

Farewell to Hiring Reg 274



Shane Stagg
President

The point of Hiring Regulation 274 was quite simple. To provide a fair, consistent and transparent opportunity for teachers to become employed in Ontario. Introduced in 2012, its genesis was prompted by concern in some boards of practices that favoured who you know as a criteria for hiring. The Regulation outlined a process of stepping onto a daily occasional list, moving onto an LTO list and ultimately becoming eligible for permanent hire. When boards turned to LTO list candidates for LTO or permanent positions, they were required to interview and offer the position to a qualified candidate from among the top five most experienced teachers on the list. Teachers could rest assured that as they gained more experience, they would eventually rank among the most experienced teachers when applying for positions and have a fair chance at earning a

job. This process struck a balance between granting teachers a reasonable hope for employment and allowing hiring principals to select their preferred candidate from among the applicants. It is important to note that getting on the LTO list meant applying and being interviewed by a panel. All candidates on the LTO list had been vetted by the Board.

One criticism on the management side of the hiring regulation occurred in circumstances where there were few or only one qualified LTO list applicant for a posted positions. Under those conditions, the successful candidate could almost or even certainly be pre-determined by the regulation.

Another issue on the management side with the regulation is that it complicated hiring. It proved to be challenging to sift through the applicants for a position and accurately identify the top five most experienced and qualified candidates. This certainly could have been simplified with an adequate software solution but this

never arrived. It also could have been supported by a central Board process that provided oversight to hiring at schools. An examination of postings and the hiring process could have ensured that the regulation was followed correctly. It could also have been considered that the Union provide oversight of hiring during the process but despite our good working relationship with the Board we haven't made

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it that far. Besides, hiring is a management responsibility.

Ultimately, due to the complexity of hiring under the Regulation, errors would be made. Qualified candidates would be overlooked for interviews and in some cases positions would be offered to candidates who were not in fact among the top five from the LTO list. Once these errors were identified, often after the teacher had begun the job, the Board was compelled by law to correct the error. This often involved removing the job from the hired teacher. Being hired is an important and emotional milestone and having your job taken away due to regulation and a hiring error is a painful experience that never seems fair regardless of the explanation given.

Hiring errors under the Regulation could leave teachers with a bad experience that influenced their relationship with both the Board and the Union. The Union has a legal responsibility to monitor postings and alert the Board to hiring errors. This sometimes resulted in members being left with the sentiment that the Union had somehow taken away their job.

Finally, another management criticism of the hiring regulation was that it disadvantaged new graduates. As long as there was another qualified applicant from

the LTO list, a new graduate had next to no opportunity to compete for positions. Of course, this was really the intent of the Regulation: to prevent the hiring of friends and relatives straight out of teachers' college over other candidates that had experience and a proven track record.

Upon Ministry order, the regulation ceased to be in effect as of the end of October. In its place is an interim policy until a final list of criteria is released by the Ministry that Boards will use to craft their own hiring policy perhaps by the end of December.

The interim policy states that when the Board looks beyond its own slate of permanent teachers to fill positions, it must offer an interview to the single most experienced qualified teacher from the LTO list. Only an interview. It does not need to offer them the position. This is a vast departure from the Board having to interview and offer the job to one of the top five experienced and qualified applicants. Teachers that had spent years working their way up the LTO list may certainly feel cheated by this change.

The interim policy also directs Boards to interview and hire

with consideration for equity and building diversity in its staff of teachers. It also directs Boards to specifically consider recent graduates. Attempts to dissuade nepotism are arranged by having Boards develop a process to identify when there is a potential conflict of interest in a hiring.

The Board is currently working on its future hiring policy and has reached out for consultation with the Union. It is still not clear what the final criteria will be once released by the Ministry. In the meantime, we have encouraged central Board oversight of hiring and the maintaining of an LTO list of sorts with vetted candidates for hiring principals to consider. We've also recommended that the policy be simple enough to follow accurately.

Once complete, whatever hiring policy the Board settles on, it'll be the Union's responsibility to hold them to it by monitoring postings to ensure the process is followed accurately. We will continue to do so.

Weekly Groaner

Provided by Heather Tyrrell

"Accidentally drank invisible ink... I am now in the hospital waiting to be seen!" LOL

Our New Collective Agreement



Ryan Kelly
TBU Chief Negotiator

After a lengthy and challenging round of local contract negotiations, I'm happy to report that the TBU has reached a tentative agreement with the Board.

Our goals through bargaining were fivefold – to protect against strips to our CA, to make modest gains, to avoid job action, to ensure prompt payment of our retroactive compensation, and to be guided by our Member Priority Survey. In all five goals, I'm proud to say we delivered.

Timelines for ratification include a multi-step process of seeking endorsement by stakeholders from each side of the table. To this end, the District 13 Executive convened a meeting of our District Council and Collective Bargaining Committee on Tuesday, November 17th. At this meeting, our committees were provided details of the tentative deal, where we received a strong endorsement to have it brought to our membership as a whole. As such, a meeting of our whole membership was scheduled for Thursday, November 19th where details of the deal were reviewed, and questions answered. From there, the tentative agreement was put to the membership for

ratification with voting opening Friday, November 20th at 8 PM to Monday, November 23rd at 8 PM.

As our contract is an agreement between both our bargaining unit and the employer, the Board too must seek endorsement. To this end, a meeting of Trustees at a Board meeting was convened on December 7th to earn this approval.

The Central deal dictates that retroactive payment of compensation increases will be made within thirty days of ratification. Operational limits of our payroll system will require the payments to be made over two pay periods. These payment dates have been set as December 31st, 2020, and January 14th, 2021. See the District emails for retro calculations.

Details of the tentative agreement were sent out to our membership on the evening of November 17th. Highlights of the deal include a transition to a pay structure of 26 equal pay periods each year to begin in September 2021. Also, we now have a 'Health & Safety' section to our contract that guarantees important training for our members.

Further additions of interest include a revision of our Continuing Education recruitment and retention

structure where there will be a transition to a subject-based system of consideration from a course-based system.

Additionally, member representation is now guaranteed through both the Return to Work/Accommodation process as well as the TPA process. This ensures the best possible support to our members when they may be at their most vulnerable.

As well, we have successfully negotiated a practice of being provided with data regarding Safe School Incident Reporting Forms, and a stronger system of access to and notification of Student Briefs.

The bargaining team would like to thank all of our members for providing us with your insights for negotiations priorities. These were instrumental in seeking an agreement that reflects our professional interests and in charting a path toward a deal. With your support, we were able to avoid strips to our Collective Agreement and the potential of further job action. With this mandate, we were able to earn modest gains to our agreement while ensuring our retroactive compensation in a timely manner.

Your engagement and support will continue to assist us in our work toward protecting and enhancing public education for all of our members.

The DAM Meeting—2020 Edition



Richard McCormack
Executive Officer

The DAM meeting postponed due to COVID in the spring was re-scheduled and took place on November 30th. To say that this

year's District Annual Meeting was different than in the past would be an understatement. It took place not at a location where we were able to enjoy the company of each other or the food. It was done virtually. The virtual edition of DAM saw us recognize new members, Branch Presidents, the District Executive and retirees. The annual address from our District President took place, committee reports

were presented and amendments to both the District and the TBU constitution were adopted.

Thanks to the efforts of the DAM Steering Committee, the Constitution Committee, and our office manager Ruth Leone, the virtual edition of DAM ran smoothly. We look forward to returning to a face-to-face edition of DAM in the future.

Kitchen Korner

By Heather Tyrrell
Culinary Teacher & Communications Rep
from JCR

So, with Christmas just around the corner I wanted to share a few of my favorite holiday recipes that I often use to make my table special. I normally have the usual turkey, mashed potatoes, broccoli bake and gravy. Then I add in a few other items that my family loves, such as homemade stuffing with sausage, homemade cranberry sauce and for dessert....sweet potato pecan pie. Below are the links to the recipes I use. I hope you enjoy them as much as we do.

<https://dinnerthendessert.com/easy-apple-sausage-stuffing/>

<https://www.allrecipes.com/recipe/9111/cranberry-sauce/>

<https://www.allrecipes.com/recipe/12446/sweet-potato-pecan-pie/>

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www.feelingbetternow.com/otip



Emergency Lesson Plans?



George Chaktsiris
Communications Chair

In my last article, I wrote about how the startup of this school year was different and still very scary in many ways. But at least for me, I had some positive moments to it. Now that we find ourselves at the end of our first quadmester and into our second, I have begun to revisit an old idea that was presented to me when I first started teaching: the Emergency Lesson Plan. I believe it is one of those things in my toolbox that you might find useful, especially now, since the uncertainty of our day-to-day lives is in a constant state of flux.

So, what is the Emergency Lesson Plan? When I was first hired as a Permanent teacher, my Department Head at the time said that I may want to consider creating a lesson plan for each class that requires no specific knowledge of the course to implement. Why? Well, in the unlikely event something happens to you, there's a plan available so that your classes can get through a school day. At

first, I wasn't too sure about this. However, as the discussion continued, I decided to give it a try. Those plans sat for years, as I never had to use them, but they were always there – just in case.

Fast forward to a few years later, when kids became part of my life at home, and suddenly, this was the greatest thing I ever did. One evening, I was up all night with my child and still somehow made it to work the next day. My brain was fried and so out came the emergency lesson plan. I copied and distributed the packages to each of my classes, and it got me through the day. It worked and it served the intended purpose. The great part about these plans? They can be reused the next time you teach the course. They don't go bad. I am now at the point where I collaborate with other teachers in my department to create a collection of emergency lesson plans that we can share with

each other for those “just in case” moments.

Please note that this is not a requirement of us. The intent is to provide an idea/strategy that you may find useful and may want to try. If it does not work for you that is okay. However, considering the added anxiety and general feeling of being overwhelmed with work these days, I have made a point of digitizing my Emergency Lesson Plans and having them loaded in my digital classroom. They are there for that “just in case” moment. The day I wake up and am unable to get to work due to illness or other emergency circumstances, I still have a plan ready to go for an occasional teacher and my students. Consider making emergency lesson plans. Hopefully you will never need to use them, but if you ever need them, they are there. Please continue to take care of yourself, both your physical and mental wellness. It is more important than ever.

How to avoid issues when submitting an insurance claim

Provided by OTIP

At OTIP, members are our reason for being, and helping you protect the people and things that mean the most to you is what we do best. No one wants to be faced with unexpected obstacles during the claims process, and we strive to make it hassle free. To ensure you don't run into any issues when submitting a home or auto insurance claim, review these tips.

Learn more at www.otipinsurance.com/article92.

Stress and Anxiety in a COVID World: How Can We Help?



Nicole Bléau
Executive Officer

Teachers and Education Workers are rising to the challenge during this pandemic. And OSSTF is so proud of you. OSSTF recently began airing commercials praising the work that you are doing to keep educating our students despite the difficulties and hardships. You can watch the commercial here at <https://www.youtube.com/watch?v=6JKZL8POkt8>.

Yet while OSSTF thanks you for giving it all you've got, we also recognize that for many of you, there is no more to give. Some of you are struggling with a burden that is too much to bear on your own. And we are coming up to a holiday period which may find us kept apart from the loved ones who we usually get to see. This is a very difficult time for all of us. But OSSTF is here for you. There are multiple free counselling and assistance options available for our members. They are here to help. Don't hesitate to reach out for assistance. Like the oxygen masks on an airplane, you can't

continue taking care of others if you don't take care of yourself first.

How to Access Free Services:

- **Posaction:**

This program is available only to Permanent Teacher members and their immediate family. Posaction is a program that provides up to 12 hours of free psychosocial counseling per year. There is a wide variety of counselors available to aid with work-related problems, personal difficulties, family difficulties and substance abuse. The program is completely confidential, available to yourself and immediate family members. You can continue with the same counsellor at your own cost after using the 12 free visits; if you are not happy with the counsellor that is assigned to you, Posaction will work to find another local practitioner for you to work with.

1 800 668-0193

LTD Plan Contract Number:
Contact District Office for number

- **EFAP:**

This program is provided by the DDSB for all employees and their immediate family. EFAP (Employee and Family Assistance Program) is a set of free support services and

counselling options; they can provide other assistance besides counselling including financial, legal, nutritional and family support. They also provide different kinds of "modalities" for counselling: from phone sessions or video chats, to email or live chat with a counsellor.

1 844 880-9142 or
workhealthlife.com

Identify yourself as an **employee of the DDSB**. No special password or contract number required.

- www.feelingbetternow.com/otip

This program is available only to Permanent Teacher members and their immediate family. You may also want to consider www.feelingbetternow.com/otip, a free program through OTIP which will help you start a conversation with your doctor about mental health issues. Within 20 minutes of entering the website, you will have a preliminary assessment of your emotional and mental health. In the event that you are at high risk for a clinical disorder, you will be provided with a set of online tools to help you and your physician identify and treat emotional and mental health problems using Medical Best Practices.

Note regarding Login: To enter the FeelingBetterNow® Web site, please **start to type in the**

Stress and Anxiety in a COVID World: How Can We Help? (cont'd)

FULL name of your Employer. When your Employer name pops up, **press ENTER to proceed.** Your Access ID will be displayed below **AFTER** you press enter. (access ID : OTIPRAEO)

Levels of Practitioners for

Counselling

When seeking care, there are three levels of practitioners when it comes to mental health issues and they each fall under different payment/benefit areas. Please note that the references to our benefits plan are for those Permanent, LTO and Contract members who are part of the OSSTF ELHT.

1. Psychiatrist: this is a medical doctor so they are covered under OHIP; you need a referral from your family doctor and the wait time to get an appointment can be VERY long

unless it is a crisis situation (the wait can be up to 8 or 9 months); these practitioners will have the highest level of training but will have very little time to spend with each patient; they are the source for diagnosis and medication.

**2. Psychologist/
Psychotherapist/
Registered Social Worker/
Registered Family Therapist/
Registered Clinical Therapist/
Registered Psychoanalyst/
Psychological Associate under
supervision of a Registered
Psychologist:**

these practitioners are the next highest level of training (Masters or PhD); these practitioners are registered within their respective designations; they will have by-the-hour fees in the range of \$150-\$250/hour that you will pay upfront, those for a

psychologist being the most expensive; the services of these specific types of practitioners are those that are eligible for coverage under our benefits plan up to a combined benefit year (i.e. school year) max of \$2,000; these practitioners will engage in talk therapy and provide strategies to deal with your issues; you must find your own practitioner rather than through a formal referral process (no referral required).

3. Counsellor/Therapist (plus various other titles): these practitioners are the next highest level of training (usually a minimum of a Masters); these are the practitioners who most often offer services under our Posaction plan and the EFAP plan; these practitioners will engage in talk therapy and provide strategies to deal with your issues. These practitioners are NOT eligible for reimbursement under our benefits plan.

CAREpath
The Health Care Navigation System

CAREpath provides support for our teachers and their families when they are faced with a new diagnosis or a recurrent diagnosis of cancer. The support also includes a cancer survivor support program which can assess health risks in order to reduce the risk of recurrence. If you, your spouse or children need this support, call today! Contact the District Office for the LTD Policy #. If you want cancer treatment information for friends and extended family members, you can call the free Cancer Info Line at 1 800 290 5106.

Student Achievement Awards 2021 — Kindness is a Renewable Resource

Richard McCormack
Executive Officer

The Student Achievement Awards are a writing and creative arts competition which is available to all public secondary students in Ontario. Each year students work with the support of an OSSTF member to produce a creative work that explores the theme. This is an annual competition with a different theme from year to year.

The theme for this year's Student Achievement Awards was "Kindness is a Renewable Resource". This theme saw kindness as an endless supply to give, through the way that we treat each other, animals and our planet. It saw entries for many of the categories within both the Prose and Poetry division along with the Visual and Media division. Each school selects one entry per category to submit to District 13 OSSTF and then the District, through our Communications Committee, selects a winner in each category to go on to Provincial OSSTF.

District 13 OSSTF would like to thank all of the students and staff that took the time to submit a piece. It really shows that even during a pandemic, the members of District 13 are

rising to the challenge by supporting and challenging our students. The pieces that have been chosen to represent District 13 OSSTF are as follows: (Students names have been omitted from publication here)

A. Prose and Poetry Division **Category A1: Intermediate, 9-10, Academic**

School: Ajax High School

Teacher: Mary Humphrys

Title of Entry: The Kind of the Light

Category A3: Senior, 11-12, University

School: O'Neill CVI

Teacher: Christopher Burke

Title of Entry: Sincerely Indebted, She Takes My Hand

Category A4: Senior, 11-12, College/Workplace

School: Ajax High School

Teacher: Scott Edmunds

Title of Entry: Every Word That You Say



B. Visual and Media Division **Category B1: Visual, Intermediate, 9-10**

School: Ajax High School

Teacher: Amanda Robinson

Title of Entry: Where Kindness Grows

Category B2: Visual, Senior, 11-12

School: O'Neill CVI

Teacher: Chantelle Lacoursiere

Title of Entry: Helping Hands

Category B3: Media, 9-12, French or English

School: O'Neill CVI

Teacher: Wendy Wallace

Title of Entry: Family Recipe

Fireplace Safety Tips for a Cozy and Safe Winter *Provided by OTIP*

There's nothing quite like cozying up by the fireplace on a cold winter's evening. While many Canadians look forward to the warmth, light and ambiance that comes with a home fireplace, it's important to practice proper fireplace safety. Review the following fireplace safety tips to ensure that you, your family and your home stay safe this season.

Learn more at www.otipinsurance.com/article90.

Teaching During a Pandemic: How We Did It.

How I Managed to Teach a Hands-on Course during a Pandemic

Heather Tyrrell

Anxiety, anxiety, anxiety...that is what I felt when I started this 2020-2021 school year in the middle of a pandemic. You see, I am a Culinary Arts teacher and we are all about the hands-on aspect of learning. Working one-on-one with the students was not going to be an option, so what to do? I needed to dig deep and try to figure out how I would be able to teach a hands-on course effectively with little hands-on work allowed.

Quad 1 down and as I sit here and reflect on what just happened in the last 48 days, I shake my head in disbelief. I managed to teach these students new and amazing things during a very difficult time. It was hard, especially when students were struggling, and I was not able to step in (get close to them) to help assist with what they were struggling with. I had to find different ways to communicate to them for them to understand the process of what they needed to do. Yes, I did demos and videos, but some students need just a little bit extra. So, with the extra PPE on and getting as close to them as possible without breaking the social distance bubble, I talked them through the process of what they needed to do. Most of the time we had success and then there were times that we did not!! For the times that we were not successful, we had a conversation on what went wrong and how to improve on it next time. In the end, we celebrated all our successes and failures. It really has taught me how to be more resourceful and expand on how to verbally direct students through the process!

Another colleague who teaches English shares with us their thoughts about teaching during a pandemic

My experience in teaching in this new reality has not been an unpleasant one, but it is one that I do not particularly enjoy. I have found it difficult to connect with students especially when we are online as all I'm seeing are icons as opposed to real live people. I really have no idea who is there and who isn't or who is listening to the lesson or who has wandered off to find something more exciting to do.

I miss being able to do group and partner work. Exchanging ideas online is not the same as a face-to-face collaboration. Students are muted and hesitant to engage ideas when they are in a larger class setting. A small group is a much safer space to share ideas rather than to the entire class. I miss having students up and moving around the classroom working with their peers.

I do like the technology that I'm learning to embrace, though there are many aspects of Google Classroom that need to be improved. I like that there is an easily accessible platform containing all work covered in the quadmester.

Bottom line: While there are some good things about this type of teaching, I look forward to the day when we can either return to the way we used to teach or some workable hybrid of both types of teaching.

Teaching During a Pandemic: How We Did It. (cont'd)

Another colleague who teaches a Foods Course, tell us how they did it.

It's been a big adjustment. Students take these practical courses to have fun and excel in a subject that allows them to use their hands, something outside a typical academic classroom setting. We want them to learn something valuable while having fun. We definitely don't want class to be monotonous.

For the Foods class, there was a lot we couldn't do due to the foods lab setup requirements under COVID. These can get fairly convoluted. There are 6 kitchens, and classroom seating stretches into the kitchens, so there is nowhere to put the students who are not participating within each kitchen. With the pandemic protocols, only 2 students can be in a kitchen at a time, but 2 cannot be at the stove at the same time. Also, each student would have to have their own measuring cups, bowls, etc. Students are not permitted to measure since they would have to touch everything to do so, therefore teachers would have to do all the measuring for the students, as well as sterilize everything constantly. As a result, we decided to have the students cook at home with the options they have available to them.

We had the students do three labs at home. They would get the criteria and make a breakfast, a lunch, a dinner, according to Canada's Food Guide, with the ingredients they have available at home.

We also had the students do comparison shopping and budgeting based on a recipe they chose that has a minimum of eight ingredients. If they did a dessert the first time, they are encouraged to do something savory the next. If they baked the first time, they are encouraged to cook the next.

Another thing we did was to have the students film themselves demonstrating three different techniques, so that they don't have to film the whole recipe. For example, they would do a video of them demonstrating broiling or simmering. As part of the online portion, we would create video demos to help inspire the students, due to the varying levels of competency.

As mentioned before, it has been a big adjustment. We worry about whether we are accounting for and following all the appropriate guidelines for a practical course. It's stressful having to think about and deal with all of this. It sucks the joy out of the job. However, trying to come up with ideas to make it enjoyable for the students so they could learn something they can use helped get us through.

OTBU News

Avril Burns

OTBU President

Unfortunately due to COVID restrictions, the scheduled Chat Night will be postponed. We are hoping to re-schedule in the spring. Look for details regarding upcoming Provincial OSSTF PD Workshops to be offered by District 13.

The next OTBU general meeting is on February 2, 2021. The invitation to join the meeting will be sent out to members on the Contact List. If you have not subscribed to the list, please send an email to avril.burns@d13.osstf.ca from your personal email account with "Subscribe" in the subject line to join our Member Contact List and receive updates and helpful reminders.

Teaching During a Pandemic: How We Did It. (cont'd)

Another colleague teaching Fashion tells us about what they did to adapt during the pandemic.

We made up sewing kits for each student containing everything they will need so that even when at home, or in case of lockdown, they will have all their resources. Students are to carry those sewing kits to and from school; none of the school resources are used due to COVID-19 and all the touching that would be happening.

In this course, there is not as much choice as there usually would be pre-pandemic. For the teacher, there is a lot of cutting of fabric for the students that we normally didn't have to do, but that's okay. We made it work.

We had to develop a method of accessing the sewing machine without cross-contamination. So we have the students use the same sewing machines each time. For instance, there are 2 sewing machines on each table. Cohort A will use the machine on the left side of the table, Cohort B will use the machine on the right side of the table. This keeps the students in each cohort appropriately separated and allows them to be confident that no one else is using their sewing machine.

For the online portion of class, we try to provide them options based on what they have available. So, if a student doesn't have fabric, thread, string, or yarn at home, they can demonstrate basket, twill, or satin weaving using cut-up strips of paper.

The fashion course is still hands-on for them but not as fun nor does it have as many options as in past years. We are making the best of it! It has been a challenge for the students, but they are super-exciting and are very understanding with the limitations that the pandemic is putting on courses.

Driving in the rain? How to avoid hydroplaning and control your vehicle *Provided by OTIP*

Hydroplaning occurs when a layer of water comes between your car's tires and the road, causing your car to skid or slide across a wet surface. Even for the most experienced driver, this loss of steering and braking control can be a terrifying experience with potentially disastrous consequences.

Learn more at www.otipinsurance.com/article85.



PSSP News



Herberth Canas

PSSP Interim President

In early December, PSSP President Jennifer Seif was hired for a position as Executive Assistant at OSSTF Provincial. See below for a farewell to Jenn. This move left a vacancy in the PSSP Executive which needed to be filled. Vice-President Herberth Canas stepped into the role of Interim President, which left the VP role unfilled.

On December 2, the PSSP Bargaining Unit held their Annual General Meeting, where an election was called for Vice-President. Please join me in congratulating Kristen Bennett who was elected to the position. The full list of the 2020-2022 PSSP Executive and Job Class Representatives can be found below.

2020-2022 PSSP Executive is represented by:

Herberth Canas (Social Worker) - Interim President

Kristen Bennett (Social Worker) - Vice-President

Elizabeth MacDonald (Psychological Associate) - Chief Negotiator

Esther Somogyi (Psychometrist) – Secretary/ Treasurer

Stephanie Pritchard (Interpreter) – Health & Safety Officer

Amanda Frumkin (Speech and Language Pathologist) – Educational Services Officer

Riisa Dear (Social Worker) – Executive Officer

Jenifer Mascoll (Speech and Language Pathologist) – Pay Equity Officer

2020-2022 PSSP Job Class Representatives:

Erica Taylor (Psychological Associate)

Linda Temple (Speech and Language Pathologist)

Jacqueline Westcott (Intervenor)

Jamila Williams (Social Worker)

Bye Jennifer!



It is with great pride and a little bit of sadness, that we bid farewell to Jennifer Seif, District 13 OSSTF, PSSP President. Jennifer has accepted a position as an Executive Assistant in the Communications and Political Action Department with Provincial OSSTF. District 13 offers our sincere thank-you to the service you provided to your members and we wish you all the best in your new role.

Political Donations: What You Need to Know

Julia McCrea

EPAC Rep

Political Donations

If we want to have an education worker-friendly government in Ontario after the next election, then we can start empowering the parties, MPPs, and candidates that we think have the best chance of doing that and who may currently be providing the best opposition.

How?

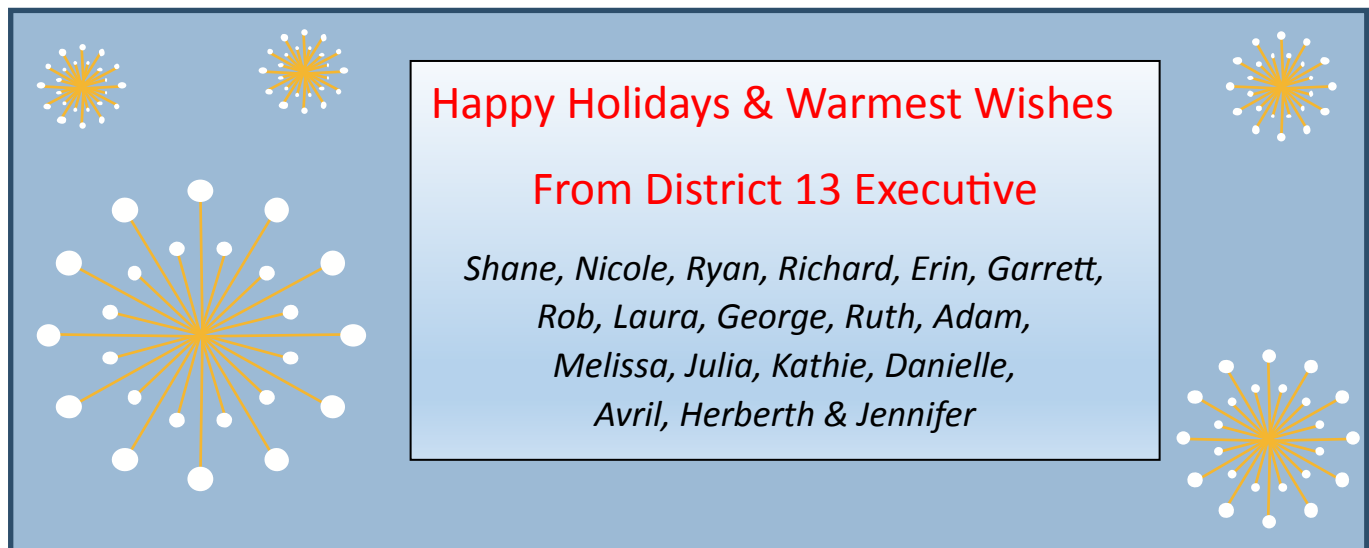
It requires money to run a successful campaign. Political donations can be made in this calendar year, next calendar year and during the election campaign to demonstrate a serious commitment to change. This gives political parties the resources for organizing and to mount effective advertising campaigns and events that capture public and voter attention.

Tax Credits

There are tax credits available for donations both provincially and federally. Here is the tax credit guide for 2020 for provincial political party donations:

Donation Amount	Tax Credit	Net Cost to YOU the Donor
\$1,600	\$869	\$751
\$1,000	\$606	\$394
\$ 750	\$481	\$269
\$ 400	\$300	\$100
\$ 200	\$150	\$ 50
\$ 50	\$ 37.50	\$ 12.50

You can donate to a local political party's constituency association or the provincial party. Donations can often be made online or by phone.



Upcoming Events for D13—2020-2021 (as currently scheduled)

January 21, 2021	Provincial OSSTF PD Workshop, Virtual
February 11, 2021	PSSP Open House, Virtual
February 12, 2021	Joint OSSTF/DDSB PD Day
February 15, 2021	Family Day Skate, details to TBD
February 18, 2021	Provincial OSSTF PD Workshop, Virtual
February 24, 2021	Pink Shirt Day
March 25, 2021	Provincial OSSTF PD Workshop, Virtual
April 28, 2021	Day of Mourning
May 2, 2021	Steps for Life, OPG Pickering
May 6, 2021	District Annual Meeting 2021
May 13, 2021	PSSP District Annual Meeting 2021
May 21, 2021	Student Award Night, details TBD
May 27, 2021	OTBU Annual General Meeting 2021
June 6, 2021	Durham Pride Parade, details TBD
June 11, 2021	District 13 Golf Tourney @ Lyndebrook Golf Course, 4:00 pm
June 27, 2021	Toronto Pride Parade, details TBD

DISTRICT 13 OSSTF

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