



Elementary Teachers' Federation of Ontario
Fédération des enseignantes et des enseignants
de l'élémentaire de l'Ontario

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September 18, 2015

Terry Preston
CUPE Ontario
80 Commerce Valley Drive East
Suite 1
Markham, ON L3T 0B2

Dear Terry Preston,

Re: ETFO Teacher and Occasional Teacher Strike Sanctions Update

This is to inform you that the Elementary Teachers' Federation of Ontario Teacher and Occasional Teacher Bargaining Units has updated its legal strike position in all district school boards, school authorities, and provincial schools as of September 21, 2015. Attached as Appendix A is the updated ETFO strike protocol for all teacher and occasional teacher members to inform them of the content of the work to rule strike sanctions that will commence on September 21, 2015. This action will continue in effect until the labour dispute is satisfactorily resolved or ETFO's Provincial Executive deems that further actions are required. In addition, you will note that notification of Phase 4 is contained in the attached Appendix A.

We are requesting that you inform your members not to take on the struck work of teacher and occasional teacher bargaining units until ETFO advises you that the labour dispute is resolved.

We thank you for your solidarity.

Yours sincerely,

Sam Hammond
President

Victoria Réaume
General Secretary

SH: VER: CL: JB
Attachment



ELEMENTARY TEACHERS' FEDERATION OF ONTARIO

STRIKE PROTOCOL: WORK-TO-RULE

Phase 3 work-to-rule strike action continues and is included below:

Effective Monday, September 21, 2015, ETFO Teachers and Occasional Teachers will:

- NOT** fill in for an absent Teacher or take on additional students if a class is collapsed because an Occasional Teacher (OT) has not been retained;
- NOT** take on other duties during regularly scheduled preparation time (this includes being reassigned to teach in another class);
- NOT** participate in TPA meetings unless the member is on an improvement plan or in a long term occasional (LTO) assignment;
- NOT** respond to email, electronic or phone communication from administrators at any time unless it involves the safety of others. (This does not include communicating with the principal or vice-principal regarding an absence, emailing of day plans, if required, or any communication to accept or decline occasional teaching assignments);
- NOT** update classroom websites/blogs, complete or distribute class newsletters;
- NOT** submit any long range plans, short range plans, unit plans or literacy and numeracy block plans;
- NOT** update IEPs by the "30th instructional day" deadline. Members will make the appropriate modifications for the students in their care, and will take the necessary time to complete IEPs at their own pace during the instructional day;
- NOT** participate in any in-school meetings or professional learning activities on the next PA day. Instead Teachers and OTs **WILL** use this time for their own self-directed activities within the classroom/school;
- NOT** prepare report card comments, complete or package the Progress Report – Teachers **WILL** provide the school administrator with a hard copy class list with



ELEMENTARY TEACHERS' FEDERATION OF ONTARIO

STRIKE PROTOCOL WORK TO-RULE

These 10 items are the action clauses and is included below:

Elementary Teachers' Federation of Ontario (ETFO) Teachers and Occasional Teachers

NOT: If in an absent teacher or take on additional duties if a class is assigned to a permanent Occasional Teacher (OT) has not been assigned.

NOT: Take on other duties during regularly scheduled preparation time (this includes being assigned to teach in another class).

NOT: Participate in IFA meetings unless the member is on an improvement plan or in a long term occasional (LTO) assignment.

NOT: Respond to email, electronic or phone communication from administrators at any time unless it involves the safety of others. (This does not include communicating with the principal or vice-principal regarding an absence, evening of day care, if needed or any communication to accept or decline occasional teaching assignments).

NOT: Update classroom website/blog, complete or distribute class newsletters.

NOT: Submit any long range plans, short range plans, unit plans or library and inventory book plans.

NOT: Update IFA or the IFA instructional day, deadline. Members will make the appropriate modifications for the students in their care and will take the necessary time to complete IFA at their own pace during the instructional day.

NOT: Participate in any in-school meetings or professional learning activities on the next day unless teachers and OTs will use that time for their own self-directed activities within the classroom/school.

NOT: Prepare report card comments, complete or package the Progress Report -- Teachers will provide the school administrator with a hard copy class list with

the ratings for the Learning Skills and Work Habits Section and the required Subject Area Section completed for each child. Teachers of alternative programs will provide one brief comment per area;

NOT conduct parent interviews that are related to the Progress Report Card unless the Teacher/OT identifies a concern about a child's progress;

NOT act as division chair or team lead.

On Wynne Wednesdays, all ETFO Teachers and OTs will focus on their classrooms:

- Teachers and OTs will refrain from any activities that take them away from their classrooms and focus on teaching and student supervision;
- Members who are not assigned to a classroom (consultants, coordinators, coaches, Resource Teachers, etc.) will visit a school, upon invitation, to work with an ETFO colleague in his/her classroom.

In addition, on Wynne Wednesdays:

- All ETFO Members will demonstrate union solidarity by wearing a solidarity colour, their ETFO buttons, ETFO t-shirts, ETFO caps, etc.;
- All ETFO Members will send messages to the Minister of Education or OPSBA via email and social media about the importance of fair and reasonable collective bargaining;
- All ETFO Members will engage in planned lobbying activities including information pickets, local rallies, letter writing campaigns, pamphlet drops and other solidarity activities.

ETFO STRIKE ACTION - PHASE 4

During the month of October, ETFO Teacher and Occasional Teacher members will commence ROTATING ONE DAY STRIKES if sufficient progress has not occurred at the central bargaining table. Details will follow.

Phase 2 work-to-rule strike action continues and is included below:

Effective the first working day of the 2015-16 school year, Teachers and Occasional Teachers will:

NOT act as Teacher Designate or Teacher-in-Charge at any time;

NOT engage in any electronic communication with the principal or vice-principal outside of the instructional day except in situations that involve a safety concern. (**NOTE:** This does not include communicating with the principal or vice-principal regarding an absence, e-mailing of day plans, if required, or any communication to accept or decline occasional teaching assignments);

the range for the Learning Skills and Work-related Skills and the resources
Section 2 and Section 3 of the "Action Plan" for each of the following programs
will provide the detail on the content of each.

1007 The following information is related to the Progress Report and other
information identified as a concern about a child's progress.

1008 The following information is related to the Progress Report.

1009 The following information is related to the Progress Report and other
information identified as a concern about a child's progress.

- Teachers and OEs will continue to monitor any activities that take them away from their
classroom and focus on teaching and student activities.
- Teachers who are not assigned to a classroom (consultants, coordinators,
etc.) will visit a school division to work with
an OEA colleague in their area.

1010 The following information is related to the Progress Report.

- All OEA members will demonstrate their commitment to the OEA by wearing a red
scarf. All OEA members will also wear a red scarf on their lapel.
• All OEA members will send messages to the Minister of Education or OEA
members and social media about the importance of all and respect for diversity
and inclusion.
- All OEA members will engage in various activities including
national events, local events, letter writing campaigns, pamphlet drops and
other voluntary activities.

1011 OEA ACTION PLAN - PHASE 4

1012 The following information is related to the Progress Report and other
information identified as a concern about a child's progress.

1013 The following information is related to the Progress Report.

1014 The following information is related to the Progress Report and other
information identified as a concern about a child's progress.

1015 The following information is related to the Progress Report.

- The OEA will continue to work with the OEA to ensure that all OEA members
are aware of the OEA's commitment to diversity and inclusion. The OEA will
continue to work with the OEA to ensure that all OEA members are aware of the
OEA's commitment to diversity and inclusion. The OEA will continue to work with
the OEA to ensure that all OEA members are aware of the OEA's commitment to
diversity and inclusion.

- NOT** collect or distribute to students any paperwork required by the school or board;
- NOT** collect monies;
- NOT** perform or participate in any activities/meetings/training related to Board Improvement Plan for Student Achievement (BIPSA) and School Improvement Plan for Student Achievement (SIPSA);
- NOT** participate in board professional development (other than mandatory first aid training, Sabrina's Law and WHMIS);
- NOT** participate in board committees (other than Health and Safety, staffing committees, and School Council meetings), writing teams or curriculum resource development;
- NOT** complete the Teacher's Annual Learning Plan (ALP) unless it is the teacher's appraisal year;
- NOT** attend open houses or "Meet the Teacher" nights outside the instructional day (these may occur during the instructional day);
- NOT** plan, organize or participate in fundraising activities; and
- NOT** plan, organize or participate in any field trips. Members may continue to take part in life skills activities involving special needs students.

Phase 1 Update and **Phase 1** work-to-rule strike action continues and is included below:

STRIKE PROTOCOL: WORK-TO-RULE – PHASE 1 UPDATE

Effective June 1, 2015, Teachers and Occasional Teachers will:

- NOT** complete any paperwork/application/proposal to the Ministry for special grants or funding. (NOTE: This does not include funding for special needs students, e.g., Special Incidence Portion (SIP), Special Equipment Amount (SEA) claims);
- NOT** participate in the preparation or completion of Grade 8 to Grade 9 Transition Reports;
- NOT** participate in any grade to grade transition meetings (e.g., SK to Grade 1, Grade 5 to Grade 6, Grade 6 to Grade 7, Grade 8 to Grade 9, etc.)
- NOT** complete end of year OSR activities including filing, sorting and completion of French Cards;
- NOT** participate in any in-school meetings or professional learning activities on the end of the year PA Day. Instead, teachers and OTs WILL use this time for their own self-directed activities within the classroom/school;

- NOT collect or distribute any paperwork required by the school or board.
- NOT collect or distribute any paperwork required by the school or board.
- NOT perform or participate in any activities or meetings related to Board Governance Plan for Student Achievement (BSA) and School Improvement Plan for Student Achievement (SIPA).
- NOT participate in board or professional development (other than mandatory that all teaching, Learning and Assessment).
- NOT participate in board committees (other than Health and Safety Staffing, Finance and School Council meetings), without terms or conditions approved by the board.
- NOT complete the Teacher Annual Learning Plan (ALP) unless it is the last year of the current year.
- NOT attend open houses or meet the Teacher, either inside the institution they work for or during the instructional day.
- NOT plan, organize or participate in fundraising activities, and
- NOT plan, organize or participate in any field work. Members may continue to work in the same activities involving special needs students.
- Class 2 update and Phase 1 work-to-rule strike action continues and is included in the

STRIKE PROTOCOL: WORK-TO-RULE - PHASE 1 UPDATE

Effective 1/22/23, the current and Occasional Teachers will:

- NOT complete any paperwork (other than that required for special grants or funding) (NOTE: This does not include funding for special needs students, e.g. Special Inclusion Funding (SIF), Special Education Allowance (SEA) classes).
- NOT be eligible for the preparation or completion of Grade 5 to Grade 6 Transition Report.
- NOT participate in any grade to grade transition meetings (e.g. Grade 4, Grade 5 to Grade 6, Grade 6 to Grade 7, Grade 7 to Grade 8, etc).
- NOT complete any of your OER activities including filing, sorting and completion of Final OERs.
- NOT participate in any in-school meetings or professional learning activities on the day of the day off. Instead teachers and OER will use this time for their own activities within the classroom/school.

NOT participate in any in-school meetings or professional learning activities on the start of the year PA day. Instead, teachers and OTs WILL use this time for their own self-directed activities within the classroom/school;

NOT book any field trips for the 2015-16 instructional year.

MINISTRY AND PROVINCIAL INITIATIVES: UPDATE

Effective June 1, 2015, Teachers and Occasional Teachers will:

NOT attend meetings/workshops/training sessions or undertake tasks related to the following Ministry of Education activities or other provincial initiatives (updates to the list are bolded):

- Annual Learning Plan (ALP) Projects;
- **Applied Behavioural Analysis (ABA);**
- Board Improvement Plan for Student Achievement (BIPSA);
- **Council of Directors of Education (CODE) and Public Council of Directors of Education (PCODE) Initiatives;**
- Creating Pathways, All About Me Portfolio, Individual Pathways Plan;
- **Curriculum training for new and revised curriculum policy documents;**
- District Reviews;
- Early Years Collaborative Inquiry;
- **Equity and Inclusive Education Strategy;**
- Experiential Learning Pilot Projects;
- **FDK Initiatives including Documentation and Self-Regulation;**
- Learning For All Regional Projects;
- Math Initiatives (Collaborative Inquiry for Learning Mathematics (CIL-M), Small and Northern Boards Math Initiative, Middle Years Collaborative Inquiry (MYCI), Math for Young Children, Math Plan etc.);
- Ontario First Nation, Métis, and Inuit (FNMI) Education Policy Framework Initiatives;
- Ontario Focused Intervention Partnership (OFIP) Activities;
- **Parents Reaching Out Grants (PRO);**
- Professional Learning Communities (PLCs);
- Regional MISA Professional Network Centres (PNCs);
- School Improvement Plan for Student Achievement (SIPSA) or School Improvement Plan (SIP);
- **School Mental Health ASSIST (SMHA) Ministry Initiative;**
- School Support Initiative/Student Support School Success Initiative (SSSI);
- **Speak Up and Students as Researchers (members may not begin new projects);**
- Steps to English Proficiency (STEP);
- System Implementation and Monitoring (SIM);
- Teaching Learning and Leadership Program (TLLP);

2017 activities in any in-school meetings or professional learning activities on the first or last day. Instead, teachers and OTR will use the time for their own self-directed activities within the classroom(s).

2017 school year (for the 2016-17 instructional year)

MINISTRY AND PROVINCIAL INITIATIVES UPDATE

Effective August 2017, Teachers will coordinate Teachers with

the following Ministry of Education activities or other provincial initiatives (links to the list are provided):

- Annual Learning Plan (ALP) Projects
- Applied Behavioral Analysis (ABA)
- Student Improvement Plan for Student Achievement (SIPA)
- Council of Directors of Education (CDE) and Public Council of Directors of Education (PCDE) Initiatives
- Creating Pathways: All About the Position, Individual Pathways Plan
- Curriculum Review for new and revised curriculum policy documents
- District Review
- Early Years Collaborative Inquiry
- Equity and Inclusive Education Strategy
- Experimental Learning Pilot Projects
- IGA Initiatives including Documentation and Self-Reflection
- Learning for All Regional Projects
- Leadership (Collaborative Inquiry for Learning Enhancement (CILE))
- Small and Medium Sized Initiatives, White Paper Collaborative Inquiry (WPC) Model for Young Children (with their own)
- Ontario First Nations, Métis and Inuit (FNMI) Education Policy Framework Initiative
- Ontario Focus on Innovation Partnership (OFIP) Activities
- Ontario Preschool Quality Program (PQP)
- Professional Learning Communities (PLC)
- Regional RIPA Professional Network Centres (RIPC)
- School Improvement Plan for Student Achievement (SIPA) or School Improvement Plan (SIP)
- School Social Media Assistant (SSMA) Literacy Initiative
- School Support Initiative/Student Support School Success Initiative (SSSI)
- Speak Up and Students as Researchers (members may not be in new projects)
- Steps to English Proficiency (STEP)
- System Implementation and Monitoring (SIM)
- Teaching Learning and Leadership Program (TLLP)

- Teaching-Learning Critical Pathways (TLCP); and
- 21st Century Learning Projects.

STRIKE PROTOCOL: WORK-TO-RULE – PHASE 1

Effective May 11, 2015, Teachers and Occasional Teachers will:

- NOT** undertake any EQAO related activities including field testing, marking, administrative duties or EQAO test preparation activities with students or other personnel;
- NOT** undertake EQAO testing with students;
- NOT** prepare report card comments, complete or package the June report card – teachers WILL provide the school administrator with a class list of marks for the various subjects/strands taught;
- NOT** perform the duties of a report card administrator (e.g., merging, printing reports, etc.);
- NOT** perform the duties of a computer site administrator;
- NOT** attend staff/divisional/grade team meetings;
- NOT** act as Teacher Designate or Teacher-in-Charge unless receiving an annual allowance or annual stipend under the collective agreement for this assignment;
- NOT** participate in Ministry meetings/activities of any kind before, during or after the instructional day;
- NOT** meet with Student Work Study Teachers (SWST);
- NOT** conduct any reading, writing or mathematics assessments other than those that the teacher deems necessary to report on student progress;
- NOT** input or submit any student assessment data (i.e., for MISA/OnSIS) for any purpose other than their own personal student assessment;
- NOT** participate in any professional development workshops/activities/discussion forums/webinar sessions on Ministry Initiatives; and
- NOT** attend meetings or undertake tasks related to the following Ministry of Education activities:
 - Annual Learning Plan (ALP) Projects;
 - Board Improvement Plan for Student Achievement (BIPSA);
 - Creating Pathways, All About Me Portfolio, Individual Pathways Plan;

- Teaching-learning Outcomes (TLOs) and
- Self-Reflective Learning Practices

STRIKE PROTOCOL: WORK-RULES - PHASE 1

Effective May 1, 2013 Teachers and Educational Assistants will:

- **NOT** administer or grade or re-grade any EAO related activities including field testing, marking, submission of EAO test preparation activities with students or other personnel.
- **NOT** participate in EAO testing with students.
- **NOT** prepare report card comments or provide the final report card -
 Teachers will provide the final report card with a class list of marks for the various subjects to be graded.
- **NOT** perform the duties of a post-test administrator (i.e. marking, grading reports, etc.)
- **NOT** perform the duties of a computer site administrator.
- **NOT** attend any administrative meetings.
- **NOT** accept assignments or assignments of teachers or other staff unless receiving an explicit allowance or stated approval under the collective agreement for this assignment.
- **NOT** participate in any meetings or activities of any kind before, during or after the instructional day.
- **NOT** meet with Student Study Teachers (SST).
- **NOT** conduct any reading, writing or mathematics assessments other than those that the teacher is deemed necessary in report on student progress.
- **NOT** input or submit any student assessment data (i.e. for WSA/ONIS) for any purpose other than their own personal assessment.
- **NOT** participate in any professional development workshop/discussion/formation or sessions or Ministry initiatives and
- **NOT** attend meetings or units or take leave related to the following Ministry of Education activities:
 - Annual Learning Plan (ALP) Project
 - School Improvement Plan for Student Achievement (SIPA)
 - Ongoing Pathways: All About Me Portfolio, Individual Pathways Plan

- District Reviews;
- Early Years Collaborative Inquiry;
- Experiential Learning Pilot Projects;
- Learning for All Regional Projects;
- Math Initiatives (Collaborative Inquiry for Learning Mathematics (CIL-M), Small and Northern Boards Math Initiative, Middle Years Collaborative Inquiry (MYCI), Math for Young Children, etc.);
- Ontario First Nation, Métis and Inuit (FNMI) Education Policy Framework Initiatives;
- Ontario Focused Intervention Partnership (OFIP) Activities;
- Professional Learning Communities (PLCs);
- Regional MISA Professional Network Centres (PNCs);
- School Improvement Plan for Student Achievement (SIPSA) or School Improvement Plan (SIP);
- School Support Initiative/Student Support School Success Initiative (SSSI);
- Steps to English Proficiency (STEP);
- System Implementation and Monitoring (SIM);
- Teacher Learning and Leadership Program (TLLP);
- Teacher-Learning Critical Pathways (TLCP); and
- 21st Century Learning Projects.