference	Triennially (2024/2025)	Francophone leaders District-Based

Health and Safety/Workplace Safety Insurance Act Committee (HS&WSIA)

Event	Frequency	Target Audience / Participation
HS/WSIA Conference	Biennially (2023/2024)	Health and Safety Officers, Joint Health and Safety Team members Bargaining Unit-Based

Human Rights Committee Conference (HRC)

Event	Frequency	Target Audience / Participation
HRC Conference	Triennially (2024/2025)	Human Rights Officers, Chairs Equity Officers, Chairs District-Based

Status of Women Committee (SWC)

Event	Frequency	Target Audience / Participation
SWC Conference	Biennially (2022/2023)	Status of Women / Equity Officers, Chairs District-Based
SWC Outreach Workshop Regionals	Biennially (2023/2024)	Status of Women / Equity Officers, Chairs District-Based

While each of these conference and regional events may target specific audiences, local executive members are able to attend these events to enhance their training opportunities.

Additional Training Opportunities

There are a number of events run by Provincial Office occurring occasionally. These may include special meetings and training related to an urgent issue (i.e. Member Mobilization Training – January 2019, Election Readiness Conference – October 2021, Lobby Days).

Over the next couple of years, there will be some additional training opportunities for local leaders. These include, but are not limited to, Lobby Day and Equity Advisory Mentorship Program. Other opportunities may emerge as we enter the next round of bargaining and may face a hostile provincial government.

District / Bargaining Unit Training Accounts

Districts and Bargaining Units have access to various accounts to support training opportunities for local executive members and others in a leadership role. Some of these accounts have had limited utilization over the past few years. Provincial Office will continue to promote these accounts and opportunities with Districts and Bargaining Units on a regular basis.

Account	Description	Per BU Funding	Total Allocation
2010 Professional Development and Union Training	Funding to defray costs of participation in OSSTF/FEESO training	Annual allocation to District based on FTE	\$749,700 (2022/2023)
2015 Union/Health and Safety Training Programs	Funding to assist members to attend union training programs run by the CLC, OFL, and other Health & Safety organizations	Varies – depends on if member is on release	\$90,000
2018 Anti-Racism and Equity Training	Funding for anti-racism and equity training for the District/Bargaining Unit; could be used for training for a local executive	Provincial to cover 75% Local covers 25%	\$120,000
2054 Labour College Funding	Funding for up to TWO (2) local leaders to attend the CLC Labour College of Canada per year	Max \$7,500 per person	\$15,000
2056 Member Mapping and Mobilization	Funding to support training and mentoring on member mapping, or for Districts/Bargaining Units to train other local representatives	Max \$1,500 per Bargaining Unit	\$30,000
4410 Communications Training	Funding to support District/Bargaining Unit training of local leaders on communications strategies	Plan required, subject to approval	\$10,000

Training Offered by Field Secretaries and Staff

Staff at Provincial Office remain available for individualized or small group training for local leaders upon their request. Some of this training may occur in a formal way with arrangements made to put on a workshop, either in-person or virtually, associated with the

expertise of the field secretary team members – Protective Services, Educational Services, Communications/Political Action.

Training on local finances and the Financial Handbook is available to local treasurers and office managers through the Chief Financial Officer and the Treasurer upon request. A budget allocation of \$15,000 annually is available to cover the costs of training.

Some training may be informal, prompted by a conversation with a particular field secretary on an issue requiring Provincial Office support. While these learning opportunities may not take the form of a training session or workshop, they do add to the knowledge and skills of local leaders on an ongoing basis.

Summary

Provincial Office offers a number of opportunities for training of local leaders on a variety of topics. When you add up the total funding dedicated to training opportunities, prorating those offered biennially or triennially, OSSTF/FEESO allocates approximately \$2.3 million annually to training for presidents, local executive members and other elected or appointed leaders in Districts and Bargaining Units. This includes the annual Account 2010 allocation.

As we anticipate a return to in-person events in the coming federation year, we hope that local leaders will be able to take advantage of the many training opportunities offered in a variety of areas of the Federation. These opportunities will be augmented by the virtual learning opportunities offered through the new Union Training Academy, as well as the ongoing training opportunities offered by staff at Provincial Office with local leaders.

8. Ontario Budget

On April 28, 2022, the Ontario government introduced a virtual budget before it adjourned the legislature in advance of the election being called. The full budget can be found at <https://budget.ontario.ca/2022/index.html>.

In addition to a fiscal plan for 2022-23, the budget contains Ontario's economic and fiscal outlook from the past year, a medium-term outlook to 2024-25, as well as a brief long-term view to 2027-28.

The budget contains almost no mention of education, and nothing new since the release of the 2022-23 Grants for Student Needs (GSNs).

Most of the measures contained in the 2022 Budget are re-announcements from the government's 2021 Fall Economic Update, with the addition of new measures that have been previously announced leading up to the election, such as the skilled trades strategies, Ontario Staycation Credit, most of the infrastructure measures, and investments in hospitals and long term care.

The budget is primarily a business-centric budget with the biggest beneficiaries being manufacturers and developers. The budget includes a total of \$18.9 billion in time-limited COVID-19 funding measures.

Comparison of Planned Spending and Actual Interim Expense for 2021-22

Within the budget, the interim actual expense for 2021-22 is reviewed. This can be compared with the government's 2021 Budget, released in March of 2021.

In the interim actual expenditure from 2021-22, the government projects that it will spend \$162.1 billion in base program expense and allocates an additional \$12.0 billion in COVID-19 Time-Limited Funding. In its original spring 2021 budget, the government

planned to spend \$166.3 billion with \$6.7 billion in COVID-19 Time-Limited Funding, an underspending of \$4.2 billion (2.5%) as compared to the interim 2021-22 expenditures reported in the 2022 budget. Note that the COVID-19 Time-Limited Funding cannot be spent directly by the government and acts as a reserve until it is reallocated to a particular program expense. Therefore, the total provided shows that this reserve went unspent.

In the education sector (which now includes Childcare and Early Years programs, in addition to public elementary and secondary school programs), the government underspent by \$1.3 billion (4.2%) compared to the spring 2021 budget. In the postsecondary sector, the government underspent by \$0.7 billion (6.5%) compared to the spring 2021 budget.

Meanwhile, the government posted higher than expected revenue in 2021-22, collecting \$173.6 billion, \$19.6 billion (12.7%) more than they predicted in the spring 2021 spring budget, showing gains in almost every revenue category.

The spring 2021 budget predicted a \$33.1 billion deficit in 2021-22, while the interim 2021-22 numbers provided in the 2022 budget predict a deficit of only \$13.5 billion (59% less). In comparison, just prior to the release of this budget, an \$8.7 billion deficit was projected by the Financial Accountability Office of Ontario (FAO) for 2021-22, illustrating that the government has spent \$4.8 billion in the lead up to the election to secure votes.

Mid-term Economic Performance and Outlook through 2024-25

The Ontario government is projecting higher than normal growth through 2023, with continued high employment and inflation rates.

Their estimates are conservative and below the average of private-sector estimates. The government estimates inflation of 3.5% in 2022, 4.7% in 2023, 2.5% in 2024 and 2.1% in 2024 and 2025.

This represents a 15.8% inflationary increase through to the end of 2025. Funding less than this through the medium term creates real funding cuts for programs.

For the 2022 budget, the government projects a total of \$178.3 billion in base spending, with a final year of COVID-19 Time-Limited Funding of \$6.9 billion. This is an increase of \$16.2 billion (10.0%) from the interim actual 2021-22 base program expenditure. The bulk of the spending increase is in Other program spending (+\$6.7 billion), funding various programs the government has highlighted approaching the election. The biggest spending items appear to be related to capital funding of infrastructure investments, like highways, public transit, and health care, estimated at \$16.9 billion for 2022-23 and \$158.8 billion over 10 years.

Budgeted base program spending is projected to be much more modest in 2023-24 and 2024-25, should the government win re-election, with a 3.6% increase and a 1.8% increase respectively in those years, again reflecting an austerity agenda. In total, through 2024-25, base spending will increase by 16.0%, just higher than their prediction of inflation for that period, though further supply constraints and continuing conflict in Europe may cause higher rates of inflation.

2022-23 Ontario Budget

In the government's spending promises for 2022, it predicts a deficit of \$19.9 billion. While this is likely a conservative estimate, it is contrasted against the \$1.7 billion deficit projected for 2022-23 by the FAO. Because the FAO makes its prediction based on current policies (as of April 12, 2022), this illustrates the magnitude of the government's pre-electoral spending frenzy. The FAO had predicted Ontario would return to a balanced budget by 2023-24. In contrast, with its 2022 budget, the Ontario government now

predicts a balanced budget by 2027-28. It is worth noting that, in its Ministry of Education: Spending Plan Review released May 31, 2021, the FAO predicted a \$2.9 billion gap in education funding by 2029-30. At that time it predicted education spending to grow at 2.3% each year and annual inflation was only at 3.6%, so the gap has likely grown.

For 2022-23, the government is projecting education sector spending of \$32.4 billion, a \$2.9 billion (9.8%) increase from the interim 2021-22 expenditure. While not explicitly stated in the budget, this would most likely include the \$13.2 billion federal investment committed in the Early Learning and Child Care Agreement, leaving a much smaller increase for public education, which is reported in the GSNs as a 2.7% increase.

More concerning is the funding over the medium-term to base education sector expense, which is projected to increase by \$5.6 billion (19.0%) by 2024-25. The budget reports that \$6.8 billion of this increase (\$2.3 billion average per year) is a result of the implementation of the federally funded Early Learning and Child Care Agreement. With a total of \$12.8 billion over 5 years in federal funding and an additional \$395 million of provincial support, child care funding would escalate rapidly with child care fees being reduced by 50% by the end of 2022 and full implementation of \$10 a day average cost by September 2025.

Considering a \$3.0 billion per year in the additional child care spending above, this leaves \$2.6 billion in 2024-25 allocated for additional education sector spending (10%), of which only a proportion will be allocated to public education. With the government's promises to create over 70,000 new child care spaces through 2029-2030 and to improve compensation for Registered Early Childhood Educators (RECEs) working in participating licensed child care, new spending in child care will eclipse that for new education spending through this period. With inflation for this period estimated at nearly 16%, this amounts to significant cuts to public education.

The government also re-announced \$14 billion in funding over 10 years and \$1.4 billion in 2022-23 to renew and maintain schools. This is the same \$14 billion the former Liberal government announced in 2017 and is not enough to address the \$17 billion and growing backlog of school repairs needed to provide students with a healthy and safe learning environment.

Postsecondary education sector spending is projected to increase from \$10 billion to \$10.8 billion (8%) in 2022-23, with more modest growth of 2.8% and 2.7% in 2023-24 and 2024-25, respectively. Nearly \$0.3 billion of the 2022-23 increase is due to projected Student Financial Assistance increases, as colleges and universities fully reopen for in-person learning. Other postsecondary announcements include:

- Extending the tuition freeze for post-secondary education for the third straight year through 2022-23;
- \$142 million investment over three years to deliver clinical education for nursing-related programs and expand the number of medical school graduates;
- \$61 million over three years for the Ontario Stay Learn and Stay Grant to support postsecondary students who enrol in priority programs and continue to work in underserved communities where they studied after graduation; and
- \$55 million over three years to invest in more research and innovation to support productivity, economic growth, and address current and future pandemic preparedness.

With a tuition freeze and without an increase in operational funding, colleges and universities will struggle to keep pace with inflation as costs rise.

Other notable budget announcements include:

- Providing a permanent wage enhancement for eligible personal support workers and direct support workers in the social services sector;
- Providing a permanent wage enhancement to personal support workers who deliver publicly-funded support services in home and community care, long-term care and public hospitals;
- \$2.8 billion over three years, beginning in 2022–23, as part of the government’s multi-year commitment to provide every community in Ontario with access to reliable high-speed internet by the end of 2025;
- \$2.3 billion through the COVID-19 Time-Limited Fund, including \$1.1 billion in testing, \$597 million in student learning recovery supports, and \$210 million for the vaccination program;
- \$8.9 billion to provide saving to corporations and businesses;
- An increase in the minimum wage to \$15.50 per hour, a 3.3% increase, which may be a reduction from the previous commitment in the fall 2021 Economic Update that promised increases based on the annual Consumer Price Index.

9. Secondary School Teachers’ Experience of Implementing Hybrid Learning and Quadmester Schedules in Peel, Ontario

Professor Carol Campbell, from the Ontario Institute for Studies in Education at the University of Toronto (OISE), produced the report *Secondary School Teachers’ Experience of Implementing Hybrid Learning and Quadmester Schedules in Peel, Ontario*, based on qualitative information that was collected within the Teachers’ Bargaining Unit as part of their push against the hybrid instruction model in the Peel District School Board.

The findings of the report reinforce OSSTF/FEESO’s positions that hybrid learning:

- Is an ineffective and inefficient approach to teaching and learning;
- Increases workload and teachers lack adequate support to effectively implement the hybrid model;
- Has exacerbated student inequities and undermined high quality publicly funded education;
- Has led to deteriorating health for students and educators;
- Has led to significant and serious impacts on teachers’ professional and personal lives, and an increasing number of teachers considering leaving the profession.

Along with reinforcing OSSTF/FEESO’s positions around hybrid learning, the findings of the report echo those in the Ontario Teachers’ Federation (OTF) commissioned report titled *Province-Wide Survey Regarding the Implications of Online Learning and Teaching* by Dr. Lisa Bayrami.

The report has been published on the OISE webpage:

https://www.oise.utoronto.ca/preview/lhae/UserFiles/File/Peel_Teachers_Experiences_of_Hybrid_and_Quadmesters_May_2022_Campbell_Arain_Ceau_Final_for_Publication.pdf

The report has also been shared on social media and there will be an article in *Update* from the Bargaining Unit about the report.

10. Organizing for Better Schools, Stronger Communities

As we begin preparations for the Community Organizing Ad Hoc Work Group this summer, we have simultaneously begun the work in developing our strategy and defining our role in community organizing.

The Strategic Action Plan (SAP) 2022-2023 will afford us time to build meaningful conversation that will include local leaders, members, OSSTF/FEESO Provincial Executive and staff, in defining what public education is and how it is connected to the wider range of issues that affect our communities. The 2019 round of bargaining and subsequent job action taught us that we can get parents, students, and broader community members on our side to assist in organizing and support us as we illicit pressure onto government.

Ford's approval rating was declining as the weeks passed into March 2020. Parent advocacy groups and other coalitions sprang up and we saw families lead the charge in the fight for public education. This provided a unique perspective that resonated in the public, alongside the narratives of our members.

We want to strengthen this and play a vital role in resourcing the community fightback against education cuts. The vitality of our community organizing will depend heavily on us, and the approach we take.

We have identified a number of areas we need to investigate. Some of these issues may be addressed by the Ad Hoc Work Group being created through the Strategic Action Plan:

- How does community organizing currently take place provincially/locally?
- How do we build a long-term sustainable action plan for engaging communities?
- What relationships do our Districts/Bargaining Units have with affinity groups, parent/school councils and labour councils among others?
- How often do our Districts/Bargaining Units mobilize for a local labour issue for an affiliate?
- How do we use spaces in local coalitions in linking our fight for public education to other community issues?
- How do Districts/Bargaining Units leverage their political power to support local groups in their organizing?

Building trust in our communities will be a primary goal. While we hope to gain widespread political support when we inevitably go to bargain, this should not be the focal point of our strategy. Our involvement in community initiatives and local affairs must be proactive and attentive. District/Bargaining Unit members will be pivotal to build the necessary infrastructure and to develop regularly occurring dialogue with community stakeholders. These efforts will see the reward of trust and the organic reciprocity that we ultimately need for the years to come.

Mobilizing Our Membership

As we pursue new partners in the fight for public education, we must work alongside our members in identifying key communities that exist in all regions that our Districts call home. Our worksites will offer unique networks and pathways to various communities. In addition, members will be key in connecting us and providing perspective on impacts various communities are facing in Ontario.

As academic and civil rights activist Audre Lorde once stated, "*There is no thing as a single-issue struggle because we do not live single-issue lives.*" To get our members involved in the process, we must first recognize that the breadth of interests and priorities of our members far exceed those which they face at their work sites alone. They can be impacted by various circumstances whether it pertains to the conditions of their economic status, citizenship status, race, religion, creed, sexual orientation, gender, sex and/or disability among many others. Our purpose to enhance public education can be achieved

more easily when we diversify our approach. We will need to ensure that our members see themselves as leaders in their respective regions and neighbourhoods and begin conversations on community organizing, tips and tricks for fostering relationships, how we connect our member to their union and connect their union to their communities. For example, we may want to teach our members how to canvass their local school neighbourhoods and/or to work on local municipal campaigns that are pertinent to neighbours and the education system. Planting pro-education signs on lawns and signing petitions are simple tactics for members to build local relationships with local communities.

Looking forward Bargaining 2022 and Rebuilding Ontario

Our SAP provides an excellent opportunity to reframe our union's connection to the province. Mobilizing our stakeholders and partners will be imperative. With the re-election of the Ford Conservatives on June 2, we are back at the bargaining table for 2023 with a Progressive Conservative majority. Our relationships with all must be revived and renewed. The onus is on us alone to shift the dialogue about OSSTF/FEESO and to evolve as a union to challenge the crisis in the public service and our public education system.

Our courage in this pursuit will be the defining trait in how perceptions from communities will gravitate to our calls to action. The work group will be crucial to assist in brainstorming tactics to deploy. The tactile steps for our Districts and provincial organizing is in development.

Our various internal planning meetings will be important spaces to develop these steps for the year coming and the following years after.

11. Transition Protocol Checklist

The thorough and orderly transition from one local leader to the next is a process that protects the integrity of the union and ensures effective service to members. Below is a checklist that is to be used jointly between outgoing and incoming leaders. The list is by no means exhaustive, however, it sets out a framework for the expected transfer of items, access, and information when a local leader is replaced by a new one.

An effective transition of leadership should be a thoughtful and thorough process that takes time and planning. Both incoming and outgoing leaders should plan to take the time to work together to ensure this.

Physical handovers

Each outgoing leader is expected to pass along all physical items related to the running of the District and/or Bargaining Unit to the new leader including (but limited to):

- Access items including keys, fobs and codes to access:
 - Buildings
 - Individual offices
 - Filing cabinets
 - Security systems
- Legal documents pertaining to:
 - Rental and lease agreements
 - Mortgages & deeds
 - Warranties for items purchased for the office

- Insurance policies
- Phone plans
- Any other legal document pertaining to the operation of the office
- Office Staff contracts
- Maintenance contracts

- Electronic items including:
 - Desktop computers
 - Laptops
 - Cellphones and cellphone numbers
 - Modems and routers
 - All other electronic items pertaining to the operation of the office

- Paper files and documentation:
 - Individual member files
 - Legal files pertaining to members
 - Grievance files (past and current)
 - Negotiation files (past and present)
 - Budget files (past and present)
 - Invoices
 - All currently held receipts

- District / Bargaining Unit Property:
 - Gifts, promotional items, swag
 - Strike gear, rally banners, flags,

Note: All physical items purchased for the Bargaining Unit and/or District remain at the property of the Bargaining Unit and/or District. Outgoing leaders are not to remove, dispose of, destroy or damage any such items. All files, notes, and documents are to remain in an organized manner. Outgoing leaders are expected to remove any personal items from the office but hand over all other items to the incoming leader.

Informational Handovers

Each outgoing leader is expected to pass along all pertinent information related to the running of the District and/or Bargaining Unit including (but not limited to):

- Summaries of significant ongoing issues:
 - A thorough summary of all current grievances
 - A thorough summary of all current members issues & related files
 - A thorough summary of the current budget and any significant budget issues
 - Current negotiations and related issues
 - A list of current MOAs and current agreements made without prejudice
 - A list of contacts including those at OTIP, OMERS, etc.
 - Any active LTD issues

- Summaries of financial-related items:
 - All banking information

- Name and contact information of any recently used accountants
- Name and contact information of any currently or recently used contractors
- Arrange for signing authority at banks and/or other financial institutions
- Copies of all active contracts including those for cleaning, maintenance, etc.
- Rental agreements
- Summaries commitments:
 - Upcoming dates of all committed meetings with the employer
 - Upcoming dates of all committed meetings with the provincial office
 - Upcoming presentation dates with OTIP, OMERS, etc.
 - Dates related to negotiations
 - List of dates for constitutional motions, nominations, etc.
 - Access to calendars used to track these commitments
- Summaries of important procedures
 - Practical procedures currently used to run the District or Bargaining Unit office (e.g. garbage collection, alarm systems, IT systems, etc.)
 - Affiliations and alliances with other organizations (e.g. Labour Councils, charities, etc.)

Note: The above list is not exhaustive. Outgoing leaders are expected to share as much information as possible about the running of the District and/or Bargaining Unit to the incoming leader. The outgoing leader must ensure that this transfer of knowledge is thorough enough to allow the new leader to function effectively.

Digital Handovers

Each outgoing leader is expected to pass along all digital properties belonging to the District and/or Bargaining Unit including (but not limited to):

- Access to digital accounts:
 - Logins and passwords to email accounts
 - Content of all email accounts
 - Logins and passwords to all social media accounts
 - Website domain information
 - Internet and cellphone provider information
 - Logins to online software applications (e.g. survey apps, email management systems, etc.)
 - Access codes to electronic equipment (e.g. router, photocopier, alarm system, etc.)
- Access to digital files:
 - Current and historical copies of constitutions and collective agreements
 - Current and historical copies of agendas and minutes from Executive & Council
 - Current and historical copies of agendas and minutes from all committees
 - All digital files deemed significant enough that were saved digitally
 - All grievance files and job posting records
 - All files related to pay equity (current and past)

- Templates for MOAs, letters of understanding, minutes of settlement, etc.
- All digital drives and keys containing data pertaining to the Bargaining Unit

Note: All digital assets created for a Bargaining Unit and/or District remain. Access and ownership to this asset must be transferred to the new leader.

Other

- Required procedures:
 - Outgoing leaders must facilitate the change of banking signatories
 - Outgoing leaders are responsible for informing all contractors of the change in leadership

Ongoing Best Practices

There are several ongoing best practices that Bargaining Units use in their everyday operation that can help ensure the smooth transition of leadership. These include:

- Use “osstf.ca” email addresses set up by the provincial office
- Everyone in Bargaining Unit leader positions be assigned generic email addresses related to their position (e.g. D42TBUPresident@osstf.ca)
- Use these generic email addresses when signing up for online applications and subscriptions
- Rather than use a personal cellphone for Bargaining Unit business, use a dedicated cellphone and cellphone number that can be handed off
- Keep a generic calendar or list of dates of important annual dates and events
- Create internal documents that list the job descriptions and responsibilities of leadership positions within the Bargaining Unit

Summary

Because the outgoing leader is aware and in possession of the many pieces of information required to effectively run a District and/or Bargaining Unit, the onus is on them to ensure that the transfer of this information happens successfully. The outgoing leader is also responsible for the safe and orderly transfer of all physical and digital assets belonging to the District and/or Bargaining Unit.

While there is much responsibility on the outgoing leader, the transition of leadership is a process that both individuals need to engage in cooperatively. Time should be set aside for this to take place in an impartial and objective manner. Whenever possible, the outgoing leader should introduce the new leader to local employer reps and others who regularly interact with the local union.

12. Update on Vaccination Policies and Vaccination Policy Exemptions Jurisprudence

A summary of the arbitration award regarding the TDSB’s Vaccination Policy was included in a recent report to Provincial Council. This award forms part of a growing body of case law assessing employer vaccination policies in various contexts.

The case law has established the following general principles: vaccination disclosure requirements do not violate privacy legislation and are not unreasonable in the context of the pandemic; it is reasonable for an employer to introduce a policy that requires vaccination as a term of employment; it is reasonable for employers to place unvaccinated workers who have contact with others in the workplace on non-disciplinary unpaid leaves between the period of November 2021-February 2022; and just cause for discipline for

non-compliance must depend on individual circumstances and an analysis of mitigating factors.

Given this jurisprudence, policy grievances filed in respect of employer vaccination policies that include the above provisions are unlikely to succeed.

Certain OSSTF/FEESO bargaining units also filed individual grievances challenging the impact of employer vaccination policies on individual employees. Some of these grievances alleged that the employee's work could be done entirely remotely, some cited human rights grounds, while others cited general privacy concerns. Each individual grievance is being assessed by Provincial Office staff to determine those that should be withdrawn and whether any will continue to arbitration.

In addition to grievances challenging vaccination policies and their application to individual employees, grievances have been filed in respect of those seeking exemptions from the vaccination requirement or around the employer's application processes for such exemptions.

The mandatory vaccination policies that school board employers were required to institute were mandated to provide for medical exemptions. However, human rights legislation and the Charter prohibit discrimination and guarantee equal treatment on the grounds of religion, conscience and/or creed, such that any objection to being vaccinated on these bases would have to be considered.

All school board policies contained provisions for exemptions. As part of the process for allowing employees to apply for a medical exemption, some boards created a form for completion.

Some policy grievances were filed objecting to this form, alleging that they improperly required disclosure of a member's diagnosis and other confidential medical information and insisting that the Abilities Form in Appendix B of the collective agreement be the only form allowed. However, as the Abilities Form is intended to address access to sick leave and the request for an exemption does not involve sick pay, there is likely no requirement to use the Abilities Form for the purpose of vaccine accommodation. As such, exemption forms requesting a degree of medical information are likely justified, but a requirement to allow an employer or agent contact a medical practitioner is not.

Finally, several individual grievances were filed around refusals to grant religious and creed exemption requests. This area is less well-developed in the jurisprudence and as such it is more difficult at this juncture to predict the chances of success of specific religion/creed grievances.

However, general arguments asserting Judeo-Christian doctrines (based on a defilement of the body) are likely to fail, as we are aware of no mainstream religious organization who have made this claim.

Assuming it could be established that abstention from vaccines is required by legitimate creed, sincere belief would likely have to be corroborated with evidence that the grievor adheres to the relied upon principles in all aspects of their lives. Specific questions about ingesting substances harmful to the body would have to be explored, including vaccine history, and any evidence the member was being selective would suggest the issue is one of personal preference rather than creed.

Finally, in general, even if there is a reasonably strong case that a member was entitled to accommodation on the basis of disability or creed, this does not mean the member necessarily is entitled to continue to perform their position. Depending on the circumstances, an unpaid leave of absence may be justified as reasonable accommodation if there truly are no viable options to allow the member to continue to perform meaningful paid work.

Each such grievance is being examined to determine whether they should be withdrawn or continue to arbitration in light of the current state of the law.

13. DBU Memos Issued Since Last Report:

211	Provincial Election Postcard - For Members Only
212	April 28 National Day of Mourning 2022
213	Central Brief Meetings - Details and Cvent Registration
214	Ministry Correspondence - Federal Investing in Canada Infrastructure Program - Ventilation Improvements in Schools
215	Application to the Addressing Anti-Black Racism/Racism Committee
216	Canadian Teachers' Federation Update on Bill C8
217	Ministry Correspondence - Revised Grade 10 Civics and Citizenship Course
218	Ministry Correspondence - Effective Early Reading Instruction
219	Ministry Correspondence - Grade 9 Science Course
220	Provincial Election Readiness Website and Social Media Action
221	Staffing Implications of Virtual Schools and Online Learning
222	OTF Communiqué - Ontario Teachers' Pension Plan Valuation
223	Education Week 2022
224	The Toronto Blue Jays – Special Offer
225	World Education Support Personnel Day 2022 – May 16
226	Community Organizing Ad Hoc Work Group
227	Reminder - Central Brief Meetings - Details and Cvent Registration
228	Central Advisory Work Groups
229	Cancellation of May 28 Rally – Shifting to 'Winning Weekend' Actions
230	Long Term Disability Advisory Work Group Vacancies
231	Environmental Advisory Work Group Vacancies
232	Provincial Pride
233	Ad Hoc Name Change Investigation Committee
234	Ad Hoc Governance Review Committee
235	<i>Not issued</i>
236	Toronto Pride 2022
237	Strategic Action Plan Submissions, 2023/2024
238	Expenditure Guidelines