

# The Sentinel



Heather Manassis, President

Many of you have already heard that the Ministry of Education has created, and is moving forward with the implementation of the Kindergarten Addendum to Growing Success. The document is named, “Growing Success - The Kindergarten Addendum, Assessment, Evaluation, and Reporting in Ontario Schools 2016.” The focus, as indicated in the title, is on the reporting of the progress of children’s learning “in relation to the knowledge and the skills identified in the overall expectations set out in The Kindergarten Program.” A second document, The Kindergarten Program, 2016 (Interim Release) outlines the key components of the new Kindergarten program. It further describes four “frames” of learning and aligns the overall and specific expectations within these four “frames”.

In The Kindergarten Program the four “frames” are described as follows: Belonging and Contributing (BC), Self-Regulation and Well-Being (SRWB), Problem Solving and Innovating (PSI), and Demonstrating Literacy and Mathematics Behaviours (DLMB). A chart listing the Overall Expectations (30 in total) and the frame(s) under which each overall expectation fits forms part of the document. There have been revisions to the overall expectations which help to connect these to each of the frames. A second chart lists the specific expectations (within each overall expectation) and indicates the frame each expectation is associated. Both the overall and specific expecta-

tions do fit in more than one frame and this is also indicated in the document.

The new document provides templates for two different report cards, called “Kindergarten Communication of Learning – Initial Observations” and “Kindergarten Communication of Learning”. Both are anecdotal. The Initial Observations would be completed in the fall, and the Communication of Learning would be completed in January and June. Neither template provides ‘grades’, or ‘achievement’ indicators. The Initial Observation, or progress report, is comprised of two blank spaces, one for ‘Religious and Family Life Education’, important in our Catholic Schools, and the other to “identify and describe the child’s learning during the fall of the school year and to provide parents with clear, detailed, and straightforward information about their child’s learning, growth in learning, and next steps in learning in relation to the overall expectations in The Kindergarten Program.”

Subsequent report cards provide a space for Religious and Family Life Education and an additional four spaces, one for each of the four frames as outlined above. Within each frame the teacher will provide comments specific to each child’s development. For example under “Belonging and Communicating” and focusing on the overall expectations which include, social skills, understanding diversity, and

recognizing bias (#2, 3 and 27 abbreviated due to space), a teacher might write the following about ‘James’;

James builds in the construction areas most days. Earlier in the year, he made plans by gathering his materials, claiming his space on the carpet, and then building by himself. He would become frustrated when other children tried to involve themselves in his construction. James is learning to communicate when he needs his personal space and when others are or are not welcome to join his project. James is now more open to the ideas of other children, and may consult with them about his plans and about adaptations to his plans. We encourage James to respond to the suggestions of others with phrases such as “Thank you for your suggestion.” Or “I like your idea.” or “I hadn’t thought of that.” or “No thank you.”

A similar comment will be written under each of the remaining three frames. Clearly teachers will need time and in-servicing to make such a dramatic change in the reporting of achievement. The sharing of the report card with the itinerant teacher(s) and how that will be done is another matter requiring much consideration.

Moving forward the name of the early childhood educator will be indicated on the new report card and there is an expectation of collaboration between the DECE and the Kindergarten teacher in “observing, monitoring, and assessing the development of the child”. This change, in addition to more subtle changes like the replacement of the words ‘Junior’ and ‘Senior’ with ‘Year 1’ and ‘Year 2’ cause some concern with regard to the professional autonomy of the Kindergarten teacher. It is my sincere hope that none of these changes are indicative of a long range plan of the ministry to remove the teacher from the FDK classroom. To date the classroom teacher has exclusive responsibility of evaluation.

In addition to these changes and also very concerning is that the Ministry has not committed any monies to the

in-service of teachers for implementation of the addendum and in particular the new report cards. Neither have they provided a date of implementation. Our provincial association (OECTA) has been in discussion with, and continues to lobby the government (as per the Minutes of Settlement) to establish a manageable implementation of the Addendum. OECTA is also addressing the on-going concerns with the FDK program yet to be addressed by the Liberal government. These concerns include the large class sizes of 30+ students, inadequate space and resources, the role of the ECE in the FDK classroom, the ever-increasing number of students with special needs (especially with regard to behaviour), the lack of funding for the supports required for these students and for special education overall.

Locally there has been minimal conversation with regard to the upcoming changes as the Board is waiting for further direction from the Ministry. Rest assured that your interests will be given primary consideration as we move forward with this initiative.

Concerns about teacher workload and the implementation of new initiatives continue to grow. It is most unfortunate that these concerns stem from the Ministry, and the Liberal government which was considered the friendly choice. This government needs to start responding to the concerns of the teachers of this province as promised when elected.

## Reforming “First-Past-the-Post” Electoral System in Canada

by Filomena Ferraro, First Vice President



During the 2015 federal election, Liberal leader Justin Trudeau campaigned on the promise that if elected there would be electoral reform in Canada. The debate of whether or not to keep our system of “first past the post”, FPTP, or make a change to Proportional Representation, PR, system has resurfaced.

Many believe our current electoral system, FPTP, produces false majorities, exaggerates regional divisions and leaves huge numbers of voters without a voice in parliament. Our nation needs a fair voting system, one in which every vote counts.

The debate for a proportional representation voting system, an electoral system that is fair, representative, and engaging is an interesting one. It will also be interesting to see if the Liberal government honours its election promise to reform the current electoral system.

The need to adopt a fair voting system is based on a simple principle: the number of seats held by a party in the House of Commons closely match their actual level of support throughout the country. In other words, the number of seats acquired reflects the percentage of votes cast or received.

According to the Broadbent Institutes’ publication “*An Electoral System for All*”, produced by David Moscrop, our FPTP system does a poor job of translating the votes of

Canadians into a distribution of seats that actually reflects the preference of voters. Instead, it produces distorted outcomes, perverse incentives, and wasted votes.” It would seem this system is unfair and produces a ‘majority’ government that does not actually reflect the desire of the majority. Every riding has more than two candidates running in an election and therefore the votes get divided among several candidates. An individual candidate can win by a margin of less than 30 per cent. This could occur in hundreds of ridings across the country, resulting in millions of wasted votes and a majority government with less than 50 per cent of the vote. Voters must decide whether to vote for a particular candidate or to vote strategically for the candidate of the party most likely to win.

Advocates of FPTP believe that every vote does count. Every vote only counts in ridings whereby a candidate is the “sure” winner and in swing ridings whereby a winner cannot be predicted. Every vote cast in a swing riding is crucial in determining a winner.

Under the PR model very few votes are wasted, and the need for strategic voting is nearly eliminated. Under this system, a party receives a proportion of seats roughly equivalent to its share of voter support in a given riding. In a PR election the voter gets to choose the parties or candidates that best reflect their values or faith in their ability to be a good representative. Each ballot cast goes toward electing a candidate. In essence, this system would increase voter participation

and engagement and ultimately improve democracy.

When votes are translated into seats proportionally, parties and parliamentarians are also forced to co-operate in Parliament. They have to consider the policy agendas and preferences of those whom these parties represent. In other words, it forces politicians to pay attention to a greater number of citizens, resulting in a much fairer approach to government than the current FPTP system.

There are many countries operating under a democratic system of government that use PR to elect their government. Germany, Switzerland, Finland, Italy and Ireland are among them. Most countries that use PR are considered great democracies. Many people however focus on those countries using PR where it isn’t working. These people express concerns that this system creates chaos in many elections, and unstable governing coalitions that make it hard for voters to keep politicians and parties accountable. Although this is true in a few countries it is not reflective of most countries using the PR system. ([www.broadbendinstitute.ca](http://www.broadbendinstitute.ca))

Some say that countries who use PR experience a higher frequency of elections. This is not the case. Canada has had more federal elections than many other democracies: 22 since 1945. ([www.broadbendinstitute.ca](http://www.broadbendinstitute.ca)) These statistics would suggest that Canada is more “unstable” than Italy as Italy has had only 18 elections in the same time period. ([www.broadbendinstitute.ca](http://www.broadbendinstitute.ca))

We can clearly see a difference between the two electoral systems by analyzing the results of the 2015 Federal Election as illustrated in the following chart. (www.cbc.ca) (www.broadbendinstitute.ca)

However, does an electoral system based on proportional representation result in a better democratic process or should the party in the lead take it all? There are definitely advantages and disadvantages to both systems. Perhaps what Canada needs is an electoral system that is “Canadian” and represents the geographical and regional needs of our country and its peoples. A hybrid system may be the best approach to the issue of electoral reform in Canada. One thing is for sure, we need a system whereby Canadians feel their vote counts.

First Past the Post – Winner takes it all	Proportional Representation – Slice of the Pie
Liberals - 184 seats (39.5%) Conservatives – 99 seats (31.9%) NDP – 44 seats (19.7%) Bloc – 10 seats (4.7%) Green – 1 seat (3.5%)	Liberals – 139 seats (- 45) Conservatives – 106 seats (+ 7) NDP – 66 seats (+ 22) Bloc – 15 (+5) Green Party – 11 seats (+10)

# Members in Action

Greg Bolton, 3rd Vice-President

## Should I call the Unit?

When taking a call at the Unit office the most common phrases are “I never call the unit” or “I don’t know if I should be calling the unit”. If this has crossed your mind then rest assured the short answer is “Yes”. You should call the office, we are here to help you work through any issue or problem. The following outlines many of reasons or occasions you may wish to reach out to us:

- Any time you have a question that is related to your workload, working conditions, supervision schedule, or any other area covered by the collective agreement.
- If you are being asked to do something that you believe violates the collective agreement.
- If you have questions about accessing a Leave of Absence(s) (LOA) as listed in the collective agreement
- If a member of the admin team says they want to meet you and advises you to bring a union representative.
- If you are injured or hurt on the job (WSIB)
- If you have a health and safety concern in your workplace/classroom.
- If you are contacted by the police or CAS about anything related to your work.
- If you need assistance with the your benefit plans
- If you are unable to work for an extended period of time due to medical reasons.
- If you need information about accessing LTD benefits
- If you need information about social or political events, professional development or a locally developed committee.
- If you wish to get involved further in the work of the unit’, i.e. by joining a committee, or volunteering at a political event.
- If you are having trouble accessing the unit website or unit gmail.
- If you have concerns with adjustments to your pay or benefits.

If you are unsure if your question is a union matter, please call, 905-508-2008 or 1-800-269-3662

## Celebrating Five Years



On April 13, 2016 we celebrated the 5th Anniversary of the YCDSB Marlies’ Game Day. Approximately 5000 elementary students, teachers, support staff, superintendents, administrators, trustees, both the former and current director of education, and many parents enjoyed the game at Ricoh Colosseum. Several students participated in a variety of activities that day including the singing of the American and Canadian anthems, ‘high-fiving’ play-

ers in the fan tunnel, carrying both the American and Canadian flags onto the ice, riding the zamboni, and greeting players on the blue line. Trustees, superintendents and YCT exec members participated in on-ice games at intermissions. A percentage of the proceeds of all ticket sales was donated to the Children’s Wish Foundation (York Region Chapter). Over the past 5 years York Catholic has donated over \$49,000.00 to this very worthy cause.

Congratulations! #catholiceducation #whateachersdo

Heather Manassis, President  
 Filomena Ferraro, 1st Vice-President



## CAN I REALLY SAY THAT IN MY CLASSROOM?

Nelson De Castro

In late April I had the pleasure of attending the Canadian Association for the Practical Study of Law in Education (CAPSLE) conference. Here, delegates have the opportunity to listen to academics and legal experts speak about 'hot topics' in the area of education. Of the sessions I attended, none were more interesting than one that discussed how teachers are able to assert their freedom of expression in their classroom. This session was led by Professor David Waddington of Concordia University.

Do teachers have freedom of expression or are they simply mouthpieces of the state? Depending on where you live, your freedom to say what you want in your classroom varies greatly. Canadian courts have generally ruled that no worker, including teachers, leave their Charter rights at the front door of their workplace. Public schools are seen as a marketplace of ideas and students should be exposed to different viewpoints. Many times teachers are the ones who introduce those alternative views and frequently they subscribe to those alternative views. What our courts don't want is a chilling effect whereby controversial issues are muted. Things being as they are, 'controversial views' are often those held by liberal, progressive thinkers. How do we advance society if these ideas are shut out of public discourse, including within our schools?

### York Catholic Teacher's Annual Volleyball Tournaments

By Mike Totten, 2nd Vice President

On April 22nd, 2016 teachers from several schools across the board, came together for an evening filled with fun, competition and camaraderie. The annual York Unit Volleyball tournament was held at Cardinal Carter CHS. As the night progressed, friendly competition changed to a more competitive nature and many hard fought battles were played with teams striving to win the championship. Following a hard-fought battle against St. Charles Garnier, the team from Our Lady of Peace took the championship. The final game finished with a score of 25-23. A special thanks to our high school and university refer-

### French Immersion at YCDSB

Heather Manassis, President

In 2017 the inaugural class of French Immersion students will graduate from grade 8 at St. Edward CES and continue their French Immersion studies at St. Brother Andre CHS. Discussions to determine the courses will be offered to these students in French are already underway. Students will be required to attain 10 credits instructed in the French language. Many of the courses offered will include compulsory courses. Updates regarding the

In the United States, the courts have been restrictive of teacher freedom of speech. Teachers are considered hired help and are generally required to stick to the prescribed curriculum. Professional autonomy in regards to introducing certain resources to support the curriculum are often restricted. Teachers in the US have even been dismissed for introducing discussions in their classrooms that were perceived as not supporting military troops. Generally speaking, ideas that may be perceived as not aligning with the majority of society's shared views are not welcome in the classroom.

How can you determine whether or not it is safe to introduce into your classroom your views, opinions or the resources you wish to use? In a ruling by the Supreme Court of Canada, a five-point set of principles may be used:

1. *Curricular alignment - There must be a valid pedagogical purpose in the opinion or resource being presented*
2. *Developmental appropriateness - The opinion or resource must suit the age, maturity, emotional development and social environment of the students*
3. *Teacher even-handedness - An attempt must be made at promoting multiple views, especially competing views*

4. *Prohibiting 'poisonous' speech - Freedom of expression is limited by laws involving hate speech*

5. *Preventing the exercising of rights of others - Opinions or resources you present must not be perceived as putting one 'group' over another or invalidating the rights of one 'group' to the benefit of another*

If you ever catch yourself wondering whether or not you want to introduce a topic, opinion or resource in your classroom, give the York Unit office a call. Sometimes it's better to get that second opinion from an objective person before wading into uneasy waters. If you're going to discuss an alternative view or introduce a new resource, it's much better to do so with confidence knowing your legal rights support you rather than with trepidation not knowing what the potential outcome will be.

(Please note, this article is not meant to provide you with legal advice, but to help you understand some of the complex legal framework regarding a teacher's ability to access their Charter rights at work.)



implementation of French Immersion program will continue through my newsletters, staff rep meetings and the YCT website.

## FREQUENTLY ASKED QUESTIONS

Greg Bolton and Nelson De Castro

***I am a secondary teacher in Guidance, Special Education, Chaplaincy and/or Library, when I am absent do I request an occasional teacher?***

Yes when a Secondary teacher is away from school an occasional teacher is always requested. The OT in Guidance or Chaplaincy will teach those sections assigned to you and can be reassigned within your department to free up the permanent members for scheduled counselling/chaplaincy sections. This ensures that students in need have access throughout the day.

***Am I required to update my personal contact information with the school board each year?***

Yes, you are required to notify your employer when your contact information (address and phone number) changes. This is important because the employer may have to contact you for payroll or benefit reasons, or in the case of an emergency. Please contact human resources to update your contact information.

***What is "deemed qualified"? How do these qualifications compare to paper qualifications?***

In Secondary, when a teacher teaches nine (9) or more sections over a 5 year period in a subject area for which they do not hold qualifications, they can apply to the Board for 'deemed' recognition. In the Elementary panel this would apply to teaching a grade outside of one's qualifications.

Paper qualifications are those included on your OCT record and are always considered first.

***I teach continuing education courses (night school, summer school or home instruction), how many courses do I need to move one year on the pay grid.***

You need to have taught six (6) courses or 600 hours to receive credit on grid.

***I will be returning from a leave of absence three weeks before the end of the school year, can I expect or request a permanent OT position?***

Permanent positions as an OT are a thing of the past. Tighter budget lines and fewer vacant positions make it impossible.

***Unfortunately I am too ill to work. I have been on sick leave since May and may be off until October. Will my sick leave reset in September?***

If you are continuing a sick leave into a new school year you will continue to access the days remaining in your STLDP from the previous year. Your sick leave will reset when you make a bona fide return to work. Please contact the unit office for additional information.

***I slipped and fell at work but I don't have any bruises, scrapes or cuts. Am I required to report this to my administrator in order that the necessary paperwork (admin 10) is completed?***

If you fall or are otherwise injured at work it is extremely important that you inform your administrator(s) and ensure that the necessary paperwork is completed and submitted. You may also be required to seek medical attention (depending on the injury). Whether a paper cut or a concussion, please call the unit office to inform us of the situation so that we can provide direction for next steps.

***I looked at MyPortal and noticed that I have 3 MoU days, but my colleague has 4 MoU days. Why do we have different allocations?***

Personal Days (9.06) are taken from the five MoU days allocated each school year. If you start the school year with one Personal Day (9.06), you will have four (MoU) days remaining for inclement weather, specialist appointments, caring for a family member with a serious illness or to extended compassionate care leave. If you start the year with two Personal Days (9.06), you will have three (MoU) days remaining for those purposes named above.

***I tried to enter my MoU day into the SmartFindExpress system but could not find the code. What code should I use?***

You use code 14, the same code as 9.06a days, when accessing MoU days.

***I was on an unpaid leave for term one, but am now working full-time. Why haven't I received my lump-sum payment from our contract yet?***

Members who were on an unpaid leave for an extended portion of the school year will receive a pro-rated lump-sum payment for the amount of time they worked. This payment will be made at the end of the school year when it is determined what percentage of the school year they worked. For example, someone who worked half a school year will receive half of the lump-sum payment.

***When my elementary school was staffed, my principal chose to staff by qualifications. I have my Reading Specialist, and my teaching partner has Primary Part 1. We both put Grade 1 first on our preference form. Why was she considered to be better qualified for the vacant grade 1 classroom?***

When staffing by qualification, the only qualifications that apply are those designated solely for the position. For example, when staffing primary grades only the Primary AOs will apply. When staffing special education, only the Special Education AOs will apply. The tie-breaker for members who have the same level of qualification is seniority.

***My school had declining enrolment in June and now my grade does not exist. I am more senior than the teacher in the grade I indicated on my preference form as my second choice. Should I be assigned to my second choice?***

Once confirmation of excess has occurred, this year it occurred on April 22, the staffing process only moves 'forward'. That is, staffing does not get undone to make changes. If a class(es) ceases to exist, the teacher of that class will be staffed to the available grade causing least disruption. In your case a teacher may be declared excess, you would be staffed to that class if you were qualified to teach it.

***I'm thinking about retiring. When do I need to submit my letter?***

Making the decision to retire is a serious one and requires much consideration. If you are certain that you are able to or want to retire, a letter to Human Resources can be sent at any time. In certain circumstances your retirement letter can help prevent less senior teachers on staff from being declared excess, so the sooner your letter is in the better. If you are uncertain that you are able to or want to retire, then you should not rush that decision. Take the time you need and please call the York Unit office if you need clarification.

## WINE TOUR AND SHOPPING

HEATHER MANASSIS, PRESIDENT

May 14-15, YCT organized a bus trip to Niagara-on-the-Lake and Niagara Falls. Members and guests boarded two buses early Saturday morning and headed westward. Our first stop was Southbrook Vineyards for a tour and tasting. After a little wine shopping we headed to Niagara-on-the-Lake for lunch. The temperature wasn't completely co-operative but there was no rain and the tulips were in full bloom. Our next stop was Peller Estates for a second tour and tasting. We had the opportunity to purchase the wine we sampled and then boarded the bus to Niagara Falls for an evening of fun. Sunday morning allowed time for a sleep-in or a leisurely breakfast before heading off to the "Outlet Collection at Niagara" Shopping Mall. We shopped there for the remainder of the day. Great deals were found and a great time was had by all. Special thanks to Filomena Ferraro for organizing this great event.



# OTPP 2015 Surplus: What does this mean to me, a contributing member?

Julie Pauletig, Past President

We as teachers negotiating mortgages are certainly benefitting from the low and declining interest rates. In the past declining interest rates have negatively affected the value of our pension plan fund, however this did not translate to a shortfall in 2015. In fact, investment returns soared to high rate of return at 13% for the year end of December 31, 2015 and the investment earnings for the year were \$19.6 billion, up from \$16.3 billion in 2014. The value of the Ontario Teachers' Pension Plan, as reported in the 2015 OTPP annual report, reached an all-time high of \$174.1 billion dollars, an increase of 20 billion from 2014. For classroom teachers and contributing plan members this means that our pension continues to grow and our benefits are protected. Looking forward 70 years, the teacher that started in this profession in 2015/2016 has been fully accounted for. The cost of his or her future earnings, or the pension benefits to be paid to them upon retirement, have already been secured or earned by the OTPP.

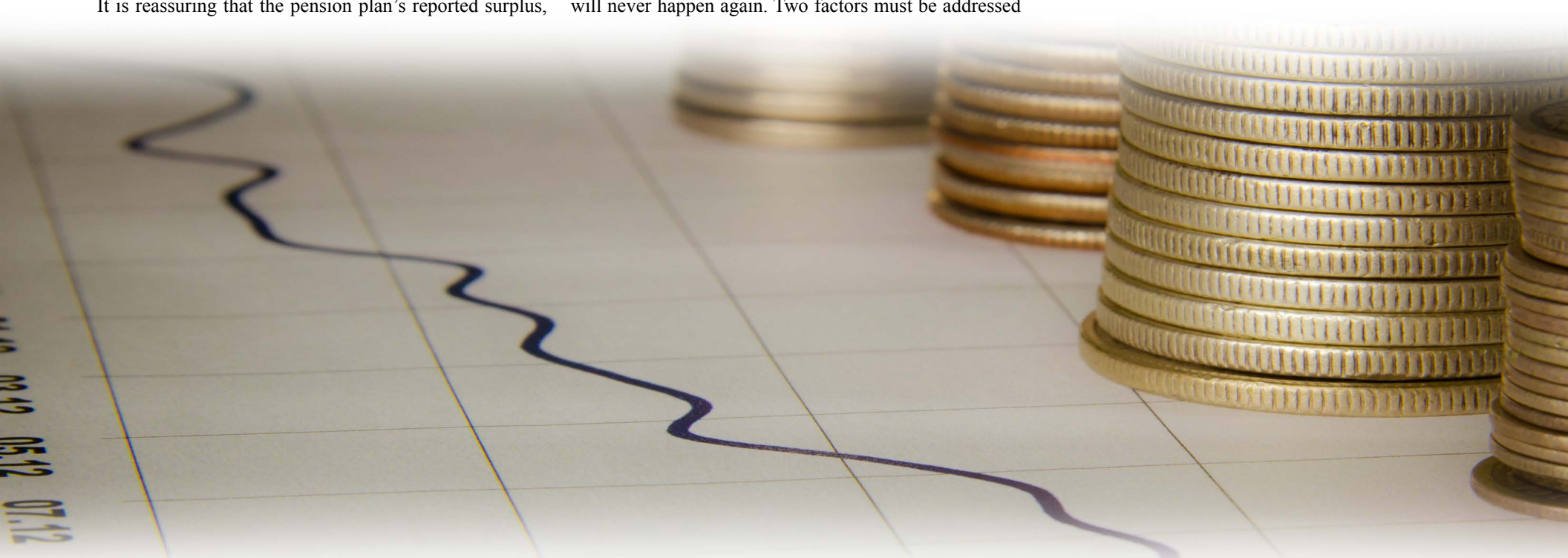
It is reassuring that the pension plan's reported surplus,

for 2015 stands at 107% and takes into account both assets and liabilities. So what impact does this have on teachers currently contributing to the plan? First, our contribution rates will not increase and secondly those retired teachers affected by conditional indexation, most commonly known as conditional inflation, may see a partial restoration to the inflation protection. This can only occur if both parties, the Ontario Teachers' Federation (OTF) and the government, agree to file a valuation based on the OTPP 2015 Annual Report. The current rate of inflation protection is 70% for members who worked after 2009. Should the parties agree to file, it is possible for the parties to determine to use the surplus to improve inflation protection, also known as CIP.

Some teachers fear that what occurred during the Harris years will happen again under future governments. At that time the Conservative government tapped into the OTPP surplus to pay off debts. Rest assured that many provisions have since been put in place to ensure that will never happen again. Two factors must be addressed

in the event of a pension surplus. They are, in this order, inflation protection to reach 100% and a reduction to the 1.1% special contribution rate on all earnings. The contribution rates are set at 10.4% of earnings below the Canada Pension Plan (CPP) pensionable earnings limit, and 12% of earnings above the CPP limit. The partners currently contribute an additional 1.1% special contribution on all earnings. This was introduced to address the 2009 pension plan shortfall. Neither partner wants to face the outcomes of future pension shortfall as occurred in 2009 during the economic downturn which necessitated a special increase in contributing rates and the implementation of Conditional Indexation Protection.

As contributing members to the plan we always hope for pension plan surpluses in order to protect the retirement benefits that we have been achieved over many years and look forward to a day when the special contribution rates are no longer required.



## OTIP Benefit Workshop



On Tuesday May 24th, 2016 approximately 90 people, members and guests, attended a benefit workshop sponsored by YCT and OTIP. Anita Chamberland, our OTIP liaison was, by all accounts, interesting, informative and entertaining. The workshop was approximately 2 hours in length and addressed issues of lifestyle planning, retiree health insurance benefits, retirement gratuities, RRSPs, tax and estate planning and investments. Since our partnership with OTIP this has been a yearly event and has proven to be very popular. It was run in the fall of this year as well as in May and we have tentatively scheduled three dates for next year. Those thinking about retirement are encouraged to attend. Those who attended were sent a survey and I would ask that you please take a moment to complete the survey as it will be used to ensure that the presentation continues to meet the expectations of the membership.

Following the OTIP presentation Mike Tamburro, Certified Financial Planner from Investor Group presented to the group and addressed questions regarding accessing the retirement gratuity, taxes and investing.

## Unit Sponsorship - The Dunsmuir Memorial Tournament

Heather Manassis, President

Many of you will recall the 2013 tragedy of the East Gwillumbury house fire that killed four of a family of five, leaving a 24 year old son the only survivor. The entire community was devastated by the tragedy of the Dunsmuir family and chose to honour their passion for hockey by hosting an annual hockey tournament in the Dunsmuir name. Some of the boys had graduated from Sacred Heart Catholic High School, and all had a passion for hockey. When it came time for your executive to select the events or teams the association would sponsor it was an easy decision. In fact YCT has had the privilege of sponsoring this event since its inception. This year Greg and I were honoured to be able to present the trophy at the Dunsmuir Memorial Hockey Tournament.





# Announcements:

## BIRTHS AND ADOPTIONS

Rosanna Cristello, teacher at St. Agnes of Assisi on the birth of her daughter Nicole.  
 Gaby Fanuzzi, teacher at St. Charles Garnier on the birth of her daughter Selena.  
 Johanna Fiorini-Nielsen, teacher at St. Monica on the birth of her son Julius James.  
 Daniela Frisoni, teacher at OLL CCS on the birth of her daughter Victoria Rose.  
 Josie Giannantonio, teacher at OLF on the birth of her son Nicholas.  
 Jill Grant, teacher at St. David on the birth of her son Xavier.  
 Denise Hoo, teacher at San Lorenzo Ruiz on the birth of her son Isaiah Maxwell.  
 Christina Kitchen, teacher at St. Jean de Brebeuf CHS on the birth of her son Niall.  
 Christina Lambrinakos, teacher at Holy Jubilee on the birth of her son Nicholas Anthony.  
 Paul McBeth, teacher at St. Benedict on the birth of his son Colton.  
 Robin McKenna, teacher at St. Brigid on the birth of her daughter Nina Joy.  
 Lisa Pangilinan-Adwentowski, teacher at St. Julia Billiard on the birth of her daughter Leah.  
 Jennifer Rock, teacher at St. Andrew on the birth of her daughter Serena.  
 Michelle Ross, teacher at OLL CCS on the birth of her daughter Carly Jane.  
 Sarah Senior, teacher at Our Lady of Hope on the birth of her son Brody.  
 Jennifer Shark, teacher at OLL CCS on the birth of her daughter Savannah Michelle.  
 Angelle Therrien, teacher at St. Benedict on the birth of her son Charlie.  
 Robyn Tonelli, teacher at Our Lady of Hope on the birth of her son Cooper.  
 Jennifer Zomparelli, teacher at St. Stephen on the birth of her son Francesco.

## CONDOLENCES & SYMPATHY

Rosalba Acosta, teacher at St. Jean de Brebeuf CHS, on the death of her father-in-law.  
 Peter Aluzzo, teacher at St. Robert CHS on the death of his father.  
 Caroline Andrews, teacher at St. Brendan on the death of her father.  
 Carol Baptista, teacher at Jean Vanier CHS on the death of her grandfather.  
 Natalie Cammalleri, teacher at St. Theresa of Lisieux CHS on the death of her mother-in-law.  
 Patricia (Caruana) Gigliozzi, teacher at OLP on the death of her grandmother.  
 Sabrina Ciavarella, teacher at Guardian Angel, Daniela Hoffman, teacher at St. Mary of the Angels and Rocky Savoia, teacher at St. Theresa of Lisieux, on the death of their grandfather.  
 Sonja Della Mora, teacher at St. John Chrysostom on the death of her grandmother.

Alissia De Thomasis, teacher at Fr. Bressani CHS and Amber DeCaria, teacher at St. Michael the Archangel, on the death of their grandmother.  
 Celeste Di Cosola, teacher at St. Stephen on the death of her father.  
 Macrina Dirracolo, teacher at Divine Mercy on the death of her father and uncle to Felicia Marini, teacher at St. Michael the Archangel.  
 Michael Egizii, teacher at St. Andrew, Christopher Egizii, teacher at St. Clement and Sandra Egizii, teacher at St. Clare, on the death of their grandmother.  
 Dori Falcone, teacher at St. Joan of Arc CHS, on the death of her father.  
 Catherine Floyd-Rennie, teacher at St. Edward on the death of her aunt.  
 Theresa Gorman, teacher at St. John Chrysostom, on the death of her father.  
 Annamaria Iacobelli, teacher at St. Francis of Assisi and Immaculate Conception on the death of her grandmother.  
 Josie Magro, teacher at St. Cecilia on the death of her grandmother.  
 Patricia Mamiani, teacher at St. Clare and Paul Mamiani, teacher at St. Andrew on the death of their uncle.  
 Charlie Manaloto, teacher at All Saints on the death of his father and father-in-law to Lucy Manaloto, teacher at St. Julia Billiard.  
 Daniela Marcina, teacher at St. John Bosco on the death of her mother-in-law.  
 Andrea Menna, teacher at Holy Cross CHS, on the death of her husband.  
 Christina Mittone, teacher at OLP on the death of her uncle.  
 Vincenza Moir, teacher at St. Jean de Brebeuf CHS on the death of her father-in-law.  
 Antonina Morello, teacher at St. Emily on the death of grandmother.  
 Luciana Papa, teacher at Holy Cross CHS on the death of her father-in-law.  
 Theresa Penney, teacher at St. Elizabeth CHS on the death of her mother and mother-in-law to Karen Geoffrey, teacher at Good Shepherd.  
 Teresa Porcelli-Romeo, teacher at St. Francis of Assisi on the death of her grandmother.  
 Jennifer Powers, teacher at St. David on the death of her grandfather.  
 Gina Re-Cardinale, teacher at St. Anne on the death of her father.  
 Marcel Schaefer, teacher at St. Luke's Catholic Learning Centre on the death of her mother.  
 Loredana Scocco, teacher at St. Charles Garnier on the death of her sister-in-law.  
 Reg Shepherd, teacher at St. John Bosco and St. Margaret Mary on the death of his grandmother.  
 Oreste Testani, teacher at St. Jean de Brebeuf CHS on the death of his father.  
 Rachelle Weaver, teacher at St. Edward on the death of her grandfather.

## Edvantage Members,

You contribute a lot of time and effort to the educational community and Edvantage wants to reward your dedication. You could **WIN \$2,500 in cash**, or one of **10 monthly prize draws!**

So go ahead, take a trip, go on a shopping spree or spruce up your home. Just make sure to **treat yourself, because you deserve it!**

Edvantage is a rewards program exclusive to the Ontario education community that gives you access to great savings, contests and special events.

To learn more about the Edvantage rewards program or to enter the contest, visit:

**[edvantage.ca/win](http://edvantage.ca/win)**

Enter the "Treat Yourself" contest today for your chance to win the **\$2,500 Grand prize** and one of 10 monthly prize draws which include:

- » Roots gift cards
- » Sobeys gift cards
- » Soft Moc gift card
- » Wonderland tickets
- » Shell gift cards
- » Nutcracker Sweet gift card



Enter the Treat Yourself Contest at [www.edvantage.ca/win](http://www.edvantage.ca/win). No purchase necessary. Open to Ontario education employees who are active Edvantage members. Must be Ontario resident and minimum 18 years of age. Win one of: 2 - \$50 Roots gift cards; 3 - \$30 Sobeys gift cards; 1 - \$50 SoftMoc gift card; 2 - prizes of 2 tickets to Canada's Wonderland, valued at \$80; 2 - \$50 Shell Canada gas cards or 1 - \$50 Nutcracker Sweet gift card; and 1 Grand Prize of \$2,500 cash. Odds of winning depend on the number of eligible entries received by the draw dates and by the Contest Closing Date. Contest closes December 30, 2015. Go to [www.edvantage.ca/contest/rules](http://www.edvantage.ca/contest/rules), for full contest rules.

**Edvantage**

Do you know a student who could use an extra \$1,500 for tuition?

They could **WIN** a bursary from OTIP!



If you're insured with OTIP and you or one of your relatives (e.g. child, step-child, grandchild, niece, nephew, aunt, uncle, sister, brother, spouse, etc.) will be a full- or part-time post-secondary student in the upcoming academic year, enter online for the chance to win a bursary from OTIP.

Twelve bursaries of \$1,500 each are awarded annually. The deadline to enter is June 15 each year.

Visit [www.otip.com/bursary](http://www.otip.com/bursary) for more information.



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