



The Sentinel

Ontario Ministry of Education		Provincial Report Card, Grades 9-12		Semester 1	Reporting Period	Date November, 2019									
STUDENT: Lecce, Stephen Francis		OEN:		Grade:		Homeroom:									
Address: Ministry of Education 438 University Ave, Toronto Ontario M5G 2K8		Principal: Mr. Douglas Ford													
SCHOOL: Legislative Assembly of Ontario		Telephone: (416) 325-7500		BOARD: Ontario Teachers' Bargaining Report		Email/Website: Chris Cowley (@oectagovernor)									
Address: 111 Wellesley St. W Toronto, Ontario M7A 1A2		Fax:		Address:											
Courses	Reporting Period	Percentage Mark	Course Median	Credit Earned	Learning Skills and Work Habits							Comments Strengths/Next Steps for Improvement	Attendance		
					Responsibility	Organization	Independent Work	Collaboration	Initiative	Self-Regulation	Classroom Misuse		Total Credits	Times Late	
Course Title: Bargaining Course Code: BGN 4U1 Teacher: Teachers of Ontario <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM	First Final	30			N	N	N	N	N	N	Stephen has the ability to do much better if he works to apply himself to the bargaining process and removes proposals that are damaging to Ontario's publicly funded education system. Stephen is regularly absent from the bargaining table and, despite inviting others to mediation, has fired his bargaining team. This behaviour can disrupt negotiations and lead to great loss of confidence in the Ontario government's ability to get its act together. Insufficient evidence of achievement; credit at risk.				
Course Title: Media Relations Course Code: MDR 4U1 Teacher: Teachers of Ontario <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM	First Final	45			S	N	N	N	S	N	Stephen's ability to use his talking points and stay on message is exemplary. His use of clichés in the media and on twitter is unmatched. However, Stephen can struggle with maintaining a factual basis for his message; often, but not always, referring to incorrect information, statistics and falsehoods regarding Ontario's education system and teacher bargaining. To improve, Stephen is encouraged to study labour relations and its connection to Ontario's education system. Remember, constructive engagement with education labour partners leads to increased chances of contract success. Insufficient evidence of achievement; credit at risk.				
Course Title: Photo Opportunities Course Code: PHO 4O1 Teacher: Teachers of Ontario <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM	First Final	87			N	S	N	N	N		Stephen absolutely excels at finding every opportunity to have his photo taken, with anyone, for any reason, whether it is posing with fellow OECTA members, with those trying to lobby him, or major political donors. Stephen has never met a camera he did not like. Unfortunately, this behaviour can lead to unhealthy cell phone use to always check for likes, status updates and retweets. Excessive cell phone use can also lead to missed debate in Question Period or missed opportunities to give Premier Ford a standing ovation. Stephen is encouraged to stay focused on the task at hand and work with Ontario teachers to achieve a fair deal.				
Course Title: Selfies Course Code: SEL 4M1 Teacher: Teachers of Ontario <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM	First Final	100			E	E	E	N	G		Stephen's selfie mask speaks for itself. Ontario education has rarely seen this level of selfie skill and commitment. Stephen consistently makes an effort to photograph himself at every occasion. Stephen even has his staff take pictures of him taking selfies with others. He then posts those on social media in an attempt to seem approachable. This effort takes his commitment to the next level but can take away from his responsibilities as minister to ensure a fair deal is reached with Ontario's teachers. Despite the dumpster fire that he has created with bargaining, Ontario teachers know that he will always have his front-camera ready for the next selfie.				

Special Education – Addressing Funding and Workload Issues

Filomena Ferraro, President

Special education is a topic of much concern, and sometimes one of much contention. The struggle to provide a program for the diversity of students with special needs, in a classroom setting, for all or part of the day, with the support of a special education teacher and sometimes several others, is increasingly challenging.

In addition to assessing, programming and instructing, the work of both the special education and classroom teachers, is the coordination of the many other specialists who are often required in the education of students with special needs. These specialists may include therapists in one, several or all of the following areas; speech and language, occupational therapy, hearing, vision, physical management, behavioural and psychological services in addition to the continuous on-site support of educational assistants

and intervenors. This list addresses only human resources. Additional resources, including technology, special furniture and equipment, sensory and related items, etc., increase the cost of delivering effective programs.

Inadequate funding from the government reduces support to boards, schools, teachers and ultimately, to students. Although we cannot bargain monetary items locally, we are well aware that the workload of our special education teachers continues to increase, and that working conditions continue to deteriorate.

In 2012, your local bargaining team negotiated the development of a special education committee. The mandate of this committee was to address issues related to the ever-increasing workload in Special Education. Initially, these meetings were less productive than we had hoped. In order

to better address specific special education issues, the committee became two, one for each panel - Elementary and Secondary.

This restructuring allowed for more focused discussions regarding what was happening in our schools. The agenda is set by the employer and the union and allows committee members to add items at the time of the meeting. Each committee, Elementary and Secondary, meets approximately 4 times a year.

The members of the Elementary Special Education Committee are the Superintendent of Human Resources, the Superintendent of Special Education, a Superintendent of Schools, OECTA Elementary Reps (York Unit), and two core teachers appointed by York Unit. The committee address many important issues including personal safety, EA scheduling, roster numbers, and

programming.

The members of the Secondary Special Education Committee are the Superintendent of Human Resources, the Superintendent of Special Education, a Superintendent of Schools, OECTA Secondary Reps (York Unit), one Department Head of Special Education and one special education teacher (appointed by York Unit). We continue to address issues regarding the lack of resources, the role of the Department Head, and the reporting of roster numbers and sections. Specifically, we address the composition of tutorial sections, equitable workload distribution, PA day matters, exam accommodations and modifications for students, the role of Administration, and the development of electronic attendance.

A few years ago, when the employer increased the workload of the Department Head by adding to their responsibilities, we successfully grieved the employer because the matter had not been discussed at the committee level. What is most critical at each of these committee meetings is the voice of the teacher. Teachers are provided with an opportunity to bring forward the concerns they face in the classroom every day. The Association continues to collect roster numbers and course sections in secondary and to submit these concerns to the Superintendents. Although the committees have been effective and have made some gains with the employer, there is still work to be done. Equitable workload among

special education teachers and an end to downloading administrative work to Secondary Department Heads are two areas still needing attention. In addition, the employer and administrators need to more effectively address health and safety matters as they relate to special education.

Ultimately, improved working conditions and reasonable workload matters in special education require the government to provide sufficient monies to School Boards. Funding for Special Education is quite complex. There are six components of Special Education Grants (SEGs), each addressing specific supports and/or programming for students. Below is a summary of Special Education funding.

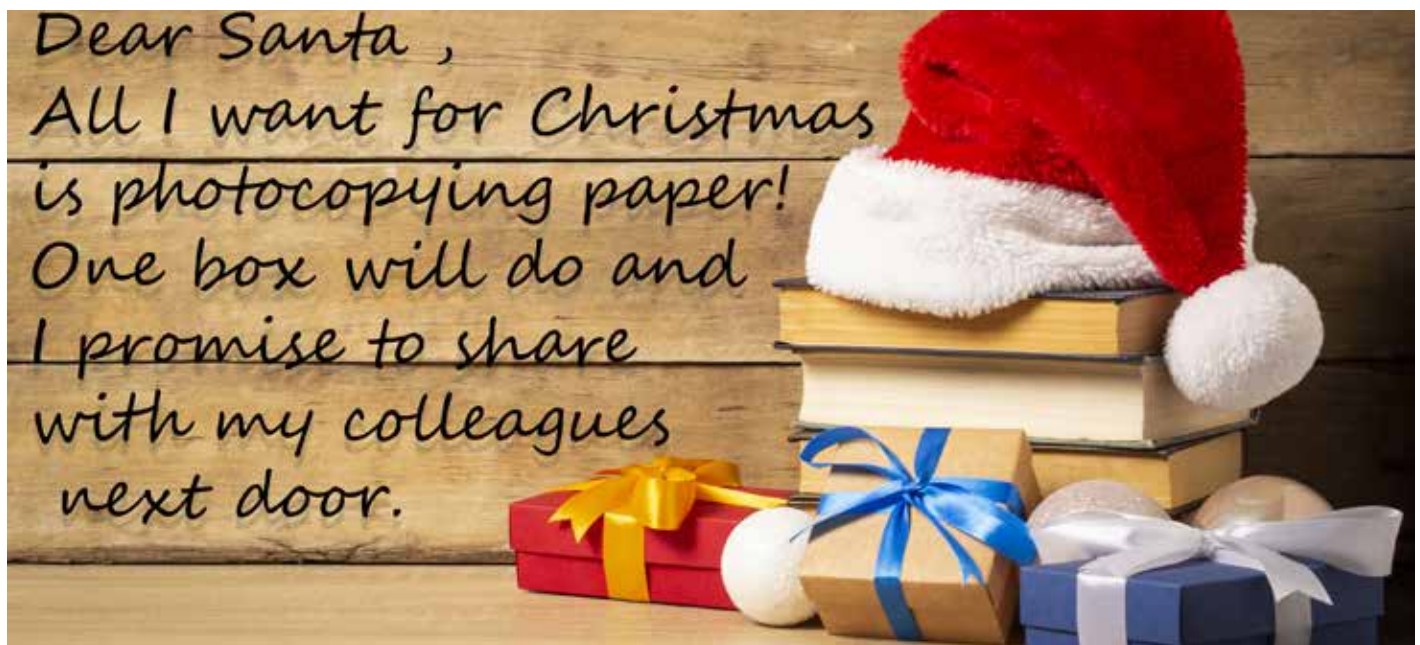
1. The Special Education Per-Pupil Amount (SEPPA) recognizes the cost of providing assistance to the majority of students with special education needs and is allocated based on enrolment.
2. The High Needs Amount (HNA) addresses the variation among boards with respect to students with special education needs and boards' abilities to respond to these needs.
3. The Equipment Amount (SEA) is comprised of two components each supporting the purchase of equipment, 1) computers and related devices and; 2) other equipment including sensory, hearing, vision, personal care, and physi-

cal assist equipment.

4. The Special Incidence Portion (SIP), supports pupils who require more than two full-time staff to address the health and safety needs of both students who have extraordinarily high needs related to their disabilities and/or exceptionalities and of others at their school.
5. The Facilities Amount (FA) supports education programs for school-aged children and youth in Government approved facilities.
6. Finally, the Behaviour Expertise Amount (BEA) provides funding for the hiring of additional board level Applied Behavioural Analysis (ABA) expertise to support principals, teachers, and multidisciplinary transition teams. Each of these categories is further divided and more specifically determined.

Although recently we have seen a slight monetary increase in some of these areas, other areas are still underfunded and overall funding is inadequate.

York Catholic teachers are dedicated to meeting the needs of students and to ensuring each child reaches his or her potential. We cannot, however, continue to meet the increasing numbers and needs of students with inadequate funding. We need adequate and proper investments in our schools, especially in the area of special education, in order to provide the services our students need and deserve.



Copyright - What you Need to Know & Your Legal Obligations As A Teacher

Michael Totten, 1st Vice President, Elementary CEO and Grievance Officer

Currently, there are several Catholic School Boards in Ontario seeking legal action in the Federal Court for a refund of overpaid tariffs made to 'Access Copyright'. As part of the legal proceedings teachers, from randomly selected schools will be required to produce all physical copies of work used for teaching, and work which was disseminated to students from 2013 to the present date. They will also be required to provide lesson plans, course syllabi, course outlines, source materials, the curriculum used and daily

students. Boards are required to comply with the Fair Dealing Guidelines as they fall under the legislation.

Under the Fair Dealing Guidelines, teachers may:

- Copy a short excerpt from a copyright-protected work,
- Provide a single copy of this short excerpt as a handout OR as a posting to a course, online, provided it is both password protected and restricted to students of the school, where it is being posted

ers use the Fair Dealing Decision Tool. This tool helps teachers decide, with just a few clicks, whether Fair Dealing permits classroom use of short excerpts from print materials, artistic works, or audiovisual materials without needing to obtain copyright permission. **It takes 30 seconds** on FairDealingDecisionTool.ca to determine if the intended use is fair dealing.

Teachers may not copy multiple short excerpts from the same copyright-protected work, as doing so could show they have provided students with the entire work over the school year, which is prohibited. At no time is a teacher allowed to copy or scan any materials intended for one-time use i.e. **WORKBOOKS**.

A quick reference guide for teachers regarding Copyright can be found at: http://cmec.ca/Publications/Lists/Publications/Attachments/291/Copyright_Matters.pdf

Regarding **Audio and Video** materials the board has renewed the following: The licenses from VEC and ACF which provide the following permissions: The **VEC Feature Film license** gives schools access to *Learn360* feature films This permits schools to watch movies for educational purposes, as well as, fundraising and other entertainment events. Movies can be watched in the classroom, gym, library, and auditorium. Admission fees can be charged and proceeds kept.

The **ACF Public Performance license** gives schools permission to conduct screenings of the feature-length films (list provided) and programs exclusively represented in Canada by ACF under the following circumstances:

- Presentations taking place
- during school hours AND outside normal school hours
 - for students enrolled within the schools AND audiences other than students during recess or lunchtime
 - for holiday reasons (Christmas, Halloween, etc...)
 - for special rewards programs



plans that will show what their students were taught during the requested period. Boards are hoping to recover money from Access Copyright, and believe through the gathering of these materials they can demonstrate that copyright requirements have been adequately followed. If, however, they learn that teachers have exceeded copyright limits, teachers in those boards could be subject to discipline as per the policy.

At York Catholic Policy #116 deals with Copyright. Copyright deals with books, periodicals, dramatic and musical compositions, digital media (films, photographs), websites and computer software. Specifically, teachers need to ensure that the Fair Dealing Guidelines are followed when photocopying materials for their

A short excerpt is identified as:

- Up to 10% from any copyright-protected work,
- One chapter from a book,
- One single article from a periodical,
- An entire artistic work from a copyright-protected work (drawing, map, chart, photograph, diagram, painting, print or plan),
- An entire newspaper article or page,
- An entire single poem or musical score from a copyright-protected work containing other poems and/or musical scores,
- An entire entry from an encyclopedia, bibliography, dictionary, or similar reference material.

When choosing a short excerpt from a resource it is recommended that teach-

Continued on Page 7

Christmas Party 2019



York Catholic Teachers - #RedForEd & On the Line



Pension Update 2019

Julie Paulefig, Councillor

The possibility of job action has caused many of our members some concern about the impact a walk out would have on their pension, especially those nearing the end of their career. Fortunately for all of us this concern has been addressed. Over 30 years ago, all four affiliates (AEFO, ETFO, OECTA and OSSTF), through the OTF and partner discussions, established procedures whereby the affiliates committed to making missed contributions for those members in their best five years of salary in teaching and whose pension would otherwise be negatively affected.

In a legal strike situation, all teachers will receive “service credit” based on their FTE (whether you work full time or part-time) contractual status. If you are teaching full time you are considered 1.0 FTE. Your full-time status, as well as your annual salary, are reported by the board to the OTPP, and therefore you will receive full (1.0) credit service year. However, because during a strike you do not receive salary, your school year annual salary will not reflect the grid amount in the collective agreement. In addition, pension contributions for the school year will be less. For future reference, it is only in the case of an illegal strike situation that the credit year is affected.

On another note, we are encouraged by the news that over the last five years our pension plan has reported a funding surplus. These surpluses, although marginal in 2018, have been used to create a “conserve assets fund”. This fund, similar to a contingency fund created to deal with an unexpected economic crisis, can be used to ensure conditional indexation is 100% and to reduce our pension plan contributions.

In June 2017, after the OTPP audited statement was completed, the funding valuation was filed by both teacher and government partners. This funding valuation of our teachers’ pension plan must occur at least once every three years, although it is possible to file for a funding valuation within that time frame. The partners agreed to return to the pre-economic crisis percentage of pension contributions effective January 1, 2018. During the 2013 economic crisis, contribution rates were increased to 11.5% for the first \$52,000 as per the CPP yearly maximum pensionable earnings (YMPE) and to 13.1% for salary beyond the YMPE amount.

As a result of the pension surplus in 2017, effective January 1, 2018 contributions made by both the teachers and the government, were lowered to 10.4% on the first \$55,900. (YMPE) and to 12% beyond those earnings. Simply put, contribution amounts have been reduced resulting in an annual savings of 1.1% for both the government and for teachers.

Partners (50% shared)	2016 Contributions	2017 Contributions	2018 Contributions (new rates)	2018 1.1% savings in contributions
Teachers (incl. all admin, senior admin, and MoE employees)	\$1.6815 B	\$1.6925 B	\$1.583 B	\$109 million
Provincial Government	\$1.6815 B	\$1.6925 B	\$ 1.583B	\$109 million
Total	\$3.363Billion	\$3.385 Billion	\$3.166 Billion	\$219 million

The value of our OTPP pension plan, as of June 30, 2019, was \$201.4 billion. Considering however that this pension is obligated to pay retirement benefits to members for over 30 years, \$201M is not an exorbitant amount.

There are currently **185,00 active members contributing to the OTPP** and **142,000 retired members collecting these benefits. The ratio of contributing members to members collecting benefits is 1.3:1.**

Less than a decade ago there were 95 pensioners over the age of 100. That number has increased by 40% and today there are 133 individuals over the age of 100 receiving a pension from the OTPP.

Teachers are living longer and it is expected that teachers will receive a pension for 32 years on average. A longer life expectancy does, in fact, put additional stress and increased liability on the OTPP. However, the average age of retirement has also increased to age 59, which decreases OTPP liabilities.

In summary, we await the New Year and the OTPP 2019 report and look forward to optimum performance results.

- during administrative meetings
- for student activities AND not-for-profit school-related fundraising purposes
- during inclement weather periods

The **Entandem** license (formally SO-CAN) allows YCDSB schools to publicly perform and play music by means of performers in person or recorded music without the need for a separate performing rights license if the performance is:
By teachers, students or other staff of the

school
On school grounds
For educational purposes
The Entandem license **does not** :
Cover public performances by third parties or by those who are not students, teachers or school personnel
Cover publicly performed music in a school or in school rooms that have been permitted or loaned to a third party
Cover dramatic performances or any opera, operetta, musical comedy, play or such production

These items can also be found in the System Memo from Curriculum dated November 29th 2019.
Finally I would like to give a shout out to Daniel LaGamba, Coordinator of Elementary Programs: Curriculum & Assessment and Rita Campitelli, Coordinator of Secondary Programs: Curriculum & Assessment, who are amazing resources for members who may have questions regarding Copyright and Fair Dealing.

Health and Safety Activist Award Winner- Eric Longbotham Filomena Ferraro

The Toronto & York Region Labour Council, working in conjunction with Workers Health & Safety Centre, Central Ontario Building Trades Council and Injured Workers Consultants holds an annual Dinner to recognize the efforts of activists who have made a difference in the prevention of work-related injury & disease and the work of those who have led the struggle for justice and fair compensation for injured workers. This year we are proud that one of our own, Eric Longbotham was presented with this award. Eric was a member of our Joint Health and Safety Committee from 2004-2019. From 2004-2008 he held the position of OECTA Health and Safety Representative and from 2014-2019 he was the Co-chair. Eric worked tirelessly to address health and safety matters for all workers and his approach, knowledge and advocacy was respected by many. Congratulations Eric, you deserve this award.



OECTA@OFL: Snapshot - 2019 Ontario Federation of Labour Convention

Karen Ebanks - Recording Secretary

The Ontario Federation of Labour held it's 15th biennial convention November 25-29, 2019. The convention welcomed approximately 1000 delegates from unions and labour councils across the province. They were uniting to strategize on how to advance the rights of all workers in Ontario, to elect the OFL Executive and to provide the OFL with an action plan for the next 2 years. OECTA had a large delegation, 70 members strong.

141 resolutions, capturing a range of issues in labour, were submitted to the convention for consideration by the house. OECTA was a definitive presence on the floor speaking to resolutions of note. OECTA Past President, Ann Hawkins urged the house to oppose corporate for-profit child care. Huron Perth Elementary OECTA President, Laura Ennett, spoke about the importance of protecting the full-day Kindergarten model, with both a teacher and an early childhood educator in the classroom. OECTA Provincial Councillor, Diana Corazza, shared how increased privatization of public services is having a disproportionate impact on women. Kenora OECTA President, Leanne Davidson, spoke about the importance of investing in mental health services, and the struggles that ensue from the fear of being judged. OECTA Provincial 1st Vice President, Barb Dobrowolski, urged the house to oppose public funding of private education in Ontario. Victoria Lipinski-Pietrantonio of Hamilton-Wentworth OECTA spoke about being silenced after experiencing violence and encouraged the house to support improving public education by reducing violence in the classroom. OECTA Provincial 3rd Vice President, Anthony Rocchio, addressed teacher safety in the classroom and the right to be safe at work. I spoke about Environmental Justice for Racialized Low-Income and Indigenous Ontarians, and the right to clean water for all.

York OECTA Councillor, Michael Oyston, invited the house to wear Red for Ed. He spoke about the cuts to education and the very real impact these cuts are having in our classrooms and on our jobs. On November 26, our ETFO and OSSTF

brothers and sisters began job action with their first day of work-to-rule. OECTA Provincial President, Liz Stuart, spoke to the house to acknowledge the significance of this day, and passionately expressed support and solidarity. Her words were well-received by our ETFO and OSSTF brothers and sisters.



At each biennial convention, the Executive is elected to lead the Ontario Federation of Labour for a 2-year term. This year the positions of President and Vice-President were contested and an election was held. Patty Coates made history as the first woman ever to be elected to the position of President. She is joined by Vice-President Janice Folk-Dawson and Secretary-Treasurer Ahmad Gaied.

I attended the convention November 27 and 28. Here are some highlights of these 2 action-packed days...

On November 27, dozens of protesters headed to Ogden Junior Public School to greet the Minister of Education, Minister Stephen Lecce, who was there making an announcement about bully prevention, the day after ETFO and OSSTF began their job action. Later that same day hundreds of convention delegates braved the rain to participate in the Power of Many March to Queen's Park to oppose Premier Ford's cuts. Heads of Teachers Unions addressed

the protesters, including OECTA's Provincial President, Liz Stuart, who encouraged everyone to stand together and to send a clear message to Queen's Park - Cuts Hurt Kids. These systematic and measured efforts continue to be critical demonstrations in the fight to preserve the quality of Ontario's publicly-funded education system.

Former MP Olivia Chow, Co-Convenor of the Civil Human Rights Front, Figo Chan, and former Legislative Councillor of Hong Kong and Chair of the Democratic Party of Hong Kong Emily Lau spoke to attendees about the pursuit of Freedom, Democracy and Personal Safety. They shared that the Hong Kong protests have seen 4000 arrested, have involved 1 in 3 Hong Kong citizens, and have seen students being shot. In encouraging the house to stand in solidarity with the people of Hong Kong, Emily Lau advised the house to "have the courage of conviction to do what you think is right" and to "be eternally vigilant in safeguarding what you value." What would the

landscape of Ontario look like if 1 in 3 Ontarians weighed in, and had the courage of conviction to do what they thought was right?

Throughout the convention, the Ontario Federation of Labour recognizes members with various awards. Michelle Blais, member of Toronto Secondary Unit-OECTA received the Solidarity and Pride Activist award for her exemplary efforts to fight for human rights, equity and inclusion for 2SLGBTQI+ people. In her acceptance speech Michelle celebrated the gains that have been made to date, and recognized the extent of work that still needs to be done.

Guest speaker, MP Matthew Green of Hamilton Centre, inspired the house to embrace the Power of Many, and to recognize what we can accomplish if we work together. He asked the delegation to repeat "Je suis un militant" to awaken our internal activist to continue fighting for the betterment of all.

A panel on Legal Aid Cuts and Access to Justice stated that contrary to government messaging, legal aid cuts do not save money. They shared that without legal aid, cases may go unrepresented. They noted that these unrepresented cases take substantially longer in the judicial system, thereby increasing court costs. Lack of representation can cause an increased financial burden on hospitals or shelters or wherever some of our most vulnerable and marginalized citizens without access to legal aid may end up.

ronment. Another participant spoke about taking solutions to the climate emergency beyond our personal actions to social and political actions. Participants were encouraged to submit climate emergency resolutions to their union's annual general meetings to prioritize climate justice. For more information, please visit labour-council.ca/climate.

A forum on the *Burden of Occupational Disease* highlighted that the climate emergency is not separate from Health and Safety issues. They noted that there is a need to win back and to improve

is a Serial Killer.”

Convention delegates had the opportunity to debate and vote on the Ontario Federation of Labour's Action Plan for the next two years. The most contentious debate took place over whether or not a general strike is in order. Some delegates felt that now was the time to organize a province-wide strike, while other felt that we were not yet at that moment in time. One delegate asserted - “If the teachers pull the trigger, we should all be ready to go.”

The question shall be put - when we all get involved in the broader labour movement, unite to advance the rights of all workers, and are eternally vigilant in safeguarding what we value, what will solidarity look like in Ontario? “The people. United. Will never be defeated.”



The Refugee Next Door Campaign, through Labour Community Services, unpacked several myths about refugees, including: refugees are a risk to Canadian security (in actuality, refugees experience a rigorous security screening through the Canadian Security Intelligence Service); families of refugees become economically and socially dependent on Canada (in actuality, the income of employed refugees is on par with economic immigrants); refugees take advantage of the healthcare system (in actuality, the cost of healthcare for refugees and refugee claimants amounts to just 10% of that of other Canadians). Delegates were encouraged to connect with an organization serving refugees, such as the Canadian Council for Refugees or the Ontario Council of Agencies Serving Immigrants, to learn more.

the toxic use reduction laws that have been canceled by the current provincial government. They stated that online information and videos are **not** the type of training we envision for workers. Natasha Luckhardt, creator of the documentary “Town of Widows”, shared her journey when researching how workers and their families in Peterborough were impacted by the General Electric plant, which operated there for over a century. Janice Martell, Founder of the McIntyre Powder Project - “Occupational Disease



Toronto and York Region Labour Council hosted a Climate Caucus to a packed room. We were privileged to hear official greetings from an Indigenous unionized worker who opened the caucus. One participant introduced himself as “the bad guy” because he worked on pipelines, and expressed that more information needs to be shared to gain a fuller understanding of the impact of pipelines on the envi-



Cellphone Ban and Policy 311 - Digital Discipleship

Michael Oyston - YCT OECTA Counsellor

On November 4, 2019, the province's new cell phone ban came into effect and you have probably noticed that it has had zero to little effect on your classroom routines. As educators, we have established practices that guide student use of electronic devices in the classroom. It was clear from the outset that this policy announcement was designed to influence the public and the perception that the Ford Government was looking out for kids. As educators, we have been managing devices in our classes for years and adapting our classroom practices to meet the emerging trends of electronics in the classroom.

words, if you are working on a design project with your students and create the next million-dollar app, don't expect to make any profit from it. The board will thank you, tweet your picture, and then proceed to own, and profit from any funds generated from, the product. Keep in mind that similar ownership also pertains to any lessons or resources you create using board resources. If you are using @ycdsb.ca or @ycdsbk12.ca domains to create products, they will belong to the board.

In terms of a direct impact on classroom instruction, the new policy indicates that before using technology for a lesson, it is

from their assigned tasks. Ensuring that students have been given clear direction about what the internet and their devices should be used for and how it relates to the content, will save you headaches down the road. In addition to clearly outlining for students what they need the internet for, the policy also states that, "Prior to permitting students to use the internet as part of an ongoing lesson, the teacher should ensure that there is clear written instruction outlining the goal for such a use and that the students understand the parameters." In other words, ensure that your lesson plans indicate what the technology is being used for and that students receive that message.

"...educators should not be confiscating devices from students if there are issues of non-compliance with teacher requests"

What does impact educators, however, is the YCDSB's new Digital Discipleship Policy ([Policy 311 - Digital Discipleship - Student use of Technology](#)). The policy outlines for educators the rationale in which electronic devices may be used in schools. Specifically, it states that devices may be used by students for the following reasons:

1. For health and medical purposes
2. To support special education needs
3. For educational purposes, as directed by an educator.

Number three above is the area that will have the greatest impact on your classrooms and will be an area where you have already established the parameters in which you have allowed students to access personal electronic devices.

One interesting inclusion is the addition of section 3.12 of the policy which reads, "Students accessing technology and resources understand that the Board retains ownership of intellectual property, where the Board's resources or expertise are used to create a product or practice that may have commercial significance." In other

the responsibility of the teacher, "To link the use of the internet and related applications such as interactive websites and social media groups to ongoing coursework, unit plans and curriculum-related learning." The wording in this section of the policy indicates that the idea of "free time on computers" really isn't something that we should include in our lessons. When



students are online or using devices, the content they are accessing should be directly linked to curriculum expectations. As educators, we already know this, but we also know that students will wander

The Annual Technology Consent Form includes information not found in this new policy. This is the form which is signed by students and parents each year and outlines acceptable use of electronic devices by students. The annual consent form allows for teachers to confiscate devices and not assume responsibility for the devices if they become damaged or lost while in the teacher's possession. This is not made explicitly clear in the new policy document. **As such, educators should not be confiscating devices from students if there are issues of non-compliance with teacher requests.** Teachers should ask that devices be put away if students are using them when they are not supposed to be doing so. If non-compliance continues conduct reports should be completed and the students should be directed to administration.

Although the administration should be reviewing all policies with the staff, we as educators are responsible for being familiar with board policies. Please ensure that you take the time to read and familiarize yourself with policies that can have a direct impact on your classroom routines and practices.

An Update from Your OTR Anna Polisco

The last four months have been busy but very rewarding as I attended meetings and assisted members with staffing, sick and maternity leave, SFE issues as well as other matters to support Occasional Teachers. It gratifies me to announce that 14 members signed up for the **OT Committee**. They are *Maureen Atcheson, Teresa Carvalho, Marisa Dametto, Destiny Pimentel DeFaria, Daniel Fiore, John Fitzpatrick, Loredana Foti, Amanda Gervasi, Patricia Graham, Gabriella Maia, Maria Santella, Vito Totino, Franca Vescio, Sarah Welk*. We already had two very productive meetings where committee members brought forward a number of issues for discussion - some of which were resolved with ease. Other issues were noted for discussion at our liaison meeting with the board, or placed on the list of issues to be brought forward during bargaining priorities. If you encounter any of the OT Committee members on your day to day journey at the different schools, please introduce yourself, and let us know if you have any suggestions or concerns. We are all here to look out for you and to help enrich your experience as an occasional teacher.

A record 18 members also signed up for the **OT Bargaining Committee**. After considering members at large as well as from the OT Committee, the elementary and secondary panels, members with daily and LTO experience, newer and experienced members, as well as member involvement, the OT Committee recommended names for the Bargaining Committee to be approved at the next Executive Meeting. In the new year we hope to hit the ground running with a bargaining survey and OT information meetings to prepare for local bargaining.

We took note and adopted the York Unit motto of giving back to our members, and a number of OTs won Marlies tickets for attending different committee and union meetings. We had mix reviews regarding the Marlies tickets, but we are mindful of our OT budget and all the changes happening during this year of integration, and we thought it prudent to start out small. However, the executive recently approved an OT PD Subsidy for Conferences as well as Blue Jays tickets for later in the year.

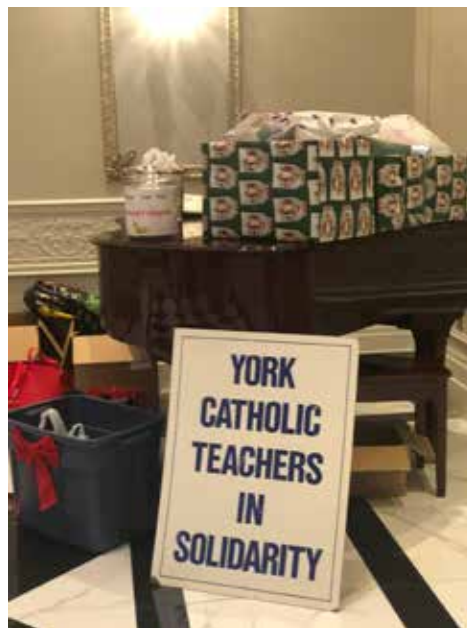
The OT PA Day at Cardinal Carter was well received with over 250 members attending, and it was lovely to meet so many of our members. The OT Commit-

tee is bringing a motion to the executive for an Interview workshop to be held in May 2020. We want to hear from you regarding any other opportunities or issues that you would like us to look into, case in point being one issue that a member of the OT Committee brought to our attention that resulted in an Action Directive that York Unit and the OT Representatives will bring to the OECA March 2020 AGM for consideration.

Lastly, with OECA filing for Conciliation we need your support and participation. I want to stress the importance of being proactive. To date, only 50% of OTs **activated their secure YCOT gmail** accounts, so if you didn't already do so, it is imperative for you to activate your account as this is the only way for you to receive pertinent Union and Bargaining information.

As always, 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!

Christmas Donations for Covenant House



Children's Christmas Party 2019



The tradition continues 32 years later! A very successful Children's Christmas Party took place on Saturday, December 7, 2019 at St. Elizabeth CHS.

Many children, grandchildren, nieces and nephews of York Unit members were in attendance. We invite you to join us next year at this annual event.





StrikeVote Rally: OT's Demand to be Heard Amidst Cuts

Marisa Dametto, Occasional Teacher

The last time I used thunder sticks, I was at a university football game. Students had gathered from all corners of the campus and alumni returned to their alma mater from far and wide for the event. Everyone donned the colours of the school with pride and a sense of unity as the crowd chanted cheers of support for the home team in unison. The stands were full, the energy was high and one thing was certain: this was going to be a tough battle.

On November 6, 2019, 900 Catholic permanent and occasional teachers from across York Region gathered at the Paradise Banquet Hall in Vaughan, Ontario to attend a Strike Rally and prepare for a battle of our own.

The rally was held ahead of the province-wide OECTA strike vote on November 12th and 13th, and was meant to inform teachers about the damaging cuts to education proposed by the provincial government that would adversely affect working and learning conditions in schools.

Thundersticks in hand, sporting Red For Ed t-shirts and chanting cheers opposing these cuts, teachers heard this message loud and clear. More importantly, they were ready to act, as they delivered a strong strike mandate at 97.1% of the membership in favour of job action.

I wish I could say this number is surprising. In my sixth year of teaching, at my eighth school as a long-term occasional teacher, many of the realities of these potential cuts hit close to home.

In her speech at the rally, York Unit President, Filomena Ferraro, shared that even though our board saw an increase in student enrolment, the number of teachers decreased due to the government cuts: "Occasional Teachers will have to wait longer for a permanent job and we have already seen a decrease in the number of LTO positions, and OTs have to wait longer to be added to the LTO list."

As a new teacher, the prognosis is not looking good. These cuts are devastating



to the livelihood of young teachers who are trying to establish a career after six years of post-secondary education and training, only to be shuffled around from school to school in LTOs for another six to 10 years or more.

Does the Minister of Education, Steven Lecce, have facts and figures on how this shuffling alone affects student and teacher wellbeing, as occasional teachers juggle new subject curriculum and grade levels, new supplementary programming and extracurriculars at new schools every few months? All of these issues are in addition to the more publicly visible ramifications of the cuts, including increasing class sizes and a reduction in special education services, among others.

There are approximately 1200 occasional teachers out of a total of approximately 4400 instructional staff at the York Catholic District School Board alone. If 27% or roughly one-quarter of teachers in the board are occasional, then occasional teachers are well aware of the challenges students and teachers are already facing in classrooms across York Region. Why? Because we've probably been to all of them. It's simple: you can't do more with less.

While this battle is a daunting one, it is one worth fighting for, and the strike vote said it all. Occasional and permanent teachers alike will stand in solidarity to protect the quality of education in our schools, thunder sticks in hand. **It's about to get loud.**

Why I voted YES to a Strike Mandate

Anthony Perrotta, Toronto OECTA Member

97.1% OECTA STRIKE VOTE

Why I voted Yes

This morning, Ontario Minister of Education Stephen Lecce is visiting the school in which I proudly teach. This comes at a time when all Ontario teacher unions are at a crossroads with the bargaining process, have held overly successful Strike votes and have been placed within a maze of displacing rhetoric from the Minister who readily holds press conferences about his commitment to students and their families all while cultivating a culture of divisiveness during the bargaining process. As Minister Lecce, my very own MPP, visits my school community today, I stand firmly in my advocacy for publicly funded education both as a teacher and parent.

Importantly, as an OECTA member, last week I voted YES in response to the Association's call for a strike vote mandate. This mandate is one of pressing urgency as the Ford government machine continues to dismantle the legacy of a world-renowned Ontario education system. I voted YES in response to a government and Minister who clearly views teachers as expendable pawns and professes "modernizing education" without a critical understanding of what newly implemented policies mean for learners and their families. Importantly, the education system is being led by someone who is not an educator and who does not truly know the realities of the everyday publicly funded school system. This system is layered and schooling is so much more than curriculum.

As a teacher of 15 years, it's hard pressed of me not to look at this situa-

tion from a biased lens. Of course, I am concerned about job security, benefits and income. Who wouldn't be? Like so many Ontarians, I have a family and children to care for and I've worked incredibly hard to evolve into a proficient, diverse and pedagogically grounded educator with rich experience.

However, my advocacy is very much about education itself. I believe in being a life-long professional learner and work exhaustively to provide students with the very best educational experience possible in and outside of the classroom – this includes curricular and everything else that enriches a students' schooling experience in a positive way. This means, I understand that we can always do better but also urgently know that our Ontario education system is not broken. It is modern. Great work is being done by teachers and so many other positive stakeholders.

Looking back to the Rally for Education at Queen's Park on April 6, I attended not just as a teacher but parent of two elementary school-aged children and as a taxpayer. I rallied then for the same reason I voted YES last week. It was my stand against a disconnected government that does not value or understand the depth of the world-class education system we have in Ontario. Whether it be Public, French or Catholic, Ontario education is recognized as a world leader and that can't be disputed by any person who is truly informed. Again, of course we can always do better and evolve. However, our system is not broken.

Reflecting on my YES, it's one that I share with pronunciation as Minister Lecce visits my school community today. During the critical time in which OECTA filed for conciliation due to the Minister's dismissal of the government's bargaining team and overall lack of bargaining etiquette, the school setting is now being used for what can understandably be perceived as politicized gain. Although, it can be argued and valued that such a visit is positive as it's a celebration of both student learning and teachers' meaningful work, the timing for OECTA members brings discomfort.

This is the emptiness of it all. From all the positive words said about teachers and education on Twitter or Instagram, the failure to meaningfully act at the bargaining table, illustrates the hypocrisy of today's visit.

You can't celebrate great learning if you're not willing to meaningfully be a partner in ensuring that students will have access to courses of interest (electives in high school), be in a classroom with a constructive teacher – student ratio, fund programming for the most vulnerable learners, adequately fund parent-engagement groups and eliminate mandatory eLearning (not simply lower the threshold).

Today is a curious day. Today is an awkward day. Today, I share that I voted YES. I don't want to strike but will if it means advocating for my students, my profession and my own children.

ANNOUNCEMENTS



BIRTHS AND ADOPTIONS

Andrew Chun, teacher at St. Joseph-Markham on the birth of his daughter Angela.

Alissa De Thomasis, teacher at Fr. Bresnani CHS and Richard De Thomasis, teacher at St. Clement on the birth of their daughter Avery.

Joe DiNunzio, teacher at St. Robert CHS on the birth of his son Gabriel.

Josephine Gabriel, teacher at OLA, on the birth of her twins Gioia and Marco.

Sara Game, teacher at St. Bernadette and Mark McCusker, teacher at San Lorenzo Ruiz on the birth of their son.

Sandra Grossi, teacher at OLF on the birth of her son Mateo.

Leah Iacurti, teacher at St. Robert CHS on the birth of her son James.

Melissa Mazzone, teacher at Fr. John Kelly on the birth of her daughter Madison.

Marilyn Seca, teacher at St. Marguerite d'Youville, on the birth of her daughter Solyana.

Gabriela Serbu, teacher at Holy Cross CHS on the birth of her son Alexander.

Mike Spensieri, teacher at Jean Vanier CHS on the birth of his son Leonardo.

CONDOLENCES & SYMPATHY

Condolences to the Mudge family on the death of Sara Mudge, teacher librarian at Prince of Peace and St. Thomas Aquinas

Eleanora Aresta, teacher at St. Gabriel the Archangel on the death of her uncle. Catherine Barrett, teacher at St. Nicholas on the death of her uncle.

Amanda China, teacher at Fr. John Kelly on the death of her mother.

Vanessa de Sousa, teacher at Guardian Angels on the death of her grandfather.

Edna Di Falco, teacher at St. Stephen and Treasurer on the York Unit Executive, on the death of her father-in-law.

Lisa Di Sera, teacher at Good Shepherd on her father.

Cristina Fantauzzi, teacher at Fr. M. McGivney CHS and Marc Fantauzzi, teacher at St. Joan of Arc CHS on the death of their grandfather.

Fabiana Faria, teacher at St. Cecilia, on the death of her uncle.

Nora FitzGerald, teacher at St. Matthew & St. John XXIII on the death of her father.

Lucia Gennaro, teacher at Guardian Angels on the death of her father.

Erin Geraghty, teacher at Sr. R. Scott on the death of her father.

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

Fiorina Gregoris, teacher at St. Jean de Brebeuf CHS on the death of her father.



Nella Macciacchera, teacher at St. Mary Immaculate on the death of her mother-in-law.

Rosanna Manzerra, teacher at Cardinal Carter CHS on the death of her father. Gisella Mirarchi, teacher at St. Clement and Giovanni Mirarchi, teacher at St. Jean de Brebeuf CHS on the death of their grandfather.

Daniela Nalli, teacher at Cardinal Carter CHS on the death of her mother.

Michael Oyston, teacher at St. Augustine CHS and Councillor on the York Unit Executive, on the death of his father-in-law.

Carole Peterson, teacher at St. Elizabeth Seton on the death of her father-in-law.

Flora Pupo, teacher at St. David on the death of her mother.

Jennifer Rock, teacher at Guardian Angels on the death of her uncle.

Loredana Scocco, teacher at St. Charles Garnier on the death of her uncle.

Susan Tomei, teacher at Divine Mercy on the death of her mother.

Rosa Tymkow, teacher at San Lorenzo Ruiz on the death of her mother-in-law.

Josephine Venditti, teacher at St. Peter on the death of her father.

What would you cross off your bucket list if you had an extra \$10,000 in your pocket? Enter OTIP's bucket list contest and you could win the chance to make that dream come true with \$10,000 cash! Enter today: <https://bit.ly/2Mlvq4o> Restrictions apply. #OTIPupdate

