

External Policies ||| 2024-2025

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PLEASE NOTE: In the case of discrepancy, the online version of this document on the OSSTF/FEESO website shall prevail.

Updated: **Dec 5, 2024**

OSSTF/FEESO ORGANIZATIONAL CHART

Members are at the heart of the work of OSSTF/FEESO. Whether it be working on behalf of members to advocate for publicly funded education in Ontario or representing members, or members serving in the various advisory and leadership roles at the branch, bargaining unit, district, or provincial organization that guide the work of the Federation, members are central to it all.



ACRONYMS USED BY OSSTF/FEESO

AEFO	L'ASSOCIATION DES ENSEIGNANTES ET DES ENSEIGNANTS FRANCO-ONTARIENS
AMPA	ANNUAL MEETING OF THE PROVINCIAL ASSEMBLY
ARM	ACTIVE RETIRED MEMBERS
CAMP	CAMPAIGN
CAS	CHILDRENS' AID SOCIETY
CBES	COLLECTIVE BARGAINING EMPLOYMENT STATUS
CBEV	COLLECTIVE BARGAINING EVALUATION
CBLG	COLLECTIVE BARGAINING LEAVE AND GRATUITY
CBS	COLLECTIVE BARGAINING SALARY
CBW	COLLECTIVE BARGAINING CONDITIONS OF WORK
COPE	CANADIAN OFFICE PROFESSIONAL EMPLOYEES
CPAC	COMMUNICATIONS AND POLITICAL ACTION COMMITTEE
CLC	CANADIAN LABOUR CONGRESS
CPI	CONSUMER PRICE INDEX
CPP	CANADA PENSION PLAN
CSLF	COMITÉ DES SERVICES EN LANGUE FRANÇAISE
CTA	COUNCIL OF TRUSTEES' ASSOCIATIONS
CTF	CANADIAN TEACHERS' FEDERATION
EAO	EDUCATOR ASSOCIATED ORGANIZATIONS
EDFI	EDUCATION FINANCE
EDIS	EDUCATIONAL ISSUES
EFG	EDUCATORS FINANCIAL GROUP
EI	EDUCATION INTERNATIONAL
ELL	ENGLISH LANGUAGE LEARNER
ESC	EDUCATIONAL SERVICES COMMITTEE
ESL	ENGLISH AS A SECOND LANGUAGE
ESO	EDUCATIONAL SERVICES OFFICER
ESS	EDUCATIONAL SUPPORT STAFF
ETFO	ELEMENTARY TEACHERS' FEDERATION OF ONTARIO
ETH	ETHICS
FEESO	FÉDÉRATION DES ENSEIGNANTES-ENSEIGNANTS DES ÉCOLES SECONDAIRES DE L'ONTARIO
FNMI	FIRST NATIONS, MÉTIS, INUIT
FTE	FULL-TIME EQUIVALENT
JC	JUDICIAL COUNCIL
LTDI	LONG TERM DISABILITY INSURANCE
MCU	MINISTRY OF COLLEGES AND UNIVERSITIES
MOE	MINISTRY OF EDUCATION
MOLITSD	MINISTRY OF LABOUR IMMIGRATION, TRAINING SKILLS DEVELOPMENT

MPWG	MEMBER PROTECTION WORK GROUP (COMPRISED OF PROVINCIAL OFFICE STAFF)
MISP	MISCELLANEOUS POLICY
MSRB	MEDIATION SERVICES RESOURCE BANK
OCT	ONTARIO COLLEGE OF TEACHERS
OECTA	ONTARIO ENGLISH CATHOLIC TEACHERS' ASSOCIATION
OFL	ONTARIO FEDERATION OF LABOUR
OHIP	ONTARIO HEALTH INSURANCE PLAN
OHSA	OCCUPATIONAL HEALTH AND SAFETY ACT
OLRA	ONTARIO LABOUR RELATIONS ACT
OMERS	ONTARIO MUNICIPAL EMPLOYEES' RETIREMENT SYSTEM
OSIS	ONTARIO SCHOOLS: INTERMEDIATE AND SENIOR
OSSD	ONTARIO SECONDARY SCHOOL DIPLOMA
OSSTF	ONTARIO SECONDARY SCHOOL TEACHERS' FEDERATION
OTC	ONTARIO TEACHER'S CERTIFICATE
OTF	ONTARIO TEACHERS' FEDERATION
OTIP/RAEO	ONTARIO TEACHERS' INSURANCE PLAN
OTPA	ONTARIO TEACHERS' PENSION ACT
OTPP	ONTARIO TEACHERS' PENSION PLAN
OTPPB	ONTARIO TEACHERS' PENSION PLAN BOARD
PC	PROVINCIAL COUNCIL
PCC	PARLIAMENTARY AND CONSTITUTION COUNCIL
PD	PROFESSIONAL DEVELOPMENT
PE	PROVINCIAL EXECUTIVE
PEN	PENSIONS
PSAT	PROVINCIAL SCHOOLS AUTHORITY TEACHERS
PSC	PROTECTIVE SERVICES COMMITTEE
PSSP	PROFESSIONAL STUDENT SERVICES PERSONNEL
REG	REGULATION
RRIF	REGISTERED RETIREMENT INVESTMENT FUND
RTO	RETIRED TEACHERS OF ONTARIO
SBCBA	SCHOOL BOARDS COLLECTIVE BARGAINING ACT
SDA	SPECIAL DISTRICT ASSISTANCE
SWAG	SUPPORT WORKER ADVISORY GROUP
T/OT	TEACHER/OCCASIONAL TEACHER
TAO	TEACHER ASSOCIATED ORGANIZATION
TPA	TEACHING PROFESSION ACT
TPP	TEACHERS' PENSION PLAN
WHMIS	WORKPLACE HAZARDOUS MATERIALS INFORMATION SYSTEM

OSSTF/FEESO DISTRICTS

District 1	Ontario North East
District 2	Algoma
District 3	Rainbow
District 4	Near North
District 5A	Northern Shield
District 5B	Rainy River
District 6A	Thunder Bay
District 6B	Superior North
District 7	Bluewater
District 8	Avon Maitland
District 9	Greater Essex
District 10	Lambton Kent
District 11	Thames Valley
District 12	Toronto
District 13	Durham
District 14	Kawartha Pine Ridge
District 15	Trillium Lakelands
District 16	York Region
District 17	Simcoe
District 18	Upper Grand
District 19	Peel
District 20	Halton
District 21	Hamilton-Wentworth
District 22	Niagara
District 23	Grand Erie
District 24	Waterloo
District 25	Ottawa-Carleton
District 26	Upper Canada
District 27	Limestone
District 28	Renfrew
District 29	Hastings-Prince Edward
District 30	PSAT
District 31	Franco-Nord Ontarien
District 32	Centre-Sud-Ouest de l'Ontario
District 33	District de l'Est
District 34	Independent Educational Programs
District 35	Universities

OSSTF/FEESO REGIONS

Region 1	District 5A	Northern Shield
	District 5B	Rainy River
	District 6A	Thunder Bay
	District 6B	Superior North
Region 2	District 1	Ontario North East
	District 2	Algoma
	District 3	Rainbow
	District 4	Near North
	District 31	Franco-Nord Ontarien
	District 35	Algoma University
Region 3	District 7	Bluewater
	District 8	Avon Maitland
	District 9	Greater Essex
	District 10	Lambton-Kent
	District 11	Thames Valley
	District 18	Upper Grand
	District 23	Grand Erie
	District 24	Waterloo
	District 35	University of Guelph
	District 35	Wilfrid Laurier University
Region 4	District 12	Toronto
	District 13	Durham
	District 16	York Region
	District 17	Simcoe
	District 19	Peel
	District 20	Halton
	District 21	Hamilton-Wentworth
	District 22	Niagara
	District 30	PSAT
	District 32	Centre-Sud-Ouest
	District 34	Independent Educational Programs
	District 35	Brock University
Region 5	District 14	Kawartha Pine Ridge
	District 15	Trillium Lakelands
	District 25	Ottawa-Carleton
	District 26	Upper Canada
	District 27	Limestone
	District 28	Renfrew
	District 29	Hastings-Prince Edward
	District 33	District de l'Est
	District 35	Saint Paul University
	District 35	University of Ottawa

OSSTF/FEESO EXTERNAL POLICIES

(Determined under Regulation 11.2.5, and Regulation 20. All policies remain in effect for 10 years after their date of implementation or amendment. ('R' indicates the policy was renewed.))

Policy 1 – Collective Bargaining Evaluation (CBEV)

1.1. **Supervision for Growth and Performance**

It is the policy of OSSTF/FEESO that:

- 1.1.1. there should be clear separation between the evaluation of a Member for the purpose of making administrative decisions on the Member's future, and the supervision of a Member for the sole purpose of improving the Member's performance; (A.23)
- 1.1.2. where a Member is being supervised for the sole purpose of improving the Member's performance, then the resulting reports should be confidential to the Member and those directly assisting the Member; (A.23)
- 1.1.3. no evaluation reports should contain a rating statement other than satisfactory or unsatisfactory; (A.23)
- 1.1.4. where a Member has an unsatisfactory evaluation report placed on file, the Member should, upon request, have the right to an evaluation with a different class and/or by another evaluator; (A.23)
- 1.1.5. no report should be made on any Member by any higher authority without that Member being given an opportunity to initial the report and to make written comments if the Member so desires; (A.23)
- 1.1.6. a Member should be given a copy in writing of any report filed upon the Member. (A.23)
- 1.1.7. Evaluation of Members by supervisory personnel should be by visits to the work area where Members fulfill the major proportion of their duties; and (R.19)
- 1.1.8. credit course medians and other statistical data should not be used to evaluate the performance of a teacher or to compare the performance of teachers, and that there should be no expectation, either explicit or implied, that class or course medians or standardized test scores must fall within a specific range. (R.19)

1.2. **Rights of Members**

It is the policy of OSSTF/FEESO that:

- 1.2.1. any evaluation should be preceded by at least 48 hours notice; (R.19)
- 1.2.2. evaluation of a Member should include evaluation in the field in which the Member either has spent the major amount of their working time or holds qualifications; and (R.19)
- 1.2.3. a Member should be entitled to have a colleague who is a Member of OSSTF/ FEESO or a Secretariat member present at any meeting to which the Member has been summoned, or which the Member has formally requested, for the purpose of discussing a professional difficulty. The Member should be informed of such entitlement, in writing, by the supervisor 48 hours in advance of such meeting. (R.19)

- 1.3. **Responsibility**
It is the policy of OSSTF/FEESO that:
 - 1.3.1. wherever a Member is to be evaluated by a person who is not a Member of OSSTF/FEESO, the Member to be evaluated should be entitled to those rights, protections, and guarantees of due process which are in accordance with OSSTF/FEESO Policy and the Regulations under The Education Act and/or the Ontario Labour Relations Act; (A.23)
 - 1.3.2. there should be no utilization of questionnaires to peers, parents, or students and interviews with peers, parents or students in the evaluation of a Member's performance; (A.23)
 - 1.3.3. the employer should provide training in evaluation to any personnel who are involved in evaluating or supervising Members and that any such training should be directed towards a positive, professional growth model; and (R.19)
 - 1.3.4. no Member should perform duties normally performed by administration, including but not limited to evaluating, disciplining, monitoring, interviewing, hiring, promoting or firing. (A.15)
- 1.4. **Members in Charge of Organizational Units**
It is the policy of OSSTF/FEESO that:
 - 1.4.1. the role of Members in charge of organizational units is in mentoring for the improvement of classroom instruction and that it is the role of the principal and vice-principal to perform the evaluation of Members; (A.23)
 - 1.4.2. Members in charge of organizational units should not be involved in writing evaluation reports on a Member; (A.23)
 - 1.4.3. the Member in charge of an organizational unit should keep confidential at all times, between themselves and the Member concerned, all reports written by themselves while assisting the Member to improve their work performance; (A.23)
 - 1.4.4. a Member in charge of an organizational unit should co-operate in the mentoring of other Member(s) in their organizational unit when requested by the other Member(s); (A.23)
 - 1.4.5. sufficient time allowance should be given to Members in charge of organizational units within the regular work day to carry out ongoing professional-growth mentoring in addition to administration duties; (A.23)
 - 1.4.6. the responsibility for evaluation of Members, including Members holding in-school positions of responsibility, should rest with the supervisor; (A.23)
 - 1.4.7. any system of evaluation or supervision for Members in charge of an organizational unit should be developed in consultation with the Bargaining Unit (A.24)
 - 1.4.8. if reports are written, copies of any evaluation should be supplied to the Member involved; (A.23)
 - 1.4.9. the Member should have the opportunity to respond to any evaluation as has taken place and this response should be included in the file with the supervisor's evaluation report; and (A.23)
 - 1.4.10. employers should ensure that teachers in charge of organizational units are informed when Occasional Teachers are in their units.(A.24)

1.5. **Evaluation Procedures**

It is the policy of OSSTF/FEESO that:

- 1.5.1. members should be afforded 5 years and all necessary resources to become familiar with any new methodologies before their use during a performance appraisal. (A.19)

Policy 2 – Collective Bargaining Leave and Gratuity (CBLG)

2.1. **Compassionate /Family Care Leave**

It is the policy of OSSTF/FEESO that:

- 2.1.1. collective agreements should provide for special leave for Members, with pay, for personal, domestic, civic, legal, or professional reasons; (A.23)
- 2.1.2. every collective agreement should guarantee that Members will be granted leave with pay and without loss of benefits, seniority, or experience in cases of quarantine declared by the Medical Officer of Health or designate; and (A.23)
- 2.1.3. every collective agreement should guarantee that Members who must attend jury duty or who are witnesses in proceedings will be granted leave with pay and without loss of benefits, seniority, or experience. (A.23)

2.2. **Special Leave**

It is the policy of OSSTF/FEESO that:

- 2.2.1. each collective agreement should contain a negotiated number of leave days for emergency use related to the care of a spouse/same-sex partner or other family member, to be available to a Member at the Member's discretion, at full salary and with no loss of sick leave credits, experience, or seniority; (A.23)
- 2.3. an exchange leave clause containing provisions for establishing the salary, allowances, increment, benefits, and term of a Member's exchange leave should be included in each and every collective agreement; and (A.23)
- every collective agreement should include provisions for Members to take leave days for dealing with domestic violence, to be available to a Member at the Member's discretion, at full salary and with no loss of sick leave experience, or seniority. (A.18)

2.4. **Leave of Absence**

It is the policy of OSSTF/FEESO that:

- 2.4.1. a leave of absence should be granted without pay for any reason which is mutually agreeable to the Member and the employer; (A.24)
- 2.4.2. a Member on a leave of absence to campaign for election to political office, to serve in a full-time elected political office, or to assume a full-time appointed public office or position, should maintain full seniority rights with the employer; (A.23.)
- 2.4.3. all leaves of absence available to Members through their employment should be referred to in the collective agreement; (A.23)
- 2.4.4. the terms and conditions of a leave of absence should: (A.23)
- 2.4.4.1. be clearly stated in writing; (A.23)
- 2.4.4.2. be binding upon both parties; and (A.23)
- 2.4.4.3. include a definite understanding with regard to the annual increment and the maintenance of benefits; (A.23)

- 2.4.5. at the conclusion of a leave of absence, every effort should be made by the employer to restore the Member to the position held immediately prior to the commencement of the leave; (A.23)
- 2.4.6. the employer should not request unreasonable notice when a Member wishes to extend a leave of absence; (A.23)
- 2.4.7. any Member going on any leave of absence (paid or unpaid) should accumulate full seniority while on leave; (A.23)
- 2.4.8. every collective agreement should contain provisions for a Deferred Salary Leave Plan; (A.23)
- 2.4.9. every collective agreement should contain provisions for a Member to take Federation Leave upon request for the purpose of carrying out Federation duties, based on the following considerations: (A.23)
 - 2.4.9.1. that credit for sick leave, experience, and seniority should be accrued throughout the leave; (A.23)
 - 2.4.9.2. that a Member on leave should be able to continue to be enrolled in employer benefit plans; and (A.23)
 - 2.4.9.3. that taking such leave should not be a factor in considering a Member for other leaves or for promotion. (A.23)
- 2.4.10. every collective agreement should contain a negotiated amount of fully-paid release time for Federation business; and (A.23)
- 2.4.11. every collective agreement should contain provisions for leave, which are separate and distinct from other types of personal leave, for religious observances without deduction from sick leave. (A.23)
- 2.4.12. a Member taking a statutory leave should be entitled to return to the same position the Member occupied prior to the taking of leave. (A.24)
- 2.5. **Personal Leave**

It is the policy of OSSTF that:

 - 2.5.1. each collective agreement should contain a negotiated number of leave days for reasons confidential to the Member, to be available to a Member at the Member's discretion, at full salary and with no loss of sick leave credits, experience, or seniority. (A.23)
- 2.6. **Sabbatical Leave**

It is the policy of OSSTF/FEESO that:

 - 2.6.1. there should be a Sabbatical Leave Plan and an Educational Leave Plan in each and every collective agreement. (A.24)
- 2.7. **Pregnancy Leave**

It is the policy of OSSTF/FEESO that:

 - 2.7.1. a pregnant Member should be entitled to up to 17 consecutive weeks of fully-paid pregnancy leave without loss of sick leave credits, the timing of which shall be at the Member's sole discretion; (A.23)
 - 2.7.2. an employer should not terminate the employment of a Member because of the pregnancy regardless of the length of employment prior to the taking of a leave; (A.23)

- 2.7.3. an employer should continue to pay its share of benefit costs for a Member on pregnancy/parental leave; (A.23)
- 2.7.4. upon returning from pregnancy/parental leave, a Member should receive full seniority and credit for work experience for the period of the leave; (A.23)
- 2.7.5. if the employer requests a Member take more than 17 consecutive weeks of pregnancy/parental leave, the employer should do so in writing, and if the Member agrees, the Member shall continue to receive all salaries, allowances, benefits, seniority accumulation and sick leave credits for the period of such extension;
- 2.7.6. a pregnancy leave should be able to be extended as paid parental leave at the Member's discretion to a maximum of 2 years, inclusive of pregnancy leave; and (A.23)
- 2.7.7. pregnancy/parental leave should not be a factor in considering a Member for other leaves or for promotion. (A.23)
- 2.7.8. every member should be entitled to a leave of at least 5 days with pay and without loss of sick leave credits beginning at the time of birth of their child or when a child is received into their care. (A.24)
- 2.7.9. all collective agreements should contain provisions for Supplemental Employment Benefits for Pregnancy and Parental Leave. These benefits should not be withheld during holiday periods or scheduled periods of layoff. (A.24)
- 2.8. **Extended Parental Leave**
It is the policy of OSSTF/FEESO that:
 - 2.8.1. extended paid parental leave should be granted to a Member at the Member's request to a maximum of 2 years, based on the following considerations: (A.23)
 - 2.8.1.1. the credit for sick leave, experience and seniority should be accrued throughout extended parental leave; (A.23)
 - 2.8.1.2. a Member on leave should be able to continue to be enrolled in employer benefit plans with the employer paying the full premium cost; and (A.23)
 - 2.8.1.3. extended parental leave should not be a factor in considering a Member for other leaves or for promotion. (A.23)
- 2.9. **Cumulative Sick Leave**
It is the policy of OSSTF/FEESO that:
 - 2.9.1. there should be a system of cumulative sick leave in every collective agreement; and (A.23)
 - 2.9.2. collective agreements should provide for unlimited accumulation of sick leave credits. (A.23)
 - 2.9.3. a Member whose service is broken by intervening employment should be allowed reinstatement of previously accumulated sick leave credits when they return to the employment of an employer which co-operates in a sick leave credit system. This is provided that no compensation was received in lieu of the credits at the cessation of employment, or that the compensation received has been repaid. (A.24)

- 2.10. **Gratuity**
It is the policy of OSSTF/FEESO that:
- 2.10.1. there should be a sick leave credit gratuity plan and/or retirement gratuity plan in each and every collective agreement; (A.23)
 - 2.10.2. no sick leave credit gratuity plan should have different classes of gratuities for different groups of Members within the same Bargaining Unit; (A.23)
 - 2.10.3. there should be no removal or reduction of any sick leave credit gratuity plans, service gratuity plans and/or retirement gratuity plans; and (A.23)
 - 2.10.4. a Member's entitlement to retirement gratuity should not be affected by participation in an early retirement incentive plan. (A.23)
 - 2.10.5. any Member with 10 or more years' accredited service with an employer should be entitled to receive from that employer a sick leave credit gratuity, a service gratuity, or a gratuity in lieu of sick leave, upon leaving the employ of that employer. (A.24)

Policy 3 – Collective Bargaining Salary (CBS)

- 3.1. **Salary Schedules**
It is the policy of OSSTF/FEESO that:
- 3.1.1. the salaries of all Active Members in a Bargaining Unit under the same employer should be based on the same criteria; (A.23)
 - 3.1.2. there should be no provincial or regional salary schedules imposed by employers, groups of employers, government regulation or legislation; (A.23)
 - 3.1.3. all collective agreements should ensure that, where competition for positions occurs, salary should not be used as a criterion for selection to these positions, nor should an applicant for a position be discriminated against on account of the length of their working experience; (A.15)
 - 3.1.4. all collective agreements should ensure that, where competition for positions occurs, applications of Members will not be rejected because of salary considerations; (A.23)
 - 3.1.5. a Member who is promoted should not take a decrease in salary; (A.23)
 - 3.1.6. when a Bargaining Unit achieves a salary settlement, every Member should receive the same percentage increase, save for Members who receive differing percentages to correct historical inequities; and (A.23)
 - 3.1.7. the salary rate for professional activity days worked should be the same as for any other days worked. (A.23)
 - 3.1.8. the criteria establishing salary for active members in a bargaining unit should be consistent. (A.24)
- 3.2. **Minimum Starting Salaries**
It is the policy of OSSTF/FEESO that:
- 3.2.1. any change negotiated in the minimum salary should result in at least an equivalent change in the salaries of all Members in that group, including those at the maximum salary; and (A.23)
 - 3.2.2. the method for calculating the starting salary of an experienced Member should be clearly defined in the collective agreement. (A.23)

3.3. **Teaching Salaries**

It is the policy of OSSTF/FEESO that:

- 3.3.1. a teacher's basic annual salary should be based on a maximum of 194 school days per year; (A.23)
- 3.3.2. the basic salary schedule should recognize the certification levels by appropriate differentials at minimum and at maximum; (A.23)
- 3.3.3. where a Member holding less than the basic qualifications is employed as a teacher, that Member should not be paid less than the minimum salary for a teacher in level one; (A.23)
- 3.3.4. recognition of teaching experience for the purpose of placement on the salary grid should be at the rate of the annual increment; (A.23)
- 3.3.5. remuneration for foreign teaching experience should be equal to that of domestic experience when the former is considered by the Federation to be equivalent to the latter; (A.23)
- 3.3.6. the collective agreement should recognize the following types of experience: (A.23)
 - 3.3.6.1. teaching experience (full time, part time, continuing education and occasional) in secondary schools, elementary schools, colleges and universities, technical institutes, professional schools, trade schools, and federally- and provincially-sponsored schools; and (A.23)
 - 3.3.6.2. related experience beyond the basic time required for entry to a faculty of education in business and industry, other professions, armed forces experience, and vocational trade experience. (A.23)
- 3.3.7. recognition of technical or related experience for the purposes of grid placement should be at the rate of the annual increment; (A.23)
- 3.3.8. additional positions of responsibility should be created, subject to negotiations; (Note: In this context "responsibility" refers to mentoring or administrative duties and does not imply payment of differentials for teaching in special subject areas, special classes, or special grade levels); (A.23)
- 3.3.9. the salary category in which a teacher is paid should be based upon the Certification Rating Statement issued to the teacher by OSSTF/FEESO or QECO; (R.20)
- 3.3.10. additional qualifications, such as post-graduate degrees or extra degrees, should be recognized through financial remuneration achieved through negotiations; and (A.17)
- 3.3.11. a Member in a position of responsibility, who, for reasons other than unsatisfactory work, finds their position revoked should have their salary retained at the current level until they can be placed back at the equivalent compensation level. (A.24)

3.4. **Benefits**

It is the policy of OSSTF/FEESO that:

- 3.4.1. every collective agreement should include provisions dealing with benefits; (A.23)
- 3.4.2. minimal benefit provisions should include coverage for group life insurance, extended health care insurance, vision care insurance, comprehensive dental insurance, and long-term disability insurance; (A.23)
- 3.4.3. where locally bargained, coverage in any benefits plan should be determined by the Bargaining Unit based on the needs of the Membership; (A.23)

- 3.4.4. where locally bargained, a copy of the master policy of any benefit plan under which Members are insured should be provided to the Bargaining Unit by the employer; (A.23)
- 3.4.5. where locally bargained, actuarial, financial, enrolment, and experience information for any benefit plan under which Members are insured should be made available to the Bargaining Unit upon request; (A.23)
- 3.4.6. information regarding benefit coverage in any plan should be distributed to participating Members after every change in carrier and/or any plan amendments, and in any event, at least annually; (A.23)
- 3.4.7. where locally bargained, every Bargaining Unit should be represented on a joint benefits management committee administering insured employee benefit plans; (A.23)
- 3.4.8. Members on leave of absence should be entitled to maintain benefit coverage throughout the period of leave; (A.23)
- 3.4.9. membership in an LTDI plan established by the Bargaining Unit and/or the employer should be a condition of employment for a new Member as long as that person is eligible to receive benefits from an LTDI plan; (A.23)
- 3.4.10. every collective agreement should contain early retirement provisions; (A.23)
- 3.4.11. employers should contribute toward the premium cost of benefit coverage for Members who retire; and (R.19)
- 3.4.12. where a Member is enrolled in a group dental plan and/or extended health care plan with an employer, the Member's surviving spouse and/or dependents should be able to continue to participate in such plans for up to 10 years with premium costs paid by the employer. (R.19)
- 3.4.13. in the event of the merger or amalgamation of employers, Members enjoying greater benefit coverage with one employer should have that coverage legacies after the merger or amalgamation. (A.24)
- 3.4.14. where the premiums for benefit plans are considered non-taxable benefits by the Canada Revenue Agency, employers should contribute 100% of the premium costs. (A.24)
- 3.5. **Change in Boundaries**
It is the policy of OSSTF/FEESO that:
 - 3.5.1. when changes are made in the boundaries of education jurisdictions, no Member should suffer a reduction in previously agreed upon financial allowances. (A.23)
 - 3.5.2. when changes are made in the boundaries of education jurisdictions, no Member should suffer a reduction in previously agreed upon compensation. (A.24)
- 3.6. **Continuing Education and Adult Education**
It is the policy of OSSTF/FEESO that:
 - 3.6.1. teachers should receive teaching experience credits for salary purposes on the same basis for services in both regular day school programs and continuing and adult education programs up to a maximum of one year of credit per year; (A.23)
 - 3.6.2. compensation for an integrated timetable should be equal to the compensation for a regular day school timetable as defined by the collective agreement; (A.23)

- 3.6.3. credit granting programs for adult students should be funded on the same basis as regular day school; and (A.23)
- 3.6.4. Members who function as instructors on Ministry of Education professional courses should be paid at an hourly rate equal to that paid to the regular instructors at the faculties of education. (A.23)
- 3.6.5. the government should ensure that there will be adequate sustained funding to support curriculum programs for continuing and adult education programs. (A.24)
- 3.6.6. a Continuing Education Instructor should be the primary assessor/evaluator of their students' progress. (A.24)
- 3.6.7. Continuing Education Instructors should be allowed to use the assessment tools that, in their professional judgment, best meet the needs of their students and Ministry reporting requirements. (A.24)
- 3.6.8. all non-credit adult education programs should have access to the same resources, services and supports, regardless of location. (A.24)

3.7. **Occasional Teachers**

It is the policy of OSSTF/FEESO that:

- 3.7.1. the daily rate of pay for an Occasional Teacher should be determined by dividing the yearly salary rate that the Occasional Teacher would earn under the regular teacher collective agreement for Members employed by the same employer by the number of school days in that school year; (A.23)
- 3.7.2. the rate of pay for Occasional Teachers replacing part-time teachers should be based on the greater of: (A.23)
 - 3.7.2.1. the fraction of the school day that the Occasional Teacher is required to be in the school; or (A.23)
 - 3.7.2.2. the applicable fractional daily rate for the teacher being replaced; (A.23)
- 3.7.3. collective agreements for Occasional Teachers should provide that Members be paid their regular daily rate of pay when their attendance is required at meetings of committees that are agreed to in the collective agreement; and (A.23)
- 3.7.4. previous teaching experience should be included in an Occasional Teacher's aggregate teaching experience used for salary determination. (A.23)

3.8. **Annual Increments**

It is the policy of OSSTF/FEESO that:

- 3.8.1. every qualified Member should progress from the minimum of the starting salary to the maximum salary by the increments provided in the schedule; and (A.23)
- 3.8.2. a multi-year collective agreement should contain salary adjustments in each year which match or exceed the increase to the cost of living. (A.23)

3.9. **Discrimination**

It is the policy of OSSTF/FEESO that:

- 3.9.1. there should be no discrimination in salary, hiring, promotion, tenure, or benefits on the basis of age, ancestry, citizenship, colour, creed, disability, ethnic origin, family status, gender expression, gender identity, marital status, physical appearance, place

of origin, political affiliation, race, religion, sex (including pregnancy and gender), sexual orientation or socioeconomic status. (A.15)

3.9.2. there should be no mandatory retirement requirement based on age. (A.24)

3.10. **Funding**

It is the policy of OSSTF/FEESO that:

3.10.1. funding arrangements should not be the determinative factor in establishing Member salaries; and (A.23)

3.10.2. Members, as publicly paid employees, should not be required to subsidize the balance of the community by accepting substandard wages and working conditions. (A.23)

3.11. **Improved Qualifications**

It is the policy of OSSTF/FEESO that:

3.11.1. any improvement in Member qualifications should result in an adjustment in salary effective on or before September 1 of the following school year. Notification of improved qualifications is the responsibility of the Member; and (A.23)

3.11.2. each teacher collective agreement should recognize the current Certification Plan; (A.23)

3.12. **Pay-By-Merit**

It is the policy of OSSTF/FEESO that:

3.12.1. there should be no system of payment of additional salary allowance (above the locally approved basic salary schedule) to Members who are deemed or designated as meritorious Members. (A.23)

3.12.2. there should be no system for additional compensation allowance based on merit. (A.24)

3.13. **Sanctions**

It is the policy of OSSTF/FEESO that:

3.13.1. in the event the academic year or school/workday is extended by mutual consent or regulation after a sanction, additional remuneration, at regular rate of pay or better, should be paid to all Members for the duration of said extension; (A.15)

3.13.2. Professional Development or Professional Activity Days should not be reclassified as teaching days as a result of a previous lockout or strike; (A.23)

3.13.3. in all arrangements made by coaching and extracurricular organizations, there should be a statement that, as a prerequisite to entry into and eventual participation in tournaments and activities, the school of origin not be involved in a sanction; and (A.23)

3.13.4. employers should not require Members to work with volunteers in order to operate an educational program during a sanction. (A.23)

3.13.5. if a legal strike is initiated by OSSTF/FEESO or an employer lockout occurs, volunteers should be removed from the workplace. (A.24)

Policy 4 – Collective Bargaining Employment Status (CBES)

4.1. Tenure/Job Security (A.15)

It is the policy of OSSTF/FEESO that:

- 4.1.1. all collective agreements should contain job security provisions; (A.23)
- 4.1.2. collective agreements should contain provisions that ensure tenure and that guarantee all Members presently employed retain a position with the employer. Individual Member employment status should remain in force in all circumstances other than: (R.19)
 - 4.1.2.1. where it is deemed useful, collective agreements should contain clauses which provide such options as: (A.17)
 - 4.1.2.2. the transfer to other facilities within the jurisdiction of the employer; (A.17)
 - 4.1.2.3. position in permanent supply; (A.17)
 - 4.1.2.4. paid leaves of absence or sabbatical leaves for Members declared surplus by their employer; (A.17)
 - 4.1.2.5. the assignment of a Member into a different subject area for which they are qualified or can be qualified before they begin their new duties; (A.17)
 - 4.1.2.6. the primary consideration in the determination of whether a Member is redundant should be seniority with the employer as a Member of OSSTF/FEESO and that the process of identification and declaration should be contained in the collective agreement; A.23)
 - 4.1.2.7. job security rights should apply equally to all Active Members in all positions that are filled by Active Members of the OSSTF/FEESO; (A.23)
- 4.1.3. in instances where tenure/job security is not achieved, local collective agreements should contain the following provisions for redundancy as applicable: retraining and requalification programs, recall and reinstatement procedures, severance pay and equivalent positions teaching in any night and summer school programs offered by the employer; (A.15)
- 4.1.4. any Member serving on an employer's committee, task force, or other working group, the results of whose recommendations could affect the status or well-being of Members, should be designated by the Bargaining Unit Executive. Bargaining Unit Executives may choose not to appoint a member; (R.19)
- 4.1.5. no Member should be demoted, dismissed, or disciplined without just cause, and that every collective agreement should contain such a provision; (A.23)
- 4.1.6. all collective agreements should contain provisions to ensure all occasional education workers have the right to have date of hire as an occasional education worker used as a factor in determining eligibility for long term occasional positions; (A.23)
- 4.1.7. any Member who is suspended or dismissed should be suspended with pay until the resolution of all contractual or legal proceedings concerning any disciplinary action; (A.23)
 - 4.1.7.1. the removal by due legal process for just cause; and (A.23)
 - 4.1.7.2. the resignation by the Member. (A.23)
- 4.1.8. every Member whose employment is terminated by an employer should be given the reason or reasons for such termination in writing. Where the reason is redundancy,

the letter should affirm that the termination is unconnected with the Member's competence. (R.19)

4.2. **Part-Time Work**

It is the policy of OSSTF/FEESO that:

- 4.2.1. provisions for part time work should be incorporated into every collective agreement; (A.23)
- 4.2.2. a Member on a part time assignment should receive full seniority and benefits for the duration of their part time service; (A.23)
- 4.2.3. provisions which guarantee ease of movement between part time and full time assignments should be included in every collective agreement; and (A.23)
- 4.2.4. a Member on a part time assignment should not be excluded from provisions negotiated for a Member on a full time assignment, solely as the result of their part time status. (A.23)

4.3. **Positions of Responsibility**

It is the policy of OSSTF/FEESO that:

- 4.3.1. the employer, in consultation with the local Bargaining Unit, should make every effort to place a Member in a comparable and vacant position in another work place; (R.19)
- 4.3.2. any changes made in the organization or number of positions of responsibility should be: (R.19)
 - 4.3.2.1. negotiated between 2 parties, the Bargaining Unit and the employer; and (R.19)
 - 4.3.2.2. subject to ratification in accordance with the collective agreement; (R.19)
- 4.3.3. the Bargaining Unit and the employer should share in the organization of regular updating programs, subject to evaluation, review, and revision through negotiations(R.19)
- 4.3.4. employers should provide equal opportunities for positions of responsibility; (A.17)
- 4.3.5. a Member in a position of responsibility, who, for reasons other than unsatisfactory work, finds their position revoked should have special consideration given to their experience at the position of responsibility when new vacancies occur; (A.23)
- 4.3.6. where declining enrolment justifies the removal of a position of responsibility: (A.23)
 - 4.3.6.1. the employer, in consultation with the local Bargaining Unit, should make every effort to place a Member in a comparable and vacant position in another work place; and (A.23)
 - 4.3.6.2. failing above, the responsibility allowance of the Member should be retained for a period of at least 2 years during which time every effort should be made to place the Member in a comparable position. Should no position become available during the 2 year period, the Member should maintain the gross salary level achieved in the last month of the 2 year period until such time as basic salary adjustments and increments reach or surpass that level. (A.23)
- 4.3.7. regular updating programs should be organized for those in positions of responsibility; and (A.23)
- 4.3.8. regular updating programs should take place during regular hours of work. (A.23)

- 4.4. **Change in Jurisdiction**
It is the policy of OSSTF/FEESO that:
- 4.4.1. when changes are made in educational or university sector jurisdictions, when a facility or program is absorbed by another employer, or when employers amalgamate, the seniority of the Members affected should continue as if service were uninterrupted; and (A.15)
- 4.4.2. priority should be given to Members when staffing positions resulting from a partnership being taken over by the Employer. (A.17)
- 4.5. **Term Appointments**
It is the policy of OSSTF/FEESO that:
- 4.5.1. there should be no unilaterally imposed term appointments for Members. (A.23)
- 4.6. **Bilingualism**
It is the policy of OSSTF/FEESO that:
- 4.6.1. no Member should be declared redundant for lack of bilingual ability. (A.23)
- 4.7. **Grievances**
It is the policy of OSSTF/FEESO that:
- 4.7.1. every collective agreement should contain a grievance procedure which includes provision for: (A.23)
- 4.7.1.1. individual grievances; (A.23)
- 4.7.1.2. class action (group) grievances; (A.23)
- 4.7.1.3. initiation of grievance by the Bargaining Unit on behalf of a Member; and (A.23)
- 4.7.1.4. policy grievances. (A.23)
- 4.7.2. every collective agreement should contain a "no-reprisals clause" as part of the grievance procedure; (A.23)
- 4.7.3. every collective agreement should contain an existing practices clause; and (A.23)
- 4.7.4. Grievance Officers should be granted release time at employer's expense to investigate and resolve grievances. (R.19)
- 4.7.5. collective agreements for Occasional Teachers should contain grievance procedures. (A.24)
- 4.8. **Non-Discriminatory Employment Practices**
It is the policy of OSSTF/FEESO that:
- 4.8.1. a qualified medical practitioner chosen by the Member should be the sole judge of the ability of a disabled Member to work. (A.23)
- 4.8.2. there should be no mandatory drug, blood, or DNA testing for Members as a condition of employment. (A.24)
- 4.8.3. where a Member is, or becomes, disabled and is still judged able to work by a medical practitioner, employers and principals should give every feasible consideration in terms of assignments and locations to allow the Member to continue working as long as possible. (A.24)

- 4.9. **Workplace Closure / Consolidation / Transfer**
It is the policy of OSSTF/FEESO that:
- 4.9.1. there should be no workplace closures, consolidations and/or transfers where viable alternatives exist; (A.23)
- 4.9.2. adult day students enrolled in credit granting programs should be recognized as having equal status with regular day school students when calculating enrolment in school transfer situations; and (A.23)
- 4.9.3. every collective agreement should contain provisions which protect members in the event of a workplace closure/ consolidation/transfer. (A.23)
- 4.10. **General Principles**
It is the policy of OSSTF/FEESO that:
- 4.10.1. the transfer of a French language school/campus and staffs to another employer should be subject to the process for closure as specified in the *Education Act* or other applicable statutes; (A.15)
- 4.11. **Provision of Additional Resources (financial/human) for Facilities Designated for Closure**
It is the policy of OSST/FEESO that:
- 4.11.1. when a final decision has been made to close a facility, there should be provision for separate components in the staffing formula to provide for additional staff; and (R.19)
- 4.11.2. to maintain programs in facilities designated for closure. (R.19)
- 4.11.3. the government should provide grants, in addition to the legislative grants during the transition period between when a facility is designated for closure and its actual closure, in order to maintain a viable program in the designated facility. (A.24)
- 4.11.4. when a final decision has been made to close a facility, there should be provision for separate components in the staffing formula to provide for additional staff to assist with the integration of staff and students in the receiving facilities during the transition period. (A.24)
- 4.12. **Staff Development**
It is the policy of OSST/FEESO that:
- 4.12.1. provisions for determining staff deployment should be consistent with existing practices for declaring surplus as identified in the collective agreement. (A.23)

Policy 5 – Collective Bargaining Conditions of Work (CBW)

- 5.1. **General Principles**
It is the policy of OSSTF/FEESO that:
- 5.1.1. research should continue into the nature of quality education and the working conditions which foster it; (A.23)
- 5.1.2. staffing structure should: (A.23)
- 5.1.2.1. serve the function of the workplace in its community; (A.23)
- 5.1.2.2. meets the needs of the students of that community; and (A.23)
- 5.1.2.3. be devised and approved by the staff concerned, provided that: (A.23)

- 5.1.2.3.1. the staff has first sought and received the advice of the Bargaining Unit Executive; (A.23)
- 5.1.2.3.2. the structure approved does not disqualify from any position of responsibility any Member presently qualified; and (A.23)
- 5.1.2.3.3. the structure does not permit the abolition of existing positions in favour of non-certified personnel. (A.23)
- 5.1.3. there should be no reduction in the rights of Members contained in a collective agreement as a result of the implementation of Employment Equity legislation; (A.23)
- 5.1.4. collective agreements should contain provisions dealing with modified work programs to accommodate Members who experience disabling illness or injury; (A.23)
- 5.1.5. the terms and conditions of employment of a Member participating in a modified work program owing to disabling illness or injury should be subject to the mutual written agreement of the Member, the employer, and the Bargaining Unit in accordance with all applicable legislation and fully grievable under the appropriate provisions of the collective agreement. (A.23)
- 5.1.6. an administrator should be present in the secondary or elementary school at all times during the regularly scheduled school day; (A.15)
- 5.1.6.1. employers should establish clear policies, procedures and protocols which clearly identify the designated Administrator in charge at all times in every educational facility and which do not contravene any collective agreements; (A.19)
- 5.1.7. once a course of study has formally concluded, the course teacher's workload should not be increased by the requirements of students from that course attempting to recover credits; (A.17)
- 5.1.8. employers should establish clear policies, procedures and protocols in every educational facility, which do not contravene any collective agreements: (A.19)
- 5.1.8.1. setting out the level of adult supervision required during all hours the building is open, hiring additional staff for supervisory purposes; (A.19)
- 5.1.8.2. clearly identifying which adults are responsible for which areas of supervision; and (A.19)
- 5.1.8.3. clearly establishing communication protocols in event of an emergency. (A.19)
- 5.1.9. teachers should not be assigned to 'student success initiative' duties which are already provided by or should be delivered by other OSSTF/ FEESO members or other unionized educational workers employed in the schools; (A.17)
- 5.1.10. collective agreements should include provisions to protect all educational workers from unreasonable workloads; (A.18)
- 5.1.11. employers should acknowledge the need for representation of Black, Indigenous, and racialized groups among the educators who are teaching and supporting the anti-racism curriculum and timetable accordingly while avoiding tokenizing Black, Indigenous, and racialized teachers and education workers and putting all of the responsibility of anti-racism and anti-oppression education on them; (A.21)
- 5.1.12. employers should ensure that pathways to leadership positions must be transparent, readily available, and widely advertised; (A.21)
- 5.1.13. in order to successfully recruit and diversify employee groups, a systematic, multilevel process should be created and implemented by school boards/employers that include:

redefining skill sets, mentorship, and human resource supports. This multilevel process should involve foregrounding voices of oppressed peoples, as well as partnering and collaborating with racialized and other equity seeking communities and groups; and (A.21)

- 5.1.14. equitable hiring and promotional practices should involve consideration of the whole cycle of hiring pre and post hiring, including diverse panels and taking into consideration the diversity of experiences from differing backgrounds. (A.21)

5.2. **Secondary School Departmental Organization**

It is the policy of OSSTF/FEESO that:

- 5.2.1. secondary schools should be organized into subject-based departments or other similar organizational units; (A.23)
- 5.2.2. the duties of Members in charge of departments or other similar organizational units or programs should be negotiated between the Bargaining Unit and the employer and clearly defined in the collective agreement; and (A.23)
- 5.2.3. teachers in charge of departments or other similar organizational units should hold specialist or honours specialist qualifications in one or more of the subjects taught in the department, or similar organizational unit, for which the teacher is appointed. (A.23)

5.3. **Hiring and Staffing Continuing Adult Education**

It is the policy of OSSTF/FEESO that:

- 5.3.1. local collective agreements should contain terms and conditions of employment for Members in continuing and adult education; (A.23)
- 5.3.2. the workload of Members who work all or part of their assignment outside the regular workday should be no greater than the workload of Members who work during the regular work day. (A.23)

5.4. **Hiring and Staffing Practices**

5.4.1. **Educational Assistants/Educational Support Staff/Professional Student Services Personnel [ESS/PSSP] Services**

It is the policy of OSSTF/FEESO that:

- 5.4.1.1. employers should employ qualified Educational Assistants/Education Workers/Professional Student Services Personnel [ESS/PSSP], where needed, to assist in the delivery of services to students; (A.23)
- 5.4.1.2. community colleges in Ontario should participate in the formulation of courses for Certified Educational Assistants; (A.23)
- 5.4.1.3. the calculation of the pupil-teacher ratio (complement of teaching staff) should not include Educational Assistants and volunteers; (A.23)
- 5.4.1.4. Psychological, social, speech-language and special education support services for students should be mandated and funded by the provincial government and be provided by qualified personnel employed by district school boards; (A.23)
- 5.4.1.5. workload for PSSP members should not exceed their ability to provide appropriate student services, as outlined in the code of ethics of their respective professional college or association; (R.17)

- 5.4.1.6. if partnerships with outside agencies in the educational system are required, they should only be used on a short-term basis to complement the services of PSSP and EA staff employed by school boards, and should only be agreed to when the following conditions have been met: (A.17)
 - 5.4.1.6.1. the partnership is governed by a formal written agreement of the parties including term of the partnership, services to be provided, liability and consent issues, communication protocol, work space, and other terms and conditions appropriate for the specific project; (A.17)
 - 5.4.1.6.2. the partnership will not replace services and/or positions that are or could be performed by PSSP and/or EA staff employed by school boards; and (A.17)
Qualifications of employees under the partnership must not be less than qualifications of school board employees performing equivalent work. (A.17)
- 5.4.2. **Loading Capacity of Classrooms**
It is the policy of OSSTF/FEESO that:
 - 5.4.2.1. any staffing formula for schools should reflect the proportions of the types of classes present; (A.23)
 - 5.4.2.2. there should be no open concept classrooms; (A.23)
 - 5.4.2.3. the number of students in any given classroom should be limited by the size of the classroom and the number of available work stations in shops and laboratories, Ministry regulation, and due regard for the health and safety of the Members and the students; (A.23)
 - 5.4.2.4. collective agreements should stipulate grievable class sizes that are not in excess of those class size maxima and student assignments outlined in the most recent recommendations issued by the Protective Services Committee; and (A.19)
- 5.4.3. **Program in Care**
It is the policy of OSSTF/FEESO that:
 - 5.4.3.1. the minimum standards for teaching facilities established under "Grants for Education Programs in Care, Treatment and Correctional Facilities" in the General Legislative Grant Regulations should include the following:
 - 5.4.3.1.1. each teaching area should: (A.23)
 - 5.4.3.1.2. have a minimum floor area of 40 square metres with no dimension of less than 6 metres; (A.23)
 - 5.4.3.1.3. be sound proof; (A.23)
 - 5.4.3.1.4. have adequate heat, light, ventilation and humidity; (A.23)
 - 5.4.3.1.5. have adequate security; (A.23)
 - 5.4.3.1.6. class size should be a maximum of 6 students; (A.23)
 - 5.4.3.1.7. case/planning conferences with social workers should be scheduled regularly; (A.23)
 - 5.4.3.1.8. teaching staff should not be required to discipline students by the application of physical force; (A.23)
 - 5.4.3.1.9. the number of education workers accessible to teachers should allow for the production of class materials; (A.23)
 - 5.4.3.1.10. corrections staff should be sufficient to allow for out-of-classroom activities as needed; and (A.23)

- 5.4.3.1.11. the minimum standards for teaching facilities established under "Grants for Education Programs in Care, Treatment and Correctional Facilities" in the General Legislative Grant Regulations should include that each teaching area should be accessible in a manner which is appropriate to the students' needs. (A.24)
- 5.4.4. **School Day and School Year**
It is the policy of OSSTF/FEESO that:
- 5.4.4.1. all collective agreements should contain definitions for the length of the school day and school year; (A.23)
- 5.4.4.2. no teacher should be required to perform duties beyond the definition of a school day or outside the defined school year unless the teacher consents and arrangements are made which provide the teacher with appropriate lieu time during the defined school year or equivalent financial compensation; (A.23)
- 5.4.4.3. no teacher should be required to teach more than 194 days in any calendar year; (A.23)
- 5.4.4.4. discussions by an employer relating to the modified/year-round school year in any school or workplace where Members work should include representatives of the Bargaining Units; (A.23)
- 5.4.4.5. if a school is modified to operate on a year-round basis with multiple tracks, transfer between the tracks should be based on seniority; (A.23)
- 5.4.4.6. the introduction of any modification to the present school year in any school or workplace where the Members work should include: (A.23)
- 5.4.4.6.1. negotiated changes to the collective agreement covering such Members and detailing their terms and conditions of employment in a modified/year-round employment relationship; (A.23)
- 5.4.4.6.2. terms and conditions of employment that are no less favourable than before the modified/year-round school year was introduced; (A.23)
- 5.4.4.6.3. priority for transfer on a seniority basis for Members who wish to work in a traditional model where a school changes to a modified/year-round school model; and (A.23) the right not to be involuntarily transferred from a school operating on a traditional school year basis to a school operating on a modified/year-round school basis. (A.23)
- 5.4.5. **Special Education Integration**
It is the policy of OSSTF/FEESO that:
- 5.4.5.1. where exceptional students are integrated into regular classrooms, there should be: (A.23)
- 5.4.5.1.1. a limitation on the number of exceptional students integrated into a regular classroom; (A.23)
- 5.4.5.1.2. a limitation on the number of integrated exceptional students assigned to any one teacher; (A.23)
- 5.4.5.1.3. one full-time equivalent resource teacher for every 180 students in the total school population; (A.23)
- 5.4.5.1.4. notwithstanding above, a maximum case load of 25 students for a full-time equivalent resource teacher; (A.23)
- 5.4.5.1.5. the formation of special education services departments; (A.23)

- 5.4.5.1.6. timetable allocations for in-school special education services team meetings; (A.23)
- 5.4.5.1.7. establishment/ retention of a full-time coordinator of secondary special education services; and (A.23)
- 5.4.5.1.8. the additional preparation, workload, and time requirements necessary for the integration of exceptional students into regular classes should be formally recognized in teachers and educational workers collective agreements through lower class sizes and equitable workload provisions. (A.24)
- 5.4.6. **Special Education Resource and Withdrawal**
It is the policy of OSSTF/FEESO that:
 - 5.4.6.1. each Bargaining Unit should seek to negotiate caseloads that are not in excess of the following maximums: (A.23)
 - 5.4.6.1.1. with respect to a learning resource teacher - 20; and (A.23)
 - 5.4.6.1.2. with respect to a behavioural resource teacher, in addition to the provision of appropriate educational workers - 20. (A.23)
- 5.4.7. **Timetabling**
It is the policy of OSSTF/FEESO that:
 - 5.4.7.1. a teacher's timetable should allow for teaching, preparation, marking and student mentoring; (A.17)
 - 5.4.7.2. multi-subject instructional periods should not be part of the timetable of a school day; (R.19)
 - 5.4.7.3. the Ministry of Education should provide adequate funding to school boards to ensure that they are not required to schedule multi-grade/multi-level classes; (A.18)
 - 5.4.7.4. no teacher should be required to teach more periods per day than is outlined in chart below, where the second number represents the possible teaching periods per day excluding lunch; Teaching Assignment: Periods per Day; 3:4, 3:5, 4:6, 5:7, 6:8, 6:9, 7:10 or more; (A.23)
 - 5.4.7.5. in schools which are semestered, an appropriate time allowance between semesters should be allowed for the purposes of concluding one semester and preparing for the next as a basic condition for improving conditions of work for quality education; (A.23)
 - 5.4.7.6. Members with disabilities should be given every possible consideration in their work assignments in relation to location of the work and the nature of assignments with due regard to the safety of the Members and the qualifications of the Members; (A.23)
 - 5.4.7.7. a teacher should be given, before the beginning of each school year, a copy of that teacher's timetable for that school year. The timetable should include the following information: (A.23)
 - 5.4.7.7.1. assigned classroom instructional periods or their equivalent; (A.23)
 - 5.4.7.7.2. unassigned periods; (A.23)
 - 5.4.7.7.3. assigned periods, which may include supervision and/or designated on-call periods and/or administrative periods; (A.23)
 - 5.4.7.8. a teacher should be given in writing before the end of each school year that teacher's teaching assignment for the next school year; (A.23)
 - 5.4.7.9. a teacher should receive a revised timetable where changes in the teacher's assigned duties are made; (A.23)

- 5.4.7.10. the Branch President should be provided with 2 copies of each Branch Member's assigned timetable, one to be retained by the Branch President and one to be forwarded to the Bargaining Unit President for scrutiny and Bargaining Unit record-keeping; and (A.23)
- 5.4.7.11. collective agreements should include provisions to protect teachers of multi-grade and/or multi-level classes against unreasonable workload. (A.23)
- 5.4.7.12. the additional preparation, workload, and time required to accommodate students with Individual Education Plans in regular classes should be formally recognized in teachers' and educational workers' collective agreements through lower class sizes and equitable workload provisions. (A.24)
- 5.4.7.13. collective agreements should contain provisions limiting the ability of employer officials or administrators to unilaterally assign duties to OSSTF/FEESO members which were traditionally carried out by other employer/school employees. (A.24)
- 5.4.8. **Educational Support Staff**
It is the policy of OSSTF/FEESO that:
all employers should be required, in hiring practices, to give preference to those candidates for Education Worker positions who possess the appropriate academic qualifications and/or the equivalent for the position. (A.23)
- 5.4.9. **Exchange Teachers**
It is the policy of OSSTF/FEESO that:
 - 5.4.9.1. there should be voluntary exchange programs for Members within Ontario; and (A.23)
 - exchanges between supervisory officers and Active Members should require the approval of the Bargaining Unit. (A.23)
 - 5.4.9.2. exchanges between supervisory officers and Active Members should require the approval of the Bargaining Unit. (A.23)
- 5.4.10. **Occasional Teachers**
It is the policy of OSSTF/FEESO that:
 - 5.4.10.1. the timetable for an Occasional Teacher should be subject to the same contractual provision(s) that would apply to the teacher who is replaced; (A.23)
 - 5.4.10.2. occasional teachers should be provided:
 - 5.4.10.2.1. the teacher's timetable (including supervision periods); (A.23)
 - 5.4.10.2.2. the schedule identifying period times; (A.23)
 - 5.4.10.2.3. up-to-date class lists and seating plans, a floor plan of the school; (A.23)
 - 5.4.10.2.4. an outline of the school day cycle; (A.23)
 - 5.4.10.2.5. a written statement of attendance procedures; (A.23)
 - 5.4.10.2.6. key(s) for assigned areas; (A.23)
 - 5.4.10.2.7. information on access to equipment and sources of assistance; (A.23)
 - 5.4.10.2.8. name of the contact person; (A.23)
 - 5.4.10.2.9. any safety plans; (A.23)
 - 5.4.10.2.10. any asbestos and other designated substances survey for their workspaces; and (A.23)
 - 5.4.10.2.11. a report form to provide feedback to the classroom teacher. (A.23)
 - 5.4.10.3. collective agreements for Occasional Teachers should contain evaluation processes that provide for due process and fairness to all members; (A.23)

- 5.4.10.4. collective agreements for Occasional Teachers should include provisions for the development and maintenance of an Occasional Teacher list; (A.23)
- 5.4.10.5. collective agreements for Occasional Teachers should contain hiring procedures that include provision for communication of the procedures to all the Occasional Teachers in the Bargaining Unit, posting of vacancies and recognition of accumulated experience; (A.23)
- 5.4.10.6. all Occasional Teachers in the Bargaining Unit should be made aware, by the employer, of vacancies for long-term occasional assignments and for permanent positions for which they are qualified; (A.23)
- 5.4.10.7. Occasional Teachers should have priority over external applicants in the hiring process; (A.23)
- 5.4.10.8. collective agreements for Occasional Teachers should provide for labour-management committees; (A.23)
- 5.4.10.9. collective agreements for Occasional Teachers should provide for the distribution of a copy of the collective agreement to each Member of the Bargaining Unit; (A.23)
- 5.4.10.10. a bulletin board and a mailbox should be provided by the employer in each school for the use of the Occasional Teachers' organization; (A.23)
- 5.4.10.11. employers should provide to Occasional Teachers opportunities for professional growth at the employer's expense and without breaks in service; (A.23)
- 5.4.10.12. communication and feedback should be encouraged between Occasional Teachers and teachers being replaced; and (A.23)
- 5.4.10.13. Occasional Teachers should be subject to assignments before or after the regular scheduled timetable only if those assignments were assignments for that day for the teacher(s) being replaced and if the Occasional Teacher was informed of this prior to accepting the position. (A.23)
- 5.4.11. **Restructuring**
It is the policy of OSSTF/FEESO that:
 - 5.4.11.1. any restructuring plan to be implemented in a school should have the prior approval of the majority of the members employed in the school and of the Bargaining Unit; (A.23)
 - 5.4.11.2. any restructuring plan to be implemented in a school should result in no loss of teaching positions or positions of responsibility; (A.23)
 - 5.4.11.3. teachers released from their regular teaching duties to plan or prepare for restructuring should be replaced by occasional teachers; and (A.23)
 - 5.4.11.4. any school committee established to implement restructuring should contain at least fifty percent representation of Members elected by Members from that school's staff. (A.23)
 - 5.4.11.5. teachers of restructured classes should be entitled to attend professional activity workshops, seminars, or conferences on restructuring at employer expense and with no loss of salary, benefits, experience or seniority. (A.24)
 - 5.4.11.6. employers should offer, in consultation with OSSTF/FEESO, professional development programs on restructuring. (A.24)
 - 5.4.11.7. employers should provide additional negotiated full-time equivalent staff, either on an employer or individual school basis, to plan and prepare for restructuring. (A.24)

- 5.4.11.8. any employer-wide committee established to implement restructuring should contain at least fifty percent representation from Members of the Bargaining Unit who are selected by the Bargaining Unit Executive. (A.24)
- 5.4.12. **School Libraries**
It is the policy of OSSTF/FEESO that:
 - 5.4.12.1. each school should be staffed with sufficient teacher-librarians such that at least one qualified teacher-librarian is on duty for every time period during the regular school day; and (A.23)
 - 5.4.12.2. school library information centres should be adequately staffed with qualified teacher-librarians and qualified technical/support staff to allow for the development and provision of necessary programs and services. (A.17)
- 5.4.13. **Responsibility of Teachers**
It is the policy of OSSTF/FEESO that:
 - 5.4.13.1. no teacher regularly employed by an employer should be held responsible for the instruction and discipline of a class in a teaching area (even though a temporary or part-time instructor of specialized skills is employed) unless: (A.23)
 - 5.4.13.1.1. the teacher is teaching all or part of the class according to the timetable of the school; and (A.23)
 - 5.4.13.1.2. the teacher is free from other teaching duties during the period of instruction in such a manner that they can intervene immediately in the class situation. (A.23)
- 5.4.14. **On-Line Courses**
It is the policy of OSSTF/FEESO that:
 - 5.4.14.1. the maximum workload of teachers responsible for courses offered for credit on-line should be set out in the collective agreement; (A.23)
 - 5.4.14.2. employers should provide to members teaching on-line credit courses all the adequate software and equipment necessary, including but not limited to high-speed internet access; (A.18)
 - 5.4.14.3. public school board students enrolling in an eLearning class should not be placed in a course delivered by a Catholic school board; and (A.18)
 - 5.4.14.4. when a teacher responsible for delivering an online course is absent, they should be replaced by a qualified occasional teacher. (A.18)
 - 5.4.14.5. the Ministry of Education should develop clear indicators for evaluating the quality of secondary school credit courses offered online. (A.24 PC Sept.)
- 5.4.15. **Guidance**
It is the policy of OSSTF/FEESO that:
 - 5.4.15.1. all necessary assessments and interventions required to identify and/or assist in programming for exceptional students, other than those required of qualified medical personnel, should be provided by qualified school board personnel; and (A.18)
 - 5.4.15.2. courses or programs which are recognized by the Ontario Ministry of Education as counting towards the successful completion of the Ontario Secondary School Diploma (OSSD) in Ontario's English-speaking publicly-funded school boards should be taught by Members licensed to teach in Ontario or holding a Temporary Letter of Approval. (A.18)

- 5.4.15.3. each school should be staffed with sufficient guidance teachers such that at least one qualified guidance teacher is assigned in guidance for every time period during the regular school day. (A.24)
- 5.5. **Assaults and Harassment**
It is the policy of OSSTF/FEESO that:
- 5.5.1. all student suspensions resulting from Complaints or acts or threats of violence or harassment towards any educational worker should be external suspensions in order to protect the safety and well-being of all educational workers, pending further investigation by school administration and/ or authorities; and (A.18)
- 5.5.2. in addition to expulsion and suspension, strategies for dealing with violence should include the provision of alternative programs staffed by unionized school board personnel who shall not be assigned to work alone. (A.19)
- 5.5.3. employers, in consultation with local Bargaining Units, should establish procedures to deal with assaults on Members; procedures should detail the responsibilities of the Member, the employer, and the administration, and should include provisions for medical and legal assistance at the employer's expense. (A.24)
- 5.5.4. each employer should provide, at its expense, independent legal counsel for any Member who, in the performance of duties, is assaulted or is alleged to have acted in a way which could lead to criminal charges or civil litigation. (A.24)
- 5.5.5. any student who is accused of assaulting a Member should be removed immediately from the class. (A.24)
- 5.5.6. no Member should be required to perform any duty when that Member feels threatened by the presence of a student who has previously assaulted the Member. (A.24)
- 5.5.7. employers should develop procedures to protect Members from further contact with a student who has previously assaulted the Member. (A.24)
- 5.5.8. employers should ensure that incidents of assaults on Members are reported immediately and that details are provided forthwith to the Bargaining Unit representative. (A.24)
- 5.5.9. employers, in consultation with local Bargaining Units, should develop appropriate report forms for incidents of assaults on Members. (A.24)
- 5.5.10. employers should provide in-service training for Members on techniques for resolving conflict through non-violent means. (A.24)
- 5.5.11. employers should provide all support required, including indemnification for legal costs, for any Member who is assaulted or harassed by a student. (A.24)
- 5.5.12. employer-wide codes of behaviour should be reviewed in collaboration with OSSTF/FEESO to include appropriate intervention and consequences for those students who resort to violence against other students or personnel. (A.24)
- 5.5.13. alternate strategies provided for dealing with in-school violence should include counselling and treatment in a therapeutic environment, conflict resolution programs and withdrawal from regular programs. (A.24)
- 5.5.14. employers in collaboration with OSSTF/FEESO should implement conflict resolution programs for all employees, students and pre-service teachers. (A.24)

5.6. **Extra-Curricular Activities**

It is the policy of OSSTF/FEESO that:

- 5.6.1. Involvement in extra-curricular activities should be voluntary; (A.23)
- 5.6.2. employers should respect the right of any member to refuse involvement in extra-curricular activities; (A.17)
- 5.6.3. employers should respect the right of any member to refuse involvement in extra-curricular activities; (A.23)
- 5.6.4. member involvement in extra-curricular activities should not be subject to evaluation and should not be used as a basis for promotion; and (A.23)
- 5.6.5. there should be no monetary compensation for supervision of extra-curricular activities as long as it is considered a voluntary service. (A.23)
- 5.6.6. employers should provide all support required, including indemnification for legal costs, for any Member whose property is damaged during or as a result of the performance of duties or the participation in extra-curricular activities. (A.24)

5.7. **Health and Safety Working Conditions**

It is the policy of OSSTF/FEESO that:

- 5.7.1. prior to the transition process, employers shall obtain and share all information with workers related to a risk of workplace violence from a student with a history of violent behaviour; (A.23)
- 5.7.2. during any pandemic or health emergency declared by Public Health Ontario (or other appropriate legal authority), Joint Health and Safety Committee (JHSC) meetings at workplaces where OSSTF/FEESO members are employed should increase in frequency to a minimum of once per month for the duration of the pandemic or health emergency; (A.23)
- 5.7.3. employers should provide potable water for drinking and food preparation on every floor and within 50 meters of where work is regularly performed, which does not exceed a concentration of 0.005 milligrams per liter for lead; (A.23)
- 5.7.4. no Member should be required to conduct medical diagnostic testing, screening, or interpret the results of any testing or screening conducted on students for the purposes of determining their fitness to attend school; (A.23)
- 5.7.5. all protections of Workplace Safety and Insurance Board and employer liability insurance should be provided to any Member who is harmed as a result of responding to inappropriate student behaviour; (A.23)
- 5.7.6. collective agreements should contain provisions for the protection of Members with respect to the Occupational Health and Safety Act (OHSA) and its Regulations; (A.23)
- 5.7.7. employers should provide Members with information about potential threats, potential hazards and individuals with a known history of violence as to enable Members the ability to work in a safe and healthy manner; (A.23)
- 5.7.8. workplace inspections should be conducted by a certified worker member of the Joint Health and Safety Committee or Health and Safety Representative in accordance with the OHSA; (A.23)
- 5.7.9. the minimum training for JHSC members or Health and Safety Representatives should be certification from the Workers' Health and Safety Centre; (A.23)

- 5.7.10. employers, in consultation with local Bargaining Unit(s), should develop and review annually, emergency response procedures and alert systems; (A.23)
- 5.7.11. construction or maintenance procedures that produce noise, airborne particles and/or gases which may result in adverse health effects to Members should be performed outside normal working hours whenever possible; (A.23)
- 5.7.12. when construction and maintenance procedures must be carried out during normal working hours, appropriate safeguards should be undertaken to eliminate excess noise, airborne particles and/or gases; (A.23)
- 5.7.13. if a Member suffers adverse effects as a result of construction and/or maintenance procedures, suitable alternate work should be assigned or a suitable replacement worksite should be arranged; (A.23)
- 5.7.14. each employer should be responsible for providing and ensuring a safe and secure workplace, free from harassment and fear of harm to person and property, for all employees; (A.23)
- 5.7.15. the school board-employed educational team should be a necessary component of a safe and healthy school; (A.19)
- 5.7.16. employers should make it a priority to train all staff during regular working hours, with replacement coverage, if necessary, or consider using paid professional development days, using programs acceptable to the Bargaining Unit on issues of first aid, safety and emergency procedures; (A.18)
- 5.7.17. employers should not require Members to participate in employer-mandated WHMIS training programs beyond the normal school/workday or outside the defined work schedule or school year without the consent of the Bargaining Unit; (A.15)
- 5.7.18. in the event that a Bargaining Unit gives assent for training beyond the normal school/workday or defined work schedule or school year, the employer should provide Members with appropriate compensation or compensating lieu time during the defined work schedule or school year; (A.15)
- 5.7.19. the use of multi-site agreements with respect to Joint Health and Safety Committees should be supported where they are appropriate; (A.19)
- 5.7.20. Joint Health and Safety Committees and unions should be involved in the preparation of any pandemic plan and consulted during all aspects of its implementation; (A.19)
- 5.7.21. employers should not use worksites or school buildings or property as storage sites for polychlorinated biphenyl (PCB) wastes; (A.15)
- 5.7.22. all publicly funded educational institutions in Ontario should recognize the Day of Mourning for workers injured or killed on the job; (A.15)
- 5.7.23. education facilities should be equipped with Automatic External Defibrillators as part of the first aid equipment; (A.23)
- 5.7.24. each employer should establish policies relating to the administration of medication, medical procedures and physical procedures such that no teacher shall be required to do any medical or physical procedure for pupils that might in any way endanger the safety or well-being of the pupil or subject the member to risk of injury or liability for negligence; such procedures include but are not limited to administration of medication, catheterization, lifting a pupil, physiotherapy, feeding disabled pupils, postural drainage, manual expression of the bladder, and toileting assistance; (A.23)

- 5.7.25. employers should provide workplace training in the use of Automatic External Defibrillators; (A.23)
- 5.7.26. safety training should be provided by the employer on an annual basis, during the school day, to all staff assigned to teach practical Family Studies, Science, Art, and Technical Studies classes, if that subject is not on their OCT Certificate of Qualification and they have agreed to teach outside of their area of qualification; (A.15)
- 5.7.27. employers should not subscribe to the principles of behaviour-based safety, or blame workers for workplaces injuries; (A.17)
- 5.7.28. employers should take every precaution reasonable to protect workers as required by the OHSA; (A.17)
- 5.7.29. employers should take reasonable precautions to protect workers from domestic violence in the workplace, in accordance with Section 32.0.4 of the OHSA; (A.18)
- 5.7.30. employers should provide information and training during working hours on the issue of workplace violence and harassment to all education workers; (A.18)
- 5.7.31. notice of incidents of violence and harassment, accidents, injuries and occupational diseases should be provided to the Joint Health and Safety Committee as outlined by Sections 32, 51, and 52 of the OHSA and Section 5 of the Industrial Regulations; (A.18)
- 5.7.32. ergonomic risk assessments should be completed, as necessary, for workers who use computers/ screens for a significant portion of their workday. The assessment should consider, but not necessarily be exclusive to, an examination of the following: (A.19)
- 5.7.32.1. the amount of time spent on the screen; (A.19)
- 5.7.32.2. the workstation design; (A.19)
- 5.7.32.3. work tasks; (A.19)
- 5.7.32.4. administrative control; and (A.19)
- 5.7.32.5. lighting. (A.19)
- 5.7.33. all screens in educational workplaces should be light emitting diode (LED) screens; (A.19)
- 5.7.33.1. notwithstanding 5.7.33, if LED screens are not possible, all screens should be liquid crystal display (LCD); and (A.19)
- 5.7.34. every member should have the right to a psychologically safe work environment and that every employer of OSSTF/FEESO members should establish and maintain a psychologically safe workplace which should include, but not be limited to, the National Standard of Canada for Psychological Health and Safety in the Workplace. (A.19)
- 5.7.35. employers should develop and/or utilize a Workplace Hazardous Materials Information System (WHMIS) and First Aid training programs acceptable to the Bargaining Unit. (A.24)
- 5.7.36. employers should ensure that the WHMIS training program be delivered by qualified instructors acceptable to the Bargaining Unit. (A.24)
- 5.7.37. employers of OSSTF/FEESO Members should develop policies and procedures addressing the specific accommodation needs of Members within their workplaces to enable their continued employment. (A.24)
- 5.7.38. each employer should engage personnel to carry out physical procedures required by pupils. (A.24)

- 5.7.39. where it is not possible or feasible to provide the services of administering medication, medical procedures and physical procedures at a particular worksite, the student should be placed in a worksite where the services are available or the district school board should purchase such services from a neighbouring board as provided for in the legislation. (A.24)
- 5.7.40. employers, through existing or supplementary insurance coverage, should adequately insure personnel against claims arising from the administration of medication through policy, or directive, and those employees who must deal with medical procedures in an emergency. (A.24)
- 5.7.41. first aid training should not be unilaterally imposed on Members by employers. (A.24)
- 5.7.42. employers should employ a qualified replacement to cover any absences resulting from a Member undertaking first aid training provided by the employer during work hours. (A.24)
- 5.7.43. employers should provide adequate information, equipment, material, and methods of safe disposal of those materials, for Members providing medical procedures, dispensing medication and/or providing other health-related services when these are contracted as a specific function of their job-related duties. (A.24)
- 5.7.44. employers should provide appropriate training by appropriate medical personnel to Members who perform medical procedures, dispense medication, and/or provide other health-related services when these are contracted as a specific function of their job-related duties. (A.24)
- 5.8. **Transfers**
It is the policy of OSSTF/FEESO that:
- 5.8.1. employers should be encouraged to establish voluntary and reciprocal transfer schemes to allow Members to move to another worksite in the system; (A.23)
- 5.8.2. there should be no involuntary transfer of Members unless the transfer is affected through the surplus and redundancy procedures stipulated in collective agreements. (A.23)
- 5.9. **Work Areas and Resources**
It is the policy of OSSTF/FEESO that:
- 5.9.1. all Members should be provided with adequate individual preparation areas; and (A.23)
- 5.9.2. employers should provide all Members with the requisite equipment and software to enable them to perform their jobs effectively. (A.23)
- 5.10. **Bilateral Committees**
It is the policy of OSSTF/FEESO that:
- 5.10.1. any bilateral committee struck between a Bargaining Unit and an employer should, except as otherwise provided by law or specific OSSTF/FEESO policy, include at least as many OSSTF/FEESO representatives as there are employer representatives. (A.23)

- 5.11. **Volunteers**
It is the policy of OSSTF/FEESO that:
 - 5.11.1. volunteers should not replace or displace Members or prevent laid-off workers from being recalled; (A.23)
 - 5.11.2. at no time should a volunteer be used as a substitute for a Member who is absent from work; (A.23)
 - 5.11.3. if volunteers are assigned to an educational setting, the bargaining unit should be included in the discussion related to the assignments of tasks to the volunteers; and (A.23)
 - 5.11.4. if volunteers are assigned to an educational setting, Members should be included in the discussion related to the assignments of tasks to the volunteers. (A.24)
- 5.12. **Surveillance**
It is the policy of OSSTF/FEESO that:
 - 5.12.1. digital/electronic surveillance should be limited to security purpose and should not be used to monitor the performance of an OSSTF/FEESO Member; and (A.16)
 - 5.12.2. OSSTF/FEESO Members should not have the responsibility of reporting on other OSSTF/FEESO Members and/or staff as a result of digital/ electronic surveillance or recording. (A.16)
- 5.13. **Impact of Technology**
It is the policy of OSSTF/FEESO that:
 - 5.13.1. when Members are required to use voice mail, answering machines, e-mail or employer websites, this work should be limited to the work day; (A.15)
 - 5.13.2. digital communication, digital technology and digital literacy should take place in a manner that ensures that there are no reductions in the number of jobs for educational workers; (A.23)
 - 5.13.3. the presence of cell phones in classrooms should be limited to occasions when educational workers, in their professional judgment, incorporate them into specific teaching strategies; (A.19)
 - 5.13.4. incoming school telephone calls should be answered during normal hours of operations by support staff personnel normally responsible for those duties; (A.17)
 - 5.13.5. there should be no compulsory use of voicemail, answering machines or e-mail; and (A.17)
 - 5.13.6. educational workers who work with screens for a significant portion of their day should have regular access to natural light. (A.19)
 - 5.13.7. the development and review of e-mail, internet or use of technology policies or protocols, designed to apply to Members who use employer-owned computers, should be done in consultation with and with the agreement of the Bargaining Unit. (A.24)
- 5.14. **Employee Assistance Programs**
It is the policy of OSSTF/FEESO that:
 - 5.14.1. employers should provide independent employee assistance programs within their jurisdictions at no cost to the employees. (A.17)

- 5.15. **School Community**
It is the policy of OSSTF/FEESO that:
- 5.15.1. variations in a Member's timetable, workload, or compensation which may arise from implementation of school community programs should be a matter for consideration in the negotiations of collective agreements. (A.23)
- 5.16. **Mentoring**
It is the policy of OSSTF/FEESO that:
- 5.16.1. where mentoring is offered as part of an induction program for newly-hired Members, the opportunity to act as a mentor should be voluntary; (A.17)
- 5.16.2. Members should not be penalized for not volunteering to act as mentors or for terminating their role as mentors; and (A.17)
- 5.16.3. time spent acting as a mentor should form part of a Member's assigned work time. (A.17)

Policy 6 – Education Finance (EDFI)

- 6.1. **Budgeting**
It is the policy of OSSTF/FEESO that:
- 6.1.1. employers should develop a rational approach to the allocation of resources, both to education as a function in society and within the educational sector itself. (A.24)
- 6.2. **Taxation**
It is the policy of OSSTF/FEESO that:
- 6.2.1. The locally elected representatives of the public, i.e., the boards of education, should retain the basic right to set their own budgetary priorities and to raise extra funds from local sources to meet the demonstrated needs of their local community; (A.23)
- 6.2.2. Funds sufficient to maintain and improve the quality of education in Ontario, as defined in the Salary, Professional Development, and other pertinent sections of these Policy Statements, should be ensured by a system of guidelines issued by the Minister of Education; (A.23)
- 6.2.3. Local school boards should retain complete autonomy over local assessment and taxation; and (A.23)
- 6.2.4. Local boards of education should receive their share of grants in lieu of taxes currently paid to and retained by local municipalities. (A.23)
- 6.3. **Government Funding**
It is the policy of OSSTF/FEESO that:
- 6.3.1. there should be no direct or indirect funding of private schools or religious schools; (A.23)
- 6.3.2. there should be additional government funding provided to district school boards to cover capital expenditures, including refurbishing of existing older plants and constructing new facilities; (A.23)
- 6.3.3. there should be no use of vouchers to fund schools; (A.23)

- 6.3.4. the Ministry of Education should ensure that there will be adequate sustained funding to support curriculum programs for public school education; (R.19)
- 6.3.5. funding for universities should not be tied to student graduation rates, student performance, or post-graduate employment rates; (A.15)
- 6.3.6. there should be dedicated and protected funding to maintain sufficient levels of support staff in schools, offices, libraries, and information technology departments; and (A.17)
- 6.3.7. the Ministry should provide appropriate funding to support any destreaming initiatives. (A.23)
- 6.3.8. adequate funding should be provided for resources to meet the needs of all learners. (A.24)

6.4. **Publicly Funded School Boards**

It is the policy of OSSTF/FEESO that:

- 6.4.1. school boards should be held accountable through collecting and communicating disaggregated student and teacher data on destreaming. (A.21)
- 6.4.2. there should be only one publicly funded school system for each official language. (A.24)
- 6.4.3. no OSSTF/FEESO jobs should be lost as a result of moving to one publicly funded school system for each official language. (A.24)

6.5. **Rating Capacity of School**

It is the policy of OSSTF/FEESO that:

- 6.5.1. the Ministry of Education's "School Rating Capacity" should reflect school program and changes in school program; and (A.23)
- 6.5.2. publicly funded school boards should be encouraged to seek immediate revisions of the current Ministry secondary school capacity formula such that these revisions reflect the realities of the current curriculum, adult education, special education, collective agreements and other conditions that may prevail. (R.19)

6.6. **External Funding**

It is the policy of OSSTF/FEESO that:

- 6.6.1. where universities acquire funding through private funds, research grants and/or donations, such funding should be transparent and should be made available for existing collective agreement provisions. (A.15)

6.7. **Program Delivery**

It is the policy of OSSTF/FEESO that:

- 6.7.1. with regard to the difficulties of declining enrolment and financing education, the Ministry of Education should: (A.23)
 - 6.7.1.1. fund district school boards such that the boards are not adversely affected by changes to capital or accommodation grants; (A.23)
 - 6.7.1.2. ensure sufficient program-based funding so that district school boards with very small enrolments in sparsely populated areas can offer a full range of program; and (A.23)
 - 6.7.1.3. give some financial protection to boards experiencing greater than average rates of enrolment decline. (A.23)

- 6.7.2. the Ministry of Education should ensure sufficient funding to allow for program viability in single secondary school communities; (A.23)
- 6.7.3. the per pupil expenditure grants should be set at realistic levels corresponding to current actual program costs; (A.23)
- 6.7.4. variations in program costs should be recognized by the Ministry of Education for grant purposes; (A.23)
- 6.7.5. new program and curriculum initiatives introduced by the Ministry of Education should be completely funded by the Ministry; and (A.23)
- 6.7.6. new program and curriculum initiatives introduced by a provincial or federal government ministry should be completely funded by that ministry. (A.24)

Policy 7 – Educational Issues (EDIS)

7.1. Goals of Education

It is the policy of OSSTF/FEESO that:

- 7.1.1. the goals of education should, through the expansion of knowledge, enhance the student's ability to: (A.18)
 - 7.1.1.1. use language to think, learn and communicate effectively; (A.23)
 - 7.1.1.2. use mathematical skills with confidence in practical situations; (A.23)
 - 7.1.1.3. use science and technology to gain access to information and make decisions; (A.23)
 - 7.1.1.4. understand how history, geography, cultural and environmental forces shape the Canadian identity and the world; (A.23)
 - 7.1.1.5. actively appreciate the arts; (A.23)
 - 7.1.1.6. learn in a self-directed manner; (A.23)
 - 7.1.1.7. apply creative thinking skills to solve problems; (A.23)
 - 7.1.1.8. assume responsibility for a healthy life style; (A.23)
 - 7.1.1.9. understand group dynamics and decision making; (A.23)
 - 7.1.1.10. appreciate individual, religious and cultural diversity; (A.23)
- 7.1.2. the publicly funded public school system should recognize the following principles: (A.23)
 - 7.1.2.1. Universality - access for all; (A.23)
 - 7.1.2.2. Comprehensiveness - opportunity for all; (A.23)
 - 7.1.2.3. Proficiency - achievement for all; and
 - 7.1.2.4. Accountability - value for all. (A.23)
 - 7.1.2.5. critically evaluate all forms of media; (A.18)
 - 7.1.2.6. understand, challenge, and eliminate human rights violations, including violence, based on protected grounds as defined in the current Ontario Human Rights Code; (A.24 PC Sept.)
 - 7.1.2.7. choose an appropriate career path; (A.24 PC Sept.)
- 7.1.3. Ontario faculties of education should deliver their education programs in a way to assist teacher candidates in meeting the goals of education in External Policy 7.1. (A.18)

7.2. Charter Schools, Privatization and Commercialization

It is the policy of OSSTF/FEESO that:

- 7.2.1. publicly funded schools in Ontario should not be funded by corporate partnerships and/or fundraising with private and/or business organizations; (A.23)
- 7.2.2. there should be no introduction of privatized management of school boards, school board operations or schools; (A.23)
- 7.2.3. all foods sold or served anywhere in the school during the day should meet high school nutritional standards; (A.23)
- 7.2.4. district school boards should hold public hearings and consultations prior to signing any exclusive contracts with vendors/suppliers; (A.23)
- 7.2.5. district school boards/schools should be prohibited from signing exclusive contracts with private vendors aimed at promoting brand loyalty among students; (A.23)
- 7.2.6. commercial signage should be prohibited on school property and school buses; (A.23)
- 7.2.7. district school board debate or decisions on matters involving privatization, outsourcing, or commercialization take place in public session at district school board meetings; (A.23)
- 7.2.8. publicly-funded school boards in Ontario should not outsource e-Learning to private and/or business organizations; (A.23)
- 7.2.9. there should be no public/private partnerships (P3s) in publicly funded education in Ontario; (A.18)
- 7.2.10. only accredited schools with fully qualified staff should be licensed to grant secondary school credits based on Ministry of Education curricula; and (A.16)
- 7.2.11. school boards should not permit any monopolizing/exclusivity or promotion of corporate media in the classrooms of Ontario's Education System. (A.23)
- 7.2.12. there should be no privatization and contracting out of the work of Members by either the Ministry of Education or district school boards or other employers of OSSTF/FEESO members. (A.24)
- 7.2.13. all collective agreements should have language that addresses issues related to corporate intrusion, including but without being limited to: (A.24)
 - 7.2.13.1. that employers should refrain from promoting credits outside of publicly-funded school boards; (A.24)
 - 7.2.13.2. that school boards should monitor and limit the number of credits delivered by entities external to their organization; and (A.24)
 - 7.2.13.3. that school boards should create strategies and programs that maximize the number of full-time students enrolled in the public system. (A.24)
- 7.2.14. public education should be considered a public good and not a market commodity. (A.24)
- 7.2.15. employers should implement policies and measures to ensure that third-party vendors protect the security of employees' and students' personal information and data from unauthorized use. (A.24)
- 7.2.16. employers should provide appropriate training on any third-party vendor's hardware, software or platform within the workday. (A.24)
- 7.2.17. an employer's selection of hardware, software or platform from a third-party vendor should not lead to an increased workload for a member. (A.24)

- 7.2.18. an employer's selection of third-party vendors should not limit the professional judgment of a member. (A.24)

7.3. **Educational Change**

It is the policy of OSSTF/FEESO that:

- 7.3.1. Members should have meaningful involvement in the decision-making process affecting education at all organizational levels; (A.23)
- 7.3.2. the making of policy decisions within each school should be the joint responsibility of the principal and all the staff; (A.23)
- 7.3.3. the Ministry of Education should provide for significant and official OSSTF/FEESO representation on all advisory committees which have a direct or indirect effect on publicly-funded education; (A.23)
- 7.3.4. any educational change should follow a Ministry of Education change protocol that: (A.23)
- 7.3.4.1. enhances the principles of universality, comprehensiveness, proficiency and accountability; (A.23)
- 7.3.4.2. clearly defines and articulates the purpose and goals of the reform; and (A.23)
- 7.3.4.3. includes a clear vision of student outcomes for both students leaving school to enter the workforce directly and students proceeding to post-secondary education. (A.23)
- 7.3.5. demonstrates that the educational change is consistent with evidence-based research; (A.18)
- 7.3.6. involves true collaboration with OSSTF/FEESO; (A.18)
- 7.3.7. the implementation of innovations should be undertaken only after proper pilot testing occurs in a controlled environment and with members involved officially, as equal partners, in the implementation and evaluation of the research conducted; and (A.18)
- 7.3.8. the Ministry of Education and the EQAO should examine the effects of socioeconomic conditions and family background on the education and achievement of all students with the aim of making relevant school program changes. (A.23)

7.4. **Curriculum Review and Development**

It is the policy of OSSTF/FEESO that:

- 7.4.1. the Ministry of Education, in conjunction with the teacher federations, should establish and maintain long-range planning policies and procedures for evidence-based curriculum development, implementation and review, which include: (A.18)
- 7.4.2. labour studies should be part of all relevant curricula; (R.19)
- 7.4.3. the Ministry should ensure that curriculum is inclusive (rather than exclusive) and that it emphasizes the lived experiences and histories of marginalized people, empowering students to think critically and challenge injustices, promoting respectful relationships and holding high expectations for all of its students; (A.21)
- 7.4.4. the Ministry of Education should create curriculum that is evidence-based, that is free from bias and discrimination, that promotes equity and inclusivity and is developed through partnership with teachers and education workers at every stage of the development process; (A.21)

- 7.4.5. the Ministry of Education should create specific programming to serve and support student needs; (A.21)
- 7.4.6. Ministry curriculum writing teams should be composed of practicing Ontario teachers who have been recommended by the Affiliates of OTF or appropriate Subject Associations; (A.23)
- 7.4.7. any new curriculum developed for destreaming should provide clear assessment benchmarks and guidance for teachers and education workers, created in consultation with equity-seeking educators; and (A.21)
- 7.4.8. teachers should have the responsibility and the right to adapt and in special cases amend curriculum policy to the advantage of students. (A.23)
- 7.5. **Implementation and Delivery**
It is the policy of OSSTF/FEESO that:
- 7.5.1. Members should be free to pursue the goals and objectives of courses being taught, in an atmosphere of openness and sensitivity, and in accordance with their professional judgment; (A.18)
- 7.5.2. Learning expectations in secondary education should be organized and delivered through subject disciplines and subject-based credits, such that an adequate range of subject options should be offered, in addition to the core curriculum, in all secondary schools of Ontario, and that, if necessary, special funding arrangements should be made to enable such a range to be offered; (A.23)
- 7.5.3. the Ministry of Education, in conjunction with the teacher federations, should establish and maintain long-range planning policies and procedures for evidence-based curriculum development, implementation and review, which include: (A.23)
- 7.5.3.1. a clear outline of the government's commitment to provide sufficient time, finances, human and material resources, in-service and professional development; (A.23)
- 7.5.3.2. provisions for conducting Ontario-based applied research in all areas related to student learning; (A.23)
- 7.5.3.3. provisions for Ministry-funded pilot projects which have an urban/rural and geographic distribution; (A.23)
- 7.5.3.4. provisions for incentive funding for school-based pilot projects; and (A.23)
- 7.5.3.5. provisions for research and pilot projects into curriculum development in alternative delivery systems. (A.23)
- 7.5.4. the Ministry of Education should provide, along with curriculum policy, appropriate course profiles, adequate funding for texts and other learning resources in both official languages, and appropriate professional development well in advance of the date of implementation; (A.24 PC Sept.)
- 7.5.5. there should be no teaching of denominational religious courses as options for credit in the public secondary schools of Ontario, but that the acquisition of information about and respect for all religions should be recognized as an objective of the educational system; (A.23)
- 7.5.6. the scheduling, organization, and execution of programs of study, and inquiry into controversial, difficult, and disturbing issues should be a fundamental right of teachers in the schools of Ontario; (A.23)

- 7.5.7. all public boards of education should provide full-time, fully-funded early learning and care programs, including full-day, fully-funded junior kindergarten and senior kindergarten; (R.19)
- 7.5.8. full-day junior and senior kindergarten programs should be provided within the context of a full system of early learning and care guided by the following principles: (R.19)
 - 7.5.8.1. programming and curriculum should be child-centred, developmentally appropriate and should support growth in all developmental domains; (R.19)
 - 7.5.8.2. programs should be built on an integrated model that makes professional student services personnel and other supports available for children and families; (R.19)
 - 7.5.8.3. programs should provide a high quality and well-resourced learning and care environment with qualified, well-paid and well-supported staff; (R.19)
 - 7.5.8.4. programs should offer a universal entitlement to children and their families; (R.19)
 - 7.5.8.5. programs should be fully public and non-profit; and (R.19)
 - 7.5.8.6. programs should be founded on the principles of equity and inclusion. (R.19)
- 7.5.9. Full-day junior and senior kindergarten programs should be staffed by an early learning team, including a minimum of a certified teacher and a certified early childhood educator in every classroom; (R.19)
- 7.5.10. in order to maintain the integrity and value of credits issued to secondary school students, any student success or credit recovery program implemented to enhance support for students should meet the following minimum requirements: (A.18)
- 7.5.11. music education should continue to be part of the school curriculum for all publicly funded schools from Junior Kindergarten to grade 12 and that funding should be made available for more music specialists; (A.15)
- 7.5.12. the Ontario Secondary School Literacy Course should be taught in a classroom by a qualified teacher; (A.16)
- 7.5.13. decisions about the streaming of students should be conducted in a manner that is sensitive to its historical impact on equity seeking groups; (A.19)
- 7.5.14. where computers and other digital technology should, according to the member's professional judgment, be an integral part of the instruction, assessment and evaluation process that: (A.18)
 - 7.5.14.1. devices and software should be provided to all members at the expense of the employer; (A.18)
 - 7.5.14.2. appropriate training should be provided during the work hours and at no cost to members; and (A.18)
 - 7.5.14.3. the employer should ensure that all students have access to the technology required to fulfill the expectations of all curriculum programs in such a way that neither students nor OSSTF/FEESO members are disadvantaged. (A.18)
- 7.5.15. teachers and education workers should be provided quality resources and support by the school boards or Ministry of Education rather than being left to seek out accurate and detailed sources themselves; (A.21)
- 7.5.16. there should be communication and consultation between the Ministry of Education, OSSTF/FEESO, the school boards and Black, Indigenous, racialized students and their families, as well as students and their families living with disabilities in all matters related to destreaming; (A.24 PC Sept.)

- 7.5.17. recommendations to help with the success of destreaming should be evidence-based; (A.21)
- 7.5.18. that there should be a commitment by the Ministry of Education to further investigation into teaching, learning, and curriculum studies required to determine more specific and effective instruction methods that would support a destreamed learning environment; (A.21)
- 7.5.19. class sizes for destreamed classes should be kept small; and (A.23)
- 7.5.20. teachers and education workers should be provided with appropriate training and access to additional resources prior to the implementation of destreamed classrooms. (A.23)
- 7.5.21. there should be no implementation of alternative Ontario Secondary School Diplomas. (A.24)
- 7.5.22. evidence-based instructional practices that provide quality learning opportunities should be prioritized over technology-driven pedagogy. (A.24)
- 7.5.23. students in alternative education programs/ schools should have access to the same resources, services and supports as students in the mainstream regardless of the number of students and/or location of the alternative education centre.(A.24 PC Sept.)
- 7.5.24. if character education programs are implemented in Ontario schools, adequate funding should be provided to district school boards and other employers for planning, resources, staff development during the school day, and release time to research and introduce and run the programs. (A.24 PC Sept.)

7.6. **Student Assessment and Evaluation**

It is the policy of OSSTF/FEESO that:

- 7.6.1. Province-wide, system-wide, or international tests should not be used in the supervision or evaluation of teachers or to compare schools and/or district school boards; (A.23)
- 7.6.2. there should be no reintroduction of public, province-wide exit examinations; (A.23)
- 7.6.3. student assessment instruments should be developed by the Ministry of Education and/or district school boards in collaboration with the teaching federations during all stages of planning, development, implementation and review; (A.23)
- 7.6.4. if province-wide or system-wide tests are used, then they should: (A.23)
 - 7.6.4.1. take into account the diversity of the student population in Ontario; (A.23)
 - 7.6.4.2. be based on curriculum objectives; (A.23)
 - 7.6.4.3. be used to make recommendations to improve student achievement; (A.23)
 - 7.6.4.4. be used to make recommendations to improve teaching strategies and/or modify program; (A.23)
 - 7.6.4.5. be free from discriminatory bias; (A.23)
 - 7.6.4.6. be reported to the student and parent by appropriate personnel who have access to pertinent printed information; (A.23)
 - 7.6.4.7. be accompanied by current information useful in interpreting scores from test programs; and (A.23)
 - 7.6.4.8. have their design and evaluation procedures clearly and concisely explained to all members of the education community, including parents and students. (A.16)

- 7.6.5. the classroom teacher should be the primary assessor/evaluator of student progress; (A.23)
- 7.6.6. any assessment/evaluation strategy should be of benefit to the students; (A.23)
- 7.6.7. student assessment/evaluation should be a significant aspect of the learning process; (A.23)
- 7.6.8. students should be assessed and evaluated through a variety of written and non-written strategies; (A.23)
- 7.6.9. information from provincial standardized testing should not identify any student by class section or teacher; (A.23)
- 7.6.10. employers should accept zero as a mark when teachers, in their professional judgment, believe this is the appropriate mark; (A.18)
- 7.6.11. members should be allowed to use the assessment tools that, in their professional judgment, best meet the needs of their students and Ministry reporting requirements; (A.18)
- 7.6.12. teachers should only be required to complete report cards twice per course, as outlined by the Ministry of Education; (R.19)
- 7.6.13. the Ministry Identification Number of the Ontario Secondary School that grants each credit should be shown on the Ontario Student Transcript; (A.16)
- 7.6.14. province-wide or system-wide testing should not be administered in a format that disadvantages any students or limits them from full participation; and (A.16)
- 7.6.15. no Member should be required to use EQAO assessment as any part of a student's final mark. (A.18)

7.7. **Learning Resources**

It is the policy of OSSTF/FEESO that:

- 7.7.1. Members should have the right to make fair use of copyright materials including programs carried on commercial radio or television; (A.23)
- 7.7.2. fair use provision should be provided in law and that compensation to copyright holders should be provided by the Federal and/or Provincial Government(s); (A.23)
- 7.7.3. Members should not be required to incorporate materials or information provided by business organizations into the curriculum to be used in their classrooms; (A.23)
- 7.7.4. there should be no arbitrary or unilateral removal of learning materials or units of study; (A.23)
- 7.7.5. employers should have procedures satisfactory to staff for the selection of learning resources; (A.18)
- 7.7.6. members of the teaching profession should have a fundamental right to exercise professional judgment to select the approach and resources that they consider most appropriate in presenting potentially controversial materials and topics; (A.23)
- 7.7.7. all communications, publications, and curriculum materials should be inclusive and free of discriminatory bias and terminology; (A.23)
- 7.7.8. adequate funding of school library information centres should be provided to allow for a rich diversity of resources to meet the requirements of all curricular areas and the diverse reading and information needs of students; (A.18)

- 7.7.9. no “Bring Your Own Device” policy should limit or disadvantage any student’s full participation in an education program; (A.16)
- 7.7.10. members should have access to necessary support services provided by professional school board personnel to best meet student needs; and (A.18)
- 7.7.11. any protocols created or adopted by any employer should respect, acknowledge, and include the lived experiences and input from the parents, students, educators and community members from racialized, marginalized, and historically oppressed groups. (A.21)
- 7.7.12. policies, programs, curriculum and learning resources should be in place, in a timely fashion, to sure that all students have an opportunity to obtain an Ontario Secondary School Diploma. (A.24)
- 7.8. **Professional Development**
It is the policy of OSSTF/FEESO that:
 - 7.8.1. employers should provide ongoing in-service training programs designed in cooperation with OSSTF/FEESO members to improve the quality of education; (A.23)
 - 7.8.2. it should be the professional responsibility of members to participate actively in professional development programs; (A.23)
 - 7.8.3. professional development should be an activity that is designated specifically for the personal and professional growth of members and will be an activity that is initiated by, planned by, implemented by, and evaluated by member(s) and/or their elected or appointed representatives; (A.23)
 - 7.8.4. a professional activity should be an activity that is considered to be essential to the functioning of the educational system; (A.23)
 - 7.8.5. the Ministry of Education and employers should provide adequate funding, resources, preparation time and in-service opportunities during work hours to support any Ministry of Education or employer initiative which references a specific methodology or technology; (A.24 PC Sept.)
 - 7.8.6. all members should have access to a variety of ongoing professional development growth opportunities to assist with the planning and implementation of effective and innovative educational practices; (A.23)
 - 7.8.7. members should be provided with a variety of opportunities to collaborate, share ideas and reflect upon educational concerns; (A.23)
 - 7.8.8. professional development should not be imposed on Members by the Ontario College of Teachers or any other body; (A.23)
 - 7.8.9. members should have the right to determine, according to their professional judgment, the objectives and programs of their professional development activities; (A.18)
 - 7.8.10. the content and format of Professional Development Days should be determined by the Bargaining Unit; (A.23)
 - 7.8.11. all staff should be provided opportunities for employer-paid professional development on the use of screens in educational settings; (A.19)
 - 7.8.12. district school boards and employers should provide professional development opportunities such as training and resources to assist staff and students in the understand-

ing of and coping with actual or suspected child abuse, child neglect or domestic violence and/or harassment and bullying in any of its variant forms towards all staff and students at risk; (A.19)

7.8.13. all employers of OSSTF/FEESO Members should create, in conjunction with their union employee groups, a policy on domestic violence that includes reporting, safety of potential victims, counselling and initial non-punitive solutions for perpetrators, and working with Women Advocates within their districts; (A.24)

7.8.14. professional development days should be implemented in a way that includes and does not reduce working days for permanent and occasional/casual education workers; (A.18)

7.8.15. employers/school boards should provide multiple and authentic professional learning opportunities for any member who may be required to teach or work in a fully Indigenous content course, and those opportunities should be paid for by the employer; (A.18)

7.8.16. the Province of Ontario should establish bursaries for all educational workers for purposes of updating or retraining; (A.23)

7.8.17. professional development days should be implemented in a way that includes and does not reduce working days for permanent and occasional/casual education workers; and (A.23)

7.8.18. any retraining of members, necessitated by the implementation of legislated and/or organizational changes resulting in the restructuring of educational program, should be funded by the government and/or employers and provided during regular school day. (A.16)

7.9. **Student and Parent Rights and Responsibilities**

It is the policy of OSSTF/FEESO that:

7.9.1. equality of educational opportunity should be a matter of right for all Ontario students; (A.23)

7.9.2. all publicly funded educational institutions should make available to students a variety of programs provided by the institution's personnel, to suit special needs. These programs should accommodate: (A.23)

7.9.2.1. students at risk and students identified by the IPRC; (A.23)

7.9.2.2. the need for work-study programs, co-operative education programs, linkage programs and apprenticeship programs, designed, co-ordinated, and evaluated by teachers and, where appropriate, in consultation with management and labour, to suit the vocational aims and expectations of students; (A.23)

7.9.2.3. the need for flexible and bias-free entry, re-entry and transfer policies in response to individual student needs; and (A.23)

7.9.2.4. the needs of students with regard to eliminating the effects of current and past gender role stereotyping, and the design of programs and resource materials to meet those needs. (A.23)

7.9.3. All students should be encouraged to take a well-rounded program composed of both compulsory and non-compulsory subjects; (A.23)

7.9.4. schools should be organized to provide:

- 7.9.4.1. a variety of levels of instruction; (A.23)
- 7.9.4.2. appropriate groupings of students for instructional purposes; (A.23)
- 7.9.4.3. programs to assist students in selecting levels of instruction; (A.23)
- 7.9.4.4. programs to ease transition between levels of instruction; and (A.23)
- 7.9.4.5. safeguards which ensure that working class and immigrant students are not penalized by being disproportionately streamed into lower levels of academic instruction. (A.23)
- 7.9.4.6. all education institutions should actively recruit and hire permanent, full contract, school based Indigenous liaison personnel to work with Indigenous parents, families and communities in an effort to increase Indigenous student success throughout every level of public education – early learning to post secondary. (A.24)
- 7.9.5. Corporal punishment should not be used in the disciplining of a student; (A.23)
- 7.9.6. Program and curriculum reviews by the Ministry of Education should incorporate student feedback on the program and curriculum and that such feedback not be used to evaluate schools or staff; (A.23)
- 7.9.7. no student should be refused admission to a secondary school on the basis of linguistic background; (A.23)
- 7.9.8. the study of and inquiry into controversial, difficult, and disturbing issues should be a fundamental right of students; (A.23)
- 7.9.9. school advisory councils should include, but not be limited to, parents, teachers, education workers, and students; and that such councils should be governed by a constitution which states clearly the goals, rights, and responsibilities of the council and recognizes the primacy of the Education Act and Regulations, and collective agreements; (A.23)
- 7.9.10. Ontario parents should have the right to have their children educated in the Canadian official language of their choice, and that educational authorities should have the duty to provide suitable facilities to do so at all levels of education; (A.23)
- 7.9.11. a parent's expression of concern about any aspect of a student's program and the suggestion of alternative contents and methods should be a fundamental right of the parents of the student; (A.23)
- 7.9.12. all publicly funded educational institutions should make available to students a variety of programs provided by the institution's personnel, to suit special needs. These programs should accommodate; (A.15)
- 7.9.13. students should be entitled to an education in an environment free of violence, harassment and bullying in any of its variant forms; (A.19)
- 7.9.14. residents of Ontario without legal immigration status should have full access to public education; and (A.16)
- 7.9.15. all publicly funded schools should discontinue dress code policies. (A.24)
- 7.9.16. all Ontario employers who are covered by the provisions of the Occupational Health and Safety Act and who hire student employees on a part-time or casual basis should exercise their duty to provide information, instruction and supervision to protect the health and safety of those employees in the same manner as if they were regular full-time employees; (A.24 PC Sept.)
- 7.9.17. all Ontario students should have access to washrooms that aligns with their gender identity and honours the dignity of the individual. (A.24 PC Sept.)

- 7.10. **Continuing and Adult Education**
It is the policy of OSSTF/FEESO that:
 - 7.10.1. the delivery of secondary school credit courses, non-credit English as a Second Language (ESL/ LINC) and non-credit Literacy and Basic Skills (LBS) courses to adults should become a mandatory responsibility of district school boards; (A.18)
 - 7.10.2. an appropriate education program should be offered in all adult provincial correctional facilities, taught by certified teachers and/or instructors employed under a teacher's and/or instructor's contract; (A.23)
 - 7.10.3. Secondary school graduation diplomas and/or their equivalency in adult and continuing education should be granted by secondary school principals of publicly funded school boards; (A.23)
 - 7.10.4. adult and continuing education secondary school credits should be taught by qualified secondary school teachers through publicly funded school boards; (A.23)
 - 7.10.5. the Ministry of Education in conjunction with teacher federations should develop and promote prior learning assessment programs to assist adult learners in achieving an Ontario Secondary School Diploma; and (A.23)
 - 7.10.6. each school offering day school programs and continuing and adult education programs should be structured as an integrated administrative unit and should receive appropriate staff and budget allocation. (A.23)
- 7.11. **Special Education**
It is the policy of OSSTF/FEESO that:
 - 7.11.1. the Ministry of Education should create a central data bank, which would be easily available to all members, of different methodologies, resources, curriculum guides, and program models for the various exceptionalities; (A.23)
 - 7.11.2. special education should be administered through a departmental structure complete with positions of responsibility; (A.23)
 - 7.11.3. integration of an exceptional student into regular classes should be a flexible goal which means to the greatest degree possible; the degree of integration should change as the child's needs change; (A.23)
 - 7.11.4. integration of an exceptional student into regular classes should be recognized as a "process" to allow exceptional students to reach their fullest potential and not just as a matter of placement; (A.23)
 - 7.11.5. every student with an exceptionality should be identified by an Identification, Placement, and Review Committee; (A.23)
 - 7.11.6. the Ontario Ministry of Education should provide provincial standards, curriculum guides and curriculum resources for all special education self-contained or partially self-contained classes; (A.18)
 - 7.11.7. educational workers should be informed, on a confidential basis, of the identity of the exceptional students in their classrooms and the nature of the exceptionalities to enable the educational workers to meet the needs of those exceptional students; and (A.23)

- 7.11.8. there should be a positive and ongoing liaison and co-operation between the elementary and secondary schools to ensure that the process of an exceptional student's education is not interrupted. (A.23)
- 7.12. **Co-operative Education**
It is the policy of OSSTF/FEESO that:
 - 7.12.1. every period or section of co-operative education on-site learning on a student's timetable should be covered by assigned teacher time, as specified in Regulations under the Education Act, and further that each co-operative education period or section should generate no more than 16 credits for which an assigned teacher is responsible; (A.23)
 - 7.12.2. the identification of potential placements and the placement, supervision and evaluation of students should be the responsibility of the cooperative education teacher; (A.24 PC Sept.)
 - 7.12.3. for each secondary school credit offered as part of a co-operative education program, the sum of the actual hours of in-school instruction and off-school site placement should be at least 110 hours; (A.23)
 - 7.12.4. co-operative education programs should contain the following components: (A.23)
 - 7.12.4.1. a training profile for each student, specifying the relationship between the co-operative education placement and the in-school component, and identifying the specific educational objectives of the placement; (A.23)
 - 7.12.4.2. evaluation by the supervising teacher of the student's experience and performance in the placement on the basis of the objectives stated in the profile and the training profile should be made available to the school, the student and the employer; (A.23)
 - 7.12.4.3. the monitoring and staffing of co-operative education programs should be on a regular and consistent basis; and (A.23)
 - 7.12.4.4. students placed in co-operative education should be monitored by the teacher every forty hours worked by each student or every 2 weeks, whichever comes first. (A.23)
 - 7.12.5. appropriate in-service programs should be provided for all teachers of co-operative education; (A.23)
 - 7.12.6. teachers of subject-related co-operative education programs should meet the qualifications requirements of Regulation 298; and (A.23)
 - 7.12.7. no employer should use a volunteer or co-operative program to replace or to diminish the number of employee positions available in that workplace. (A.23)
- 7.13. **Skills Training**
It is the policy of OSSTF/FEESO that:
 - 7.13.1. skills training should be developed within the context of the goals of education in Ontario; (A.23)
 - 7.13.2. skills training programs should:
 - 7.13.2.1. be open to all students; (A.23)
 - 7.13.2.2. be designed to embody the generic skills built into the regular school program; (A.23)
 - 7.13.2.3. incorporate information that enables the trainees to work safely; (A.23)

- 7.13.2.4. incorporate information to help trainees understand their rights both individually and collectively; and (A.23)
- 7.13.2.5. flow from teacher-based identification of skills needs, and should be developed in conjunction with labour as well as with employers or consultants. (A.23)
- 7.13.3. skills training programs appropriate for the age and developmental level of the trainees should be offered through public secondary schools; (A.23)
- 7.13.4. school workplace apprenticeship programs should be designed so that: (A.23)
- 7.13.4.1. successful graduates have the same options available to them as do graduates of the regular program; (A.23)
- 7.13.4.2. they have additional options which result from completing a considerable portion of an apprenticeship program; and (A.23)
- 7.13.4.3. they allow for the easy transition of students to and from the regular program. (A.23)
- 7.14. **Ministry of Education**
It is the policy of OSSTF/FEESO that:
 - 7.14.1. the Ministry of Education should develop curriculum guidelines and programs on peace and nuclear disarmament and conventional disarmament and global education, in consultation with OTF and the Affiliates; (A.23)
 - 7.14.2. global education should be a cross-curriculum priority in all public secondary schools and should incorporate the critical examination of the following: (A.23)
 - 7.14.2.1. the impact of militarism and war on the planet and its inhabitants, including strategies for the promotion and maintenance of peace; in particular, conflict resolution as it applies to the human condition; (A.23)
 - 7.14.2.2. the imperatives of environmental awareness, ecological balance, energy conservation and sustainable development within the context of global interdependency; (A.23)
 - 7.14.2.3. the universal requirements for constitutional provisions and guarantees for human rights based on the principles of justice and equity for all; (A.23)
 - 7.14.2.4. the causes and impact of underdevelopment in countries containing the majority of the world's population; and(A.23)
 - 7.14.2.5. other concepts and developments which have an impact on the quality of human existence. (A.23)
- 7.15. **Anti-racism and Anti-discrimination**
It is the policy of OSSTF/FEESO that:
 - 7.15.1. the use of school team names, clubs, logos, and mascots that are considered offensive, especially but not limited to Indigenous people, should be prohibited; (A.18)
 - 7.15.2. the Ministry of Education should provide the resources required to create a robust and comprehensive protocol guiding all police-student interactions that occur in or on school property, or in relation to events that occur in schools; (A.21)
 - 7.15.3. employers should properly train and educate all teachers and education workers so that they have the confidence, sensitivity, and knowledge to accurately and respectfully provide anti-racism education to students in Ontario; (A.21)
 - 7.15.4. the Ministry of Education should update the content, pedagogy, and development of anti-racism and anti-oppression education in Ontario; (A.21)

- 7.15.5. any research that fails to take an anti-oppression approach, should not be considered credible or relevant for new or revised publicly-funded school/ board policy, procedure, and/or program that involves the use of police; (A.21)
- 7.15.6. any and all policies and programs that have discriminatory effects on racialized students, particularly Black, Indigenous, racialized, marginalized students as well as students living with disabilities and those of the 2SLGBTQI+ communities should be rescinded and not be permitted in any Ontario school or board of education; (A.21)
- 7.15.7. all School Resource Officer (SRO) or other similar programs and related policies that have led to the securitization and surveillance paradigm in Ontario schools should end immediately; (A.21)
- 7.15.8. the Ministry of Education and employers should provide significant and official representation based on the principle of equal partnership on all committees established to identify, develop, implement, and monitor policy and make recommendations regarding materials related to anti-discrimination education; (A.23)
- 7.15.9. employers should examine curricula and practices in workplaces with the object of eliminating stereotyping in all facets of the learning process, including role modelling, classroom management practices, resource materials, use of technology, curricula and guidance programs; (A.23)
- 7.15.10. all employers, in co-operation with OSSTF/FEESO Bargaining Units, should develop, implement and monitor policies on equity and diversity; (A.23)
- 7.15.11. Governments should provide adequate time, funds and resources for educators to implement anti-discriminatory curriculum, policies, practices and in-service; (A.23)
- 7.15.12. the cultural and racial identities of students should be affirmed in an equitable and appropriate way through learning experiences in schools; (A.23)
- 7.15.13. employers, in cooperation with each Bargaining Unit, should identify and eliminate bias and discriminatory barriers in existing curriculum programs, school structures and learning materials; (A.23)
- 7.15.14. the Ministry of Education should conduct an immediate, independent, third-party review of every "Police-School Board Protocols" document for all schools in Ontario; (A.23)
- 7.15.15. professional development programs should be provided about the authentic historical experiences of Black and racialized people from their perspective; and (A.23)
- 7.15.16. employers ensure that training intended for individuals in decision-making positions should contain explicitly anti-racist and anti-oppressive content. (A.23)
- 7.16. **Teacher Qualifications and Training**
It is the policy of OSSTF/FEESO that:
- 7.16.1. all teachers who teach credit courses in Ontario should be required to hold an Ontario Teacher's Certificate or equivalent qualifications as allowed by the Ontario College of Teachers; (A.23)
- 7.16.2. the qualifications and training of teachers should be relevant to the development and needs of the students in the divisions in which they are teaching; (A.23)
- 7.16.3. consecutive pre-service teacher education required to earn a Bachelor of Education degree and a teaching certificate should be limited to one full school year; (A.23)

- 7.16.4. faculties/schools of education should ensure that admission practices and policies permit equality of access for all teacher education candidates; (A.23)
- 7.16.5. the pre-service curriculum should include a professional issues component; and (A.23)
- 7.16.6. all costs associated with the piloting and full implementation of any induction program should be borne by the Government of Ontario. (A.23)
- 7.16.7. induction/mentorship programs: (A.23)
- 7.16.7.1. should be accessible to all new teachers and new occasional teachers; (A.23)
- 7.16.7.2. should be fully funded by the Ministry of Education, and include funding to allow new teachers to engage in reflective practice activities and to meet with their mentors; and (A.23)
- 7.16.7.3. assigned to a new teacher, should be two-thirds teaching load and one-third time for reflective practice without any reduction in salary for the reflective practice portion. (A.23)
- 7.16.8. there should be no reduction or substitution for wage-earning experience requirements for technical teachers as presently required for the admission to faculties/schools of education; (A.23)
- 7.16.9. all faculty of education programs should be informed by current evidence-based research; (A.18)
- 7.16.10. associate and mentor teachers: (A.23)
- 7.16.10.1. participation should be voluntary; (A.23)
- 7.16.10.2. stipends for duties should be paid to the teacher, and be considered pensionable; (A.23)
- 7.16.10.3. should be responsible for 1 teacher candidate per placement: (A.23)
- 7.16.10.4. should give priority to teacher candidates enrolled in teacher education programs at publicly funded Ontario universities; (A.23)
- 7.16.10.5. should be identified, selected and trained following guidelines developed in consultation with OSSTF/FEESO and other affiliates; (A.23)
- 7.16.10.6. should have access to ministry-allocated funding for time release in order to be able to meet with their teacher candidate/mentees; and(A.23)
- 7.16.10.7. should have access to grants provided by the Ministry of Education specifically designated for teacher education practicum and internship programs to cover the costs of reduced workloads. (A.23)
- 7.16.11. faculties of education should encourage the active involvement of students and staff with local Districts; (A.23)
- 7.16.12. adult education should be a 3-Part Specialist course; (A.23)
- 7.16.13. all consultants, coordinators, and master teachers with duties and responsibilities relating to the secondary panel should be required to have secondary school qualifications and experience; (A.23)
- 7.16.14. equity and human rights issues should be included in all Faculty of Education programs; and (A.16)
- 7.16.15. all Teacher Candidates should successfully complete their teacher training program before being certified to teach in Ontario. (A.24)

- 7.17. **Junior High Schools and Intermediate Division**
It is the policy of OSSTF/FEESO that:
- 7.17.1. In order to ease the transition from grade 8 to 9, the Ministry of Education should provide increased resources that would allow for improvement in a wide range of services such as the following: (A.23)
- 7.17.1.1. increased collaboration between secondary and elementary staff in areas such as curriculum, evaluation, counselling, staff development, community-school activities and co-operative strategies to address the special needs of individual students; and (A.23)
- 7.17.1.2. Voluntary staff transfer and exchange opportunities. (A.23)
- 7.17.2. junior high schools and senior public schools should be recognized as secondary schools; (A.23)
- 7.17.3. junior high schools should meet or be working towards the achievement of the requirements of “secondary education,” which in this context implies the following minimum requirements: (A.23)
- 7.17.3.1. a rotary system which makes it possible to provide curricula suited to the needs of individual students; (A.23)
- 7.17.3.2. guidance counselling provided by trained personnel; (A.23)
- 7.17.3.3. organized departments headed by the holder of a Subject Specialist Certificate; (A.23)
- 7.17.3.4. fully equipped libraries under the direction of professional teacher librarians; (A.23)
- 7.17.3.5. the availability of suitable staff, facilities, and equipment for the teaching of a broad range of subjects; and (A.23)
- 7.17.3.5. teachers who are employed in a secondary school, or school and/or facility that includes any or all of the Grades 9 through 12 should be employed in accordance with a secondary school collective agreement. (A.24)
- 7.18. **Colleges of Applied Arts and Technology**
It is the policy of OSSTF/FEESO that:
- 7.18.1. the Association of Colleges of Applied Arts and Technology of Ontario, the Ministry of Colleges and Universities and the Ministry of Education should provide resources for improved collaboration between members in secondary schools and college teachers in areas related to program delivery and student admissions. (A.15)
- 7.19. **Academic Year**
It is the policy of OSSTF/FEESO that:
- 7.19.1. the school year should consist of a maximum of 194 school days, and that no fewer than 9 school days should be designated as paid Professional Activity Days, at least 2 of which be used for professional development purposes; (A.23)
- 7.19.2. no fewer than 15 instructional days should be designated as examination days; (A.23)
- 7.19.3. there should be no change in the college/university year that would adversely affect the employment opportunities of students and the scholastic opportunities of members; and (A.23)
- 7.19.4. the academic year of a post-secondary institution should be as defined by or otherwise bargained with the institution. (A.15)

7.20. **Electronic and Distance Education**

It is the policy of OSSTF/FEESO that:

- 7.20.1. any electronic and distance education in Ontario should be delivered by certified, fully salaried teachers, using curriculum developed in Ontario, and with controlled class sizes no larger than comparable courses in a regular secondary school; (A.23)
- 7.20.2. any course offered by a school board for credit online should be part of the board's day school credit course program; (A.23)
- 7.20.3. any distance education courses which offer Ontario secondary school credits should be delivered by district school boards or provincial school authorities and be fully funded by the Ontario government; (A.23)
- 7.20.4. electronic or distance education credit courses should only be offered to students for whom a comparable course is not available in the regular day school program; (A.23)
- 7.20.5. no student should be offered electronic or distance education as the only way to obtain a secondary school credit course; (A.23)
- 7.20.6. any electronic or distance education program should be developed in the context of the Ontario curriculum and assessment policy; (A.23)
- 7.20.7. students taking electronic and distance education courses should be given advance information about course requirements, equipment needs and techniques for succeeding in distance education courses, as well as technical training and support throughout the course; (A.23)
- 7.20.8. personal interaction should be maintained in distance education courses among students and between teachers and students through electronic means, with opportunities for face-to-face interaction provided whenever feasible; (A.23)
- 7.20.9. an articulation agreement between an Ontario community college and a district school board should guarantee that OSSD credit courses or their equivalent offered under programs covered by the agreement be provided by qualified secondary school teachers employed by the district school board; (A.23)
- 7.20.10. any electronic or distance education program should encompass a full range of student services, such as student advising and guidance, counselling, support staff and appropriate technological training and support for both students and staff; (A.18)
- 7.20.11. students should not be required to take eLearning courses; (A.18)
- 7.20.12. the Ministry of Education should ensure that all students in publicly-funded schools should have equal access to online credit courses, including but not limited to covering the cost of online credit courses for low-income students and making available hardware, software and Internet access; (A.18)
- 7.20.13. electronic and distance education in elementary, secondary, and post-secondary institutions should not have a negative impact on the workload, job security, or funding for OSSTF/FEESO members; (A.18)
- 7.20.14. post-secondary institutions should ensure that opportunities exist for all students to have equal access to electronic and distance education courses; and (A.15)
- 7.20.15. members should not have their personal data collected by the employer or any outside organization or corporation while using their own devices on non-employer networks. (A.18)

- 7.21. **First Nation, Métis and Inuit Education**
It is the policy of OSSTF/FEESO that:
- 7.21.1. any initiative that makes an Indigenous Studies course and/or a current compulsory course for graduation that is delivered as a fully Indigenous content course should be developed in full consultation with organizations and local communities, as well as OSSTF/ FEESO; (A.18)
 - 7.21.2. all worksites should acknowledge the traditional lands upon which they are built; (A.19)
 - 7.21.3. education workers and teachers should be supported in the development and implementation of strategies that effect change in the attitude of all learners, in order to foster respect and develop understanding of First Nations, Métis and Inuit cultural and personal diversity; (A.24)
 - 7.21.4. all education institutions should incorporate into their in-service opportunities for teachers and education workers information about; (A.24)
 - 7.21.4.1. protocols to approach Indigenous Elders and Knowledge Keepers; (A.24)
 - 7.21.4.2. opportunities for land-based learning, ceremony and/or celebration; (A.24)
 - 7.21.4.3. the building of relationships with local Indigenous Peoples and communities to learn from Indigenous Elders and Knowledge Keepers; (A.24)
 - 7.21.4.4. the historical and contemporary contributions of Indigenous Peoples; and; (A.24)
 - 7.21.4.5. the inherent rights of Indigenous Peoples as enshrined in the Canadian Constitution, established in court decisions and outlined in the Calls to Action of the Truth and Reconciliation Commission of Canada. (A.24)
 - 7.21.5. Indigenous and non-Indigenous teachers and education workers should work together to resolve inequities between Indigenous and non-Indigenous Peoples, heal the legacy of the past and commit to fulfilling the Truth and Reconciliation Commission of Canada's Calls to Action. (A.24)
 - 7.21.6. all education institutions should be provided with increased, permanent funding to develop school-based programs and initiatives that enhance student success and high school completion rates among Indigenous students. (A.24)
 - 7.21.7. any professional development involving truth and reconciliation should afford education workers and teachers a deeper understanding of Indigenous past and current issues, challenges and culture. (A.24)
 - 7.21.8. education workers and teachers should have regular, ongoing, opportunities to gain a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences, and contemporary contexts of First Nations, Métis and Inuit. (A.24)
 - 7.21.9. education workers and teachers should be afforded with, and supported in, opportunities to engage in training and development that will facilitate reconciliation within public education. (A.24)
 - 7.21.10. any employer training/professional development opportunities that pertain to truth and reconciliation should be done in a manner that, to the greatest extent possible, minimizes the potential for harm and re-traumatization, and that enhanced safety considerations must be taken for Indigenous students and families. (A.24)
 - 7.21.11. any employer and/or government processes should ensure Indigenous peoples' direct participation in determining and renewing educational programs/curriculum, policies,

- and procedures. These programs, policies, and procedures, established at all levels of public education (early learning to post secondary) should respect and support the Foundational Knowledge about First Nations, Métis and Inuit and should be implemented by every publicly-funded education school/institution that: (A.24)
- 7.21.11.1. acknowledge and promote an understanding of the historical, social, economic, and political implications of residential schools and their legacy; (A.24)
 - 7.21.11.2. support student achievement by engaging in collaborative approaches to capacity building in First Nations, Métis and Inuit education; (A.24)
 - 7.21.11.3. use programs of study to provide opportunities for all students to develop a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of First Nations, Métis and Inuit; (A.24)
 - 7.21.11.4. support the learning experiences of all students by using resources that accurately reflect and demonstrate the strength and diversity of First Nations, Métis and Inuit; and (A.24)
 - 7.21.11.5. prioritize the development and alignment of resources that will build the capacity of the school community to support First Nations, Métis and Inuit student achievement and staff wellness and development. (A.24)
 - 7.21.12. any early learning, public school, or post secondary readiness and early intervention programs should be developed in collaboration with Indigenous parents, families and communities to ensure that Indigenous students have a successful learning experience. (A.24)
 - 7.21.13. all education institutions should engage in work to respond to the Truth and Reconciliation Commission's education-related Calls to Action and operate in the spirit of the objectives and principles of the United Nations Declaration on the Rights of Indigenous Peoples. (A.24)
 - 7.21.14. all education institutions should acknowledge and respect Indigenous peoples' inherent right to self-government and the right to define the goals of education for their children in order to preserve their culture, ensure their economic survival and control education in their communities. (A.24)
 - 7.21.15. all education institutions should recognize the strength and resilience of Indigenous peoples who, despite the harms perpetrated against them, continue to resist colonialism, reclaiming and reconstituting their own governance systems, laws and histories, and ceremonies. (A.24)
 - 7.21.16. all education institutions should continue to ensure that the curriculum for each grade and/or program: (A.24)
 - 7.21.16.1. incorporates information about the history and the content of First Nations treaties and Métis settlement agreements; and (A.24)
 - 7.21.16.2. is supported by such resources as the sections of the Canadian constitution that outline the inherent rights of Indigenous Peoples, transcripts of court decisions upholding those rights and relevant sections of the final report of the Truth and Reconciliation Commission of Canada. (A.24)
 - 7.21.17. the Government of Ontario and all education institutions, in collaboration with Indigenous communities and education partners, should develop and maintain a collection

- of teaching and learning resources, including curricula developed locally, that teachers can draw upon to teach the curriculum at all grades and that accurately reflects the knowledge and perspectives of Indigenous Peoples. (A.24)
- 7.21.18. all education institutions should help Indigenous students succeed by: (A.24)
- 7.21.18.1. valuing the knowledge, abilities and experiences that students bring to the classroom; (A.24)
- 7.21.18.2. developing and implementing appropriate instructional, assessment and evaluation strategies; (A.24)
- 7.21.18.3. treating students with compassion and understanding and paying attention to their individual learning needs as well as their physical, personal, social, mental, emotional and spiritual wellbeing; (A.24)
- 7.21.18.4. recognizing that, for some Indigenous students, English or French may be a second language; (A.24)
- 7.21.18.5. striving to eliminate racism and racial harassment in the classroom and school; and
- 7.21.18.6. building positive relationships with Indigenous parents, families and communities. (A.24)
- 7.21.19. all education institutions should, in consultation with Indigenous families and communities, develop plans, protocols and services to help Indigenous students make the transition from home to school, from rural to urban settings, from one grade to another, from one school or school authority to another, from school to post secondary education, and from post secondary education to the workforce. (A.24)
- 7.21.20. all education institutions should actively recruit and hire permanent, full contract, school based Indigenous liaison personnel to work with Indigenous parents, families and communities in an effort to increase Indigenous student success throughout every level of public education – early learning to post secondary. (A.24)
- 7.21.21. all levels of government and education institutions should include the Federation as a partner in any initiative that it undertakes to help Indigenous students to succeed in school. (A.24)
- 7.21.22. any reconciliation effort should be done in a manner that, to the greatest extent possible, minimizes the potential for harm and re-traumatization, and that enhanced safety considerations should be taken for Indigenous members regardless of whether or not they have experienced trauma in their lives or their personal history is known to service providers; and trauma and violence-informed approaches can help make systems and organizations more responsive to the needs of all people. (A.24)
- 7.21.23. reconciliation should be rooted in relationality and is a lifelong learning journey that includes critical reflection and actively contributing to systemic change by dismantling colonial constructs and, always, seeking authentic ways to move this work forward. (A.24)
- 7.21.24. appropriate instructional resources to support the inclusion of the teachings of First Nation, Métis and Inuit peoples should be provided; (A.24 PC Sept.)
- 7.21.25. the Federal government should fully fund a second official language instruction for First Nation, Métis and Inuit students that require such instruction; (A.24 PC Sept.)
- 7.21.26. the provincial and federal levels of government should provide stable funding to First Nations, Métis and Inuit language and culture education programs; (A.24 PC Sept.)

- 7.21.27. where it does not violate seniority rights, or any other provision of a collective agreement, senior Native Studies courses should be taught by those who hold qualifications to teach Native Studies; (A.24 PC Sept.)
- 7.21.28. FNMI Studies qualification courses should be widely available; (A.24 PC Sept.)
- 7.21.29. First Nation, Métis and Inuit peoples (their culture, history, science and technology) should be integrated across the curriculum and at all grades; (A.24 PC Sept.)
- 7.21.30. professional development programs should be provided about the authentic historical experiences of First Nation, Métis and Inuit people from their perspective; (A.24 PC Sept.)
- 7.21.31. any form of standardized testing to assess First Nations, Métis and Inuit students should accommodate their linguistic and cultural understandings; (A.24 PC Sept.)
- 7.21.32. funding should be provided by government to programs for First Nations, Métis and Inuit to become qualified in various educational professions; (A.24 PC Sept.)
- 7.21.33. the teachings of First Nations, Métis and Inuit peoples (their culture, history, science and technology) should be integrated across the curriculum and at all grades; (A.24 PC Sept.)
- 7.21.34. professional development programs should be provided about the authentic historical experiences of First Nations, Métis and Inuit people from their perspective; (A.24 PC Sept.)
- 7.21.35. any form of standardized testing to assess First Nations, Métis and Inuit students should accommodate their linguistic and cultural understandings. (A.24 PC Sept.)
- 7.22. **Dual/External Credit Programs**
It is the policy of OSSTF/FEESO that:
- 7.22.1. all Dual Credit programs should meet the requirements of Part 2 Policy and Program Requirements for Secondary Schools – Ontario Secondary Schools, Grade 9-12: Program and Diploma Requirements 2016. (A.18)
- 7.23. **Professional Judgment**
It is the policy of OSSTF/FEESO that:
- 7.23.1. professional judgment should be informed by peer-reviewed educational research; (A.18)
- 7.23.2. school management should support the professional judgment of educational workers in enforcing cell phone policies; (A.19)
- 7.23.3. the professional judgment of teachers and educational workers, acting within the policies and guidelines established by the Ministry and their employer, should be critical in determining the strategy that will most benefit student learning; (A.18)
- 7.23.4. evaluation of student learning should be the responsibility of the teacher and educational worker and should not include the judgment of the student or of the student's peers; (A.18)
- 7.23.5. teachers and educational workers, in their professional judgment, should determine the format and frequency of communicating student progress to parents/guardians, students, and administration outside of the mandated Provincial Report Cards; and (A.18)

- 7.23.6. teachers should be permitted to assign percentage or other penalties for late assignments including entering a mark of “zero”, using their professional judgment. (A.18)
- 7.23.7. new pedagogical tools and/or techniques should be used at the discretion of the educational worker; (A.24 PC Sept.)
- 7.23.8. with the exception of technologies prescribed for students through an IEP, the use of any technology in the classroom or learning environment should be at the professional judgment of the member. (A.24 PC Sept.)
- 7.24. **School Councils**
It is the policy of OSSTF/FEESO that:
 - 7.24.1. school councils should be optional; (A.24 PC Sept.)
 - 7.24.2. school councils should be advisory; (A.24 PC Sept.)
 - 7.24.3. school councils should have no involvement in the evaluation, hiring, firing or promotion of any school personnel; (A.24 PC Sept.)
 - 7.24.4. school councils should not be obliged to raise funds for schools; (A.24 PC Sept.)
 - 7.24.5. school councils should avoid activities that would result in commercialization of schools; (A.24 PC Sept.)
 - 7.24.6. school councils should advocate for quality and diversity of school programs; (A.24 PC Sept.)
 - 7.24.7. Councils should advocate for the interests of all students in the school. (A.24 PC Sept.)

Policy 8 – Communications/Political Action (CPA)

- 8.1. **Wage and Price Controls**
It is the policy of OSSTF/FEESO that:
 - 8.1.1. there should be no wage controls. (R.19)
- 8.2. **Negotiations Legislation**
It is the policy of OSSTF/FEESO that:
 - 8.2.1. provincial discussion tables or any similar collective bargaining processes imposed by the Ontario Government should be subject to the provisions of the Ontario Labour Relations Act. (R.19)
 - 8.2.2. the Ontario Labour Relations Act (OLRA) should disallow the practice of handing over lists of employee names to only pro-management employees; (A.24)
 - 8.2.3. the Ontario Labour Relations Act (OLRA) should declare anti-union speeches at mandatory staff meetings illegal during organization drives; (A.24)
 - 8.2.4. the Ontario Labour Relations Act (OLRA) should ensure that the collection of signatures on anti-union petitions during working hours is illegal; (A.24)
 - 8.2.5. the Ontario Labour Relations Act (OLRA) should ensure that hearings challenging the union be held within thirty days of notification of the challenge; (A.24)
 - 8.2.6. the Ontario Labour Relations Act (OLRA) should ensure that, where a union and employer continue to meet in negotiations after the Union has filed for first contract arbitration, the Ontario Labour Relations Board does not deny arbitration because of that fact alone; (A.24)

- 8.2.7. other employee groups should cooperate fully with OSSTF/FEESO to ensure that the Ontario Labour Relations Act (OLRA) creates a balance in management-employee relations; and (A.24)
- 8.2.8. the Ontario Labour Relations Act (OLRA) should not allow statements of desire opposing the union. (A.24)
- 8.3. **Members' Rights**
It is the policy of OSSTF/FEESO that:
 - 8.3.1. every negotiated collective agreement should include a clause guaranteeing the democratic right of Members to protest, even if necessary during work hours, against government policies perceived to be unjust and that the only penalty levied against any Member should be limited to the loss of pay equivalent to the time absent from duties for the purpose of the protest; (A.15)
 - 8.3.2. no member should suffer financially due to pregnancy and parental leaves; and (R.19)
 - 8.3.3. there should be no violence against peaceful demonstrations and demonstrators. (A.23)
- 8.4. **Federal/Provincial Government**
It is the policy of OSSTF/FEESO that:
 - 8.4.1. regulations should be enacted under the *Occupational Health and Safety Act* to address ergonomic hazards in workplaces; (A.19)
 - 8.4.2. Ontario Workplace Safety and Insurance Act should be amended so that the psychological and/ or physical effects of workplace bullying are compensable in a manner comparable to any other recognized workplace injury; (A.24 PC Sept.)
 - 8.4.3. regulations should be enacted under the Occupational Health and Safety Act to address acts of workplace violence including physical or psychological violence or bullying in the workplace; (A.24 PC Sept.)
 - 8.4.4. all Canadians should be entitled to publicly funded and publicly delivered universal health care; (R.19)
 - 8.4.5. the provincial and federal governments should support, through appropriate funding, the research and advocacy done by women's equality-seeking groups; (R.19)
 - 8.4.6. the Government of Canada should ensure that, upon arrival, all temporary foreign workers have a clear path to Permanent Resident status free from employer-dependent barriers; (A.19)
 - 8.4.7. the federal government should provide transfer payments to provinces for the funding of programs including, but not limited to, autism, language Instruction for Newcomers to Canada, skilled trades, accessibility for people with disabilities or special needs, and early learning and childcare; (A.23)
 - 8.4.8. the federal government should provide transfer payments to provinces for the special education funding of every student; (A.23)
 - 8.4.9. the federal government should continue to provide transfer payments to the provinces for post-secondary education, with built in guarantees that the funding will be used by the provinces for post-secondary education; (A.23)

- 8.4.10. there should be no trade arrangements made by the federal government of Canada that increase unemployment and/or jeopardize Canada's political or cultural sovereignty, social programs, or the rights of unions and other employee organizations and groups; (A.23)
- 8.4.11. federal and provincial taxation policies should be based on progressive corporate and personal income taxes which result in an equitable distribution of taxation; (A.23)
- 8.4.12. the government of Ontario and the government of Canada should implement fair and progressive tax policies; (A.23)
- 8.4.13. a revised Canadian constitution should declare that all persons have the right to a job, an education, health care, and a clean environment. (A.23)
- 8.4.14. the federal government should establish a permanent House of Commons committee on economic policy, whose function would include: (A.23)
 - 8.4.14.1. conducting public pre budget hearings; (A.23)
 - 8.4.14.2. conducting an annual national forum on economic policy; and (A.23)
 - 8.4.14.3. conducting studies to show the impact of federal economic policy on equality of educational opportunity. (A.23)
- 8.4.15. the Ombudsman Act should cover all of the public sector; (A.19)
- 8.4.16. local, provincial and federal governments' Basic Income Guarantee pilot programs and research, should share and publicize the data and results; and (A.18)
- 8.4.17. no legislation proposed by any provincial or federal government, including the use of the Notwithstanding Clause, should limit the ability of citizens to exercise their Constitutional right to free and peaceful assembly. (A.24)
- 8.5. **Environment**

It is the policy of OSSTF/FEESO that:

 - 8.5.1. employers should develop policy and programs to promote environmental awareness and protection; (A.16)
 - 8.5.2. taxing and/or banning plastic bags and similar plastic packaging items such as plastic can rings and bubble wrap should be supported in the Province of Ontario; (R.19)
 - 8.5.3. all new school buildings and board of education facilities should be carbon neutral, and that existing schools should be provided funding by the Ministry of Education and the Ministry of Training, Colleges and Universities to retrofit buildings to ensure that they operate at optimal efficiency; (A.16)
 - 8.5.4. all schools should be accessible by walking, biking, or public transportation and that this accessibility should be a factor in deciding the location of any new buildings; (A.16)
 - 8.5.5. the Ministry of Education should provide funding to school boards to install solar panels, wherever physically possible and appropriate, on all school and board properties; (A.16)
 - 8.5.6. gasoline-powered buses should be phased out and replaced with hybrid or electric buses; (A.16)
 - 8.5.7. all school board personnel should be provided with proper training and infrastructure and the services of support staff to help create, implement and support a zero waste recycling program for all publicly-funded schools; (A.16)

- 8.5.8. climate change curriculum should be embedded and implemented in all secondary and elementary curriculums; (A.16)
- 8.5.9. that the appropriate Ministries should develop education programs that outline both the health and environmental benefits of reducing meat consumption; (A.16)
- 8.5.10. all levels of government in Canada should tax meat produced from factory farms with high methane gas emissions; (A.16)
- 8.5.11. all levels of government should develop retraining, re-employment, and relocation program supports for workers dislocated by the transition to a low-carbon economy; (A.16)
- 8.5.12. the federal government should develop a national transit strategy with provincial governments which would expand investment in public transit in all urban centres and develop inter-city high speed rail infrastructure and provide incentives for drivers to use electric vehicles; and (A.16)
- 8.5.13. all levels of government in Canada should require that all large companies disclose their carbon footprint profile. (A.16)
- 8.5.14. all levels of government in Canada should dedicate resources to assist the integration of people displaced by climate change. (A.24)
- 8.5.15. all levels of government should act to reduce greenhouse gas emissions through legislation, regulation and public investments which establish investments which establish programs supporting improvements in energy efficiency and the sustainable use of energy. (A.24)
- 8.5.16. all workplaces, where feasible, should have joint employer and union environmental committees with a mandate to identify actions and programs that facilitate the environmental sustainability of the workplace. (A.24)
- 8.5.17. all future conferences of the United Nations Framework Convention on Climate Change should establish firm financial commitments from national governments to support Just Transition programs as defined by the Canadian Labour Congress for workers negatively impacted by climate change. (A.24)
- 8.5.18. the Canadian government should legislate a Climate Change Accountability Act to ensure that the 2015 Paris Climate Change targets are met, and that adequate programs for a Just Transition for workers, as defined by the Canadian Labour Congress, are established in each province. (A.24)
- 8.5.19. any income or cost savings realized from government investments for energy efficiency upgrades and power generation in public sectors should be reinvested in that sector. (A.24)
- 8.5.20. all governments should invest in policies and programs consistent with the "Green New Deal" program of the United Nations Environment Programme. (A.24)
- 8.5.21. the Canadian government should establish a national climate action plan with clearly defined targets and timelines for emissions reductions and public investments sufficient to secure a Just Transition for all workers and communities. (A.24)

8.6. **Rights of Women and Girls**

It is the policy of OSSTF/FEESO that it is a fundamental human right for women and girls:

- 8.6.1. to have access to at least 12 years of quality, publicly funded education. (A.24 PC Sept.)
- 8.6.2. to have freedom of choice about their reproductive health; (A.24 PC Sept.)
- 8.6.3. to have unrestricted, publicly funded access to all medical treatments related to their health; (A.24 PC Sept.)
- 8.6.4. to have freedom of choice without pressure from individuals, government or religious authorities; (A.24 PC Sept.)
- 8.6.5. Canada should create and implement a National Action Plan to end gender-based violence; (A.23)

Policy 9 – Pensions (PEN)

9.1. **Contributions**

It is the policy of OSSTF/FEESO that:

- 9.1.1. all Members should contribute to the Ontario Teachers' Pension Plan (OTPP) or the Ontario Municipal Employees Retirement System (OMERS) or another defined benefit pension plan, where membership in OTTP or OMERS is not possible. (A.15)

9.2. **Deficit/Surplus**

It is the policy of OSSTF/FEESO that:

- 9.2.1. OMERS and OTTP surpluses and the surpluses of other pensions of Members should be used only to improve pension benefits. (A.23)

9.3. **General**

It is the policy of OSSTF/FEESO that:

- 9.3.1. the Income Tax Act of Canada should be amended so that, for registration of a pension plan in Canada, a provision be included in every plan to permit the repayment of a refund if the purpose for repaying the refund is to transfer pension credit from the plan to another plan; (A.23)
- 9.3.2. pension legislation should be amended to allow members to purchase credit for refunds taken from plans that now have reciprocal agreements with OMERS and/or the OTTP and/or with other pension plans of members; (A.23)
- 9.3.3. the Ontario Teachers' Pension Plan Statement of Investment Policy and Goals should include ethical screens permitted within the legal framework of existing pension legislation; (A.23)
- 9.3.4. pension plans to which our members contribute should become signatories to the United Nations Principles for Responsible Investment; and (R.19)
- 9.3.5. all member pension plans should take into account climate change risks in the development of long-term investment strategies. (A.16)
- 9.3.6. pension plans to which OSSTF/FEESO members contribute should not invest in companies that contribute to killing, torture, deprivation of freedom, or the other violations of human rights. (A.24 PC Sept.)

Policy 10 – Educator Associated Organizations (EAO)

10.1. **Ontario College of Teachers**

It is the policy of OSSTF/FEESO that:

- 10.1.1. the Ontario College of Teachers Act 1996 should be repealed; (A.23)
- 10.1.2. notwithstanding Policy 10.1.1, in the interest of natural justice, the Ontario College of Teachers should observe the R v Jordan Ruling of the Supreme Court in dealing with discipline Complaints in a timely manner. (A.18)

10.2. **Faculties of Education**

It is the policy of OSSTF/FEESO that:

- 10.2.1. each faculty of education should maintain a department of continuing teacher education in consultation with OSSTF/FEESO for the purpose of teacher retraining, upgrading, and professional development; (A.23)
- 10.2.2. all deans of faculties of education in Ontario should possess a teacher's certificate or license in accordance with the rules and regulations of the jurisdiction in which the qualifications were granted; and (A.23)
- 10.2.3. Ontario faculties of education should include in their teacher education programs an awareness of human rights violation such as sexism, racism, homophobia, harassment, bullying in any of its variant forms, or any other such injustice, including violence and its impact on students and society. (A.19)
- 10.2.4. equity and human rights issues should be embedded in all Faculty of Education programs. (A.24)
- 10.2.5. any entry-to-profession testing should be limited to assessments based on and administered within the normal pre-service courses delivered by an accredited Ontario faculty of education. (A.24)
- 10.2.6. any testing required for entry into the teaching profession be limited to assessments based on, and administered within, the normal pre-service courses delivered by an accredited faculty of education; (A.24 PC Sept.)
- 10.2.7. all Ontario Faculties of Education should offer pre-service teacher training in an in-person learning environment. (A.24 PC Sept.)

10.3. **Private Schools**

It is the policy of OSSTF/FEESO that:

- 10.3.1. publicly funded school boards and post secondary institutions should neither promote nor facilitate the granting or processing of private school credits; (A.19)
- 10.3.2. there should be no legislation or government regulation removing from secondary school principals and vice-principals their right to determine their membership in OSSTF/FEESO; (A.23)
- 10.3.3. OSSTF/FEESO should not be required to accept responsibility for persons engaged by employers as secondary school teachers and who have not yet begun to teach in Ontario, unless such a person holds an approved teaching certificate valid in the Province of Ontario; (A.23)
- 10.3.4. OSSTF/FEESO should not be required to accept responsibility for persons engaged by employers as secondary school teachers and who have not yet begun to teach in

Ontario, unless such a person is or has been a member in good standing of an OTF Affiliate, is or has been a qualified member in good standing of a CTF Affiliate, or is a signed-up Member of an OSSTF/FEESO Bargaining Unit duly constituted under the Ontario Labour Relations Act; (A.23)

- 10.3.5. there should be cooperation among Affiliates of OTF; (A.23)
- 10.3.6. staff appointments to OTF should be made with due regard to the principle of bilingualism; and (A.23)
- 10.3.7. teachers should be Members of OSSTF/FEESO if they teach all or a major portion of their assignment in the secondary panel of a school board which is recognized in the Education Act as having the obligation or having the privilege to elect to perform the duties of a secondary school board. (A.23)

10.4. **Employers**

It is the policy of OSSTF/FEESO that:

- 10.4.1. where there is a sanction in effect against an employer involving Members of a teacher or occasional teacher Bargaining Unit, the schools of that employer should not be used for a practicum, in-service program leading to additional qualifications, or any other placement of student teachers. (A.24)

10.5. **Education Quality and Accountability Office**

It is the policy of OSSTF/FEESO that:

- 10.5.1. The Education Quality and Accountability Office and its testing program should be abolished and that the savings should be allocated to the province's elementary and secondary public schools. (A.24)

Policy 11 – Miscellaneous (MISP)

11.1. **Participation in Union Activities**

It is the policy of OSSTF/FEESO that:

- 11.1.1. no union member should encounter barriers to union involvement based on family status; and (A.19)
- 11.1.2. no union member should be negatively financially impacted by involvement in union activities. (A.19)

11.2. **Sexual Harassment**

It is the policy of OSSTF/FEESO that:

- 11.2.1. Members and all employees of OSSTF/FEESO should be free from sexual harassment; (A.23)
- 11.2.2. sexual harassment should be defined as per the Ontario Human Rights Code; and (A.23)
- 11.2.3. employers of Members should consult with employees to establish policies and strategies and implement professional development programs in order to eliminate sexual harassment. (A.23)

- 11.3. **Harassment and Bullying Policy**
It is the policy of OSSTF/FEESO that:
- 11.3.1. members and all employees of OSSTF/FEESO should be free from harassment and bullying in the workplace and at OSSTF/FEESO sponsored functions, in any of the following forms: (A.17)
- 11.3.1.1. any improper conduct by an individual that is directed at and offensive to another person or persons, and that the individual knows, or ought reasonably to know, would cause offence or harm; or (A.17)
- 11.3.1.2. any objectionable act, comment on or display that demeans, belittles, or causes personal humiliation or embarrassment, or any act of intimidation or threat. It includes harassment within the meaning of the Ontario Human Rights Code. (A.17)
- 11.3.2. Members and all employees of OSSTF/FEESO should be free from personal harassment and bullying in the workplace and at OSSTF/FEESO sponsored functions, in any of the following forms: (A.17)
- 11.3.2.1. any objectionable conduct or comment that is directed toward a person that serves no legitimate work purpose and has the effect of creating an intimidating, humiliating or offensive work environment; or (A.17)
- 11.3.2.2. any abuse of authority as a type of bullying that occurs when a person uses authority unreasonably to interfere with an employee's job. It includes humiliation, intimidation, threats and coercion; (A.17)
- 11.3.2.2.1. notwithstanding 11.3.2.2, abuse of authority does not include normal managerial activities such as counselling, performance appraisals and discipline, as long as these are not being done in a discriminatory manner. (A.17)
- 11.4. **Early Learning and Care Programs**
It is the policy of OSSTF/FEESO that:
- 11.4.1. the governments of Canada and Ontario should provide and fully fund universally accessible, non-profit, publicly delivered, and high quality programs of early learning and care for children aged 0 to 12; and (R.19)
- 11.4.2. full-time, fully funded early learning and care programs for children aged 0 to 12 should be provided as part of the public education. (R.19)
- 11.5. **School-Community Programs**
It is the policy of OSSTF/FEESO that:
- 11.5.1. when new programs or organizational structures are created to increase school-community interaction and when these affect the education of secondary school students, the responsibility for their direction and control should be assigned to certificated teachers; (A.23)
- 11.5.2. there should be community schools insofar as they can be implemented within the limitations of physical and human resources required for the maintenance of the primary role of the school, and the education of their students; any increase in the utilization of school facilities, equipment, and other resources in the implementation of school-community programs should be accompanied by an appropriate increase in funding, and should not result in any erosion of financial support or utilization of school facilities for existing programs; (A.23)

- 11.5.3. there should be the creation of specific community-based programs for secondary school credit, and the facilitation of such courses through timetable and administrative flexibility; school-community interactions should be viewed as an integral component in the educational program of a school, and these interactions should take their place in the considered priorities of every school; and (A.23)
- 11.5.4. the development of community schools should be within the existing framework of powers of boards of education. (A.23)
- 11.6. **Insurance**
It is the policy of OSSTF/FEESO that:
- 11.6.1. Employers should provide annually to Members detailed information on the amounts and types of insurance coverage provided by the employer; and (A.23)
- 11.6.2. an employer should permit OSSTF/FEESO to use the employer's courier or mail service without charge for the delivery of OSSTF/FEESO information and materials to Members. (A.23)
- 11.7. **Pay Equity**
It is the policy of OSSTF/FEESO that:
- 11.7.1. pay equity should be based on the principle of equal pay for work of equal value; (R.19)
- 11.7.2. pay equity is a fundamental human right of women workers to be paid wages that are the same as men workers for work of comparable value; and (R.19)
- 11.7.3. all governments should be obligated to provide human rights and economic leadership, be enacting proactive and inclusive pay equity legislation with realistic and timely goals, and providing funding and other supports necessary to ensure it is vigorously enforced. (R.19)
- 11.8. **Transportation of Students**
It is the policy of OSSTF/FEESO that:
- 11.8.1. no member should be expected, required or requested to transport students in personal vehicles for Employer business. (R.19)
- 11.9. **Medical**
It is the policy of OSSTF/FEESO that:
- 11.9.1. Pre-service and in-service education should be made available to Members concerning infectious blood or body fluid-borne diseases; and (A.23)
- 11.9.2. the identity of a Member with infectious blood or body fluid-borne diseases should be protected. (A.24)
- 11.9.3. Members with infectious blood or body fluid-borne diseases should have the right to continue their employment. (A.24)
- 11.9.4. where a Member with an infectious blood or body fluid-borne disease becomes too sick to work, full access to sick leave, long-term disability and medical benefits should be ensured. (A.24)
- 11.9.5. "Capitation" as a system of dental care in the Province of Ontario should be opposed. (A.23)

- 11.10. **Freedom of Information**
It is the policy of OSSTF/FEESO that:
 - 11.10.1. all providers of services to publicly-funded employers should be subject to the Freedom of Information and Protection of Privacy Act. (A.24)
- 11.11. **Global Priorities**
It is the policy of OSSTF/FEESO that:
 - 11.11.1. violations of fundamental human rights as defined by the United Nations Universal Declaration of Human Rights (UDHR), including but not limited to - poverty, violence against women and gender-based violence, human trafficking, illiteracy, malnutrition, disease and homelessness, should be eliminated wherever possible; (A.24 PC Sept.)
 - 11.11.2. all governments and appropriate agencies of governments should establish as their highest priorities:
 - 11.11.2.1. A commitment to an end to militarism, imperialism, and war while advancing the interests of peace and disarmament. (A.24 PC Nov.)
 - 11.11.2.2. A commitment to opposing fascism, racism, and systems of apartheid. (A.24 PC Nov.)
 - 11.11.2.3. A commitment to opposing religious extremism, fundamentalism, and violence that is committed against civilians. (A.24 PC Nov.)
 - 11.11.2.4. A commitment to supporting the rights of all workers to organize and collectively bargain, which includes the right to strike. (A.24 PC Nov.)
 - 11.11.2.5. A commitment to supporting the expansion of public education from Pre K, K-12, and post-secondary education globally and unite in solidarity with the struggles of public education workers globally. (A.24 PC Nov.)
 - 11.11.2.6. A commitment to supporting the global phasing out of fossil fuels and supporting a just transition to renewable energy. (A.24 PC Nov.)
 - 11.11.2.7. A commitment to opposing the commodification of water and recognize the right to water as a basic human right. (A.24 PC Nov.)

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