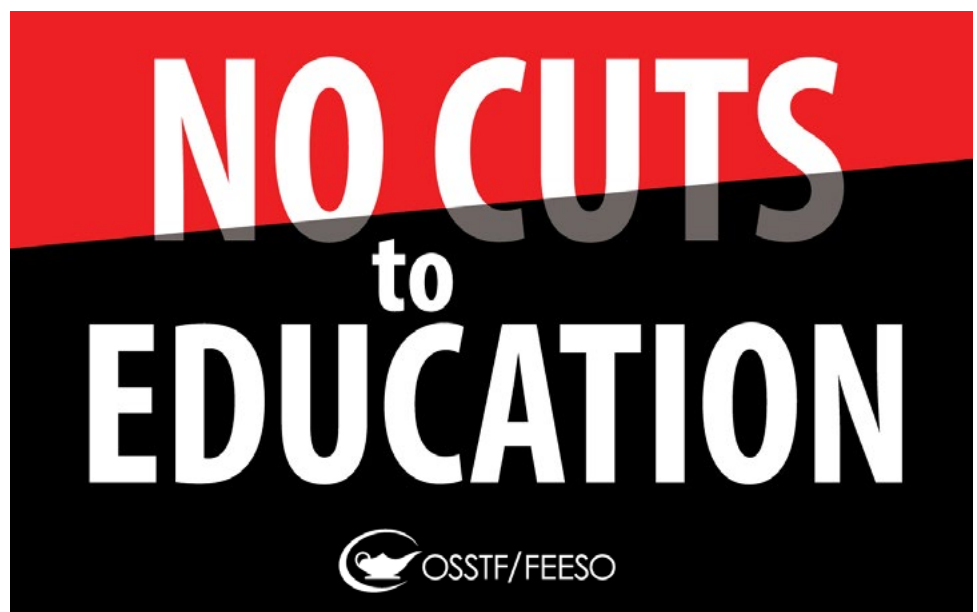




#### WHAT'S INSIDE?

President's Report .....	2
Feb. 7 <sup>th</sup> , Day of Action .....	4
Understanding Privitization .....	5-7
Privitization Playbook .....	8
No Cuts to Education .....	10
District Officer's Report .....	11
The Last Word: OFL .....	12

[www.d29.osstf.ca](http://www.d29.osstf.ca)



## THE FORD GOVERNMENT HAS MADE IT PUBLIC THAT ITS MANDATE IS TO CUT 4% OFF THE ONTARIO BUDGET THIS YEAR.

For public education, this would mean a cut of approximately \$1 billion. We have already realized local cuts to budgets as our employer has been working to address previous deficits, and seen the negative impact these cuts have had on teaching and learning. We can not afford any more cuts to education. This government may also look at further cuts, and consider privatization and contracting out to save money. We know that our public school system will suffer if the government moves forward with these cuts, so it is very important that we stand together and let our MPP's and communities know that our public education system can not afford cuts. The government should instead enhance funding to provide students with the supports that they need to be successful. Representative from the local D29 Office will be meeting with MPP Todd Smith at 2:30pm on February 8<sup>th</sup>. We look forward to seeing all of you outside of his office at 3:30pm to send a message that we stand in solidarity in defending our public education system (*see poster on page 3*).



## From the Desk of the District President Scott Marshall

### Collective Bargaining,

Our current contract is set to expire on August 31<sup>st</sup> of this year. As we prepare for the next round of bargaining OSSTF would like input from members on your priorities and important issues to you as we build the negotiating brief.

Very soon you will receive information from the OSSTF Provincial Office and from your local OSSTF Office asking you to fill out bargaining surveys. These two surveys reflect the two tiered bargaining (provincial and local) that now exists under legislation for negotiations in our sector. Please take the time to fill out each of these surveys so that your voice is heard when we work to develop contract language that reflects your issues and priorities. Locally our CBC committee has been working diligently to identify local language that can be improved, and they have drafted that local bargaining survey that we will be asking all of you to complete.

### Occasion Teacher List and Cap for Daily OT work

Several years ago our local office successfully negotiated a cap on the size of the OT list that supports work for short term absences. The negotiated cap was (is) 15% of the total number of contract teachers (FTE) in the secondary system. This number was intended to support the number of planned and unplanned absences needing to be filled in the system, while protecting the daily work for OT's from being diluted by having too large of a list. During the last round of negotiations the board wanted to increase this cap citing concern that the current numbers were not high enough to support the number of planned and unplanned absences in the system. Our negotiating team did not agree to an increase in the size of the list, primarily because we felt that the list was not being managed in a balanced manner and that it was not operating at the 15% cap that we had agreed to. Since that time OSSTF and the board have worked to improve management of this list and ensured that it is operating at the negotiated cap (not below). Since the list has been operating as intended, data from the board demonstrates the current cap can not support the absences that need to be covered. The board has needed to go "off list" nearly 200 times since this school year has started. It is very important that those doing the daily OT work in the secondary schools are OSSTF members; ensuring professional standards and protection for those working as daily OT's. For this reason the local office will be meeting with the board to look at increasing the size of the list to a number that will match the absences that we have seen most recently. This should not result in less work for daily OT's, unfilled absences for this school year are already going to other workers. This issue will be discussed further at our February 6<sup>th</sup> meeting of District Council.



## PROVINCIAL BARGAINING PRIORITIES SURVEY— DISTRICTS 1–33

In preparation for the upcoming round of bargaining, the Provincial Bargaining Priorities Survey will be available to members in the near future. This is your opportunity to provide input into the bargaining process and have your say about what issues are important to you. We strongly encourage you to participate. There will be a survey for Teacher members, a survey for Occasional Teacher members, and a survey for Support Staff members.



This year the survey will be available electronically. Each member will receive an email from Stratcom containing a unique link to the appropriate survey and allowing access to complete it one time.

In order to receive the link for the survey, all members must provide a personal (non-school board) email address to OSSTF/FEESO.

More Details follow [this link](#)

**NEW!**

D29 PAC COMMITTEE MEMBERS HAVE DEVELOPED A PODCAST:

**District 29 UnPACKed**

*A discussion for young and old interested in political questions that affect (and don't affect) members in District 29 OSSTF.*

**Listen to the second episode of the pod, District 29 UnPACKed.**

**D29 UnPACKed: Segment 2.1**

District 29 UnPACKed Episode 2 ... Adam Gibson and Chris Masterson are joined by District President Scott Marshall to discuss the upcoming "No Cuts to Public Education" information rally, a Queen's Park update, and how to push back against a majority government. The episode closes with Super Bowl picks, and a couple of sponsors hop on board to lend their support.

<https://anchor.fm/district-29-pac>

# APRIL 27<sup>th</sup>, 2019

## WellnessDay

Swimming, Skating, Open Gym, and Yoga

at the  
**QUINTE**  
SPORTS & WELLNESS CENTRE  
265 CANNIFTON RD.,  
BELLEVILLE

Participate in One Activity or All Four!

SKATING: 2:00 – 3:00 p.m.  
GYM: 2:00 – 5:00 p.m.  
POOL: 3:00 – 5:00 p.m.  
YOGA: 3:30 – 4:30 p.m.  
(Adults only)

Pre-Registration is required for Yoga:  
RSVP to Sandy at: [osstf29@hotmail.com](mailto:osstf29@hotmail.com)

**YOGA CLASS**  
meets & provides

**FREE FOR MEMBERS!**

Family Passes are available upon request from your Branch President in April

Brought to you by: ETFO-HP, HAPE-OTL, and OSSTF D29

**NO CUTS TO EDUCATION**

## INFORMATION RALLY

FRIDAY FEBRUARY 8<sup>th</sup>, 2019

« 3:30 PM »

**NO CUTS to EDUCATION**

at **Todd Smith's Office**  
(MPP Bay of Quinte)

5503 Hwy. 62, South, Unit D, Belleville

**All members should attend!**  
Family and friends welcome

**TGIF social to follow**

District 29 OSSTF Hastings-Prince Edward

## What to do if you get in a car accident

**Car accidents usually occur without warning.**

Although you may take every safety precaution possible, the unexpected can still happen.

If you find yourself in a car accident, here are some tips to keep in mind: [www.otipinsurance.com/article31](http://www.otipinsurance.com/article31)





Collective and individual actions for members on February 7—Day of Action

Here is a list of ideas for members who cannot participate at the MPP Rally. There may be other local actions that you can also suggest to your members.

- Call your local MPP to tell them that they should be voting against cuts to education—we know calling MPPs is more effective than an online petition.
- If you cannot call your MPP, then email them.
- Leaflet parents and the general public around your university campus or school.
- Use speaking notes to talk to friends and family to explain to them why cuts to public schools or universities will hurt their kids and grandkids.
- Learn about the issues and talk to friends about why vouchers and charter schools are a bad public investment.
- Leaflet around your city or town and explain to people why they should call their MPP to insist that they do not cut public education, but invest in it. Ontario should not only be open for business but open for learning.
- Take No Cuts pamphlet with you and hand out after school to parents.
- Make an appointment to visit your MPP to talk about No Cuts to Education or other public services.
- Volunteer to help at your local OSSTF/FEESO office.
- Talk to colleagues about the importance of them getting involved in this conversation and share pamphlets with them.
- Send messages of support of No Cuts to your child’s teacher or school support staff, it may help them decide to get more involved.

UNDERSTANDING PRIVATIZATION

Ontario’s public education system is our most valuable resource. It is fundamental to our democracy and our economy. Nonetheless, threats to that system come from several directions. We are all familiar with the challenges posed by under-funding, for example. This glossary provides a quick introduction to another threat: privatization. Privatization comes in many forms and it is important to recognize and challenge privatization wherever it threatens our public system.

What do we mean public? What do we mean private?

OSSTF/FEESO’s 2018 election platform and lobby day materials lay out our vision for public education. Fundamentally, we believe public education is a PUBLIC GOOD. That means everyone benefits from a strong public education system. In contrast, privatizers want to treat education as a private good. That is, a good that benefits individuals separately rather than the entire province collectively. Here is a quick summary of the differences:

	Education as a Public Good	Education as a Private Good
Who or what benefits?	<ul style="list-style-type: none"><li>• Everyone</li><li>• Democracy</li><li>• Economy</li></ul>	<ul style="list-style-type: none"><li>• Individuals: students and/or their family</li><li>• Employers</li><li>• Education businesses</li></ul>
Desired Outcomes	<ul style="list-style-type: none"><li>• Content learning – general as well as focused</li><li>• Members of communities</li><li>• Citizens</li></ul>	<ul style="list-style-type: none"><li>• Content learning – tailored</li><li>• Workers</li><li>• Taxpayers</li><li>• Consumers</li><li>• Profit</li></ul>
Key Principles	<ul style="list-style-type: none"><li>• Universality</li><li>• Comprehensiveness</li><li>• Proficiency</li><li>• Accountability</li></ul>	<ul style="list-style-type: none"><li>• Efficiency</li><li>• Choice</li><li>• Rights</li></ul>

Who advocates for privatization? Basically, there are three categories of privatizers, although some might fit in more than one category.

- Profit-makers: those who look at Ontario’s \$20 billion education budget and want to take a piece of it home as profit.
- True believers: those who – naively and/or mistakenly – believe that school choice and privatization will actually improve education.
- Ideologues: those who are committed to principles of free markets and individualism in all areas and who simply transpose that commitment onto education.

For an overview of how privatizers push their agenda, look at OSSTF/FEESO’s “The Privatization Playbook.” These are the steps consistently taken to undermine support for public education and open the door for privatization.

Corporate Intrusions and Artificial Intelligence

As our public education institutions struggle with inadequate funding, we have seen corporate interests offer to fill the gap in exchange for access to students and parents. In the current environment, this could easily move beyond beverage companies funding sports fields in exchange for naming rights or gaining a monopoly on selling their product in school buildings. We are likely to see intrusions into basic education resources. For example, Ontario’s auditor general has suggested that schools should approach local companies to obtain donated computers for students.

OSSTF/FEESO has established a work group to examine the threat of corporate intrusion in more detail and a report will be available soon.

In addition, artificial intelligence and virtual education may be the next wave of education privatization. Artificial intelligence and virtual learning offer new opportunities for businesses that haven’t previously been involved in education and Ontario offers a prime laboratory for AI experiments: a relatively tech friendly population, reliable infrastructure, a large student population and schools that have been suffering from funding shortages for over two decades.

Artificial intelligence and virtual learning advocates promise efficiency, personalization and reduced burdens on education workers. The reality, though, is that AI is fundamentally premised on turning students into sets of data to be mined and on reducing human interaction. Even worse, artificial intelligence in education threatens fundamental elements of public education: social and emotional development. Individuality is best fostered within communities of learners, not through isolated interactions with algorithms.

Contracting Out/Outsourcing

In its simplest form, “contracting out” involves an employer taking a service currently provided by their employees and sending that work to a private firm, resulting in job losses for current union members. An example in our schools and on our campuses would include our custodial and plant services being contracted out to a company like ServiceMaster. Contracted employees would then replace our federation members – generally for lower salaries and reduced benefits.

We have witnessed contracting out threats to other education employees as well: IT services, skilled trades’ positions, food service and cafeteria staff have all either already been affected by contracting out or are potential targets for contracting out.

Rather than contracting out or outsourcing directly, the government could choose to move services that are currently provided within the public education system to private providers. This threat would apply to services that are not mandated by the *Education Act*, particularly work done by Professional Student Services Personnel (i.e. psychology, social work and speech-language pathology). Funding could be moved to another ministry (e.g. the Ministry of Health), who would then contract with outside agencies to deliver these services. While school boards may allow use of school space they would have little to no control over how services are provided.

Tax Schemes

Using tax dollars to facilitate privatization have been used in a variety of ways in Canada. While amounts vary British Columbia, Manitoba, Alberta, Saskatchewan and Quebec currently provide some funding for private or independent schools. This diverts hundreds of millions of dollars from the public education system each year and weakens confidence in the broader public service.

Ontarians for example, may be granted a tax credit amount for private school tuition fees. In 2000-2001, the last Conservative government introduced an “Equity in Education Tax Credit” which would increase in value over a five-year period from \$700 to \$7,000 annually! This would have cost taxpayers up to \$500 million had it been implemented fully. Currently in Ontario, approximately 6% of students are either attending private schools or are home schooled. This number could rise dramatically if tax rebates, credits or subsidies were provided to parents.

Once instituted for a period, newly elected governments may be reluctant to remove these kinds of tax incentives and therefore the drain on public funding becomes more permanent.

Voucher Programs

School voucher programs are a relatively straight-forward mechanism for shifting public dollars to private institutions. With traditional voucher programs, students are given a voucher that they can take to the school they choose from a list of acceptable options. The government then provides funding directly to the private school on the students’ behalf.

As with charter schools, voucher programs have not been shown to be an effective way of improving education.

- Studies have shown that voucher schools do not improve academic achievement.
- Voucher systems undermine public schools by diverting funding to private schools but do not save taxpayers money. While money is diverted to private schools, the public system must still be maintained.
- Vouchers do not offer real choice. Rural areas lack actual school choice. Students with special needs are often told they cannot be accommodated. Low-income students often cannot afford the additional costs of attending these schools.

Because traditional voucher systems are very clearly transfers of public dollars to private institutions, they have been unpopular in the United States. Voucher programs disguised as tax credits and scholarship programs have been more politically successful.

Charter Schools

At their core charter schools are a sort of bargain. Governments allow charters to operate using public dollars but without the rules, regulations and (often) collective bargaining constraints placed on traditional public schools. In return, charters agree to be held accountable to the province or district and to the market choices of parents. In theory, successful charters are ‘scaled up’ and reforms that enhance student learning are adopted by public schools. In fact, Charter schools originated as a strategy to empower teachers to develop innovative ways to deliver education.

In reality, education workers have been disempowered by charter schools.

- They are paid less than in the public system.
- This is starting to change, but education workers in charter schools generally don’t have access to union membership or collective bargaining.
- Education workers in charter schools are often not required to have formal certification or qualifications.

On the whole charter schools don’t do any better than public schools. When the socio-economic status of students is taken into account, charter schools perform about the same as traditional schools. They also bring additional baggage.

- Charters are a drain on the public system. Analysis of one school district in the U.S. found that for every student that moved to a charter school, the public system lost \$6,600 in addition to the forgone per-pupil state funding.
- Lack of transparency and accountability means charter schools have been plagued by scandals, ranging from fraudulently taking state money for students who no longer attend the school to shady real estate dealings. Visit [networkforpubliceducation.org/another-day-another-charter-scandal/](http://networkforpubliceducation.org/another-day-another-charter-scandal/) for a comprehensive list of scandals.
- Charter schools in the U.S. have left the school system more segregated than it was before the now than before the U.S. Supreme Court mandated racial desegregation of schools in their *Brown vs. The Board of Education* decision.
- Charter schools tend to exclude students with complex and/or multiple disabilities.

Public-Private Partnerships (P3s)

P3s are essentially financing schemes that create a win-win for governments and private companies. There are various models, but at the core they are the same: the government contracts with a private company or consortium of private companies, who finance and deliver public infrastructure or public services. The private companies win because they get massive, profitable infrastructure and service projects. Governments win because they are able to move the cost of financing these projects off their books.

Unfortunately, everyone else loses.

- To make profits, P3s reduce labour costs – especially by getting rid of unionized workers – alongside reduced quality.
- P3s are notorious for cost over-runs.
- P3 consortia cannot borrow money as cheaply as governments.
- In 2014, Ontario’s Auditor General found that 74 P3 projects cost Ontario a combined \$8 billion more than they would have if they had been built publicly.
- In 2017, Nova Scotia decided to buy back 10 P3 schools because it would be cheaper to own them than lease them. The province would have saved \$52 million building schools the traditional way rather than through finance.
- In fact, a report from the Columbia Institute called *Back in House* documents 15 examples of municipalities contracting back in P3 projects and other forms of privatization because of cost over-runs and low quality.


The Conservative government has already shown signs that they will pursue privatization in education, health care, and other public services. OSSTF/FEESO and our members must be prepared to defend the values and benefits provided by vibrant and properly funded public systems.



# THE PRIVATIZATION PLAYBOOK

Advocates for privatizing public education systems and turning them into profit-making opportunities face a major challenge: public schools are the cornerstone of our communities. Public education is 'the great equalizer' and most people instinctively appreciate public education's role in creating vibrant, prosperous and diverse societies.

To get past this challenge, privatizers have a tried-and-true strategy. Wherever privatizers use the strategy their core goal is the same: undermine public education to open the door for profit.




### 1 SET THE STAGE AND FIND SOMEONE TO BLAME

Exaggerate the problems facing the system while finding someone to blame for those problems.

THE FORD GOVERNMENT IS SETTING THE STAGE:

- Using hand-picked reports: Managing Transformation report by Ernst & Young and the Report of the Independent Financial Commission of Inquiry to inflate the deficit and create fiscal panic.
- Creating anti-teacher snitch lines
- Proposing pedagogically irrelevant and unhelpful math tests for teachers




### 2 UNDERMINE SUPPORT

Select one or more strategies for creating uncertainty and distrust.

- Create unrealistic accountability systems with a focus on standardized testing.
- Create 'winners' and 'losers'; vilify schools and education workers that don't meet the unrealistic standards.
- Create a public campaign targeting public schools.
- Create a narrative. Tell parents their rights aren't respected in schools. Tell parents their children are trapped in a government system. Blame educators, unions, past governments and anyone else who supports comprehensive public education for holding kids captive.

THE FORD GOVERNMENT:

- Has suggested parents need a Bill of Rights
- Is building a narrative—disguised as public consultations and already vilifying groups that disagree with them




### 3 CREATE ALTERNATIVES TO THE SYSTEM

Start talking about magic bullets that will 'rescue' the public system. Privatizers talk about choice and partnerships. At this stage, expect to start hearing about vouchers, tuition tax credits, charter schools and corporate involvement in the classroom.

THE FORD GOVERNMENT:


- Cites its Ernst & Young Report, which advocates saving money by introducing choice into public education



### 4 ADJUST THE MESSAGE BASED ON REALITY

Education privatizers have had a huge head start in the United States and this is the step they're on today. After nearly two decades, American charter schools have a clear track record and it isn't good.


Privatization is never about improving public service or public education; it's always about making a profit. So, when profit-making fails to improve learning, privatizers simply flip the script and start again.



### 5 HAVE A LEGAL STRATEGY

Most voters actually like the public education system. In the U.S., nearly every effort to introduce 'choice' through school vouchers has been defeated at the polls. Voters also consistently reject proposals to raise or eliminate caps on charter schools.

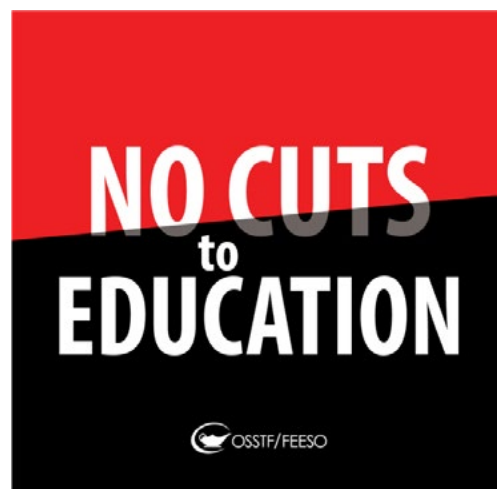
When campaigns to undermine public support don't go far enough, well-funded privatization advocates take their battle to the courts. Sometimes they go after access to public dollars for private institutions directly. Other times, they target public education's biggest defenders: public education unions.



### 6 NEW FORMS OF PRIVATIZATION

The charter school movement—in the United States at least—appears to have run its course. Although U.S. privatizers continue to push for charter school expansion, they experienced major defeats in the recent U.S. mid-term elections. This is likely because charter schools promised the impossible and predictably failed to deliver.

But that doesn't mean they're giving up. Companies such as Pearson, K-12 Inc. and others see new opportunities for profit through 'personalized learning,' artificial intelligence, on-demand learning and other forms of corporate intrusion into the classroom. The specifics vary, but the effect is always the same: putting profits ahead of students.



The Ford government has proposed cutting the provincial budget by billions of dollars.

DO YOU WANT PREMIER FORD TO PUT OUR WORLD-RECOGNIZED PUBLIC EDUCATION SYSTEM AT RISK BY **CUTTING \$1 BILLION IN THE NEXT BUDGET?**

We call upon Doug Ford and the Conservative government to:

#### NOT CUT FUNDING TO PUBLIC EDUCATION

- Cuts to education mean fewer **TEACHERS** and **SUPPORT STAFF**—pressure on class sizes, less supervision of students, less help for students with special needs
- Cuts to education mean fewer **RESOURCES**—less access to learning technology, closing of libraries and learning spaces, closing of community schools
- Cuts to education mean **HIGHER COSTS FOR STUDENTS AND PARENTS**—more student fees, increases in tuition fees, more student debt, fewer support services for post-secondary students

#### STOP PRIVATIZATION AND CONTRACTING OUT OF PUBLIC EDUCATION

- Spending public funds on for-profit corporations to deliver education services costs MORE
- Moving to a U.S.-style education system of charter and voucher schools will cost taxpayers MORE, and results in lower levels of achievement for students
- Giving private corporations access to public education results in wasted tax dollars, political scandals and worse results for students

#### ENHANCE AND IMPROVE PUBLIC EDUCATION FUNDING

- Students need more mental health services and supports in our schools delivered by education professionals who know our public education system
- Students need safe and well-maintained learning facilities to optimize their learning
- Adult learners need more access to publicly funded learning and retraining opportunities
- Post-secondary students need more access to student services, and lower tuition fees so they do not start their careers with a mountain of debt

FORD SAYS **"WE ARE OPEN FOR BUSINESS"**

CALL OR EMAIL YOUR MPP AND LET THEM KNOW THAT ONTARIO NEEDS TO BE  
**OPEN FOR LEARNING**  
SUPPORT PUBLIC EDUCATION IN ONTARIO



bit.ly/2LZkSFb  
#nocutstopubliceducation



MPP for Bay of Quinte is **Todd Smith**  
phone: 613-962-1144  
email: Todd.Smithco@pc.ola.org

MPP for Hastings-Lennox and Addington is **Daryl Kramp**  
phone: 343-600-3310 or **Toll Free:** 855-229-6676  
email: daryl.kramp@pc.ola.org



#### Important Second Semester Deadlines

##### March 31<sup>st</sup>, 2019:

Members intending to retire effective June 30<sup>th</sup> or August 31<sup>st</sup> should submit their notice in writing by this date.

Members wishing to request **x/y** leave in which the y counts begin September 2019 should have their letters in by this date.

Members wishing to request a full/partial **leave** for the upcoming school year. Contact the District Office if this is a possible need/wish for you in 2019-20.

##### June 30<sup>th</sup>, 2019:

Members wishing to apply for an unpaid leave of 5 days or less ("not VLAP") in order to have payroll smoothing should submit their requests by this date.

For staffing purposes, earlier notice of leaves or retirements is preferable.

##### May 17<sup>th</sup>, 2019:

In order to put your name on the regular **Voluntary Mobility** list, you should have completed the form by this date (form available at [www.d29.osstf.ca](http://www.d29.osstf.ca)). Contract teachers whose entitlement is split between schools will want to submit mobility request if they want to be at one school.

**PHONE THE DISTRICT OFFICER IF YOU HAVE QUESTIONS/CONCERNS**

#### BENEFITS INFORMATION

**Members who have submitted their retirement letters to the Board should contact the District Office if they wish to discontinue LTD premiums.**

They must have notified both the Teachers' Pension Plan and the Board of your scheduled retirement date, which is within 80 working days. (*Note: Members are eligible for coverage up to the date of retirement, and are not required to cancel simply because they have notified the Board of their intention to retire.*)

Documentation required — copy of Teachers' service credit statement from OTTP plus a copy of the retirement letter.

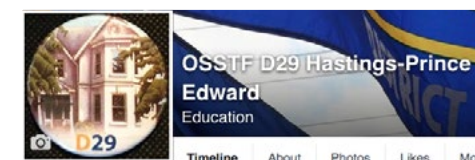
**The District Office submits the completed request directly to OTIP.**

##### OTIP Benefits Memoranda

1. T4 slips will be issued by OTIP for Life and AD&D premiums. Previously this taxable benefit was reported on the employer's T4.
2. The new semester means a time of benefits-related changes due to new hires, starting or returning from leave, FTE changes etc. Affected members should watch for emails from OTIP. If members have not received anything by the end of February they should contact OTIP Benefits Services Department at 1-866-783-6847 or contact Donna Morrison at [donna.morrison@osstfbenefits.ca](mailto:donna.morrison@osstfbenefits.ca) for assistance.



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# AND THE LAST WORD BELONGS TO:

Ontario Federation of Labour

# Information



FOR IMMEDIATE RELEASE

January 17, 2018

## **Ford's Reckless Post-Secondary Education Scheme Will Ensure Only the Rich Can Afford an Education, says OFL**

**(TORONTO, ON)** - The Ontario Federation of Labour condemns the Ford government for rendering post-secondary education less accessible to low-income students and opposes the direct assault on student democracy.

"The OFL stands in solidarity with students across the province. This is an affront to democracy and access to post-secondary education. Education is a right, not a privilege for the few," said President of the OFL, Chris Buckley.

In today's announcement of reforms, Minister of Training, Colleges and Universities, Merrilee Fullerton, announced the elimination of free tuition for low-income students, and the elimination of the 6-month interest-free grace period to repay student loans. Grants that assist low-income students will be converted into loans, effectively making post-secondary education harder to access and overall more expensive, thus increasing student debt.

The announcement of a 10% tuition decrease does little to help students afford a higher education, particularly when paired with the cuts to student financial assistance. It will be up to already under-funded post-secondary institutions to cover their budget shortfall. This will likely result in larger classroom sizes, further unregulated tuition fee hikes for international students, and an increased reliance on part-time, temporary faculty.

"The introduction of the 'Student Choice Initiative' is an attack on the democracy and autonomy of student unions, which are not-for-profit organizations founded by and for students," said OFL Executive Vice-President, Ahmad Gaied. Services and representation provided by student unions are paid for by dues that are democratically set by members. These critical services include the coordination of health and dental plans, transit passes, food banks, sexual violence support centres, and academic support and advocacy services. There should be no government interference in students' democratic decision making. These reforms stifle students' ability to mobilize and organize on campuses. It reduces political debate and speech on campus as student unions are a necessary platform of engagement for students.

The labour movement in Ontario wholeheartedly opposes today's announcement and will join efforts with the Canadian Federation of Students-Ontario in opposing these reforms. Join the OFL and CFS-Ontario for a rally on Friday, January 18<sup>th</sup> at 1:00 P.M. at Queen's Park in Toronto.

The OFL represents 54 unions and one million workers in Ontario. For information, visit [www.OFL.ca](http://www.OFL.ca) and follow @OFLabour on [Facebook](https://www.facebook.com/OFLabour) and [Twitter](https://twitter.com/OFLabour).

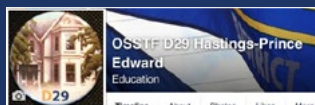
**ONTARIO FEDERATION OF LABOUR/FÉDÉRATION DU TRAVAIL DE L'ONTARIO**  
15 Gervais Drive, Suite 202, North York, Ontario M3C 1Y8 • Telephone: (416) 441-2731 • Fax: (416) 441-1893



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