



The Sentinel



WE DARED! The April 6, 2019 Education Rally Filomena Ferraro, President

Following the dreaded “Ides of March” (March 15, 2019) announcement made by Lisa Thompson, Minister of Education, education workers, teachers, parents and students were angry. It was at that press conference, held at the Ontario Science Centre, that the government proposed to:

- Increase **class averages** in grades 4-8 to 24.5 and in high school from 22 to 28;
- Download its obligation to support children with autism to public schools without adequate funding;
- Introduce mandatory e-learn courses for secondary students in 2020; and,
- Reduce the number of teachers and support staff in schools across the province.

The Provincial Government, under the leadership of Doug Ford, assumed that parents and students of secondary schools, would not be as vocal or as motivated as were the parents of children with autism and those who have children in primary grades. They were wrong! Secondary teachers across the province expressed their outrage to these changes on social media and the leadership of all five teaching affiliates (OSSFT, ETFO, AEFO and CUPE) spoke about the detrimental effects increased class sizes would have on student learning. However, on March 22, in an outright challenge as reported in *The Toronto Star*, “Ford warns teachers’ unions not to **dare** protest class-size increases.” In a true act of solidarity, probably the first of many, the four affiliates joined together to organize what would prove to be the largest education rally since the 1990s.

Receiving this news at the end of March left only two weeks to organize the rally and admittedly caused me to panic a little. Organizing transportation, reach-

We Dared!... (continued from pg 1)

ing out to and informing members of the rally took a great deal of planning, but Premier Ford helped by motivating both members, and members of the community.

In the days leading up to the rally Ford called teaching, a “good gig”; pompously warned teachers not to protest; and blamed teachers

of Education underestimated the abilities of our students and the power of their own words to ignite teachers across the province to accept the dare.

The daily announcements by the Minister and the Premier served as motivation to get as many people as possible to attend this rally. The unit office was buzzing. School

more with less”, carrying water bottles, snacks and our hand-made signs, we were ready to go. It was a beautiful sunny day. Hundreds of York members and retired teachers attended with their family and friends. The energy was contagious. We were chanting on the bus and taking pictures. When we arrived at Queen’s Park, both the number of people on the lawn and the number of buses lining the



for initiating the student walk-out on April 4th, which involved more than 100,000 students in more than 600 schools across the province. The Education Minister, Lisa Thompson, responded to the successful student rally by reporting that the government would not give in to “union stunts.” Premier Ford continued to suggest that union leaders were behind it. Clearly, the Premier and Minister

buses were booked. Coordinated pick-ups with OSSTF, ETFO and CUPE were organized and over 300 t-shirts were ordered. It’s a miracle they arrived on time! We invited parents, teachers, retired teachers and allies to join us.

On the morning of the rally, April 6, 2019, we arrived wearing our red t-shirts “I know you can’t do

streets was remarkable. Queen’s Park was overflowing with people wearing union t-shirts, holding flags and signs of protest. A sea of blue OECTA flags and signs showed that Catholic teachers were well represented. It was estimated that 40,000 people were in attendance that day and it was difficult not to be moved by this mass demonstration of labour and community solidarity. This was



truly a historic moment in Ontario.

As parents, educators and concerned community members we are standing together to defend high-quality, publicly-funded education in the best possible learning conditions for students.

The cuts made by the Conservative government will be damaging to all students but especially to students with special needs. It is very clear that our education system needs investments, not cuts. This is just the beginning. As part of a broader labour movement we will be working closely with education affiliates, labour councils and community allies to continue to fight for education. Together we must inform community members about the impact these cuts will have on children and encourage them to join us in advocating for what is just and right. Our message is clear; Cuts Hurts Kids!

Top Ten Summer “TO DO” List

While some think, ‘Wow, two months of summer holidays’, many of us spend the first month trying to get caught up on all the important things we neglected over the year. Here’s the top ten “Summer Do List”!

- 1 Return to school to clean out the classroom on July 2 because there was no time to finish up on the PA day
- 2 Clean the house (fridge, stove, cupboards, garage) that has been neglected since first term report card writing and semester one exams.
- 3 Finally plant the flowers that have been sitting in flats since they were purchased for planting on the May long weekend!
- 4 Get caught up reading all the OECTA information and Professional Speaking issues that have been placed in the need to read pile since September.
- 5 Take the kids for an eye exam, teeth cleaning and their physical.
- 6 Bring the car in for an oil change and check-up. again 6 months overdue.
- 7 Download all of my bills and bank statements since September, to confirm the charges and deposits, especially the YCDSB pay stubs
- 8 Repair all the items in the house that are being held together by duct tape, (now you have time to find the tools, screws, and nails needed and fasten them properly).
- 9 Get to the bank to figure out what you did with that RRSP you purchased in February.
- 10 Now, you’ve completed your to do list , it’s mid-August, two weeks before we return to school! Forget the routines, take an extra long lunch and washroom breaks when you want, sit on a lounge chair whenever you can manage to find five minutes to sit and relax.

Or Attend Doug Ford’s annual BBQ and tell him how you really feel about his cuts to education!

A Call to Action

Heather Manassis, Past President

Approximately one year ago today, I wrote my final Sentinel article as president of York Catholic Teachers. In preparing to write this article, in part to fulfill my responsibility to contribute to our Unit newspaper (after months of procrastinating), I revisited that article. I found parts of it to be eerily relevant today, and much of it to have been somewhat foreboding.

In that article, I spoke of the upcoming provincial election and how important it was that we elect an education friendly government. I mentioned how hard my colleagues, and many other members, had worked toward that goal. Sadly, we weren't successful. I spoke of my journey from classroom to the unit office, and back to the classroom and how it seemed I had come full circle. It appears that I am right on track and my journey is, in some ways beginning again.. I've returned to the classroom and am once again facing political unrest, not unlike that which I experienced over 20 years ago. I referenced similarities between Doug Ford and Donald Trump, at the national level, and between Doug Ford and former Premier, Mike Harris. I wrote, "It was during these, the "Harris" years, (1995-2002) when the government under the leadership of Mike Harris and the Progressive Conservative Party, cut thousands of jobs and millions of dollars from the education sector. Rallies, strikes, and illegal walkouts were the order of the day." It's a little like 'deja vu'.

A year ago, I also wrote that "If the PC party is successful in their bid to lead this province- rallies, strikes and picket lines could once again become our reality." The rallies have begun! The largest one thus far was held on April 6th, (see 4

Filomena's article in this issue). Several others have taken place, or are being scheduled to take place, after school hours and outside the offices of elected MPPs. The Conservative Party **was** elected in 2018 and it is not only shaping, but is significantly changing the current and "future educators and education in this province."

I also included in that article a plea to all members to get involved in that election campaign. Today, I am not only pleading, but I am begging each and every one of you to get involved - not yet in electing a new government (we have a few months before that campaign begins) - but in the politics of education. It is imperative that you take action against the cuts this government is making to education in this province. I know that it is comfortable to be with your students in 'your' classroom but unless we make ourselves aware of the issues and get involved in the war that is being waged on education, those classrooms are going to become much less comfortable with more students and fewer resources.

I especially want to reach out to anyone who was hired after 2005, after the Harris government was defeated. The need to defend education will be new to all of you and perhaps a little scary. It is you who are going to have to stand up and say "No." to Doug Ford and others who support his cuts to education. It is in fact your turn, as stated last spring "to pick up the torch", because Ford has "targeted the education sector as directly as his predecessor did, but his "efficiencies" (will) mean the reduction of a billion dollars in the education sector. It's time to mobilize! Many of us who walked the picket line last time have or are on the verge of retiring. I'm afraid

that it will be you, the younger generation of teachers who may be walking the picket lines, waving signs, defending jobs, and supporting publicly funded education for some time to come.

In closing, I would like to say that I am enjoying the classroom. Returning to a one/two split after 10 years has definitely proven to be a challenge. I wasn't certain I could get them where they needed to be, but I am happy to report that my 6 Grade 1's and 15 Grade 2's have made tremendous strides (the benefit of teaching such young students). I had forgotten how time flies - can't believe it's June already and though some days seem long, there never seems to be enough time. So much to do - so little time to do it. There is a great deal of satisfaction in watching my young students become more independent, confident learners. They are, in fact, why it is so very important that we keep fighting!



York Catholic Teachers 2019 Award Winners



On Wednesday May 15, 2019 at the York Unit Annual General meeting, President Filomena Ferraro presented YCT awards to three distinguished members for their service to this Unit and the members of York Catholic Teachers. The recipients are as follows (*left*) **Luana Ciccone, Christ the King**, Association Representative Award, (*above right*) **Natasha Delpippo, St. Joseph, Markham** New Teacher Award, and (*above left*) **Anna Maria DiBenedetto, St. Jean de Brebeuf**, Communications Award. Congratulations to all three OECTA members and winners, and thanks to those who nominated their colleagues for these awards.

Managing Conflicts and Difficult Situations Workshop - April 29, 2019



The Unit's final P.D for this school year was titled "Managing Conflicts and Difficult Situations". This workshop focused on providing teachers the tools and strategies to deal with difficult situations that may arise when dealing with parents, colleagues and administrators. Malisa Mezenberg, OECTA Secretariat, Counselling Member Services, provided many strategies on how to identify difficult behaviours and review techniques to manage such situations with the goal of minimizing stress at the workplace.

Thank you to the York Catholic Teachers Professional Development Committee for planning the many workshops held this year which were beneficial to so many of our members.

Bonjour tout le monde!!

Devon Dimney, Councillor

Bonjour tout le monde!

It has been a very busy and event-filled year, and as we near the finish line for this school year one can't help but wonder what next year will bring. What type of needs will my students have? Will I be able to support them? The current political climate makes things more uncertain than ever so we might also wonder if there will be labour disruption.

As a French Immersion teacher, there are a few other matters which cause additional concerns or 'wonderings'.

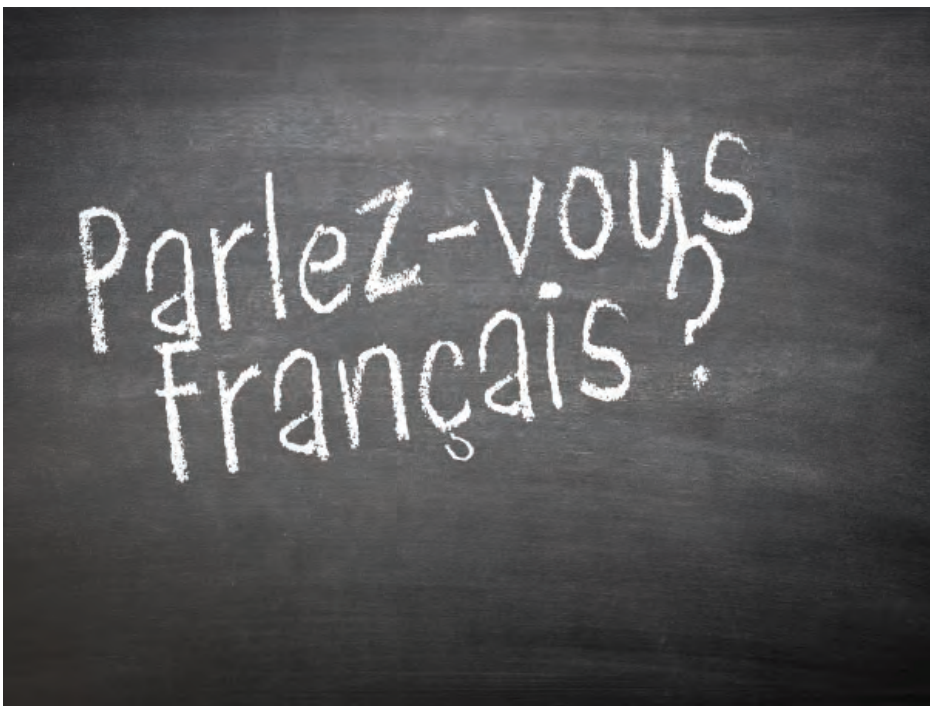
Many studies have proven that immersion into a language and culture incur greater results in fluency, comprehension, and overall communication. However, French Immersion programs face challenges in terms of funding, but especially in finding staff that can deliver the program. YCDSB is not immune to this challenge and

therefore it is difficult to foresee the future of our current French Immersion program. In addition FI teachers, like their English-teaching colleagues, are finding that the number of students who require additional support continues to climb.

Participation in the French Immersion program requires discipline, responsibility, confidence, and attentiveness. There are many candidates in the FI program who have a natural gift for learning languages, and others meet with success with regular instruction. However, there is an increasing number of students who require extra support or assistance to meet the expectations of the program. Despite efforts to adapt and enhance the program, while remaining true to the curriculum expectations, students continue to struggle. We, FI teachers, are overjoyed when a student finally understands a

concept that has proven difficult, and are genuinely saddened when a parent considers removing his or her struggling child from the program. We also encounter parents who, in advocating for their child(ren), decide to leave their child(ren) in the program despite the difficulties the child is facing with the program expectations. Leaving a FI program has its own challenges and is not a decision which should be made without careful consideration. When a student (or parent) elects to leave the program in a dual track school, (where there is both an English and a French stream) it is somewhat less disruptive for the child if he or she lives in the community and can remain with his or her peers. It is more challenging when the student is attending an FI program outside his or her school community and must return to a 'home' school as new friendships may have to be made. From the student's perspective, it feels like starting over. Although challenging, students have a resiliency that is astonishing and we all recognize that parents (and teachers) make decisions for their children (or students) with the best of the child in mind.

Whether dual track or single track, high school or elementary, both the range (or spectrum) and occurrence of needs is growing at an accelerated rate. Teachers are trying to meet these learning needs while at the same time addressing issues of new technology and a provincial government that could effectively change the direction of



YCT Environmental Committee Takes Action 2019

Edna Di Falco, Treasurer

On March 28th, the Environmental Action committee kicked off their commitment by attending the first Vaughan Town Hall meeting on the discussion on Climate Change and Canada's Plan hosted by Deb Shulte. The evening was filled with plenty of dialogue on how we are in the midst of a climate crisis and we need to plan now. We followed this panel discussion with York Region's first Consultation on Climate Change. Here, we collaborated with various agencies and citizens of York region. We analyzed different action plans that looked at green areas, transportation and easy access to local markets. One noticeable void was the mention of labour; the topic of labour was never mentioned in any of the activity sessions. We made sure that labour was mentioned and offered ideas on how we could use them to make their climate change plan more feasible. Wanting to do more than just sit in on discussions and activity ses-



sions, we put our hard working hands into motion. On April 27th, the committee members along with some local members, leapt into action. We participated in the 2019 Clean Up, Green Up event by cleaning up a local park and thus supporting the city's idea to

provide a foundation for healthy living by keeping the environment clean and beautiful. Finally, on May 11th, the committee with the help of several members set out to plant trees in East Gwillimbury. With the sun shining and a nice breeze in our faces, we managed to plant approximately 200 little pine trees.





Ihor Baczynsky, Past President of York is awarded OEFTA Life Membership.



Liz Stuart, President congratulates York members Anna Buccioni and Teresa DaCosta for 25 Years as a delegate at OEFTA's AGM.





OECTA's 75th Anniversary – AGM 2019

I first attended OECTA's AGM during the 1987/88 school year, as a first year teacher. I had been encouraged by York's 1st Vice President at the time, Gabriella Mastrodicasa, to apply to attend the OECTA AGM as a delegate. I had just started teaching, I was broke and truthfully, at that point in my life I could not afford to travel anywhere. So I decided to make the 1988 AGM my mini vacation. After attending my very first AGM I was hooked. It was an eye opening experience and I began to understand the depth of services OECTA provided to members. I also became very aware of how the Association defended and promoted the rights of the Catholic education system. It was the collective bargaining aspect of the association that most intrigued me because it dealt with improving the lives of teachers by improving working conditions, salary and benefits.

Fast track to 2019. I have had the opportunity to attend 32 OECTA AGMs and it has been an honour representing York members and making decisions that have shaped this Association. We have achieved many goals and have faced many challenges in education, regardless of which political party has been in power.

Looking back after having attended the 50th anniversary AGM in OTTAWA, AGM Windsor and all of the AGMs in between, I would say that the OECTA 75th Anniversary AGM in Ottawa was by far one of the best I have attended. We had Prime Minister Trudeau address the delegation as well as Andrea Horvath, NDP Leader and Leader of the opposition party. The delegates of York were connected and engaged. There was a true sense of unity and camaraderie among all delegates. The occasional teachers have officially joined each local and we hope that will make this Unit stronger.

There were many highlights, especially for York who are very proud to have Liz Stuart, acclaimed and remaining at the helm as President of OECTA for a second 2 year term. We once again

had a "Yorkie" Diana Corazza, elected to the provincial executive, in the position of councillor. Finally, the focus was on the General Secretary, Marshall Jarvis, who announced that this would be his last AGM as he was moving into retirement. He was given a standing ovation for the many years of service he dedicated to the membership of OECTA at both the local and provincial levels of this Association. York continues to be the powerhouse at 65 St. Clair and we hope to continue on this path with our next generation of teachers, who are already very actively involved.

Julie Pauletig, Councillor





CAPSLE 2019

Alison Misa & Michael Oyston - YCT OECTA Counsellors

Throughout our daily routines in the classroom: preparing and delivering curriculum, completing duties, contacting parents and marking assignments we rarely give thought to how the law could factor into our day. It is fair to say that as educators our lives are filled with enough responsibilities that we don't really sit down to think about how the law comes into play. However, when we really examine our responsibilities, the law and the legal ramifications for teachers plays a significant factor in everything that we do both inside and outside of the classroom. As attendees at this year's Canadian Association for the Practical Study of Law and Education (CAPSLE) Conference the impact of how the law factors into our daily lives in the classroom was driven home. Although the topics were vast and far reaching a few key themes emerged from the conference presenters.

The conference opened with keynote speaker, Mike Downie: Walking a Path of Truth and Reconciliation. After hearing a podcast about Chanie Wenjack's tragic death, Mike realized that he knew nothing about Residential Schools, or recognizing it as part of Canada's untold history. Chanie was a twelve-year old Anishinaabe

boy who ran away from his Kenora Residential School with the hope of returning home. Instead, he was found dead beside the railroad tracks he had been following, having succumbed to starvation and the frigid elements. After reading more about residential schools Mike described his incredulous discoveries to his brother Gord, lead singer of The Tragically Hip. Gord was so moved by Chanie's story, and that of so many other Indigenous children and their families, that he used his talents as singer and songwriter to pen his story. He wrote ten poems which eventually became songs to accompany the story of a graphic novel. The resulting work, The Secret Path, became a way for all Canadians and youth to learn about the mistreatment of Indigenous children and families. In speaking of his brother, Mike commented that Gord always felt that there was something missing from our understanding of the 'real' Canada, and in his final years he made it his mission to increase awareness. Mike and Gord, alongside Chanie's sisters, jointly founded the "Downie and Wenjack Fund", committed to improving the lives of Indigenous people. Mike described their involvement with founding Legacy Schools as a way to "ignite" and "amplify"

others through awareness, education and action. For more information, teacher resources, and the potential opportunity to register as a Legacy School, visit www.downiewenjack.ca.

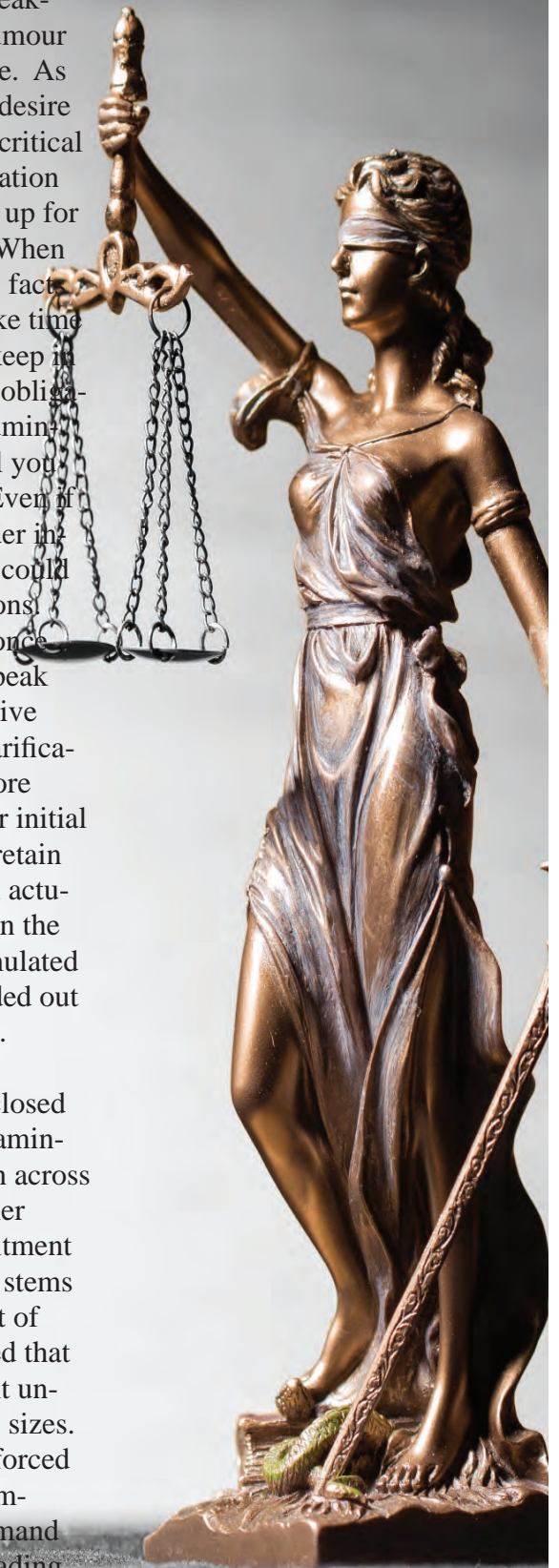
The conference also included an examination of education in the digital age. How online conduct can evolve into actionable misconduct was closely investigated through case studies, using both the Amanda Todd and the Rehtaeh Parsons tragedies in particular. Both cases, although tragic in their outcome, have brought to the forefront the need for both educators and legal authorities to utilize both legal and non-legal tools to prevent and remedy conduct. As educators we need to ensure that our voices are at the table when policy is being written. In this way we can help our students to combat online bullying, discrimination and harassment. However education in the digital age also includes teachers' own conduct while online. Numerous cases were presented whereby educators and professionals from a variety of fields found themselves seeking assistance from their association due to their online activity. It is of vital importance to understand that as professionals we are always wearing our teacher hats. Online

activity which could portray our employer in a negative light could find a teacher facing issues of professional misconduct, potentially leading to dismissal. Stating that “tweets are my own” does not insulate a teacher from facing misconduct allegations from the employer, if the content of the communication portrays the employer in a way that would be detrimental to the organization as a whole. It is best to keep in mind that any social media posts, even those that are on a private page, have the potential to go public and/or viral. No one wants to be in a position where a poorly thought out online comment results in a professional misconduct allegation, investigation and possible termination.

As educators we know that much of a student’s deep learning comes through experiential learning opportunities outside the classroom. This was the hope, in July of 2017, during a school trip to Algonquin Park, which resulted in the tragic death of 15 year old Jeremiah Perry. Although the case has yet to come before the courts for those teachers who have been charged, lessons about the legal perspective of managing crisis and investigating tragedies was presented by both the TDSB’s General Counsel and the litigating counsel from Beard Winter LLP. As educators we should never be called upon to be the lead in a crisis investigation. However from time to time we are called upon to manage situations, or to contribute to an investigation that has the potential of spiralling into crisis. No matter our role, there are things we can do to help mitigate the potential fallout later on. When faced with

investigation it is important to have facts. Do not put yourself in a precarious situation by speaking in regards to hearsay, rumour or even personal perspective. As teachers we have an innate desire to talk and to explain. It is critical to realize that in our explanation we can be setting ourselves up for future legal ramifications. When faced with an investigation, facts are critical, and they can take time to be investigated. Please keep in mind that you are under no obligation to speak to anyone (Administration, CAS, Police) until you speak with legal counsel. Even if you, personally, are not under investigation your comments could have far reaching implications. Simply agree to cooperate once you have had a chance to speak with your union representative who will be able to seek clarification from legal counsel before proceeding. Exercising your initial right to say nothing and to retain the direction of counsel can actually be far more beneficial in the long run, as facts are accumulated and misinformation is weeded out throughout an investigation.

The CAPSLE Conference closed with a moderated panel, examining legal issues in education across Canada. Vancouver’s teacher shortage is leading to recruitment from other provinces. This stems from a 2016 Supreme Court of Canada decision which ruled that the then Liberal government unconstitutionally raised class sizes. The Supreme Court ruling forced class sizes back to 2002 numbers, creating a massive demand for additional teachers. Heading west, in Alberta, Gay Straight Alliances (GSAs) were mandated



Bonjour tout...

(continued from page 4)

education as we know it. Students who succeed in the French Language Program will have exciting opportunities in our multicultural society where multilingualism is a definite asset in opening a multitude of opportunities.

When I look at my own French Immersion students I see their potential and I want them to reach for the stars. I am also aware of the many challenges they will face academically, socially and emotionally as they move from grade to grade preparing themselves for a life outside these four walls. These students are, or will be, graduating into a fast-paced digital world new to many of us. A world where academics and street-smarts are as important as is a well-informed social conscious-

ness and a healthy growth mindset.

All that aside, I feel very fortunate to be teaching in a province where so many people continuously advocate for, and demand, a quality publicly funded education system. I am proud to be a part of a school system that recognizes and values the great work being done by teachers across the province. Despite what the provincial government thinks!

What is most important to me is that we present as a united front to our students, their parents, our communities and this government. We must be able to share successes, concerns and challenges with colleagues on a day to day basis. We need to take care of and support one another. It is important, especially for our new teach-

ers, to understand that they are not alone. As the needs of our students increase, members can rely on the experience and knowledge of their colleagues (support staff, teachers, and administrators).

In conclusion, as we look to the future, we do so with hope. Once this government pushes through its agenda for education (we don't yet know what that agenda contains), we will be stronger for having dealt with and responded to it together.

Wishing everyone a Bonnes vacances!



Planning a Summer Road Trip Through Canada on a Budget

Canada is known worldwide for its natural beauty. With rolling hills, sparkling blue waters, boreal forests, natural parks and mountain peaks, Canada really has it all.

If you're looking to explore more of this beautiful country over the summer without breaking the bank, follow this helpful guide of national attractions you can visit that won't cost you much more than the gas required to take you there.

To learn more, click here: www.otipinsurance.com/article41

Servicing our Newcomer Students

Julie Pauletig, Counillor

I was intrigued when I came across an article highlighting the book The Garden, a fictional book inspired by the “newcomer students” to Canada. The author created fictional characters and through these characters she wove the stories, trials and tribulations that her newcomer students experienced in their lives. I then realized that the author of this book, Meghan Ferrari, was a York

studied English and History. Following her graduation, she entered the teaching profession with the hopes of inspiring in her students a passion of the English language. In addition to increasing literacy and communication skills, she aims to instill a life-long love of reading.

I learned that Meghan is also a member of the Writer’s Group at the Aurora Public Library. Af-

encouraged to continue writing this novel.

Reflecting upon the stories shared by the students who fled their countries of Iraq and Syria to find refuge in Canada, she incorporated the details of their hardships faced in their homeland and the journey to Canada. Meghan reached a milestone when her first literary novel The Garden was published. While pursuing her career as an



Catholic Teacher and Department Head of ESL at St. Robert CHS. The article peaked my interest so much so that I arranged to meet with Ms. Ferrari. I was curious about her journey as a writer and wanted to know what inspired her to write this novel.

Meghan shared that she always enjoyed reading and writing and as a teen she devoured young adult novels. It was in her teens that her dream to write a book first surfaced. At university Ms. Ferrari

ter listening to the stories of her English Language Learners students, she was compelled to record the events told to her. In order to maintain the authenticity of these events and in appreciation of their contributions, she created “Elias” the main character who relives the journeys of her students. Initially, not quite sure in what direction it would go, Meghan shared the first chapter of her story, in draft form, with her “Writer’s Group”. She received many accolades and was

author, Meghan’s love for teaching continues to be her primary focus. She aims to pass on her passion for reading and writing to the students she teaches. The publishing company *Red Deer Press*, recently announced that Ms. Ferrari’s novel The Garden has been nominated for “The Willow Award”. Red Deer Press is currently in the process of producing teacher resources to accompany this novel.

Maternity/Parental Leaves and Benefits Workshop



Since March break members have benefitted from Professional Development offered by York Catholic Teachers. On Monday April 8, 2019, Mary Lachapelle, OECTA Secretariat (now Deputy GS), presented a workshop for our teachers preparing for the birth of their new baby. Legislative changes in the Employment Standard Act and Employment Insurance affects members applying for maternity and parental leaves. This information was timely for our new moms and dads to be.

Blue Jays Night 2019



York Catholic Teachers were indeed the lucky charm the Toronto Blue Jays needed to end their three-game losing streak.

On Friday, May 10, 2019 the New Teacher Committee hosted their 4th annual Blue Jays Game Event. York Catholic Teachers boarded a bus and made their way to the Rogers Centre to watch the Jays defeat the Chicago White Sox in a close 4-3 win.

This game marked the final social event for the 2018-2019 school year commemorating the end of the 55th Anniversary Celebrations of York Catholic Teachers. As the Jays celebrated a win, York Catholic Teachers celebrated 55 years of growth as life-long learners, and the many friendships made through many years in teaching.

When the bus returned to the Unit Office teachers were heard remarking, “Awesome event!”, “Those seats were incredible!”, and “We can’t wait until next year’s game”. Members recognize how important these events are in bringing teachers together.

A special thanks to the New Teacher Committee for the planning of this event. It was a truly fun and memorable evening spent watching an intense ball game and reconnecting with colleagues.

Marlies Game Day 2019



Marlies Game Day April 4, 2019



YCDSB Marlies Game day was another success. Although the Marlies lost to the Hershey Bears, the spirit of hockey was very much alive among the 5,000 student and teacher spectators. We were blessed with the presence of Austin, student of St. Clare, who did the puck drop. Because of the joint effort between YCT, YCDSB and Maple Leaf Sports and Entertainment, a cheque in the amount of \$16,161.00 was presented to the Children's Wish Foundation York Chapter. Austin who suffers from a rare immunodeficiency will be benefiting from part of this charitable donation, as his dream to visit Disney world will now become a reality. Many thanks to all the schools that attended the Marlies game day and for promoting this Charitable Foundation.

Billy Elliot Musical - Stratford, On



York celebrated its 55th Anniversary with another successful bus trip to Stratford. On Saturday May 4th, fifty members and their guests attended the musical "Billy Elliot" at the Stratford Theatre. This year in lieu of the Wine Tour and Tastings we decided to experience a different type of tasting, which included Ontario craft beer and local food favourites in the Kitchener-Waterloo area. After stopping for lunch at "Descendants Restaurant", the bus headed to Stratford for the afternoon matinee. The main character "Billy" was phenomenal and the story line very moving. York Catholic members were also treated to a special "after performance chat" with the performers. Thank you to Daniela Dente, Social Committee member, for suggesting the theatre trip and for the initial planning and to Patricia Chiarella for graciously hosting the participants while on the bus.

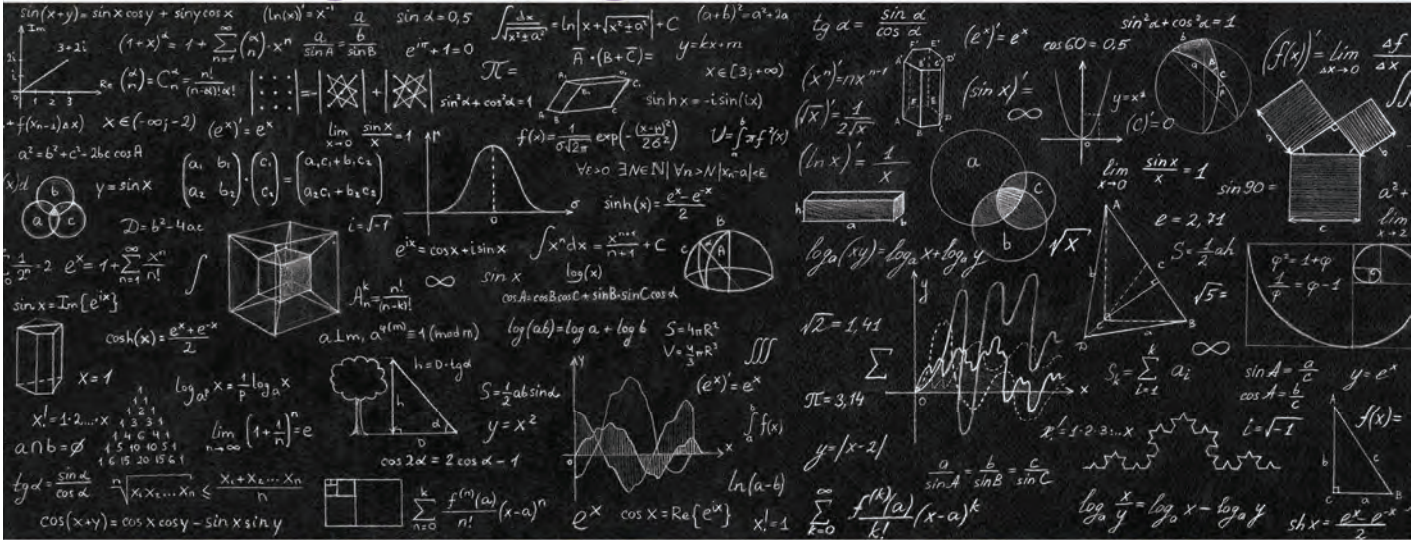
Political Action



We need every one of our 3000+ members to be involved. This is a fight for all of us! See you at the next protest!



Secondary Staffing



When Board & Ford “math” collide

Capsle 2019...

(Continued from page 9)

in all schools. However, when schools refused to create a GSA, the Ministry of Education threatened to withdraw funding from those schools. A legal challenge ensued. Within these schools, a “Principal of Safety” governs: schools must provide a safe space for all students, and safety must also be provided to students whose parents oppose their involvement in a GSA. Protests are currently underway, as the newly-elected United Conservative Party plans to overturn legislation that would prevent parents from being told when their child(ren) join a GSA. In Saskatchewan, the public school board launched a legal challenge against non-Catholic students being able to attend Catholic schools in 2017. Their victory was recently challenged at the Appeals Court, which agreed that funding non-Catholic students at Catholic schools is unconstitutional. Should an appeal be

launched at the Supreme Court, there are possible ramifications for funding of Catholic schools in Alberta and Ontario. In another Saskatchewan court case, a nurse was found guilty of violating the nursing Code of Ethics, after making disparaging comments on her facebook page regarding the lack of care in her grandparents’ nursing home. By tagging some politicians in her comments, the information got back to the Nurse’s Association. Other issues raised by Ontario’s lawyer included: the library budget being reduced from three million to one and a half million dollars, the one point two to one point six billion dollar cuts to education, the repeal of Regulation 274 (legislated seniority for occasional teacher hiring), the elimination of some post-secondary funding and immediate repayment of loans after graduation, and two particular cases in front of the Ontario College of Teachers. In the Atlantic Provinces, Nova Scotia is now implementing criminal and non-vulnerable sector checks. As

can be evidenced from this cross-country panel, provincial issues in education can have an impact across the country.

The overlap of law and education is certainly one that educators need to start thinking more clearly about. Due to the public nature of our work we really need to include a legal lens in the decisions that we make both inside and outside of the classroom. We have been entrusted to work with society’s youth, and with that trust comes a higher standard when it comes to public confidence, not only in what we do but who we are. With this confidence comes responsibilities that can be closely scrutinized, and may result in legal proceedings. This is not meant to deter any member from the great work that they do, it is simply intended to be a reminder that lurking on the fringes of our work are legalities, that if not initially taken into account, can morph into larger issues later on.

Do you want the latest Bargaining information over the summer?

Did you know that the York Unit has an email setup for every member?

Did you know that this email will get you access to the Members Resources on our website?

You need to login to your YCT OECTA email account!

If you don't know how to access the account, then email support@yctoecta.com and ask for help.

Important Timelines for Staffing

ELEMENTARY TIMELINES

June 21	SSAC meeting must be held prior to date / Tchr-in-Charge: School to notify HR (successful candidate)
June 24	TCH 25#2 due
June 25	Teacher Assignment Exchange Forms due to HR
June 26 *new	System Redundancy - Recall Date
June 27 *new	Excess (to school) – Available positions posted (Staff page of Board website–Employee Conferences–OECTA folder) System Redundancy-Available LTO positions posted (Staff page of Board Website–Employee Conferences–OECTA folder)
June 28 *new	Excess (to school) – Placement Day System Redundancy – Placement Day (for redundant teachers into available LTOs)
JULY / AUGUST 2019 – revisions include:	
<ul style="list-style-type: none"> Recall end date for teachers excess (to school) delayed until August 16 System Redundancy – Recall date added (Aug 30) 	
July 15	Teacher-in-Charge: HR to provide written confirmation to successful candidate
Aug 12 - 14	New POR opportunities posted
Aug 16 *new	Recall ends for teachers excess to school (whether or not they accepted a transfer to another school)
Aug 29 *new	System Redundancy–Recall System Vacancy List posted (Staff page of Board website–Employee Conferences–OECTA folder)
Aug 30 *new	System Redundancy - Recall Date
SEPTEMBER / OCTOBER 2019	
Sep 1	<ul style="list-style-type: none"> System Redundancy – Subsequent recall ongoing based on available positions/qualifications
Sep 3 - 9	<ul style="list-style-type: none"> Divisional Chair: Vacant positions posted at school (confirm successful candidate to HR by Sep28)
Sep 6	<ul style="list-style-type: none"> TCH 25 #3 due

SECONDARY TIMELINES

June 21	SSAC meeting must be held prior to date. September Teacher Utilization Lists (final projected) to SSAC
June 24	TCH 25#2 due
June 25	Teacher Assignment Exchange Forms due to HR
June 26 *new	System Redundancy - Recall Date
June 27 *new	Draft timetables to teachers Excess (to school) – Available positions posted (Staff page of Board website–Employee Conferences–OECTA folder) System Redundancy-Available LTO positions posted (Staff page of Board website–Employee Conferences–OECTA folder)
June 28 *new	Excess (to school) – Placement Day System Redundancy – Placement Day (for redundant teachers into available LTOs)
JULY / AUGUST 2019 – revisions include:	
<ul style="list-style-type: none"> Recall end date for teachers excess (to school) delayed until August 16 System Redundancy – Recall date added (Aug 30) 	
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Aug 30 *new	System Redundancy - Recall Date
SEPTEMBER / OCTOBER 2019	
Sep 1	<ul style="list-style-type: none"> System Redundancy – Subsequent recall ongoing based on available positions/qualifications
Sep 6	<ul style="list-style-type: none"> TCH 25 #3 due
Sept 30	<ul style="list-style-type: none"> SSAC meeting must be held prior to this date
Oct 31	<ul style="list-style-type: none"> TCH 25 #4 due/Special Education: sections and roster shared with School Superintendent
JANUARY 2020	
SSAC meeting must be held 2 weeks prior to commencement of Semester 2	

ANNOUNCEMENTS:

BIRTHS AND ADOPTIONS

Paola Amoroso, teacher at St. Charles Garnier & St. Anne on the birth of her daughter Savannah.
Nella Benincasa, teacher at St. Cecilia on the birth of her son Gabriele.
Sergio Bertolo, teacher at Cardinal Carter CHS on the birth of his son Henry.
Tizianna Botticchio Torrone, teacher at St. Agnes of Assisi on the birth of her son Gabriel.
Pina Cassullo, teacher at Immaculate Conception on the birth of her daughter Milena.
Laura Fata, teacher at Holy Name on the birth of her son Matthew.
Sandra Galea, teacher at St. John Bosco on the birth of her daughter Emma.
Candice Gomez-Fernandes, teacher at Fr. Henri Nouwen on the birth of her daughter Elizabeth.
Matthew Joaquim, teacher at Cardinal Carter CHS on the birth of his son Thomas.
Gina Kitamura, teacher at St. Augustine CHS on the birth of her son Ben.
Maria Kotsakis, teacher at St. Matthew on the birth of her daughter Elizabeth.
Greg Lowe, teacher at St. Elizabeth Seton on the birth of her son Campbell.
Jessica Mammoliti, teacher at St. Cecilia on the birth of her son Verano.
Jennifer Neves, teacher at Fr. Fred McGinn on the birth of her daughter Ella.
Dave Tari, teacher at San Marco on the birth of his son Milos.
Stephanie Venturin DiCaro, teacher at St. John Bosco on the birth of her son Adrian.
Julia Yung, teacher at St. Benedict on the birth of her son Wesley.



CONDOLENCES & SYMPATHY

Josie Adamo, teacher at St. Agnes of Assisi on the passing of her mother.
Sam Bongiorno, teacher at St. Jean de Brebeuf CHS on the passing of his mother.
Carol Anne Brankston, teacher at St. Paul on the passing of her mother-in-law.
Christina Caramanica, teacher at St. Anthony on the passing of her father.
Sara Ciafradoni, teacher at Guardian Angels on the passing of her grandmother.
Maria Dametto, teacher at Our Lady of Good Council on the passing of her mother.
Giovanna DiGiulio, teacher at St. John Bosco on the passing of her grandfather.
Irene Di Loreto, teacher at St. Gabriel on the passing of her father-in-law.
Nora FitzGerald, teacher at St. Matthew on the passing of her father-in-law.
Melissa Fonseca, teacher at St. John Paul II on the passing of her mother-in-law.
Lesley Ford, teacher at Prince of Peace on the passing of her step-mother.
Ari Haderaj, teacher at St. Charles Garnier on the passing of her mother-in-law.
Amanda Halls, teacher at Canadian Martyrs on the passing of her grandmother.
Fiorella Infanti, teacher at St. Mary on the passing of her grandmother.
Teresa Luchetta, teacher at Guardian Angels on the passing of her father.
Maria Lunin, teacher at Fr. H. Nouwen on the passing of her father.
Mark McCusker, teacher at San Lorenzo Ruiz on the passing of his father and father-in-law of Sarah Game-McCusker.
Ellen Miceli-Bush, Program Consultant, Special Education on the passing of her father.
Sandy Montemarano, teacher at St. Gabriel on the passing of her grandfather.
Filomena Myers, teacher at Fr. Henri Nouwen on the passing of her brother.
Melissa Perri, teacher at Our Lady of Hope on the passing her father.
Jennifer Powers, teacher at St. Stephen and Gavin Kelly, teacher at St. Julia Billiard on the passing of their brother-in-law.



Larry Schincariol, teacher at St. Elizabeth CHS on the passing of his mother.
Al Schnurr, teacher at St. Julia Billiard on the passing of his father.
Matthew Smith, teacher at St. M. d'Youville & OLG on the passing of his grandmother (Feb. 2019) and his brother (April 2019).
Oriana Soffiaturio-Candeloro, teacher at St. Andrew on the passing of her father-in-law.
Juliana Spataro, teacher at St. Anne on the passing of her grandfather.
Vilma Tanel-Logozzo, teacher at St. Clare on the passing of her father.
Josephine Venditti, teacher at St. Peter on the passing of her grandmother.

