

The Sentinel



CLIMATE CHANGE: TIME TO ACT

See an encore reprint of Filomena Ferraro's Environmental article on pages 2-3

Left: Filomena Ferraro (1st VP OECTA), Chris Ballard (Minister of the Environment & Climate Change) and Geoff Shore (OSSTF) at the York Labour Environment Action Group Event.



Lessons for Life

Heather Manassis, President

OECTA promotes the premise that teachers in Catholic schools have something unique to offer. "The values-based education we provide encourages our students to become active, contributing members of their communities. All teachers teach math and spelling, science and geography, but as Catholic teachers, we bring to these subjects a values-based lens. This means a math lesson includes a discussion of income disparity, and a science lesson weaves in social justice. We want our students to graduate as thoughtful individuals."

Approximately three years ago, OECTA invited students and former students from our Catholic schools across the province to share experiences or "lessons" which they feel shaped the person they became. Several people responded and these accounts were shared through a variety of media.

This was a truly creative campaign which successfully demonstrated that our Catholic schools have something different to offer to the students of Ontario. If you haven't had an opportunity to read some of the submissions, I would encourage you to do so by visiting <https://www.catholicteachers.ca/Lessons-For-Life>

In preparing for a meeting recently, I took the opportunity to read much of the document of the same title, *Lessons for Life - Position Papers* (Ontario English Catholic Teachers' Association, 2018). *Lessons for Life* addresses the role of Catholic teachers in meeting the challenges of students today, while "promoting values like fairness, compassion, respect and concern for social justice and the environment." From early childhood through to retirement the Association states their belief that the "province will be made healthier . . . when all Ontarians are given the ability to develop their potential, contribute to their communities, and provide for themselves and their families." (Lessons for Life, p.1)

With all that Catholic teachers do, the document explores several aspects of education that support this view. "Together, these lessons convey the holistic approach that Catholic teachers take toward

education and citizenship." It is generally agreed that when it comes to taxpayer dollars, investing in the youngest members of society yields the highest dividends. Full-Day Kindergarten not only builds an excellent foundation for children, but also allows parents to join the workforce. With that in mind, the document begins by discussing the young learner, the FDK program, and addresses a number of concerns through to post-secondary education including safe and inclusive communities, class size, technology, standardized testing, professional development, workplace training and internships. Each section addressed is very well researched and provides an excellent overview of the challenges, as well as some of the gains made in recent years. The position papers also detail the need to This position paper also details how invest in new initiatives and resources in some areas, while recognizing that continued investments are required in other areas to continue to meet the ever-increasing demands of learners..

The benefits of smaller class sizes and their relationship to the success of students with special education needs is delineated and supported by recent, relevant studies. The effectiveness of standardized testing and the notion that achievement tests "do not adequately capture non-cognitive skills such as perseverance, conscientiousness, self control, trust, attentiveness, self-esteem, and self efficacy, resilience to adversity" to name but a few, are also supported by a myriad of scientific testing.

Each section concludes by providing an overview of the current status of Ontario's education system in relation to its topic, and then outlines strategies for moving forward. Each "lesson" is considered to be essential for both the graduate and, in the long run, beneficial for the province.

I write this simply to make you aware of this document, to highlight some of the information contained in that publication and to encourage you to have a look at *Lessons for Life*. It is the hope of the Association "that by taking the time to reflect on our positions, that you will be able to join the Association in advocating for policies that will help all Ontarians succeed in the ultimate test: Life."

Climate Change and Green Jobs in York Region

Filomena Ferraro, 1st Vice President

Chair, York Region Labour Environment Action Group

In the last few months, environmental disasters from around the world have been at the forefront of the news. The United States and surrounding Caribbean islands have been hit by some of the most devastating hurricanes and tropical storms in recent history. It has always been the view that Canada and in particular, York Region is protected from such calamities. However, we are not immune to natural disasters. In recent years, York Region has experienced tornadoes, flash storms, warm winters and cool summers as a result of climate change.

As a resident of Vaughan for over 30 years, I would never have imagined tornadoes touching down in Woodbridge, however, this occurred in the summer of 2009 and since then, Vaughan and York Region as a whole, have had many tornado warnings and have witnessed rapid and frightening weather changes. As Catholic teachers and unionists, many of us living as well as working in York Region, we need to address these issues. Climate change is real and cannot be denied. The effects of climate change have far reaching consequences throughout the region, especially in the areas of construction and agriculture and as such, both individuals and corporations need to examine and re-evaluate how we live and do business in our region through a green lens.

Of particular importance, we need to talk about and take action toward



reducing or eliminating our carbon footprint. If towns and cities in our region did their part, it would allow Canada to reach the goal set out in the Paris Climate Accord with almost 200 other countries. For the first time in over 20 years of UN negotiations, leaders achieved a legally binding and universal agreement on climate at the 2015 COP21 (Conference of Parties), also known as the 2015 Paris Climate Conference, which included the goal of keeping global warming below 2°C. One way for us to help achieve COP21 to attain a reduced, or better yet, zero carbon goal, is by developing a comprehensive “just transition” plan. “Just transition” refers to policies that support workers in carbon-intensive industries while their jobs are “in transition” or eliminated.

A well thought out plan should include moving away from non-renewable to renewable energy sources that will reduce our carbon footprint and create jobs in the process or in the “just tran-



sition” phase. Existing workers will be trained by their employers on new and better ways to do business. This is a win-win situation in that this transition plan will result in job growth while also addressing issues of climate change and environmental concerns. Unfortunately, when reviewing the Regional Municipality of York, 2015-2019 Strategic Plan there is little that demonstrates a comprehensive green plan.

Many experts in the field suggest that the biggest areas for transition and job

growth are in the construction and transportation sectors. Commercial and institutional buildings have a huge carbon footprint and are encouraged to adopt smart building technologies. According to a new report from Columbia Institute “Canada could actually see a job creation bonanza if it moved towards a net zero-emissions economy by 2020.” (huffingtonpost.ca August 18, 2017). Jobs would be created in the areas of green building construction, building and home retrofits, transportation infrastructure and the use of renewable energy. The gradual shift from the use of fossil fuels to renewable energy sources such as hydroelectric plants, wind, and solar power would, over time, create millions of jobs. Thus ensuring a sustainable plan for future generations.

York Region must continue to invest in promoting energy efficiency and a green transition plan in the corporate sector. This will require all stakeholders including mayors, regional

councillors, labour leaders and community groups to work together to develop a “just Transition” program that focus on energy conservation, increase productivity, reduce costs, and improve air and water quality.

Residents of York Region can voice their concerns and become active in promoting a more energy conscience society by contacting their local government and urging them to:

- develop a partnership/committee with business, labour,

*Left: John Taylor, Deputy Mayor of Nemarket & John Cartwright, President TYRLC
Above: Laralea Carruthers, YRDSB Trustee, Filomena Ferraro, OECTA, Dave Neeson, Georgina Councillor, & Geoff Shore (OSSTF)*

*Below: Christina Bisanz, Newmarket Counsellor
Below Left: Heather Manassis, Elizabeth Crowe, Co-Chair YCDSB, John Cartwright*

community members and First Nations to address climate change to develop a comprehensive strategic plan for York Region;

- develop a partnership with the federal and provincial governments to look at best practices to implement a viable just transition green program through job skills training incentives.;
- set up committees to review apartment buildings in order to address a possible retrofit program;
- allow for financial incentives and changes in legislation for owners who retrofit their buildings and/or help set up a green economy plan;
- work with and promote Environmental Commit-



employment uses;

- develop a green building regulation and keep it updated; and,
- call on York Region to pressure the provincial government to improve Ontario's Building Code.



By becoming more assertive on addressing the environment, York Region can lead the way in reducing climate disasters, create green jobs and help Canada reach the goals set out in COP21. As residents, workers and business owners collectively we must make every effort to promote a green economy in York Region to ensure sustainability for future generations.

tees in all towns and cities in York Region;

- promote just transition planning in creating good and productive jobs;
- offer training to business owners in the area of transition jobs;
- call for a specific percentage of renewable energy to include solar, wind and geothermal energy sources;
- agree to building and construction contracts that allow for a certain percentage of green homes to be built, and proof of a strategy to help lower GHG emissions;
- coordinate with other municipalities to address climate change and create new green jobs;



Above: York Region bluedot presentation

Below: Tony Van Bynen, Mayor of Newmarket, Filomena, Bob Kwapis, Councillor for Newmarket



- develop an extensive "Green Awards" program for "green builders";
- increase use of renewable energy in municipal offices;
- provide incentives for home owners to refit their houses;
- approve building permits based on a green jobs/transition plan;
- standardize best practices across York Region i.e. recycling, composting, etc.;
- repurpose vacant industrial buildings for other



Tech Tips - Digital Citizenship

Michael Oyston, Councillor (St. Augustine)

Digital citizenship is a term that tends to be used quite frequently in our classrooms especially as we start to embrace more and more digital tools that call for online collaboration among students. As educators we need to think about how we include digital citizenship as part of our regular instruction and not just simply as a separate entity that exists in isolation. So where does a teacher even begin to ensure that digital citizenship is embedded within lesson development? Teachers who use digital tools in their classroom should be very familiar with the School Board's Acceptable Use Policy (YCDSB Policy 311, and related Policies: 202, 218, 223 and 318). In the process of embedding digital citizenship into your classroom the Board's Acceptable Use Policies (AUP), although vital, can easily lose their message, especially when we consider these are policies written by adults for students. When discussing digital citizenship with students think about developing your own classroom AUP. Naturally elements of the Board AUP must be adhered to, but by establishing a classroom AUP, students will own the policy and give it their voice. Not only will students be more apt to buy into the policy but they may also offer insights into showing an understanding of the repercussions that come with choice.

Although developing a classroom AUP is a good start to promoting digital citizenship students (and teachers) can look to digital citizenship as a means of developing their own personal online brand. The reality is that

whatever is posted online is never private.

The content that is supplied has the potential of being viewed by anyone regardless of the number of privacy settings we apply. With this knowledge in mind social media can be used to build a personal brand that students (and teachers!) can be proud of. It can become a platform which highlights the many good things that are happening in the lives of our students and in our classrooms. This is punctuated with positive digital interactions that are not only evident in postings to social media sites, but also in personal digital communications such as emails and direct messages that can be found in most apps such as Twitter and Facebook.

Our digital footprints are no longer an abstract concept in our lives, but are indeed a reality. Everyone, from HR Departments to our future in-laws, will do a Google search to see what information can be found. Because so much of our lives is now available for the world to see, we need to ensure that we take the time to control that content and shape how we want our image to be presented. Long gone are the days when we can pass off mistakes as simply "youthful indiscretions" as they now have the potential to be forever recalled at the click of a mouse or the tap of an app. In our classrooms we can play a significant role in ensuring that digital citizenship is ingrained within the work we do, but more importantly in how we model this approach with our own positive online digital citizenship.

Leafs in Pittsburgh - Feb 2018



York Catholic Teachers recently held their Toronto Maple Leaf road trip to Pittsburgh for the first time on February 17th, 2018. The weekend trip was a roaring success... despite the Leaf's loss. After suffering through a 5-3 loss to the Penguins, both teachers and guests made the best of the weekend by socializing Saturday evening and enjoying the shopping festivities in Grove City on Sunday. We are looking forward to another road trip next year and can only hope that the Leafs will provide us with a victory that we can all celebrate. Only one question remains...what city do York Catholic teachers conquer next?



Goodbye Tension - Hello Pension - OTPP Workshop

Why Not Generic Drugs?

Julie Pauletig, Past President

In the last few years a number of private insurance companies have stopped covering the cost of brand name drugs in favour of generic drugs. For many years local units fought to maintain coverage of brand name patent drugs, with no substitution. As cost savings has become the overriding principle for insurance companies and employers offering drug benefit plans, generic drug plan coverage is increasingly becoming the norm.

Recently some very interesting facts surfaced which caught my attention. Biomedical students at the University of Guelph in Professor, N. MacLusky Biomedical Communication Course, were privy to a lecture titled "The Sex Differences in Biomedical Research", focussing on generic drugs. He quoted several recent studies including one presented by Soldin et al. *J. Biomed. Biotechnology* 2011.

MacLusky states that until the 1990s clinical testing of new drugs rarely included women, (unless it was a female specific drug such as oral contraceptives). "Most of preclinical drug development through the history of biomedical research has focused on males." (N. MacLusky, University of Guelph, Biomedical Communication. For the period between 1977-1995 most concentrated clinical studies used males in the sample testing. (Soldin et al *J. Biomed. Biotechnology*, 2011.) Why should this be considered?

Typically brand name drugs come off patent after twenty years. Currently most drugs newly off patent were introduced by pharmaceutical companies prior to 1995, when clinical research studies were predominantly male. (N. MacLusky) Most generic drugs tested pre 1995 have proven to be effective in men. Recent studies suggest that "drugs which may be optimal for men may not be optimal for women and vice versa." (N. MacLusky) In other words a drug which is proven to be effective in males may not be effective for women.

"Male - female differences in physiology and drug metabolism can profoundly affect drug sensitivity." (Soldin et al *J. Biomed. Biotechnology*, 2011) The expected

side effects can also vary dramatically given the physiological differences. (Jovanovic et al *Neuroimage* 2008 39:1408-19) The consequences of women being prescribed and using generic drugs which were clinically tested on men may not yet be known. Doctors often use a trial-and-error approach to determine which generic drugs are more effective in treating females. This must be somewhat concerning for females struggling to find effective drug treatments. "U.S. data shows that women experience more adverse reactions to medication than men, and these effects are frequently more serious as well." (US FDA statistics)

What is being done to correct this imbalance? It is very unlikely that drug companies will run new clinical trials to get data from female subjects as it is far too costly. (N. MacLusky) Fortunately post 1995 the introduction of new regulations has forced drug companies to run clinical studies with a fair representation of both female and male subjects. (US FDA July 22, 1993 "Guidelines for Study and Evaluation of Gender differences in the Clinical Evaluation of Drugs") This approach should account for physiological gender differences when developing drug formulas.

Naturally, this type of indepth analysis is costly for pharmaceutical companies which will translate to skyrocketing prices of brand name drugs. Given the approximate 20 year cycle required before a brand name drug comes off patent it will be a few years before marketed generic drugs which were clinically tested using subjects of both genders (post 1995) are available to the public.

I have discovered, through my own research, that some drug companies have developed a program which may allow you to access brand name drugs at generic brand prices. Pharmaceutical companies have produced a card which promotes a number of brand name drugs. If you present this card to a pharmacist at a participating drug store, the substitute brand name drug will be substituted for the generic drug at no extra cost. The purchaser receiving the brand name drug can be assured that trial testing has included both male and female sample groups. In addition, the pharmacist will provide information regarding appropriate doses and pos-

sible side effects or reactions founded on testing which included both genders. The same is not true of generic drugs.

The benefit of this as a member is that there are no additional costs. The pharmaceutical company assumes the cost difference between the generic and the brand name drug which the insurance company will no longer cover. Though this may not apply to all drugs it is worth investigating whether or not the brand name drug you require is part of this program. This may avoid the possibility of a generic substitution of the drug prescribed to you. Speak to your family physician or pharmacist about the 'no substitution' card the next time you need to fill a prescription. In the meantime be aware of the drugs you are taking and how they affect you.

Generic drugs may be cheaper but for females it is important to be aware that some side effects and/or reactions may not yet be known.

Ref: Ling et al Mol. Cell Biol 30:5531-5544, 2010. , McCarthy M M et al. J. Neurosci. 2009;29:12815, Soldin et al J. Biomed. Biotechnology, 2011., Jovanovic et al Neuroimage. 2008 39:1408-19 , Prof. N. MacLusky, U of Guelph Biomedical Communication Course, 2017.

Staffing 2018 - 2019

The staffing process for the 2018-2019 school year is now underway. We are very aware that the staffing process can be confusing and the uncertainty of not knowing your specific assignment may cause some to worry. It is important to recognize however, that the staffing process is fluid and can change a number of times throughout the process.

Please note that the entire process should be completely transparent. Should you not understand a particular decision as the process unfolds or would like clarification on any aspect of the process, please do not hesitate to contact the Unit Office.



11 Tips for Driving Safe This March Break

March Break can be all kinds of fun! Whether you're heading out on a roadtrip with your family or simply driving to the airport for a much needed trip, you'll want to ensure you've done all you can to make your trip a safe one.

These tips will help set you up for safe driving, so you can take to the roads worry-free and enjoy your vacation.

1. **Plan ahead.** Know where you're going before you start driving there. Plan your route, look into any road closures, and be sure to allow plenty of time to get where you're going. If you're using a GPS system, program it before you leave.
2. **Drive defensively.** A defensive driver is a safe driver, one who is proactive not reactive. Check out these great tips to improve your defensive driving. (<https://www.otipinsurance.com/Car-Insurance/News/Defensive-Driving-Tips>)
3. **Avoid distractions.** Don't let anything distract you on your March Break, including your own cellphone. Distracted driving is not only dangerous, it's illegal.
4. **Plan for long trips.** If your March Break travel plans involve long bouts of driving, you'll want to check out this list of [safety tips for long road trips](https://www.otipinsurance.com/News/Roadtrip-Safety-Tips) (<https://www.otipinsurance.com/News/Roadtrip-Safety-Tips>).
5. **Occupy the kids.** If you're driving little ones, take some time to ensure they're ready for the trip. Pack games for them to play in the back, snacks for them to eat, and videos for them to watch. And don't forget to take bathroom breaks! If your kids are entertained, they'll be less likely to distract you while you're driving.
6. **Leave your bad habits at home.** Habits like listening to music through earbuds are great for at home or on public transit, but not for when you're on the road. Here are [five common bad driving habits to put the brakes on](https://www.otipinsurance.com/Car-Insurance/News/Bad-Driving-Habits) (<https://www.otipinsurance.com/Car-Insurance/News/Bad-Driving-Habits>).
7. **Buckle up.** It goes without saying, but we'd be remiss not to remind you to fasten your seatbelts. Ensure that child seats are installed and fastened correctly and that everyone buckles up.
8. **Know what to do in the event of an accident.** Nobody wants an accident to happen, but if it does, it's good to know what to do. [This infographic](https://www.otipinsurance.com/News/What-to-do-in-a-car-accident) (<https://www.otipinsurance.com/News/What-to-do-in-a-car-accident>) will give you a quick refresher on who to call and how to report things.
9. **Check driving laws for other provinces and states.** If you're driving out of province, be sure to read up on road rules wherever you're going. Each province and state has different driving laws that affect driver safety. A quick internet search will ensure you know whether it's legal to turn right or not.
10. **Pack jumper cables.** If you don't already have a set of jumper cables in your vehicle, it's a good idea to grab some. They start at around \$20 and will make all the difference if, for example, someone forgets to turn a car light off and your battery dies. Here's [how to jump start your car](https://www.otipinsurance.com/News/Jump-Start-Your-Car) (<https://www.otipinsurance.com/News/Jump-Start-Your-Car>).
11. **Be in the right mindset.** If you're driving while angry, stressed or tired, you're increasing your chances of making a mistake on the road. These mindsets are distracting, ruin your focus and take away the fun of a roadtrip. A well-rested, clear-minded driver will be more focused while driving and more likely to have a good time.

Have a great March Break! If you have any questions about your insurance coverage, give your OTIP broker a call at 1-888-892-4935.

Education Funding Formula Update Long Overdue

By Filomena Ferraro and Diana Corazza

The Ontario government funds its public education system to the tune of approximately \$24 billion annually. Despite rising inflation and practices requiring greater accountability between school boards and the provincial government, and outside the periodic, temporary infusions of extra funding, the funding allotted has remained substantially unchanged for two decades. As a result, funding has failed to keep pace with inflation and other emerging needs and, more importantly, the expectations and ever-growing needs of our students.

Many discrepancies surround the adequacy and allocation of funding to both our elementary and secondary schools. According to economist Hugh Mackenzie, education funding in Ontario should be sufficient to adequately fund our schools. Why then, is there a continued lack of technological resources necessary to implement the Ministry's 21st century curriculum? Why then, is there a lack of resources to address the needs of our most vulnerable students, particularly, at-risk students, English Language Learners and Special Education students, all of which continue to grow in numbers? Clearly, the \$24 billion, as it is currently allocated, does not account for growth in and diversity of needs in our schools across the province, and in particular, in the GTA.

In 1997, the Mike Harris government passed Bill 160, the *Education Quality Improvement Act* which served to change the funding model. The bill ended two centuries of local initiatives in, and accountability for, the delivery of elementary and secondary education by eliminating the right of local school boards to raise revenue from the municipal property tax base and requiring boards to operate within the limits of a funding formula established under provincial regulation. As a result, there has been a steady erosion of accountability between the provincial government and school boards on how monies are allocated and utilized.

Numerous negative effects arise out of the "Learning Opportunities Grant" (LOG) portion of the funding formula. The LOG is intended to fund programs for ESL and at-risk students. The focus and criteria of the LOG, which is based on demographic factors, has been diluted over time to allow school boards

Continued on Last Page



87 for 87: Our Students Can Make A Difference in Voter Turnout

Holy Spirit CES Launches Mission to Have Every YCDSB Elementary School Participate in Student Vote

by Antony Caruso, Teacher (Holy Spirit CES)

In April 2011, I attended a conference called Democracy Bootcamp organized by Student Vote. I listened to many interesting speakers but the one that affected me the most was a presentation given by Michael Adams, a pollster who worked for Environics. In his presentation, entitled "An Overview of Public Opinion," he nonchalantly made a prediction about the fall Ontario election that left me stunned. He predicted that not only would it be the lowest voter turnout in Ontario history, but also that it would be less than 50%!

I was shocked. How sad for our democracy that less than 50% of eligible voters would decide a government that plays such an important part in our lives: education, health care, justice system, energy, just to name a few.

And sure enough, he was right. Only 48% of the eligible voters turned out to vote in the October 2011 Ontario election. This is the lowest turnout in Ontario election history! And less than half of the eligible voters bothered to vote!

Ontario Voter Turnout has been steadily decreasing since 1990. The statistics are not good:

1999 - 58%
2003 - 57%
2007 - 52%
2011 - 48%
2014 - 51%

The 2018 Ontario election is timed perfectly to fit at the end of our school year in June. I thought this would be a good time to really get our students involved in improving voter turnout.

Holy Spirit has a Student Vote Committee made up of several enthusiastic Grade 7 students. We have set a goal to have Student Vote participation in 100% of all elementary schools in our school board. That's 87 elementary schools in YCDSB. That's why we called it 87 for 87! (Visit our website: sites.google.com/ycdsbk12.ca/87-for-87)

Student Vote uses the election as a teachable moment to bring democracy into the classroom and it provides youth under the voting age with an opportunity to experience the voting process firsthand and practice the habits of active and engaged citizenship.

Students use the same materials that are used in real elections (i.e. ballots, ballot boxes, voting screens, etc.)

Students learn about government and the electoral process, research the candidates and party platforms, discuss relevant issues with their families and friends, and cast ballots on Student VoteDay. The results are tabulated and shared publicly after the close of the official polls.

If your school is interested in participating to be the school board in Canada with 100% Student Vote participation, then this is what you need to do:

Register your school today by visiting www.studentvote.ca or calling 1-866-488-8775.

- Registered schools receive activity resources, posters, an election manual, ballots and ballot boxes;
- The suggested activities fulfill the provincial curriculum expectations, including: Social Studies, Grades 4 to 6, History and Geography, Grades 7 and 8, as well as the English Language curriculum;
- Materials are available in English and French and there is no cost to participate.
- Let us know if you are registered or when you register so we can keep track of fulfilling our goal. You can send an email to antony.caruso@ycdsb.ca.

An independent evaluation commissioned by Elections Canada reports that the Student Vote program is having a significant impact among students in the key areas associated with future voting, as well as increasing the engagement of families in the election.

Another story from the 2011 Democracy Bootcamp was told by Calgary Mayor Naheed Nenshi. Through his Skype presentation, he talked about the time he was invited to speak at an all candidates meeting organized by Grade 9 students at a local high school (webcast to every grade 9 classroom in Calgary) to discuss issues related to the Calgary election for mayor.

About 1500 students watched this debate. Nenshi was the only one of the leading candidates who bothered to show up. After the debate, Nenshi spoke with some of the other candidates and asked "Why didn't you go?"

"What's the point," replied one of the candidates, "14 year olds can't vote! My time was better spent somewhere else."

Well, on the day of the advanced polls, Nenshi happened to be at the University of Calgary giving a lecture. One of the advanced polling stations was at the university, and when he walked by the university food court, he noticed all these kids holding protest signs. They were the grade 9 students who were at that high school candidates meeting. They were so inspired at that candidates debate, they convinced their teacher to give them time off from school. They went to the universities on the day of the advanced polls, and they held protest signs that read "I can't vote, but you can!" They were literally shaming the university students, one at a time into going to vote.

Some university students said, "Well, I don't know much about the issues."

The Grade 9 students replied "Well, here are the issues, here are the candidates, now go and vote!"

Mayor Nenshi finished his story by commenting, "That was probably the single most gratifying moment of the election, aside from winning..." Mayor Nenshi concluded his story. "If a kid at the age of 14 is standing in a university food court with a protest sign, then that kid is going to vote in every single election that kid is eligible to vote in for the rest of their lives and I think that was very exciting."

ANNOUNCEMENTS:

Ed Funding Formula (continued from page 6)

BIRTHS AND ADOPTIONS

Joanne Dell' Anno, teacher at St. Mary of the Angels on the birth of her son Marcus.

Christina Lambrinakos, teacher at Holy Jubilee on the birth of her daughter Mia.

Tyler MacDonell, teacher at Our Lady of the Lake CCS on the birth of his son Landon.

Elizabeth Rubino, teacher at St. Mary, Nobleton on the birth of her son Isaac.

Jennifer Shank, teacher at Our Lady of the Lake CCS on the birth of her daughter Emmaline.

Jonathan Silveri, teacher at St. John XXIII on the birth of his daughter Iliana.

CONDOLENCES & SYMPATHY

Rosemary Baldassini, teacher at Our Lady of Fatima on the death of her grandmother.

Monica Beltrame-Staffieri, teacher at St. Mary, Nobleton on the death of her grandmother.

Rose Bilic, teacher at Guardian Angels on the death of her grandmother.

Arminia Burbello **and** Melinda Iacobelli, teachers at St. Agnes of Assisi on the death of their grandmother.

Sophia Campagna, teacher at Blessed Scalabrini on the death of her father.

Joanne Dixon, teacher at St. Peter on the death of her brother.

Tanya Emmanuel, teacher at St. Theresa of Lisieux CHS on the death of her mother.

Gabriella Giuliani, teacher at St. James on the death of her father.

Josella Kwok, teacher at OLHC and Corpus Christi on the death of her mother-in-law.

Lisa Monteleone, teacher at St. Veronica on the death of her father-in-law.

Lucy Paladino, teacher at St. Emily on the death of her grandmother.

Jacqueline Rocheleau, teacher at St. Brigid on the death of her brother-in-law.

To the Family & Friends of Gabrielle Duggan-Legere, teacher at Notre Dame CES, on her passing.

to allocate the use of these monies for “discretionary” purposes and away from our most vulnerable students, and to address pressures in other areas which are inadequately funded. The funding of this grant does not account for the increase in immigration and diversity in schools and as a result, students in the GTA are disadvantaged. Resources for students with special needs are severely lacking. The current funding formula prioritizes statistics, EQAO marks for example, as opposed to actual student needs.

Recommendations:

1. That all schools be funded adequately and appropriately;
2. That funding formula allow for smaller class sizes like those that are set for grades 1-3, in grades 4-8 and Kindergarten;
3. That Funding for programs such as special education and ESL be “enveloped”, to restrict school boards from using those monies for other areas. The government must increase ESL funding to include students who are born in Canada but whose native (first) language is not English. Funding for Special Education has decreased for boards in the GTA due to realignment of monies in the province.
4. That schools should not have to fundraise for school/program essentials. This is an equity issue between school communities that can raise substantial amounts of money and those that cannot;
5. That the provincial government develop a more reliable system to help boards adjust to declining enrolment. This will help alleviate under-funding and ease pressure on boards;
6. That boards be permitted to access funding for local school-board priorities in order to address the needs, requirements, and unique circumstances of various school-board communities;
7. That the government dedicate funds to address violence in the workplace and mental health. Lack of tools, supports and resources in these areas contributes to an unsafe workplace.
8. That boards pressure the government to eliminate EQAO testing. Monies saved should be re-invested to address the shortfalls in other areas of the funding formula; and
9. The Education Funding Formula be included as a provincial and municipal election issue in 2018.

