

## Our LOCAL 1479 News

Official Publication of the Canadian Union of Public, Local 1479 May 2014 [www.cupe1479.ca](http://www.cupe1479.ca)

### **\*\*NEXT GENERAL MEETING DATE CHANGED\*\***

The next CUPE Local 1479 General Meeting is June 7<sup>th</sup> - 9:30 at JJ O'Neil.

There are two very important issues being discussed; voting to merge Unit 1&2 and the June 12 provincial election.

## Bill 122 Update

# CUPE

For more information contact  
Kevin French, President  
[Richkf2002@yahoo.com](mailto:Richkf2002@yahoo.com)

OR

Jennifer Connor, VP West  
[jenconnor2013@outlook.com](mailto:jenconnor2013@outlook.com)

On April 28 & 29 our local held information and voting sessions to decide if Local 1479 would support the Central and Local Bargaining tables. 100% of the 83 people who voted were in favor of the Central Bargaining table. Unfortunately the Liberals decided to not present the budget to parliament and went straight to calling the election. For us this means that Bill 122 was not written. It went all the way to Royal Assent, but that it where is it stopped. Therefore at this point we do not have Bill 122 to bring ETFO, OSSTF, OECTA and CUPE and other support staff unions to a central bargaining table.

# JUNE 12<sup>TH</sup> PROVINCIAL ELECTION!



We cannot stress the importance of getting out and voting in the upcoming provincial election. If Hudak and the PC Government win this election we are all in BIG trouble. Hudak has made one of his major platforms to get rid of 100,000 civil servants and 10,000 Support Staff Workers. If that happens over 70% of our jobs will be gone, which is equivalent to anyone hired after 2000. Please get and talk to friends and family about the importance of voting Liberal on June 12<sup>th</sup>, 2014!

See the story below is from the Toronto Star talking about what Tim Hudak and the PC Government plans to do to us.

## Hudak win would strike major blow to Ontario schools

Toronto Star Wed May 14 2014 Page: A13 Section: Opinion Byline: Sachin Maharaj

Employees  
Concern over the deficit used as the rationale for large spending cuts. Claims that these cuts will



somehow increase private sector employment. Exhortations that we need to do more for "job creators." Ontario Progressive Conservatives or U.S. Republicans? It is hard to tell the difference.

Indeed, one could be forgiven for thinking that the Tim Hudak PCs are almost completely bereft of original thinking, and so have been taking ideas and rhetoric straight from the Republican Party. So it was with the plan to introduce so-called "right-to-work" legislation. And so it is now with

Hudak's pledge to cut 100,000 public sector jobs if elected.

While Hudak eventually abandoned "right-to-work," which was meant to cripple unions, his plan to make such massive job cuts within his first two years in office represents an even more direct assault on unionized workers, teachers in particular. Consider the fact that according to the most recent Statistics Canada data, there are only around 735,000 provincial public sector workers in Ontario. But then we must subtract doctors, nurses, and police officers, all of whom Hudak has pledged to exclude. That leaves just 640,000 jobs, the largest portion of which are employed by school boards. And when it comes to school board employees, we are mainly talking about teachers. Thus under the Hudak plan, teachers could see enormous job losses. In fact, Hudak has admitted outright that he would cut

teaching positions. When discussing the impact of his plan with supporters, he bluntly stated, "It will mean fewer teachers and their assistants."

When Hudak first became PC leader, the Liberals warned that if elected, he would return Ontario to the Harris years. It now seems that this was an understatement. Hudak's pledge to cut 100,000 jobs in his first two years would be more than twice as many as was cut by Harris himself during his own first two years in office.

>From a political standpoint, this puts teachers in a difficult position. After enjoying years of good relations with the McGuinty Liberals, under Bill 115 their collective bargaining rights were sacrificed for political gain. Protests, walkouts, and the cancellation of extracurricular activities followed. The selection of Kathleen Wynne as the new Liberal leader was supposed to mark a return to a more positive partnership.

Yet despite cozying up to the Wynne Liberals, teachers have gotten little in return. Recall that the executive of the Toronto OSSTF branch gave \$30,000 in donations to Wynne and other Liberals during the last leadership race. A member of that executive even volunteered for Wynne as a delegate. And a few months later, the head of the provincial OSSTF left his post to run for Wynne.

But despite all of this, the Wynne government has not even returned teachers to the conditions they faced prior to Bill 115. This was enough for many teachers and their unions to seriously consider shifting their support to the NDP during this election. However the threat of a Hudak win, and its potentially devastating impact, might now be enough to drive teachers right back into Liberal arms. Aside from the politics though, the effect that these job cuts could have on our schools should be of concern to all Ontarians. Remember that over the last decade, our graduation rate has increased from 68 to 83 per cent. And international rankings consistently place our education system near the top of the world. Other school systems now look to us with admiration and envy. For example, at an event just last month in Toronto, Finnish education expert Pasi Sahlberg, currently a visiting scholar at the Harvard Graduate School of Education, praised Ontario as one of "the most successful school systems in the world."

A Hudak victory threatens to undermine all of this. The effects will be felt not just by teachers, but by students, parents and the general public as well. When the most salient part of a political leader's education platform is to cut teaching jobs, we should all be worried.

Sachin Maharaj holds an MA in educational administration from the Ontario Institute for Studies in Education, University of Toronto, and is an assistant curriculum leader with the Toronto District School

# Letter to the Editor sent from Bonnie Dineen, President of TDSB CUPE

Ont: May 15, 2014 8:23 AM

To: Toronto Star (lettertoed@thestar.ca)

Subject: Say no to Education Cuts

Tim Hudak needs to be clear about which "non-teaching jobs" he plans to cut.

Is it school office staff who monitor who comes and goes in your child's school and manage the Safe Arrival program; following up with parents when students are absent?

Perhaps he's talking about the educational assistants who support the medical, physical and behavioural needs of students while ensuring their academic needs are met?

Or maybe it's the school caretaker who keeps the school clean, removes dangerous materials from the premises (inside and out) and is responsible for the security of the school; locking up and reporting unsafe conditions.

What about the back office clerk who ensures a Board's bills are paid on time?

Will Tim Hudak do away with music instruction, swim programs, library technicians and lunchroom supervisors?  
Employees

Eliminate adult instructors who provide life-long learning opportunities to adults/seniors and English language skills to newcomers?

Education is the foundation futures are built on. We must make sure every child has the future she/he deserves.

On Election Day we must say no to Tim Hudak's plan to eliminate 10,000 school board jobs.

Bonnie Dineen, Toronto Education Workers

If you are interested in sending an email or writing a letter I have some templates sent from the OSBCC that you may be interested in. Please email [lizjamescupe1479@gmail.com](mailto:lizjamescupe1479@gmail.com) if you would like more information.



**We regret to inform you that Kathy Menna, EA at Sacred Heart Batawa, lost her mother Mrs. Margaret Fitzgibbon.**

**It is with great sympathy that we inform you that Donna Lightbody, mother of Kate Lightbody, Supply Educational Assistant with the Board passed away on April 9<sup>th</sup>, 2014**

**We regret to inform you of the passing of Mrs. Nesta Wiskin, mother of Andrea Guindon, Secretary at Holy Name Catholic School and mother in-law of Brian Guindon, Supply Caretaker.**

**Deepest sympathies to you and your family.**

Employees

## **Autism: the illusion of inclusion; Special needs kids told to stay home.**

April 28 Toronto Star Sat May 3 2014

Page: IN7

Section: Opinion

Special needs kids told to stay home, April 28.



It appears the special needs chickens are finally coming home to roost. The situation described in the People for Education survey has been taking place for a long time despite the fact that "the province has increased special education funding by 67 per cent, to \$2.72 billion, serving roughly one in five students."

As a psychologist and school parent advocate for many years working in the schools, and having written a book on the subject, I have concluded we are looking at systemic problems within the school boards. Many school personnel conducting classes with children who have special needs are inadequately trained; there is an ongoing lack of educational assistants, there are virtually no sanctions imposed on staff or enforcement of existing regulations and laws if legal responsibilities are not fulfilled; and caps on numbers of psychological assessments has led either to prolonged delays (while the deficits increase) or to private testing for up to \$3,000.

Serious changes have to be made to the existing system to bring about vital improvement to the lives of many schoolchildren with

exceptionalities. Failing this, reports such as the one cited will increase in frequency and intensity.

Dr. Norm Forman, Toronto

While Education Minister Liz Sandals sloughs off the report by People for Education with a vague promise for change in the coming four years, autistic children like my daughter stand alone in the schoolyard where they are frequently subjected to bullying and continue to fall further and further below grade level in the classroom. They come home to us in tears about how "stupid" they believe themselves to be.

As a physician, I am expected to provide evidence-based help for people with autism such as that recently outlined in the Canadian Medical Association Journal. But when it comes to education, it appears, our government is content to let our most vulnerable children suffer while our minister ignores the solutions that this province has already mandated.

Dr. Melissa Melnitzer, Toronto

The practice of excluding autistic students from public education in Toronto is not new and not specific to Adam Beck public school. Fifteen years ago, my daughter was excluded from Grade 2 until I hired a lawyer and appropriate services suddenly became available.

Many years later, my son was kicked out of one school's autism classroom after three days. After missing two months of school, he was transferred to a new school where his attendance was limited to one hour a day, half of which was recess, even though he was placed in a segregated special needs class with a much higher level of staffing than a mainstream classroom.

In February 2011, my MPP, Glen Murray, arranged a meeting for another parent, my son and I to discuss this issue with policy advisers from the Ministries of Education and Children and Youth Services. We're still waiting for a reply.

Your story notes the significant increase in funding over the past few years - almost \$3 billion - yet Toronto students continue to be denied access to publicly funded education. The issue is not funding but accountability.

Stephanie Griffiths, Toronto

I have worked as an education assistant at the TDSB for over 20 years and can confirm that support for special education students is at an all-time low. My small school has lost 80 per cent of its special education support over the past several years (I'm the only one left and I have been cut to half time) while the school population has doubled.

Students who need one-on-one support are not receiving it. Teacher workloads are such that these students are lost in the system and their educational needs are not being met. Students become bored, disruptive, frustrated and anxious. Behaviour deteriorates and self esteem plummets. It's very sad to see.

Teachers need the valuable and relatively inexpensive support of special EAs in their classrooms. The system has been gutted and it's time to rethink and address our special education policies.


Linda Polak, Toronto

I am appalled at this practice. My autistic 21-year-old daughter completed school last year. During most of her school career, she was fortunate enough to be in classes for special needs students. But that's not the case in a lot of boards and kids are relegated to second class status.

As parents of special need students, we pay taxes just like everyone else, and our children deserve to be educated. Sending them home is unacceptable.

Sharon Anderson, Mississauga

## Non-Teaching Current Job Posting:

13-14-CT Revised - 1.0 FTE Caretaker II	73-13-14-CT Revised	Internal	Belleville	5/27/2014 4:00 PM	
74-13-14-AA - Revised - 1.0 FTE Administrative Assistant		74-13-14-AA - Revised	Internal	Napanee	5/20/2014 4:00 PM
	75-13-14- MGR.IT - 1.0 FTE Manager, IT Services	75-13-14- MGR.IT	Internal	Napanee	5/20/2014 4:00 PM

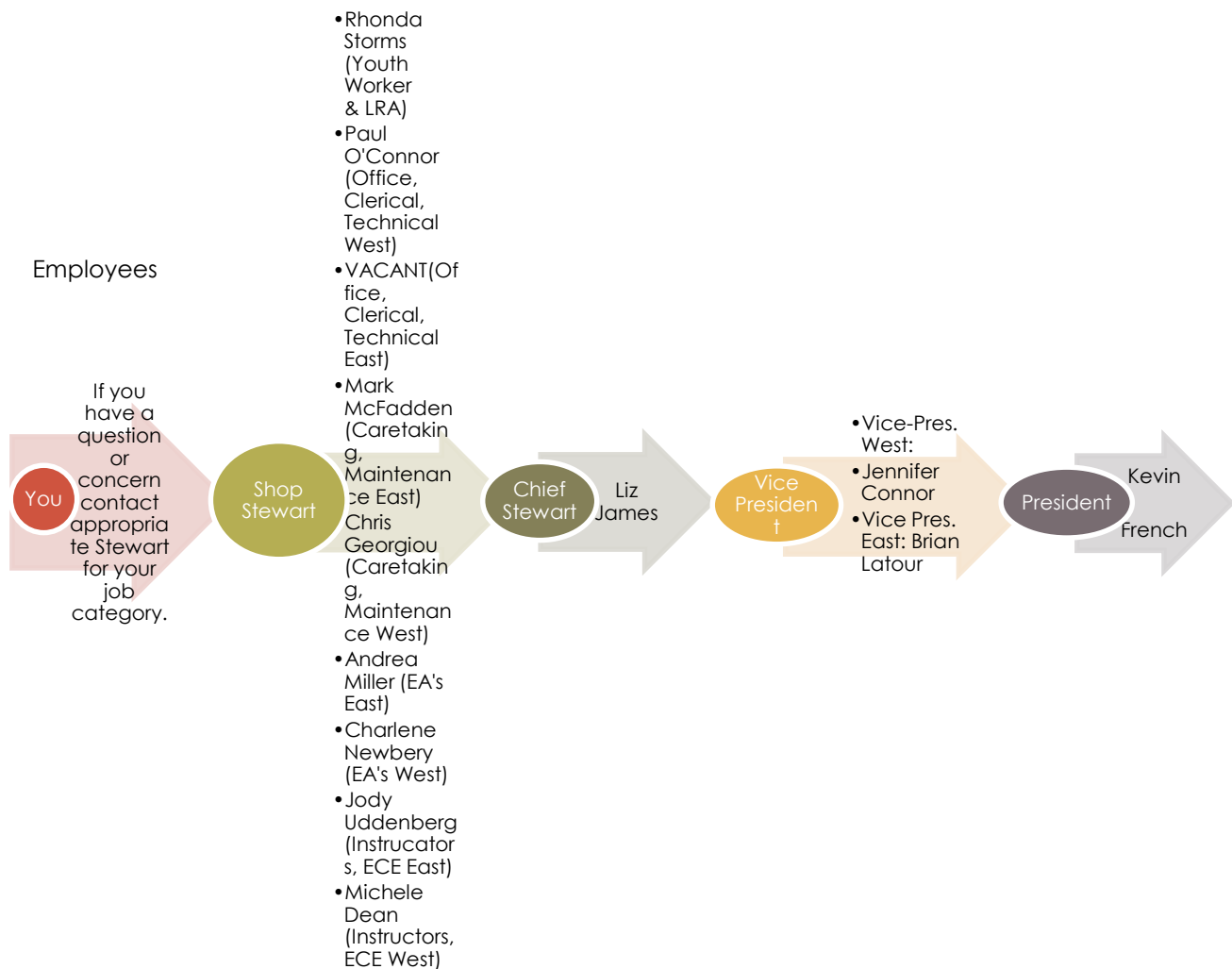
## Up For Some Fun?

If you are interested in getting together as a group to have some fun, social time together please email [lizjamescupe1479@gmail.com](mailto:lizjamescupe1479@gmail.com). Some ideas could be a barbeque, bowling, soft ball, holiday party, darts, family movie night, skating, pot luck dinner....

## Do you have a question or concern? Not sure who you should contact? You are not alone, your union is here to support you!

If you need to access your Stewart for support they will get back to you with appropriate information or have the appropriate person contact you back.

Following this process will ensure a timely and most accurate response.





# Hudak's education plan could hinder students' learning

## Ottawa Citizen

Sat May 17 2014

Byline: James Gordon

Source: Ottawa Citizen

Given how much of Ontario Progressive Conservative leader Tim Hudak's platform relies on fuzzy math from a far right-wing economist, perhaps it isn't all that surprising that funding education ranks so low on his list of priorities.

Still, it's disappointing our children will be the ones who pay the price for a cash windfall that corporations can expect under a new Tory premier.

Here, the corporate tax rate would drop from 11.5 per cent (already third-lowest in Canada) to eight per cent. Meanwhile, class sizes would go up, and a yet-unknown number of teachers and early childhood educators would be out of work - teachers' unions have suggested 19,000 education positions would be slashed.

The current 20-student cap on class sizes up to Grade 3 would rise to 23, the class size average would move from 24.5 students to 26 for Grades 4 to 8, and high school classes would bump up from 22 to 24.

Where Hudak's plan really has the potential to do undeniable, significant damage is the fledgling full-day kindergarten program. Although he has surrendered to the reality that he can no longer kill it off, he'll be gutting it, nonetheless.

Why? Because junior and senior kindergarten classes aren't capped, due to the fact they're run by teams: one teacher and one early childhood educator. According to the \*ministry of education\*, funding is based on an average class size of 26 students.

Torch the ECEs and combine classes, and suddenly under Hudak's plan the student-to-adult ratio of 13 to 1 becomes, on average, a 20 to 1 ratio.

Research that looked at class sizes suggests this could be a significant mistake. In 2011, the Brookings Institution dug into vast amount of literature on class-size effects on academic achievement and identified three studies it considered of high enough quality to serve as a basis for legislative action.

The most influential was the Student-Teacher Achievement Ratio study, conducted in Tennessee in the late 1980s.

"In this study, students and teachers were randomly assigned to a small class, with an average of 15 students, or a regular class, with an average of 22 students. This large reduction in class size (seven students, or 32 per cent) was found to increase student achievement by an amount equivalent to about three additional months of schooling, four years later.

"Studies of class size in Texas and Israel also found benefits of smaller classes," the report notes, though those gains were smaller.

Brookings preaches caution because of the small number of credible studies, including a couple that served up mixed results, "But it appears that very large class size reductions ... can have significant long-term effects on student achievement and other meaningful outcomes."

The effects were found to be largest when introduced in the earliest grades, and for students from less advantaged family backgrounds. A later report by the think-tank noted, "allowing class sizes to increase can be a way to absorb budget cuts without cutting other programs such as athletics and the arts," but pointed out such a move is politically treacherous.

It's treacherous for a reason. Parents don't need the STAR study to see that their children achieve better outcomes when their instructors can actually give them more than a few harried moments of attention.

This year, I watched my four-year old son learn how to skate over two organized sessions. His progress in the first was impressive, as he learned to stand up on the ice and move around. In the second he learned, well, not much.

This was more than hitting a plateau. In session 1, two veteran instructors had the time to deal individually with the kids they were trying to teach. The second saw an influx of new participants, and the instructors couldn't keep up. As such, while the teachers dealt with the children who were much further behind or who were throwing temper tantrums or whatever the reason, the kids who were ready to take the next step were left to wander around, looking for something to do.

Now imagine a kindergarten teacher trying to deal with 20 four and five-year-olds all day long.

Hudak has a point on student performance in our schools: it ain't ... ehm, isn't ... good enough.

But <sup>Employees</sup> common sense, which can't be taught in school or quantified by an "independent" economist, suggests cutting teachers and early childhood educators to help fund unnecessary corporate tax cuts probably won't help.

James Gordon is a member of the Citizen's editorial board.

(c) 2014 Postmedia Network Inc. All rights reserved.

Edition: Early

Story Type: Column

Length: 719 words

Idnumber: 201405170059

**PLEASE MAKE SURE THAT YOU TALK WITH ALL YOUR FAMILY AND FRIENDS AND INFORM THEM OF WHAT IS GOING TO HAPPEN TO EDUCATION IF HUDAK DOES GET IN. IN THE BELLEVILLE AREA WE WILL HAVE 1,146 AND KINGSTON 3,333 PEOPLE OUT OF WORK. THIS IS OUR LIVES PEOPLE. IT'S TIME TO GO AND **VOTE LIBERAL ON JUNE 12.****

