



Protecting and enhancing public education since 1919

District 28 Update

- District 28's Electronic Newsletter

February 2019

Here We Go!

We feared it might be coming, and it seems to have arrived. The Ford government has started to systematically attack some of our province's most valued institutions. Just this past week the government's sights returned to education again.

OSSTF had already been preparing to hold "Information Rallies" across the province to remind MPPs about how valuable an investment education is, long before last week's announcements on class sizes and hiring practices. We wanted to send a reminder prior the government finalizing their deliberations on this spring's budget. Here in Renfrew County we want to remind our MPP John Yakabuski that he needs to advocate for NO CUTS TO EDUCATION when he goes into the Tory Caucus.

I, along with the other local Presidents, recently sent a letter to Mr. Yakabuski on behalf of the members of District 28, where we shared that, "Any reduction in funding will be deeply felt in our local area, and have a negative impact on the students that our members serve." We explained that a cut of 4% of our secondary teachers might mean a reduction of 72 courses for students in our Board. We asked him to come and spend a day in one of our kindergarten classes with the diverse needs they manage every day, then we asked him to imagine what it would be like if the few supports that currently exist were whittled away. I have included the letter in this newsletter on page 15 and I encourage you to contact your Member of the Provincial Parliament with the same message.

In my December newsletter I included a photo of Mr. Yakabuski holding a "I support public education" sign at our recent Lobby Day at Queen's Park. I am going to crop that picture and include it in this newsletter as a reminder to us all to hold our elected representative to that statement. This government was not elected with a mandate to save money at the cost of our world class public education system or the impact on Ontario's future such cuts would make.

I encourage you all to come, and bring your friends and family on February 7th to remind John, the public and ourselves of how important our Public Education System is! Poster for the event is on page 4.



Consultations

Speaking of cuts...this past Wednesday the Conservative government began

"consultations" on Class Sizes and Hiring Practices in Ontario Schools. OSSTF has developed some "speaking points" to help guide members who are encouraged to give personal feedback to the government on these topics. I have included the speaking points on pages 6 to 14. Make sure you submit your responses by February 22nd to the correct address -

CLASS SIZE ENGAGEMENT & KINDERGARTEN:

EDULABFINANCE@ontario.ca

HIRING PRACTICES:

PTPSB@ontario.ca

Retirement Workshops

OTIP will be holding two Retirement Workshops this spring, one in Renfrew on April 3 and one in Pembroke on April 4. (see page 3 and 4 for more information and a link for registration.) If you have never been to one of these workshops, I strongly encourage you to go!

Board Calendar

The Board has approved our school year calendar for next year. It still must receive Ministry approval, but it is almost 99.9% certain to remain the same. I have included the calendar on page 5.

6 Winter Activities for the Outdoor Enthusiast

To learn more, visit

www.otipinsurance.com/article34

In Solidarity!
Jeff



Retiring in the next five years?

Have questions about retirement benefits and finances?

OTIP, Educators and your local union invite you to attend the Walk into Retirement with a Plan workshop.

During this workshop, you'll learn about:

- Retirement benefits for life – discover why OTIP is now the leading choice for plan flexibility regarding retirement health, dental and travel benefits
- Your Pension – Let Educators help you understand your OTPP and/or OMERS
- Other sources of retirement revenue, including CPP and OAS

This complimentary workshop is open only to members and spouses. A light dinner will be served. Please note any dietary requirements at time of registration.

Date:	April 3, 2019
Time:	4:30 - 7:30 p.m.
Location:	Days Inn 760 Gibbons Rd. Rexburg

Register online at: www.otip.com/events



Walk into Retirement with a Plan



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During this workshop, you'll learn about:

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- Other sources of retirement revenue, including CPP and OAS

This complimentary workshop is open only to members and spouses. A light dinner will be served. Please note any dietary requirements at time of registration.

Date:	April 4, 2019
Time:	4:30 - 7:30
Location:	Best Western Inn and Conference Centre 1 International Drive Pembroke

Register online at: www.otip.com/events

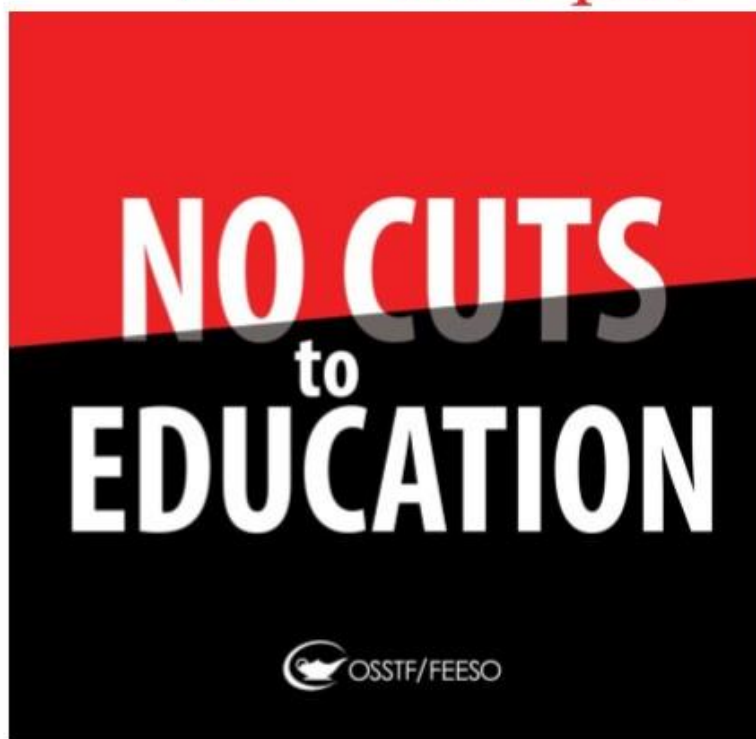
Presented by:



Tell our MPP to protect public education in the upcoming provincial budget. OSSTF/FEESO leaders, across Ontario, will be delivering letters to their MPPs. Please drop by our rally for as long as you are able. Bring friends, family and colleagues.

Thursday, February 7

4:30 - 5:30 pm



John Yakabuski

Renfrew-Nipissing- Pembroke

84 Isabella Street

The Victoria Centre, Unit 6

Pembroke K8A5S5

Contact OSSTF/FEESO District 28 at (613) 585 - 2899 or your Branch or Bargaining Unit President for more information.



2019 - 2020 SCHOOL YEAR CALENDAR

194 Instructional Days

	First/Last Day
	PA Days
	Board Holidays
	STAT Holidays

SEPTEMBER (20 days)						
SUN	MON	TUES	WED	THUR	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

September 2 - Labour Day

OCTOBER (22 days)						
SUN	MON	TUES	WED	THUR	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

October 14 - Thanksgiving Day
Elementary Progress Report Oct 20-Nov 20

NOVEMBER (21 days)						
SUN	MON	TUES	WED	THUR	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

DECEMBER (15 days)						
SUN	MON	TUES	WED	THUR	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

December 23 to January 3 - Christmas Break

JANUARY (20 days)						
SUN	MON	TUES	WED	THUR	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Provincial Report Card Elementary January 20-February 20

FEBRUARY (19 days)						
SUN	MON	TUES	WED	THUR	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

February 17 - Family Day

MARCH (17 days)						
SUN	MON	TUES	WED	THUR	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

March 16 to 20 - March Break

APRIL (20 days)						
SUN	MON	TUES	WED	THUR	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

April 10 - Good Friday
April 13 - Easter Monday

MAY (20 days)						
SUN	MON	TUES	WED	THUR	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

May 18 - Victoria Day

JUNE (20 days)						
SUN	MON	TUES	WED	THUR	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

OSSTF/FEESO Position Hiring Practices Appendix A

The Provincial Office's response to the government's invitation to provide feedback will highlight that the individual questions in the consultation paper must be considered in the entirety of the Regulation and that the hiring practices should not be parsed into its various components. Therefore, as a significant portion of our response to the consultation we will be attaching the official position of OSSTF on this matter, the *Guiding Principles with Objectives for Draft Document RE: OSSTF/FEESO Hiring Practices (Reg 274) Implementation*. This document was approved by the Provincial Council in April 2013, reaffirmed by the MAC 224-17 Occasional Teachers Work Group, and presented to Provincial Council in June 2018. This document (attached as Appendix C) clearly states our key principles: Universally Applicable Standards of Fairness (including Fair Access to Work and Transparency), Scope for Some Local Autonomy and Flexibility, Priority Recognition of Seniority and Defense of Statutory Rights Regarding Leave Provisions.

Reminder:

- Please do not answer the separate guiding questions on the Feedback Form. Instead, you will notice in the "Sample Responses" that we have provided speaking points consistent with the corresponding *Guiding Principles* and some supportive comments that are applicable to each of the focus areas from the Final Report of the independent panel that reviewed Regulation 274 in November 2014. (<http://www.edu.gov.on.ca/eng/policyfunding/memos/nov2014/reg274en.pdf>)
- If you are completing this as a local leader, please state your name, job class, and school board at the beginning of the response.
- The following points can be used by District and Bargaining Unit spokespeople when fielding calls from the media.

The Ministry Feedback Form can be accessed at:

https://efis.fma.csc.gov.on.ca/faab/Memos/B2019/B03_attach1_EN.pdf

Providing for Teacher Mobility

Guiding Questions

- ☐ *What changes could be made to O. Reg. 274/12 to provide greater mobility for relocating occasional and permanent teachers or principals and vice-principals returning to teaching?*
- ☐ *Is there a need to have both an OT roster and LTO list, or could these be merged together to create one without hindering clarity and transparency?*
- ☐ *How could teaching experience be made portable for hiring purposes (i.e. recognizing all teaching experience, not just experience with a particular board)?*

SAMPLE RESPONSES

- Make it possible for current secondary school teachers permanently employed to move from one board of education to another. Their experience could be deemed to meet the eligibility requirements of the regulation for access to the OT Roster and the LTO List at a new board.
- A current impediment to teacher mobility is having to forfeit an owed gratuity if the teacher does not retire from the same board. This barrier could be eliminated if permanent teachers were either allowed to have their gratuity follow them to their new boards or to have their gratuity paid out upon departure.

Page 2

- Allow local school boards and occasional teacher union leaders to determine a set number of teachers for the Roster and the List. This will allow them to address local needs and to permit flexibility for mobility.
- It's still a good idea to keep the two lists. When viewed as a progression or route to permanent employment, the process of having clear requirements for each ensures clarity and transparency. The LTO List is created by the boards and can be expanded to recognize those teachers who are at a point to assume either LTO work or permanent work. As OTs on the roster gain more experience, they too can be added to the LTO List.

Interviewing the Most Qualified Candidates

Guiding Questions

- ❑ *Would increasing the current cap of five teachers to, for example, eight, result in any meaningful and helpful change? Or would this just increase the administrative burden of principals and school boards and add to teacher churn for time to fill vacancies during the school year?*
- ❑ *If interview list caps were removed altogether, how should interviews be structured?*
- ❑ *Currently the regulation lists three elements ((i) are the most senior, (ii) have the required qualifications for the position and (iii) have agreed to be interviewed) used to select interviewees. What elements would you like to see in a regulation for selecting a group of interviewees that would maintain consistency and transparency?*

SAMPLE RESPONSES

- Regulation 274 has enhanced the consistency, transparency, clarity, and reduced the administrative burden in the interviewing process.
- It has also provided for a more diverse pool of candidates that have been afforded an interview and as a result has contributed to greater equity in the interview process which has positively impacted student learning.
- Interview caps should not be removed as having a prescribed number helps decrease the administrative burden.
- School boards that moved to a central hiring process ensured more a consistent, transparent process that also alleviated principals of the administrative burden of conducting interviews for each vacant position.
- Interviewing the most qualified senior/experienced candidates ensures that school boards do not miss out on opportunities of interviewing the best candidates for LTO and/or permanent assignments. Regulation 274 has raised the bar in selecting the best teachers to the LTO list.
- There is no need for additional elements in the interview process because Boards have complete discretion in putting people on the LTO list. It is fair to assume that these OTs are all qualified and meet the board's standards for quality of teaching and commitment to students. By then using seniority to shortlist the candidates for a specific position bias is reduced. Principals retain the ability to select from the short-list which allows them to base the final decision on the needs for the specific position.

Determining the Basis for Hiring***Guiding Questions***

- ☐ *How can the current focus on seniority-based hiring be changed so that hiring practices consider impact on student success, quality of teaching, diversity and transparency, while remaining consistent and fair?*
- ☐ *How can hiring practices that are not seniority-based prevent bias from entering into the hiring process?*
- ☐ *Other than seniority, what components would you like to see in hiring practices for teachers?*

SAMPLE RESPONSES

- Seniority is the only way to ensure that hiring practices are fair and consistent. Previously there was a strong preference for new teachers straight from the faculties of education to be hired immediately into LTO or permanent positions. Often there appeared to be some reluctance to employ individuals who have been occasional teachers for many years or who weren't known to the principal with the opening. These individuals often weren't aware of the opportunity and weren't considered. Now teachers know of the opportunities and must be considered. Administrators have since discovered that there are outstanding teachers on the OT and LTO lists.
- Research has shown there is a strong correlation between teachers' experience and efficacy. Teaching experience is positively associated with student achievement.
- As well, under the new rules, those hired who are related to or have some other connection to administrators or other educators (including teachers) are now seen as legitimate hires based on their seniority and qualifications rather than being suspected of benefiting from their connections.
- Seniority is blind and hence will ensure that there is diversity in the hiring process. Prior to Regulation 274 principals primarily interviewed teachers that they knew and hence limited themselves to a very narrow pool of teachers. A seniority based interview approach will ensure that a broader and more diverse list of qualified teachers are interviewed which will only enhance and positively impact student learning.
- Because Boards have complete discretion in putting people on the LTO list, it is fair to assume that they are all qualified and meet the board's standards for quality of teaching and commitment to students. By then using seniority to shortlist the candidates for a specific position bias is reduced. Principals retain the ability to select from the short-list which allows them to base the final decision on the needs for the specific position.
- Seniority must continue to have the most significant weighting in determining the successful applicant for both LTO or permanent assignments. If other factors or guidelines for weighting need to be considered, they must be done centrally, but subject to flexibility if agreed to by local school boards and unions. In doing so, a consistent framework will exist across the province while finer details may be altered to reflect local components.

Applying Hiring Practices Across the System***Guiding Questions***

- ☐ *Can a consistent set of hiring practices work effectively across the province? If yes, why? If no, why not?*
- ☐ *Could there be a parallel set of hiring practices for vice-principals who return to bargaining units?*
- ☐ *What hiring practice criteria can work if applied across the province (e.g. minimum posting requirements)?*

SAMPLE RESPONSES

- Implementation of the regulation has resulted in levels of fairness and transparency in hiring processes that were not seen consistently across the system. We've seen an enormous increase in the number of positions posted. Before the Regulation, occasional teachers didn't know what positions were available.
- The requirement to meet minimum standards to be eligible to apply to the LTO list has resulted in increased confidence that applicants and appointees are appropriate for positions.
- The issues giving rise to Regulation 274 and the implementation challenges faced by unions and boards were substantially similar across all sectors (French Catholic, French public, English Catholic and English public). In addition to the desire for fairness and transparency, many boards had not previously seen an orderly path to permanent teaching with occasional teaching as the normal or primary point of entry to the profession. In addition, consistent hiring practices give occasional teachers some ability to plan for the longer term – they can see a path to obtaining long-term assignments and eventual permanent employment.
- For the reasons noted above, having a hiring practice that is applied across the province helps ensure a fair and transparent process.

OSSTF/FEESO Position Class Size Engagement Appendix B

OSSTF/FEESO's position on class size is evidence-based. Some of the studies (with links) that support our position are included for your reference:

- Diane Whitmore Schanzenbach. Does Class Size Matter? *National Education Policy Centre*, February 2014.
<https://www.classsizematters.org/wp-content/uploads/2014/02/207632499-Pb-Class-Size.pdf>
- William J. Mathis. The Effectiveness of Class Size Reduction. *National Policy Center*. June 2016.
<https://nepc.colorado.edu/sites/default/files/publications/Mathis%20RBOPM-9%20Class%20Size.pdf>
- Alan B. Krueger. "Economic Considerations of Class Size." *The Economic Journal*, 113 (February 2003), F34-F63.
<https://pdfs.semanticscholar.org/a3f3/1c4fb2396e949ab1e965e4a6a1a6733fbc24.pdf>

While OSSTF/FEESO's position on the kindergarten classroom and the early learning team was developed based on the recommendations initially set out by Charles Pascal in his report *With Our Best Future in Mind*, research evidence supports our position. The Pascal Report is attached and a study by Dr. Janette Pelletier (2013), *Ontario's Full-Day Kindergarten: A Bold Public Policy Initiative* can be found at: https://www.oise.utoronto.ca/atkinson/UserFiles/File/Publications/6-2014_-_Ontario's_Full-day_Kindergarten_A_Bold_Public_Policy_Initiative.pdf.

Reminder:

- If you are completing this as a local leader, please state your name, job class and school board at the beginning of the response.
- The following points can be used by District and Bargaining Unit spokespeople when fielding calls from the media.
- Please refrain from making comments on the Grade 1 to 3 hard caps. We will leave it to ETFO, OECTA and AEFO to respond on this topic.

The Ministry guide can be accessed at:

https://efis.fma.csc.gov.on.ca/faab/Memos/B2019/B03_attach2_EN.pdf.

There is no accompanying response template for this consultation.

Feedback should be provided through an email to EDULABFINANCE@ontario.ca.

Hard Caps and Board-Wide Average Class Sizes

Guiding Questions

- ☐ *Should the regulation continue to set hard caps on class sizes? Why or why not?*
- ☐ *If hard caps are to be set out in regulation, what is an appropriate class size limit?*

- ☐ *If hard caps were to be removed from regulation, what would be an appropriate mechanism to set effective class sizes?*
- ☐ *Are board-wide averages appropriate to set effective class sizes? Why or why not?*
- ☐ *Other than hard caps and board-wide averages, is there a different model for setting effective class size that the ministry should consider?*

SAMPLE RESPONSES

- Because class size is significantly correlated with the effectiveness of instruction, caps are an important way of assuring students, parents and teachers that the curriculum will be delivered effectively.
- Prior to the regulation limiting maximum enrollment in kindergarten to 29 students, the sizes of kindergarten classes were based upon an average. It was not uncommon to see up to 36 students in a kindergarten class. With the regulated maximum at 29, parents and teachers can be assured that these classes will not be too greatly over-crowded. Permitting exemption to allow class sizes up to 32 is detrimental to the students and their learning environment. The regulation (O Reg. 132/12 Class Size) under the Education Act should continue to set hard caps on Kindergarten class sizes.
- One way to ensure this would be for school boards to spend their Early Learning funding allocation on kindergarten classrooms. Currently, many school boards are directing this allocation into other programming, leaving these boards under-hired for ECEs and therefore lacking the specific expertise these education professionals bring to early learning.
- The current class size averages and maximums for all grades are set out in Regulation 132/12 under the Education Act. For secondary classes, it prescribes that the average class size of all classes in the board must be at most 22 students. The 22 value is an appropriate value for class sizes as collective agreements have been negotiated that consider class maximums that can exist under the 22 student average class size. The current limit on average class size for secondary classes should be maintained in order to allow for manageable class sizes and to provide sufficient teaching staff to also deliver smaller, more specialized classes and programs.
- The funding for secondary schools should be maintained at a 22:1 average class size in conjunction with locally negotiated class size caps. Funding for teachers is generated under the Pupil Foundation Grant using the benchmark of the 22 student average class size. School boards run some classes larger and others smaller based on local needs but all classes average 22 students per class. Local class size caps make sure that all classes stay at a reasonable and manageable level, usually based on the level of the student and safety requirements of the curriculum. Increasing the average means that fewer teachers will be funded and hired, necessitating larger classes across the board.
- Any increase to the current 22:1 average class size would have drastic effects on secondary programming. These include: larger classes, fewer teachers, and fewer programming choices as schools must close smaller programs and classes to meet the class size average requirements.

- Increasing the class size, at any grade, will have an impact on learning outcomes. Students have less access to individual coaching and feedback. There is also less time and opportunity for students who require accommodations for learning and less time for contact with parents.
- Some collective agreements contain "flex factors" now to allow for program need. However, these should be negotiated locally between the school board and the teacher bargaining unit as this is the best way to ensure they are responsive to local circumstances.
- A board-wide average is not an effective mechanism to set class sizes, if that was the only guarantee of class size. Local class size maximums must be in place to provide protections for students along with the funding generated as a result of the average.
- Working to an average alone would introduce too much volatility in class sizes.
- Board-wide averages also makes programming difficult to determine, as classes that are limited due to physical space cannot be adequately managed.
- Board-wide averages in isolation are not feasible because a school board's geography and demographics are not homogeneous. Northern and rural school boards can have a dramatically different class size in the same course in different schools.
- There are no negotiated hard caps for the secondary level in the central agreement. However, they are in local collective agreements. OSSTF/FEESO believes that we should continue to bargain them locally.
- Although class sizes for special education classes for students with exceptionalities are mandated in Regulation 298 under the Education Act, the class sizes in these self-contained classes are routinely pierced and must be lowered. Furthermore, because classes that have students with multiple exceptionalities have higher class size maximums, OSSTF/FEESO has found that some school boards avoid reporting a single exceptionality on a student's IEP in order to have a higher class size.

Kindergarten Consultation

Guiding Questions

- ☐ ***What are the implications for the present 'two-educator' model for:***
 - a. Student outcomes?***
 - b. Educator workload and working conditions?***
 - c. Value-for-money?***
- ☐ ***Are there other models the ministry should consider?***

SAMPLE RESPONSES

- The goal of the 2-year Kindergarten program is to provide all students with the best possible start to their education. The program supports their readiness for future learning and provides an opportunity for early identification of students who may need additional supports. It is designed to be delivered by a certified teacher and designated early childhood educator (ECE) team.
- Play-based education is central to the development of young children. Through play-based inquiry, children consolidate their knowledge, learn social skills, and express their emotions. Early childhood educators, as key members of the education team, bring that essential component to the full-day kindergarten classroom.
- The Kindergarten team provides expertise in areas of child development, play, curriculum delivery, and assessment/evaluation. Demands of the program require both an ECE and a teacher for successful implementation. The workload of two people cannot be shouldered by one individual.
- To meet the needs of our youngest students and provide them with all components of the program, the Kindergarten team requires the specialized skills of both an ECE and a teacher.
- When kindergarten students have access to an ECE and a teacher in a single classroom, they receive a broader range of services and support, including earlier identification of learning difficulties. As a result, students are able to develop strategies and work toward becoming more independent learners, laying the foundation for their future success at school.
- We believe that the current model of a team, comprised of a teacher and an early childhood educator, is the most effective model to meet the needs of kindergarten students. All kindergarten students, and all kindergarten classes, regardless of size, should have access to the full team.

Overall Class Size**Guiding Questions**

- ☐ *To ensure quality education, for each panel, what class size would be considered too large or too small? Why?*
 - a. kindergarten
 - b. grades 1-3
 - c. grades 4-8
 - d. grades 9-12
- ☐ *Do changes to class size, in the range of 1-6 students, affect educator workload and working conditions?*
 - a. *If so, do these effects have an impact on students' learning outcomes?*
 - b. *How could these effects be mitigated?*
- ☐ *Is there any other feedback that you think should be considered that has not been addressed so far?*

SAMPLE RESPONSES

- Increasing the class size, at any grade, will have an impact on learning outcomes. Students have less access to individual coaching and feedback. There is also less time and opportunity for students who require accommodations for learning and less time for contact with parents.
- Students with IEPs will require additional attention from their teacher. If these students were in a classroom that was not protected by a class size, they would be disadvantaged.
- Individual studies on the relationship between class size and learning outcomes are notorious for being badly designed and conflicting in their findings. However, there is a general consensus in the literature that smaller class sizes produce academic gains in primary grades and that those gains are retained in upper grades. Further, smaller class sizes disproportionately help racialized, low-income and at-risk students and therefore lead to reduced achievement gaps.
- Increasing the board-wide average doesn't just add a student or two to a class, it cuts funding for teachers from the system resulting in a larger number of classes at maximum and less teacher time for each of the students in those classes. When there are fewer trained and certified educational workers such as professional student services personnel, secretaries, custodians, educational assistants, early childhood educators and teachers, this results in having less adults to provide a high level of care and security for students in our schools.



January 29, 2019

The Honourable John Yakabuski
(Renfrew—Nipissing—Pembroke)
Minister of Natural Resources and Forestry

Afternoon John,
On behalf of the over 400 members of the Ontario Secondary School Teachers' Federation (OSSTF/FEESO) of District 28 Renfrew, we are demanding that you oppose any cuts to funding to publicly funded education in Ontario. Any reduction in funding will be deeply felt in our local area, and have a negative impact on the students that our members serve.

A cut of only 4% to our current complement of teaching staff would mean that students in Renfrew County would likely lose access to 72 course options! Students in Renfrew County already face challenges in terms of course selection that students in larger urban Boards do not. Not having access to course options will certainly impact student success as well as limiting career paths for our students.

We challenge you to spend an entire day in one of our Board's Kindergarten classrooms. You will come to understand the incredible work that our Early Childhood Educators are doing with their teacher partners, and other educational workers to meet the many needs in these classes. Spend a day in a room and then try to imagine a day with some of the current supports being cut!

Our frontline educational workers are concerned that the Premier is going to make deep cuts to publicly funded education in our community at a time when students need MORE supports. Education is vital to the economic growth of our province and disrupting our world-recognized system through deep funding cuts will not benefit the students of Ontario.

We are calling upon you to tell Doug Ford to stop cutting public education at all levels, from kindergarten to post-secondary education, and enhance funding so that students can get the supports they need to be successful. I welcome any opportunity to speak with you further about public education in our community and how we can work together to improve it.

Sincerely,

Jeffrey Barber
District Teacher and
Occasional Teacher President

Linda Schultz
Early Childhood Educator
President

Shelly Raymond
Office Manager
President

29 Kunopaski Rd RR 4 Renfrew, Ontario K7V 3Z7 – osstf28@gmail.com – 613-585-2899

c.c. Honourable Doug Ford, Premier of Ontario
Andrea Horwath, Leader of the Official Opposition
John Fraser, Leader of the Ontario Liberal Party
Mike Schreiner, Leader of the Green Party of Ontario

Do you know a student
who could use an extra
\$1,500 for tuition?

They could
WIN
a bursary
from OTIP!

If you're insured with OTIP and you or one of your relatives (e.g. child, step-child, grandchild, niece, nephew, aunt, uncle, sister, brother, spouse, etc.) will be a full- or part-time post-secondary student in the upcoming academic year, enter online for the chance to win a bursary from OTIP.

Twelve bursaries of \$1,500 each are awarded annually. The deadline to enter is June 15 each year.

Visit www.otip.com/bursary
for more information.

1.800.267.6847 | www.otip.com



OSSTF District 28 Renfrew is now
on Facebook – come and join our
group!

CONTACT INFORMATION

Phone: 613-585-2899

Email: osstf28@gmail.com

Website: www.osstfd28.ca

Twitter: @osstfd28

Facebook: OSSTF District 28 Renfrew

