

Mobilizing in Defense of Public Education



Lamia Sabbagh *President's Report*

We are celebrating 100 years of OSSTF this year. One hundred years of teachers and education workers organizing to promote and defend public education. Every so often, we are called upon to ramp up this defense in the wake of fresh attacks. That time is upon us once more.

Last month, the Bargaining Unit Presidents and the Chairs of the local Political Action Committees were called to a special provincial mobilization meeting. We learned that we must react now to the messages coming out of the Ford Government before it is too late. These messages have not always been direct but it is easy enough to deduce what may be coming in the spring budget.

Ford has said he wants to cut 4% of the budget. That translates to \$1 billion out of education. He has not specified how he will do

this but we are seeing the writing on the wall and can make certain assumptions. The government is asking for public submissions on 2 topics – class size and hiring practices.

The Ford government maintains that large class sizes do not necessarily interfere with student achievement. We know what an increase in class size will mean. It will mean less attention being shown to each student, less time devoted to individualized instruction, less attention paid to implementing accommodations required by our students' IEPs, less time to notice issues of mental health and well-being of our students. Of course, increased class sizes will also mean fewer teachers are needed which may lead to job losses for our most recent hires. As well, budget cuts will most likely reduce the amount of resources available for our students so our PSSPs and EAs will be stretched tighter than ever and our most vulnerable students will suffer the most with less help from our psychologists, social workers, interpreters, speech language pathologists and EAs.

We also know what a review of hiring practices may spell out.

Reg 274 has its faults but it is in essence a fair, transparent set of hiring rules that protect against nepotism and promote the view that seniority hiring is the best and fairest way especially in education where research shows that more than any other profession, experience makes for better teachers.

This government is not afraid of making cuts and certainly does

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Mobilizing in Defense of Public Education (cont'd)

not depend on public consultation to allow them to act. We saw that in December when they cut \$25 million dollars out of education with no warning. But we do know that sometimes they do back down under public pressure. Construction in the Green Belt was abandoned for this very reason. We must therefore make our voices heard now before it is too late. Before the spring budget comes out. Before our Public Education System is eroded beyond repair. We have started the process of mobilization by informing our members of what cuts are being proposed and what they would mean to public education. We are visiting every one of our sites to update our members on bargaining and also to inform our members as to what the concerns are of bargaining under this government and what cuts could spell out.

What can you do?

We are appealing to our members to share their stories with friends, family members,

neighbours and most importantly, their MPPs. Our message is simple: No Cuts To Education. On February 7th, OSSTF organized hugely successful informational rallies all across the province outside our MPPs offices in order to make our message heard. We are appealing to you to contact your MPP to continue spreading the message. See the list of Durham MPPs on this page and pick up the phone or email your MPP. Let them know how your life and the lives of all of your students would be affected by cuts to education. We need more supports in order to help us maintain the world-class education system that we have in Ontario, not more cuts. There are other areas for cost saving which would not affect the classroom and the education of our children: get rid of EQAO testing, amalgamate the Catholic and Public boards so that there is one public education system in both official languages, cut from a top heavy

administration, reduce ineffective initiatives that pull classroom teachers out of their classrooms for workshops that offer no benefits to students – these are but a few ideas that could help reduce the deficit without hurting our students.

Names and Contact Information for Durham MPP's

Call or email your MPP. Tell your story. Deliver our message: No cuts to public education.

Peter Bethlenfalvy (PC)

1550 Kingston Rd #213, Pickering, ON, L1V 1C3
905-509-0336
peter.bethlenfalvy@pc.ola.org

Rod Phillips (PC)

1 Rossland Rd W Suite 209, Ajax, ON, L1Z 1Z2
905-427-2060
rod.phillips@pc.ola.org

Lorne Coe (PC)

114 Dundas St E, Whitby, ON, L1N 2H7
905-430-1141
lorne.coe@pc.ola.org

Jennifer French (NDP)

78 Centre St N #2, Oshawa, ON, L1G 4B6
905-723-2411
JFrench-QP@ndp.on.ca

Lindsey Park (PC)

23 King St. W, Bowmanville, ON, L1C 1R2
905-697-1501
lindsey.park@pc.ola.org



L-R: Mara Zalcmanis, Matt Thomas, Jennifer Seif, Lamia Sabbagh, Avril Burns

Mobilizing in Defense of Public Education (cont'd)



Rod Phillips' office in Ajax



Lindsay Park's office in Bowmanville



Peter Bethlenfalvy's office in Pickering



Jennifer French's office in Oshawa



Lorne Coe's office in Whitby



Charter Schools: Where *Choice* Trumps Merit



Ryan Kelly Chief Negotiator's Report

Education in Ontario, like the professionals who make it successful, is of a high quality. While never perfect, we are forever seeking ways to make improvements to access, inclusion, wellness and success for everyone involved. One perceived avenue toward these improvements is charter schools. In its essence, a charter school is a private school that receives government funding but operates independently of the public school system. At face value, this may have the appearance of improved choice with the benefit of less government intrusion. In reality, Charter schools have had consequences contrary to Ontario's identity as a global leader in public education – an identity of merit-driven learning and success.

Fortunately for us learned stakeholders, charter schools are not a new concept, and the mounting evidence of their insolvencies are well documented. Their hallmark is that of greater inequality. Admission costs, transportation

costs and limited information all prevent disadvantaged students from making 'choices' in the education market. Charter schools in the United States have increased segregation by race and income. Additionally, the average annual teacher's salary is approximately ten thousand dollars less, with higher than average administrative salaries and an absence of regulatory requirements including curriculum and certification.

In their essence, charter schools sap funding from public education. While greater choice is an idea that sounds easy to

embrace, this is a very narrow definition which in terms of Ontario will most certainly translate to a system where success is less based on accomplishment, and more on socio-economic privilege. The public benefit of such a change is sparse at best, with foreshadowing of the corrosion of a world class public education system. In Ontario where we have moved our education system ever more closely to being our communities' 'great equalizer', we would be remiss to adopt any change likely to compromise our collective fairness.

FeelingBetterNow®

Connecting Mental Health Problems to Solutions

Stressed, anxious or depressed?
Go to: feelingbetternow.com/otip





Assess your mental health

View your action plan

Access your self-care toolbox

Resources in *Your Toolbox* include:





Helping Yourself

Stress Reduction

Helping Others

www.feelingbetternow.com/otip



Recap of New Teacher Workshop



Shane Stagg
Executive Officer's Report

In December, new permanent teachers were invited to our District Office to attend a full day workshop. This workshop is not offered every year, but thanks to the significant hiring which took place last year, we were happy to welcome dozens of new

teachers into the District over two days of sessions. Topics for the day included: key features of our contract, sick leave, pension, certification rating statements, the salary grid, and the NTIP program. The day also included a session on maintaining boundaries and professional interactions with students.

As new teachers enter our schools, they build important relationships with colleagues who help them navigate the professional demands of the

job. It is also valuable for new teachers to understand that they are supported by a federation that works on their behalf and provides professional support and services. Members can contact the District Office in both times of crisis and at times when they have routine questions or would like assistance with understanding the complexities of employment as a teacher.

See the next article for additional insights on the workshop.



Posaction Plus counselling service is available through our OTIP LTD contract. On an annual (calendar year) basis, you can access up to 12 hours of free face-to-face psychosocial counselling for you and/or your immediate family members. Posaction Plus can assist you with work-related, family, personal or dependency problems.

Posaction Plus is mentioned on the District 13 website, in each newsletter, on the yearly information cards that District 13 distributes to members in September and brochures are available from your Branch President and Health & Safety Committee reps in each school. You can also contact the District 13 Office for the LTD Policy number.



CAREpath
▶ THE CANCER ASSISTANCE PROGRAM



OTIP 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.

Union Do's: New Teacher Workshop Feedback Received by a Branch President



George Chaktsiris
Branch President, MHSS

This year, we had many new permanent teachers attend the new teacher workshop offered by the Federation. As a Branch President, I attempt to touch base with as many of the teachers in my own building that I can about this day. The feedback I received this year was very positive and refreshing to hear. Many of the statements were “it was fantastic” in nature; however, when I probed a little deeper some valuable insight about what makes this workshop great surfaced.

Some of what was shared was the value of the mentorship received from within the Federation from both school reps and District Office staff. We know we should be mentoring new teachers to help provide those bits of knowledge that we received as new teachers; advice that only comes with experience and having access to the information itself.

One individual brought up the conversation about *Professional*

Judgement vs. Professional Responsibility. This topic helped to outline what they as a professional needed to do so that they could go home at night assured that they did their job well. In addition, if they were questioned about what they were doing or how they arrived at a mark, they would have no problems answering these questions; this is the Professional Judgement portion of the conversation. Everything in their markbook is justified; their day plans meet requirements if asked to show them, and so on. The professional judgment allowed them to realize how they as an individual can incorporate your educational beliefs into everyday practice and still justify what they are doing.

Another example highlights how new teachers value the wisdom that experience brings from others. While speaking with a colleague during lunch supervision, a group of students ran down the hall toward the back door. I saw this as a fight of some kind in the works. I asked the teacher to call down to the office and let them know something was going down. Meanwhile I followed the crowd to attempt to intervene prior to Admin arrival. Following this, the teacher, who had attended the

workshop, pointed out that what just happened illustrated many of the insightful things provided at the workshop. This individual said “although I know how to do my job, and I am good at doing my job, the experience you brought to this situation allowed us to prevent something rather than just react”. This caused me to think about when I find myself in new situations. We tend to find ourselves reacting until we become familiar with the new context we are working with. We all know how to do our job when hired, but experience counts for something and having mentors in the school, not just from colleagues but also from both school reps and from the District Office, allows us to grow as professionals.

The overall theme of what I have heard from some of the teachers who attended this workshop was that it was some of the best PD they have had. It was one of those PD sessions where you heard the things that you wonder about, but nobody seems to ever explain or tell you about in a way that makes sense. Because of this, I would like to thank our District Office Staff for all their hard work and efforts to provide such a valuable experience.

Student Briefs: How to Make Them What They Should Be



Nicole Bléau

Executive Officer's Report

Under the Occupational Health and Safety Act (OHSA), employers across Ontario are required to notify workers where there is a risk to them of workplace violence from someone with a history of violence. In schools, these individuals are generally students. The dilemma for school boards is that the OHSA requires them to inform us about these students but other legislation exhorts Boards to keep student information confidential. So what exists here is a matter of competing rights: the student's right to have their personal information kept confidential and a worker's right to be informed of a risk of workplace violence. However, the law is very clear on this conflict: SAFETY TRUMPS PRIVACY.

Recognizing the complexity of competing rights in schools in relation to this, a working group was created which involved the Ministries of both Education and Labour as well as all of the affiliates and school board groups. They were tasked with

preparing a document for school boards which would outline their obligations with regards to notifying staff and to provide advice on how to do so while revealing only what is necessary about students. This guidance document is called "Workplace violence in school boards: a guide to the law". This document is publicly available here: <https://www.ontario.ca/document/workplace-violence-school-boards-guide-law>.

The DDSB's chosen mechanism to notify staff of a risk of workplace violence is being called the Student Brief. The intent is to create Student Briefs for those individuals who fit the definition for notification under the OHSA, and house these securely in a binder at the front office of each school where every single worker in that building can see them, be they teachers, custodians, cafeteria staff, whatever.

Who Gets a Student Brief

Here is the language from the OHSA regarding notification:

- *a supervisor shall ... advise a worker of the existence of any potential or actual danger to the health or safety of the worker of which the supervisor is aware*
[27(2)(a)]
- *a supervisor's duty...include[s] the duty to provide information, including*

personal information, related to a risk of workplace violence from a person with a history of violent behaviour if,

- (a) *the worker can be expected to encounter that person in the course of his or her work; and*
- (b) *the risk of workplace violence is likely to expose the worker to physical injury.*
[32.0.5(3)]

In order for a student to meet this definition and to therefore require a Student Brief, they must meet three criteria:

1. person must have a history of violence
2. you could encounter them during your day
3. you could be exposed to physical injury because of them

I'm sure all of you can think of students in your class or your school to which this definition applies. Most of the students who will meet this definition are special needs students, but not all. It is very important to note that it is not about blame or labelling or shaming these students. Their behaviours might be entirely beyond their control, but they nevertheless present a risk to the safety of workers in the building. The creation and sharing of the Brief is designed to meet the requirements under the law and to provide workers with only enough information to protect themselves.

Student Briefs: How to Make Them What They Should Be (cont'd)

What Goes on the Student Brief

Different information is provided to different staff depending on their need to know. If you have a student in your class with violent behaviours, you and your EAs will be provided with detailed information about this student's diagnosis, treatment, triggers, de-escalation strategies, etc... as found in the IEP and Behaviour Safety Plan. However, the other staff in the building do not need to know all of those details. But they do need to know some things.

Let me provide an example. Billy is a special needs student with a history of violent outbursts. All the Student Brief should contain is the following information:

- a picture of Billy (not even his name is required)
- what his triggers are, if known; for example, loud noises and direct eye contact
- what the risk to workers are; for example, he swings his arms at anything around him and throws anything within his reach
- how to protect yourself; for example, don't force eye contact with him and stay outside of his arm span

The Student Brief is designed to capture just the information that the other staff need to know to protect themselves should they encounter this student while protecting the privacy of the student as much as possible.

Problems with Implementation

The Student Brief grew out of work at the Joint Health and Safety Committee (JHSC). At that table, there is an understanding that the Board has an obligation to provide this information and that the Student Brief is a reasonable compromise to privacy which allows the Board to share only what is necessary. However, as the Briefs are being implemented in the schools, we are encountering barriers to the appropriate adoption of the Briefs. Schools are finding reasons why students should not be included in the Briefs, reasons which are not in keeping with the intent of the legislation. For example, some Administrators have indicated that if the student doesn't mean to hurt anyone or that they are assigned a one-on-one EA that this negates the need for a Brief. It does not. The Provincial guidance document and the DDSB's own instructions to Administrators outline how the Briefs are necessary and even provides sample language to give to parents. There should be no reluctance on the part of Administrators to create a Brief for a student.

How You Can Help

In order for this system to work the way that it should, we need to know that those who should have a Student Brief do. Once they have announced that your school's binder is complete, we

will need all of our members to examine their Student Brief binder. If you are privy to information about a student which indicates that a Brief should exist but it does not, District 13 is asking you to do the following: Indicate to your Principal that you believe a Student Brief should be prepared for this student. (If you need help with this, your Branch President is there to assist you.) If the Principal indicates that they have considered the matter and determined that a Brief is not required, send the name of the student to

nicole.bleau@d13.osstf.ca with a short explanation of why you think a Brief is warranted. I will bring this student to the attention of the necessary parties at the Senior Admin level and we will investigate.

Looking to the Future

These binders will now become a permanent part of our Health and Safety protocols in our schools. The binders are living documents and so will need to be added to and updated as time goes on. Staff will be expected to review the binder at the start of each semester. As well, staff are to be notified whenever a new Brief is included in the binder. As we move forward, we will always look to you to let us know when a Brief has not been created where you know that it should have been. This is one way we can look out for one another in our ever more dangerous schools.

In Memory - Christina Westcott

Marci Rosewell-McClean

Teacher, Maxwell Heights SS



Christina Westcott

It is with great sadness that we take time to celebrate the life of District 13 member Christina Westcott who passed away on January 12th at the young age of 43. Christina began her career at Oshawa Central Collegiate Institute in 2000, where she immediately had an impact on staff and students. She was an incredible teacher, and took up the school's ambassadors program and student council. Her hand was in every activity at Central and she planned many staff functions as well. She became head of CWS, and a mentor to many staff, both in her department and around the school.

She could always be counted on for a sympathetic ear, some honest commentary, or a good laugh, for students and staff. She never took herself too seriously, laughing off

misadventure, and using comedy and physical humour to put people at ease. Halloween was always an event, with over-the-top costumes and candy for all. Friends still remember the graveyard built in her yard, with headstones for many party attendees, and mannequins buried in the garden.

Christina loved her garden and spent hours 'playing in the dirt.' At Central, she spent time in the greenhouse and helped plant the gardens around the building. She participated in Outdoor Education trips to Algonquin and Bruce Peninsula, and canoeing on the Bowmanville Marsh. Christina planned trips to leadership camp several times every year, and invited other schools to participate along with her.

Christina moved to Anderson CVI in 2009 as head of CWS and

continued her many activities, attending leadership camps, student council, and mentoring staff. She worked closely with Durham Geography Teachers Association, planning, mentoring, developing course materials with teachers from across the board.

Christina took students on trips to Canadian battlefields in Europe, including the 90th anniversary commemoration of the Battle at Vimy Ridge. Her patriotism and love of all things Canadian led her to carrying the Olympic torch as part of the relay for the Olympics in Vancouver, and volunteering in Vancouver during the Olympic Games. Christina was an outstanding teacher, beloved by students, staff, and friends. All the people whose lives she touched will remember her with great fondness.

6 Winter Activities for the Outdoor Enthusiast

Provided by OTIP

One of the many things that makes Canada such a great place to live is its array of beautiful natural landscapes and the outdoor activities that they offer.

Just because it's winter doesn't mean that you can't enjoy them. In fact, there are many outdoor activities that are still possible (if not better!) in the winter months. Since Canadian winters can seem to drag on forever, there's really only one thing left to do: bundle up and embrace the great outdoors.

To learn more, visit www.otipinsurance.com/article34

OTBU News



Avril Burns

OTBU President's Report

OCT Fees Due

OCT fees are deducted from the first pay of each calendar year. If you did not receive a pay on January 4th, or if the pay was not large enough for the Board to deduct the \$150.00 fee, you will need to pay your fees yourself. Go to www.oct.ca to find out what the deadline is and how to pay your fees directly to the OCT. Teachers who let their fees lapse are not eligible to teach in the public school system and there is a significant additional fee to be reinstated.

Work Shortages

The Board continues to work with SmartFind Express to ensure that assignments are called out in rotation according to qualifications. We will update members once we are notified that SFE is working properly. In the meantime, we encourage all teachers who are not receiving a sufficient number of callouts to use the job shopping features of SFE.

Absences while in LTO or Extended Position

Planned absences should be

submitted in advance to the appropriate secretary in your school's main office, along with lesson plans, class lists, and resources. The Board is asking that same day absences due to illness or other urgent matters be called in directly to the school due to problems with the SFE Absence Reporting system.

Late Callouts / Insufficient Time

Dispatch will call out unfilled assignments until they are 25% of the way through the length of the assignment. They are asking teachers to accept these late assignments so long as it is possible for the teacher to arrive before half of the

assignment has passed. In a situation like this, most schools would prefer that you come in late than have the entire assignment go unfilled.

Questions or Concerns?

If you have an urgent matter while you are at school, please contact the District Office at 905-668-7100.

If you have been asked to speak to an Administrator in the office, let Admin know that you will speak with them, but that you'd like to speak to the school's OSSTF Branch President first.

If you have any other questions or concerns, contact us by:

Email: avril.burns@d13.osstf.ca

Keep your Heart Beating Strong

Provided by OTIP

February is heart health month, making it the perfect time to learn more about heart disease and how you can help prevent it by living a healthier life.

What is heart disease?

Heart disease is a buildup of plaque in the heart's arteries that can lead to a heart attack, heart failure or death. Approximately 1 out of 12 (or 2.4 million) Canadians live with heart disease. However, as of 2013, the rate of Canadians diagnosed with heart disease began decreasing.

To learn more, visit www.otipinsurance.com/article33

Ongoing Series: Roles of Our PSSP Members



Jacquie Westcott

PSSP, Intervenor

This is the first article in a series designed to introduce the work of our PSSP members to the Secondary Teachers in our District. I am Jacquie Westcott, an Intervenor with the DDSB. Intervenor work to support individuals with a combined hearing **and** vision loss. Our profession has been a part of the Professional Support Services

Personnel (PSSP) at DDSB for more than 20 years.

I have been with this board since the fall of 1997. I love what I do! I love that I can bring my specialized skill set to my job and make an impact on the lives of others. In the classroom, my role is to ensure that the deafblind learner is fully informed so that they may actively participate in every learning opportunity, just as hearing-sighted learners would be able to.

We receive specialized training from accredited institutions and work as part of the Educational Team to support the deafblind

learner. Due to the impact that a dual-sensory loss can have on an educational experience, we strive to foster social, emotional and cognitive development within the deafblind learner who struggles to make sense of the world and their place within it. We guide deafblind learners through individualized systems of communication and the uses of assistive devices.

Intervenor work often bring a different perspective to the classroom, shedding light on the needs of the individual. As professionals, we advocate for, and embrace the differences that exist in all of us.

From the ARM Chair

Colleen Ireland

ARM 13/16 President

ARM 13/16 Executive and members have been busy over the past few months not only performing charitable works but also supporting OSSTF initiatives.

Over the holidays, we made donations to four youth shelters in Durham and York Region. Members were also involved in knitting winter wear for women's shelters, directing and organizing holiday season community performances, and working with seniors. Prior to

the holiday break, ARM 13/16 was represented at Provincial CPAC meetings in preparation for response to the various political changes we have all recently experienced.

In March, ARM 13/16 will be holding two events. Our annual EFG (Financial planning) and OTIP (Health Benefits) event will be held at D16 offices in Newmarket on March 26, 2019. That same evening, we join forces with The Curtain Club in Richmond Hill for a viewing of Norm Foster's play "Mending Fences". The theatre event is another opportunity for us to

support youth shelters in D13 and D16. Notification regarding both events will be sent via our Mail Chimp system.

In addition, ARM13/16 will be assisting District and Provincial office as they work to inform the current workforce about the current political threats to education, health care, curriculum issues.

If you are approaching retirement, please email chapter13and16@gmail.com for additional information about ARM13/16.

OSSTF District 13 District Annual Meeting

Erin Crawford

1st Vice President

The 2019 District Annual Meeting will be held on Thursday, May 2, 2019. Some types of 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 7**

- b) such notice shall have been forwarded at least five weeks in advance of the next District Annual Meeting by the District President to the Branch Presidents and Bargaining Unit Presidents who shall submit the proposed amendment to the next Branch Meeting or Bargaining Unit Meeting.

DEADLINE: **March 28**

if either section a) or b) above are 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 21**

- ii) such notice shall have been forwarded at least five weeks in advance of the next District Annual Meeting by the District President to the Branch Presidents and Bargaining Unit

Presidents who shall submit the proposed amendment to the next Branch meeting or Bargaining Unit meeting.

DEADLINE: **March 28**

- 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 District Officer(s) with time off from regular school duties with remuneration from District 13, OSSTF funds, such a proposal must be submitted to a Membership referendum or a District Annual Meeting, requiring a two-thirds majority of those present, qualified to vote and voting, prior to implementation. Should this proposal be submitted to a District Annual Meeting, the essentials of the plan must have been communicated to the Branch Presidents and Bargaining Unit Presidents not less than five weeks prior to the District Annual Meeting.

DEADLINE: **March 28**
(**March 18** for INPRINT 13 inclusion)

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

Cont'd on page 13

OSSTF District 13 District Annual 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 4**

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

- President
- Vice-President (4 to be elected)
- Treasurer
- Secretary
- Additional Teachers' Bargaining Unit Provincial Councillor (1 to be elected)
- Delegates to AMPA 2020 (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 7**.

Space for pre-formatted ads must be reserved no later than **March 18**.

The pre-formatted ads must be delivered to the D13 Office no later than **March 18**.

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 7
Amendments to Bylaws due to District Office	March 21
Amendments requiring significant restructuring due to District Office	March 28 (March 18 for INPRINT 13 inclusion)
Amendments to Constitution due to Membership	March 28
Amendments to Bylaws due to Membership	March 28
INPRINT 13 ads and Nominations	Deadline
Ads requiring layout due to District Office	March 7
Space for pre-formatted ads due to District Office	March 18
Pre-formatted ads due to District Office	March 18
Nominations due to District Office	April 4

Human Rights Events



The Moose Hide Campaign!

Men: Speak Out Against Gender-Based Violence!

Provincial OSSTF is calling upon all male secondary school staff to step-up in ending violence towards women and children. One of the most important ways we can help is to promote gender equity, healthy relationships, and positive ideas of masculinity by speaking out.

Your Human Rights Committee will be providing all male OSSTF members in Durham with a Moose Hide Pin to wear and commit to:

- *Stand up with women and children and speak out against violence against them.
- *Support each other as men and hold each other accountable.
- *Teach our young men about the true meaning of love and respect.
- *Heal ourselves as men by supporting our brothers on their healing journey.

Look for pins and resource materials coming your way soon!

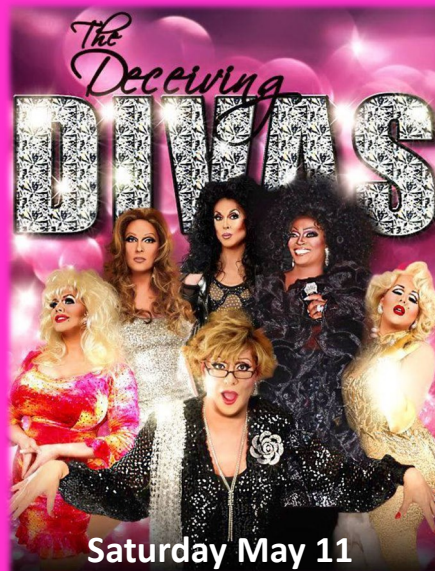
Please consider becoming a member of our Human Rights Committee. We are steadily growing with new initiatives coming. The next meetings will be Monday March 18th and Monday April 15th. ALL ARE WELCOME!!!

PINK SHIRT DAY 2019



Once again, this year Pink Shirt Day's primary theme is Cyberbullying. On **February 27, 2019** we are all encouraged to wear a pink shirt to symbolize that we do not accept bullying of any kind and promote kindness. To highlight the level of importance our membership in District 13 has for this cause, over 100 of our members requested a pink shirt through District 13 Human Rights Committee this year, plus all those who already have a pink shirt that they plan on wearing. Well done!

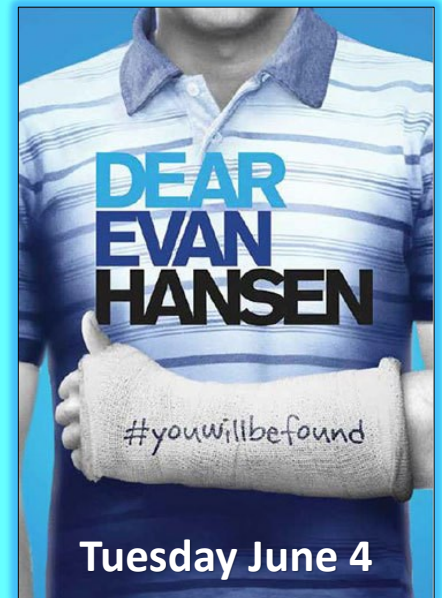
Human Rights Committee Presents



Saturday May 11
**Fundraiser For
Teacher Caring For Teachers**

See website for details...

Human Rights Committee Presents



Tuesday June 4

SAVE THE DATE!

See website for details...

Family Day Skate 2019

Over 100 District 13 skaters and their families came out to our 9th annual Family Day Skate at McKinney Arena in Whitby. A great time was had by all. New this year, everyone was appreciative of the hot chocolate and toques. Lots of food was raised for the local food bank. This event is always well attended and many of our members look forward to it every year. Make sure to mark it in your calendar for a fun, free family day activity next year.



Members of District 13 Executive from left to right:
Jennifer Seif, Nicole Bléau, Ryan Kelly, Lamia Sabbagh, Shane Stagg



Marc Kennedy, OT member, with Janice.



Anne Desrochers, MCVI, with her family



Danielle Hunter, DAW, with her family

Upcoming Events for District 13 in 2019

February 27, 2019	Pink Shirt Day
April 8, 2019	PSSP Social @ D13 Office
April 10, 2019	Day of Pink
April 10, 2019	D13 Maternity Leave Workshop @ D13 Office, 4:15 pm
April 24, 2019	OSSTF Pension Workshop @ D13 Office, 4:30 pm
April 28, 2019	Day of Mourning
May 1, 2019	OTIP Retirement Benefits Workshop @ Deer Creek, 4:30 pm
May 2, 2019	District Annual Meeting @ Deer Creek, 4:00 pm
May 5, 2019	Steps for Life, OPG Pickering
May 11, 2019	Deceiving Divas, R.C. Legion, 471 Simcoe St. S., Oshawa
May 14, 2019	PSSP Annual General Meeting, LVIV Hall, Oshawa
May 16, 2019	Student Award Night @ D13 Office, 7:00 pm
May 23, 2019	OTBU Annual General Meeting
June 4, 2019	Dear Evan Hansen Musical, Toronto
June 7, 2019	District 13 Golf Tourney @ Lyndebrook Golf Course

What to do if you get in a car accident

Provided by OTIP

Car accidents usually occur without warning. Although you may take every safety precaution possible, the unexpected can still happen. If you find yourself in a car accident, here are some tips to keep in mind: www.otipinsurance.com/article31

DISTRICT 13 OSSTF

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www.d13.osstf.ca

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