

Report of the Secretary-Treasurer to the Annual Meeting of the Board of Governors of the Ontario Teachers' Federation - August 24, 2021

INTRODUCTION

Welcome to the 2021 Annual Meeting Governors!

When we met virtually a year ago for the 2020 Annual Meeting, I suspect that few thought that we would have to meet virtually once again for the second Annual Meeting in a row . . . and yet, here we are !

It goes without saying that this past year has been one for the record books in many different ways. At OTF we are proud of what Ontario's educators have been able to accomplish in the face of adversity, and despite the lack of proper support from the Ontario government, in an effort to keep students engaged, learning and progressing on their educational journeys. And we are proud of our Affiliates – AEFO, ETFO, OECTA, OSSTF – for regularly calling out the government for its ongoing failings to the educators and students of this province: inadequate funding for our schools, health and safety protocols that ignored the advice of health experts, inconsistent and self-serving messaging, and a continuing fixation on online learning that does not work for most students.

During this past year, OTF advocated against the unnecessary imposition of EQAO testing at the secondary level – a pilot test of an online platform, no less – a further unwanted burden on students and teachers during a school year otherwise fraught with unprecedented challenges. And we continued to demand that the Minister cease plans to proceed with the meaningless Math Proficiency Test for teacher candidates.

The following reports reflect the many activities that have kept OTF busy over the past year, and I wish to thank my OTF and Affiliate colleagues for their collective efforts in this regard. We are hoping to reopen the OTF office this fall, and we have already rescheduled our 2020 and 2021 Annual Meeting festivities (President's Banquet, celebration of OTF Fellows and OTF Special Recognition Award recipients, and Retiring Governors' Dinner) to the 2022 Winter and Spring Board of Governors' meetings.

During this Annual Meeting, Governors will hear from Steve McGirr (OTPP Chair) and Gene Lewis (OTPP Director) on how the Plan is currently faring, including the 2021 mid-year financials that were just released. Governors will also consider some OTPP Director re-appointments.

As Governors are aware, the Plan Partners agreed to file the 2021 preliminary valuation for the Plan, and to classify the surplus as a contingency reserve once again. This was a very prudent decision, and the next valuation will not be due now until 2024.

And, although OTF agreed with our Government Partner to relax the 50-day re-employment rule for pensioners for the 2020-2021 school year (within strict parameters), we knew this would not solve the problems that the government had created. There are now thousands of new teacher graduates who are eligible for a Permanent Teaching Certificate, and available to assist in the upcoming 2021-2022 school year, but for the continued imposition (by the Minister) of the ill-conceived Math Proficiency Test.

As the next school year quickly approaches, we certainly hope for a return to in-person learning in a safe and healthy environment, where students and educators alike can focus on educational success.

Respectfully submitted,

Scott Perkin
Secretary-Treasurer

ADVOCACY

World Teachers' Day

The CTF theme for World Teachers' Day on October 5, 2020 was "Teaching for a better world: Together in strength and solidarity." OTF celebrated the day with a media release and a video message from OTF President Parker Robinson, that was posted on the OTF website and YouTube and shared with our members through email, Facebook and Twitter.

Remembrance Day

On November 11, OTF President Parker Robinson was unable to lay a wreath, on behalf of teachers in Ontario's publicly funded education system, at the Ceremony of Remembrance at Queen's Park. Attendance was limited, due to the pandemic. However, Parker visited Queen's Park early that morning to view the OTF wreath that was later laid on the Federation's behalf. OTF staff together (online) watched the ceremony honouring the incredible sacrifices that our Canadian forces and their families have made, and continue to make, to protect our freedoms.

Covenant House: OTF's designated charity for 2020-21

Several years ago, OTF decided that each President would choose an organization or charity to support, in lieu of mailing festive cards. Parker Robinson chose Covenant House for 2020-21. The mission of Covenant House is to serve youth who are homeless, trafficked or at risk. In the absence of a festive reception late last year, OTF made an additional contribution to Covenant House.

OTIP Teaching Awards

Due to the pandemic, the 2020 Teaching Award winners did not receive their awards in person at a presentation last fall. Hopefully, they will be honoured in person at a later date.

The OTF Awards Committee met (virtually) on April 22, 2021 to shortlist the nominations for 2021. In total, there were 68 nominations in the three categories: elementary, secondary and beginning teacher. The OTIP Teaching Awards Jury met on May 13 and selected the winner in each category. These four award winners (there was a tie in the secondary category) will be celebrated at a later date. Those who were nominated, but not shortlisted, will receive a Certificate of Nomination and those who were shortlisted, but not the recipients, will receive an Honourable Mention certificate.

OTF Special Recognition Award

At its meeting on April 22, the OTF Awards Committee also selected the recipient of the 2021 OTF Special Recognition Award. OTF is pleased to announce that the **Ontario Music Educators' Association** is this year's recipient. Hopefully, a representative of OMEA will be available to attend next year's Spring Board of Governors' festivities to receive this award in person.

OTF Political Action Staff Work Group

This Work Group connects on an as-needed basis, by email or videoconference, to monitor the dynamic political landscape for opportunities to work collaboratively in the advancement of common goals, and to keep up to date on education-related matters.

Initiatives to Combat Racism and Anti-Black Racism

Last August, the Executive passed six resolutions encompassing actions to be undertaken by OTF to combat racism generally and anti-Black racism (ABR) more specifically. The resolutions included:

1. *That the Executive request OTF's Teacher Education Committee and local OTF/Affiliate Teacher Education Liaison Committees (TELCs) to lobby Ontario's faculties of education to embed content addressing racism and anti-Black racism in all Initial Teacher Education (ITE) programs offered in the province.*
2. *That the Executive request the President to write to Ontario's faculties of education to urge them to conduct a thorough review of their programs to ensure that content addressing racism and anti-Black racism is embedded in all Initial Teacher Education (ITE) programs offered in the province.*
3. *That the Executive request the Secretary-Treasurer to write to the Registrar of the Ontario College of Teachers (OCT) to urge OCT to make the inclusion of content addressing racism and anti-Black racism an accreditation requirement for all Ontario Initial Teacher Education (ITE) programs, and to request that OCT embed such content in all Additional Qualification (AQ) course guidelines.*
4. *That the Executive request the President to write to the Minister of Education to request that he initiate a curriculum review to include cross-curricular content addressing racism and anti-Black racism in Ontario schools.*
5. *That the Executive support in principle a preliminary investigation by OTF staff into funding possibilities from the Ministry of Education to support professional learning initiatives offered by OTF and the Affiliates to address racism and anti-Black racism.*
6. *That the Executive approve the creation of an ad hoc work group made up of staff from OTF and the Affiliates to consider issues pertaining to racism and anti-Black racism in the 2020-21 school year.*

These six resolutions provided a road map for OTF's work in the important areas of anti-racism and ABR for the 2020-21 school year. All six were accomplished last fall, but our anti-racism and ABR work did not stop there. As noted below, our Teacher Education and Curriculum Forum Joint Symposium this year provided an important opportunity for our TELCs and Curriculum Forum members to come together with teacher educators and teacher candidates in a "brave space" to engage in learning and to exchange ideas on anti-racism and ABR. Additionally, anti-racism and ABR were a focus of several of our *OTF Connects* webinars.

Early in the school year, OTF developed a clear statement regarding our commitment to addressing systemic racism and discrimination, including initiating a process to review our own organization to ensure our policies and practices reflect the diverse nature of our province. We are determined to make

adjustments so that all teachers can be proud to belong to OTF. We have now retained the services of *Inclusive Leaders* to manage our staff training and conduct an internal audit of our organizational equity practices.

In January, the Executive approved a draft proposal, generated by the OTF/Affiliate ad-hoc Work Group on Anti-Racism, seeking financial support from the Ministry of Education for a range of meaningful professional learning and other anti-racism and ABR initiatives. The proposed initiatives fall into seven main categories:

1. Workshops for Teachers and Educators
2. Regional Conferences and Learning Institutes
3. Leadership and Mentoring Programs for Black Educators and Teacher Candidates
4. Collaborative Learning Communities
5. Webinars and Online Learning
6. Video Development
7. Recruitment

The proposal was sent to high-ranking staff at the Ministry on March 22, 2021. Since that time, we have been in touch with Ministry staff on several occasions, but have still not received a decision on whether the proposed initiatives will be funded.

The Work Group members believe that there is still much to be done in this area of great importance to our membership. Four meetings of the Work Group have accordingly been scheduled for the year ahead.

OPSBA-Hosted Education Stakeholder Committee Meeting

OTF was invited to participate in a multi-stakeholder meeting, hosted by OPSBA, on June 23. There was broad participation across organizations in the education and health sectors. This initial meeting, chaired by Judith Nyman, Director of Program Policy at OPSBA, was to establish a space to tap into both the collective wisdom and experiences of participants and emerging research with the goal of reimagining what school might look like post-COVID-19 pandemic. The first part of the meeting was devoted to providing feedback on a discussion paper commissioned earlier this year by OPSBA. The paper, entitled *Transitioning from the COVID-19 School Experience*, was released in May 2021.

Judith Nyman suggested that this committee could help to ensure that the publicly funded education system did not revert to pre-pandemic default structures and approaches. To that end, opportunities and challenges that emerged during emergency, remote learning in a pandemic context could inform the future. OPSBA's intention was that, over the course of subsequent committee meetings to be scheduled in the new school year, the committee would collaboratively construct a series of consensus recommendations for the government in advance of its release of the Grants for Student Needs (GSN) in January 2022. Furthermore, OPSBA would look to committee partners to determine if, and how, to share the recommendations publicly.

COMMUNICATIONS

Over the course of this year, OTF produced formal submissions to the Government, issued media releases, circulated email blasts (MailChimp) and posted social media content, including infographics, on a range of matters from anti-discrimination education, Indigenous education, EQAO and privatization to the curriculum review process, among others. Content was also posted to our website.

OTF *Interaction*

OTF Interaction was published four times this past year. This newsletter is emailed to all bargaining unit presidents as well as to OTF's email list, and we appreciate any opportunities to share the newsletter with members more broadly through Affiliate communication channels.

OTF Website

Having now been upgraded to meet accessibility requirements (WCAG 2.0 Level AA), the website is regularly updated with new sliders, banners and the latest in OTF News.

Videos

A total of seven videos were produced during the past year to recognize the following: Return to School, Orange Shirt Day, World Teachers' Day, Remembrance Day, December 6, Festive Greeting, and Black History Month. All videos are available on the OTF website and YouTube channel.

Social Media and Email Lists

Email blast lists (MailChimp) and social media supported OTF's messages and media releases during this past year regarding: EQAO testing, creeping privatization, the Ontario Budget, the Math Proficiency Test, and other issues of concern to OTF.

Our current levels of followers (social media) and subscribers (email) are as follows:

Twitter: @otffeo: 8,498 followers / @otf_pd: 4,383 followers / @OTFpresFEO: 2,273 followers

Facebook: www.facebook.com/otffeo: 4,746 followers

Email Subscribers: OTF News: 24,487 subscribers / OTF Learning: 26,606 subscribers

TEACHER EDUCATION

If one were handing out prizes for the most nonsensical decisions taken by the Ministry of Education this past year, the competition would be extremely tight but teacher education would be right up there. From qualifying teacher candidates prior to program completion, to reimposing the Math Proficiency Test in the midst of the worst moments of the pandemic, to sitting on a report on the dire shortage of teachers in the Francophone system for almost six months, this has been a year unlike any other. In spite of this turbulence, OTF has continued its involvement in teacher education, both through our established internal structures – the Teacher Education Liaison Committee and the Teacher Education Staff Work Group – as well as through our ongoing participation in teacher education policy and our activities in teacher professional learning projects.

Liaison with Faculties of Education

In total, we participated in 20 highly successful Federation Days and one Pinning Ceremony at the faculties of education this year. All of these were delivered virtually but in a synchronous format, allowing us to maximize our interactions with teacher candidates across the province who are OTF associate members. We are grateful to President Parker Robinson and to Yves Durocher, both of whom did an incredible job of delivering these remote Federation Day presentations with dedication and positive energy.

COVID-19 put a bit of a kink into our liaison activities at the faculties of education this year, but our incredible team of liaison officers who chair the OTF/Affiliate Teacher Education Liaison Committees (TELCs) managed to continue connecting with each other, and with their faculty counterparts and teacher candidates (TCs) who sit on the TELCs, via remote meetings. In almost all cases, we continued to enjoy strong and positive relationships with the faculties of education although, increasingly, our liaison agents reported a tendency at several faculties to consult less with the Federations on program decisions and to move forward with actions that may, ultimately, undermine the integrity of Ontario's teacher preparation programs post-pandemic.

This year marked the fifth cohort of TCs to graduate from the expanded, four-semester pre-service program regime brought into existence by the Ontario government in September 2015. Like last year's cohort, the current group of TCs deserves particular celebration, given how excessively challenging the academic year was for them. Anxiety continued to prevail throughout the year, as already scarce practicum placements pivoted almost entirely to online settings, the College of Teachers introduced a short-term Temporary Certificate to address pandemic-related shortages of supply teachers, and the Ministry of Education reinstated the previously dormant Math Proficiency Test (MPT). If ever there was a year for OTF to step up and advocate for TCs, this was certainly it, and we did so in as many forms and venues as possible.

As if there was not enough instability in Ontario's teacher preparation system, in April came the announcement of devastating cuts to programs and staff at Laurentian University. These program cuts, which represent more than a third of the University's overall offerings and include the cancellation of several of Laurentian's pre-service programs in both English and French, are a tremendous loss to students in the north for whom Laurentian University has been an important access point for post-secondary education.

Liaison Committee

The OTF Teacher Education Committee met three times this past year, with all meetings held remotely via Zoom due to COVID-19 restrictions. The meetings took place on September 26 and November 21, 2020 and April 24, 2021. In addition, the Committee was able to liaise informally during our annual Symposium, which was held on February 5 and 6, 2021.

The main items considered by the Committee this year included: the impact of COVID-19 on teacher education; the Math Proficiency Test; enrolment and teacher supply and demand; promoting the inclusion of content to address systemic racism and anti-Black racism in the pre-service programs; the impact of the new Temporary Certificate of Qualification; and ongoing questions about distance delivery of the programs both during and post-pandemic. At its November meeting, the Committee focused in particular on the growing tendency, both at faculties of education and among key education stakeholders, to conflate online delivery of instruction with innovative practice. Of additional concern was the fact that COVID-19 restrictions had led to many teacher candidates receiving insufficient or inadequate practice teaching opportunities. The Committee accordingly passed a recommendation urging the OTF Executive to consider potential actions that OTF and its Affiliates could take to ensure the integrity of Ontario's pre-service teacher education programs. The recommendation was approved by the Executive in December 2020 and the OTF/Affiliate Teacher Education Staff Work Group is now developing an action plan to address these concerns.

More detailed information regarding the work of the Committee can be found in the Teacher Education Committee's Annual Report, which will be presented later in this meeting.

Staff Work Group

Once again, this was an extremely busy year for the Staff Work Group, which met eight times over the course of the year. Much of the Work Group's time in the fall was spent preparing the program for our Symposium on Teacher Education which was, once again, jointly offered with the OTF Curriculum Forum. More details about the Symposium can be found below. Other items considered by the Work Group included: the Math Proficiency Test; our ongoing relationship with the Ontario Teacher Candidates' Council (OTCC); concerns regarding the short- and long-term impacts on pre-service programs in Ontario brought about by COVID-19; the importance of embedding anti-racism education into pre-service programs; ongoing challenges with enrollment in high-need subject areas and the impact this has on teacher supply and demand; a strike by support workers at the University of Ottawa; and the impact of the new Temporary Certificate of Qualification announced by the Government in December 2020.

In addition to the above, the Work Group spent substantial time at successive meetings developing three important pieces of work:

1. A document entitled *Federation Guidance for Associate Teachers During COVID-19*, addressing the responsibilities and reasonable expectations of Associate Teachers (ATs) supervising practicum placements during COVID-19. The document was circulated by OTF and the Affiliates to the membership in late October. The Work Group is equally concerned about ensuring that appropriate guidance and supports will be provided to ATs in the year ahead, since many teacher candidates in

their second year of the program next year will have received less practicum than in previous years, and much of their experience will have been in online environments rather than in classrooms.

2. The Work Group finalized its report on the research that OTF and the Affiliates conducted in the spring of 2019 entitled *Teacher Preparation and Success in Ontario*. Governors may recall that the main purpose of this research was to gauge beginning teachers' insights regarding various aspects of their pre-service teacher education experience. The report was to have been included as a chapter of a book to be published in early 2021 by the Canadian Association for Teacher Education (CATE), tracing the first five years of the expanded pre-service programs in Ontario. At the current time, the book's publication has stalled and this has delayed the release of our important findings.
3. A preliminary investigation was undertaken, at the request of the OTF Executive, examining potential actions that OTF and its Affiliates may consider to ensure the integrity of Ontario's pre-service teacher education programs. A confidential report was submitted to the Executive in May and work will continue to refine the action plan over the coming months.

Finally, the Work Group also came together at five external meetings – three with the Professional Affairs staff at the Ontario College of Teachers and two with the Ontario Association of Deans of Education. Highlights of these meetings are included later in this report.

Temporary Certificate of Qualification

OTF received word late on December 11, 2020 that the Ontario College of Teachers (OCT) had endorsed the creation of a Temporary Certificate of Qualification and Registration for teacher candidates (TCs). Supported through two new Regulations filed by the province in early January 2021 (Regulation 1/21 and 2/21), this completely unexpected initiative enabled TCs in their third or fourth semester to receive teaching qualifications prior to completing their Initial Teacher Education program of study. It was left to the judgement of each individual Faculty of Education to determine which TCs had met the eligibility criteria to apply for a Temporary Certificate. In principle, TCs were assigned to teach in the schools in which they were doing their practicum placements but, in practice, the Temporary Certificate allowed them to teach anywhere and to be recognized as dues-paying members of OTF and the Affiliates.

According to OCT, more than 1,500 TCs applied for Temporary Certificates in the first five days of this opportunity being made available, just short of the total pool of 2,000 that OCT initially projected would be eligible. By early June, more than 2,000 Temporary Certificates had been issued, with almost half of these already converted to a full Certificate of Qualification and Registration, as more and more TCs met their graduation requirements. As per the emergency legislation that enabled them, the Temporary Certificates are set to expire on December 31, 2021. Success on the Math Proficiency Test continues to be a condition that is placed on all certificates, including the Temporary Certificate.

Math Proficiency Test for Beginning Teachers

Despite the ongoing pandemic that wrought havoc on practicum placements throughout the academic year, and despite pulling teacher candidates (TCs) out of their pre-service programs to serve as emergency

occasional teachers, on April 29, 2021 the Ministry announced that it would move forward with its administration of the Math Proficiency Test (MPT). Beginning teachers were provided with 13 weeks, between May 10 and August 11, 2021, to pass the MPT or else they would lose their licenses by August 31. According to our calculations, the 27 English sessions and 3 French sessions scheduled per week, each with a maximum of 12 slots available per session, yielded a total of 4,680 slots (4,212 English and 468 French). This was a far cry from the 5,700 to 6,700 individuals who would need to pass the test by August 31, and did not take into account the many first-year TCs, internationally-educated teachers, labour-mobility applicants and others who opted to take the test during the free access period. It also did not make any provision for those who might need to take the test more than once in order to pass it.

On June 8, 2021, the Ministry announced that the deadline for passing the MPT would be extended to December 31, 2021, ostensibly to provide more time for TCs and practicing teachers to take and pass the test. A more plausible rationale was that the Government had been advised that the unreasonable deadline of August 31 greatly weakened its position in the legal case brought against the MPT by the Ontario Teacher Candidates' Council and that the Government risked having the MPT thrown out by the courts.

In an effort to support beginning teachers preparing for the MPT, OTF began offering a series of weekly webinars entitled *OTF Math Office Hours* on May 19, 2021. Sessions in French (*Heures de bureau*) quickly followed suit and were offered as of the week of May 24. In both cases, the webinars provided beginning teachers with an opportunity to ask questions about math concepts and procedures and to receive support from a teacher qualified in math. The sessions were scheduled every Wednesday afternoon/evening with each lasting approximately 90 minutes. Beginning teachers were able to log in at any point during the time slot and to attend as many sessions as they wished. All of the sessions were recorded and archived so that they could be accessed by members following the live events. We very much appreciated the large number of experienced teachers who offered their time to support these sessions. In total, we ran 15 sessions between May 19 and July 7 (eight English and seven French). Close to 600 beginning teachers participated in these sessions, and many expressed tremendous gratitude for the support offered by OTF.

Work with the Ontario Teacher Candidates' Council (OTCC)

This past year we continued to work with representatives of the OTCC. Governors may recall that, in April of 2020, the OTCC filed a motion for an injunction against the Ford Government's imposition of the Math Proficiency Test (MPT) requirement. This action forced the Government to delay the deadline for teacher graduates to pass the MPT by one full year (to August 31, 2020). Although the financial costs of pursuing legal action against the Ontario Government are high, the OTCC has continued pressing forward with its case. The OTCC's legal claim asserts that:

- The MPT is a breach of subsection 15(1) of the Charter of Rights and Freedoms. The MPT discriminates against minorities and limits the teaching profession to the white majority.
- The provincial government acted unreasonably in implementing the MPT. The test does not accomplish its intention of creating better math teachers as the test itself does not assess math teaching.
- The provincial government violated the principles of natural justice and the duty of procedural fairness in implementing the MPT without consulting teacher candidates.

At its December 2020 meeting, the OTF Executive approved a donation of \$5,000 to support the OTCC's ongoing legal challenge against the MPT. In May 2021, the Executive approved a further donation to the OTCC of \$10,000.

At the end of May, the OTCC informed us that a hearing date had been set for August 9, 2021, but that the Province had been given until the end of day on May 31 to agree to an earlier court date, sometime in the first half of July. According to our contacts at the OTCC, however, the extension of the MPT deadline to December 31, 2021 has since led to the court date being delayed until October 12.

Ontario Association of Deans of Education (OADE)

OTF met with the OADE on just four occasions this past year. In October and February, we attended the regular meetings of the OADE along with other stakeholder organizations including the College of Teachers, the Ministry of Education, the Ministry of Colleges and Universities and the Council of Ontario Directors of Education. In January, representatives from OTF and the Affiliates attended a special "Sharing Session" to discuss work that the faculties and stakeholder organizations are doing to address anti-Black racism. Finally, OTF had its once-yearly audience with the OADE on April 9. We used the opportunity to ask the Deans to share their assessment of how the 2020-21 academic year had gone, given the challenges experienced by teacher candidates and Associate Teachers during this unprecedented period. Time was also allocated to a discussion of the Math Proficiency Test, Temporary Certificates and plans for the year ahead. We articulated our strong preference for returning to in-person program delivery as soon as this becomes possible, and we raised concerns about continuing online delivery of programs post-pandemic. We also informed the Deans of our interest in engaging with them in a review of initial teacher education in Ontario. They indicated that they would welcome such a conversation and committed to getting back to us with next steps within the next month. To date, we have received no further word from them.

OTF/Affiliate Teacher Education and Curriculum Forum Joint Symposium

The Teacher Education Staff Work Group worked alongside staff responsible for the OTF Curriculum Forum to plan a joint Teacher Education Liaison Committee (TELC) and OTF Curriculum Forum (OTFCF) Symposium. This was the second year that the two groups came together at a single event and the outcome was, once again, a resounding success. This year's event entitled *Creating Conditions, Conversations and Collaboration for Equity, Diversity and Inclusion in Teacher Education – Collaborer, discuter et créer les conditions favorables à l'équité, la diversité et l'inclusion pendant la formation initiale*, was held on February 5-6, 2021. Due to the pandemic, the Symposium was held fully online.

As in previous years, the Symposium was by invitation only, open solely to: Federation Liaison Officers who serve on TELCs at the 13 Faculties of Education across the province, Deans of Education and Faculty members, Ontario teacher candidates, representatives of the subject and division associations that make up the OTF Curriculum Forum, and Federation staff and leadership.

A total of 194 people registered for the Symposium and, of these, 144 participants attended the opening session on the evening of February 5. The same number of participants were present once again the next morning when the Symposium reconvened, and there were still 134 participants at the close of the event.

The Symposium sought to provide a path for participants to move from intention to action, and to transition from being concerned observers to agents of real and lasting change. By all accounts, the program met its mark and was profoundly meaningful. Our four excellent keynote speakers - Rania El Mugammar, Jodie Williams, Nancy Rowe and Darlene Ciuffetelli Parker - all delivered on their promise to really push our learning deeper. The workshops led by ETFO, OSSTF, COPA, the Canadian Museum of Human Rights, and our Indigenous partners at the First Nations, Métis and Inuit Education Association of Ontario (FNMIEAO), were all of extremely high calibre. At the end of the day, Affiliate staff led a consolidation activity in which they asked all participants to commit to doing at least one thing differently after the Symposium was over, so that what we had learned and achieved together at the Symposium would not be lost.

PROFESSIONAL LEARNING

OTF Coding Connections - FEO synergie et codage

As Governors will recall, OTF worked last year in partnership with TakingITGlobal (TIG) Youth Association to develop a *Code to Learn* program. *Code to Learn* is a program funded by the Government of Canada, which offers free resources to Canadian students and teachers to help them learn coding, robotics, computational thinking and 21st century skills. *Code To Learn* focuses on learning to code and “coding to learn” by supporting activities in diverse subject areas and across broad curriculum goals.

The new OTF program, entitled *OTF Coding Connections - FEO synergie et codage*, launched in January 2020 and supported 24 teams of teachers who were located predominantly in rural, remote and Francophone school settings. The teachers engaged in collaborative learning projects exploring coding and computational thinking and worked over a period of 15 months to execute their projects. Despite the ongoing pandemic, which forced them to shift and reimagine their original plans several times over, a full 21 of the original 24 teams succeeded in completing their learning plans and activities this past April. We have finished posting the final project reports to our website so that the work of the teacher teams can be shared with our members across the province. We encourage Governors to view these impressive reports at: <https://www.otffeo.on.ca/en/learning/otf-coding-connections/otf-coding-connections/>

Since face-to-face meetings were not possible at any point during the project, and since most teams were unable to secure release time, the funding originally allocated was not completely spent by the project end date of March 31. OTF worked with the funder, Taking IT Global, to develop several additional activities to expend the residual project funds including webinars, summer learning institutes, a partnership with Ontario Tech University to offer our members an online learning experience, and a school-based project in the Durham Catholic District School Board, all exploring coding and computational thinking.

Ici on parle français

OTF received a small envelope of funding in July 2020 through the French as a Second Language-Labour Market Partnership (FSL-LMP). The funds, totalling \$7,500, were used to launch OTF’s *Ici on parle français* program in the fall of 2020. As conceived, *Ici on parle français* aimed to enable approximately 30 teachers

to access small grants of up to \$250 to pursue a wide array of FSL professional learning opportunities. Within just a few hours of advertising the program last August, we received over 160 applications and were ultimately able to provide funding to 37 teachers, with grants ranging from \$25 to \$250, to purchase teaching resources and to subsidize professional development opportunities.

To receive the funds, successful applicants were informed that they would need to complete a survey on their learning. The gathered survey results indicate great excitement and positive appraisal of this professional learning opportunity for teachers.

We are drafting the final project report and will be applying to the FSL-LMP for renewed funding to scale up the work undertaken this year so that we can expand the reach and impact of the project in the coming school year.

OTF Connects

OTF continued to offer webinars through our highly successful online professional learning program *OTF Connects*. For most of the past school year, we focused on webinars addressing three main topics:

1. Tools to recognize and combat racism and oppression, including anti-Black racism, anti-Indigenous racism, antisemitism, homophobia, sexism and other forms of marginalization;
2. Content, pedagogy and resources for teaching math and financial literacy at all levels of the system; and
3. Addressing democracy and voting rights in education.

From early November 2020 until late February 2021, we offered 26 webinars across these three areas, with a total of just under 1,500 participants.

In late April, using funding received through OTF's Coding Connections project, we launched a series of six additional webinars on the topics of coding and computational thinking. A total of 320 members participated in these sessions.

Porting of Content from TVO's Decommissioned TeachOntario Platform

In early November 2020, OTF was informed by our contacts at the Ontario Educational Communications Authority (TVO) that they had decided to "decommission" the TeachOntario platform. This was very disappointing, especially since the platform had been designed, named and populated primarily by Ontario teachers who had participated in the Teacher Learning and Leadership Program (TLLP). Not only did TVO take this decision without consultation with key education stakeholders, it also gave little consideration to the message their action would send to teachers working under the ongoing stresses of COVID-19. Additionally, taken in the context of decisions by the Ford Government to expand the mandate of TVO, and comments by Minister Lecce touting TVO as being "set to become a national leader in remote learning," the decision to remove a mechanism that TVO had explicitly co-created with teachers to promote teacher voice, choice and leadership was very troubling to say the least.

At the direction of the Executive, OTF wrote to TVO's CEO and Board of Directors early in the new year to express our disappointment regarding the decision to decommission the TeachOntario platform without prior consultation with education partners. We then made arrangements to transfer content, including the TLLP project descriptions and the TeachOntario Talks, from the TeachOntario platform to OTF's website. This work is complex and time consuming, as the original code for the content has not been preserved, and we had to rebuild the pages practically from scratch. This work is being undertaken by OTF staff and, although the pace is slow, we are hopeful that the end results will be worthwhile.

OTF Summer Institutes

As Governors are aware, OTF has a proud tradition of offering relevant and engaging professional learning opportunities to its members. OTF has routinely offered summer learning institutes to our members across the province on diverse topics of interest to teachers. Our schedule of 13 OTF Summer Institutes (Institutes) began the week of August 2 and concluded during the week of August 23. The decision to offer our professional learning program only in the month of August was made, in large measure, to allow teachers and educators a modicum of well-earned rest in the month of July as they cope with the stress and pressures of the past school year. When registration opened in mid-July, interest was swift and many sessions filled to the maximum capacity of 150 within days.

Rather than our usual face-to-face, two- to three-day, small-group format, this summer's Institutes were offered online via Zoom as a single full day or across two half-days to larger groups of teachers. This decision was in response to restrictions related to the ongoing pandemic. We engaged the services of Ruth Dawson, retired ETFO staff officer, to coordinate our summer professional learning program.

The theme of "Pathways and Possibilities" captured the range of topics, divisions and grade levels addressed in the Institutes. The complement of 13 Institutes included three commissioned Institutes addressing coding and computational thinking, funded through OTF's Coding Connections project. These three Institutes were facilitated by members of the Association for Computer Studies Educators (ACSE), the Educational Computing Organization of Ontario (ECOO) and the Ontario Association for Mathematics Education (OAME). All but one of the remainder of the Institutes were designed and delivered by the following provincial subject/division associations: Ontario Art Education Association (OAEA), The Association of Library Consultants and Coordinators of Ontario (TALCO), Arts Education Consultants of Ontario (ARTSECO), Council of Ontario Drama and Dance Educators (CODE), First Nations, Métis & Inuit Education Association of Ontario (FNMIEAO), Ontario Association of Junior Educators (OAJE), Association for Media Literacy (AML), Ontario History and Social Science Teachers' Association (OHASSTA), Science Teachers' Association of Ontario (STAO) and English Language Arts Network (ELAN of Ontario).

IGNITE Learning Event

In addition to the 13 Summer Institutes, we partnered with Ontario Tech University (OTU) to mount a virtual event entitled IGNITE Learning Event (IGNITE). This professional learning experience was developed for teachers and teacher candidates by OTU and was offered on the mornings of August 11 and 12, 2021. IGNITE participants were immersed in a multitude of virtual experiences, allowing them to explore the possibilities of coding and artificial intelligence in K-12 education. More specifically, OTU offered virtual tours of its STEAM-3D Lab, the Tech Playground and The Game Development Lab. In addition, OTU

teachers and students fielded questions from participants and provided insights about how multiple virtual technologies might be leveraged in the service of learning in K-12 classrooms. Finally, practical supporting materials and project ideas were provided.

The Institutes and IGNITE event were funded by both residual moneys from OTF's Coding Connections grant and from internal OTF budget lines.

OTF Parent Engagement

The Parent Engagement | Engagements des parents websites, with seven modules to support teachers in their interactions with families, guardians and caregivers, can be accessed at: www.parentengagement.ca (English) and www.engagementdesparents.ca (French).

OTF Planboard

OTF will not be renewing its service contract with Chalk.com, the Waterloo-based company behind the OTF Planboard platform, beyond November 2021.

POLICY and LEGISLATION

Broadly speaking, there continues to be less extensive and meaningful Ministry consultations with OTF on most files or issues.

Ministry of Education-Subject/Division Association meetings

The Ministry's Curriculum, Assessment and Student Success Policy Branch (CASSPB) and French-Language Teaching and Learning Branch (FLTLB) managed, this past school year, to secure 'political permission' to host both a fall and spring meeting (virtual) with the Subject/Division Associations. Notably, both meetings were scheduled outside of the instructional day. Prior to the fall meeting, the last time the Ministry had hosted such a meeting was April 4, 2018, under the previous Liberal government. In a marked departure from past practice, an official agenda was not circulated prior to either meeting.

Attendance at these meetings was healthy, averaging about 80 participants, which included numerous Education Officers from both the CASSPB and the FLTLB on the call. In addition to updates about the Ministry's new curriculum and resource digital platform, professional learning supports and its schedule for curricula revisions, the fall meeting provided more fulsome opportunities for feedback and consultation on the Ministry's plans for de-streaming the Grade 9 mathematics course.

Unfortunately, the spring meeting consisted mostly of stale-dated updates or a re-hash of what was already known. Following a series of rapid-fire updates, participants were divided into two Zoom break-out rooms, one for English-language participants and the other for French-language participants. Nearly the whole allotted time was taken up by Ministry staff sharing their slide deck on de-streamed

mathematics, which was long on the vision and rationale for de-streaming and short on implementation supports and resources. It is difficult to view the meeting as anything other than a carefully engineered and choreographed session, intentionally designed to minimize opportunities for real engagement and consultation. Post-meeting feedback, which Ian Pettigrew solicited from teacher participants, reflected their scathing indictment and rebuke of the content and process of the meeting.

Ministry-Faculties of Education Liaison Committee

This Committee was co-chaired this past school year by Jim Strachan and Christina Terzic (Ministry) and Mary Reid (OISE/UT). Lindy Amato represented OTF on the Committee and Ian Pettigrew represented Curriculum Forum members. While it has been customary for the Ministry to organize approximately four face-to-face Ministry-Faculties of Education Liaison Committee meetings each school year, this past year only three virtual meetings were scheduled (October 30, 2020, January 22 and March 26, 2021). Some of the key topics covered during these three meetings included practicum, curriculum review process, the Math Proficiency Test, Temporary Certificates, anti-racism and anti-discrimination education and virtual/remote teaching and learning.

Taken as a whole, representatives from the faculties were forthcoming about their successes and challenges; however, the same cannot be said of Ministry representatives. Too often, it was clear that Ministry staff had been directed to stick to politically-scripted updates and messages. Furthermore, promised updates were often not available between or at subsequent meetings.

Indigenous Education

OTF continued its important work of supporting Indigenous education and education for reconciliation throughout the past year. In the fall, we once again sponsored the annual Indspire National Gathering for Indigenous Education. This year's Gathering took place for the first time via a fully virtual format. Held on November 26 and 27, Indspire was an impressive accomplishment and pushed the restrictions of online interactions to their very limits. OTF hosted a virtual display table, along with our partners from the First Nations, Métis and Inuit Education Association of Ontario (FNMIEAO).

We included sessions on Indigenous education in our *OTF Connects* webinar series this year, and we also invited FNMIEAO to provide both a keynote presentation and a workshop at our Symposium in early February. We are extremely fortunate to be able to call upon our knowledgeable partners at FNMIEAO for these important professional learning supports.

In the spring, we participated in the annual pan-Canadian National Indigenous Education and Reconciliation Network Gathering (NIERNNG). Hosted this year by the British Columbia Teachers' Federation (BCTF), the virtual event was attended by key union, Ministry of Education and other education stakeholder groups from all provinces and territories who are doing work in this area. Since it was not possible to gather in person, the event was offered remotely over four weeks in May. In the coming year, the NIERNNG will shift to Ontario, and OTF and the Affiliates have been invited to co-host the event in Ottawa, along with Canadian Geographic.

Teacher Supply and Demand

French as a Second Language - Labour Market Partnership (FSL-LMP)

OTF's work in the area of teacher supply and demand continued this year primarily via our involvement in the French as a Second Language – Labour Market Partnership (FSL-LMP). This three-year project, managed by the Ontario Public School Boards' Association (OPSBA) and funded through a grant from the Ministry of Colleges and Universities, officially came to an end in late January. Over the life of the project, the main recommendations and actions centered around four main areas, sub-divided into two:

- Recruitment and hiring; and
- Retention and professional supports

The final Phase III report was similarly divided into the actions that were taken and recommendations for further action in the above areas.

Preparation of the final report of the FSL-LMP meant that meetings last fall were more frequent than usual. By the time the report was submitted, the partner organizations had determined that the work of the partnership would continue, even if funding did not.

In early May, OPSBA was informed that the Ministry of Education had approved additional funding to support efforts to mobilize the findings from the three-year FSL-LMP initiative and to share successful pilot projects in the coming year. Accordingly, OTF staff are in the process of developing a proposal for the consideration of the FSL-LMP to access some of this funding so that we can expand and strengthen our *Ici on parle français* project in the year ahead.

FSL Knowledge Hub

Related to our work on the supply and demand of FSL teachers, OTF responded to an invitation in February from York University's Glendon College to be part of a Knowledge Mobilization group formed around a new *Accelerator for Innovation and Best Practices in FSL Teaching and Learning*. Originally called the *FSL Hub / Pôle FLS*, and now operating under the name of *Camerise*, the Accelerator project is a large-scale initiative launched in 2019-20, in response to the current shortage of FSL teachers in Ontario, and funded by Canadian Heritage. Staff from OTF and the English-language Affiliates met twice with the leads of the *FSL Hub* and have agreed to engage with the project as it moves into its second year in 2021-22.

Shortage of French First Language Teachers

For the third year in a row, the Ministry's English-language Supply and Demand Working Group did not meet. Fortunately, AEFO and French First-Language (FFL) provincial stakeholder organizations continued to meet once again this year to discuss and move forward on actions to address teacher supply and demand challenges in the Francophone school system. The Working Group on the Shortage of Teachers in the French-Language Education System in Ontario created an extensive report examining the shortage of teachers in Ontario's Francophone schools, which was provided to the Minister early in the new year. After months of silence, the Minister finally announced, on June 17, a four-year strategy to recruit and retain Francophone teachers which will implement 32 of the 37 recommendations proposed by the Working Group. Unfortunately, the Minister has allocated just \$12.5 million to this goal. Moreover, while the Minister did not state which of the 32 recommendations would be implemented, he was clear that the one recommendation his Government would not be implementing is the cancellation of the Math Proficiency Test.

Letters of Permission (LOPs) and Temporary Letters of Approval (TLAs)

In the pre-Ford Government era, OTF used to receive correspondence from the Ministry's Field Services Branch each year in mid-December, informing us of the total number of LOPs and TLAs issued by the Ministry in the previous school year. In 2019, reports were not received from the Ministry until late July, and last year the reports were received in April. This year, after numerous emails to the Acting Director of the Field Services Branch, the letters reporting on the number of LOPs and TLAs issued in 2019-20 were finally received in late May.

The data for 2019-20 showed a marginal decrease in the overall number of LOPs issued, although there continued to be a concerning proportion of LOPs issued to the French language system (60% of the total number). In terms of TLAs, we noted a gradual increase in the number of TLAs issued for the fourth year in a row. As was the case last year, just under 80% of TLAs were issued to the English language system and just over 20% were in Francophone schools. In terms of the trends:

- The number of teacher LOPs issued for 2019-20 sits at 760, down from 916 in 2018-19, but up from 723 in 2017-18 and well above the 518 issued in 2016-17.
- The number of ECE LOPs issued in 2019-20 was 49, down from 52 in 2018-19, but up from 40 in 2017-18 and well above 38 in 2016-17.
- The number of TLAs issued in 2019-20 was a staggering 1,434, up from 1,319 in 2018-19, 1,166 in 2017-18 and 821 in 2016-17.

Other sources of information

We continued our efforts to collect admission information once again this year from the province's faculties of education, but by the end of the academic year we had still not received responses from all faculties. The missing information makes it quasi-impossible for us to draw sound conclusions about the impact of admissions at faculties of education on projected supply and demand patterns. We know anecdotally, and also from the most recent Transition to Teaching (T2T) study released in February by OCT, that there are substantial pressures on schools to fulfil demand for qualified teachers. This has, of course, been exacerbated during COVID-19, but currently we are missing hard facts about the numbers in specific divisions and subject areas. To help avoid this same situation from occurring next year, OTF staff are working on developing an easy-to-administer and easy-to-fill-out survey instrument, which we will ask our contacts at the faculties of education across Ontario to complete early in the 2021-22 academic year.

Ontario Human Rights Commission (OHRC) Education Advisory Group

Since the spring of 2020, OTF has had a staff representative on the OHRC's Education Advisory Group (EAG). Although the work of the EAG was originally anticipated to take one year, with meetings held every two to three months, the meetings have been less frequent and the timeline appears to have been extended. This year, the EAG met just twice – once in September and once in June.

The main work of the EAG to date has centered around four main areas:

1. OHRC's Right to Read Public Inquiry;

2. Work on a human rights lesson plan package with the Ontario Justice Education Network (OJEN) to be used in the Grade 10 Civics course;
3. Analysis of the report on systemic racism at the Peel District School Board; and
4. Concerns about the impact of school closures due to COVID-19 on OHRC-designated groups.

Significantly, publication of the report of the OHRC's Right to Read Inquiry, originally expected to be released this spring, has been delayed until the fall of 2021. As Governors may recall, the Right to Read Inquiry was announced in October 2019, and is based on the tenet that learning to read is a basic human right and that all students in Ontario's publicly funded school system should be availed of that right. The concern articulated by the OHRC through its large-scale public inquiry was that Ontario's public education system may be failing to meet the needs of students with reading disabilities. As part of the Inquiry, the OHRC aimed to assess whether the approaches currently used by school boards to teach and remediate reading skills are based on scientific evidence of what actually works. Information was gathered from eight school boards, the Ministry of Education, Ontario's 13 faculties of education, education stakeholders, and the public at large. The resulting report and recommendations from the Inquiry are expected to call for significant and extensive changes to school curriculum, teaching practices, and teacher preparation.

Literacy Alliance of Ontario

In late April, OTF and Affiliate staff were invited to attend a meeting with a newly-created organization, the Literacy Alliance of Ontario (LAO). The LAO is interested in working with OTF and its Affiliates to address changes to the teaching of reading and to bring about improved professional learning experiences for teachers and teacher candidates, both of which they believe will emerge from the forthcoming report and recommendations of the OHRC's Right to Read Inquiry. At the meeting in April, LAO representatives expressed their belief that without the buy-in of the profession, as represented by teacher unions, the needed changes to reading instruction in our schools will simply not occur.

ONTARIO COLLEGE OF TEACHERS

Registrar's Reports to the Transition Supervisory Officer (TSO)

In the absence of a Governing Council, the Registrar will be making quarterly reports to the TSO. The Registrar's second report to the TSO, dated June 3, 2021, and the Financial Report, dated March 31, 2021, were made available to the public on the College's website on June 30.

Letters to the Minister of Education were also included as part of the Minutes of the meeting between the Registrar and the TSO. Of note, the TSO is requesting a change to the name of the Ontario College of Teachers and to the size of the new Governing Council, from the originally proposed 18 down to 12.

The TSO, acting as the Council, is proposing that the new name be the **Ontario Teaching Regulator** (OTR) in English and **Organisme de réglementation de la profession enseignante de l'Ontario** (ORPEO) in French. The TSO is also suggesting that the new Governing Council be composed of (a) six persons who are members of the College and who are appointed by the Council in accordance with the regulations from among the list of nominees prepared under clause 15.2 (4) (a) by the Selection and Nominating

Subcommittee, and (b) six persons who are not members of the College and who are appointed by the Lieutenant Governor in Council in accordance with the regulations.

Transition to a new Governing Council

One of the letters to the Minister of Education outlines draft regulations to implement the governance and student protection amendments introduced into the College of Teachers Act in December 2020. The College is hoping that these regulations are finalized and filed by the end of June to allow for successful transition following their current timelines. Governors may be interested to know that the proposed terms on Council will be 2 years with half of the first Governing Council appointed for 1-year terms. Members of the profession appointed to the new Governing Council may not have held elected, appointed, or employed positions in the previous three years, at any level, in 13 associations (including OTF and the four Affiliates).

Mathematics Proficiency Test Notation

The TSO has approved a bylaw amendment and a regulatory amendment to allow for a notation, indicating successful completion of the Mathematics Proficiency Test, to appear on the public register and on certificates of qualification and registration, respectively. This change was requested by the Ministry of Education to ensure transparency and accountability regarding the test. The College and the Ministry will work to develop the necessary regulatory changes to the Teachers' Qualifications Regulation (TQR). The bylaw amendment will take effect once the regulatory amendment to the TQR is filed.

College Finances

The first quarter finance report of 2021 shows College revenue well within normal collection expectations, while spending is trending less than in a normal first quarter. In terms of the College's expenditure experience, the realities of the COVID-19 pandemic lockdowns continue to have an impact. The overall impacts of the pandemic on College spending patterns are expected to continue and to be reflected in the College's report for the second quarter.

Discipline Matters

The Registrar's report contained the following statistics for the period January 1 to March 31, 2021.

Compared to the same period in 2020, there was a significant decrease in the number of complaints originating from members of the public (26.6% / 66 v. 90) and the number of complaints originating from the Registrar (including employer notifications) (32.4 % / 75 v. 111), and a decrease in complaints from members of the College (12.5% / 14 v. 16).

A total of 303 complaints were brought before the Investigation Committee in 2020. Of those, 65 (21%) were referred to the Discipline Committee. The Discipline Committee was able to address 26 cases between January 1 and March 31, 2021, of which only 1 was found not guilty, with 5 revocations, 12 suspensions, 6 reprimands and 2 resignations.

Sexual Abuse Prevention Program

The College is continuing its work on the development of a Sexual Abuse Prevention Program (SAPP) for members. Program planning work to support a January 2022 implementation date is ongoing. Activities have included the development of draft regulatory and policy recommendations for the Ministry of Education to support the SAPP as a certification requirement, and a certificate notation to appear on the public register and on member Certificates of Qualification and Registration. A request for proposal has gone out to potential vendors for the development of a learning management system to build program content, integrate existing College resources, and deliver the program. The College is updating processes and operations to ensure that delivery of the program occurs as scheduled. This will also involve updates to a variety of individual member resources and the deployment of a comprehensive member and stakeholder communication strategy.

Therapy and Counselling

The Registrar's report to the TSO indicated that there have yet to be any applications for the Therapy and Counselling Funding Program (Program) for students who have been a victim of sexual abuse, a prescribed sexual act or a prohibited act of child pornography perpetrated by a member, as set out in the OCT Act.

The TSO has approved changes to the policy that governs the funding of the Program. The first change to the policy removes a requirement that funding can only be provided for acts of misconduct that occurred on or after January 1, 2020. The maximum cap for funding under the policy was also amended to reflect an increase in OHIP funding for counselling upon which the cap is based. Communication and application materials for the Program have been amended to reflect both changes.

The College will begin actively promoting the Program, to those who may be eligible for funds, through several strategies and partners in the complaints process. Given the sensitivity of the subject, the age and nature of the victims, and the indirect contact the College may have with potential claimants, the College has developed materials that could be provided to partners (such as school boards and police services) for sharing with complainants. College staff also plan to improve program awareness through information in *Your College and You*, letters to Directors of Education, and presentations at school boards.

Inter-Staff Meetings

As Governors are aware, staff from OTF and the Affiliates interact with staff at the College via two sets of "inter-staff" meetings – one for Professional Affairs staff and the other for staff engaged in issues pertaining to Investigations and Hearings. The Professional Affairs meetings generally include OCT staff from the Standards of Practice and Accreditation (SP&A) and Membership Services Departments. This group usually meets twice a year, but this year met on three occasions – October 27, 2020, February 9 and June 1, 2021. There has been a turnover of staff in the SP&A Department and this, together with the appointment of the new Registrar, spurred an interest in meeting more frequently this year. Not surprisingly, the main areas of focus at our meetings in the latter part of the year were the Temporary Certificate and the Math Proficiency Test, as well as ongoing accreditations of faculties of education.

In mid-September, OTF and Affiliate staff participated in a provincial consultation launched by the College and provided feedback on the content, stance, pedagogies and learning experiences to be included in the new Additional Qualification (AQ) course related to Anti-Black Racism. In March and April, OTF and

Affiliate staff also participated in a number of additional consultations launched by the College in the area of professional affairs including:

1. Foundations of Professional Practice – Feedback through an Anti-Oppression Lens;
2. Teaching and Learning through e-Learning AQ;
3. Survey on the Name of the Teaching LGBTQ Students AQ; and
4. Two invitations from the College to review Additional Qualifications guidelines in the areas of American Sign Language (ASL) as a Second Language, Teaching Onondaga, Teaching Tuscarora, Junior Education, Teacher Librarian and the Integrated Classroom.

On May 18, staff from OTF and the Affiliates met with College staff from the Investigations and Hearings (I&H) Department. Some of the topics discussed included: departmental processes of interest to the inter-staff representatives, settlement offers, costs, the process of scheduling hearing dates, redirection from the Discipline Committee to the Fitness to Practise Committee, therapy and counselling program update, undertakings, OCT-principals' councils project, new reporting obligations for College members, offences and charges, and I&H caseload statistics.

CURRICULUM and ASSESSMENT

Ministry's Curriculum Review Schedule and Process

OTF pressed Ministry staff this year on the absence of direct and meaningful consultations with OTF, its Affiliates, Subject/Division Associations and frontline teachers about revised curricula that were released last school year, to underscore our concerns about the lack of transparency with the timelines and process for curriculum review going forward this year. The Ministry set an already ambitious schedule and timeline for the review of multiple curricula. However, in addition to those it signalled would be undergoing review, it added still others over the course of the school year. In August 2020, the Ministry of Education had issued an invitation to provide feedback on the current iterations of each of the following curricula: Science and Technology (Grades 1-8), Science (Grades 9-12), Technological Studies (Grades 9-12) and Computer Studies (Grades 10-12). At every turn, we have challenged leadership and staff at the Ministry about the lack of transparency about its curriculum review process and the unfeasible timelines for feedback, release and implementation.

Business Studies (Grades 9-12)

We learned in late November 2020 that Business Studies had been added to the schedule of curricula to undergo review. Again, according to the latest status update, it remains in the preliminary information gathering phase.

Civics and Citizenship (Grade 10)

We learned in late April that the Grade 10 Civics and Citizenship curriculum was being added to the list of curricula undergoing review. As part of its preliminary information gathering phase of the curriculum review process, the Ministry invited feedback by May 21, 2021 on the existing Civics and Citizenship curriculum via an 11-question (12 in French) online survey. The OTF Curriculum Staff Work Group prepared and submitted a joint submission on behalf of OTF and three Affiliates (AEFO, OECTA, OSSTF).

The Ministry contracted writing teams to draft revisions throughout the summer. We can anticipate that a draft version will be made available for feedback sometime this fall.

Computer Studies (Grades 10-12)

This curriculum is currently still in the preliminary information gathering phase of the curriculum review process. Anticipated mandatory implementation and release dates are unknown.

Indigenous (Native) Languages (Grades 1-8)

We learned in the late spring that the Ministry continues to work on this curricular area. This curriculum has languished in the curriculum review process since well before the Ford government took office in 2018. No specific timelines for subsequent phases of the review of this curriculum have been shared and anticipated mandatory implementation and release dates are also unknown.

Mathematics Curriculum (Grades 1-8)

After repeated requests from all quarters, and a mere three days before the beginning of the winter break, the Ministry finally released a memo attached to which were two short documents that identified where educators could find Ministry resources that supported both remote learning and the implementation of the new elementary math curriculum. Most of these “just-in-time” and “wrap-around” supports, as the Ministry refers to them, had been promised months earlier. The tardy release was concerning given that mandatory implementation began months earlier in September 2020.

Mathematics Curriculum (New, De-streamed Grade 9)

Effective September 2021, the Ministry is ending the practice of streaming students in Grade 9 into applied and academic mathematics courses. The de-streaming of the Grade 9 math curriculum is the first step towards further de-streaming in other curriculum areas, the rationale for which was to eliminate systemic barriers to students pursuing the pathway of their choice after their K-12 education. This decision precipitated a review of the Grade 9 mathematics curriculum.

The Ministry had signalled that it would work with school boards to transition students into the new de-streamed Grade 9 math program. The initial consultation with OTF and its Affiliates was a brief 30-minute teleconference in December 2020, organized by Yael Ginsler, Assistant Deputy Minister-Student Achievement Division, and Patrick Case, Assistant Deputy Minister-Education Equity Secretariat. This was followed by an invitation in late January 2021, only eight months before mandatory implementation was slated to begin, to participate in the Ministry’s curriculum review process for the new de-streamed curriculum and course. The Ministry was only able to provide the curriculum context (front matter) and overall and specific expectations. Ian Pettigrew coordinated the preparation of an OTF/All-Affiliate joint response through the OTF Curriculum Staff Work Group. It is worth noting that Ian and his Affiliate staff colleagues were required to sign individual non-disclosure agreements with the Ministry prior to gaining access to a copy of the draft curriculum.

The joint feedback, submitted in early February, underscored the deficits in the Ministry's handling of the release and implementation of the revised mathematics curriculum (Grades 1-8) in September 2020 as a signpost of what would occur if the same approach were used this time around. On March 31, 2021, OTF participated in a Ministry-sponsored education stakeholders’ virtual de-streaming roundtable. The purpose of the roundtable was to solicit feedback on goal two (of three) contained in the Ministry's *A Guide to De-streaming for Board Leaders* (January 2021 DRAFT). The discussion parts of the session were conducted via Zoom break-out rooms with small groups of participants facilitated by Ministry staff and note recorders. During the break-out room discussion, to which Ian Pettigrew (OTF) and Lamia Sabbagh

(OSSTF) were assigned, it became clear that the Ministry was not really interested in hearing, especially from federation and union representatives, about potential implementation challenges and implications that members might encounter in their efforts to operationalize the de-streaming policy.

Nevertheless, two weeks after the roundtable session, the Ministry invited OTF and its Affiliates to provide any additional perspectives and feedback about the de-streaming roundtable and, more specifically, about the draft *Guide to De-streaming for Board Leaders*. Ian Pettigrew coordinated the assembly of an OTF/All-Affiliate bilingual joint response entitled “Navigating De-Streaming: OTF and Affiliate Feedback on the Ministry of Education’s *A Guide to De-streaming for Board Leaders*” | Comprendre le décloisonnement - Commentaires formulés par la Fédération des enseignantes et des enseignants de l’Ontario et les filiales sur le *Guide sur le décloisonnement à l’intention des leaders des conseils scolaires du ministère de l’Éducation*. The joint submission contained six recommendations which focused attention on concerns related to implementation and training for frontline teachers and educators who are tasked with operationalizing the de-streaming policy.

Finally, on June 9, the Ministry released the new Grade 9 de-streamed Mathematics course (MTH1W). Of note and concern regarding its content was the absence of any sample problems, examples of real-world contexts, sample teacher prompts or sample student answers to accompany the specific expectations. These staple facets of curriculum documents, which teachers have come to expect, have helped teachers both to interpret and animate the curriculum and support teachers’ program and instructional design (including assessments and evaluations) and delivery. To be sure, the absence of these samples and examples was a significant missed opportunity to support educators during the implementation phase.

This time around, the Ministry did provide two helpful resources on its digital curriculum platform that provide some important contextual information for teachers: a Grades 7-8-9 Alignment Chart which is effectively a scope and sequence for those three grades, and a Key Changes Chart which identifies what is the same, modified, removed or added to the new Mathematics curriculum. A technical briefing for school board staff was held on June 15 (and repeated on June 16) for English-language school boards and June 17 for French-language school boards. The Ministry has also insisted that further implementation supports and resources will continue to be developed and made available throughout the fall of 2021 and the balance of the 2021-2022 school year. Direct training and professional learning opportunities through webinars are among some of the promised supports.

The release of the new, de-streamed curriculum 20 days prior to the end of the school year, a year plagued by so many challenges related to the COVID-19 pandemic, will mean teachers will be faced yet again with unreasonable and compressed preparation timelines as they try to acclimatize to changes both in content and pedagogical approach slated to start in a few weeks’ time.

Science and Technology Curriculum (Grades 1-8)

The last word from the Ministry was that it was synthesizing research gleaned from benchmarking and jurisdictional scans as well as reviewing work completed to date by contracted curriculum writers. In addition, consultations with industry and Indigenous partners as well as academics began on June 9. Anticipated mandatory implementation and release dates are unknown.

Science (Grades 9-12)

Like its elementary cousin, this curriculum is currently still in the preliminary phases of the curriculum review process. The Ministry is synthesizing research gleaned from benchmarking and jurisdictional scans

as well as referencing work previously completed by contracted curriculum writers. Anticipated mandatory implementation and release dates are unknown.

Social Studies (Grades 1-3)

We also learned that the Ministry is co-developing, with Indigenous partners, ways to incorporate more content about Indigenous peoples' contributions, the residential school system, and treaties in this curriculum. According to a Ministry call-out this past spring, contracted writing teams were to be working on these updates the week of July 12.

Technological Education (Grades 9-12)

This curriculum is currently still in the preliminary phases of the curriculum review process. Ministry staff are synthesizing research gleaned from benchmarking and jurisdictional scans and processing work previously completed by contracted curriculum writers. Anticipated mandatory implementation and release dates are unknown.

Updates to the Ontario Secondary School Diploma (OSSD) Graduation Requirements

The Ministry has been refreshing the OSSD graduation requirements this summer with a view to sharing a revised document in the fall on Ontario.ca. In part, the revision was fueled by the Ministry's addition, earlier this spring, of American Sign Language as a Second Language, Level 1, Open (LASBO) and Langue des signes québécois (LSQ), langue seconde, niveau 1, ouvert, (LSQBO) curricula as options for Ontario students.

OTF Curriculum Staff Work Group

The Work Group welcomed two new Affiliate staff members to its ranks this year: Rémi Sabourin (AEFO) and Belinda Russo (OECTA).

Work Group discussions this school year were largely focused on events tied to the COVID-19 pandemic that propelled teachers and educators into the sphere of online teaching and learning to an unprecedented degree. Those same circumstances that dictated a need for emergency, distance learning have surfaced real, numerous and ongoing challenges for teachers and students alike. The Work Group remains concerned that emergency online or virtual learning may have longer-term, post-pandemic implications for Ontario's publicly funded education system. Among those concerns is the spectre of a deeper intrusion of educational technology (EdTech) companies.

At the direction of the OTF Executive, the Work Group developed a proposal for an OTF/Affiliate evidence- and research-informed position paper on the well-being and pedagogical implications of online/virtual teaching and learning. The Work Group has engaged the services of Dr. Lisa Bayrami as the project's lead researcher. Dr. Bayrami and the Work Group have continued to confer this summer as she progressed in her work. A draft of the research paper is anticipated this fall with completion of a final version expected by late fall or early winter. The paper will be one tool that OTF and its Affiliates may be able to leverage as an antidote to the Ford Government's poisonous erosion of publicly funded education and its desire to entrench online learning as a permanent fixture of education.

The Work Group produced and submitted to the Ministry, in October 2020, an OTF-All-Affiliate submission entitled: *A roadmap for renewal: Revisiting the curriculum review process in Ontario / Une feuille de route pour le renouvellement : Revoir le processus de révision du curriculum en Ontario*, that included ten constructive recommendations. The submission was subsequently shared with members and the public via OTF's communication channels. The paper articulated a clear political message about, among other facets, the definition of a transparent and genuinely consultative curriculum review process, the establishment of realistic timelines for the release of, and the parameters of an effective implementation plan for any future revised curricula. Coincidentally, the annual report of the Office of the Auditor General - Ontario (AG), released in December 2020, underscored some of the very same criticisms contained in our joint submission. At the very least, the AG's findings were an affirmation and vindication of our perspectives and concerns.

OTF Assessment Staff Work Group

The Work Group welcomed new Affiliate staff member Julie Millan (ETFO) to its ranks. The Work Group met numerous times this past year. It has been monitoring both provincial, national and international developments with respect to the digitization of assessments, something that has accelerated as a result of the COVID-19 pandemic. However, among its most important accomplishments was the development of a three-year strategic plan to guide its work on matters germane to assessment, evaluation and reporting (AER) in Ontario. The strategic plan will support the Work Group by:

- crystalizing common or consensus positions on assessment, evaluation and reporting matters;
- engaging with, and leveraging the expertise of, provincial, national and international experts engaged in assessment and evaluation research, including large-scale assessment, to bolster our common AER positions;
- surfacing actionable ways to try to influence assessment, evaluation and reporting policies and practices;
- identifying and executing strategies and methods to magnify and amplify the reach of our assessment, evaluation and reporting messages to different audiences; and
- identifying effective strategies and resources to bolster teachers' and educators' assessment literacy and confidence.

In concert with Affiliate communications staff, the Work Group also produced a joint OTF/All-Affiliate media release calling on the Minister of Education to direct EQAO to cancel the pilot test of the online OSSLT/TPCL. While the Minister remained intransigent and did not bow to public pressure, the release did garner media attention and did help to encourage numerous school boards to publicly announce that they would not be participating in this year's OSSLT/TPCL pilot test. Though not an exhaustive list, some of the school boards that declined to participate included: Durham, Hamilton-Wentworth, Kawartha Pine Ridge, Ottawa-Carleton, Peel, Toronto Catholic, Toronto, Trillium Lakelands, Waterloo Region, York Catholic and York Region.

Education Quality and Accountability Office (EQAO)

Meetings of the OTF President with EQAO Board Chair Cameron Montgomery

Following a practice that began in the 2019-2020 school year, OTF President Parker Robinson met (virtually) twice this past school year with EQAO Board Chair Cameron Montgomery. The purpose of these

meetings has been to request updates from, and keep tabs on, the agency's trajectory. Among the topics and concerns raised in the meetings were assessment administration plans in the 2020-2021 school year, the Math Proficiency Test, plans for computer-based assessments, tenders from private companies to develop the next generation of large-scale assessments, and equity and inclusive education. While the tone of the two meetings was respectful, it remains clear that the Chair's desire is to encourage EQAO to flourish and to position itself as an international powerhouse of research and a pioneer in the area of digitized assessment.

EQAO Advisory Committee (EAC)

Although the EAC usually meets several times each year, the EQAO only called two EAC meetings this past year, one in October 2020 and a second in February 2021. Prior to the October meeting, the EAC had not met since May 2019. The October meeting was the first one since Laurie McNelles was installed as Chief Operating Officer (COO) and Joanne Rinella as Chief Assessment Officer (CAO). The primary purpose of the meetings was to share, and solicit feedback on, the broader strategic direction of the agency and to provide the latest information about the 2020-2021 pilot projects/field tests of the online Grade 9 mathematics assessment and the Grade 10 Ontario Secondary School Literacy Test (OSSLT) | Test provincial de compétences linguistiques (TPCL).

EQAO Strategic Plan

We learned that, for the first time, EQAO's strategic planning would be shared publicly. The strategic direction plan, with supporting goals, was framed around four pillars: student success/well-being; global competencies and social conditions/determinants; truth and reconciliation/equity and inclusion; internal capacity/external partnerships, mandate and values. The agency is focused on ensuring its relevance in the 21st century via its modernization strategy which sees it embracing multi-staged, digitized assessments and positioning itself as more agile and responsive to students' day-to-day classroom experiences. Further, the agency sees itself as being a key tool in teachers' assessment toolboxes.

Grade 9 Mathematics Assessment

Vretta™, the current vendor under contract for the Math Proficiency Test, was tasked with developing the platform for this year's pilot project/field test of the adaptive, multi-stage online Grade 9 mathematics assessment. The pilot of the online version of the Grade 9 mathematics assessment did not simply replicate previous pen-and-pencil versions. It was a multi-stage, computer-based, adaptive model (msCAT). Citing concerns about security, privacy and supports for students with special needs, among others, the Grade 9 math field test was administered only to students attending school in person. The administration of the assessments began in November 2020 and carried through to June 2021. If a student and their teacher agreed, the results of the EQAO Grade 9 mathematics assessment could be used as part of the student's summative course evaluation.

Grade 10 OSSLT/TPCL

Unlike the Grade 9 mathematics assessment, the online pilot OSSLT/TPCL was not a multi-stage, adaptive model. As per the Education Minister's direction, the graduation requirement was waived for all Grade 12 students graduating in 2020-2021. Another substantive change is that students may opt to take the OSSLC without having first attempted the OSSLT. The pilot version was framed as helping EQAO refine its questions and test the online platform. EQAO also piloted a student questionnaire based on a Math Attitude and Perceptions Survey (MAPS) developed in B.C. The questionnaire is designed to identify students' attitudes and perceptions about learning mathematics and will also include domains or constructs such as confidence, interest and grit.

During the two meetings, EAC members advocated for not subjecting the system to any secondary-focused large-scale assessments this school year, given the unprecedented and ever-evolving pandemic and the incredible burdens this was already placing on staff, students and their families. Also raised was the disconnect and dissonance between EQAO's assessments and modern pedagogy and best assessment practices. EAC members also reiterated concerns about the possible negative consequences of collecting identity-based information from students who already feel marginalized or for those whose data has been historically abused or misused. Notwithstanding the various comments by the Chair, COO and CAO sympathizing with the additional burdens on the system stemming from the pandemic, the agency is tone-deaf to pandemic realities on the frontlines.

EQAO Assessments in 2021-2022

In May, the system learned that EQAO assessments in the coming 2021-2022 school year will be as follows:

Grade 3 and 6 Reading, Writing and Math Assessments

Regular EQAO assessments will resume. However, only students in Grade 3 and 6 attending in-person learning will participate in the online EQAO math, reading, and writing assessments.

Grade 9 Mathematics Assessment

Only students enrolled in Grade 9 mathematics and attending in-person learning will write the Grade 9 math assessment. Results of this assessment may count towards up to 10% of the student's final mark.

Grade 10 OSSLT/TPCL

Students graduating in the 2021-2022 school year will be exempt from the literacy graduation requirement. The literacy graduation requirement will be restored for students graduating in the 2022-2023 school year. Students in Grades 10 and 11 and non-graduating students, including those who are learning remotely, will be required to work towards the literacy graduation requirement, either through participating in the OSSLT/TPCL or the Ontario Secondary School Literacy Course (OSSLC). Furthermore, students in Grades 10 and 11 and non-graduating students may enroll in the OSSLC without having first had an unsuccessful attempt at the OSSLT/TPCL. EQAO will also provide a fall 2021 administration of the OSSLT/TPCL in addition to its customary spring administration (in 2022).

For all EQAO assessments, students who are learning remotely and wish to participate in the assessments can, at the discretion of the school board, attend in-person for the purpose of participating in the assessment provided that all applicable health and safety measures can be met.

International Large-Scale Assessments

Only two international large-scale assessments were originally scheduled to be administered this school year: the Progress in International Reading Literacy Study (PIRLS) and Programme for International Student Assessment (PISA).

PIRLS

The IEA sponsors PIRLS which is administered in five-year intervals. PIRLS focuses on assessment of achievement in reading authentic literary and informational passages among nine-year old students. Ontario last participated in 2016. The next administration date was scheduled for spring 2021, however

the pandemic had an impact on sampling/administration/data collection and thus its administration was delayed until the fall of 2021.

PISA

A limited field-test of PISA, sponsored by the Organisation for Economic Co-operation and Development (OECD), was also originally scheduled for 2021. Its administration was deferred to 2022 due to the pandemic. Mathematics will be the major domain of PISA 2022 and will also include a new assessment of creative thinking.

The shift in administration dates is only a brief reprieve. PISA has proved low-hanging fruit for educational policy- and decision-makers. Its results have become a proxy measure for determining the health and effectiveness of education systems. High-stakes large-scale assessments continue to represent “shiny objects” which are perceived by some in decision-making positions to offer accurate and objective barometers of student achievement and attitudes. In too many jurisdictions, these external assessments are valued as accountability mechanisms which feed the educational equivalent of an arms race among countries and contribute to a damaging culture of testing in schools.

WELL-BEING and MENTAL HEALTH

Ontario Coalition for Children and Youth Mental Health

The Ontario Coalition for Children and Youth Mental Health (Coalition), of which OTF and its Affiliates are members, unites education, mental health, community, and health sectors to promote the priority of social and emotional well-being as a part of healthy child development in Ontario. The only meeting of the Coalition this past school year was held virtually in November 2020. A unanimous refrain from Coalition members was the concern about burnout (reduced “personal bandwidth”) and compassion fatigue of frontline mental health workers, teachers and educators stemming from trying to support others to be able to cope with the pandemic, often with insufficient resources and training. Teachers were acknowledged by Coalition members as being among the most frequent, and important, caring adults with whom students across Ontario have daily interactions. Also underscored was the fact that students are experiencing an increased sense of isolation either because of full withdrawal from school (homeschooling, private tutoring) or because of a transition to fully at-a-distance online learning. Clearly, evidence from many quarters reinforces the fact that mental health and well-being issues and concerns both for staff and students increased due to the move to online teaching and learning. Furthermore, the pandemic was seen as exacerbating pre-existing, pre-pandemic issues such as inequities in access to, and affordability of, broadband among others.

Health and Safety Work Group

The OTF Health and Safety Work Group last met on June 3, 2021, and its next scheduled meeting is in the early fall. The Work Group continues to discuss a range of topics that impact the education sector including: the Workers’ Health and Safety Centre (WHSC), addressing workplace violence, the Provincial Working Group on Health and Safety, and the sharing of recent Ministry of Labour Orders and related decisions. The Work Group has also been working with the WHSC on a French translation of Part 1 and Part 2 Certification geared towards the education sector, as well as the sponsorship of an Instructor Training Course.

PENSION

2021 Plan Valuation Filing

As Governors will recall, the OTPP finished 2020 with a total-fund net return of 8.6% and net assets of \$221.2 billion (as at December 31, 2020), a \$13.8 billion increase from a year earlier. As at January 1, 2021, the Plan was 103% funded (the eighth consecutive year of full funding), with a preliminary surplus of \$8.5 billion, based on an average contribution rate of 11% and 100% inflation protection being provided on all pensions. These results were calculated using a real discount rate of 2.45%, which is 15 basis points lower than the 2.60% real rate used in last year's (2020) filed valuation.

Upon confirmation that the Government Partner was agreeable to a filing, on April 28, 2021, Governors endorsed an OTF Executive decision to file a 2021 funding valuation with the surplus classified as a contingency reserve. This reserve will enhance the ability of the Plan to maintain its current level of benefits and to protect against future contribution increases and/or having to invoke conditional inflation protection. The next required filing (triennial filing required by the *Pension Benefits Act*) will not be due now until 2024.

Pension Forum

The 2021 Pension Forum was moved to a virtual event on the afternoon of May 20, with the theme "On the Path to Net Zero". A very successful and well-attended event hosted by Jeff Barber, OTF acknowledges the efforts of Deborah Ng, Hilary Brown and their OTPP colleagues for their invaluable assistance in helping to organize and participate in this year's Forum.

Plan Amendments re: Buybacks for Reduced Workload due to Childcare or Disability

OTF staff continue to meet with OTPP and Ministry of Education staff with the goal of amending the Plan terms to allow for pension credit buybacks for periods of reduced workload due to childcare or disability.

OTPP Orientation

An orientation event for new Governors and Affiliate pension officers will be held on a future date, hopefully at OTPP's offices, to cover an overview of the Plan, its governance, Member Services and Investment Divisions, and a review of how enterprise risk and responsible investing are managed at OTPP.

INTERNATIONAL ASSISTANCE

Later in this meeting, you will receive a report from the International Assistance Committee and enjoy a short visual presentation on the work the Committee has accomplished this year. As always, the Committee came together on two occasions to consider funding proposals – once in December and once in June – with both meetings held via Zoom, rather than in person, due to COVID-19. Despite the

pandemic, we nevertheless received 237 requests for project assistance this year, and were able to provide at least partial funding to a full 186 of these. The approved projects included three funded under our UN Focus Fund dedicated to the Decade for Action on Water for Sustainable Development and three funded under the UN 2020 International Year of Plant Health.

The projects that received funding in 2020-21 are located in 13 different countries, including the Congo, Ethiopia, Haiti, India, Kenya, Lesotho, Mexico, Mozambique, the Philippines, South Africa, Tanzania, Uganda and Zimbabwe.

Our current Chair, Alphonse Yongoua, and our Executive Liaison, Yves Durocher, are currently in the process of reaching out to contacts in developing countries where French is spoken in an attempt to increase the number and sources of Francophone project applications considered by the Committee in the year ahead.

Finally, after almost two decades of sending funds from OTF's Ontario Lesotho Educational Sustaining Fund through a charity in Montreal, known as Aide aux jeunes africains, we have decided to return to our pre-2002 practice of sending funds directly to Lesotho. We are thrilled, and also grateful, that our brothers and sisters at the Lesotho Association of Teachers (LAT) have agreed to take on administration of the funds to ensure that they reach students in Lesotho.

EI Urgent Action Appeals – Lebanon, Kenya and Myanmar

Last fall, OTF made a financial contribution to Education International (EI) to support teachers and educators in Lebanon who were impacted by the blast in the port of Beirut last August. Then, in late March 2021, OTF responded to an appeal on behalf of the Kenya National Union of Teachers (KNUT), which has been the target of unabated harassment by the Teachers' Service Commission in that country. OTF sent a form letter recommended by CTF on March 25 and followed up with a personalized letter to the leader of Kenya, Uhuru Kenyatta, on April 15, 2021, urging him to put an end to the harassment of KNUT. Finally, in May, the OTF Executive approved a donation for teachers and education workers in Myanmar (formerly Burma) who have been targeted for their support of the pro-democracy Civil Disobedience Movement, in opposition to military rule in that country.

OTF CAMPGROUND

In the interests of health and safety of staff and campers, it was decided that the OTF Campground would not open until July 1 this year. In a normal year, the Campground is open from mid-May to the Thanksgiving weekend. Staff continue to monitor directions provided by public health authorities regarding the operation of the OTF Campground during the ongoing pandemic. It is our hope that campers will enjoy the outdoor opportunities that the Campground offers, in a safe and responsible manner.

The Campground Caretaker, Mike Bosley, and his wife Mary (Baldackin), Campground Registrar, are now able to accept payments for campsites via electronic transfer. This change will assist with social-distancing as well as simplifying some of our accounting processes.