

An Education Friendly Government



Shane Stagg
President

Looking back on the past year and a half, it is remarkable to consider what could have been different with a different provincial government in place.

Long before the arrival of rotating strikes last year, the circumstances of our fate were well understood. This PC government is not education friendly. This was apparent before they were elected and became clearly evident as central bargaining came into focus. With threats of fewer staff, increased class sizes and mandatory eLearning, this Doug Ford government carved out a path of destruction through public education.

With tremendous resolve and creativity, every effort was applied to push back. The No Cuts to Education campaign involved consultants, a social media campaign, public polling, focus groups, a limited

withdrawal of services and when push came to shove, a series of rotating strikes. Transparent bargaining brought the issues out into the open and allowed members and the public a front row seat. Minister Lecce press conferences would be followed by Harvey Bischof meeting with the press to deliver expert rebuttal and fact checks. There was excellent coordination between the education affiliates as well.

The sophisticated OSSTF bargaining response to the Doug Ford government was interrupted by the escalating risk of COVID and with it came a new collection of issues. An underfunded and inadequate plan for school opening left staff and students vulnerable to the spread of infection. Without a complete provincial plan for school opening, Boards charted their own course with wildly different conditions developed across the province. Boards had to draw from their financial reserves to cover a shortfall. We can expect to see the impact of that at a later date.

What has become abundantly clear is that the greatest impact we can have on the negotiation

process at the central table and the support for public education in general including the safety of staff and students is to exercise influence over who is forming government. When the group we face at the other side of a bargaining table belongs to government, we had better be sure that we are doing all we can to get the right people in that position.

The election of an education friendly government and opposition party is a key way to

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An Education Friendly Government (cont'd)

set up for improved support for public education. The lead up to the spring 2022 election will coincide with the next round of collective bargaining. Whether we find ourselves aiming to reverse the cuts of this government or fighting to

prevent further increases to class size will likely depend on our political will to determine who we are bargaining with.

We are expecting to see a plan delivered by Provincial Office in the spring along with an

education platform to bring to the parties. This is the earliest that we have begun to prepare for a provincial election. With a year to go before the election we expect to use the time available to us to organize our means to impact the results.

PD Day 2021—An Anti-Oppression Focus



Richard McCormack
Executive Officer

The joint DDSB/OSSTF PD day has come and gone once again this year. This year's theme was "Allies Together" with workshops focused on equity, anti-oppression, allyship and

inclusive practices. It saw us undertake a new schedule, a new date, a completely virtual event, and include outside DDSB presenters, all while working from home during the ongoing pandemic. It was a massive undertaking and one that OSSTF is proud to have been able to offer and accomplish.

It was certainly not a day in which there were no hiccups. But by and large the feedback for this day has been positive.

We do appreciate the willingness of our members to engage in this very meaningful professional development.

A large thank-you goes out to the members of both our D13 Professional Development Committee and our D13 Human Rights Committee who helped curate an excellent selection of workshops that were able to be offered to our membership. We will now turn our attention to planning the 2021/2022 joint OSSTF/DSDB PD day.

Move over: How to safely respond to emergency vehicles while driving *Provided by OTIP*

Seeing flashing lights approach you as you're driving can be stressful. Some drivers panic and don't effectively move out of the way, causing delays for emergency vehicles. The acronym "L.I.G.H.T." will help you calmly and safely clear the way with five simple steps.

Learn more at www.otipinsurance.com/article95.



Ignite Gas Lighting



Ryan Kelly
TBU Chief Negotiator

Members likely received details from their principals recently that there will be an end to the administrative period for Department Heads. This may have come as a shock to some members who have enjoyed this allowance for the hard work they regularly do to ensure their department's work collaboratively and efficiently, and in concert when possible. In the District Office, our recourse is limited as this time-release stipend is exclusive to the Board's policies and procedures and is not in our collective agreement. Regardless, we continue to encourage the Board to reconsider the risks associated with frequently asking for more while offering less in return.

Indeed, this is a trend. And this trend is greatly complicated by the continued changes to our work-life responsibilities and the subsequent balancing act. This is all while we repeatedly hear from our employer that wellness is a priority. From my perspective - as a representative in our District Office - there is no greater obstacle to members' satisfaction at work than the arbitrary (at best) or malicious (at worst) behaviour of administration. Decisions on Personal Protective Equipment continue to change as we learn more about staying safe at work in a pandemic. Who is completing help tickets or training students on the new email or software? How much less curriculum is now being covered with these additional administrative tasks? What software we use, whose cameras need to be on and when, and what reporting

needs to look like change inconsistently between worksite, often at what seems like a whim by administrators.

All of these complications add up to erode the wellness of our members. And much of it can be mitigated by improved consistency and messaging by our employer, and a better understanding of how their decisions affect workers. What exists now is nothing short of gas lighting. To feign concern for our wellness while simultaneously over-burdening and under-appreciating members is philosophically askew. Whether it's less time to do more work, or more administrative work than curriculum delivery, it's time to drop the sham that is employee well-being. The alternative, of course, would be a discernable effort to limit the slapdash direction of those that see themselves as leaders.

How to stay safe during an ice storm

Provided by OTIP

When raindrops fall through a cold layer of air onto surfaces below 0° C, it creates the perfect storm: freezing rain. Although ice covered tree branches can look pretty, most Canadians know how dangerous an ice storm can be. Ice storms can cause car accidents, nasty falls and power outages from fallen tree branches.



Learn more at www.otipinsurance.com/article93.

How to Access Mental Health Services?



Nicole Bléau
Executive Officer

During this time of great uncertainty and stress, many members are wondering where they should turn when they are struggling to cope with stress, anxiety or depression. There are many sources of help. What is most important is recognizing that you need help and getting it. I have provided this information to members in Inprint before but, during the pandemic, I felt it was worth reiterating. As well, there have been some changes to the available services which I want to outline.

There are three broad levels of practitioners when it comes to mental health issues and they each fall under different payment/benefit areas:

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 patients; they are the source for diagnosis and medication; you should definitely seek help from someone else while waiting for your referral to the psychiatrist.

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 the OSSTF 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); you should especially access these practitioners if you need intensive or long-term counselling; during the pandemic, they are arranging virtual sessions.

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 free LifeWorks plan (formerly Posaction) (12 free counseling sessions per calendar year) and the EFAP plan (see below); these practitioners will engage in talk therapy and provide strategies to

deal with your issues. These practitioners are NOT eligible for reimbursement under the OSSTF benefits plan.

How to Access Free Services:

LifeWorks (formerly Posaction):

LifeWorks (formerly Posaction) is a free program that provides up to 12 hours of psychosocial counseling per year for Permanent Teacher members through their LTD plan. As well, it offers access to articles, videos, podcasts, assessments and toolkits. 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. During the pandemic, they are arranging virtual sessions. It is important to note that LifeWorks is designed to be used when you need help now. If you need ongoing visits for a long period of time or year-over-year, you should be finding a local counsellor through our benefits plan who can provide you with more personalized care.

Call 1 800 668-0193

or

Download the app or visit otiptl.lifeworks.com.

Log in with the username and password below:

Login: Lifeworks1

Password: @OTIPTL123

IMPORTANT NOTE: *the Posaction program was recently*

How to Access Mental Health Services? (cont'd)

purchased by Morneau Shepell, the same company which runs the Board's EFAP program. When you call or use their website, there might be some confusion around which program you are trying to access. You have access to both. You may need to provide some combination of the words LifeWorks, Posaction, OTIP, OSSTF or LTD Plan Contract Number 50183-213A in order to successfully access the counselling services.

EFAP:

EFAP (Employee and Family Assistance Program) is a set of free support services and limited counselling options provided by the DDSB for all Permanent employees and their immediate family. They also provide different kinds of "modalities" for care: from phone sessions or video chats, to email or live chat. The EFAP is not designed

for long-term counselling (only a few sessions per year available), but they may offer other helpful assistance besides counselling including financial, legal, nutritional and family support.

1 844 880-9142

or

workhealthlife.com

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

You may also want to consider www.feelingbetternow.com/otip, a free program through OTIP for ALL of our members which will help you start a conversation with your doctor about mental health issues.

www.feelingbetternow.com/otip

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.

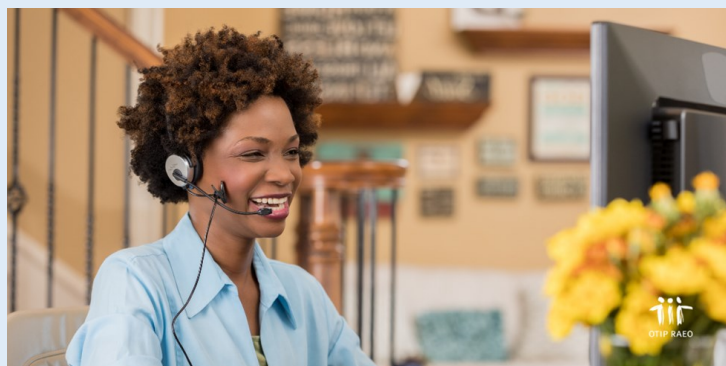
Note regarding Login:

To enter the FeelingBetterNow® Web site, please **start to type in the 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)

Wherever you turn for help, remember that you are not alone. Reaching out for help is the bravest thing you can do.

Myth buster: The truth about working with an insurance broker

Provided by OTIP



If you've never worked with an insurance broker, you may have questions about what they do and how they are unique in the market place. Learn how OTIP insurance brokers advocate for thousands of members like you ensuring they make the right choice for their auto and home insurance needs.

Learn more at www.otipinsurance.com/article97.

Happy New Year! Do you feel like this year may be déjà vu?



George Chaktsiris
Communications Chair

It is hard to believe that it has almost been a year since the world seemed to change in the blink of an eye. If there is one thing that I have really come to appreciate over this period of time is the power that community and supportive people have. I have essentially spent the last year of Inprint 13 talking about the pandemic and how my experiences over this time have been both good and bad. I am lucky that I have still been able to see some things in a positive way, or at least some of these experiences provided a lift when things weren't looking great. My goal has been and is, at its most basic level, to show that the range of emotions and thoughts that we have all had are normal and happening to all of us. My hope is that this may provide some comfort and help you to carry on with things that are important to you.

I write this just after the winter holiday break, where we find ourselves teaching from home again, where the second wave of the COVID-19 pandemic is in full swing. It almost seems like last

March all over again but at a time when we were being told that 2021 will show us the light at the end of the pandemic. Multiple vaccines are on the way. That should be one of the shining stars we see in the coming year, which will bring us some normalcy to our lives once again.

However, until this return, to what I would like to call "natural life", as nothing about the way we are living right now seems natural, I would like to take a bit of time to encourage you to remember that we are on the rollercoaster ride of life. What I have learned on this ride is that it does take a village to keep people mentally well.

This is good because there are times that we need some people in our lives more than others and everyone checks different boxes at different times. You know who those people are that are always there for you, regardless, no questions asked, no judgement about why you need support and they know that the same is true the other way. I write that statement as I find myself looking to certain people in my life these days to help get through the last while, which has been taking a toll on everyone. The situation of us being at home, then coming

back to school, and postponing March Break alongside everything else going on will cause a very broad range of emotions in us all. Some good, some bad, but it is how we deal with them that will get us through this in the end.

Talk to people. We can't really see people right now, but we can call, video call etc. Do what you need to do to get through this and lean on those who are there for you. They will put a smile on your face and you will put one on theirs. We know how important it is to be there for people in our profession. We are always there for others so reach out if you need to. This also includes our federation. District 13 has had your back since before this time. Our federation is here for us, they have many supports when needed, not just for our mental health but also in our professional lives.

The late, great Yogi Berra said it best with "it's déjà vu all over again" and it seems quite fitting right now. Remember, the days are starting to get longer, spring is eternal and look to the good things right now. Stay safe, stay strong, stay well and don't be afraid to ask for help! This feeling of déjà vu will pass, and hopefully we all come out of this stronger together.

PSSP News: Interpreting From A Distance

Stephanie Pritchard

PSSP Interpreter & Communications Rep

As I am writing this, I am logging off from my online classes for the day. I am an interpreter with the PSSP bargaining unit. I work with the class team when there are Deaf children assigned to the classroom. I can be assigned to classrooms from K all the way to 12. Currently, I work in a kindergarten classroom.

The online environment is hard for many children; Deaf students sometimes have additional issues. For instance, if the video freezes, that ends access to the class. There is no 'catching up' by listening. Being in kindergarten, closed captioning is not an option - no-one can read that well yet (that one honestly makes for some interesting interpretations of the written word). And sometimes, sign language just doesn't make that much sense on a computer screen - it usually happens in 3D. In my case, I am used to walking

around with the teacher, or having a good portion of the front of the room to work in. Currently, I sit in an office chair that, while comfy, puts pressure on muscle groups I don't even know the name of... Exercise has never been so important!

The flipside is that prep work is simpler - less material can be used to teach concepts that used to be hands on. I can pull up pictures to illustrate topic or meaning more easily than I can at school, because I can share my screen. I've been able to meet more animals and grandparents than I ever thought possible. I also can't beat the commute! I've seen every cat and dog (and the occasional ferret).

This is a rough snapshot of my day:

Log on. Look for student. Student is having tech issues, will be late. Student arrives in class. Student has to go to the bathroom and will be back in a second. Student arrives with

dog. Proceeds to tell story about the dog. Student has logged in twice. Trying to fix something. Student has left the classroom altogether. 20 minutes pass... parent logs in, clarifying what work should be accomplished before lunch. Quick break for lunch, then prepping for check-in after lunch. Student is late, hasn't quite finished the assigned work... has drawn a picture of the dog (all in pink, of course).

The afternoon exercise takes roughly an hour, after which I can finish lunch, play with the cats that have been threatening to join the meet on their own, and have a cup of coffee while its still hot, and rest my itching brain and stiff back.

Kindergarten has its challenges online. While I would never recommend this as a solution, it has offered me insight (and exhaustion) that I would never have thought possible. When we go back, it will be good to see everyone. However, I will miss the easy commute.

PSSP Update: Welcome new additions to the team

Congratulations to Kristen Bennett, Psychological Services, as the Interim President and to Linda Temple from the Speech and Language Services, as Vice President.

Kristen and Linda will be fantastic additions to the team!

Why You Should Choose Your AQs Carefully



Nicole Bléau
Executive Officer

Teachers are lifelong learners. Whenever possible, we love improving our knowledge in our subject areas as well as learning new things. One of those new things we want to explore might be getting qualifications in other teachables. While generally I'm all for learning in all its forms, I need to offer a caution to members here about Additional Qualifications (AQs). This notice might be especially impactful for an Occasional Teacher member who is looking for Permanent work and trying to make themselves as desirable a candidate as possible.

It is important to know your rights and obligations in terms of what you can be made to teach.

This is your protection when it comes to courses into which you can be timetabled: you cannot be forced to teach outside your area(s) of qualification. It is as simple and as powerful as that. This means of course that you can agree to teach outside your area(s) if both you and your Admin are willing (except for a few specialized areas such as Tech, Spec Ed and French). What this also means though is that you cannot refuse a course which is WITHIN your area(s) of qualification. And this is where my caution with regards to AQs comes from.

For example, the most popular AQ is likely Special Education, Part 1. You might seek out an AQ in Special Education for many reasons. Perhaps in order to learn more tools to assist your students with IEPs, or perhaps to enhance your CV and increase your chances of being hired. But what you might not realize is that as soon as your AQ is on record, you will be deemed qualified in that

area for the rest of your career. So instead of just being able to help students with learning disabilities in your mainstream classes, with your one part course, you can now be timetabled into a highly specialized small class placement. Or into a full course load of small class placements a year. You cannot remove a qualification from your profile with the College of Teachers. So while that may not have been your intent when signing up for the course, the consequence of completing that AQ is that you will never be able to refuse a course in that subject area again. So make sure when you decide to take an AQ that you accept that this becomes one of your core qualifications and that you can be made to teach within it at any time.

I urge members to always keep learning. I would never discourage a teacher from continuing on their path of knowledge and growth. But just remember that teachables are forever.

OSSTF District 13 Occasional Teachers' Bargaining Unit Sends Tentative Agreement with Durham District School Board to a Vote

The OSSTF District 13 Occasional Teachers' Bargaining Unit is pleased to announce that our tentative agreement with the DDSB has been ratified. Thank you to all of our members for participating in the ratification process.

Intention Setting

Daphne Marsella

DASS

It's now 2021, a new year. With 2020 behind us we can only hope for better days to come. This year has already started like none we have experienced and with that I have decided to forgo any sort of new year's resolution.

I have also decided to put goal setting on the backburner for now and have opted for intention setting instead. Ultimately, goals are about something we hope to gain in the future. They are often external in nature and they take us out of the present moment: the only moment that ever truly exists. It's never really about the goal anyway, it's about the feeling we hope to achieve when (or if) we accomplish our goal.

If the goal isn't reached we often have some feelings of guilt, defeat and failure - no thank you!

Intentions are internal. Intentions are personal and they are really about how we want to feel and show up in the world. Intentions have a gentle quality to them and they are much more forgiving than goals.

Some of the intentions my students came up with for this year include joy, balance, honesty, laughter, health, gratitude, ease, kindness, compassion, and calm. Who wouldn't want to experience more of these qualities in their life?

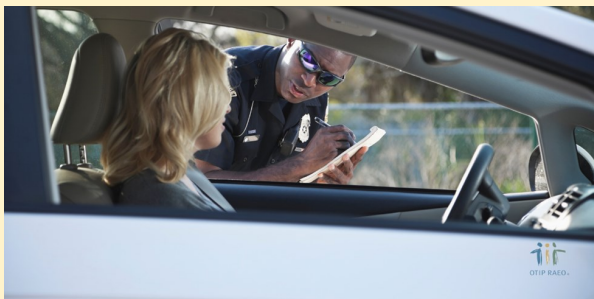
The three intentions I have chosen for this year are peace,

patience and presence. My life is certainly not perfect and I don't experience peace in every moment, but I am able to take note and appreciate when I am experiencing moments of peace. When I'm not feeling peaceful, present or patient, I do have it within me to reset, bring myself back to those intentions, and move forward.

I would encourage you to let go of that new year's resolution or the goals you were hoping to achieve this year and consider setting an intention instead. What is it that you want to experience, and feel, at your deepest level? Set the intention and then trust and allow yourself to experience it. Let's be easy on ourselves, now and always. Wishing you all a year filled with moments of peace.

5 common driving violations and how to avoid them

Provided by OTIP



While we all do our best to obey the rules of the road, sometimes even the most seasoned drivers find themselves on the other side of a traffic stop. Getting pulled over for a driving violation generally results in a ticket to pay, along with a potential increase to your car insurance premium. Worried you may have picked up some bad driving habits over the years? As a refresher, here are some of the most common driving violations and how to avoid them.

Learn more at www.otipinsurance.com/article98.

Strategies for Teaching from Home with Kids

Chris Davis

*Communications Rep,
Pickering HS*

I hope your return to in-person teaching has been a good one. Either way, we still have part of our day to teach virtually, either at school or at home. Though many of us are back in our schools, some of our colleagues are not, by choice or circumstance. With March Break postponed to April Break and talk of a potential third wave if sufficient measures are not taken and adhered to in order to prevent new strains from becoming dominant, we all must be prepared to return to teaching from home. That said, there can be several challenges when teaching from home. But if you have children at home, that will increase the amount of juggling that must happen to maintain a semblance of order or balance.

Full disclosure: I do not yet have kids. However, I do get to hear a lot of anecdotes from my in-laws, friends with kids, and my colleagues. I thought it would be interesting and helpful to others to collect some strategies that our members could use. Whether the child is an infant, toddler, elementary, or secondary-school-aged kid, there are challenges, albeit different ones. If you are having challenges being productive at home while still providing

support to the kids, perhaps one or more of these strategies from some of my colleagues will be invaluable to you. If so, share the tips with your family and friends, who may also be working from home with kids.

From Matt Thomas, Canadian World Studies Department:

1. Post a calendar/schedule in your home for all to see so that you can co-ordinate multiple children learning simultaneously
2. Communicate with the teachers and "get ready early" by opening tabs and documents well before your child gets into their seat
3. Reduce your personal expectations for the level of sophistication of your lessons so that you are available to troubleshoot for your own children (i.e., be okay with posting readings or independent work and follow the literal meaning of synchronous learning - real-time availability to interact with students and not a twice daily television show starring you and full of more engaging material and fun than a day at the zoo).
4. Take walks - screen breaks are vital.
5. Acknowledge that everyone is struggling to manage and that our competitive desire to have the best results

possible all the time is destructive. Be okay with being "okay" until things return to normal.

From Peter Morgulis, Business Department:

Both of my children have had to be online while I have been teaching from home. Some things I have done to allow multiple virtual classes to happen in the same space at the same time are:

WORKING FROM HOME

1. Very first thing - know what you are working with!!! I use Ookla Speed Test (<https://www.speedtest.net>) to test the speed/strength of the internet signal on each device, in different rooms, and using Wi-Fi vs hardwired (Ethernet cable). Create an account on Ookla and sign in so that each test result is recorded. Should you ever have an issue with your ISP, there will be the proof needed for their tech support and for a possible refund!
2. I purchased a wireless/wired router (Linksys) to provide 4 Ethernet ports for hardwired connections and to boost the Wi-Fi signal strength. The Wi-Fi strength of the rental modems is anemic at best - much better with a router. It also adds a layer of security to your wireless network.

Strategies for Teaching from Home with Kids (cont'd)

3. I use an Ethernet (hardwired) connection when I am teaching virtually and provided each of my kids their own wired connection by running an Ethernet cable from the router to the room where they were working from. Ethernet cables are very inexpensive and come in 10-, 15-, 25-, 50- and 100-foot lengths.
4. I moved to using a headset when my daughters are with me so that I can speak at a lower volume vs having to use a louder volume when not on a headset.
5. I also find out if and when my daughters are presenting in their classes and plan a quiet task/activity period in my virtual class to accommodate them.

VIRTUAL TEACHING

1. VIRTUAL TEACHING IS 100% DIFFERENT FROM REGULAR IN CLASS TEACHING! Even though I used Moodle and then Google Classroom, I totally re-wrote my curriculum to increase engagement. Everything I do is designed to increase and encourage engagement.
2. I added a classroom discussion component of 10% into my course grade. To improve communication, I turn OFF the CHAT option in the classroom so that students must use their mics and speak. That one change

dramatically improved the quality of discussions and made my class come alive.

3. I post "Thinking Questions" to the class regularly to increase critical thinking and then we have a class discussion to allow some students to share their answers.
4. I use "high interest" material to elicit a response - don't be afraid to polarize your class - you want to avoid a "lukewarm" response.
5. Use material, examples, cases that are relevant to THEM. What interests me may not interest them.
6. Change it up: use podcasts, videos, text, websites, books, the radio, music, any and every medium possible to provide variety to them.
7. Ask yourself - Would you want to be a student in your class?

Teacher who wishes to remain Anonymous:

On days when my husband is not home, I drop our daughter off at daycare and set our son up for his virtual class.

My son and I wear Bluetooth headsets when dad is not home, and we are doing work and school in the same room; his desk is right behind my desk in our finished basement or we both work on the dining table together.

When dad is home, he takes over! I go to my desk in the

basement and my son and husband stay upstairs on the main floor and work from the dining room. And my husband takes care of snacks, breaks, and going outside for recess, etc. If your partner works from home and does something other than teaching, the days they are alone in their workspace, like I am when my husband is home, would be the days for them to schedule more important meetings and presentations.

When it was asynchronous learning for a couple weeks following Christmas break, I would create a timetable checklist of all the activities with the time my son had to work on them. This was way more work as a parent since he was constantly asking me what he was supposed to do with an assignment or would complain about how much work he had to do.

Three main things:

1. If you have help, make sure you're on a different floor or in a room with a door. That helps tremendously. Then schedule your breaks with their breaks. Or break a few minutes before their lunch to prepare lunch ahead of their break.
2. What has helped me a lot is knowing his virtual schedule. I know when he has breaks and when he has Phys. Ed. and will be jumping around and shaking the house, so that

Strategies for Teaching from Home with Kids (cont'd)

helps me plan my meetings around his schedule.

3. Prepare as much as you can before the school day. Get the Google Classroom, Lalilo, Raz-Kids and all necessary tabs set up and make sure audio, etc. is working. Save/bookmark all tabs to favourites so the kids can open them again if they close any by accident. Make sure they know how to mute and unmute and turn on and off the camera. Have all duo-tangs laid out or piled in order of use, and a can or box of pencils, pens, pencil crayons, erasers, sharpener, or other supplies on or near the desk/table at arm's length. And just have snacks and water bottle ready for them to grab whenever they want or during their breaks. They can be left out on the counter or on the bottom shelf of the fridge for them reach themselves.

And lastly, my brother-in-law who is not a teacher:

A regular workday for me is comprised of many multi-hour meetings, work sessions and ad-hoc calls from colleagues. Having the kids at home and having a spouse with varying weekly 12 hours shifts (day or night) at the hospital has made for an unpredictable weekly "routine". In March, it

will be one year since we have had help from our in-laws (pickups, drop-offs at school, staying over). We felt it was best in order to reduce the risk to them.

To ensure flexibility, I've had to reduce work meeting times to 30 minutes where possible (with un-bookable buffer times) in order to be able to assist the children with their virtual school schedules, attending multi-link classes on time, set up crafts, help with homework, snacks, and lunch. The most difficult is when my spouse is working four 12-hour shifts in a row and it falls during the week. We both try our best to give each other the time to either rest (in her case) or attend meetings (in my case), while keeping the children occupied. Sometimes she sacrifices sleeping in-between shifts just so I can keep to my scheduled meetings.

The kids themselves have been forced to "grow-up" and become more independent (they are 6 and almost 9). They help themselves to "breakfast/cereal" at the least. Having the fridge stocked with prewashed fruits and other snacks helps to quickly address their snacking needs. They have come to realize that we may not be immediately available

to assist them, and they keep going. Classwork/homework ends up being completed after hours or on weekends in order to catch up. The teachers have done a great job keeping the kids engaged as best as possible. We have made the kids take responsibility for finishing as much of their work as possible in order to keep them from distracting us during the day.

After virtual classes, we have had to allow the kids to watch TV, Skype and/or play games online with their friends. This is to give us time to finish up with meetings, cooking, and other chores.

The entire experience has tried our patience, forced us to adapt, let go of things we cannot control and simply be thankful for all our blessings through this time. It is clear that there are people in much more difficult situations (i.e., single parents, job loss, special needs children, teachers with their own children doing virtual schooling, etc). Keeping this in mind, hearing stories about others helps keep us thankful, energetic, and able to withstand the situation. It also helps to remind each other (between my spouse and me) that nothing needs to be perfect. It is okay for things to fall between the cracks.

OSSTF District 13 District and TBU Meeting

Erin Crawford

1st Vice President

The 2021 District Annual Meeting will be held virtually on Thursday, May 6, 2021. On-time Resolutions must be submitted by certain deadlines to the District President as listed below.

Timelines and procedures are identical for both the District and TBU Constitution and Bylaws. The following excerpt from the District 13 Constitution and Bylaws is included for reference.

ARTICLE IX - Amendments to the Constitution

SECTION 1

Amendments to this Constitution may be made at the District Annual Meeting by a two-thirds vote of the Members present, qualified to vote and voting, provided that:

- a) written notice of the proposed amendment shall have been given to the District President at least eight weeks in advance of the next District Annual Meeting.

DEADLINE: **March 11**

- b) such notice shall have been published to the membership at least five weeks in advance of the next District Annual Meeting by the District President.

DEADLINE: **April 1**

if section a) is not met, amendments to this constitution will be deemed late and require a 9/10 majority vote at the District Annual Meeting.

SECTION 2

If a resolution at the District Annual Meeting is deemed to require constitutional amendment to be in order, such resolutions and required amendments shall be accepted as notice of motion to the next District Annual Meeting.

BYLAW X - Amendments to the Bylaws

SECTION 1

Amendments to these Bylaws may be made at the District Annual Meeting:

- a) by a majority vote of those Members present, qualified to vote and voting provided that:

- i) written notice of the proposed amendment shall have been given to the District President not less than six weeks prior to the next District Annual Meeting.

DEADLINE: **March 25**

- ii) such notice shall have been published to the membership at least five weeks in advance of the next District Annual Meeting by the District President.

DEADLINE: **April 1**

- b) by a three-quarters vote of those present, qualified to vote and voting, previous notice as in (a) not having been given.

SECTION 2

If any plan is proposed to the District to restructure the terms of office of the District Executive, and/or to alter the financial compensation provided to Federation Officer (s) on release time from regular school duties with remuneration from District 13, OSSTF funds, such a proposal must be submitted to the District Annual Meeting, requiring a two-thirds majority of those present, qualified to vote and voting, prior to implementation. The essentials of the plan must have been published to the membership at least five weeks prior to the District Annual Meeting.

DEADLINE: **April 1**

(**March 15** for INPRINT 13 inclusion)

Article V

Section 6

Resolutions that require District funds must be submitted to the District President four weeks prior to the District Annual Meeting.

DEADLINE: **April 8**

All materials should be sent to:
District 13 Office
Attention: District President

OSSTF District 13 District and TBU Meeting (cont'd)

INPRINT 13 Ads for District
Annual Meeting Candidates:

Nominations for all positions must be received by the District Office no later than four weeks prior to the District Annual Meeting.

DEADLINE: **April 8**

After this deadline, only positions where there is no nominee shall remain open. Nominations from the floor at the District Annual Meeting shall be limited to open positions.

Free advertising is available in the next issue of INPRINT 13 for those who have submitted their nominations by the deadlines listed.

Available Positions

- District 13 President
- TBU President
- District 13 Vice-President (4 to be elected)
- District 13 Treasurer
- District 13 Secretary
- Additional TBU Provincial Councillor (1 to be elected)
- TBU Delegates to AMPA 2022 (number to be elected is determined by number of members)

Ad Size Maximums

- President full page
- Vice President 1/2 page
- Treasurer 1/4 page
- Secretary 1/4 page
- Provincial Councillor 1/4 page
- AMPA Delegate (listed in INPRINT 13, no ads)

Page sizes

- full page - 9" (h) by 7" (w)
- 1/2 page - 4 1/2" (h) by 7" (w)
- 1/4 page - 4 1/2" (h) by 3.5" (w)

Photos may be provided as snapshots with size and crop lines indicated, or as .jpeg files.

All material should be sent to:
District 13 Office
Attention: INPRINT 13

Deadlines

Ads requiring layout must be delivered to the District 13 Office no later than **March 15**.

Space for pre-formatted ads must be reserved no later than **March 15**.

The pre-formatted ads must be delivered to the D13 Office no later than **March 16**.

Note that there is no leeway for late material for the next issue of INPRINT 13. Material received late will not be published.

Resolutions	Deadline
Amendments to Constitution due to District Office	March 11
Amendments to Bylaws due to District Office	March 25
Amendments requiring significant restructuring due to District Office	April 1 (March 15 for INPRINT 13 inclusion)
Amendments requiring District funds due to District Office	April 8
Amendments to Constitution due to Membership	April 1
Amendments to Bylaws due to Membership	April 1
INPRINT 13 ads and Nominations	Deadline
Ads requiring layout due to District Office	March 15
Space for pre-formatted ads due to District Office	March 15
Pre-formatted ads due to District Office	March 16
Nominations due to District Office	April 8

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

March 25, 2021	Provincial OSSTF PD Workshop, Virtual Event
April 28, 2021	Day of Mourning
May 2, 2021	Steps for Life, Virtual Event
May 6, 2021	District Annual Meeting 2021, Virtual Event
May 13, 2021	PSSP District Annual Meeting 2021, Virtual Event
May 27, 2021	OTBU Annual General Meeting 2021, Virtual Event
June 6, 2021	Durham Pride Parade, details TBD
June 11, 2021	District 13 Golf Tourney @ Lyndebrook Golf Course, to be confirmed

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OTIP RAEQ

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.

DISTRICT 13 OSSTF

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www.d13.osstf.ca

INPRINT 13 is published by the Communications Committee of District 13. The opinions expressed do not necessarily reflect the views of the Editorial staff or District 13 Executive. District 13 Communications Committee takes no responsibility for the authenticity or accuracy of announcements, classified advertisements, etc.