



# The Sentinel



Labour Day Parade 2019, see more photos on page 10 or on our website [www.yctoecta.com](http://www.yctoecta.com)

## Federal Election: Why We Need to Vote

Filomena Ferraro, President

With October 21<sup>st</sup>, and Canada's federal election, fast approaching political parties are preparing and promoting platforms which will address the needs of both Canada and of all Canadians. Over the last few years we have seen the ever-increasing disastrous effects of environmental change on communities across the country and have heard numerous calls for the government to take greater action. These calls have culminated in making climate change the single most important issue at stake in this election. The consequence of electing a party that isn't dedicated to real climate action will be devastating for not only Canada, but for the planet. Not only do we need science-based and meaningful climate

commitments from our leaders, regardless of their political motivations, we also need to humanize this topic for the average citizen. According to a *MacLean's* article published on September 9, 2019, Canadians in every riding support climate change action. In the same article it was also reported that in 88% of Canadian ridings more people support carbon taxation than not.

Canada has 'talked about' the climate crisis for decades and governments have been setting targets to reduce greenhouse gas emissions since the early 1990s. None of the targets set have been met. The effects of a changing climate are real and the situation is dire. With recent flood-

ing, destructive forest fires and rising sea levels, no individual or political party can afford to ignore this issue any longer.

Since 2015, Canada has set some solid foundations for climate policies, regulations and investments but we need to do much more to address the climate crisis. 400 Canadian municipalities have recognized the urgent need to act by declaring states of emergencies. The world is calling for comprehensive action to curb greenhouse gas emissions globally by 45-65% by 2030 and to reach net zero by 2040. (*Getting Real About Canada's Climate Plan* by Climate Action Network)

As Pope Francis reminds us in

his encyclicals and in his Sunday messages, the ecological crisis may be the most pressing challenge facing humanity: “Our sister Earth, along with all the aban-

life on the beautiful planet we call home, and the Pope is calling on us to protect our world.”  
As Catholic teachers we must

have a perfect plan, it is important to look beyond the rhetoric and actions of provincial premiers, such Alberta’s Jason Kenney and



doned of our world,” cries out and pleads “that we take another course.” (LS 53). More recently, to inaugurate the Season of Creation which runs until October 4, Pope Francis released a message noting that “young people all over the world are making their voices heard and calling for courageous decisions” and that this is the time “for undertaking prophetic actions.” Government leaders must heed the will of its people.

Climate Strike Canada, a non-partisan group of young activists who mobilize students in our schools on issues of climate justice, writes “we are at a crossroads in the history of humanity, and the action we do or don’t take will determine the future of civilization, and the future of much of

also answer this call of action and recognize the link between sustainability and social justice. Climate justice goes beyond setting targets to reduce greenhouse gas emissions. It’s about protecting worker’s rights, the rights of indigenous people and migrants, and economic justice. Each right is entwined in another. (Climate Strike Canada)

Over the next several weeks, each party will vie for the vote of each Canadian and on October 21, 2019 Canadians will decide which party will lead our country in addressing climate change for the next four years. Please familiarize yourself with party platforms regarding climate change and the environment. Though likely that no one single party will

our own Doug Ford, who have reversed climate action and environment plans without offering a viable alternative policy.

**The time to act is now.**

**Vote in the 2019 Federal Election.**

## Back to School and Teachers are Facing a Whole New Reality

Michael Totten, 1st Vice President

As our Secondary Teachers returned to work this week many were faced with classes exceeding the required maximums under the Collective Agreement. The Board continues to come to terms with the Ford Government's announcement that Secondary class size average would increase from 22:1 to 28:1 over the next four years. Other teachers faced classes at max because students did not have as many options as they did in previous years when it came to course selection. While locally we have been able to recall all redundant teachers, there are still many unanswered questions in terms of board budget, growth in student numbers, and overall transparency in terms of the "Attrition Funding" provided by the government. Although sections continue to be allocated to highschoools to ensure that the Collective Agreement requirements are met, the inability to staff these sections upfront has created chaos in many of our high schools. Teachers find themselves straddling departments where this could have been avoided, or corrected, had the staffing been implemented back in June. Timetables and classes continue to be restructured as courses that should never have been cut are returned to the system. Currently our board's average class size is 23.7, a far cry from Minister Lecce's late August announcement of 22.5. The Provincial Association will be filing a grievance on this matter as this is a true example of the Government bargaining in bad

faith. Secondary teachers will continue to feel the adverse effects of the Board of Trustees' decision to remove 15 Guidance positions, 5 Chaplaincy positions, 10 Special Education positions and 6 other positions through the consolidation of centres, as per the Board motion of May 23rd, 2017. Special Education cuts are also being felt in our Elementary panel as a result of that motion. Fortunately, we were able to offset those losses with the System Investments money in 2017-2018 and 2018-2019, as agreed to at the bargaining table at the time of our contract extension. The Ford government has since removed those investments, just prior to the start of this school year, and the real effect of those decisions is now being felt in our schools. There was a promise to revisit these decisions but the Board of Trustees have chosen not to do so, even though they were able to table a ZERO BALANCE BUDGET for the 2019-2020 school year. Locally the Association has also chosen to file a grievance on this matter as we feel the Board is overtaxing the system by not doing all it can to protect the working conditions of our members.

Elementary teachers were faced with changing classes and new school structures after Labour Day as the Board has added over 20 new classes to the system. This is a direct result of having to staff schools so tightly in June in order to ensure the correct funding formulas of the Ford Government.

Now, with the arrival of new students, the Board is no longer compliant in FDK, Primary, Junior or Intermediate and so new classes continue to be added to the system causing upheaval after the school year has begun. It is easy for Minister Lecce to make statements from a podium and to visit York Catholic schools for photo ops, but not to stick around long enough to witness the struggles that schools are facing as a result of decisions made by his government.

Locally we will continue to work with our Board to help navigate through the troubled waters ahead. While our redundant teachers have all been recalled to permanent status, we know redundancy could be a yearly issue if the Ford Government does not back down on its changes to funding for Secondary Class Size.

As an Association we are very proud of the work our members do to ensure that student learning is not jeopardized and ultimately to ensure the success of each and every student we teach. Now we need to be able to rely on the Ford Government and our Board of Trustees to do their part in ensuring the same.



# MANDATORY E-LEARNING NOT FOR EVERYONE

By Liz Stuart

*This opinion editorial originally ran on April 25 in QP Briefing, a publication focused on Ontario politics and public policy, as part of an OECTA sponsorship.*

In a slew of education announcements made last month, Ontario Minister of Education Lisa Thompson announced the government's plan to implement a minimum of four mandatory e-learning credits in high school beginning in the 2020-21 school year. In her announcement, Minister Thompson said, "the reality of today is we need to be embracing technology for good." While Catholic teachers are proponents of 21<sup>st</sup> century learning, this rash decision to transition from zero to four mandatory e-credits for all students in Ontario's publicly funded education system is void of due consideration of the real impact this will have on the future of public education in Ontario.

Yes, four mandatory credits of e-learning would be a North American first, but problems arise when education policies are used as blanket tools to cut costs rather than improve the overall system and well-being of students. For instance, the relationship between teachers and students is one of the most important elements of quality education. Courses delivered in a classroom allow teachers to better identify student needs and adapt their teaching strategies as necessary. However, the shift to mandatory e-learning would result in an estimated 440 fewer hours of teacher-driven classroom instruction; this means students will now be physically in school for three and a half of the four years required to complete high school in Ontario. This 13 per cent reduction in the number of class-delivered credits will hinder teachers' ability to connect with, and provide individualized attention to students.

Behan Farhadi, a University of Toronto PhD candidate whose thesis looks at e-learning at the Toronto District School Board (TDSB), has said the government's plan to impose mandatory e-learning is a "terrible idea" that will affect students who are already struggling the most. Farhadi's research shows how "online learning, as an emerging method of course delivery at the secondary level, is producing new geographies of inequality" in which only a minority of students succeed using this platform. For high-achieving students, Farhadi explains that e-learning offers an efficient means to accreditation,

but this efficiency comes at the cost of collaboration and the vulnerability of classroom dialogue.

We must also remember that high-achieving students are just that: high achieving. They will often find ways to achieve no matter the circumstances. But research shows that students who are already struggling to learn independently or in face-to-face environments consistently perform worse in online environments. Mandatory e-learning will only amplify the divide between high- and low-achieving students in our school system. Teachers and other experts know that not all students are suited to e-learning, and attrition and failure rates are generally high for online courses. So, what exactly does this move to e-learning do to "give teens a chance to 'put their best foot forward,'" as the Minister claims?

It is also unclear whether the government has considered several structural issues that could arise from an abrupt turn toward e-learning, and how these might impact access and equity. Many students living in rural communities across the province do not have access to reliable internet service, and students who live in poverty may not have access to the technology necessary to access e-learning courses at all. This discrepancy highlights a geo-socio-economic divide in our province, where some students with access to Wi-Fi and electronic devices at home can complete course work outside of regular school hours, where others are restricted.

Under the current structure for the delivery of e-learning, a great deal of care is paid to the needs of students, their aptitude, and likelihood for success. Courses are delivered through school boards, and a school-based guidance councillor is available to each student as a resource while they engage in learning outside of the classroom. Despite these added supports, student success in e-learning remains low. Furthermore, much time and attention is paid to the delivery of the courses to ensure that a credit earned online is equal to a credit earned in a classroom.

With every student required to take four online courses and class ratios of 35 to 1, it will not be possible to ensure credit integrity within the current delivery system. And when the government says that it will "centralize the delivery of

“The government's plan to impose mandatory e-learning is a 'terrible idea' that will affect students who are already struggling the most.

all e-learning courses,” it raises the question, will it even be Ontario-certified teachers teaching e-learning courses? Without answers to these questions, we could be well on the road to an American-style attempt to privatize teaching and credit delivery in Ontario’s public education system.

As teachers, we know that one-size-fits-all models do not work for all students, and that they inadvertently end up harming vulnerable students the most. Blended learning environments that incorporate differentiated learning methods are best for all students. As teachers, we know that it’s the unplanned opportunities, the “teachable moments,” where we seize the

opportunity to offer insight to our students that real organic learning happens. These are the moments that teachers and students thrive on, and the moments that make learning come to life. These moments are about connection and community, collaboration and accountability, in the safety of a supervised classroom led by an Ontario-certified teacher.

If public education is to remain Ontario’s great equalizer, the inequity of e-learning could be its biggest challenge.

*Liz Stuart is President of the Ontario English Catholic Teachers' Association.*



# Pregnancy/Parental Leaves

Julie Pauletig, Release Officer

As we enter a new school year some of our members will be blessed with the wonderful news that they are expecting a child. The most recent changes to statutory parental leaves were reviewed and implemented by our school board last year. It is important to highlight the differences between Employment Insurance and the Pregnancy/Parental leaves as outlined in the Employment Standards Act.

## Employment Insurance (EI) Maternity/Parental:

There are three options:

- Payment of Employment Insurance for a maternity leave for up to 52 weeks (17 maternity, 35 parental). The school board tops up the Employment Insurance for 10 weeks (for teachers who qualify for EI).
- Payment of Employment Insurance that staggers 37 weeks to 61 weeks (18 months)
- An additional 5 weeks for the second parent that is combined with the 37 parental leave for EI purposes. This option must be selected when applying for Employment Insurance.

Apply via <https://www.canada.ca/en/services/benefits/ei/ei-maternity-parental.html>. A Record of Employment (ROE) will be issued by YCDSB. Once you receive your EI statement you must provide a copy of the statement to the Board in order to receive the 10 week top up.

## Maternity/ Parental Leaves

Prior to accessing EI, a letter indicating the due date or the date of birth of the child, accompanied by a letter of confirmation from your physician, must be provided to the employer. A sample letter, outlining your maternity leave of 17 weeks and two options for parental leave, is available on the York Catholic Teachers website. You can select a parental leave of **up to 35 weeks** or a parental leave of **up to 61 weeks**. For teachers working full time prior to the birth of their child, dental, medical and life insurance benefits continue to be covered for the duration of the Maternity/Parental leave. You may wish to extend your leave to the end of the contractual leave in accordance with **Article 9.17A II** of the Collective Agreement. This request must be made, in writing, prior to the commencement of the Maternity/Parental Leave. Benefits for the extended leave are **paid by the teacher**.

In each case you return to the school and position you held, or would have held, had you been teaching. Keep in mind your placement is contingent upon staffing changes, whether as a result of growth or decline.

The chart below summarizes the above:

### EMPLOYMENT INSURANCE (ELIGIBILITY: Minimum 600 hours worked in past 12 months)

EI Benefits	Length of EI benefit	SEB and other	Time frames
Pregnancy Leave	17 weeks	10 weeks top up provided by the employer	Can be accessed up to 17 weeks before the birth of the child
Parental Leave	Up to 35 weeks	61 weeks ( 35 weeks of EI total payable amount is divided among the 61 weeks) Most members select 35 weeks.	<b>New **</b> If <b>shared</b> by both parents and additional 5 weeks of EI is available.(40 weeks or 69 weeks) Parents must indicate their intentions to share the EI on the initial EI application in order to be eligible for the additional 5 weeks.
Adoption Parental Leave	35 weeks	61 weeks *****	Can start immediately but may start within the first year. Check special circumstances.

- The benefit of selecting up to 61 weeks parental leave is that you are still eligible to opt for the 52 weeks Employment Insurance (17 weeks pregnancy + 35 weeks parental) and can return at any time throughout the leave with one month notice. Note: The Board requests two months' notice for a change of return date.

## Leaves for child birth or adoption (Statutory Leaves)

TYPE OF LEAVE	Employment Insurance (EI)	LENGTH OF LEAVE	BENEFITS major medical, dental, life etc.,
Pregnancy leave	EI if you qualify	17 weeks	Benefits paid,(excluding LTD)
Parental leave	EI see above	Choice of up to 35 weeks or up to 61 weeks. In both cases if you need to return prior to the return date, as determined in your letter to the board, you are to inform the HR department at least a month before the start date.	Benefits paid, (excluding LTD)
Contract Extension	No paid Leave	Remainder of the contractual year <b>Article 9.17 AII</b>	Benefits are not covered. Should you wish to continue your benefits contact OECTA ELHT through OTIP to purchase benefits during your leave.

## BUYING BACK YOUR PENSION

In all of the above, you must “buy back” pension contributions to the OTPP. These options are available:

- Pay monthly instalments while on leave (includes possibility of transferring RRSPs to the OTPP)
- Pay entire amount upon return (may include transferring RRSP to the OTPP)
- Request monthly payment plan (for a period of “x” number of years) until all contributions have been made.)
- One-time payment to the OTPP within the “buy back” period.

Contact the Ontario Teachers’ Pension Plan (OTPP) 1 800-668-0105 or 416-226-2700 while on leave to determine which plan best suits your situation.

***Should you require additional information on pregnancy and parental leaves do not hesitate to contact the Unit Office.***

## Q&A

**Greg Bolton, 2nd VP**

### **If I am a Secondary Physical Education or Tech Teacher am I supposed to leave two lesson plans during absence?**

Yes, Phys. Ed., and shop-based Tech courses are fully protected. Occasional Teachers and Teachers covering on-calls may not be qualified to teach in these areas. Therefore, for safety reasons an **alternate** lesson plan must be left at the office or on-line via SFE.

### **Can I stay in my classroom to work during my class’ French, Music or PE time?**

Please remember that during the instructional time the classroom belongs to the teacher providing instruc-

tion. The French, Music or Phys. Ed. teacher, for example, assumes the classroom for the duration of his or her class. It is expected that the classroom teacher leaves the room. Remaining in the classroom would be at the discretion of the itinerant teacher exclusively. Please consult your Phys. Ed teacher(s) prior to planning to use the gym during the instructional day for any school functions or events.

### **Why is our net pay slightly less during the summer months?**

As noted in the CA (6.02 (a)(i)), from September to June each bi-weekly pay is 3.85% of salary. In July and August, it is reduced slightly to 3.27% of salary. The first pay in December represents 6.07% of salary.

### **Why do I receive payment in July and August?**

Monies received during the summer

represents the small percentage of money held by the Board throughout the school year. If you are being paid by a third party (LTD or WSIB) during the school year then you will not receive any monies in July and August. If your Maternity or Parental Leave has ended, or you are on a Personal Leave of Absence during the school year, then you will not receive monies from the Board during the summer months.

### **How is my pension calculated?**

The formula to determine your pension is 2% x Credit Service Years x “Best-five” average salary = Annual Pension. To review your Service Years you can log in to the Ontario Teacher Pension Plan website and print a report. While you are there try out the scenario calculators.

# WE THE TEACHERS OF ONTARIO



Excerpts from the Teaching Profession Act

## General Duties of Members

13. A member shall strive at all times to achieve and maintain the highest degree of professional competence and to uphold the honour, dignity, and ethical standards of the teaching profession.

## Duties of a Member to His or Her Pupils

14. A member shall,
- (a) regard as his first duty the effective education of his pupils and the maintenance of a high degree of professional competence in his teaching;
  - (b) endeavour to develop in his pupils an appreciation of standards of excellence;
  - (c) endeavour to inculcate in his pupils an appreciation of the principles of democracy;
  - (d) show consistent justice and consideration in all his relations with pupils;
  - (e) refuse to divulge beyond his proper duty confidential information about a pupil; and
  - (f) concern himself with the welfare of his pupils while they are under his care.

## Duties of a Member to the Public

16. A member shall,
- (a) endeavour at all times to extend the public knowledge of his profession and discourage untrue, unfair or exaggerated statements with respect to teaching; and
  - (b) recognize a responsibility to promote respect for human rights.

## Duties of a Member to the Federation

17. A member shall co-operate with the Federation to promote the welfare of the profession.

## Duties of a Member to Fellow Members

18. (1) A member shall,
- (a) avoid interfering in an unwarranted manner between other teachers and pupils;
  - (b) on making an adverse report on another member, furnish him with a written statement of



- the report at the earliest possible time and not later than three days after making the report;
- (c) notwithstanding section 18 (1) (b), a member who makes an adverse report about another member respecting suspected sexual abuse of a student by that other member need not provide him or her with a copy of the report or with any information about the report. (WB02)
  - (d) refuse to accept employment with a board of trustees whose relations with the Federation are unsatisfactory; and regulation made under the teaching profession act
  - (e) where he is in an administrative or supervisory position, make an honest and determined effort to help and counsel a teacher before subscribing to the dismissal of that teacher.
- (2) Under clause (c) of subsection (1), the onus shall be on the member to ascertain personally from the Federation whether an unsatisfactory relationship exists.
- (3) A member shall not attempt to gain an advantage over other members by knowingly underbidding another member, or knowingly applying for a position not properly declared vacant, or by negotiating for salary independently of his local group of fellow-members.



# Getting To Know Your LTD Plan

## Patricia Chiarella, 3rd Vice President

Long Term Disability (LTD) is a benefit available to all employees. It is an exceptional service that provides members access to Early Intervention(EI), Feeling Better Now, Best Doctors, and Carepath - all excellent programs which deal with a variety of illnesses including mental health issues as well as medical diagnosis.

Applications to LTD have grown in recent years and our plan has provided the many members who have been approved an opportunity to heal without having to worry about the financial impact they may have had to endure when they were unable to work. Since members pay to be part of the plan, many assume LTD is automatically accessed once their short term medical leave is exhausted. In actuality, LTD maintains the right to limit eligibility and qualifying is determined by medical information provided to the carrier (OTIP). Many of our members would agree this is money well spent for the peace of mind it offers should they find themselves unable to work due to illness.

### Quick Facts About LTD

- ❑ There is a minimum 131 day waiting period ( 11 sick days + 120 days of STLDP days (Short Term Leave and Disability Plan)
- ❑ Approval can take up to 12 weeks
- ❑ LTD pays members 50% of their current year salary, but this payment is non-taxable and includes pension contributions being made on their behalf by the insurance carrier. Therefore, members are actually taking home greater than the allotted 50% of their bi-weekly net salary.
- ❑ Once the initial LTD rate of pay is approved, a cost of living adjustment will be added yearly. Any member still on the salary grid will not see movement as they would if they were still teaching.
- ❑ While on LTD, members will not be responsible for paying their own benefits as long as their Date of Disability (the date at which a member became unable to work) occurred **after the benefit transition date of February 1, 2017.**
- ❑ **Members who reach 65 years of age or accrue 30 credited years of service are no longer eligible to collect LTD and should submit an LTD Coverage Termination form to the Benefits Department at the Board (Attention Tiziana Marcellitti) in order to stop LTD premium deductions. It is the member's responsibility to be aware of these limitations and contact the employer. This Board form can be downloaded from YCTOECTA.COM .**

The Executive encourages all members to **maintain their LTD benefit when on a leave of absence of any type (eg. maternity, personal)**. If a member chooses to withdraw from the plan, the window of opportunity to rejoin without having to submit an independent medical exam is **30 days** after the return to work date. Applying after 30 days could jeopardize a member for coverage if medical conditions develop or emerge during the leave as these could now be considered pre-existing.

Our role at the Unit office is to serve our members in every way we can. We would encourage anyone with questions about any of these programs to call the office for clarification and support.



### **School bus safety: how not abiding by the rules of the road can affect your insurance rates**

Did you know that a single infraction involving a school bus can affect your car insurance premiums? Road safety, especially related to school buses and children, is very important. This importance is reflected in insurance company policies, which penalize drivers who do not exercise proper caution around children. The best course of action is to familiarize yourself with the rules of the road, and to remain vigilant around school zones and buses.

To learn more, go to: [www.otipinsurance.com/article43](http://www.otipinsurance.com/article43) .

# Time to Celebrate!



Our 2019 retirees were honoured with a beautiful celebration at the Venetian Banquet Hall surrounded by colleagues, friends and family. As the school year came to a close, June 10<sup>th</sup> was all about smiles, laughter and happy times ahead. Over 45 future retirees were recognized for their dedication to our profession and the lives of our students, at the annual York Catholic Teachers retirement mass and social.

Former York Unit members, Marshall Jarvis and Claire Laughlin were also among the group retiring this year.

We wish to thank the many individuals who were involved in planning the festivities. Many thanks to Father Felix, celebrant of the mass, the Choir led by Lara Ripandelli (teacher, San Lorenzo Ruiz) and Sharon Gusz (retiree), organist Philip Tataoka (teacher, St. James) and all the choir members. We are grateful to Patricia Chiarella and the staff at York Unit for organizing the mass and the dinner at the Venetian.

We also wish to extend congratulations to the many teachers who retired from the YCDSB, but were unable to attend this event. May your years of retirement be filled with health, happiness and good times.





# Happy Retirement !

Martha Baglieri  
 Sharon Bain-Hengeveld  
 Linda Balkovec  
 Rosetta Bernabei  
 Judy Beaudin  
 Denise Bevilacqua  
 Carmine Bianchi  
 Terri-Lynn Bohnert  
 Sandra Bonia  
 Alice Boyle  
 Jeffrey Brown  
 Diane Brunet  
 Anna Buccioni  
 Theresa Burfield  
 Erin Butash  
 Elizabeth Colarusso  
 Linda D'Eon  
 Silvana De Lisio  
 Joseph De Vries  
 Mary DeSimone

Michael Deslippe  
 Joseph Di Giorgio  
 Marie Di Giorgio  
 Paul Dineen  
 Erminia Di Luciano  
 Tammy Downs  
 Ivana Fabrizi  
 Nancy Filice  
 Stephanie Francis  
 Rene Frappier  
 Lisa Freemantle  
 Carol Fraser  
 Karen Geoffrey  
 Maurice Germinario  
 Elena Ghirardi  
 Susan Gibson  
 Blaise Gillis  
 Linda Girardo  
 Paola Giusto  
 Anne-Marie Guoin  
 Luciana Graziani

John Hebert  
 Anna Iadipaolo  
 Pia Iannelli-Malisani  
 Bernadette Jager Al-  
 Jbouri  
 Ann Jolley  
 Nancy Jones  
 Michaela Kraus  
 Ruth Lang  
 Claire Laughlin  
 Luc Lavoie  
 Charles LeBlanc  
 Mary Elizabeth Lecours  
 Joe Loschiavo  
 Pat Mallen  
 Jacqueline Maloney  
 Ines Mancuso  
 Lucy Mattucci  
 Douglas McManaman  
 Valerie Morrision  
 Patricia Murphy

Ellison Musara  
 Audrey Natale  
 Odilia Ng  
 Renata Ozimek  
 Mary Pasquali  
 Rosemary Pavan  
 Lucy Petrasunas  
 Janet Pinsoneault  
 Maria Pizzardi  
 Grace Pizzinato  
 Anna Portolese  
 Mona Power  
 Jennifer Prior  
 Janice Pugsley  
 Agnese Puopolo  
 Al Reardon  
 Renuka Rebello  
 Carmelina Ricci  
 Elizabeth Santia  
 Raffaella Scarpitti  
 Lisa Schafer-Perumal

Paula Shepherd  
 Mary Grace Simone  
 Sabrina Sisti  
 Marta Spano  
 Daniela Tanel Gonzalez  
 Nadia Taucer  
 Anna Tomassi  
 Fred Tonelli  
 Pauline Turko  
 Iva Valent  
 Zita Van Oosten  
 Peter Vandewark  
 Catherine Veres-Lennox  
 Angela Volza  
 Maria Vouk  
 Margaret Wighton  
 Silvana Wong



# Introducing the Occasional Teacher Release Officer

Anna Polisco, OTR



Are you wondering about YOTBU's amalgamation with York Unit? Do you have questions regarding your role and/or your rights as an occasional teacher in a daily or LTO assignment? Look no further. I would like to take this opportunity to say an official "Hello", and to let you know that I look forward to working with you more closely over the coming months.

My name is Anna Polisco, and I am the new Occasional Teacher Release Officer and Representative on the York Unit Executive. I am honoured to be serving you in this role, and know that with your support, that no task is too daunting.

My daily duties will include assisting members with staffing, sick leave and maternity leave as well as other matters to support Occasional Teacher members. I will meet with members, and in conjunction with the YCT Release officers to organize PD opportunities and social events for York Catholic Occasional Teachers and with the YCT treasurer to establish a budget. I will also establish and chair the Occasional Teachers' Committee as well as the YCOT Bargaining Committee, and will serve as one of two OT representatives on the Health and Safety Committee.

With the first round of contract negotiations underway we need your support and participation more than ever. You are the key to our continued success as a union of excellent Catholic teachers. Please be proactive by reading all information coming your way from both our local President, Filomena Ferraro, and our provincial President, Liz Stuart. Make every effort to stay informed by attending meetings, and participating in organized events - knowledge is power.

Should you have any questions, feedback, opinions or concerns, please don't hesitate to reach out to me – I'm only a phone call or email away and my door is always open. I wish you a very happy school year, and am looking forward to working with you!

I take the responsibilities of my new role very seriously, and know that with your support, no task will be too daunting.

## Labour Day Parade 2019



# Introducing York Communities for Public Education (YCFPE) Filomena Ferraro, President

YCFPE is a growing coalition of parents, parent advocacy groups, students, education unions and retirees who are concerned about the future of public education under the Conservative government. There are many activities planned for this fall so be sure to sign up for updates at [www.yorkcommunitiesford.ca](http://www.yorkcommunitiesford.ca).

On Saturday, September 14th from 1-3 p.m. we held our first event: a BBQ Tailgate Party for Education at the Longo's Supermarket parking lot in Vaughan. We had approximately 200 allies in education attend this event to listen to speeches, have good conversation and to enjoy a free barbecue lunch.

Mitzi Hunter, former Minister of Education and candidate for the Ontario Liberal Party, spoke about supporting a strong publicly funded education system in Ontario. Leo Tucci, Guidance Department Head at St. Augustine CHS, described the level of frustration at our high schools around timetable changes and the lack of options available to students when selecting courses. We also heard from both parents and students concerned about Ontario's education system. This event was featured on CBC.

You can also follow this group (YCFPE) on Facebook, Twitter, and Instagram.



# CHANGES TO CRIMINAL RECORD CHECKS

By Joe Pece

Bill 133, the *Police Record Checks Reform Act*, became law on November 1, 2018, and it comes into effect for school boards in Ontario on November 1, 2019. It fundamentally changes the rules around what police can tell prospective employers, volunteer agencies, and foreign governments about Ontarians.

Currently, all teachers are to submit an Annual Offence Declaration to their school board. The Act does **not change** the current *Education Act* regulations pertaining to Annual Offence Declarations for existing teachers.

The legislation will primarily affect new teachers applying for certification to the Ontario College of Teachers (OCT) and new teachers applying for employment with a school board. In addition to the criminal record check currently required, new applicants will also be required to undertake a vulnerable sector record check, which pertains to people working with children under the age of 18.

## How might this affect you?

Current teachers could be impacted by this change if they were to apply for employment with another school board in Ontario – there is a strong likelihood that the new employer could require a new criminal record check.

Given that all new teachers will be required to submit a vulnerable sector check, school boards will likely require it for any new employee.

This could also affect occasional teachers who apply to work for more than one employer. In fact, occasional teachers who neglect to provide an Annual Offence Declaration could be dismissed from the Occasional Teacher List. If that were to happen, the school board would likely require a new criminal record check, most likely including the vulnerable sector check.

Lastly, teachers who go on leaves of absence are reminded that it is their responsibility to make sure they submit their Annual Offence Declaration form to their employer while on the leave of absence. In most instances, school boards require this submission at the end of August or in September.

## What is contained in a vulnerable sector check?

The following outlines the scope of information provided through a vulnerable sector check:

- court orders made against an individual
- findings of guilt under the *Youth Criminal Justice Act* (Canada)
- criminal offences resulting in a conviction, for which a pardon has not been issued or granted
- criminal offences whereby an individual has been found guilty and received an absolute discharge

- criminal offences whereby an individual has been charged and found not criminally responsible on account of mental disorder
- criminal offences whereby an individual has been found guilty and received a conditional discharge on conditions set out in a probation order
- criminal offences for which there is an outstanding charge or warrant in respect of the individual

Also note that non-conviction information contained in the police database may be disclosed if the information relates to a child or a vulnerable person, and if there are reasonable grounds to believe the individual has engaged in a pattern of predation indicating that they present a risk of harm to a child or a vulnerable person.

Teachers, as well as any other applicants for a criminal record check, must give their consent twice before a school board/employer may receive that information. First, consent must be given to the school board to request information from the police. Second, consent must be given to the police (after reviewing the information) to provide the information to the school board.

**As always, contact your local OECTA unit if you have questions or concerns.**

Joe Pece is Department Head in the Counselling and Member Services department at the OECTA Provincial Office.

# When You Need a Day....

Please keep this chart handy to help you choose the appropriate code for your absences. Some members have shared that they have taken a photo on their cell phones for quick reference! If you have any questions or require further clarification, do not hesitate to contact the Unit office at 905-508-2008.

## Absence Reporting

Below are instructions for reporting time away from school using SmartFindExpress (SFE). If you experience difficulties reporting your absence, please notify your school. Technical assistance is available through the Computer Call Centre. You can submit your inquiry by phone at 1-888-767-4778 or online. To submit online, visit [help.ycdsb.ca](http://help.ycdsb.ca) and click on **Submit a Ticket**



### How To Access The System:

#### By Phone:

- Call 647-689-3222 (for long distance 1-844-251-6725)  
SFE Main Menu Telephone Options:
- Press 1 to create absence
  - Press 2 to review, cancel, & modify job
  - Press 3 to review work locations and job descriptions
  - Press 4 to change PIN or re-record name
  - Press 9 to exit and hang up

#### By Computer:

- Log on to the staff website at [staff.ycdsb.ca](http://staff.ycdsb.ca)
- Click on *Staff Resources* then the SmartFindExpress link
- Here you will have access to additional options:
  - Home page log on;
  - Employee Reference Materials, medical alerts

### ABSENCE REASONS: The following absences are to be approved and forms retained by the Schools

CODE	CA ARTICLE	ENTITLEMENT	REASON
1	Part A - 3.2	11 days	Illness
30	Part A - 3.2	Deduction from sick bank	Accessing sick leave for personal medical appointments
13	9.06	Up to 2 days	Personal Day - no reason required - <b>May not be taken the day immediately before or after March Break and the Christmas Break</b> <i>1 day granted each year, however if day not taken it may be carried over to next school year</i>
14	9.06(a)	2 days	<ul style="list-style-type: none"> <li>• Attending teacher's own graduation</li> <li>• Caring for an immediate family* member in case of serious illness</li> <li>• Responsibility in the organizational aspects of artistic, athletic or cultural activities at the provincial, national or international level</li> <li>• Specialist or dentist appointment</li> <li>• Inclement weather</li> <li>• Moving</li> </ul>
114	MOU	3-4 days***	<ul style="list-style-type: none"> <li>• Caring for an immediate family* member in case of serious illness</li> <li>• Specialist or dentist appointment</li> <li>• Inclement weather</li> </ul>
24	9.07	5 days	Paternity Leave (Male)
15	9.08	5 days (within Canada) 10 days (outside Canada)	Adoption Leave
5	9.10		Jury Duty/Subpoena - a copy of the summons must be submitted as supporting documentation
8	9.12		Professional Conference/In-Service
7	9.14( b )( i )	5 days (consecutive)	Bereavement Leave (immediate family* only)
7	9.14( b )( ii )	5 days (consecutive)	Extended Bereavement Leave (spouse, parent, child)
6	9.14( c )		Attend a Funeral - for a relative outside the immediate family or a close friend of the family
16	9.15		Unpaid Leave - less than 5 days
17	9.16		Unpaid Leave - more than 5 days
23			Board Committees/Meetings
27	13.11(d)	Up to 5 days	Approved Lieu/Comp. Time
36			Holy Day
108	Part A - 8	1 day (full salary)	Earned Leave Plan - Fully Paid Day. Combining 2 PPDs provides one paid day off at full salary - no reason required
109	Part A - 8	1 day (at daily OT rate)	Earned Leave Plan - Partially Paid Day (PPD). Reimbursed at the occasional teacher rate of pay - no reason required
110	Part A - 8	1 day (unpaid)	Earned Leave Plan - Voluntary Unpaid LOA Day - no reason required

### The following absences are to be approved and forms retained by Human Resources

CODE	CA ARTICLE	ENTITLEMENT	REASON
2	9.14(a)	3 days**	Compassionate Leave - critical or chronic illness of a member of the teacher's immediate family* (requires note from doctor or a member of the clergy, for approval)
17	9.16		Unpaid Leave - greater than 5 days**
26	9.09		Worker's Compensation
32	9.13		Federation Business - Local
33	9.13		Federation Business - Provincial

\* Immediate family is defined as spouse, parent, parent-in-law, child, brother, sister or grandparent      \*\*TCH 12A, signed by the Principal, along with the supporting documentation must be approved by Human Resources  
\*\*\* Number of days is dependent on the number of 9.06 days (ie. 1 - 9.06 then 4 - MOU, 1.5 - 9.06 then 3.5 MOU, 2 - 9.06 then 3 MOU)      Please contact Human Resources or OECTA Work Unit with any questions

- **Half-Day Absences:** should be reported based on instructional start and end times for the absence period only. Lunch duty should not be included.
- **Itinerant Teachers Reporting Absences:** should ensure substitute instructions clearly state the working schedule between all locations (ie. I am scheduled at School A until 11 am, and at 1:30 pm travel to School B). Teachers should also report their absence via email or telephone to all school locations other than their home location.

# ANNOUNCEMENTS

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## **BIRTHS AND ADOPTIONS**

Jacqueline Bianchi, teacher at Fr. Frederick McGinn on the birth of her daughter Lila.

Rosa Capizzo, teacher at St. Brendan, on the birth of her daughter Olivia.

Denise D'Ermes, teacher at St. Stephen, on the birth of her son Massimo.

Anthony Gorys, teacher at Father Bressani, on the birth of his son Justin.

Sal Janetta, teacher at St. Brother Andre on the birth of his son Julian

Danielle Masellis, teacher at Fr. Henri Nouwen, on the birth of her son Giovanni.

Michael Ottaway, teacher at St. Paul, on the birth of his son Daniel.

Daniella Tramonte, teacher at Fr. Frederick McGinn on the birth of her son Massimo.

## **CONDOLENCES & SYMPATHY**

Catherine Barrett, teacher at St. Nicholas on the death of her uncle. Rachel Bilotta, teacher at St. Charles Garnier on the death of her father.

Kathy Clark, teacher at All Saints on the death of her father.

Daniela Colafella, teacher at Fr. Frederick McGinn on the passing of her father.

Amanda Coelho, teacher at St. Cecilia on the passing of her grandfather.

Bruna Gallace, teacher at St. Angela Merici/St. Margaret Mary on the passing of her mother in law.

Natasha Giambagno, teacher at Corpus Christi on the passing of her grandmother.

Michelle Jewell, teacher at St. Elizabeth Seton on the passing of



her father.

Stephanie Loconte, teacher at St. Margaret Mary on the passing of her grandmother.

Gabrielle Lovisa, teacher at Our Lady of Hope on the passing of her grandmother.

Nella Macciachera, teacher at St. Mary Immaculate on the passing of her mother in law.

Lisa Manzo, teacher at Guardian Angels on the passing of her father in law.

Colleen McCarthy's, teacher at St. Brigid on the passing of her brother in law.

Pat McConvey, teacher at Our Lady of the Lake on the passing of his mother.

Angela Simone, teacher at Guardian Angels on the passing of her father.



## **Private School Tax Credits!**

## **No Way !!!!**

## **Vote on October 21, 2019**