

AGM 2019

YORK CATHOLIC TEACHERS



The Sentinel

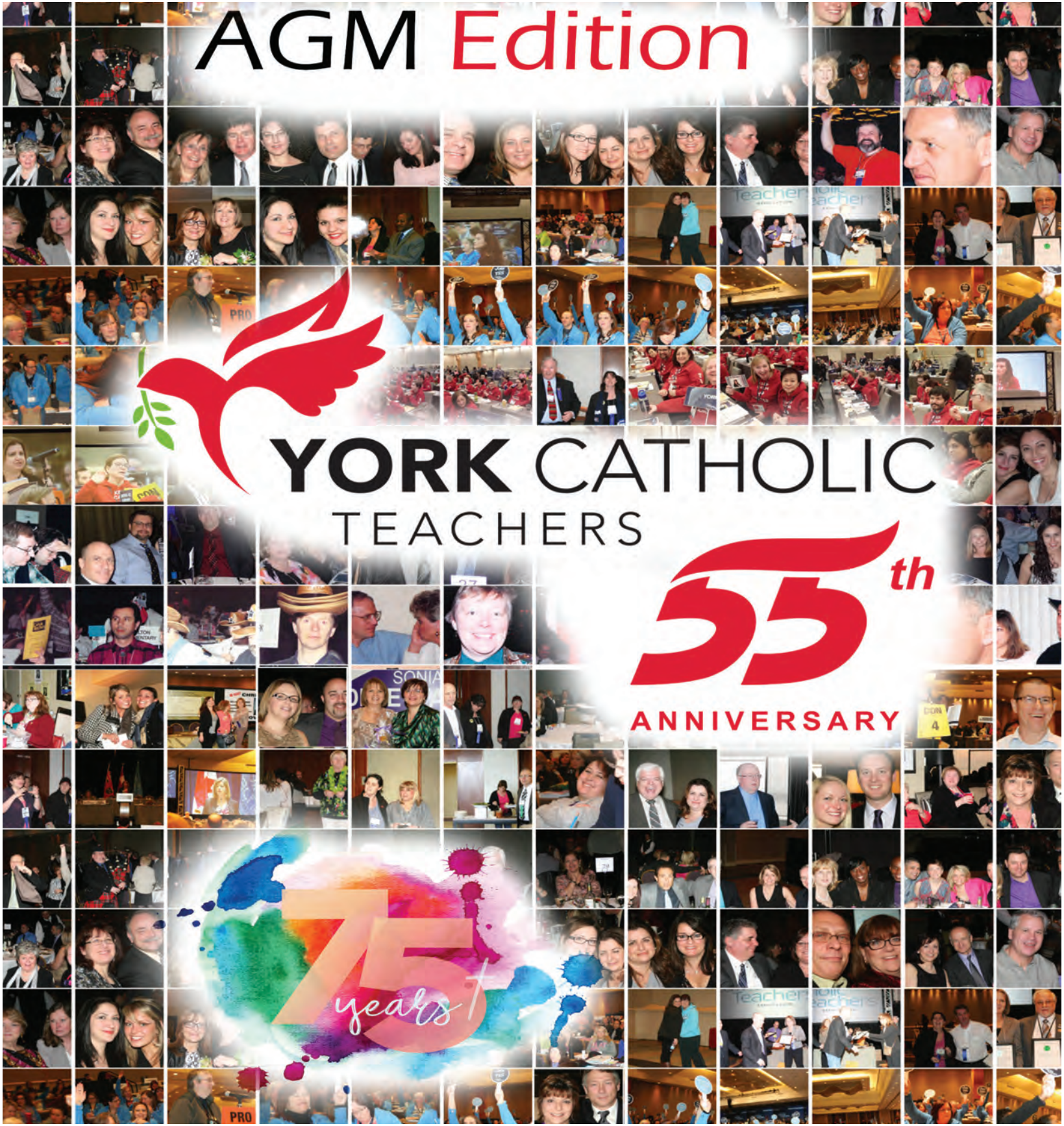
AGM Edition



YORK CATHOLIC TEACHERS

55th

ANNIVERSARY



What is the Government's Plan for Publicly Funded Education?

Filomena Ferraro, President YCT and Nina March, President HEU

In the fall of 2018 the government held a public consultation on education. That consultation asked parents to comment on matters of curriculum content and also to provide input into Premier Ford's promise of a Parents' Bill of Rights. At that time, the government also released the *2019-20 Education Funding Guide*. You may recall that an email was sent to all members to participate in the most recent online public consultation by December 14, 2018. On the same day that consultations closed the government announced cuts to EPO grants across the province totaling \$25 million. This begs the question, "Is the government truly looking for public opinion and recommendation on education, or does the government already have a plan for publicly funded education in the province of Ontario?"

In conjunction with the above mentioned report and online public consultations, the government released a line-by-line review of all government spending in a document titled, *Managing Transformation-A Modernization Action Plan for Ontario*, developed by Ernst and Young LLP. The information presented in the documents only reflect expenditure and does not consider revenue opportunities or conduct any cost benefit analysis. Rather, in accordance with its title, the government provides examples of how to "transform and modernize" government spending. Based on the examples provided the document is clearly a manifesto for the privatization of public services.

The future direction of education, according to the government, can be understood in the section called, *A framework for better public finance management*. This

section outlines renewing funding models for major programs, specifically referencing health care, social services and education. Page 23 of the report states that, "Governments around the world are moving towards alternate arrangements for funding, including tying funding to the achievement of outcomes, and to providing funding to individuals, who can then choose their service providers through a form of market activity and discipline." It is clear that the government is using this document, *Managing Transformation-A Modernization Action Plan for Ontario*, to guide education funding as it is also referenced in the *2019-20 Education Funding Guide*.

What does this mean for our education system? The *2019-20 Education Funding Guide* makes reference to efficient price setting, outcome-based funding and models, accountability and value-for-money, so it would appear that a private sector approach to funding education is in the cards. The government may consider the introduction of a voucher system which would result in the redirection of tax dollars, meant for publicly funded education, to private schools.

It also means funding schools based on their achievement outcomes, or an Ontario version of the Orwellian-named US program 'no child left behind'. This approach rewards schools that perform well on standardized tests with additional funding, and removes funding from schools that do not perform well, punishing those who are most in need of additional resources. In order to understand the effects of a voucher system, charter schools and outcomes-based funding, we need to look to the USA. American governments have used these

systems for 20 years and it has resulted, due to lack of funding, in poor quality education for the most marginalized children. These programs have starved the public system by placing control of education into the hands of large corporations like Pearson Publishing.

This "privatization" approach could also mean the introduction of a charter school system. This is a system that allows corporations or groups of individuals to write a school charter indicating the specialty focus of the school, and the type of student it will serve. It is funded by tax dollars, further redirecting monies away from the general student population and exacerbating existing financial challenges.

Voucher systems, outcomes-based funding and charter schools each have the same result, the defunding of our public education system. This defunding will also create increased barriers to equitable access to quality education for the most marginalized members of our communities.

If Ford is looking for justification to move forward on a "USA style" of education he will justify it under the guise of public consultation, a Parent's Bill of Rights, legal reports and continuing the narrative of finding "efficiencies" to reduce the province's \$15 billion deficit.

The fact of the matter is that parents, in urban areas like York Region and the City of Toronto, already have plenty of choice. The public system is rife with all kinds of specialty programs including AP, IB, RAP, French Immersion and sports schools. Currently these programs are fully funded by the government which makes them ac-

cessible and equitable for all. Is it the intent of the government to find “efficiencies” by cutting funding from the education system and offering these and similar programs under a “private” system?

The introduction of the *2019-20 Education Funding Guide* clearly calls on education partners and school boards to improve accountability and to find “efficiencies,” in other words, cuts! The government states in the report that it “is committed to improving accountability and making efficient and effective use of taxpayers’ dollars” (page 3). During the election campaign, the PC Party, under the leadership of Doug Ford, stated that savings equivalent to four cents on every dollar must be made. This would mean a 1 billion dollar cut to education. Although this amount is not mentioned in the report, we cannot ignore what was said during the election and the changes that have already transpired since this government took office.

Teachers are parents too. Please ask yourself, “Is this proposed system the system I want for my

child(ren), my grandchild(ren), my students in the province of Ontario? Do I want an American style education system?” We need to tell the government, and our local MPPs, that any education bill of rights must be based on the right to have equitable access to quality education in a publicly funded system and funded properly, by tax dollars, in order to provide adequate resources to our students.

Since this paper was first authored, the Government has issued two additional consultation papers, the content of which is very concerning. The government is using the papers as a platform to introduce discussions which are taking place between employer and employee groups as part of the collective bargaining process. It appears that this government may be attempting to bargain in the court of public opinion, using the media as its vehicle. If so, this is completely inappropriate. Collective bargaining is a confidential process and public sector contracts are only made public after they have been ratified. One of the papers indicates that “efficiencies” in Education could be reached through a

review of primary class size caps (Kindergarten - Gr. 3). So far this has garnered much criticism from the public education sectors and in the media.

The other consultation focusses on Regulation 274, Fair Hiring. Reg 274 forces school boards to use a prescriptive and transparent process to hire qualified teachers to permanent positions as well as to the Long Term Occasional List and to Daily OT Roster. This process incorporates the notion that board specific teaching experience, performance appraisals, qualifications and seniority are critical and concrete factors in hiring. Revoking Bill 274 will once again empower school boards the ability to engage in a nepotistic hiring process. These “efficiencies” have the potential of becoming the starting point of this government’s roadmap to the privatization of our world-class publicly funded education system.



Above: Protesting cuts to education with OSSTF
Background: Our picket line in front of the YCDSB 1997

Provincial Government's New Environmental Plan: Are we really moving forward?



Filomena Ferraro, President

In November 2018, the provincial government released their environmental plan titled, *Preserving and Protecting our Environment for Future Generations: A Made-in-Ontario Environment Plan*. The fifty-three-page plan replaces the previous government's Cap and Trade/Carbon tax policies. This is not, however, the Progressive Conservatives initial release of their vision for the environmental portfolio. As many will recall, shortly after coming into power, Doug Ford began to instill his view on the future direction of the environmental portfolio when he renamed the Ministry of the Environment and Climate Change to the Ministry of the Environment, Conservation and Parks and dropped the words "climate change". This new plan released by the government indicates that there are many more changes in store for in regards to environmental issues in Ontario.

Although the plan is a lengthy fifty-three pages, it seems to me that there is very little substance to the report and rather, uses many "motherhood and apple pie statements". The purpose of the plan is to ensure the government's objective to balance a healthy environment with a healthy economy, with a review of its effectiveness every four years. It would appear that the recommendations are based on results of 8000 responses

through an online portal, however, it doesn't seem like this important public consultation tool was widely advertised by the government.

In reading the report, it is clear that there is much repetition with multiple references to a few concepts including:

- the work of the previous governments with respect to the closing of coal plants in Ontario. It praises the initiative by saying that Ontario has become a leader in the reduction of pollutants such as nitrogen dioxide, sulphur dioxide, mercury and particulate matter. Where in reality, much of the work had been done by the Liberal government;
- the strong message that true environmentalism begins with a sense of civic responsibility and actions conducted at home;
- how the provincial government must work with municipal governments on developing climate and energy plans, managing residential waste, taking strong action on those who illegally dump waste, but yet there is little detail as to how they are going to work together;
- how pollution in our air and water increases costs in our lives and therefore an online platform for reporting incidents will be created that will allow photos or video to be submitted as well as reporting an incident by email, phone or through an app and that violators will be fined;
- how many successful initiatives shared throughout the plan are from environmental groups and industry; and
- increasing the availability and accessibility of information on energy and water

consumption, so that households, businesses and governments know their use of energy. This initiative will be called the Green Button data standard.

The government also proposes to conduct province-wide climate change impact assessments to provide a detailed analysis of the risks, vulnerabilities and overall impact of climate change on key economic sectors. It goes on to say that Ontarians may benefit from the development of user-friendly online tools that make practical climate change impact information available for the public and private sector. The plan also includes working with the real estate and insurance industries to raise awareness among homeowners about the increased risk of flooding, modernizing the Building Code to better equip homes and buildings to better withstand extreme weather and the adoption of cost-effective energy efficiencies measures, review the Municipal Disaster Recovery Assistance program, and consult on tax policy options to support homeowners in protecting their homes against weather. On the surface, this all seems wonderful and there is merit in educating the public on how to combat climate change and environmental issues in the province, however, this plan falls short of explaining the role of the government in facilitating, funding and coordinating such plan.

The government claims Ontario will reduce its emissions by 30% below 2005 levels by 2030 however, page 23 of the plan states that “the actual reductions achieved will depend on how actions identified in our plan are finalized based on feedback we get from businesses and communities”. Estimated reductions are based on the uptake of low carbon vehicles, regulated industry emissions of greenhouse gas emissions, increasing the ethanol content in gasoline for cleaner fuel, natural gas conservation,

contributing to Ontario Carbon Trust to help industries invest in clean technology, converting food and organic waste to energy and innovation. This goal is not totally dependent on government but how industry and individuals behave. The government also plans to launch an emission reduction fund called the Ontario Carbon Trust and hold a private auction to encourage private investment in clean technology solutions. Ontario will commit \$400 million in funding over 4 years to run the program which will complement penalties paid into the Ontario Carbon Trust by polluters. The funds will be generated through a Green Bonds program. There is further mention of other potential funding that is based on hypothecs of programs and possibilities of monies invested by industry which will be monitored by an independent board. What it fails to mention is whether it will be mandatory for industries to participate in any of these program policies. Furthermore, it would seem that funding is highly dependent on fine amounts to industries that pollute, and no funding commitment from the government.

Additional interesting points mentioned in the report include the following:

1. Ontario will establish an official day focused on cleanup of litter in Ontario, coordinated with schools, municipalities and businesses;
2. The report calls for the federal government to develop a plan to reduce plastic waste and address the recyclability and labelling of plastic products and packaging to reduce the cost of recycling in Ontario;
3. New initiatives should be created for the development and cleanup of contaminated lands in Ontario to put them back into good use, and allow for the safe use of excess soil;
4. Ensure new compostable packaging materials are

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Workplace Harassment vs Workplace Conflict

Mike Totten, 1st Vice President

Workplace Harassment:

- Defined by the Ontario Occupational Health and Safety Act(OHSA) as “engaging in a course of vexatious comment or conduct against a worker in a workplace that is known or ought reasonably to be known to be unwelcome.
- It comprises objectionable act(s), comment(s) or display(s) that demean, belittle, or cause personal humiliation or embarrassment, and any act of intimidation or threat.
- It also includes harassment within the meaning of the *Canadian Human Rights Act* (i.e. based on race, national or ethnic origin, colour, religion, age, sex, sexual orientation, marital status, family status, disability and pardoned conviction).
- Essentially, the definition of harassment means that **more than one act or event is needed** in order to constitute harassment and that taken individually, this act or event need not constitute harassment. It is the repetition that generates the harassment.
- In other words, harassment consists of repeated and persistent behaviours towards an individual to torment, undermine, frustrate or provoke a reaction from that person. It is a behaviour that with persistence, pressures, frightens, intimidates or incapacitates another person. Each behaviour viewed individually may seem inoffensive; it is the synergy and repetitive characteristic of the behaviours that produce harmful effects.

- However, **one single incident** can constitute harassment when it is demonstrated that it is **severe** and has a **significant and lasting impact** on the complainant(i.e sexual harassment)
- If each element above is not present in the case or cannot be proven, there will not likely be findings of harassment.
- Usually on-going

anyone involved.

- This can usually be resolved between the two individuals with some assistance and does not need to escalate.

If the issue you are reporting to your principal is workplace conflict, you still have an obligation, under the Teacher’s Profession Act, to let the other member know you have made an adverse report.



Workplace Conflict:

- A normal, acceptable part of life and human interaction and is often now avoidable because we work with people of varying personalities and communication styles.
- The focus is usually caused by differences of opinion.
- It often is the result of poor communication or an individual’s inability to control their emotions.
- Initially, an isolated incident or may happen on occasion but it is not an ongoing situation that is physically or emotionally damaging to

If the issue you are reporting to your principal could be workplace harassment because you feel unsafe or it was sexual in nature, there is no obligation to the other member to let them know you have made this complaint.

We suggest that when issues arise with another colleague, you phone the Unit Office, before speaking with your administrator or the employer, for assistance in dealing with the issues so we can assist in having you resolve it in the most appropriate way.

*Provincial Government...
continued from page 5*

accepted by existing and emerging green bin programs and increase the use of blue bins; and,

5. Commitment to protecting the Greenbelt for future generations.

At the end of the report, there is mention that in the coming months the government will continue to consult with the public and engage with Indigenous communities, establish an advisory panel on

sition plan when General Motors announced the closure of its Oshawa plant. It would seem that the government does not feel they have a role to play in this matter. The role, or lack thereof, of the government, is evident in the plan as it puts the onus on individuals and industries to commit and pay for the government's initiatives. The success of this plan is based mostly on private money.

Many environmental groups are challenging the sincerity of this report. There are concerns that it

“The government had a golden opportunity to create a just transition plan when General Motors announced the closure of its Oshawa plant.”

climate change, begin implanting priority initiatives and measure and report on progress.

The tone of this report is problematic. Although the concepts may be right, it lacks details on how the government will fulfill the plan. Also, there is no mention of a green job creation plan. Where is a just transition plan? A green transition plan can only work if all stakeholders work together, adopting a greener economy in the workplace will necessitate the need for the re-training of employees and the realignment of job profiles. A well thought out plan should include the use of new energy sources that will reduce our carbon footprint and create jobs in the process or in the “just transition” from using non-renewable to renewable energy sources. Businesses will train existing workers on new and better ways to do business. This transition plan will result in job growth while addressing issues of climate change and environmental concerns.

The government had a golden opportunity to create a just tran-

could annihilate Ontario's environmental regulations, contaminate drinking water and open up the protected Greenbelt to mega-industrial development. During the election, Ford was caught on tape promising developers he would open up the protected Greenbelt for development but backtracked the next day after public outrage. With respect to the relevance of this plan on education and our school buildings, as we know, the government cancelled \$100 million in school repairs upon the cancellation of the Cap and Trade program. Schools were to benefit from the monies generated through the cancelled program. In this plan, schools are not even mentioned as a beneficiary of the monies collected through the new Ontario Carbon Trust program. The only time education is mentioned is in the context of changing curriculum to give students a better understanding on how to protect our environment and providing volunteer hours for students who clean up parks, a practice which already exists in

our schools.

Also concerning, is the government's move to “upload” the responsibility for Toronto Transit Commission (TTC) subway infrastructure from the City of Toronto to Ontario and justifying the takeover under the disguise of concern for the environment. What is this takeover really about? The government has committed \$5 billion towards expanding subways, relief lines and GO transit. The fact that the Premier is willing to invest monies in subways should not be a surprise to taxpayers and especially residents in the City of Toronto.

Ontario is in many ways, leading in Environmental and Climate change initiatives due to the previous Liberal government's policies but the report is trying to say that it is now up to us as individuals and industries to continue the work. If the government does not lead on this matter all that has been achieved will be lost. Although the government does mention committing monies to many initiatives mentioned throughout the plan, what is clear is that industry must “buy into” the government's views. What happens to the plan if they don't? A government that bases their policies on a healthy economy has failed to propose a just transition and green jobs plan in this report. We expect more from our government. They need to realize there are no jobs on a dead planet.

Comments, ideas and suggestions on the actions and initiatives in Ontario's environment plan can be made on the [Environment Registry](#). I recommend that you read the plan and provide your input on this registry. We are all stewards of the planet and we all have a responsibility to protect this planet for future generations.

Teachers Need Time for Self-Care Too

Diana Corazza, Recording Secretary

We have officially made it through the half-way point in the school year! Exams and final marks have been completed at the secondary level and term 1 report cards have gone home. This is also the time of year when the weather is cold and unpredictable, buses get cancelled, students get cabin fever, marking starts to pile up again and things we used to do outside of work may fall by the wayside. This is also a time when many of us may feel stressed, tired and wonder where is the work-life balance has gone. This is not unique to new teachers who are learning to juggle all the demands of this profession. The challenge of finding work-life balance and dealing with stress is something that teachers face at all points of their career. The teaching profession has changed. There are a lot more expectations placed upon all teachers, with new initiatives from the board, changes to curriculum, the changing needs of our students, the rapidly evolving world of technology and the burden to do more with less. As teachers, we are hard-wired to always put our students' needs first. We spend countless hours prepping, marking, offering after-school help, coaching teams or clubs and engaging in professional development. All of this is wonderful and we know it helps our students to be successful and reach their full potential. However, in giving our all to others, we may neglect our own well-being and this can take a toll, both physically and mentally, with the stress sometimes being overwhelming. Teachers give to everyone around them and the concept of self-care may seem unachievable. However, when we talk about self-care, it doesn't necessarily mean a trip to the spa or a weekend up north. That is not always realistic. Self-care can be achieved with little changes in our everyday life.

- 1. Get some fresh air**
- 2. Make healthy food choices.**
- 3. Learn to say no**
- 4. Find a quiet space**
- 5. Do things that refresh and energize you**
- 6. Spend time with family and friends**
- 7. Read short passages from the Bible or pray the rosary**
- 8. Make a gratitude list**

Warning Signs of Burnout

It is sometimes difficult to recognize when we are overworked and possibly experiencing burnout. The warning signs include some of the following:

- 1. Low energy with increased difficulty to get through a school day;**
- 2. Withdrawing from opportunities for social engagement;**
- 3. Inability to focus or concentrate;**
- 4. Feelings of negativity and difficulty seeing the positive;**
- 5. Irritability, mood changes and difficulty regulating emotions;**
- 6. Difficulty sleeping;**
- 7. Not participating in activities that would ordinarily bring you joy.**

Most importantly, be kind to yourself. In today's society, finding work-life balance and managing stress is challenging for many and takes time to attain. If you feel that you are experiencing high levels of stress or burnout or you know someone who is, refer them to the Employee and Family Assistance Plan, a free and confidential resource where employees can access professional counselling services. When we take the time to put our needs first and make self-care a priority, we can be more present and better serve our students.

Collective Bargaining Committee



In preparation for the upcoming round of bargaining, the YCT Collective Bargaining Committee met after school on January 21, 2019 to set a plan moving forward. The first step included establishing timelines for the Joint Separate Vote and reviewing of the process for electronic voting. The committee examined old surveys and current issues in order to develop a new survey for our teachers.



Finally, the committee discussed the implications of the Tory announcements regarding publicly funded education, as released by the media, and the anticipation of what to expect at the OECTA provincial bargaining table. Thank you to the elementary and secondary teachers who serve on this committee: Filomena Ferraro, Edna DiFalco, Mike Totten, Patricia Chiarella, Greg Bolton, Heather Manassis, Diana Corazza, Reg Shepherd, Alison Misa, Andy Persad, Wendy Hofstatter, Walter Tersigni, Megan Bastian, Marylinda Lamarra and Jamal Warda.

Yes, YCT Members You Have Been Heard!

Julie Pauletig, Councillor & Release Officer

On the eve of Thursday, November 15, 2018 York Catholic teachers began to receive notification of the changes to benefits. News of the changes spread quickly and those members who had not yet received the update were quickly brought up to speed. Several questions surfaced including “What’s happening? How come? Why now? and Who decided what to cut?” We were all taken by surprise.

As is typical of YCT members when they need answers they go right to the source, and they do so without any coaxing. To get answers to these questions teachers began calling the representative of the ELHT. Emails were sent to both the local and provincial offices from teachers vehemently opposed to these changes. Members were surprised and alarmed that such drastic cuts were made without consultation. Members own the plan and therefore felt that there should have been prior notice, information, or a warning that these changes were coming and would take effect midyear. There was a lack of information. Furthermore, members felt they were not given a voice, as is done typically with bargaining matters through surveys or consultation. Input to determine changes to benefits that could be considered was not offered to the members at large.

Since that day staff representatives of the York Unit (release officers) visited over 40 schools to share additional information about the changes to benefits and to bring clarity to the decisions made by the trustees of the OECTA ELHT. The members of York Catholic understood that to further address their concerns these discussions would have to occur on the floor of the OECTA Annual General Meeting. Members later gathered at the Unit General Meeting to draft resolutions to present for debate at the AGM in the hope that they will be supported, and included in the OECTA handbook .

In summary, the resolutions call for: a clear and transparent annual report of the ELHT finances made available to all members; an investigation of the possibility of a member to purchase additional benefit coverage or LTD

enhancements on a cost recovery basis; an investigation of the possibility of purchasing LTD coverage for those ineligible under the OECTA LTD. Other lobbying efforts, in addition to those related to benefits include,

reviving the provincial Political Action Committee and calling upon the OTTP to promote the “buying back” of pension following a maternity leave.

These resolutions and many others from OECTA units across the province will be debated and voted upon at the upcoming 2019 AGM in Ottawa. We remain optimistic that the York resolutions will be supported.

Yes, York Catholic Teachers your voices have been heard and the delegates at AGM will deliver your message!



A Seat at the Table: OECTA's Diversity Advisory Board

By Karen Ebanks, Councillor

OECTA is committed to representing the diversity of us, its members. Our Association recognizes the importance of diverse perspectives being represented at its table, and wishes to support and enhance the participation of members from diverse backgrounds. This conversation is an important one as we prepare to move into the future, and what will hopefully be OECTA's next 75 years.

To that end, OECTA invited members to apply to serve on the 4-person Diversity Advisory Board. Their outreach was targeted to 4 diverse groups: members of colour, members with disabilities, FNMI members, and LGBTQ2I members. After some encouragement and much trepidation, I put my name forward for the member-of-colour position and was deeply honoured to be selected to

economic power and more. While I respect the efforts of our Association, the enormity of the task at hand is not lost on me. Knowing that comprehensive answers could not lie solely within our 4-person board, I am pleased that OECTA decided to survey our membership.

Many of our members from diverse backgrounds struggle to find a balance between blending in and standing out. Many of us are taught that it is impolite to notice difference. While we must focus on what unites us in order to stand together as unionists, it is imperative that we take a moment to acknowledge and recognize what makes us different. In doing so, we increase the likelihood that we will truly see and appreciate each other.

Sometimes we shy away from conversations around strained race re-

we are unsure of how our voices will be heard and our perspectives received. I thank our Association for providing us with a safe place to have these conversations.

To all our members of colour, members with disabilities, FNMI members, and LGBTQ2I members, I urge you to complete this survey. Its goal is to ascertain what OECTA can do to support and enhance your participation. The survey is expected to open in February and close in March, so please keep an eye out for your invitation to complete it. This is your opportunity to join in the conversation on how to further engage the diversity of our membership that is OECTA.

If you are not a member belonging to one of these groups but consider yourself to be an ally, your support is paramount. Please personally encourage any and all OECTA members you know across Ontario who self-identify as a member of any of these groups to complete this survey. It is time for our collective voices to be heard in an effort to strengthen our Association in its ability to represent and serve the diversity of us - its membership.

"Diversity is about headcount, inclusion is about making those heads count."

Britta Wilson, Pixar VP

"Many of our members from diverse backgrounds struggle to find a balance between blending in and standing out."

join in this timely conversation.

As a black woman, it is daunting to represent **the** perspective for our collective members of colour. This one group alone intersects multiple racial and gender identities, immigration experiences,

lations, the right to accessible participation for all differently abled peoples, the treatment of Indigenous peoples in Canada, and sexual orientation within a Catholic context. Sometimes we shy away from these conversations because it can be uncomfortable to talk about difference, especially when

Here We Go Again

Allison Misa, Councillor

We're not just teachers - we are advocates, social justice leaders, political allies, and sometimes a moral compass to others. Through our lens as Catholic teachers, we model our values in our classrooms and everyday interactions with staff, parents and the community. It is as Catholic teachers that we model our values in our classrooms and in our daily interactions with the staff and parents in our school community. When people learn that I am a delegate at the AGM I hear, "You're willing to give up your March Break for that? Why are you attending AGM again? Oh yeah, you like that stuff."

Well, "Yes I am!" And "Yes I do!"

Many people are passionate about getting involved with OECTA events and activities. If you're not one of those I'd like to outline some reasons why you should either begin to get involved or increase your involvement in OECTA.

My husband and I met at the Faculty of Education, and while making plans for our future, we were excited and ready to begin our teaching careers. We now often reminisce about how we missed our first eagerly-anticipated school event - Halloween. We missed Hallowe'en because we began our teaching career in a time of political unrest. In the early 1990's public sector workers, nurses and teachers included, faced a sweeping round of changes and financial cuts. The NDP's Social Contract forced twelve unpaid "Rae Days" (named after the NDP leader and Ontario Premier Bob Rae), and frozen wages, among other measures. When Mike Harris assumed power in 1995, it was with public affirmation and a resounding majority party win. His party created the *Common Sense Revolution*

(its name still emanates a resounding internal shudder) to bring 'sense' to Ontario politics. He promised to lower taxes and to reduce budget deficits. Sound familiar? It's what CBC's Eric Grenier refers to as the "Common Sense Revolution 2.0"¹. Again, that same shudder. Anyone who has been following Ontario's political landscape knows that the Ford government has launched an overt attack on our education system.

Harris' Bill 160, or the Education Quality Improvement Act, sounded the alarm bells across the educational sector. Creating the sense of a crisis in education, the Tories sought to take control over education funding, class sizes, and contracts. In 1997, teachers did not stand for this. In mass protest, with chants of, "We won't back down!" (education workers) teachers walked off the job, shutting down schools province-wide. A week later, in retaliation, the government removed principals and vice-principals from the union. Although forced back to work after two weeks out, without any concessions from the government, that two-week walk-out became the largest teacher strike in Canada and the largest political protest in North America.

The impact of Harris' changes in education resulted in the beginning of my political involvement. It would have been difficult not to get involved given the united sense to fight against injustice. I began paying more attention to the political climate, the government's goal of attracting and swinging public opinion, and to our fight as teachers for what is right. I started becoming more interested and involved in OECTA socials and events and applied to be a delegate for the AGM (Annual

¹ <https://www.cbc.ca/news/politics/grenier-ford-harris-1.4636845>

General Meeting). Being a first-time delegate is daunting: being a part of all provincial units, following Robert's Rules, not understanding the innuendos of jokes being made, and understanding educational factors beyond Toronto's local issues. Joining some friends I became involved in the local unit serving as Recording Secretary. Through my growing involvement, I discovered how much I could learn from those I worked with, and how much I enjoyed it.

My message is this: be informed, be active, and be prepared. Start with making sure you are checking your YCT Gmail (forward emails to your personal account so you only have to check one account). Keep up to date with information from provincial and local OECTA. Advocate for Catholic education (use OECTA's handy pamphlet, mailed to you with your 2019 OECTA membership card) and contact your local MPP to make your voice heard. Get active by applying to local committees and to provincial committees when you're ready to do so. The time commitment is not big, and besides meeting incredible educators, you will be filled with a strong sense of empowerment and will unequivocally extend your knowledge of and passion for our profession.

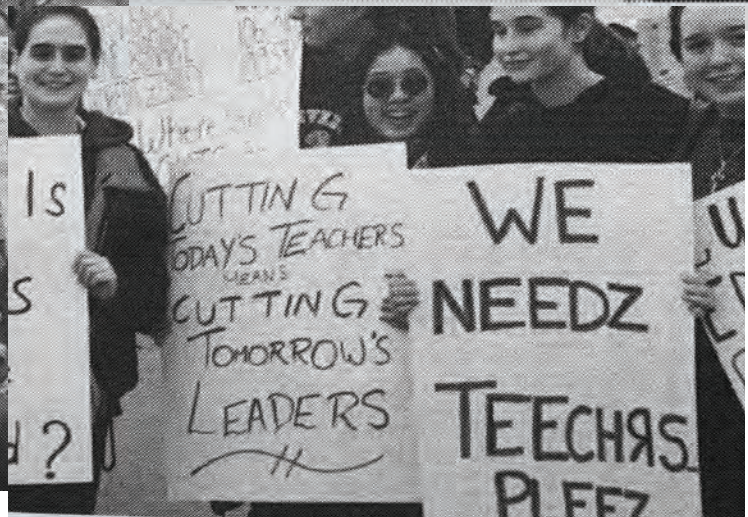
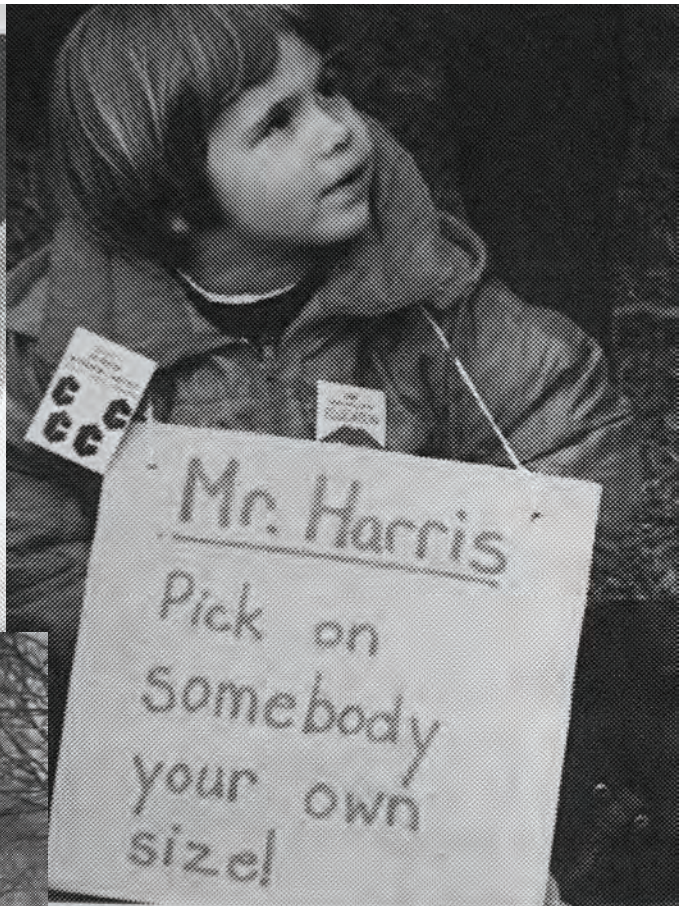
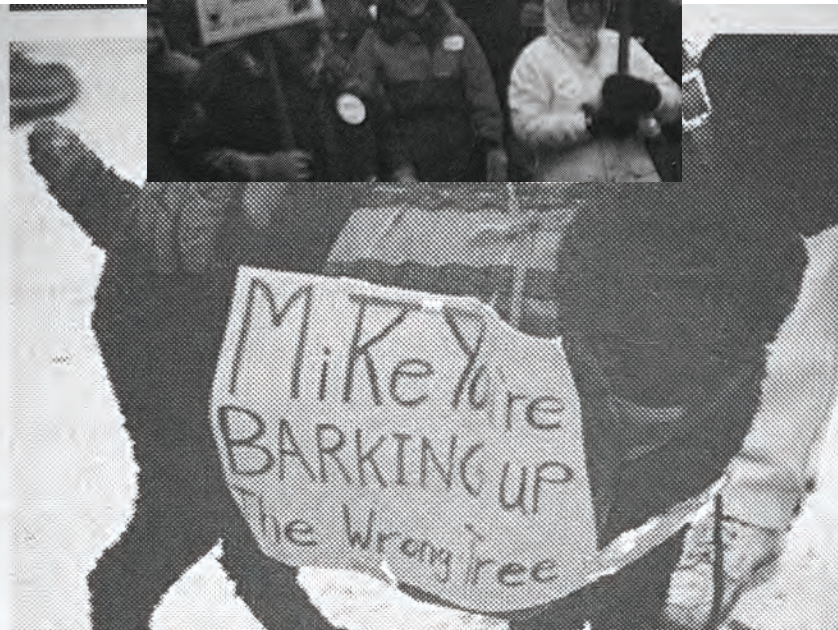
We are as strong as those around us, and as those who came before us. We must use what we learned previously and continue to stay informed and remain active. Speak to your staff rep or a unit release officer about the issues discussed at AGM. Make your voice heard.

Celebrating 55 Years and looking Back



YORK CATHOLIC
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55th
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EULA's - Do you know what you just agreed to?

Michael Oyston, Councillor & Co-Chair of the Communications Committee

The Facebook Cambridge-Analytica scandal saw the personal information of close to 87 million users obtained by an analytics firm that, among other things, helped to elect U.S. President Donald Trump. This information was gathered by examining basic profile information and determining what the users “liked”. This information was gathered from roughly 300,000 Facebook users who who downloaded an app called *This Is Your Digital Life*, in which users were paid a small amount for answering surveys. So how was the data of 87

that the app would be collecting data on users as well as their friends.

We have all been there. We have updated a software setting or have installed a new app and are then presented with the screen, which outlines what seems like thousands of items, that none of us bother to read. We simply scroll to the bottom, press “I accept” and we are off and running. That screen, the one you scroll through without reading, is called an *End User Licence Agreement* (EULA) and we have undoubtedly accepted many terms and conditions without really knowing what we are agreeing

a ‘no smoking/pets policy’ or a ‘no subletting’ clause. Apps have similar, but sometimes more complex, clauses. For example if you download and use iTunes part of the EULA agreement states that you are forbidden to use it to make nuclear bombs or for chemical warfare purposes. The iTunes EULA reads, “*You also agree that you will not use these products for any purposes prohibited by United States law, including without limitation, the development, design, manufacture or production of nuclear, missile, or chemical, or biological weapons.*” I’m not sure what songs would be used for chemical warfare purposes and I don’t want to know.

“Schools that use an Instagram account need to know that Instagram’s terms of use enable the company to select images that users have posted on the site and sell them to a third-party marketing company.”

million users obtained when only 300,000 people who completed the survey? Of those 300,000 who initially took the survey, the app also allowed for the information of their “friends” to be examined (who were not compensated). In essence it opened the door to allowing an outside analytics firm to see what friends liked even though they hadn’t downloaded the app. However, it should be known that it was fully disclosed in the licence agreement of *This is Your Digital Life*,

to. The EULA is far more than just an inconvenient scroll to get access to an app. A EULA is actually a LEGAL CONTRACT between the software application author and the user of the software. Think of it as a type of rental agreement. You either pay for, or agree to use the app for free, while also agreeing with the app designer that while you agree to use the app you agree also to comply with the terms laid out in the EULA. In a rental agreement for an apartment there may be

However, EULA’s also mean you are agreeing to allow the app developer some rights and depending on what you “agree” to, there may be some rights outlined within that are not so favourable. Again, if you think of a EULA as a rental agreement, you may be allowing the landlord to come into your apartment, or your friends apartment as Cambridge-Analytica did, take a look around, take some of your belongings and use them as they see fit without your input as to how they are used, and most certainly without compensation to you. Granted, you accepted these conditions when you clicked “I accept”. In an early version of a EULA for Google Chrome, the agreement allowed Google to, in essence, own you. The original EULA stated, “...*you give Google a perpetual, irrevocable, world-*

wide, royalty-free, and non-exclusive license to reproduce, adapt, modify, translate, publish, publicly perform, publicly display and distribute any content which you submit, post or display on or through, the Services.” This EULA has since been modified but it is certainly a wake up call for what you agree to when you click “I accept”.

As educators who see the benefits that can be established through the use of social media, (connecting to classrooms around the world, student and parent engagement, delivery of information, etc) we need to be aware of EULA’s and of what happens to our data. Many EULAs include a “non-exclusive, transferable, sub-licensable, royalty-free” contract. So what does this mean? Non-exclusive - You

could sell and licence your photo/content if you wanted to. Transferable - You have given permission to the app (Twitter, Facebook, Instagram, etc) to transfer the image to others. Sub-Licensable - (this is where things get complicated) currently the app can not only transfer their own license of your content, but also sell a sub-license of your content. Royalty Free - if the app owner goes ahead and sells your content, you will not receive any compensation as you agreed to provide the photo free of royalties.

Schools that use an Instagram account need to know that Instagram’s terms of use enable the company to select images that users have posted on the site and sell them to a third-party marketing company. Again, you agree to these terms and conditions when

using the app. Be aware however that this may change or alter whenever you agree to update the terms and conditions while using the app.

Even in light of all of the above, no one is going to read the entire EULA. There are however steps you can take, before accepting a EULA, to get a better idea of what you are agreeing to. A simple web search about product agreements may result in providing the concerns that others have expressed with EULA’s and application software. The bottom line is that when you click “I agree” you are agreeing to a contract. It is in your best interest to know the contents and details of any contract you enter, especially when using these apps in your classrooms.

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#OTIPUpdate

<https://bit.ly/2C5QB48>



6th Annual Marlies Meltdown



This year's Marlies Meltdown took place at the MasterCard Arena in Toronto. Three of our YCDSB schools participated in this highly competitive hockey tournament hosted by Maple Leaf Sports and Entertainment, which drew in elementary hockey teams from various school boards in the surrounding GTA. Thank you to our coaches, players, staff and parents who supported the YCDSB teams; Our Lady of Fatima CES, Light of Christ CES and St. Gregory the Great CES. While the YCDSB teams typically move through to the semi-finals and finals, this year's competition proved to be very challenging for our outstanding York Catholic hockey teams. Nevertheless, the YCDSB players showcased extreme skill and talent on the ice, and above all good sportsmanship.

Below St. Gregory CES team prepares to hit the ice for their warm up.





VS



Hockey Trip 2019

This year's destination of the OECTA hockey trip was to Montreal on Feb. 2nd to witness the rivalry between the Leafs and the Canadiens. YCT members and guests boarded the bus early Saturday morning to attend the much anticipated game. Leaf fans were elated by the outcome! **The final score: Toronto 4, Montreal 3.** Although our Hab fans were disappointed by the loss endured by their favourite team, they headed out to enjoy the Montreal nightlife, restaurants and casino with friends and colleagues. A big thank you to Mike Totten for snapping up tickets for the game and for all the planning he undertook to make this a successful road trip. GO LEAFS GO!

One Size Doesn't Fit All

Jessica Moutinho, Teacher - St. Paul CES

On February 6th, the Minister of Children, Community and Social Services, Lisa MacLeod, announced the government's new Ontario Autism Program (OAP), which focuses on "clearing the waitlist". Currently, there are over 8,000 children receiving funding under the Liberal's OAP, and 23,000 children still waiting for service. Under this new plan, families will be given a one-time, income dependent childhood budget of up to \$140,000 if the child is between the ages of 0-5 until the child is 18 years old, and up to \$55,000 for children aged 6-18. This equals to about \$5000 a year or less per child for both those currently receiving services and those on the waitlist. Proper clinically supervised ABA therapy can cost up to \$100,000 a year depending on the severity of the child's needs. In doing some simple math, one can see that what the government is offering families is just not enough. The government has stressed over and over the notion that only 25% of children with ASD are currently receiving service, while 75% are on a waitlist. They fail to see, however, that with the small amount of funding being given to each family, we now will have 100% of children with ASD not receiving the proper amount of IBI therapy needed to build upon important skills. They are trying to move toward a funding model similar to that of British Columbia, where a flat rate of funding is provided yet inadequately addresses the individual needs of children. A "one size fits all" approach will not only prove to be ineffective but also harmful to the affected children. It is important to remember that **Equality does not equal Equity.**

This plan has many implications for our education system and our role as educators. With families not being able to afford the astronomical

costs of therapy, children currently receiving services will have no choice but to reduce hours and now attend school full time, without learning the essential skills needed to be integrated into a classroom environment. Cuts to special education, particularly with EA jobs, will create a system where our most vulnerable students will not have the needed resources and support. Teachers will deal with added stress and face challenges in managing behaviours in a regular classroom, and with rumours on eliminating class caps, it seems like our schools will face hardships like never before. How can these students be given a chance to thrive in a system that is already so thinly spread in terms of resources and support?

Many of our members who have a child on the spectrum as I do are greatly impacted by these changes. Professionally though, this affects us all. Our government is taking what should be a non-partisan issue and putting our most vulnerable children in the middle of a plan that will fail them even before giving them a chance.

#AutismDoesntEndAtFord



YORK CATHOLIC
TEACHERS

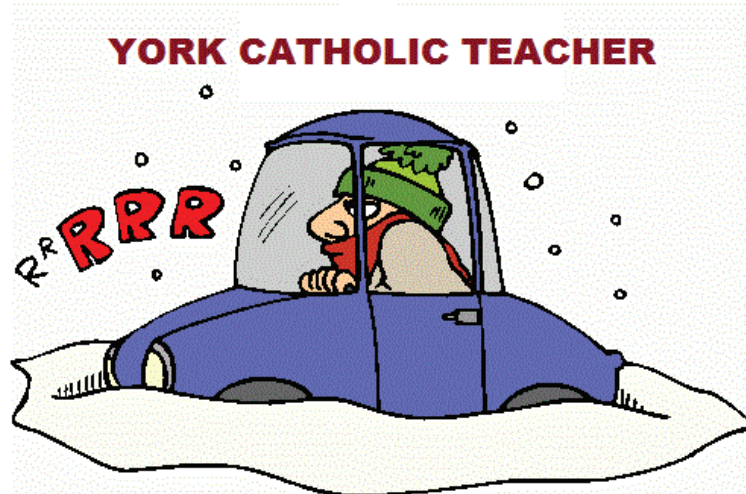
55th

ANNIVERSARY

Last Thought....



Sorry, but as far as I know, retirement is the only way out.



CLOSED TODAY DUE TO SNOW STORM:

All schools closed today in Toronto, Wellington, Waterloo, Hamilton
Wentworth, Halton, Niagara, Dufferin Peel.

Post secondary school closures: U of T, Sheridan, Seneca, Centennial,
Niagara U, Brock University, George Brown..

YORK CATHOLIC SCHOOLS OPEN TODAY!!!!

ANNOUNCEMENTS:

BIRTHS AND ADOPTIONS

Adam Caldana, teacher at Jean Vanier CHS, on the birth of his daughter Emily.

Matthew Cogliano, teacher at St. Andrew, on the birth of his daughter Ella.

Rachel Dunn-Gibson, teacher at St. Julia Billiart, on the birth of her daughter Anna Lynn.

Marcia Hoather-Barnes, teacher at St. Edward, on the birth of her son Gabriele.

Brennan Rudderham, teacher at St. Brendan, on the birth of his son Lewis.

CONDOLENCES & SYMPATHY

The Boland family, on the passing of Craig Boland, teacher at St. Theresa of Lisieux CHS

The Mascarenhas family, on the passing of Iona Mascarenhas, teacher at St. Patrick-Markham.

Maria Battaglia, teacher at Holy Name on the death of her father-in-law.

Tina Capone, teacher at St. Peter on the death of her sister-in-law.

Lorena Cappola, teacher at St. Mary on the death of her father.

Christina Ciuffetta, teacher at St. Andrew on the death of her father.

Tony Civichino, teacher-librarian at St. Padre Pio AND Lucy Civichino, teacher at Fr. John Kelly on the death of their mother.

Amber DeCaria, teacher at St. Michael the Archangel AND Alissa DeThomasis, teacher at Fr. Bressani CHS on the death of their father.



Angelica DeMaria-Gutierrez, teacher at St. Benedict on the death of her brother-in-law.

Sonia Falbo, teacher at San Marco on the death of her father.

Elena Ghirardi, teacher at Holy Name on the death of her uncle.

Stefania Hajjar, teacher at Notre Dame on the death of her mother-in-law.

Rosina Haugh, teacher at St. Joseph-R. Hill on the death of her mother.

Sue Magro, teacher at St. Cecilia on the death of her uncle.

Jennifer McKinnon, teacher at Holy Name on the death of her father-in-law.

Loretta Nigro, teacher at St. James on the death of her father.

Diana Palumbo, teacher at St. Mary of the Angels, Gabriella Palumbo, teacher at St. Robert CHS and Silvia Palumbo, teacher at Cardinal Carter CHS, on the death of their mother.

Jennifer Raponi, teacher at Holy Name on the death of her grandfather.

Erica Salvador, teacher at Holy Name on the death of her father-in-law.

Andrea Taylor-Hardy, teacher at Blessed Scalabrini on the death of her father.

Andrea Toohey, teacher at St. Jean de Brebeuf CHS on the death of her grandmother.

