

# The Sentinel



Newly Minted OECTA Members  
OECTA New Teacher In-service

## Stuff You Should Know

Heather Manassis, President

As the hazy, lazy days of summer fade from memory, and September and October quickly push us closer and closer to Christmas, I find myself marveling at how quickly time has passed. We are already almost 1/3 of the way through the school year!

There are a few items to which I would like to direct your attention. Locally, as you know, we are beginning the first year of the provincially bargained "Extension Agreement". The improvements gained in the previous agreement, plus the additional compensation earned beginning Sept. 1, 2017 will continue this year through August 31, 2019. Earnings on all grids were increased by 1.5% on Sept. 1, 2017. An additional .5% lump sum, based on the 2016-17 grid, was paid on October 5th. The lump sum monies were bargained for personal professional development and our provincial body will be surveying members

regarding how these monies were used. On Sept. 1, 2018 and Feb. 1, 2019 all grid salaries will be increased by an additional 1.0%. On Aug. 31, 2019, we will see a final increment of 0.5% on grid. All grid salary increments will be posted on the YCT website.

The concerns surrounding the new "Initial Observations Template" in Kindergarten are being addressed at both the local and provincial levels. Our provincial Association continues to convey concerns of the FDK teachers, including class size and the length of time it takes to complete the new templates, to the Ministry. Locally, through conversation with senior admin., it was agreed that two key learnings, two growth in learnings, and two next steps are required on the Initial Observations Template. I would recommend that you use the anecdotal notes that reference how the student has adjusted to the classroom to demonstrate the learning. Although the box will not be full, Kindergarten teachers should feel confident in their reporting, noting that

this is a progress report and it is not prudent nor necessary to address academic achievement at this time. Remember, you will have an opportunity to share additional information directly with the parent(s) at the interview just a few days later. The Kindergarten P.E. teacher is not required to comment unless he or she has concerns about a student's development.

Please note that our new Early Learning Consultant, Maxine Hightet, has continued to post K resources on the YCDSB Early Years website.

Provincially, our Association partnered with Pollara Strategic Insights to survey members about Violence and Harassment in Schools. This is an issue about which we at the office receive numerous calls. The survey supports the fact that both the intensity and frequency of violent behaviours in the classroom are on the rise. After analyzing the data, the information was reported in a booklet, *Safer Schools for All*, which "presents a series of recommendations on

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## Secondary Supervision: “Protected Days” Fact or Fiction ?

Filomena Ferraro, 1st Vice-President

“Protected” days and “protected”/designated lunches are a fact. At YCDSB in any one of the four models of supervision used a “protected” day has existed as an agreed upon practice for many years. Currently the practice is being challenged and mostly due to miscommunication. Though some believe that “protected” days are a thing of the past YCT has never agreed to change this common practice. What is uncommon is the use of the word “protected”. Whether we call it a “protected” day or an “uninterrupted, scheduled prep” it means the same thing.

Secondary school supervision schedules were revisited following local negotiations in 2012. YCT wanted to discuss equity in supervision and to put in writing the agreed upon practices. A Secondary Supervision Committee was struck and a meeting was held on October 25, 2013. At that meeting the committee created the *Secondary Supervision Reference Chart, 2014*. The word “protected” does not appear on the chart, but the four models of supervision, as negotiated and practiced, have not changed and clearly imply that a “protected” day and a “protected” lunch are to appear on all supervision schedules for all teachers.

The Reference Chart was recently updated and includes the following:

- **There are various models for on-call/supervision scheduling that can be utilized based on the needs of a school. Examples include a daily alternating schedule (Day 1/Day 2); weekly alternating schedule (Week 1/Week 2) and an alternating schedule by semester (Sem1/Sem2) and,**
- **Teachers not scheduled for a duty should only be accessed if the scheduled list is exhausted.**

### *What does a “protected” day / “uninterrupted scheduled prep” mean?*

Teachers are responsible for understanding the on-call process. A teacher may be scheduled for an on-call during their prep period regardless of which of the above models is used. Scheduling in this manner allows a teacher to know in advance when he/she will be required for an on-call.

However in some cases a teacher may be asked to do an on-call on his or her “protected” day or uninterrupted scheduled prep. This should only happen when those on the scheduled list for a given day has been exhausted. If this is occurring on a regular basis you must contact the unit office.

### *What does a “protected” / designated lunch mean?*

A teacher who has his/her prep scheduled during period 3 will have a “protected” lunch and a potential on-call period. Therefore teachers with a prep during period 3 must be assigned a “protected” lunch each day. It is expected that teachers be informed of on-call assignments at least one day ahead of the scheduled on-call. There are however situations when prior notice is not possible, therefore your “protected” lunch may change without prior notice. If notice is possible and not provided to you please contact your unit office.

The Staff Rep and SAO will review the number of on-calls allocated to each staff member in order to ensure equity of distribution (please note equity does not mean equal). If you have any questions regarding supervision or your supervision schedule please contact the unit office.

Labour Day Parade 2017





## Q&A

Greg Bolton, 3rd VP

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### What 'special leave days' are locally bargained and found in the Collective Agreement? Are there limits?

- o Compassionate days Article 9.14a(i) - 3 days
- o Personal Article 9.06 (see below)
- o Personal Graduation /Caring For An Immediate Family Member/ Organizational Activities at a Provincial / National /International or Level/ Specialist or Dental appt. /Inclement Weather /Moving Article 9.06(a) - 2 days
- o Paternity Leave Article 9.07 - 5 days
- o Adoption within Canada Article 9.08 x 5; Adoption outside Canada Article 9.08(a) - 10 days
- o Death of immediate family member: spouse, parent, parent-in-law, child, sibling, grandparent Article 9.14(b)(i) - 5 days - additional 5 if necessary following the death of a spouse, parent, or child 9.14(b)(ii)
- o Funeral Day Article 9.14(c) – No predetermined limit

### How do I know how many MOU days I am entitled to each year?

If you have one (1) personal day (9.06) then you have access to four (4) MOU Days.

If you have two (2) personal days (9.06) then you have access to three (3) MOU Days.

### Can I use MOU Days prior to using contractual 9.06a days?

Yes, it is best to reserve 9.06(a) days until expiration of MoU Days. This will permit you to access 9.06(a) days for moving and or your own graduation should you need to access those in the spring. Be sure to indicate which type of day you are accessing when completing the TCH12A form.

### How do Earned Leave Plan (ELP) days work?

An ELP day is earned when you are absent fewer than the average number of absences Board-wide. The average has been tracked in each of the last 3 years. Members who were absent fewer than 13.9 and 14.5 days in each of the 2014-2015 and 2015-2016 respectively have earned 2 ELP days and 2 unpaid days. The tar-

get for the 2017-2018 school year is 15.5 days (the 2016-2017 average). Members absent fewer than 15.5 days in the 2017-2018 school year will earn an additional ELP day and an additional unpaid day. All absences except for statutory absences are included in the count. It is possible to continue to earn and bank ELP and unpaid days to a maximum of 6 partially paid days and 6 additional unpaid days.

Unlike Personal Days, there are no restrictions regarding when these days can be accessed. However like Personal Days you need to request these days a minimum of 20 days prior to the desired date.

If you access one partially paid or ELP day you have the whole day off and earn salary for a half day, paid at the current OT (Occasional Teacher) rate. If you have earned 2 partially paid days you can combine them and access 1 full day off, and your salary will be unchanged.

### Who do I contact when I have questions about our 'new' (OTIP) Benefit Plan?

Our new benefit plan with OTIP/Manulife began on February 1, 2017. All questions and/or concerns about the plan should be directed to OTIP @ 1-866-783-6947. Please be sure to identify yourself as an OECTA member.

### What adjustments to the salary grid occurred this school year?

Grid placement (experience/category) followed the regular process in accordance with the 2017-2019 Extension Agreement - eligible members moved on grid effective Sept. 1, 2017. All grid salaries were increased by 1.5% in September of this year.

### How do I move from A3 to A4 on the salary grid? How do I ensure a category change is recognized?

Movement on grid occurs by completing Additional Qualification (AQ) courses. Once completed you must submit your course completion statement to QECO, a third party adjudicator, for evaluation. Currently QECO is referencing Program 5. You can determine your standing by visiting this link [http://qeco.on.ca/?page\\_id=125](http://qeco.on.ca/?page_id=125) Applications for evaluation are now done online. Certified teachers can follow the prompts under the 'Applications' tab on the QECO website [http://qeco.on.ca/?page\\_id=2](http://qeco.on.ca/?page_id=2)

To be eligible for a category grid move-

ment you must have completed the qualifying course prior to the first day of the school year. If you are awaiting a response from QECO and expecting a grid change, you must inform the board in writing no later than the 15th of January. This will allow a salary adjustment retroactive to September 1st 2017.

### For staffing purposes, what is the deadline for completion of an Additional Qualification?

Courses must have been completed before Feb 1, 2018 to be considered qualified for staffing and transfer purposes.

### When staffing, can my qualifications cause me to have an unexpected or undesired assignment?

Possibly. Members need to be aware that if a position in their school needs to be filled members holding the qualification could be moved into it, even if it is not their preference. Generally an undesired position would be assigned to the least senior member holding the qualification.

### How is excess in a school determined?

Excess is determined by board seniority. While on a statutory leave (Mat Leave, WSIB, LTD, Sick Leave) members are to be treated as if they were present, therefore members can be declared excess while on a leave.

### How are particular classrooms assigned the "Before and After School Program" annually?

*Before and After School Programs* are no longer rotated among classrooms as ministry guidelines require each classroom used to be licensed. Licensed classrooms must meet specific requirements under the *Child Care Act*. Under the *Child Care Act* the assigned classroom is considered a "shared" space until classes begin, and immediately after they end. Therefore where possible common areas like the gym, library, and/or stage should be used for the last 30 minutes of the morning program and the first 30 minutes of the afternoon program in order to provide members an opportunity to prepare for and conclude their day in their classroom. It is recommended that members and daycare providers work collaboratively to ensure the transition of students, at the beginning and end of the school day, works for the teacher, the child care provider and the students.

## Know Your Collective Agreement (Elementary) Class Maximums and Combined Grades

### Mike Totten 2nd Vice President

Elementary staffing is a very fluid process. Many puzzle pieces must fit together resulting in frequent changes. The cheat sheet below will help you to better understand how the puzzle is assembled.

Collective Agreement (YCDSB and YCT)

		Class Maximums			
Junior Kindergarten	23	Grades 1 and 2	29	Junior	31
Senior Kindergarten	25	Grade 3	30	Intermediate	32

- In Kindergarten the Collective Agreement class maximums are overridden by legislation (Regulation 132/12) permitting a class maximum of 30. Classes of 15 or fewer students do not require an assigned an ECE. This maximum will be reduced to 29 for the 2018 – 2019 school year.
- In Primary (Gr.1–3), the Collective Agreement maximums are overridden by legislation (Regulation 132/12) permitting a class maximum of 23 (90% of all primary classes, board-wide, are required to be 20 or fewer).
- In a combined Gr. 3/4 class there is a maximum of 23 as established by legislation (Regulation 132/12).
- In Junior and Intermediate class maximums remain the same. However legislation has altered the board average in Intermediate to 24.92. By September 2019 YCDSB is required to lower the Board average to 23.
- Effective October 31<sup>st</sup> Collective Agreement maximums can be exceeded. Classes can be as large as is permitted under the fire code. These numbers will vary depending on the size of the classroom.

### Combined Grades

- Letter of Understanding 11 (Combined Grades) states where reasonably possible, split grades should be avoided, and combined grades should be smaller than straight grades
- Collective Agreement, Article 13.02 . . . it is the intent of the Board that the work day shall be arranged to afford each teacher a fair and equitable workload.
- When Letter of Understanding 11 and Article 13.02 conflict (e.g. excessive student needs or grade differences equal to or greater than **8** students), an additional combined grade can be considered in consultation with OECTA and confirmation from those teachers affected. A variance must be requested.
- Compliancy in primary grades overrules Letter of Understanding 11 (Combined Grades), therefore split grade and straight grade classes may all be at 20:1, in order to honour the 20:1 Ministry threshold.
- Each grade in a combined class must have a minimum of **4** students (a working group), and therefore, when unavoidable a split class may be greater than a straight.

### Variations

- A variance is requested when a violation of the Collective Agreement occurs unintentionally.
- Variations may be granted, on a without prejudice and without precedence basis, in extenuating circumstances when the Board and the Association believe it is in the best interest of both students and staff.
- Variations are requested by the Board and approved by the York Unit Executive.



Left: Karen Ebanks (St. Elizabeth CHS) accepts AGM Award from President Heather Manassis.



Right: Representatives from the Toronto Marlies, Heather and Filomena present Leanne Stallone with an autographed hockey stick.



### Tech Tips

Michael Oyston, Councillor YCT Executive

*Selecting digital tools*

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To say that there are numerous technology tools for use in the classroom is an understatement. A quick look at any app store will present educators with multiple options and one of them may be the gem you are looking for, or the dud which doesn't quite live up to expectations. When selecting a tech tool, or looking to implement new technologies in the classroom, there are a few things to consider:

Usage: Think about what you want the tool to accomplish and most importantly, pedagogically what need does the tool fulfill. If the tool does not mesh with your pedagogical approach it may not be the right tool.

Student Data: When selecting a tool, consider what student or personal data is required in order to use it? If the tool requires that student and/or personal data is submitted to a third party it is important to know whether the student data is protected and secure.

Data Ownership: While using the tool who does the data belong to? Many apps or digital tools own the content that is submitted

while using the app. This means that the content can be used for other purposes such as marketing or research.

Corporate Digital Citizenship: When using the tool does the company keep the data confidential and safe? Is the company accountable to a legal body? Will you be notified if there are changes to terms of service or privacy policies?

Other questions to ask: Have parents been provided with informed consent about the use of the digital tool? Have the terms of service and the privacy policy been fully read? Have you tested the tool yourself and do you feel confident using it? These considerations are not meant to be a deterrent to using technology in the classroom. They should however be reviewed when using, or thinking about adding new technology, or tech tools to your classroom for student use.

Thankfully you do not have to make these decisions alone. When it comes to implementing technology the Board has a [GREEN-YELLOW-RED Digital Framework Guide](#) to help you select tools that are appropriate for classroom use. Green Tools are good to go and have Board/Ministry approval. Yellow Tools are not Board/Ministry approved and therefore should be used with caution. Many Chrome extensions, Google Add-ons, and tools like Kahoot fall into this category. Red Tools are **not** Board/Ministry approved and should not be used. Additionally, before using any online tool familiarize yourself with the [OCT Professional Advisory](#) for use of Electronic Communication and Social Media.

\*With files from <http://www.catholiccurriculumcorp.org>

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### OTPP Funding Surplus and How It Could Affect Me Julie Pauletig, Past President

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In April 2017 the Ontario Teachers' Pension Plan (OTPP) reported a pension fund surplus of \$11.5 billion. The two parties who oversee the teachers' pension fund in Ontario are the government and the Ontario Teachers' Federation. The parties agreed to use a portion of this surplus to restore for current retirees, the inflation protection of the CPI (consumer price index) to 100%, for the 2018 inflation increase in pension earnings.

If you are currently a contributing member to the OTPP, either as a permanent or occasional teacher working full time or part time, or contributing while on a paid or unpaid leave, you will notice a slight decrease in the amount you contribute to the OTPP beginning January 1, 2018.

Some of the \$11.5 billion dollar surplus will be used to reduce the contribution rates that teachers pay into the pension plan. In 2009, shortly after the 2008 economic crisis, the OTPP experienced a pension shortfall (actuarial) and drastic meas-

ures were put in place to ensure a fully funded pension. Teachers retiring after 2009 would not be guaranteed full inflation protection and contributing members were burdened with increases to pension contribution rates above the agreed upon 10.4% and 12.0 % rates respectively. The lower rate is paid on the first portion of a teacher's salary, up to the Canadian Yearly Maximum Pensionable Earnings (YMPE), and the higher rate on earnings above the max. In 2011 the rates rose to 11.5% and 13.1% respectively.

Effective January 1, 2018 members contributing to the OTPP will notice a decrease in pension contributions and an increase in net salary prior to other deductions. The exception would be for those members who assume, in the New Year, a new position which coincides with a salary increment. These members will see increased contributions based on the increase in their salary.

As reported in the 2016 annual report total

pension contributions (member and government) is approximately \$3.4 billion per year. The decrease in contributions of 1.1 % (from 13.1% to 12%) results in a savings for the joint sponsors of approximately \$37.4 million. These savings are shared equally by both partners. Therefore teachers will see a reduction in pension contributions, which means more money "in pocket", and the Liberal government will also notice a decrease in expenditures, their share of contributions.

A teacher at A4 max earning \$97,715.00 annually will contribute 10.4% on the first \$55,300.00 earned (YMPE), and 12.0% on the remaining \$43,425.00 earned. The result, a savings (in pocket) of approximately \$1,080.00. In the New Year, thanks to the success of the pension plan's investments, contributing members will be making more manageable contributions, and will have a few more dollars to invest in the economy (or to pay off some debt)!



### **What is Best Doctors?**

Best Doctors is a program offered through LTD that provides you with access to the best medical minds in the world. It is offered through your association to bring members the best possible medical advice so that you and your family members can make medical decisions with confidence. It is 100% confidential and provided at no cost to covered members.

### **What types of diagnoses qualify for Best Doctors?**

Best Doctors provides services for a wide range of medical conditions, from sports injuries and pregnancy complications to chronic diseases and life-threatening illnesses.

### **Do I have to travel or collect my own medical records?**

No. You simply contact Best Doctors and, with your permission, they manage your file at no cost. Your contact with Best Doctors is over the phone or the Internet. You do not need to travel or contact your doctor(s) to obtain records, images or other information related to your case.

### **Services Offered**

#### **InterConsultation**

More than just a second opinion, InterConsultation complements the care a member receives from her/his treating physician by providing a second expert review, bringing greater certainty to the diagnosis and treatment plan. Best Doctors' medical specialists perform an in-depth analysis of medical records (including X-rays, test results, imaging scans and pathology samples) resulting in a detailed summary of findings which members are encouraged to share with their treating physicians.

#### **FindBestDoc**

Best Doctors helps members find specialists in Canada; taking into account their unique medical history and geographic location, matching members with the right doctor for their condition

#### **FindBestCare**

If a member's medical condition requires treatment from a specialist outside of Canada, Best Doctor's will coordinate a search of a global database to find the expert(s) best suited to the members' needs.

#### **Best Doctors 360**

Best Doctors can help members get the information, tools and resources they need when facing medical uncertainty, including condition-specific website links and articles, physician biographies, and contact information for specialists, groups, associations and facilities that can assist members with their medical needs.

Telephone: 1-877-419-2378

<http://www.bestdoctors.com>

how the government and school boards can fundamentally shift how we think about and address incidents of violence". This information was sent to all OECTA members via email and is available on the OECTA website.

Although both interesting and informative in its entirety, I have highlighted below the recommendations and next steps outlined in the report. The goal of the recommendations, "to create an environment in which incidents of violence are openly acknowledged and discussed, give teachers the tools and assistance they require, and provide all students with the professional supports and academic programs that will meet their needs." All stakeholders have a role to play in the management, and hopefully, the improvement of this situation

There are nine recommendations in all. The first states that "the education sector employ the definition of "workplace violence" and "workplace harassment" as set out in the Occupational Health and Safety Act." Recommendations 2, 3, and 4, address matters of reporting incidents of violence. There must be a Ministry requirement to report all incidents of violence on a standard reporting form. In addition, a requirement to send the form to the MoE\*, the MoL\*, the school board,\* the union,\* and the local Joint Health and Safety Committee\* must exist. The report would automatically trigger an immediate meeting of stakeholders which must include the teacher and principal. Parents/guardians, professionals, police, and community agency reps, etc. would be included as needed. A mandatory response would be required after the meeting, and the principal's actions and response are to be added to the report and sent to those outlined previously (as indicated above \*). Recommendation 5 addresses the requirement for staff to have access to information about a student's history of violent behaviours.

Recommendations 6 through 9 address investing in professional staff to support all students, investing in appropriate settings (outside the classroom) as required, training of all staff on reporting procedures, and finally, intervention training that requires non-physical contact with a student. It is also recommended that for teachers this training begin at the faculty.

How can you assist in reaching these goals and promote safer schools for all? The following is taken directly from the *Safer Schools for All* document and outlines 'next steps' for teachers:

- Report all incidents of violence and/or harassment that occur in your school.
- Familiarize yourself with all safe schools protocols and reporting forms.
- Reach out to your local MPP, the Minister of Education, or the Premier, to stress the importance of the issue and encourage government to take action to ensure safer schools for all.

The full report and survey summary, *Safer Schools for All*, is an excellent document. I would recommend that members try to find time to review the report in order that our understanding of the issues and our goals for addressing the situation are consistent.



**YORK CATHOLIC TEACHERS**  
PRESENTS  
**THE 8<sup>th</sup> ANNUAL  
YCT CHRISTMAS PARTY!!**

**FRIDAY DECEMBER 8<sup>th</sup>, 2017**  
**The Venetian Hall "C"**  
219 Romina Drive  
Concord, Ontario  
6:30 p.m.

**Only \$55 per person**  
Includes: 4-Course Meal, and Deluxe Bar

Only 240 tickets will be available for purchase on the  
**YCT website (www.yctoecta.com)**  
Registration will **OPEN** October 19, 2017 at 8:00  
a.m. and will **CLOSE** November 30, 2017.

Make this your staff social!  
Great Fun!! Great Door Prizes!!  
Return of "The Red Carpet" Photobooth!



Enter OTIP's exciting new Taste of Italy contest and you could win an 8-day trip for 2 to Italy valued over \$5,500!

<http://bit.ly/2xiQXjo>

## Staffing, Cuts and the Extension Agreement

Heather Manassis, President

### The NEW Employee Family Assistance Plan or EFAP and Related Resources

Submitted by H. Manassis

The York Catholic District School Board provides an Employee and Family Assistance Program to all employee groups. Effective September 1, 2017 this program is being offered by a new provider. The new provider is CompPsych and the program is called Guidance Resources.

"Guidance Resources is a free 24/7 Support, Resources & Information Program. It is completely confidential offering someone to talk to and resources to consult whenever and wherever you need them, 24 hours a day, seven days a week."

### Services provided by "Guidance Resources" include:

**Emotional Support** - highly trained clinicians listen to your concerns and help you and your family members with any issues

including: anxiety, depression, stress, grief, and relationship/marital conflicts.

**Work-Life Solutions** - Specialists provide qualified referrals and resources for just about anything on your to-do list, such as: finding child and elder care, hiring movers or home repair contractors, planning events and locating pet care.

**Legal Guidance** - Lawyers are available for practical assistance with your most pressing legal issues including: divorce, adoption, family law, wills, trusts and more.

**Financial Resources** - Financial experts can assist with a wide range of issues including retirement planning and taxes, relocation, mortgages, insurance, budgeting, debt and bankruptcy.

**Online Support** - GuidanceResources\* online operates 24/7 and provides a link to vital information, tools and support.

Log on for articles, podcasts, videos, slideshows, on-demand training, and "Ask the Expert" personal responses to your questions.

**Wellness Tools** - HealthyGuidance\* is a telephonic health coaching program that helps you make positive lifestyle changes for weight management; nutrition, exercise, weight loss, and smoking cessation. Please note that all members of the Long Term Disability Plan (LTD) have some excellent additional resources available to them including:

CarePath

Early Intervention

Best Doctors

### Contact Information

1- 844-236-4489

1- 877-373-4763

Online: [guidanceresources.com](http://guidanceresources.com)

App: **GuidanceResources Now**

Web ID: YCDSB

# ANNOUNCEMENTS:

## MARRIAGE

Joanne Marchesan, teacher at Our Lady of Grace married Geoff Morgan June 2017.

## BIRTHS AND ADOPTIONS

Iliana Adamo, teacher at Fr. M. McGivney CHS, on the birth of her son Adamo.

Christina Annarilli, teacher at St. Cecilia, on the birth of her daughter Aria.

Angie Careri, teacher at St. Emily, on the birth of her son Peter.

Alex Caschera AND Peter Agati, teachers at St. Joan of Arc CHS, on the birth of their son Jude.

Kate Ceci, teacher at St. Paul AND John Ceci, teacher at Sacred Heart CHS, on the birth of their daughter Camilla.

Sandra Coniglio, teacher at St. Elizabeth CHS AND Peter Gravina, teacher at Fr. M. McGivney, on the birth of their son Gabriel.

Rosanna D'Alessandro, teacher at St. Mary, Nobleton, on the birth of her daughter Scarlett Rose.

Kimberley Fernandes-Nudds, teacher at Fr. Fred McGinn, on the birth of her daughter Kayley.

Mara Forestieri, teacher at San Marco, on the birth of her daughter Audrey.

Carmela Frisoli, teacher at St. Emily, on the birth of her daughter Ava Grace.

Amanda Hall, teacher at St. Patrick-Schomberg, on the birth of her son Morrison.

Lisa Hastings, teacher at St. Francis Xavier, on the birth of her triplet girls Alexa, Quinn and Keira.

Christy Joseph-Vermette, teacher at St. Brendan, on the birth of her son Easton.

TJ Keslick, teacher at St. Jerome, on the birth of his daughter Abigail.

Dana McCullough AND Robert Racco, teachers at St. Jean de Brebeuf CHS, on the birth of their son Adam.

Christine Michele, teacher at Our Lady of Grace on the birth of her son.

Christina Mittone, teacher from the former Our Lady of Peace, on the birth of her son Aidan.

Antonella Morello, teacher at St. Emily, on the birth of her son Alessio.

Caterina Oppedisano, teacher at Our Lady of Hope, on the birth of her son Matteo.

Arista Pimentel, teacher from St. Elizabeth CHS, on the birth of her son Christian.

Connie Prangikos, teacher at Fr. Fred McGinn, on the birth of her son Victor.

Vanessa Racco, teacher at St. Charles Garnier, on the birth of her son Carmen.

Tania Serrao, teacher at St. Charles Garnier, on the birth of her daughter Isabella.

Michelle Spatafora-Pierson, teacher at St. Emily, on the birth of her son Marco.

Kristin Spina, teacher at St. Brendan, on the birth of her daughter Clare.

Jacklyn Thomas, teacher at Holy Jubilee, on the birth of her son Luke.

Daniella Tramonte, teacher at Fr. Fred McGinn, on the birth of her son Matteo.

Elisa Trapani, teacher at Fr. Fred McGinn, on the birth of her daughter Leah.

Stephanie Trigiani, teacher at Guardian Angels, on the birth of her daughter Mila.

Erica Tucciarone, teacher at St. Cecilia, on the birth of her daughter Aria.

## CONDOLENCES & SYMPATHY

**The Coughlin Family on the death of Donna Mendes-Coughlin, teacher at St. Edward.**

Teresa Amato, teacher at St. Mary of the Angels, on the death of her mother-in-law.

Cindy Ashworth, teacher at St. Nicholas, on the death of her father-in-law.

Kristen Belvedere, teacher at Guardian Angels, on the death of her grandmother.

Sandra Cacciotti, teacher at Christ the King, on the death of her mother.

Sandra Egizii, teacher at St. Clare AND Michael Egizii, teacher at St. Andrew, on the death of their grandfather.

Daniela Frisoni, teacher at Our Lady of the Lake CCS, on the death of her grandfather.

Dora Gironda, teacher at St. Gabriel, on the death of her father.

Caterina Giordano, teacher at St. Joan of Arc CHS AND Tania Giordano, teacher at St. Joseph the Worker, on the death of their father AND father-in-law of Jim Guido, teacher at Fr. Bressani CHS.

Elaine Guernon, teacher at Our Lady of the Rosary, on the death of her mother.

Susan Haines, teacher at Light of Christ, on the death of her mother.

Grace Mandarin, teacher at St. Peter, on the death of her father.

Tania Morano, teacher at St. Patrick-Schomberg, on the death of her grandfather.

Lina Muzzi, teacher at St. Patrick-Schomberg, on the death of her father.

Erica Norris, Special Education Program Consultant at the CEC, on the death of her mother.

Maria Novelli, vision teacher at Cardinal Carter CHS, on the death of her mother-in-law.

Mary Occhipinti, teacher at St. Joseph-R. Hill, on the death of her father.

Rosanna Ottaviano, teacher at St. Jean de Brebeuf CHS, on the death of her grandfather.

Deborah Reid, teacher at Our Lady of Grace, on the death of her mother.

Rosemary Rizzuto, teacher at Divine Mercy, on the death of her father.

Marilena Settecase, teacher at St. Cecilia, on the death of her grandmother.

Francine Sorge, teacher at St. Emily, on the death of her mother-in-law.

Ingrid Spicer, teacher at St. Patrick-Schomberg and Light of Christ, on the death of her father AND father-in-law to John Spicer, teacher at St. Theresa of Lisieux CHS.

Joseph Swanek, teacher at Holy Cross CHS, on the death of his mother-in-law.

Elizabeth Swirla, teacher at St. Mary Immaculate, on the death of her grandmother.

Lisa Tesone, teacher at Our Lady of Hope, on the death of her father.

Josie Tesolin, teacher at Our Lady of Annunciation, on the death of her mother-in-law.

Antonietta Varanese, teacher at St. Mary of the Angels, on the death of her father-in-law.

Filomena Ventrella, teacher at St. Theresa of Lisieux CHS, on the death of her father.

Janice Whiton, teacher at St. Brigid, on the death of her father-in-law.

Kevin Woods, teacher at St. Theresa of Lisieux CHS, on the death of his father AND father-in-law of Caterina Woods, teacher at Fr. Bressani CHS.

Dean Yeats, teacher at OLGC, on the death of his father-in-law.