

The Sentinel



MLSE Middle School Meltdown Tier 2 tournament
 Pictured: Corpus Christie CES and St. Anne CES
 (see p2 for article/photos)

The New Communication of Learning Template - How Long is Too Long? How Much is Too Much?

Heather Manassis, President

The integration of the Full Day Kindergarten program, and of an Early Childhood Educator in every Kindergarten classroom with greater than 15 students, has required K teachers to adapt their teaching, sometimes quite significantly, over the last few years. Most recently however these teachers have faced the challenge of completing the new ministry-developed 'report card'. The implementation of the new reporting format, the "Communication of Learning", (CoL) template, was the culminating task, of what began as the Full Day Kindergarten Program. And what a task it proved to be for Kindergarten teachers across the province. It took 5 years to implement the FDK program but only a few months to implement the new reporting template. By the time the ministry recognized that the roll out was happening too quickly many boards determined that it was too late to retreat. It simply didn't make sense to roll back the clock. Too much time, energy and money had been invested in the process.

The CoL template required K teachers to write about the most significant growth in learning for each of their students, in four very broad areas or frames. Assessment and evaluation in Kindergarten relies almost exclusively on observations made during planned and purposeful

opportunities for play. The planning is extensive and so too is the reporting. Early Childhood Educators now have a significant role in the observation of students that must occur throughout the day. Anecdotal notes are the best record of achievement, and learning how to apply those effectively and somewhat efficiently, for each child, is quite challenging. The template does not include any indicators to signify a level of achievement, i.e. a 'well developed', a 'level 2' or otherwise, nor does it specify any specific subject areas, i.e. Math, or Reading. The template is comprised of 4 boxes, on 3 pages, one box under each of the following four frames; **Belonging and Contributing, Self Regulation, Demonstrating Literacy and Mathematics Behaviours, and Problem Solving and Innovating.**

When I approached the Board regarding how this was going to be rolled out, it was agreed that some immediate in-servicing was necessary. A Kindergarten report card writing committee was struck. The goal of the committee was to alleviate the workload for teachers by providing stems, terminology, and some sample comments for the CoL template. Denise Cave, Primary Consultant, and Kindergarten expert, held approximately 18 sessions or in-services

over a few short months. K teachers, alongside their ECEs, were presented an overview of the ministry expectations, several examples of comments as they would apply to students at different levels of development, as well as the information prepared by the writing committee. Denise also provided specific direction pertaining to the completion of the new templates.

Thankfully, the IT Department was able to manipulate the template so that it could be shared with itinerant teachers as needed. The immediate response to concerns sent to the Help Desk with regard to issues with the 'print preview', or saving and sharing the document were very much appreciated.

In late January, even with all of these supports in place, it became very clear that these new 'reports' were taking hours longer than traditional report cards. Some teachers have reported more than 70 hours. The same sentiment was being expressed by teachers across the province. Locally, Kindergarten teachers were given additional time on the Feb. 3rd PA day to assist with the completion of these templates. A short questionnaire has been sent to all K teachers requesting feedback of the overall experience.

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**Congratulations to St. Anne's CES, Champions, Tier 2, MLSE Middle School Meltdown!
Julie Pauletig, Past President**

Congratulations to the St. Anne Catholic Elementary school hockey team for capturing the championship in the MLSE Tier 2 Middle School Meltdown Tournament. The tournament took place on Friday, Feb. 10 and Saturday, Feb. 11th at Ricoh Coliseum. Following the Marlies game on Saturday night St. Anne's of the YCDSB, and Simcoe Catholic's finalists, Notre Dame, battled for the top spot. It was the winning goal in overtime that earned St. Anne's the championship title.

Tier 1 of the same tournament, also comprised of an eight team roster, ran on the Family Day weekend. Friday games were played at the MasterCard Centre. The elementary school players shared the arena with the Toronto Maple Leafs who were on the ice preparing for



Above: St. Gregory the Great CES ((Black/Yellow

Left: St. Stephen CES - Proudly Pink

Below: Steven with MSLE support staff and a team member from St. Anne CES

their upcoming game. Students had an opportunity to meet the players and some successfully scored autographs and photo opportunities with the NHL'ers. The playoff round took place Saturday at the Ricoh Coliseum with St. Gregory the Great CES, of YCDSB facing the returning champions, Our Lady of Sorrows, from TCDSB, in the finals. Both teams played with determination. A big congratulations to St. Gregory who finished in 2nd place overall.

A special thanks to the Maple Leaf Sports and Entertainment organization for sponsoring the event and for providing elementary students the opportunity to square off against other school teams in the GTA. The opportunity to

play in venues like the Ricoh Coliseum and the MasterCard Centre may only come once in a life time. These young players, in grades 6 through 8, were both excited and grateful for the opportunity.

Thank you to the student hockey players, coaches, teachers and administrators of Corpus Christi CES, Our Lady of Annunciation CES, St. Anne CES, St. Gregory the Great CES, St. Mary of the Angels CES and St. Stephen CES who participated in the MLSE Middle School Meltdown tournament. Thank you also to the parents and to York Catholic Teachers for supporting our YCDSB teams. Many players commented that this was truly an "awesome" experience, and a memory that they will cher-



ish for years to come. A special congratulations goes to all the players for their enthusiasm, energy, sportsmanship and outstanding achievement.

*New Communication
Continued from Page 1*

In summary, it is clear that the focus of today's Kindergarten Program is the social and emotional development of the child. Evidence shows that learning how to take turns, how to share, and how to get along with others will ensure academic success in later years. Kindergarten teachers would have no difficulty making these qualities the focus of their teaching and of their reporting, but reading, writing and getting ready for Grade 1, whether incorporated in the learning template or not, continue to be very real expectations of the Kindergarten teacher. What isn't so clear is how teachers can meet these needs in classrooms where 30 children, ages 3 to 6, some not quite toilet trained, others needing a nap and still others requiring support from a CYW, or an EI, vie for attention in a room that is so cramped that learning centres overflow into hallways. Sadly, excellent Kindergarten teachers are finding the workload overbearing, and the expectations overwhelming and unrealistic. As a result they are electing to leave Kindergarten to avoid burnout. We need to find a better solution.

**"Walk Into Retirement with a Plan"
Benefits Workshop - OTIP-YCT
Save the Date: April 27th, 2017**

Registration will begin March 21, 2017 and close April 24, 2017



OTIP RAEO®

Women's March in Washington – Toronto, Why We Marched By Filomena Ferraro, 1st VP and Natasha Delpippo, Co-Chair Political Action Committee

On Saturday, January 21, 2017 we proudly marched alongside approximately 60,000 of our sisters and brothers from Queen's Park to Toronto City Hall, united in our objection to Trump's Presidency, and in particular, to his ideals. We represented many cultures, ages, and religions and stood together in solidarity against Trump's outrageous, discriminatory and unconscionable attitude toward women, immigrants and Muslims. The message that President Trump's views would not be tolerated for the sake of humanity was delivered in a peaceful and effective manner. This was a moment in history that will never be forgotten, as it provided inspiration for the next generation.

People chanted and sang while riding the subway and they brought this excitement onto the street. We felt the enthusiasm as crowds of people carrying signs and pushing strollers headed to Queen's Park. It was the kind of momentum that was last seen during the Mike Harris years, and the Days of Action. Signs were homemade, unique and authentic. The messaging was powerful; "Love Trumps Hate", "Don't Trump Democracy...Human Rights" and "I will not normalize hatred by remaining silent". The sense of urgency to address the injustice was real and, regardless of our religious beliefs, we were unified against Trump's politics. We understood that our religion may in fact divide us on some issues, but not on this one. Individuals who chose not to participate in this event should not judge why others did, or define the march by other than what it was. It was a Women's March, and everyone present was interested in protecting the rights of women and immigrants.

Over 3 million people around the world marched that day. All were motivated by friendship, compassion and solidarity. People around the world were united by love and felt a real sense of hope. This new kind of activism reminded us that we need to be kind to one another. As a community we must continue to create opportunities to come together in unity to remind us that we have the power to shape the world in which we want to live in and in which we want to raise children.

Since the Women's March, President Trump has implemented an executive order banning travel to the USA from seven predominantly Muslim countries. He continues to tweet outrageous comments and claims that most news is fabricated. He refers to such reports as "fake news". It is our hope that the momentum created at the grassroots level, as evidenced at the march, will last and that people will continue to rise up against hate until they effect change. As Catholic Teachers we have an opportunity to do this. We are charged with the responsibility of teaching students how to build accepting and inclusive communities and to fight for a better world.





IT'S RESOLUTION TIME AGAIN!

By: Diana Corazza, Councillor

It's that time of year again where we contemplate the future of OECTA and the path it will carve. The goal: a strong and vibrant Association which will have the power to positively shape the upcoming year.

Every year, starting in early November, OECTA units from across Ontario turn their minds towards the upcoming Annual General Meeting (AGM) which traditionally takes place at the beginning of March Break. The AGM is an opportunity for the membership to have their voices heard through delegates representing all units express their desire for change in how our Association is governed, and pave the way for the future. Before hitting the AGM floor, all resolutions go to the Legislation Committee. This committee, which may not be well known to the general membership, plays an integral role in processing resolutions. This year, I have had the privilege to serve as Chair of this provincial committee.

The task of the Legislation Committee is an intriguing one. It is entrusted with the responsibility of studying and reporting on all matters pertaining to the constitution, by-laws, policies and procedures of the Association, and subsequently, submitting such matters to the AGM. The most important task of the committee is to review all resolutions received and to prepare a list of those eligible for consideration at the AGM. As one can imagine, this can be a very time-consuming task which requires the committee to cross reference all proposed resolutions with existing provisions in the handbook. This process is necessary to ensure that, should a resolution be approved by the delegates at the AGM, all relevant sections of the handbook be amended as necessary. This requires committee members to heighten their familiarity with, and knowledge of the handbook. Furthermore, it is a very rewarding task as every single resolution submitted reflects the direction in which the membership wants to travel, and how best to continue to serve the members in a manner that is transparent, progressive and meets the needs of the Association.

The process of reviewing resolutions begins in early December, where committee members review each and every resolution to ensure each is properly worded, and that references to relevant sections of the handbook are accurate. In addition, the committee is responsible for ensuring that all resolutions and the respective rationale make sense and that duplications are combined. Those that require amendments and clarifications are sent back to the sponsoring units.

The committee meets again in early January. A further review of the resolutions by the committee commences the process of numbering the resolutions as they will appear in the AGM supplement. Once complete, the supplement, which encompasses all the resolutions, is prepared, sent for publication and made available to every member. The Legislation Committee operates on a very tight timeline. They must ensure that all is ready prior to the AGM to afford the membership sufficient time to review resolutions and prepare to debate them as necessary. These will direct the future path of our Association.

Serving on this committee, given its focus on our constitution and governance, is a rewarding way to not only serve the membership, but also gain a greater understanding of how our Association functions.

Work Place Injuries Greg Bolton, 3rd VP

Have you been injured at Work?

No, this is not a TV ad from ambulance chasing lawyers. This is important information members need to know should they get injured while at work.

Quick Facts: What to Do If Injured In the Workplace

1. **Seek immediate medical attention onsite (if an ambulance is required call 911)**
2. **Inform your administrator**
3. **If you do not visit hospital, follow up with your own doctor as soon as possible (Inform the doctor that you were injured at work)**
4. **Contact the unit office for assistance, 905-508-2008**
5. **Complete a WSIB Form 6 and fax or mail to the WSIB (as per form)**

Additional Information

If you are injured on the job it is very important that you seek the proper medical attention as quickly as possible. If you feel it is serious enough to have an ambulance called then do so. The paramedics are professionals who can be trusted to assess the injury and determine whether additional treatment is required. Depending on the injury it is still recommended that you follow up with your own doctor or by visiting a walk-in clinic for assessment.

Upon reporting that the injury occurred at work, the doctor is required to complete the WSIB Form #7, and submit it directly to the WSIB. Request a copy of the report for your records.

This form, in conjunction with the Form 6 which you completed, and the form completed by your employer initiate your claim.

It is extremely important that you follow the medical plan, or recommendations determined by your medical team following your assessment. It is also important that the claim submitted by the doctor clearly states your condition and whether or not you should be returning to work. Your doctor is responsible for updating your medical status with the WSIB.

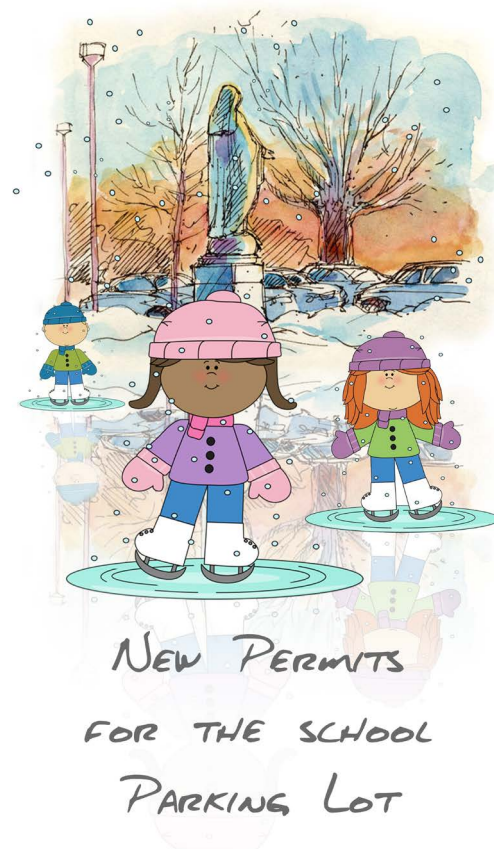
Things you need to know

Now get ready...the WSIB is the true definition of a government bureaucracy.

As soon as the claim is received by the WSIB a claims manager will be assigned to conduct a phone interview and enter the pertinent data. A new 'initial' claims officer is then assigned to your case. If this officer feels that additional medical evidence is required, they will follow-up and send to the WSIB. This takes even more time and more paperwork. If you have been off work, and it is determined that you can return to work you will be connected with a 'rehab' specialist. He or she will liaise with the Board, and your union representative.

Once WSIB reviews your injury predetermined recovery time will be applied, based on an average healing time for that particular injury. This will be used to determine when they feel you will be able to return to work. For example, a broken arm is allocated a 6-8 week recovery. Unfortunately this method is not accurate since each case is different and should be evaluated accordingly. This becomes very frustrating for members who have not fully recovered in the time allotted.

Recently, the school board has begun using an outside agency to review most WSIB files. Through the WSIB the Board contracts an outside agency to act as their representative on member claims. This company has the ability to conduct surveillance of members if they feel a particular case is excessively long, or that there is otherwise a need to do so. As an advocate of the board they can also challenge the WSIB regarding decisions that have been made in your favour. For this reason you are encouraged to contact the Unit Office, to complete the forms required, and to name your union, OECTA, as one of the persons with whom your information can be shared. Someone from the unit office will be available to walk you through the process and advocate on your behalf.



The ELHT (Employee Life & Health Trust) or Our New Benefits Plan - OTIP

Heather Manassis, President

On February 1st, YCT began to transition from Sun Life to the new ELHT Plan managed by OTIP. March 3rd was the deadline for members to enrol and I trust that everyone has done so. I would like to remind everyone that your transition is not complete until you have signed and returned, by mail, your beneficiary statement. From my perspective the transition went quite smoothly. Members who required assistance were able to access help from OTIP, by phone, and were assisted in a timely manner. That is not to say that there are some matters for which we continue to seek clarification.

There are some aspects of the plan to which I would like to draw your attention. To begin with the amount of monies allocated for massage is now \$600.00. Additional monies are accessible under paramedical including chiropractic treatment. However OTIP has a qualifier attached to several services, including massage and physiotherapy, which states that the amount payable is determined by what is “reasonable and customary”. This amount changes by region.

I called OTIP to confirm the maximums for two of the most common claims; massage and physiotherapy. For a massage the customary and reasonable amount payable is \$102.00, regardless the length of the massage. The reasonable and customary charge for an initial physiotherapy session, an assessment is \$134.00, and for each additional visit a fee of \$84.00 is considered reasonable and customary. If your provider charges more than these amounts **you will only receive compensation to the maximum allowable.**

“Reasonable and customary” are descriptors attached to many of the services covered by the OTIP plan. I strongly recommend that if you are accessing services which could be considered extensive in areas such as dental, orthodontic, orthotic, or osteopathic, that you request a predetermination from your medical practitioner in order to confirm the reasonable and customary coverage through OTIP.

Members who have dependent children studying outside of the province received a letter informing them that their dependent students are covered for a maximum of 60 days while out of province. Dependent children are covered only until their 21st birthday, unless they attend school full time, and then will be covered to their 25th birthday. This is a significant change as under Sun Life dependent children were covered until their 22nd and 26th birthday respectively.

Locally, we will be uploading onto our website the comprehensive description of the OTIP plan. We will also be posting a comparison chart outlining how the changes in the plan will affect York members.

Please remember that all services received prior to February 1st, while insured under Sun Life, must be submitted to Sun Life, as paper claims, by April 30, 2017.

Q&A

Heather Manassis & Greg Bolton

When can I use MoU days?

MoU Days can be used after you have used two contractual days under article 9.06(a) of the Collective Agreement. Of the six criteria listed in the article three can be used as MoU days; (i) caring for an immediate family member who is ill, (ii) a specialist or dental appointment or (iii) inclement weather. Using code 14, {9.06(a)}, the Board will automatically deduct a day from the balance indicated under MoU. You must also complete a TCH12 (a) form. This may have to be done upon your return to work.

I am on a maternity leave and learn that I am expecting. How do I qualify for maternity leave benefits and the SEB (Supplemental Employee Benefits) top up?

To qualify for the full 10 week SEB top up you first need to qualify for Employment Insurance. This requires you to have worked 600 hours in the year prior to beginning your maternity leave. For EI purposes each day of work is counted as 8 insurable hours. York Catholic Teachers receive a Supplementary Benefit of 8 weeks salary at the daily rate, (as outlined in Part A, Central Terms, of the Collective Agreement). An additional 2 weeks of top up, based on our pay schedule, is paid to those eligible to receive EI. These monies are paid approximately 10 weeks after delivery.

My administrator has asked to speak with me about a parent concern, but refuses to provide me the name of the parent who has expressed the concern. How do I proceed?

There is a pretty solid understanding between York Unit and the YCDSB that anonymous letters and/or concerns will not be addressed.

It is extremely difficult to correct a situation without knowing the ‘who’, and the ‘why’ of the concern. If your administrator has agreed to deal with the parent - great. Sometimes administrators want to inform members, off the record so-to-speak, as a heads up, or a “please be aware” in an effort to protect you from a parent who may elect to elevate his or her concern, to the College for example. If your administrator indicates that he or she received a letter about you, you are entitled to a copy of that letter. In such cases a parent meeting is often the best course of action. You may elect to have a representative at that meeting. It is advised that you request a representative from the unit office and not your staff rep.

What is the difference between equity and equal with regard to supervision in Elementary schools?

Supervision schedules should be developed such that teachers feel they are being treated fairly. Equity however does not mean equal. Supervision schedules are unique to every school. The number of teachers required both on the yard and indoors varies depending on school configuration and site lines. Contractually members should not be assigned more than 60 minutes of supervision per week. Schedules should be within 5 - 10 minutes of one another wherever possible. That would still be considered equitable. Indoor and outdoor assignments should also be considered. If half of your staff is assigned to an indoor lunch duty and two outdoor recess (50min), and the other half is assigned 4 recess duties (60min.), the SSAC should rotate duties in the second half of the year.

This may not be possible for all staff, but it would certainly be more equitable. The following year the same consideration should be given. Please note that middle lunch duty cannot be rotated in the same manner due the requirement of a 40 minute uninterrupted lunch for each teacher.

Can I tweet, post or comment, via any social media platform, stating my personal opinion about policies or actions taken by the Board?

Using Twitter, Facebook, or other social media platforms to express one’s opinion about, or criticisms of, Board policy, or similar is not appropriate. The employer may elect to follow up with you regarding the post and the author of an inappropriate or critical post could be subject to discipline. The Employee Acceptable Use of Information Technology Policy, (Policy #408) outlines the expectations of members (Employees) in this regard:

4.5.2 To observe standards of common courtesy and respectful behaviour consistent with the Vision Statement, policies and protocols of the York Catholic District School Board and the school community when sending, publishing messages or creating information on the Internet.

4.5.3 To understand that as employees of the York Catholic District School Board, they may access Board’s information technology and network including the internet for limited personal use during scheduled breaks (e.g., lunch). However, it is clearly understood that Employee Acceptable Use of Information Technology Policy is still applicable.

4.5.4 To be aware that they may be subject to disciplinary action, up to and including loss of access to Board system, suspension from work, or discharge from employment, and/or including police involvement for unlawful or unacceptable use of the York Catholic District School Board information technology.

Please note: The Ontario College of Teachers (www.oct.ca) has a publication, *Professional Advisory - Use of Electronic Communication and Social Media* with which members should also be familiar.

“Don’t Grieve Me” Reg Shepard, Teacher

The comment, “Don’t Grieve Me”, is a phrase that is occasionally bantered about in staff rooms and hallways. Sometimes it is said in a sarcastic or light-hearted manner, other times to address a real issue. When this phrase is uttered by one teacher, to another, it’s simply being misused, and often leads to confusion and sometimes upset.

A grievance is a method of addressing a matter which is a contravention to the collective agreement. When a teacher believes that there has been a violation to the Collective Agreement he/she can contact the Unit office, and the executive will determine whether or not a grievance is in order. A grievance is always filed against the Board (the employer) because the Collective Agreement is an agreement **between** the YCDSB and the **York Unit of OECTA**.

Grievances CANNOT be filed against a member, a colleague or an administrator. If a teacher is directed to do something that will violate the Collective Agreement, such as supervision beyond 60 minutes, the teacher **MUST** comply. The member can then contact the Unit Office and the violation will be addressed (“Act now, grieve later”). For example, when several teachers were repeatedly directed to do more

than 60 minutes of supervision, the association filed a grievance. The Board and the unit, through labour relations, were able to resolve the matter before referring it to arbitration. It can take 2-3 years for a grievance to be resolved through the arbitration process.

The Collective Agreement is a binding contract between the Board and OECTA. The release officers of YCT-OECTA represent members and ensure that the contract is upheld. Members cannot choose to disregard the Collective Agreement, relinquishing one’s right to a 40 minute lunch for example. If members elect to disregard what has been negotiated it becomes very difficult for your association to enforce the Collective Agreement when there is a violation.

The appropriate avenue for dealing with a concern between two members is to access the Board’s “Respectful Workplace Policy”. If you are experiencing difficulties with a colleague it is recommended that you review the policy and call the unit office for assistance. The association does not discipline members but rather makes every effort to mitigate in these circumstances by helping members to resolve their differences through mediation. These meetings are often held at the unit office. It is hoped that a resolution can be reached prior to involving the Board who may determine that the best resolution would be to reassign both members

Milk Bag Mat Project Sharon Gusz, Retired Teacher

As Catholic teachers seeking new and interesting ways to reach out to those in need, we invited Sharon Gusz, a retired YCT member, to share the “Milk Bag Mat Project” with interested members. For many years, prior to her retirement, Sharon worked in our schools with many teachers and thousands of students who continue to make mats for those less fortunate in nearby communities and around the world.

Over the last few years, many schools in YCDSB have become involved in the milk bag project founded by Angela Kesthely. Students flatten, cut, loop and weave these bug and mildew resistant bags on a simple wooden frame to create mats for the needy. Each mat reuses approximately 500 milk bags. What a great way to help our environment and those in need at the same time!

Some schools have involved their Environmental Club, others their Luke 4:18 students and some have even created an official “milk bag mat” club that meets weekly. Other YCDSB schools collect and flatten milk bags throughout the year and then host a milk bag weaving day in their school gymnasium. On these days, each class, including the Kindergarten children, spends one period participating. The Kindergarten students are invited to stuff the milk bag scraps into pillows cases that were made from fabric scraps. In a single day a school of 400 students can easily make 20 mats. An amazing accomplishment for 40 min of work, especially when you consider that each mat frequently serves an entire family.

Completed mats are either given to homeless in the GTA, to homeless shelters or are sent to

Dr. Simone’s Canadian Food for Children charity and distributed in Central America, South America, Africa and the Philippines. Last year over 5500 mats were distributed.



At a recent gathering of retired teachers, the group was informed that our schools could use more frames and drivers. A number of members offered their services. On Sat. Jan. 28th a number of active and retired teachers met at the OECTA office for a morning of mat making. As a result of that morning two new schools have joined the project.

A special thank you goes to Monica Cham-

to alternate locations.

Please be aware that under the Teaching Profession Act, Section 18(1)(b) a teacher who makes an adverse report about another teacher to an administrator, is required to provide the teacher written notification of the report within 3 days. There is also an expectation that the administrator remind the reporting teacher of his or her duty under the act.

Clearly, a grievance and a respectful workplace complaint are two very different processes. A grievance is filed against the Board, addressed via your executive, and may take years before going to arbitration. A complaint under the Respectful Workplace Policy can usually be resolved comparatively quickly, hopefully through mediation and often to the satisfaction of both members.

Important Dates:

Benefits:

Feb 1 - Coverage began
Mar 3 - Deadline to Enrol

Meetings:

Mar 6 - UAGM for Prov. Resolutions
Mar 10-13 - Provincial AGM
May 10 - Unit Elections
May 17 - Councillor Elections/UGM

Holidays:

Mar 11 -19 - March Break
Apr 14 - Good Friday
Apr 16 - Easter

Active and Retired Teachers working together to make sleeping mats from milk bags.

pagne, Scott Cameron and Kerry Dupuis for building mat frames for many of our schools. An additional thank you is extended to all teachers and staff who volunteer to supervise students during recess and/or lunch breaks.

Visit www.milkbagsunlimited.ca or contact Sharon Gusz at sharongusz@gmail.com for more details. Our motto is “Empower the People and Save the Planet”.

Announcements:

BIRTHS AND ADOPTIONS

Erica Belli, teacher at Holy Cross CHS, on the birth of her daughter Emma.

Jacqueline Bianchi, teacher at Fr. Fred McGinn, on the birth of her son Nathan.

Anita Bussoli, teacher at St. Jean de Brebeuf CHS, on the birth of her daughter Tessa.

Laura Camerlengo, teacher at St. Mary, on the birth of her daughter Taya.

Nelson De Castro, teacher at St. Jerome and Recording Secretary on the York Unit Executive, on the birth of his son Noah.

Lino Fera, teacher at St. Jean de Brebeuf CHS, on the birth of his daughter Teresa.

Cristina Fiore, teacher at St. Emily, on the birth of her son Luca.

Leanne Frisoni, teacher at St. Michael the Archangel, on the birth of her daughter Alivia.

Sarah Game, teacher at St. Bernadette on the birth of her son Declan.

Tricia Gordon, teacher at St. Mark, on the birth of her daughter Hayley.

Stephanie King, teacher at St. John Bosco, on the birth of her daughter Amelia.

Lisa Lauriault, teacher at St. Mark, on the birth of her daughter Natalie.

Enza Loiacono, teacher at San Marco, on the birth of her son Julien.

Christa Masse, teacher at Prince of Peace, on the birth of her daughter Eleanor.

Andrea Orsi, teacher at St. John Paul, on the birth of her son Christian.

Kailynn Ottaway, teacher at St. Brendan, on the birth of her daughter Emily.

Mike Ottaway, teacher at St. Paul, on the birth of his twins Jonathon and Lyla.

Tanya Perna Crocitto, teacher at St. Michael the Archangel, on the birth of her son Hudson.

Natasha Venditti, teacher at Fr. H. Nouwen, on the birth of her daughter Angelica.

CONDOLENCES & SYMPATHY

The Bozzo family, on the death of Ivana Campoli-Bozzo, teacher at Holy Cross CHS.

The Trapp family on the death of Gord Trapp, Tech Teacher at Fr. Michael McGivney Academy

The Van Bakel family, on the death of Karen Van Bakel, teacher at St. John Chrysostom and OLG.

Mario Bouchard, teacher at Christ the King on the death of his mother.

Jim Bruder, teacher at Our Lady of Fatima on the death of his brother.

Sarah Capulli, teacher at St. Benedict on the death of her grandfather.

Ada Cartaginense, teacher at St. Joan of Arc CHS, on the death of her grandfather.

Mary Chiaravalloti, teacher at St. Augustine CHS, on the death of her mother.

Luana Ciccone, teacher at Christ the King on the death of her father-in-law.

Ron Civiero, teacher at St. Robert CHS on the death of his mother.

Loreta Di Blasi, teacher at St. Mary Immaculate on the death of her father and father-in-law of Biagio Di Blasi, teacher at OLHC.

Alessia Di Iulio, teacher at St. Mary Immaculate on the death of her grandfather.

Mary DeSimone, teacher at St. Joseph-Markham on the death of her mother.

Laura Fantauzzi, teacher at St. John Bosco AND Mark Fantauzzi, teacher at St. Joan of Arc CHS on the death of their grandmother.

Deborah Fazari, teacher at Guardian Angels and St. Gregory the Great on the death of her father-in-law.

Cristina Fiore, teacher at St. Emily on the death of her grandmother.

Tony Fiorucci, teacher at Blessed Trinity on the death of his grandmother.

Chiara Gollo, teacher at St. Jean de Brebeuf CHS on the death of her mother.

Sandra Guida, teacher at Our Lady of the Rosary on the death of her father-in-law.

Caroline Guiste, teacher at Our Lady of Peace on the death of her mother.

Rob Hayes, teacher at St. John Chrysostom on the death of his father.

Claire Laughlin, Executive Assistant, PD Department at OECTA Provincial and teacher on leave, on the death of her father.

Lesley Lawlor, teacher at St. Brendan on the death of her mother.

Patricia Mamiani, teacher at St. Clare and Paul Mamiani, teacher at St. Andrew on the death of their aunt.

Pat McConvey, teacher at Our Lady of the Lake CCS, on the death of his father.

Antonietta Parisi, teacher at St. Stephen on the death of her uncle.

Alison Perry, teacher at St. Mary, on the death of her mother and mother-in-law to Ken Perry, teacher at St. Nicholas.

Lynn Silvestri, teacher at Fr. F. McGinn on the death of her mother-in-law.

Carmela Simone, teacher at Our Lady of Peace on the death of her uncle.

Sabrina Spadafora, teacher at St. Margaret Mary on the death of her father-in-law.

Alison Watts, teacher at Sr. R. Scott on the death of her grandmother.



Members participating in Dance Workshop

Don't miss a chance
to win a
\$5,000 dream vacation
plus one of six \$500 cash prizes.

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