

Provincial Executive Liaison Report

To: District 10, Executive/Council
From: Martha Hradowy, Executive Officer

1. 2018-2019 Grants for Student Needs (GSN)

Joe Hirschegger and Dave Barrowclough participated in a conference call regarding the release of the 2018 GSNs on Monday, March 26. A summary of the announcement is provided below. A D/BU is being prepared, and will be issued soon.

Overall

- Historic high in overall funding – 24.5 billion with an increase of \$625 million in the 2018-2019 school year. Generated by an increase in enrollment and new investments.
- Overall 2000 new staff jobs, from an increase of \$237 per student, on average, to \$12,300 / student. This represents a 9.4% increase since 2013. These announcements will require regulations to be written into the future, meaning after the election.

Special Education

- Over the next 3 years an additional \$300 million to be added to Special Education. \$125 million in EPO funding and \$170 million in GSN funding under Special Education to address waitlists. Will allow each board to hire 4 F.T.E. to a multi-disciplinary team, including Social Workers, Psychologists, Behavior Specialists and Speech Language Pathologists, to reduce wait times and help teachers and educational assistants to better understand the needs of their students.
- \$72 Million in Special Education to increase services with the goal of eliminating waitlists. Hire an additional 600 staff by 2019-2020 to build this capacity.
- \$30 Million to increase the current Special Incidence Portion from \$27,000 to \$38,000 to help provide a safe learning environment for students. This will allow for \$500 million in new EA positions.
- Applied analysis training amount will be added to the existing EPO behaviour expertise amount.

GSN's

- Changes to the Grade 4-8 Elementary benchmark funding in to bring the guidance allocation up to meet the secondary level of 2.6 per 1000 students. This represents an increase of 450 elementary teaching positions at a cost of \$46 million, to aid grade 7 and 8 students in career and education pathway planning while preparing for success in high school.

- Over the next three years this, \$120 million in additional funding will also provide opportunities in experiential learning for students.
- \$24.5 million to \$49.5 million to increase mental health workers in schools to help provide services to students dealing with anxiety, stress and depression.

ESL/ELD – Changing demographics based on new census data.

- \$10 million increase to ESL component for non-recent immigrants who do not speak English at home.

Student Transportation

- Changes to transportation will be made to meet labour agreements by increasing cost benchmarks from 2% to 4% with an increase of \$25.5 million.
- New vision for student transportation consultation underway and due to ministry by March 29th.

School Renewal

- Of the \$1.4 billion for capital, there will be \$1.0 billion for school improvement and \$350 million for renewal projects
- The green house gas reduction program of \$100 million will continue, allowing boards to take on energy efficiency initiatives.
- \$400,000 in seed funding for joint use projects on a first come, first serve basis for shared space initiatives.
- \$1.6 billion over the next 5 years to increase child care spaces by 100,000 in both community locations and schools. \$187 million for community based child care spaces.

Program Leader Allocation rolled from EPO to GSN.

- Money will be enveloped in the Administration and Governance Grant to be spent on salary, benefits, travel and expenses of the 6 lead positions: Mental Health, Technology, Indigenous studies, Student Success, School Effectiveness Framework and Early years.

External LOG Review of how boards spend money and to update demographic data based upon the latest census. Further details of the review to be released.

NTIP

- NTIP expanded to allow LTO's of 80 days or more to be included.
- Flexibility for school boards to provide support for teachers in their first 5 years even when beyond the 2 year program.

FNMI funding now enveloped with a review on the criteria for funding of a course.

The Rural and Northern schools extended to the 2018-2019 school year.

- \$20 million enhancement to the GSN with benchmarks updated
- List of boards to be up-dated and posted to the ministry website

- PARG (Accommodation Review Guidelines) to be finalized and released for 2019/20 accommodation reviews.

The technical paper, projected funding for 2018/19, and other supporting documents will be released in the near future.

- 2. Transformation Steering Committee: Equity and Grade 9 Refresh Subcommittee**
The second meeting of the Equity and Grade 9 Refresh Subcommittee of the Ministry of Education's Transformation Steering Committee (TSC) was held on March 6, 2018 at the Courtyard Marriot Hotel, Toronto.

The purpose of the meeting was to review the discussions to date on 'Equity and Grade 9 Refresh' and to examine implications for next steps within the mandate of the TSC. Representatives from OTF and the four affiliates participated in the discussion as part of the subcommittee. Assigned staff from the Communications/Political Action Department attended the meeting on behalf of OSSTF/FEESO.

A discussion on data collected based on race and indigeneity with respect to academic achievement occurred. Pilot projects on 'de-streaming' or 'enhanced pathways' in the Toronto District School Board and the Limestone District School Board were referenced by the Ministry of Education in the discussion.

Further discussions on 'Equity and Grade 9 Refresh' will continue at the Transformation Steering Committee. Assigned staff will continue to attend future meetings.

Professional Services staff will also continue advocacy at the provincial level for consultation and information on current 'de-streaming/enhanced pathways' pilot projects and their planned 'de-streaming/enhanced pathways' initiatives along with any evidentiary basis for the pursuit of these initiatives.

- 3. Provincial Working Group for Individual Education Plans (IEPs)**

The purpose of this workgroup is to examine and assess the current documents and supports for IEPs in Ontario schools. When this work group met in the fall, it was dominated by administrators and supervision officers, and the voices of the affiliates seemed lost in the discussion. The meeting held on February 27, 2018 however, was poorly attended, and the affiliate representatives, Nancy Baldree (ETFO), Claire Laughlin (OECTA), Randy Banderob (OSSTF) and Lindy Amato (OTF), were able to more effectively represent our members' interests on this issue.

While at the previous meeting the work group seemed focused on the expansion of IEPs without consideration to the time or resources required, at this meeting we were able to establish workload as the main barrier to the effective creation and implementations of IEPs. With consensus that the IEP process needed to be streamlined, the work group identified three areas that needed to be addressed:

- i. Consistency

Currently within some ministry documents there are a variety of terms that are used seemingly interchangeably, causing confusion. Also, each board has been permitted to create their own IEP forms and procedures. This makes it almost impossible to provide support for teachers with questions about them as they differ from board to board.

ii. Clarity

Again, because each board has been given carte blanche to create their own IEP procedures, it has become unclear exactly which student requires an IEP and when. This has led to a dramatic increase to the number of IEPs because when a question arises about the need for an IEP, the default has become to create one.

iii. Training

Again, because of a lack of consistency, which has led to a lack of clarity, central training has been impossible. The Ministry has delegated the responsibility of IEP training to individual boards. This has not been effective. A centralized, provincial training model is required.

The work group made the following recommendations:

- 1) Review and revise all documents related to IEPs to ensure that language and instructions are correct and consistent.
- 2) Simplify and revise the IEP form and procedure, making both mandatory across the province.
- 3) Create a centralized, provincial model of training for IEPs.

4. Ontario's Apprenticeship Strategy

The Ministry of Advanced Education and Skills Development issued a news release on February 7 entitled, *Ontario Improving Apprenticeship System to Prepare Skilled Workforce for In-Demand Jobs*. The purpose of the news release was to announce a new Ontario Apprenticeship Strategy; a multi-year strategy built around five goals:

- i. Promoting apprenticeships as a respected post-secondary pathway;
- ii. Supporting and retaining apprentices;
- iii. Engage and supporting employers and sponsors;
- iv. Increasing participation of underrepresented groups; and
- v. Updating the apprenticeship system through digital enhancement.

Items of Interest:

Short-term goals include a review of the Ontario Youth Apprenticeship Program (OYAP) to propose recommendations to support clear pathways and better transitions from secondary school into apprenticeship, and the expansion of OYAP to increase access from underrepresented groups, including girls and women. Another stated goal is the development of marketing and outreach activities targeted at students, guidance counsellors, parents and underrepresented groups to make them aware of careers in the skilled trades and the related educational requirements. These goals are linked to previous commitments to expand experiential learning for all students.

The strategy also references the proposed curriculum 'refresh' with the assistance of the Transformation Steering Committee. Two educational advisors from the skilled trades and education sector will be appointed to the Transformation Steering Committee to add to the discussion and advise on academic competencies required to succeed in the skilled trades and to aid in the awareness of the education and career pathways to apprenticeship in the trades.

The number of apprenticeships from underrepresented groups and the percentage of apprentices transitioning directly from high school and the Ontario Youth Apprenticeship Program are two of the indicators listed to measure long-term progress of the strategy. The Ontario government indicates that they will work with sector partners (including the Expert Panel on the Highly Skilled Workforce) to create a comprehensive monitoring and evaluation framework to assess the relevance, reach, delivery, effectiveness and

efficiency of the proposed apprenticeship modernization initiatives, and that they will regularly share progress and results.

5. Identity-Based Data Collection: Supporting Equity and Human Rights

The Education Equity Secretariat of the Ministry of Education invited OTF and affiliate representatives to an 'Identity-Based Data Collection' session. The meeting was held on February 2. The purpose of the meeting was to examine the practice of collecting identity-based data by school boards for both students and staff as outlined in *Ontario's Education Equity Action Plan*.

Representatives from OTF and the four affiliates participated in the discussion for the first time while representatives from various school boards involved had met three times since the summer of 2017. Assigned staff from the Educational Services Department and Communications/Political Action Department attended the meeting on behalf of OSSTF/FEESO.

Seventeen school from across the province are currently participating in pilot projects on identity-based data collection and the work will be supported by funding provided by the Ministry of Education. Representatives from the various stakeholders listened to two presentations from school boards who have conducted identity-based data collection. The presentation on the 'Uses of Student Data' was delivered by the Toronto District School Board and the presentation on the 'Uses of Staff Data' was delivered by the Peel District School Board.

Representatives were asked for their input on the following questions:

- With respect to identity-based data collection for both students and staff, what do you see as the opportunities, challenges, and next steps that exist for school boards?
- How can data be used in your Board to support equity and eliminate barriers?
- What supports are needed to undertake workforce data collection?
- What other opportunities exist to advance employment equity?

There was general support and consensus from the participants in the room that identity-based data collection as outlined in *Ontario's Education Equity Action Plan* is a reasonable step towards achieving equitable outcomes for students and employment equity in school boards. School board representatives, while recognizing the benefits of collecting identity-based data, raised concerns regarding the lack of infrastructure in place at the local level to undertake the magnitude of work. It was requested by at least one school board that the Ministry of Education consider a centralized infrastructure for the process of collecting identity-based data.

Affiliate representatives voiced general support for the premise of advancing employment equity. However, affiliates strongly cautioned against attempts of circumventing seniority-based staffing rules as outlined in collective agreements. It was emphasized that any work in identity-based data collection on our members must include consultation with affiliates as a key component of this conversation.

Ministry staff noted that future meetings are anticipated where the topics of discussion will include employment equity training, suspensions and expulsions, school climate survey, and provincial guidance on privacy protection. Assigned staff will continue to attend future meetings.

6. OTF and Affiliates Meeting

A meeting of OTF and affiliate representatives was held on March 19, 2018. This meeting took place at the OTF office at 10 Alcorn St, Toronto. Assigned staff from the Educational Services Department and the Public Policy Analyst attended the meeting on behalf of OSSTF/FEESO.

The purpose of the meeting on March 19 was to review a survey proposed by the [Centre for the Use of Research and Evidence in Education \(CUREE\)](#), looking at teacher professional identity and its impact on classroom practice across seven different countries. Working with [Education International](#), CUREE is collecting evidence and information through interviews, surveys, document analysis and visits to schools. The survey has been conducted in Scotland, Sweden, Germany & Kenya, and it is currently running in Chile. [Preliminary results from Scotland](#) have already been published.

OTF and affiliates provided recommendations to tailor the survey to our specific requirements and context, to which the lead researchers were happy to respond. They were also open to suggestions about shortening the survey to address concerns regarding its length. The revised survey has been sent for French translation after which OTF and affiliates will determine timing for when the survey is sent to members.

EI and CUREE are meeting to work out the protocols for OTF and affiliate access to the data (including affiliate-specific data), with appropriate consideration of attribution and ethics of the research properly covered off. See Appendix B for the Teacher Identity Survey, revised for an Ontario context, based on input from OTF and the affiliates. As is the case with most research surveys, responses are anonymous and participants are free to leave questions blank or discontinue at any time.

7. Lifelong Learning Advisory Committee (LLAC) on Adult Education

A meeting of the new, Lifelong Learning Advisory Committee (LLAC) on Adult Education was held on March 20, 2018, at the Ryerson Student Centre in Toronto. The LLAC is an expansion of the Provincial Advisory Committee on Adult Education, which focused on Adult credit programs. Organized through MAESD, the committee includes representatives from four Ministries (MAESD, EDU, MCI and MCSS), as well as representatives from CESBA, the Council of Ontario Directors of Education, and a range of ESL, LBS, LINC, Continuing and Adult Education providers, as well as the teacher affiliates. Assigned staff from the Educational Services Department attended the meeting on behalf of OSSTF/FEESO.

The purpose of the meeting on March 20 was threefold: to share initial feedback from stakeholders on the government consultation on improving Adult Education; provide a summary of current Adult Experiential Learning Pilot Projects, and to solicit input for the terms of reference for the LLAC.

Items of Interest:

A summary of the 20 current adult experiential learning pilot projects was reviewed, nine of which are taking place in English-speaking public school boards: Algoma, Niagara, Greater Essex, Lakehead, Near North, Ottawa-Carleton, Peel, Simcoe County, Upper Canada.

Participants advised the government to include more stakeholders at the LLAC table, including but not limited to, federal government partners who fund Immigration, Refugees and Citizenship (IRCC) ESL or LINC programs, increased deaf/blind and FNMI representation, and the Ontario College of Trades. Stakeholders also reiterated that current challenges include: the lack of time and resources for adult educators for data collection and entry; funding and competition concerns that limit seamless transition between programs; and the need for timely, ongoing labour market information in order to match learners' interests and skills with current and future employment opportunities.

As findings were shared from feedback to the [Strengthening Ontario's Adult Education System](#) discussion paper, participants highlighted ongoing concerns, including the insufficient number of guidance counsellors in Adult Education, challenges associated with e-learning, and barriers to access for immigrants such as racism and the lack of available childcare support. Focus groups with underrepresented groups are ongoing.

[CODE for Canada](#) has partnered with the government to investigate the development of a digital solution to make the breadth of opportunities available to adult learners easy to understand and navigate online. They are currently in the product development phase to develop a system that is easy for adult learners to navigate. Learners have told them that there is a lack of awareness of the types of programs available and that many were lucky to have stumbled upon a program at all.

The LLAC has been formed to advise the government on the spectrum of Adult Education available in Ontario as the various ministries strive to improve access for adult learners to the programs that suit their needs. Other goals involve providing smooth transitions between programs and improved recognition of prior learning and skills. The next meeting will take place in September 2018.

8. Ontario College of Teachers Council Meeting

The third OCT Council Meeting of the 2017-2018 school year was held on March 1, 2018 in the OCT Council Chambers.

Items of interest include the following:

- Marlene Marwah (French Language education background) and Michelle Miner-Seal (HR executive with experience in government and not-for-profit agencies) were welcomed as two new appointed members of Council. Both were appointed in November, 2017.
- On January 25, 2018, the Minister of Education announced that amendments would be made to the *Ontario College of Teachers Act* to expand the scope of activities covered under the definition of "sexual abuse." These are changes the College asked for in submissions to the Ministry and Standing Committee during the review of Bill 37 and are in keeping with definitions contained in the Regulated Health Professions Act. Council spent approximately four hours in camera discussing and debating the Registrar's recommendations to Council to the Ministry.
- The Registrar outlined a number of new expenditures including: travelling around the province to provide information sessions for members the pending Council election and how to vote; the College now sends framed (plastic) certificates to new members instead of cardboard stiffeners; a brochure has been developed for pre-retirement College members to promote the value and benefits of maintaining good standing as a College member; and a YouTube video series started last year continues to

- produce videos quarterly to promote the books and resources for loan in the Margaret Wilson Library.
- Work has begun on the next professional advisory: Supporting Students with Mental Health Needs. Lists of expert and critical readers will be developed by the workgroup to ensure the advisory is vetted by both leading mental health experts as well as college stakeholders.
 - OCT finished 2017 with a surplus in excess of \$700,000. The OCT Reserve Fund is starting 2018 with over \$8.4 million.
 - Framed as a concern that there are insufficient current and former OCT Councillors with Principal Qualifications and experience, Council voted to add OCT members in good standing to the eligible rosters of panelists called upon when there are insufficient numbers of Councillors available for investigations, hearings, and discipline cases requiring a supervisory peer available.

The next Council meeting is scheduled for June 7-8, 2018 and the Annual Meeting of Members is scheduled for June 7, 2018.

9. Kindergarten Implementation Work Group

The Kindergarten Implementation Working Group was established in the spring of 2016 and meets three times a year in order to support ongoing implementation of the Kindergarten Program and the Kindergarten Addendum to Growing Success. The working group is comprised of representatives from the following: ADFO, AEFO, CPCO, CUPE, DPERWA, ERF, ETFO, OCAW, OCSOA, OCSTA, OECTA, OPC, OPSBA, OPSOA and OSSTF/FEESO. Numerous EDU staff are always in attendance, and David deSantis from the Student Achievement Division was in attendance for his new assignment.

The meeting was focused on two themes:

- Finding Time for Collaboration and Planning
- Implementation of the Communication of Learning

The following continued frustrations and concerns were shared and expressed by the affiliates:

- Time for collaboration and planning will continue to look different around the province until it is given priority by the province
- Educator teams/schools/boards should not be celebrated for “making things work” / “tweaking” through insufficient funds
- Boards are not required to report in which school year (this or next) they are using the money to be received this March for ECE PD until July

While EDU has stated that boards have until July to report in which school year (this or next) they are using the money to be received this March for ECE Professional Development, bargaining unit presidents are asked to be in contact with boards and to share any information they have regarding the allocation of these funds with their field secretary.

10. Amendment to Speech-Language Pathology and Audiology Act

[Bill 200, Removing Barriers in Audiology and Speech-Language Pathology Act, 2018](#) passed First Reading in the House on February 28, 2018. The bill amends the *Audiology and Speech-Language Pathology Act*, in order to modify the scope of practice of audiology and speech-language pathology. The bill also expands the acts that may be performed by a member of the College of Audiologists and Speech-Language Pathologists in the course of engaging in the practice of

audiology or speech-language pathology. Currently “diagnosing and communicating a diagnosis” are controlled acts. Speech-language pathologists and audiologists may administer the tests and provide test results to clients and their families but they are unable to provide formal diagnoses. The Ontario Speech Language Pathologists and Audiologists Association are participating in a campaign, [Say It, Hear It, Now](#), to raise the awareness of this bill.

11. **AAP: Workplace Sexual Violence, Assault and Harassment Survey Report**
At AMPA 2017, delegates approved a workplace sexual violence, assault and harassment survey that was submitted as part of the 2017-2018 Annual Action Plan. The survey would address the issue of workplace sexual violence, assault and harassment in all areas and possible circumstances that members might face in their worksites and at OSSTF/FEESO events. The survey was to be presented to all OSSTF/FEESO committee and council meetings and events as well as a random sampling of members.

It was also indicated in the Annual Action Plan that the data collected could be used to develop resources for leaders and members and could also be used to ensure that OSSTF/FEESO practices keep members safe at OSSTF/FEESO functions and events.

In order to keep within the \$25,000 budget, it was decided to use Vector Poll to conduct the fully online survey and to assist staff with the development of the survey questions in order to address the many “possible circumstances” and “areas” in which members might encounter such violence.

The questions have now been completed. Although there are quite a number of questions and the survey seems long, most respondents will not be filling out the entire survey unless they have experienced every type of harassment or violence scenarios. The survey should only take respondents 10-15 minutes to complete if they have experienced some kind of violence in their worksites.

The random sampling of members will include members from all OSSTF committees, councils and work groups. Members who complete the survey will be able to self-identify, as well as indicate which job class they belong to and whether they have attended OSSTF/FEESO events, committees and councils in the last year. The goal is to receive 2,000 to 3,000 surveys from the approximately 35,000 members who will be invited to participate.

Staff have also completed the data transfer to Vector Poll. A DBU memo will be distributed to bargaining unit leaders to alert them to the possibility that their members will be surveyed, along with a contact at Provincial Office, should their members have questions. After the DBU memo has been distributed, Vector will be sending the random selection of members an invitation to complete the survey in either French or English. Once the survey closes, the data will be compiled and reported.

12. **Free Child Care Announcement**
On March 27, the Government of Ontario made a commitment to make regulated child care available free of charge for all children 2.5 – 4 years whose parents choose it by 2020.

Finance Minister Sousa confirmed that an allocation of an additional \$2.2 billion over

three years would include funds to cover the following :

- full operating costs of expanded child care services for children 2.5 – 4 years;
- providing more, and more affordable infant/toddler care;
- publicly-fund wages for early childhood educators through a wage grid;
- assisting First Nations communities with existing and new services; and
- an Innovation Fund to assist with challenges such as child care for families working non-regular hours and to support development in the not-for-profit child care sector

This announcement places Ontario on the path to a system of universally accessible, high quality child care by addressing the linked issues of affordability for families, and decent work and professional pay for early childhood educators through public funding. However, there are many concerns, including, but not limited to, the following :

- the most expensive child care to deliver is infant and toddler age 1-2.5 years, excluded from the plan;
- expanding space to meet need by 2020 will be challenging; and
- it is questionable that the amount allocated allows for inflation of operating costs and decent wages for educators;

While the timing of such an announcement prior to an election will always be suspect, providing secure, predictable funding for universal child care programs has been a long-standing principle of OSSTF/FEESO's work with our partners in Early Learning.

13. Centres of Excellence for Early Years and Child Care

The Ministry of Education has announced the three candidates who have been selected to lead the first Centres of Excellence in the province :

- Provincial Centre of Excellence – Western University and Ontario Reggio Association
- Indigenous Centre of Excellence - Ontario Aboriginal Head Start Association and Kenjgewin Teg Education Institute
- Francophone Centre of Excellence - Collège Boréal and Association francophone à l'éducation des services à l'enfance de l'Ontario

The centres are to support alignment with the Ministry of Education's curriculum, build pedagogical leadership capacity of staff and create linkages to and/or develop professional learning resources.

A secretariat of members that balance regional and group-specific needs and strengths is to be established to coordinate province-wide planning and ensure effective and consistent implementation approaches.

Assigned Educational Services staff will continue to liaise through the Early Years Advisory Committee and updates on the progress of these [Centres of Excellence for Early Years and Child Care](#) which are posted on the Ministry of Education website.

14. 100 Year Anniversary Celebration Plan Overview

The celebration for OSSTF/FEESO's 100 Year Anniversary will be kicked off at Leadership 2018 and continue through to December 30, 2019, our official anniversary date. The focus of the celebrations will be from July 1, 2018 to July 1, 2019, with the majority of the events occurring by AMPA 2019.

We hope that OSSTF/FEESO's 100 Year Anniversary will be an opportunity to engage members and inspire them to think about their union and its evolution over 100 years as well as encourage them to participate in celebrating our centennial.

A provincial office steering committee has been established to oversee the preparations for the 100 Year Anniversary Celebration, based on the recommendations the 100 Year Anniversary Work Group made to the Provincial Executive.

The members of the Steering Committee are:

- Harvey Bischof, President
- Pierre Côté, General Secretary
- Earl Burt, Treasurer
- Jim Spray, CFO
- Domenic Bellissimo, Director of Communications & Political Action
- Lori Foote, AGS Professional Services, Chair

The celebration will focus on the following:

Logo, Slogan and Branding for the 100 Year Anniversary Celebration:

- Provincial office graphic designers will create a 100 Year Anniversary logo and slogan, banner, folders, limited letterhead and signature lines for provincial use at events and in official correspondence.
- At the April 2018 Provincial Council meeting three options will be presented and Councillors will have the opportunity to select the one to be used through a majority vote.
- At Leadership 2018, the 100 Year Anniversary branding will be unveiled and there will be a preview of upcoming celebratory events for the 100 Year Anniversary celebration.
- At Leadership 2018, we will distribute a special anniversary flag featuring the anniversary branding to each bargaining unit. Districts and bargaining units will be encouraged to use the flags at Labour Day 2018 and 2019 parades as well as at other events. Additional flags will be available for purchase.

An OSSTF/FEESO History Book:

- The history book will be in E-book format. Approximately 250 hard copies will be published. Copies will be displayed at provincial office and will be distributed to every bargaining unit and some institutions.
- The book will be distributed and posted on the provincial website at AMPA 2019.
- The book will focus on the major achievements that OSSTF/FEESO has accomplished over the past 100 years and potentially incorporate such themes such as collective bargaining, social justice and equity work, expansion of the union, political action, contributions to our communities, the transformation from a professional organization to a union, expansion of services and professional development and training for our members, etc.
- In order to incorporate different voices and approaches to reflect the different members we have in OSSTF/FEESO, a seven member writing team has been appointed and has begun its task.
- The members of the writing team are:
 - Wendy Anes Hirschegger
 - Suzette Clark
 - Nanci Henderson
 - Sandi Sahli

- Kirk Winter
- Joe Wilson
- David Yates

Historical vignettes:

- OSSTF/FEESO will hire an external company to create a series of short historical vignettes that will highlight the progress and improvements the union has achieved over 100 years.
- Screen one vignette at January and February 2019 Provincial Council meetings to launch the 2019 celebration year, and then show all the vignettes at AMPA 2019.

Timeline:

On-line museum for electronic photos of artefacts and/or copies of documents illustrating OSSTF/FEESO history

- The timeline, on-line museum will be housed on the OSSTF/FEESO provincial website.
- Committee/Council Chairpersons will be requested to confer with their members about which event(s) they think are important to recognize on the timeline.
- OSSTF/FEESO will request districts and bargaining units to send electronic copies of key historical photos and documents that can be preserved in an on-line museum.

Involvement of Districts and Bargaining Units/Committees/Councils

- We will request local leaders to, where possible, incorporate 100 Year Anniversary celebrations into existing local events and celebrations in 2019 – golf tournaments, charity work, etc.
- We will request Committee and Council Chairs to explore with their members if there are possibilities of incorporating the 100 Year Anniversary theme into their activities in 2018-2019.
- We will request the provincial Communications and Political Action Committee to consider designating an Education Week theme related to our 100th Anniversary for May 2019.
- We will request the provincial Educational Services Committee to rename the Federation Family Education Fund 2019 to reflect OSSTF/FEESO's 100 Year Anniversary; for example.

SWAG

- Order a limited number of swag items to be branded such as pens, pencils, magnets, t-shirts that be personalized.
- Districts and bargaining units will be able to bulk order the swag through provincial office as well.
- Distribute swag to members attending events, conferences etc.

AMPA 2019

- The planning for AMPA 2019 is underway and more details will be available in the future.

15. Recent D/BU's

- 119 – OTF Well-Being Conference
- 118 – 2018-2019 Grants for Student Needs
- 117 – Lump Sum Payment for Professional Development
- 116 - Pregnancy and/or Parental Leave EI Changes
- 114 - Protective Services Committee
- 113 - Cultivating Resilience Regional Symposia

- 112 - OCM Transition
- 111 - Workplace Violence in School Boards
- 110 - CBC Conference 2018
- 109 - Conferences - April 12-14, 2018
- 108 - Equity Mentorship Program
- 107 - Strike by York University CUPE 3903
- 106 - PPM 161 - Supporting Children and Students with Prevalent Medical
- 105 - HS/WSIAC Regional Training Sessions
- 104 - Possible Strike by CUPE 3903 - York University
- 103 - Embracing Technology - Intermediate Conference - Now Accepting Workshop Submissions
- 102 - Provincial Election 2018 DBU and ARM Funding
- 101 - researchED Ontario Conference - April 13-14, 2018
- 100 - 2018 Summit on Children and Youth Mental Health
- 099 - Report Cards and Transferable Skills
- 098 - Collaborative Professionalism Regional Training Dates
- 097 - ESO Conference - April 12-13, 2018
- 096 - Input for Workshops at Leadership Conference 2018

Protecting and Enhancing Public Education
Protéger et faire avancer l'éducation publique

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