

Dufferin-Peel (OECTA)
Representing Elementary Teachers

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Service to Members
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Volume 24 Issue 2
March 2016

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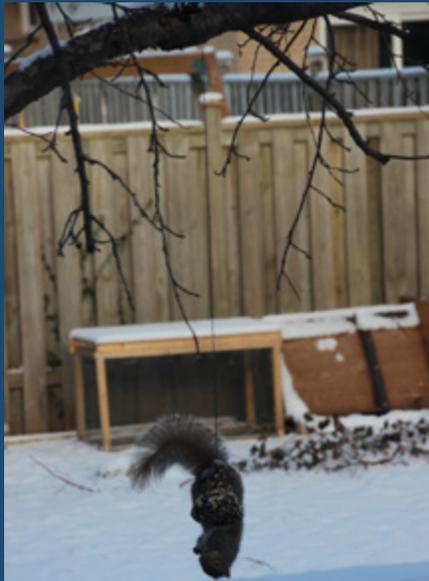
Creator of Earth and all its creature,

I am so amazed at Your handiwork.

*When I watch the rascally squirrel in my backyard,
I am forced to admire her.*

*I put out the seed wreath for the birds and watch
her break it and carry off a piece.*

*Creator, help me to have the tenacity of the squirrel.
When I am facing difficulties.*



*I then revise my plans to squirrel-proof and watch 4
squirrels try to figure it out over 4 hours. Then when I'm
not looking, they succeed.*

*Creator, you made us to live in community. Help me to
always seek to accept diversity and find common ground.*

*Then the fourth attempt. The squirrel succeeds at getting a
little, but leaves herself open to risks of not getting free.
Creator, help me to take risks, especially in opening my
heart to those who have hurt me.*

*Creator, Your work is amazing!!
Amen*

Pictures and Poem by Becky Sapping from St. Charles Garnier

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EDITORIAL POLICY

The D-Peeler is the voice of the Dufferin-Peel (OECTA) Elementary Unit. Members' submissions are encouraged. Submissions must be keeping with the aims and objectives of the Unit. Final approval of articles rests with the Editorial Board. Please direct suggestions or comments to the Unit.

UNIT SECRETARY

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RECEPTIONIST

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receptionist@elemdp.com

OECTA DPEU 2016 IMPORTANT DATES

March 12, 13, 14 - Annual General Meeting
(AGM) - Toronto

March 30 - Awards/Social Committee Meeting

April 4 - Health and Safety Committee Meeting

April 9 - Pension Workshop

April 11 - Finance Committee Meeting

April 13 - Assoc. Reps Meeting

April 26 - Maternity/Parental Leave Workshop

April 29 - PA Day (St. Sofia Only)

May 2- 6 - Education Week

May 12 - Unit Elections

May 13 - PA Day

May 13 - Social Event to Niagara Falls

May 18 - Assoc. Reps Meeting

May 26 - Appreciation Dinner

June 2 - Health & Safety Committee

June 6 - Finance Committee Meeting

June 13 - PA Day Assess/Eval Term 2

June 30 - Last Day of School



PRESIDENT'S REPORT

Rose Procopio - president@elemdp.com

With the second term of the school year well underway, the 2015-2016 school year has brought new and exciting challenges. Last year, at this time the OECTA bargaining team was busy bargaining at the Central Table with the Catholic School Trustees' Association and the government in the first ever legislated Provincial agreement.

With the ratification of the Central agreement in September 2015, the Dufferin-Peel (OECTA) Elementary Unit engaged in local bargaining with the Dufferin-Peel Catholic District School Board. On December 17th, 2015 with 96% in favour, members of the Dufferin-Peel (OECTA) Unit ratified the local terms of the 2014-2017 Collective Agreement.

Effective January 5, 2016 Dufferin-Peel (OECTA) Elementary and Dufferin-Peel Catholic District School Board have a new collective agreement. The three year agreement, is the first agreement under Bill 122, School Boards Collective Bargaining Act, 2014, for our members, resulting in a collective agreement consisting of two components; central and local terms.

The local terms address the suspension of the existing Attendance Support Program, revisions to the Transfer and Posting Policy, Grade Preference Forms, Part-Time/Full-Time status, Teacher-in-Charge, and a number of other items. The local Unit and the Board are in the process of collating the new Collective Agreement to be printed and distributed to the Elementary Teachers.

As we await the printing of the 2014-2017 Collective Agreement, the new language for the Transfer and Posting Process has been included in this publication. For specific posting dates, please refer to the January 2016 Transfer Policies and Procedures publication sent to all schools by the Human Resources – Teacher Personnel Department. As well, members can access the new language of the 2014-2017 Collective Agreement in the members' only section of the unit website.

I would like to say thank you to all the Dufferin-Peel (OECTA) Unit membership for the overwhelming support throughout this lengthy bargaining process. As we approach the March break, on behalf of the Unit Executive and myself, may you have a restful and safe winter break.

ARTICLE 23 - TRANSFER AND POSTING

23.010 Prior to March Break each year, the dates and timelines of the Transfer and Posting process outlined in this article shall be reviewed by a joint committee of equal representation of the Board and the Dufferin-Peel (OECTA).

By mutual agreement, dates and timelines may be adjusted.

23.020 By the last school day in March, and prior to posting any vacancy, school administration shall:

- a) **Offer to all Teachers at that school, via Board e-mail, any vacancy that has been identified for the following school year. Within three (3) school days of receiving the written notification of the vacancy:**
 - (i) **Should only one qualified Teacher express interest, that Teacher will be assigned that vacancy;**
 - (ii) **Should more than one qualified Teacher express interest in the vacancy, the vacancy will be assigned to one of the qualified candidates that expressed interest;**
- b) **Provide written notice to all surplus Teachers;**
- c) **Provide a copy of the Geographic Preference Form to each surplus Teacher and any Teacher returning from a board-approved leave who is not eligible to return to their school;**
- d) **Provide a copy of their preliminary assignment for the following school year to all Teachers.**

23.030 To be eligible for the transfer process below, teachers must have completed their probationary period prior to assuming the position, be in at least their second year in the same school, hold the required qualifications at the time of application and have submitted a complete Application for Posted Openings by the date and time specified on the posting.

Teachers who accept a transfer via Round 1, Round 2 or Round 3 are not eligible to apply for any subsequent posting within that year's Transfer Process.

23.040 Round 1 Postings

By the end of the third week in April, Round 1 Postings, consisting of all known vacancies, shall be posted for three (3) school days.

- a) **Teachers who are eligible as per Article 23.030 may apply to the positions identified in the Round 1 Postings.**
- b) **Upon closing of the Round 1 Postings, the five (5) most senior qualified applicants shall be identified for each vacancy and will be interviewed by the Principal of the school at which the vacancy exists. The vacancy shall be offered to one of the five (5) applicants by email.**
- c) **If one of the five (5) most senior qualified applicants declines the interview, the Principal shall have the right to interview the next most senior qualified applicant.**
- d) **A Teacher who has been offered a position shall provide a response to the offer, by email, no later than 4:30pm on the school day following the offer being made.**
- e) **If a successful applicant declines the position when**

PRESIDENT'S REPORT

(continued)

offered, the Principal shall have the right to interview the next most senior qualified applicant. The Principal shall then offer the position to one of the interviewed applicants. Should a second applicant decline the position, the position shall be offered to one of the interviewed applicants. If necessary to fill the position, the position shall be offered to each of the interviewed applicants.

f) Should the vacancy remain unfilled at the end of (e) above, the Principal shall interview the next five (5) most senior qualified applicants and follow the process outlined above to fill the position.

g) If less than five (5) qualified teachers apply to the vacancy, all of the qualified applicants shall be interviewed and the vacancy shall be offered to one of the applicants. It is understood that if there is only one (1) applicant the position shall be offered to that applicant. If all applicants decline the vacancy, the vacancy shall be posted at the next round of postings.

h) Should there be no qualified applicants for a vacancy, the vacancy shall be posted as part of the next round of postings.

23.050 Round 2 Postings

By the end of the first full week in May, Round 2 Postings, consisting of all known vacancies including newly identified vacancies and the residual vacancies created by the placement of Teachers in Round 1, shall be posted for three (3) school days.

a) Teachers who are eligible as per Article 23.030 may apply to the positions identified in the Round 2 Postings.

b) Each vacancy shall be filled in accordance with the process outlined in 23.040

23.060 Round 3 Postings

By the end of the fourth week in May, Round 3 Postings, consisting of all known vacancies including newly identified vacancies and the residual vacancies created by the placement of Teachers in Round 2, shall be posted for three (3) school days.

a) Teachers who are eligible as per Article 23.030 may apply to the positions identified in the Round 3 Postings.

b) Each vacancy shall be filled in accordance with the process outlined in 23.040

23.070 Teachers who were declared surplus shall have first right of recall, in order of seniority, to their previous school/location until August 31 of the same school year should a position for which they are qualified become available at that school/location.

23.080 By the end of the second week in June:

The placement of all unplaced Teachers shall occur as follows:

a) A list of all known vacancies shall be created and shared electronically to all Surplus Teachers, copied to the Dufferin-Peel (OECTA), who have not been placed for the next year.

b) Starting with the unplaced Teacher with the most seniority, the Teacher shall be given the opportunity to choose an assignment from the list of vacancies. In order of seniority, all unplaced Teachers shall be given such opportunity, subject to there being vacant assignments remaining.

c) Any Teacher who did not provide an ordered list of his/her assignment preferences, as per (a) and (b) above, will be placed in an available opening for which they are qualified, in order of seniority and based on geographic preference.

d) Should assignments remain vacant following the placement of all Teachers into assignments, said vacancies shall be offered to Teachers who have indicated that they wish to increase their FTE, in order of greatest seniority.

e) Any remaining assignments shall be posted Board-wide and offered to all permanent teachers prior to posting any vacancy outside of the permanent teacher bargaining units in accordance with 23.040.

23.090 Following the process outlined in Article 23.080:

Any Teachers who remain unplaced shall receive a list of all known one (1) year long term occasional assignments for the following school year. Said Teachers shall be offered and placed into the one (1) year long term occasional assignments for the upcoming school year, in order of greatest seniority.

23.100 By the end of the second last instructional day of the school year:

Teachers shall receive a copy of their revised teaching assignment(s), subject to changes in school enrollment that may result in the need to edit the school's organizational model.

23.110 Vacancies that arise during the School Year

For any vacancy that arises during the school year, following the placement of all redundant Teachers, the position shall be posted and filled in accordance with the Article 17.1.4 – 17.1.4.4 Hiring Practices of Part A: Central Terms. Should an external hire occur, the teacher hired shall be informed that he/she will automatically be declared surplus in accordance with 23.020. The position, should it still exist, shall be made available to all Teachers in Round 1 Posting later in the school year.

PRESIDENT'S REPORT

(continued)

23.120 New School Openings

50% of anticipated openings for a new school will be posted for three (3) school days by March 1. Grade-specific postings will be listed as 'divisional' assignments (i.e. 1.0 FTE Primary, etc.) based on the preliminary enrolment projections for the new school. This posting shall be excluded from the language outlined in Article 23.040.

23.130 For all postings identified in this process, the Board shall provide the following information to the Dufferin-Peel (OECTA):

- a) A copy of each posting at the time of the posting;
- b) By the end of each school year, for each posting, the names of the applicants, the names of the applicants

interviewed, and the name of the successful applicant.

23.140 Article 23.040 is not applicable to:

- a) Coordinator, Consultant postings;
- b) Special Assignment Teachers, Reading Recovery Teachers, and any other Ministry funded term positions;
- c) Special Education postings.

Notes: 1. "qualified" means holding the required qualifications for the position, as per the Education Act and Regulations (as recorded on the Ontario College of Teachers Certificate of Qualification), at the time of the posting.

2. "most senior" means having the greatest seniority.

FIRST VICE-PRESIDENT'S REPORT

Belinda Russo - firstvp@elemdp.com



Caring & Safe Schools in Ontario: What Every Teacher Should Know About Dealing with Challenging Situations

Through experience dealing with different student behaviours and challenging situations within schools Teachers acquire a repertoire of strategies that can assist with supporting the social, emotional and academic development of the students they teach. What happens however when a Teacher has used all of the so-called 'tricks' in his/her bag and seems to be faced with a behavior concern for which he/she is experiencing difficulty resolving?

Often our Teacher colleagues are our best resource to assist in minimizing and addressing inappropriate student behaviour. Talking to the student's former Teacher, the Special Education Resource Teacher/Team, Child and Youth Worker and/or school Administrator is a good starting point in seeking assistance. Oftentimes colleagues can provide insights into strategies that can be implemented to mitigate inappropriate behaviours. In addition, through the school administrator the school has access to a variety of board level resources including professionals that can be of assistance in supporting Teachers through difficult situations.

The Importance of Documentation

It is imperative that Teachers document incidences and communicate with parent(s)/guardian(s) regarding

inappropriate behaviours or incident(s).

This documentation is a valuable recount of events and can assist in creating a timeline of events for reference should it be required at any point during the school year. A teacher's documentation is also helpful when collaborating to plan for implementation of student supports.

What is a behaviour plan?

According to Caring & Safe Schools in Ontario, Supporting Students with Special Needs Through Progressive Discipline Kindergarten to Grade 12 (Ministry Document 2010), a behavior plan is a written plan that is designed to target the underlying reason(s) for behavior and replace the inappropriate behavior with an appropriate behavior. It is intended to reduce and eliminate the challenging behavior.

Who is responsible for creating a behavior plan?

The creation of a behavior plan can include a number of individuals within the school who work with or provide support services to the student. These individuals may include but are not limited to the Classroom Teacher, Resource Teacher(s), Education Resource Worker(s), Child & Youth Worker, Principal, Vice-Principal, parent(s) and any other individuals who work with the student.

What can I do if the behavior plan is not working?

A behavior plan is a living document and can be revised as required throughout the school year. Should the

FIRST VICE -PRESIDENT'S REPORT

(continued)

information in an existing behavior plan require revision, a request for a meeting to revise the plan can be made.

What is a safety plan?

According to Caring & Safe Schools in Ontario, Supporting Students with Special Needs Through Progressive Discipline Kindergarten to Grade 12 (Ministry Document 2010), a safety plan is developed for a student whose behavior is known to pose an ongoing risk to him/herself, other students, staff or other people in general. A safety-plan can serve as a crisis response plan that outlines the roles and responsibilities of the staff in dealing with specific problem behaviours.

Who is responsible for creating a safety plan?

The development of a safety plan may involve all staff that work on an ongoing basis with a student as well as parents and representatives from outside agencies working with the family/student.

What can I do if the safety plan is not working?

A safety plan is a living document and can be revised as required throughout the school year. Should the information in an existing safety plan require revision, a request for a meeting to revise the plan can be made.

TEACHER WELFARE OFFICER'S REPORT

Lori McCannel - two@elemdp.com



What is a Grievance?

A grievance is a difference between parties with regard to the Collective Agreement (CA) including:

- a difference in interpretation, application, administration of the Collective Agreement
- a violation of the language to the Collective Agreement
- a change in the past practice of an employer without prior notice

The local OECTA Unit works with the Board to ensure that teachers' rights are respected and adhered to. The grievance procedure is a vehicle to work through contractual issues that arise. Where possible and/or applicable, the parties at the local level agree to discuss and/or attempt resolution to the matter prior to initiating the grievance procedure.

The local Unit in consultation with the OECTA Provincial Bargaining and Contract Service department handles all steps in the grievance process. It should be noted that OECTA files grievances on behalf of members. OECTA is the bargaining agent and has the "carriage rights" over grievances.

Grievances may be filed as a policy grievance

based on a difference of opinion arising out of the interpretation or a claimed violation of the Collective Agreement. Grievances may also be filed as an individual grievance affecting a specific member.

Grievances follow a process as per the Collective Agreement and there are timelines that must be adhered to.

If grievances are not resolved at the local level with the Board and the Unit, the grievance may continue through the mediation and/or arbitration process. The Ontario Labour Relations Act provides for the arbitration of grievances arising from issues arising from Collective Agreements. Arbitration is an OECTA Provincial responsibility. Arbitrated decisions are final and binding to both parties.

The grievance process is usually lengthy depending on the complexity of the information, the availability of dates to meet and the scheduling of arbitrators and/or mediators. For more information about the Grievance process please refer to Articles 9 and 10 of the Elementary Teachers' Collective Agreement. These articles outline the grievance and arbitration procedures for the Dufferin Peel (OECTA) Elementary Unit.

HEALTH & SAFETY ADVISOR'S REPORT

Sue Magditsch - hsadvisor@elemdp.com



What is a Health & Safety Incident Reporting Form?

A Health & Safety Incident Reporting Form is also known as a GF 390 is available in triplicate copy at your school. This form should be made available in the main office in an area that is accessible to employees.

When should a Health & Safety Incident Reporting Form be completed?

This form is to be used for an incident that involves a health & safety concern related to a Teacher. For example, if a Teacher was struck by a student (either intentionally or accidentally) it would be appropriate to report the incident using a GF 390 form. It is recommended that the Teacher

retain a copy of the form for his or her personal records.

What is a Risk Assessment?

A risk assessment is a requirement under the Occupational Health and Safety Act. In an educational setting, a risk assessment can be used to identify sources of potential harm to students and adults, such as inappropriate student behavior that may indicate signs of escalation. Every school should complete a risk assessment at the onset of the school year. The purpose of a risk assessment is to evaluate the severity and probability of risk and prevent the harm from happening or happening again. A risk assessment must be revised following a violent incident in the workplace.

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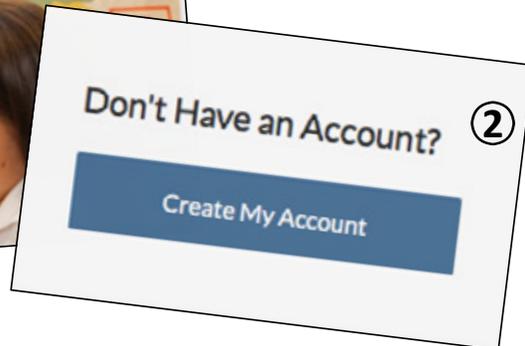
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COMMUNICATIONS OFFICER'S REPORT

Michael Schaus - communications@elemdp.com



HOW TO REGISTER FOR THE NEW ELEMDP.COM



1. Visit **www.elemdp.com** on your computer, tablet, or smartphone. Click on the **Member Login** link at the top.
2. Click on the **Create My Account** button – this will take you to a registration form.
3. Complete the registration form:
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Please choose a password to use at login
Your username is `firstname.lastname@elemdp.com`
Click on the **Register Me** button
4. You will then receive an e-mail in your personal e-mail account that will confirm your new login.
To activate your account, click on the link provided in the verification e-mail.



Thanks for registering, you are all set to go!

Please contact **communications@elemdp.com** with any questions

The Dufferin-Peel (OECA) Elementary Unit is proud to present the new web presence. Visit www.elemdp.com to explore the information, forms, event information, and online galleries that you need to keep up to date and involved with your unit. All members are encouraged to visit the site to register an account. Doing so, will give you access to our members only section as well as provide you with an elemdp.com email address

to ensure you are getting all the latest news right in your inbox.

Members are also encouraged to consider joining the local communications committee, where we discuss website content, the D-Peeler newsletter, and more. Meetings are held 2-3 times per year. Contact the unit office if you are interested.

JOHNSON



Have you ever asked yourself....

“What does Uninsured Automobile coverage provide me?”

This coverage is available if you have an accident caused by someone who is uninsured (i.e. neither the owner nor driver is insured) or not identifiable (for example, in a hit and run). You are covered by your own insurer thanks to Uninsured Automobile coverage. To qualify, the other driver has to have been at fault.

You will be covered up to the statutory limit in the province where you live or the province where the accident took place, whichever is less. Generally, this is \$200,000. The exceptions are Nova Scotia (\$500,000) and Quebec (\$50,000).



Did you know that

Voluntary Medical and Property Damage coverage includes:

Voluntary Medical Payments coverage pays reasonable medical expenses in the year after an accident where somebody is accidentally injured on your property.

Voluntary Property Damage coverage covers unintentional direct damage you cause to somebody's property. It can also cover damage caused intentionally by a child of 12 years or under.

You don't have to be legally liable and there is no deductible. There are very specific limits and exclusions though, so you'll want to discuss the details with your Insurance Specialist.

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MEMBERSHIP ASSISTANCE OFFICER'S REPORT

Carlo DiCarlo - mao@elemdp.com



Sick Leave Information and Frequently Asked Questions

Number of Sick Days	Pay	Allocation & Information
11 sick leave days	100%	<p>The 11 sick leave days are allocated annually when a teacher commences work and are pro-rated according to a teachers FTE status.</p> <p>These days are used first when a teacher reports an absence for personal illness.</p> <p>These days may be used as required (one at time, in chunks or all 11).</p> <p>Should a teacher access 5 or more sick days in a row, the Board can request medical documentation from the member through the Health Promotion & Wellness department as per the Central Terms.</p>
120 short-term leave and disability plan	90%	<p>The 120 short-term leave and disability plan days are allocated annually when a teacher commences work and are pro-rated according to a teachers FTE status.</p> <p>These days may be accessed once the 11 sick days paid at 100% are depleted.</p> <p>These 120 days are referred to as STLDP days.</p> <p>Should a teacher access 5 or more STLDP days in a row, the Board can request medical documentation from the member through the Health Promotion & Wellness department as per the Central Terms.</p> <p>Any unused portion of the 11 sick days from the previous school year can be carried over to top up short-term absences from 90% to 100%. A short-term absence is defined as 5 or more consecutive days. One carry over day can be used to top-up 10 days from 90% to 100%. Carry-over days cannot be used to top up episodic absences within the 120 STLDP.</p>

What is long-term disability and when does it start?

Long-term disability (LTD) is an income replacement program administered by Sun Life on behalf of the Board. As per our Collective Agreement, teachers are required to apply for LTD once the teacher has reached 75 working days of continuous disability. If you believe that you may be moving toward LTD, please contact the Unit office.

If I have to apply for LTD after 75 days, what happens to the rest of the 120 STLDP days?

The balance of the 120 STLDP days are available should you need them following your return from LTD (within the same

school year), or in the event that LTD is denied.

How is my pension impacted while accessing sick leave?

When accessing the 11 sick days paid at 100%, pension plan contributions are maintained. When accessing STLDP pension plan contributions are made by the employee/plan member on the unpaid portion of each sick leave day under STLDP, unless directed otherwise in writing by the employee.

How is my pension impacted while accessing LTD?

When accessing LTD, pension premiums are automatically deducted from the LTD premiums paid.

OECTA PROVINCIAL SCHOLARSHIPS & FELLOWSHIPS

Scholarships

Three scholarships, each of \$10,000, may be awarded each year. The scholarships are named the **Rose M. Cassin Memorial Scholarship**, the **Reverend J.H. Conway Memorial Scholarship** and the **Doreen Brady Memorial Scholarship**.

Scholarships will be awarded in May 2016 for post-graduate studies undertaken during the following academic year (ending June 30, 2017). Successful scholarship applicants will be required to submit proof of tuition payment and receipts for other costs or expenditures (books, travel etc.) in order to access funding.

Please read: Procedures 4.36-4.39 Post Graduate Scholarships, OECTA Handbook.

Fellowships

Two fellowships of up to \$10,000 each may be available to members each year for full-time **study in religious education**. The fellowships are named for Margaret Lynch and Cecilia Rowan.

One fellowship of up to \$10,000 may be available to members each year for full-time **study in labour studies**. This fellowship is named for Mary Babcock.

If there are not enough qualified applicants for full-time studies, the money may be apportioned for part-time studies.

Please read: Procedures 4.40-4.49 Fellowships for Religious Studies/Labour Studies, OECTA

The application deadline for submission of applications for
OECTA Scholarships and Fellowships is **April 1, 2016**

Applications are available on line at www.oecta.on.ca

If you have any questions please call the Unit Office at 905-564-7177



OECTA

ONTARIO ENGLISH
**Catholic
Teachers**
ASSOCIATION

DUFFERIN-PEEL (OECTA) ELEMENTARY RECOGNIZES OUTSTANDING CONTRIBUTIONS OF DEDICATED COLLEAGUES THROUGH



DUFFERIN-PEEL (OECTA) ELEMENTARY ASSOCIATION REP AWARD

Nominate a member of the Unit who demonstrates extended long term commitment to Dufferin-Peel (OECTA) Elementary through communication, encouragement and support to fellow staff members.

DUFFERIN-PEEL (OECTA) ELEMENTARY SERVICE AWARD

Nominate a member of the Unit who has demonstrated considerable, active and long term involvement in OECTA at the Unit and/or Provincial level.

DUFFERIN-PEEL (OECTA) ELEMENTARY CATHOLIC LEADERSHIP AWARD

Nominate a member of the Unit who advocates for the association and/or teachers and demonstrates a commitment to the betterment of society through charitable volunteer work or act(s) of bravery outside of the workplace.

Deadline: Thursday, March 24, 2016

**Send to: Awards Committee
OECTA Elementary Unit Office
(in a sealed envelope)**

Forms available on the OECTA Bulletin Board