

Fighting Together to Preserve Public Education



Lamia Sabbagh
President's Report

These are turbulent times in education. No one can doubt that. We have been pummeled since the Minister's announcement on March 15th by unrelenting attacks on our education system. The technical papers revealed that attrition funding would not be covering the loss of teachers due to a 28:1 ratio imposed by the Ministry. We have witnessed layoff notices in the hundreds being delivered to our colleagues around the province; students being made to line up for hours to choose courses from a dwindling list of options for next year; programs in the trades being shut down; specialty subjects such as French and Music being lost to a whole cohort of students and rural schools facing the prospect of closing next year. All this and e-learning hasn't even happened yet with the even more devastating staffing and

educational implications that will undoubtedly cause in 2020.

However, I do not want to end the year on the same note of doom and gloom that we have been living under since March 15th or, in fact, since this government took office and we saw very quickly how little they valued our education system. It is astounding to me that we can be recognized for the work we do by international communities but not by our own government. But thankfully, this irrational behaviour does not extend far outside the government. Every day in social media, in the newspapers and on the street, we are seeing allies supporting us in our fight to preserve public education. It is impossible to ignore the Red for Ed worn on Fridays or the multiple rallies in front of MPP offices since March that are still going strong. We can't order buttons fast enough that proclaim "No cuts to education" and I see them on passersby every day. The feeling of solidarity that was felt by the hundreds of us who went to Queen's Park is still going strong and MPP offices are being flooded with phone calls and letters daily.

In Durham, every one of our 4 PC MPPs (Lindsay Park, Lorne Coe, Peter Bethlenfalvy and Rod Phillips) has been identified by polls as being in danger of losing their elected position and they are certainly feeling the pressure. Our trustees have committed to standing with us and they proved it by writing letters to the Ministry opposing the cuts to Education. The DDSB most recently has had to

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Fighting Together to Preserve Public Education (cont'd)

deliberate on the merits of continuing to stand by our collective agreement where staffing is concerned in spite of the shortfall of funding being provided by the Ministry. The Ministry had told boards like ours to staff according to our contracts which in our case meant a ratio of 22:1. However, they only offered funding through the technical papers at 28:1 and the attrition funding promised by the Ministry will not

cover the difference. It is to the DDSB's credit that they made the right choice...with a little pressure from us...and decided to respect our collective agreement. We were able to hire 25 Permanent teacher positions in Durham where other Boards had to deliver as many or more layoff notices. We know that our most recent hires are not in the clear. We know that this government

could well force us to staff at 28:1 next year or legislate some other horror on us. But at least we also know who our friends are and who our enemies are. We have the parents on our side, the students, the Board, the business communities, the public sector workers and even Kiefer Sutherland! We have the people on our side fighting together to preserve public education. Who is Doug Ford speaking for?

Red for Ed



Shane Stagg *Executive Officer's Report*

After the announced cuts to education by the Ford government on March 15th, OSSTF began a campaign of rallies outside PC MPP offices. With visits to all local PC MPPs in Bowmanville, Whitby, Ajax and Pickering, OSSTF members brought the message of No Cuts to Education to the doorsteps of our elected officials. The goal is for them to stand up for public education and push back against Doug Ford's plan to cut thousands of teachers and many thousands of course sections for students in Ontario. The 28:1

class size average and mandatory 4 credits of eLearning for students is a loss of valuable teachers that offer unique programming and extra-curricular activities for students.

As well, a Red for Ed campaign was launched. This saw members wearing red on Fridays in support of public education. The provincial office offered Red for Ed shirts at the Rally for Education on April 6th at Queen's Park and our District 13 office arranged red "Together" shirts for members. Red for Ed began in 2018 in Arizona and quickly spread to other states. A web search for Red for Ed returns plenty of results.

On June 7th, we participated in a Power Break initiative by the Ontario Federation of Labour. Members were encouraged to gather together at a common

break time during the day and take a picture holding banners in support of public education. The pictures were posted online with the hashtags #NoCutsToEducation #PowerOfMany #OSSTF #OFL #onpoli #onted. This action was taken in solidarity with workers around the province standing up to cuts to social services.

Much of the efforts of OSSTF to combat cuts to education are captured on the Provincial OSSTF Facebook, Twitter and Instagram accounts. Social media is offering a robust method of spreading the message. Members who would like to contribute to the effort can help by following OSSTF and sharing or reposting the content to their own personal accounts.

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Red for Ed (cont'd)



Members of D13 at Queen's Park Rally



DASS Oshawa



Henry St.



Uxbridge SS



D13 taking part in the June 7th Power Break during our annual Teachers Caring for Teachers Charity Golf Tournament.

2019 Contract Negotiations: The Rolling Stone Rife with Moss



Ryan Kelly

Chief Negotiator's Report

The School Boards Collective Bargaining Act offers three possible ways for stakeholders to provide notice of desire to bargain (notice to bargain locally is automatically triggered when notice is given centrally). They are:

1. 90 days prior to the expiration of the current Collective Agreement
2. More than 90 days upon mutual agreement among the parties to negotiations
3. More than 90 days by act of government regulation

On April 29th, the government introduced a Regulation to allow contract negotiations to commence immediately. On this same day, our Provincial Office gave notice to bargain.

Giving notice to bargain started a clock for meeting within fifteen days to determine what issues will be negotiated centrally, and what issues will be negotiated locally. On the fifteenth day after giving notice to bargain, we were afforded a one-hour meeting with the government for Teacher/Occasional Teacher bargaining and one hour for Support Staff.

As one may imagine, little was accomplished at this meeting, and two additional meetings were planned for May 16th, and May 23rd.

Failing to agree upon which items are central and which are local, parties to central negotiations may opt to refer these issues to the Ontario Labour Relations Board to make a determination. This option may be accessed no earlier than 45 days from when notice is given.

Following the May 23rd meeting, it was evident that the parties to Central negotiations were not in agreement of what issues are to be negotiated at which level. As such, OSSTF proposed an alternate dispute resolution process to help negotiations continue moving

forward, and to make sure OSSTF bargaining units maintain the ability to negotiate issues best bargained locally. This option, which would have been much faster, was rejected and so we are left with appealing to the OLRB. That appeal should go forward by the end of June but, previous experience suggests that it may be weeks before the hearings begin.

Regardless, once the determination of central/local split has been made, we hope to continue bargaining in good faith.

OSSTF both centrally and locally remain prepared to negotiate, however local negotiations cannot begin until after the central/local split has been decided.



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.

Class Size Consultations



Shane Stagg Executive Officer's Report

As part of the March 15th announcement regarding changes to education funding, the Ministry of Education released a public consultation process. Members were encouraged to send submissions outlining how the proposed changes to class size and mandatory eLearning would impact teaching and learning. Provincial OSSTF has submitted a freedom of information request which will allow it to compare the actual submissions with what the Ford Government claims to have gathered from the consultation process. Below are excerpts of submissions that have been shared with us by members.

I do not understand how anyone can possibly think that increasing class sizes could lead to increased student achievement. How can I reach each of my students to provide one on one instruction? I weep for the future of education and for the decimation of our world class system. We will continue to see programs shut down as more specialty teachers retire

especially in our smaller rural schools and our inner city urban schools. I truly believe this discussion should be had during negotiations and not through a consultation such as this one.

In my experience an ideal class size for enthusiastic learners is 20. This allows options for individual work as well as small and large group activities. Everybody has an opportunity to participate in a meaningful way and the teacher is able to gather evidence of learning. For small group activities or science labs 20 students allows for 5 groups of 4 which is ideal. A 75 minute lesson plan may include 20 minutes of large group lesson delivery and 40 minutes of small group or individual work. It is during this time that a teacher is able to engage with students one-on-one to clarify understanding, offer feedback and gather assessment data. At 2 minutes per student this does not represent an abundance of time. Teachers gather data related to achievement of curriculum expectations as well as learning skills including: initiative, organization, teamwork, etc. The remaining classroom time may be occupied by interruptions, behavior management, transition between activities, administrative tasks etc.

In a class of reluctant or struggling learners the

challenges of classroom management and individual learning needs of students create conditions where suitable class sizes are critical to ensuring success for students. In these cases a class size of 12 may be suitable. This allows for 4 groups of 3 which works well. It also allows additional time for teachers or other education workers to support students one-on-one and gather assessment data.

Of course, the class sizes of 20 and 12 mentioned above are ideal and may not be feasible given financial constraints. This is why the practice of negotiating class sizes locally for each school board has been so important. We have arrived at class size agreements that consider the instructional needs of students while at the same time respecting the financial condition of the Board. The negotiated class sizes represent the compromises made between parties that are committed to student achievement and collective bargaining.

Issues related to violence in schools and mental wellness of students and staff are related to overcrowding in schools. Crowding in school buildings and classrooms generates stresses that interfere with learning and the ability to create a positive environment. It must be well

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Class Size Consultations (cont'd)

understood that learning is a social task. It requires positive relationships between all involved and a safe environment in order for students' brains to be ready to learn. When students are stressed they are unable to learn effectively. An increase in class size that crowds classrooms and schools leads to decreased achievement and greater risks to mental health along with risk of injury to students and staff. The risk of injury is particularly great in classes with our most vulnerable students who may have autism or other diagnosed conditions that require additional support to ensure a safe learning environment.

Because learning is a social task it takes place best when students are able to discuss topics and ideas, and work with information in a social environment. Working with partners and groups allows students to build understanding together and make sense of new concepts. The social aspect stimulates the brain to build connections and supports learning and student success. In a classroom setting this is facilitated by the teachers who organize the learning tasks and can coach students through the process. Learning individually with online materials is very challenging and best suited to very mature or capable learners. It should never be assumed that eLearning will work well for all students, it certainly is not for

everyone. I would never describe it as having the richness of a classroom environment and would never expect students who are still maturing to be able to cope with 4 eLearning courses during high school.

Mandatory e-learning is detrimental to student achievement because not all students are able to handle this platform of education. My son was one of those students. He chose to take an e-learning course in grade 11 college math. It was a disaster. He had no self-regulation and I had to monitor his every moment online because he couldn't manage it. I was lucky enough to be able to afford a computer and had a good internet service but I know many of my students do not have these luxuries. I am also not sure where these students enrolled in this class would go during the school day? Who will supervise them?

The potential loss of staffing due to centralized eLearning and a move to an average class size of 28:1 will be devastating to schools. Even at 22:1 it requires remarkable creativity in timetabling to be able to meet the needs of students. At 28:1 schools would lose the ability to offer entire subjects. In some cases entire departments would be wiped out. I suspect that when changes to class size were being considered it wasn't well understood that not all teachers

are delivering the same content. I suppose that it was imagined that if 45 teachers are required to teacher 1000 students at 22:1 then you could simply squeeze students into larger classes at 28:1 and only need 36 teachers. The problem is that the loss of 9 teachers takes away the variety of skills that those teachers provide. Schools typically only have barely enough teachers to deliver each subject. The loss of a single teacher can result in 6 classes being unavailable to students each year, and in fact can result in the loss of an entire program.

Planning a Summer Road Trip Through Canada on a Budget

Provided by OTIP

Canada is known worldwide for its natural beauty. With rolling hills, sparkling blue waters, boreal forests, natural parks and mountain peaks, Canada really has it all.

If you're looking to explore more of this beautiful country over the summer without breaking the bank, follow this helpful guide of national attractions you can visit that won't cost you much more than the gas required to take you there.

To learn more, click here:
www.otipinsurance.com/article41

What Happens if I Get Hurt/Sick over the Summer?



As we move towards the end of the year, people often ask me “What happens if I get hurt/sick over the summer?”. I have provided an article for Inprint 13 on the topic for the last three years and decided that I should include it once again this year as it remains a top question.

Nicole Bléau

Executive Officer's Report

The Abilities Form: In order to access sick leave, the Abilities Form from our Central deal is the only medical documentation you will provide to the Board. This standard form is easy to use, is readily available on our website at www.d13.osstf.ca/abilitiesform, and includes instructions about how and where to submit it. You will want to provide your Abilities Form to Ability Management (the newly rebranded name of the Disability Management department), the confidential DDSB Dept. responsible for administering the sick leave plan. This is the form that all OSSTF members will use to document absences due to illness/injury of 3 days or more consecutively. This form serves as all DDSB medical certificates or doctor's notes for all Secondary Teachers. You are expected to provide a completed Abilities Form rather than simply providing a note or letter from your doctor. You should have the form completed around early August, if possible, so that the Board has time to make any necessary arrangements regarding your accommodations, including meeting with you, OSSTF and your Principal. Please note: there is little point in submitting this form in advance in June or July, because the Board will usually want a current medical update and will simply ask you to go back to your doctor again in early August to confirm your restrictions.

Available Sick Leave: If you are injured/fall ill over the summer and cannot start work in September (or else need accommodations, including working half time), you will access a fresh new allotment of sick leave for the upcoming school year, as per our current collective agreement. The allotment is the same as this year: 11 sick days at full salary plus 120 days at 90% salary (plus any additional top-up from this year's 11 days).

Completing the Abilities Form: Remember to always keep a copy for yourself and to send it to Ability Management but not to your school. An easy way to submit your form in the summer is by taking a picture with your smartphone and then emailing it to Ability Management. It is important that you have the details of your return to work options in mind, including the realities of your job, when you see the doctor. The way that the form will be completed will be dependent on your needs. Section 1 of the Form, which outlines the options, is below.

1. Health Care Professional: The following information should be completed by the Health Care Professional
Please check one:
<input type="checkbox"/> Patient is capable of returning to work with no restrictions.
<input type="checkbox"/> Patient is capable of returning to work with restrictions. Complete section 2 (A & B) & 3
<input type="checkbox"/> I have reviewed sections 2 (A & B) and have determined that the Patient is totally disabled and is unable to return to work at this time. Complete sections 3 and 4. Should the absence continue, updated medical information will next be requested after the date of the follow up appointment indicated in section 4.

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What Happens if I Get Hurt/Sick over the Summer? (cont'd)

Based on your doctor's assessment, you will follow one of two paths:

Returning to Work with Accommodations: If the doctor is indicating that you can return to work on the first day but with some accommodations (this also includes working half days), then he/she will select the second box in Section 1, and then outline your limitations and restrictions in Sections 2A, 2B and 3. Submit the form to Ability Management, then email your Principal and me and let us know that you will be at work but that you have provided documentation to Ability Management outlining some necessary accommodations. I will then be in touch to discuss your situation. A meeting will likely be called in the last two weeks of August with Ability Management, your Principal, OSSTF and you to put your accommodations in place.

Not Returning to Work: If the doctor is indicating that you cannot return to work at all, he/she will select the third box in Section 1. If this is the case, then he/she will NOT complete Sections 2A or 2B, but will instead jump directly to Sections 3 & 4. Submit the form to Ability Management, then email your Principal and me and let us know that you will not be at work and that you have provided documentation to Ability Management. I will then be in touch to discuss your situation.

As always, if you need any assistance, please let me know. The District Office is closed during the summer but as things come up, such as return to work planning, they are dealt with on an as-needed basis. The best way to reach me during the summer is through email at nicole.bleau@d13.osstf.ca.

Wishing you a healthy and restful summer!

Student Award Night 2019

Nicole Bléau

Executive Officer's Report

Every year, District 13 recognizes one graduating student from each school for an award that is chosen solely by their teachers at their school. The teachers at each location get to determine the criteria by which the students will be judged and then they alone vote to select the recipient. This ensures that the student selected represents the values that are most important to their school community.

This year's recipients were an outstanding selection of students honoured for their community involvement, their artistic expression, their academic achievement and their overcoming of adversity.

This year's ceremony was held on May 16th and also included the presentation of the 2nd Annual OSSTF District 13 Adam Wood Memorial Scholarship. This scholarship is presented to

one student per year who has the goal of pursuing teaching as a career, and includes a prize of \$500.

It is awarded in memory of Adam Wood, a former Uxbridge Secondary School student who became a teacher and who was tragically killed in the school shooting at La Loche Community School in Saskatchewan in 2016. Congratulations to all of the very worthy students!

Another DAM Good Time!



George Chaktsiris *Communications' Chair*

Every year in May, District 13 gathers for our District Annual Meeting (DAM). This year we held DAM at Deer Creek Golf Club in Ajax. We conducted many of the usual events that occur during the meeting, such as saying goodbye to those of our members who are retiring, and honouring their careers as they sail off into their next phase of life. We also celebrate our newly hired permanent members at this event.

This is the first year we have had the pleasure of welcoming our PSSP Bargaining Unit to DAM. This led to another order of business: approving a very large number of amendments to our District Constitution. This normal and very important order of business takes place annually at this event. This year the District struck an ad-hoc committee to review the constitution from beginning to end, as we needed to add our PSSPs into the inner workings of our District Constitution.

We also had the privilege of electing members to our District

13 Executive and our AMPA Delegates.

This year, we elected the following members to the 2019-2020 District 13 Executive. District and TBU President: Lamia Sabbagh, 1st Vice President: Erin Crawford, 2nd Vice President: Garrett Metcalfe, 3rd Vice President: Richard McCormack, 4th Vice President: Rob Walker, Secretary: Ruth Kam, Treasurer: Nicole Bléau, Additional TBU

Provincial Councillor: Nicole Bléau. AMPA Delegates: Nicole Bléau, George Chaktsiris, Erin Crawford, Ryan Gordon, Art Hanke, Jacqueline Hill, Jason Himsl, Ruth Kam, Ryan Kelly, Richard McCormack, Garrett Metcalfe, Lamia Sabbagh, Shane Stagg, and Paul Wayling.

Congratulations to those who were elected into positions, and thank you for all your time and effort that you provide our federation.

DISTRICT 13 PSSP ANNOUNCEMENT

**District 13 PSSP BU ratified their first
Collective Agreement on June 17, 2019.**

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

OTIP RAEO

OTBU News



Avril Burns

OTBU President's Report

2018 – 2019 Recap

This has been a difficult year for many Occasional Teachers. We began the year with a glitch in SmartFind Express which resulted in a large number of teachers going without work for weeks at a time. In addition, even though we had been asking the Board for years to keep the Roster to a manageable level that would support a living wage for our members, the number of names on the Secondary Occasional Teacher Roster rose from an already bloated 750 to an unfathomable 1105. This year, each of these 1105 teachers competed for the absences of only 1500 Permanent teachers. There was one small ray of light when the SFE issue was finally resolved and, after years of appealing to the Board to make the distribution of daily work more equitable, they have implemented a new, more transparent system for assigning daily work. We believe that this will result in a more fair distribution of daily assignments and the reduction of favoritism and nepotism that has been rampant in certain schools.

Having said that, we also expect that the future will be very challenging as a relatively small amount of work is distributed amongst a very large number of teachers.

Levelling Expectations for 2019 – 2020

Education cuts threaten to further delay access to permanent jobs for many teachers who have already had to wait 5 to 10 + years for the opportunity to advance their career. Now they, and their newer teacher colleagues, find themselves at the mercy of the slash and burn budget tactics of the current government. The increase in average class size from 22 to 28 will reduce the number of permanent teacher positions and therefore new Permanent work and result in a decrease to the number of available daily and long term occasional assignments. As for what we can expect from the upcoming round of Collective Bargaining, that is uncertain too. As of the writing of this article, the government has not been able to agree to a fair division of central and local bargaining issues. Nonetheless, our normal preparation process will go forward and your Collective Bargaining Team will move ahead, preparing for any eventuality. Please check the myOSSTF area of osstf.on.ca regularly for bargaining updates.

Annual Meeting

Occasional Teachers gathered together on May 23rd for their Annual Meeting. OSSTF Secretariat Liaison Gary Fenn attended on behalf of Provincial Office and Nicole Bléau joined us on behalf of the District Executive. Members appreciated the knowledge and insight of both guests and took the opportunity to ask a number of questions.

The Annual Meeting Planning Committee would like to extend our thanks to Ellen Hinan of District 14 for Chairing the business meeting and to Gary for running the elections portion of the meeting. The members of the 2019-2020 Executive Committee are: President Avril Burns, First VP Gurnek Singh, Second VP Julia McCrear, and Secretary Mara Zalcmans. Mara and Julia were acclaimed as our Additional Delegates to AMPA 2020 which will be held in Toronto, March 13–16, 2020. General meetings will resume in the fall, dates to be determined. Meeting dates will be posted on high school Federation bulletin boards and on the District 13 website at www.d13.osstf.ca and will be distributed via email to subscribers to the OTBU member contact list. To join the list, send an email from your personal (not Board) email account to

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OTBU News (cont'd)

avril.burns@d13.osstf.ca with "Subscribe" in the subject line.

Returning Next Year?

The 2019 - 2020 Substitute Status Form and Offence Declaration are available now through Employee Self Serve. Teachers who will be returning next year must make sure that the Substitute Status Form is completed by the deadline of June 30th. **Teachers who do not submit these mandatory forms on time will be removed from the Roster.**

Teachers who will not be returning next year are asked to send a letter of resignation via email to Manager Employee Relations/Hiring, Arlene Walkes and cc the OTBU President at avril.burns@d13.osstf.ca.

Benefits Plan

All Daily and Long Term Occasional Teachers who have worked at least 90 days in the secondary panel during the 2018 – 2019 school year will be given the opportunity to participate in the Pay- In- Lieu of Benefits program. In the

coming weeks, the Board will mail out enrollment forms to all teachers who are at or near the 90 day threshold. In order to participate, in addition to submitting these forms, eligible teachers are required to show proof of enrolment in the benefits plan of their choosing and pay all premiums related to that plan. The Board will reimburse their share of the premiums each month through participants' pay. The amount of the payment in lieu will be approximately \$2454 per year, paid in monthly installments.

From the ARM Chair

Colleen Ireland

ARM 13/16 President

We are pleased to announce that Iain Beaton has agreed to act as Co-President of ARM Chapter 13/16 for 2019-2020. Iain and Colleen Ireland will be working collaboratively with Iain covering duties related to Toronto meetings and liaison with ARM Council at the provincial level. ARM 13/16 continues to keep the membership up to date on Provincial happenings including rallies, social justice issues, and the serious cuts related to the current political landscape in Ontario.

We have held theatre outings and have continued our support of four youth shelters: Joanne's House (Durham), 360 KIDS, Blue Door, Sutton Youth Shelter (York). We have established links to Durham Habitat for Humanity and are in the process of connecting to York Habitat.

The Executive of ARM 13/16 has been active by volunteering at Habitat builds, attending local rallies and information protests, and attending Queen's Park events.

If you are interested in joining ARM 13/16 upon retirement, contact the chapter email below if you have questions. You can also access the provincial ARM website for resources and links to other partnerships and find comparisons between RTO and OTIP which may help with decision making regarding ARM membership.

chapter13and16@gmail.com

www.armcouncil.osstf.ca

Ongoing Series: Roles of our PSSP Members: Educational Interpreters

Suzie Caetano-Leliopoulos *PSSP, Educational Interpreter*

The DDSB Educational Interpreters look forward to meeting and working collaboratively with the other OSSTF members in Durham. We are part of the Speech Language and Hearing Services Department and provide support to many deaf and hard of hearing students across the DDSB.

We effectively facilitate classroom information between

the teacher, deaf student(s), hard of hearing student(s), peers, educational team members, support staff and the parent/guardian as needed during the school day according to the language level of the student. We communicate in a variety of forms ranging from American Sign Language (ASL) to Oral Interpreting. We require time to prepare for new lessons and concepts, therefore providing us with this material ahead of time is crucial for efficient and accurate interpretation.

We are members of the Canadian Association for Sign Language Interpreters (CASLI), previously, The Association of Visual Language Interpreters of Canada (AVLIC) and adhere to their Code of Ethics.

<http://www.avlic.ca/ethics-and-guidelines>.

Language is essential for communicating and learning, regardless of what form. It is our job to facilitate this and ensure our students are receiving the best support possible.

Ongoing Series: Roles of our PSSP Members: School Social Workers



Tracey Grose *PSSP, Social Worker*

A **School Social Worker** provides counseling and psycho-social services to children and adolescents in schools at both micro and macro levels. Social Workers work as mental health

experts, leaders of social and emotional development within the school community, family-school liaisons, and program development experts. Because they are tasked with helping students function effectively in a school environment, School Social Workers interact with students to assess the areas in which they might need counseling or assistance.

School Social Workers are part of the **Special Education Resource Team**. They are uniquely suited to support students and families

with their Mental Health and development needs. School Social Workers' training and understanding of family systems and environmental factors that impact student achievement allow them to support students who may be struggling with behavioral, emotional, and social difficulties in a school setting by mobilizing and recommending interventions, treatment and referral to community agencies. School Social Workers can help families to mitigate the factors that are a barrier to their child's success.

Can We Talk!



Garrett Metcalfe
Human Rights Committee
Co-Chair

Surrounded by sequins, hair spray, wigs, costumes, jewellery, and yes... lots of duct tape – Joane Rivers and the Deceiving Divas are anxious but ready to hit the stage!

This is not our normal crowd full of Queers with empty shot glasses on the tables before the show even starts. Not the normal crowd with loud outbursts of vulgarity. This is not going to be a regular Saturday night show. We can tell: the audience is politely chatting, goes silent as the house lights dim and Marilyn Monroe walks on the stage. A quiet gasp and then silence!

The queens are beginning to panic – yelling to Joane “they hate us” and “this is going to be a very long night.” I assure them that they just think they are at the theatre and are politely mesmerized. “Don’t worry” I say ... “Joane will warm them up - this crowd needs permission to laugh and party.”

Following the polite applause for Marilyn, Joane Rivers explodes to the stage on a mission - to push boundaries, make statements, and invite District 13 to experience just a glimpse of Queer Culture.

Unapologetically, Joane gives everyone permission to have a good time while challenging our boundaries and norms. Joane extends an invite to a mainly cisgender/straight audience to play, for just a night, in a world of edgy humour sparked out of oppression. An invitation to experience Queer camp has now been extended and the audience has accepted with open arms. This is going to be a FUN night!

In traditional Joane fashion... can we talk? Can we talk about a community that has experienced so much homophobia/transphobia and hate for decades? Can we talk about a community that survived the politics of an AIDS epidemic? Can we talk about a community that continues to face police brutality, hate legislation and must fight to provide safe spaces for our LGBTQ+ youth? Can we talk about a community of incredible resiliency!



Our ability to survive stems out of the creation of a Queer culture often referred to as “camp.” We have to laugh or cry. The Queer community has always chosen laughter. We are a marginalized group that uses self-deprecating humour, over-exaggeration and the stereotypes of oppression to push the boundaries of mainstream norms and values. Through humour, we make very strong social/political statements about gender binaries. The Deceiving Divas show welcomed the audience into this Queer culture for a night!

So off Joane went... no subject left untouched. Crude, rude, offensive while at the same time with a likeability and humanity we hope all felt in the room. This was about coming together as allies and celebrating Queerness and all it means.

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Can We Talk! (cont'd)

Entered the DIVAS! Celine, Liza, Whitney, Reba, Dolly, Tina, Lennox, Adele, Diana and of course Cher! Powerful women recognizable by single names... these are the idols of the Queer community. Strong, powerful women who challenged norms, laid ground-work, were feminists in their own right - all of whom have championed Queer rights their entire careers. Through "camp" we honour and hold

powerful women in high regard. Queer culture has always been predominantly feminist-based. The Deceiving Divas are a celebration of powerful, ground-breaking women.

The evening came together with what we consider the highlight performance piece of the show. Glammed up Joane behind a dressing table,

stripped down the façade while performing "What Makes a Man a Man." The glitz, vulgarity and camp slowly disappears leaving us to question the gender binaries and homophobia we all see on a daily basis. This is the message of The Deceiving Divas; a message of compassion, acceptance, celebration, humanity... and a little bit of camp!

FAQ: Insuring Recreational Vehicles and Seasonal Properties

Provided by OTIP

With the weather heating up and summer vacation quickly approaching, you're probably thinking more about trips to the cottage or camping trips in the RV rather than your insurance.

However, summer activities that involve the use of recreational vehicles or seasonal properties often require specialized insurance coverage. It's important to regularly review your insurance policies for these seasonal items with your broker so that you can be confident that you and your loved ones are protected.

To learn more, click here:

www.otipinsurance.com/article42

CAREpath
The Health Care Navigation System



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.

DISTRICT 13 SUMMER HOURS

We do not have regular office hours in the summer however the D13 office will be open on Wednesday mornings from 9:00 am to 12:00 noon during July and August, 2019.

To contact District Officers during the summer, see the *Contact* page on our website for email addresses.

In case of an emergency, please contact a Duty Officer at Provincial OSSTF at 1-800-267-7867.

Empty Bowls are Filled



George Chaktsiris
Communications' Chair

On March 27, 2019, the Maxwell Height S.S. Visual Arts and Culinary Departments ran their third annual Empty Bowls fundraiser for food-based charities. Empty Bowls is a grass-roots food-based charitable movement with the goal of highlighting awareness of hunger-related issues and food insecurity that all communities face across the country. This is accomplished via linking the artistic and creative process with the larger idea of giving back to our community. This year \$1800 was raised and approximately \$4500 since 2017 has found its



way into the hands of Oshawa food-based charities.

This year more than 75 bowls and a few mugs were donated by potters from Maxwell Heights S.S. and have been decorated and glazed by staff and students alike. The delicious soup and bread served at the event, was prepared in-house by Maxwell's

Culinary Department then ladled out by some of Maxwell's amazing students. Those who attended, including our District's very own Shane Stagg and family, paid for the bowl and meal, which gave them a wonderful piece of artwork to continue using at home and at the same time helped the community.



District 13 members enjoyed their Empty Bowls filled with soup provided by Maxwell Culinary Department.

Golf Tournament in Support of Teachers Caring for Teachers

Shane Stagg

Executive Officer's Report

The weather cooperated beautifully for our D13 annual golf tournament held at Lyndbrook Golf Course on June 7th. A bright sunny round of golf with friends and colleagues was followed by a terrific chicken dinner. Everybody clearly enjoyed themselves!

All proceeds from the golf tournament fund Teachers Caring for Teachers. This is an initiative of the OSSTF District 13 Public Relations Committee which provides support to our members who are off on sick leave for an extended period of time. It can be difficult to be away from school and colleagues, and we want to remind our members that they are missed and to offer them a little something so they can treat themselves.

This year, we raised over **\$2000!** On behalf of the committee, thank you to all those golfers for golfing with us this year and for contributing your time and money to this cause. We hope you had fun!

We would also like to thank our committee members who give so much of their time to put on this event every year especially Cristal Diemer-Ewles and Doreen Sacchett for putting the whole event together. Special thanks as well to Lydia Keen for her photography.

Our sponsor, Educators Financial, came through for us again. Their donation enabled us to buy lots of prizes and they contributed directly to the fund! Mike Cunningham from

Educators Financial joined us with a team this year and we hope to have them return again next year. Thanks as well to OTIP for providing swag items for the loot bags and a picnic basket for the prize table.

The winners this year were the team of Dimitrios Melegos, Roche Kelly, Caruth Lee Thumb and Rob Jobe! Congratulations!

Please save the date for next year's event which is scheduled for June 12, 2020.



From l-r: Roche Kelly, Dimitrios Melegos, Caruth Lee Thumb, Rob Jobe

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www.d13.osstf.ca

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