

# The Sentinel



## York Catholic Teachers 2017-2018 – Executive

Back Row (L-R) Alison Misa, Councillor; Michael Oyston, Councillor; Greg Bolton, 3<sup>rd</sup> Vice President  
Middle Row (L-R) Devon Dimney, Councillor; Diana Corazza, Councillor; Kyla King, Councillor; Mike Totten, 1<sup>st</sup> Vice President; Julie Pauletig, Past President  
Front Row (L-R) Edna Di Falco, Treasurer; Heather Manassis, President; Patricia Chiarella, Recording Secretary; Filomena Ferraro, 1<sup>st</sup> Vice president

## Staffing, Cuts and the Extension Agreement

### Heather Manassis, President

The month of June invokes a number of memories for teachers: track and field, report cards, graduations, transfers, excess, end-of-year celebrations, graduations, retirements, and finally the beginning of summer holidays. Needless to say it is a very busy month in the teaching profession. For me it also marks the last summer I will serve as the president of York Catholic Teachers. A role which has afforded me many experiences, and opportunities which I will cherish for years to come - more about that in a year's time.

The recent announcement by the trustees, to cut 36 OECTA positions, announced at the May 23, 2017 Board meeting came as quite a shock. What was more troubling was the lateness of this announcement in relation to the staffing process which was already well underway. The fact that these cuts included teachers serving as Chaplains was even more surprising. This decision, made by the same trustees who just recently directed a prayer centre in every classroom, and a chapel in every school

where possible, seemed somewhat contradictory. Who could have seen this coming? These cuts included positions in Special Education, Guidance, and TD and ISA Centres and were made to address an approximately \$5,000,000 deficit. Additional cuts were made across the system, the effects of which we may see, or feel, in the next school year.

What to do? For the Association mitigating job loss became our primary concern. We were able to negotiate with the Board the implementation of the Extension Agreement teachers, and the reassignment of any additional sections in the Secondary panel. These efforts, in conjunction with retirements, ensured as little disruption to the staffing process as was feasibly possible.

At this time the Board is projecting a decline in student enrolment of approximately 600 students. This translates to approximately 25 teaching positions. I do not believe that we will see a decline of 600, but it seems likely that there will be fewer students

Board wide in 2017-2018 than there were this year, a trend that may continue over the next few years. The number of confirmed retirements, letters submitted, reached approximately sixty (at the time of writing). Much of this decline therefore will be addressed through attrition. Please also note that last year the Board anticipated that we would be facing redundancies, and thankfully that notion did not come to fruition. In fact there was additional staff hired well into September.

The third round of transfers, interviews and job offers, has been completed and therefore the staffing process for 2017-2018, for permanent OECTA members, was completed late June. Positions vacated in the final round of transfers, or which become available due to late retirements, will be filled by NPTs. These jobs, or positions, will be available to all OECTA members through the transfer process next spring. Please note however that school structures, class and course assignments, remain tentative until September.

Should you have any concerns about staffing please do not hesitate to contact the unit office.

## OFL Women's Leadership Summit

### Keynote Speaker: Crystal Sinclair

#### Filomena Ferraro, 1st Vice-President

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Part of our role as release officers at YCT is to engage with our sisters and brothers in other unions. Many unions are affiliated with their local labour council, the Ontario Federation of Labour (OFL) and the Canadian Labour Congress (CLC). I was fortunate to attend the OFL Women's Leadership Summit, March 24-26, 2017. There were many union sisters in attendance who shared the same goal; to encourage the organization of women in the union movement and in striving to attain equality for women.

It was interesting to hear the voices of many women who, by virtue of being women, were disadvantaged through policies and laws and by those who wanted to champion the rights of the next generation. As Catholic Teachers we promote equality and inclusivity in our classrooms. We hope that through our education system students will become active citizens and promote positive change in their community and in the world.



The call for positive change and awareness of these issues was evident in the topics selected for this conference. There were discussions and presentations covering several topics ranging from leadership opportunities, pay equity, and labour law reform to child care.

The keynote speaker was Crystal Sinclair. Crystal is a Nehiyaw (Cree) woman from Fisher River Cree Nation in Manitoba. She is an Indigenous Rights Activist and the Founder of *Idle No More Toronto*. Crystal is a survivor of the impacts of the *Indian Act* and of the Residential School System. She is a member of OPSEU's Indigenous Circle and of the Indigenous Mobilization Team. One focus of the Mobilization group is the issue of clean water. Clean water campaigns and the impact of the privatization of our water supply is an issue that affects native lands, but also affects each and every one of us.

Sinclair describes her experiences as she opposes the privatization of our water supply. Over 40 Native communities are currently on a "boiled water" advisory. She refers to the contaminated water as "poison". She believes it is only a matter of time before all water sources will be contaminated. Sinclair highlights the fact that we all have a duty to protect our water supply.

Crystal Sinclair, alongside all of the presenters at the OFL Summit participants were an inspiration to all in attendance. Together we shared stories and discussed strategies that will make the world a better place for the next generation. We need to continue to tell our stories because stories have the power to transform lives.

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### A Teacher Is A Teacher 24/7

#### Diana Corazza

With changes in social norms and values through the growing use of social media, social networking and other technology in recent years, the scope of what is considered private individual behaviour outside of work and what constitutes misconduct has become a topic of discussion and a concern for many employers. It is widely known that teachers are held to a higher standard than those in other professions. However there continues to be the misconception that the examination of the conduct of teachers is confined to their time in the classroom and, that what they do on their "off-time" is private. This has not been the case. In May 2017, I attended the annual Canadian Association for the Practical Study of Law in Education (CAPSLE) conference and gained a greater understanding of the origins of the standards placed upon teachers and the relevance those standards hold today.

The CAPSLE conference is an opportunity for various stakeholders in education across the country to come together to discuss legal issues in education. I attended several workshops including one which examined teacher behaviour and teacher professionalism. The presentation discussed teacher conduct outside of the classroom through the lens of the Canadian court system. The 1987 Shewin case from the British Columbia Court of Appeal was the focus of this discussion. This case established the standard for which non-criminal/moral off-duty or private teacher behaviour could be deemed misconduct and therefore subject to discipline. As teachers we hold a very public role in our communities and in the courts. The Shewin case determined that what may be acceptable behaviour by society in gen-

eral may not necessarily be acceptable behaviour for teachers and that teachers lead by example. Therefore we have responsibilities in public and we must maintain an appropriate standard of behaviour both in and out of the classroom.

Although this case is 30 years old and may seem "out of date" in today's society, where much of our personal lives and opinions appear in public forums, and the boundaries between 'private' and 'public' have been blurred, it continues to stand. In fact its 30 year anniversary brings to light the importance for all teachers, newly graduated from the faculty and experienced, to understand that although we are privileged to work in a profession where we are held in high regard, we must remember that our conduct needs to reflect the same. We are more at risk now than we were 30 years ago of coming under scrutiny due to the ease of access to information from Instagram, Facebook, Twitter and other social media platforms. The level of privacy that existed 30 years ago, exists no longer. Although the images and comments we post may appear to have a sufficient level of privacy they can often be accessed or shared anytime, and anywhere. This accessibility poses a risk for all teachers. We need to be very careful about how we portray ourselves and of the opinions we express on such platforms. The expectations placed on our role and responsibilities in public extends into our personal lives thus reinforcing the idea that a teacher is teacher 24 hours a day/ 7 days a week.

# Technology Enabled Learning and Teaching

Michelle Bulger, TELC

Technology Enabled Learning and Teaching has been a title, a name to represent a group of very intelligent people I have come to call friends across the province, a challenge and a shift in education, that I have come to learn more about over the past couple of years. Technology can enhance teaching and learning but on the flip side, it can also be a source of frustration as well as tension for both teachers and students. One thing that is evident, is that technology is something that is transforming and changing our classrooms and we have the opportunity to learn, explore, collaborate and facilitate change.

My own technology journey began when I returned from my second maternity leave ten years ago. I was adjusting to being back in the classroom and learning how to juggle. Juggle a career, motherhood, extracurriculars, family and make a feeble attempt at finding some sort of time for myself. I distinctly remember listening to some of the young teachers in the work-room talk about social media, and innovative new technologies and I knew that the juggling was about to get more complicated as a new ball was going to be added to the mix - technology. I had no idea where to start, what to really do or where I would find the time to learn, however, looking around the classroom, it was clear that change was happening. USBs, YouTube, iPhones, DVDs were starting to be common place; marks were being done online; the internet was becoming a useful tool, so I made a decision as a teacher and a mother who would have children entering the educational system in a short time to start small with the technology and commit to learning.

That decision to begin that journey of learning and teaching with technology was transformative. I was committed to trying, to failing and learning and it has led me to many wonderful opportunities such as learning about SmartBoards, becoming an eLearning teacher, working in schools, being a part of 21c initiatives and meeting and working with so many with outstanding educators here at YCDSB as well as throughout the province. This commitment to Technology Enabled Learning and Teaching has also heightened my awareness of the following things: there is pressure, there is choice and that technology needs to be used with purpose and audience in mind.

## Pressure:

In my current role as the TELT (Technology Enabled Learning and Teaching Contact) for the YCDSB, I have witnessed first hand the pressures and feelings of intimidation as well as the success teachers have experienced with technology. The feelings of being overwhelmed and confused about where to start, as well as what to start with because of the vast choice of tools in our ecosystem such as the vLE (virtual learning environment), GSuite, the number of apps, not to mention that plethora of educational extensions, websites and tools available are common.

## Considerations:

To all the experienced, new, occasional and seasoned educators, remember to start small with technology. Try one new app, tool, learning platform and learn it well. Learn alongside your students and let them teach you as they learn. Learn with a colleague so you can support each other, share and explore. You will be surprised that so many are on this technology journey and the amazing ideas, creativity and collaboration that can come from working with technology. You don't have to be the expert, you just have to start. One of the favourite parts of my job is when a teacher or student shares an anecdote, the end product, successes they and their students have experienced. In the end starting small has led to many transformative moments.

## Choice:

iPad, chromebook, laptop, desktop, software, GSuite, D2L, apps, SmartBoard, Promethean are just some of the choices educators are making about technology. There are so many choices of technology that teachers and students are being inundated with. There are many voices suggesting what tools to use, not to mention the changes, updates and upgrades happening that having so much choice with technology can be overwhelming.

## Considerations:

Be discerning about the technology tools you choose to use, model and share with your students in the classroom. Choose tools and technologies that are safe and age appropriate. Read the terms of use. Take the time to look at the age restrictions, understand what is done with the data, examine that use of advertising and means of communication with users. What may be appropriate for a secondary student, may NOT be for a student in elementary. Use tools that are in the YCDSB ecosystem and reference the Green, Yellow, Red documents to [https://drive.google.com/open?id=1FMCb2C2c\\_UKDKI8gP9koarbMpEeUuOorb0H17-1m3s](https://drive.google.com/open?id=1FMCb2C2c_UKDKI8gP9koarbMpEeUuOorb0H17-1m3s) created to assist in these important decisions.

## Purpose and Audience:

Starting small and choice is important to a system and to a teacher. What we also need to remember when selecting technology tools to teach with and students to create as well as learn with is, that not all classrooms, teachers and students are the same. What works with one division, one group, one task or one school community may not work for another. Always consider the **purpose** of using technology and consider the **audience**.

## Considerations:

When selecting a technology tool to use in your classroom consider some of the following:

- One tool is not going to be able to do everything. You can select various platforms, tools, applications depending on the grade, access to technology, comfort with technology and even the task. Use the right tool for the job.
- Technology is a tool. It is meant to enhance the learning, not make it more challenging. If a tool is NOT working, try another or ask for advice, suggestions.
- Remember your audience. Use the tool that will meet their needs.

Since beginning my technology enabled learning and teaching journey, I have learned many things. First, I must be patient. Learning something new takes time and I can't learn everything all at once. I must scaffold my own learning and know that the process of learning is important too. Technology continues changing, but getting started is a great first step. This step can lead to exciting new ideas, relationships and possibilities. Second, that rapid change is part of the new technological world and although frustrating, great opportunities also arise. Don't be afraid to try new things and change too. Finally, technology is just a tool. Technology has provided an opportunity to work collaboratively in our classrooms, in our staff rooms, in our schools and it is not what is making the difference and transforming education, it is YOU and your willingness to continue to learn.

In addition to the information provided by our consultant, Michelle Bulger, regarding the use of technology in the classroom is the following advice from our provincial Association:

In recent years OECTA has seen a greater demand on teachers by school boards to communicate electronically with parents. This demand can negatively impact health and well-being as it adds to workload and blurs lines between professional duties and personal time.

As such, OECTA is recommending the following guidelines for teachers in regards to any electronic communications that include assessment, evaluation, reporting, and communication software:

- Electronic communication between teachers and parents or students is to only take place via Board/Ministry sanctioned software or applications. Both the use of personal devices and personal accounts in any application should never be used.
- Electronic communication with parents regarding students is to be done during the instructional day.
- Electronic communication must abide by the Ethical Standards of the Teaching Profession (OCT) and be professional at all times. The focus should be on the assessment/report being communicated and not on personal communication. Please find below some links to useful resources on this matter.
- All matters and materials electronically communicated are bound by the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA) which states that unless explicit consent is given, all information is to be kept confidential.
- There is no expectation for a teacher to constantly check software or applications for notifications of new communications. If you believe that you are being instructed otherwise, please contact your local Unit office.

## For Further Information:

1. OECTA's Appropriate and Professional Use of Electronic Communication: [http://www.oecta.on.ca/OECTA/media/pdfs/Publications/appropriate\\_electronic\\_communication\\_2015.pdf](http://www.oecta.on.ca/OECTA/media/pdfs/Publications/appropriate_electronic_communication_2015.pdf)
2. Ontario College of Teachers Advisory on Social Media: <https://www.oct.ca/-/media/PDF/Advisory%20Social%20Media/ProfAdvSoc-MediaENPRINT.pdf>
3. Ontario College of Teachers' Ethical Standards and Standards of Practice for the Teaching Profession: [https://www.oct.ca/-/media/PDF/Standards%20Poster/standards\\_flyer\\_e.pdf](https://www.oct.ca/-/media/PDF/Standards%20Poster/standards_flyer_e.pdf)

**I completed an AQ courses during the year and/or over the summer. What should I do to ensure that my placement on grid is correct and that I am being paid the correct salary?**

Once you have proof of completion of the course you need to contact QECO for a re-evaluation (<http://qeco.on.ca>). They will require original transcripts. Once all the paperwork is submitted they will provide you with a statement indicating that they are processing your application. You must provide that statement to the Board not later than Jan. 15, 2018, in order that upon completion of the review, and submission to

the Board of the updated evaluation, you will be eligible to receive monies retroactively, if applicable.

**Note:** Only courses completed prior to Sept 1, 2017 will be applied to your 2017/2018 grid placement.

**Why is our net pay slightly less during the summer months?**

As noted in the CA (6.02 (a)(i)), from September to June each bi-weekly pay is 3.85% of salary. In July and August it is reduced slightly to 3.27% of salary. The first pay in December represents 6.07% of salary.

**Why do I receive pay in July and August?**

Monies received during the summer represents the small percentage of money held by the Board throughout the school year. If you are being paid by a third party (LTD or WSIB) during the school year then you will not receive any monies in July and August. If your Maternity or Parental Leave has ended, or you are on a Personal Leave of Absence during the school year, then you will not receive monies from the Board during the summer months.

**My maternity leave ends on June 1st, if I return to work in June will I be 'paid' throughout the summer months?**

NO. Teachers are not paid for July, August or any holidays. While working the Board holds back approximately 14% of our annual salary and pays it out in July and August (our holidays). If you have not been paid throughout the year, (while on a mat leave, for example), no monies have been held and therefore you will only receive the monies owed to you for the number of days worked. Often the small percentage saved over the last few pay periods are paid out in one lump sum rather than spread out over the summer months.

**How can I access information about the staffing process at my school?**

Each school has a Staffing Advisory Committee (both elementary & secondary) and the members of this committee should be your first resource if seeking information about the staffing process. Schools receive a copy of the Staffing Guidelines to which all members should have access. These are also posted on the YCT website. Timelines should also be posted prominently in each staff room. If you want clarification or greater detail then you can call the unit office and speak to any of the release officers.

**Is the information shared with SAC confidential?**

The information shared at a school staff advisory committee meeting (preference forms, TULs/TCH25s, qualifications, seniority lists) is not confidential and therefore is available to any OECTA staff member upon request. The draft TCH25, at the elementary panel, should have a teacher assigned to each grade, and in the secondary panel teachers are assigned to departments. Once again this information, while it may be tentative, is not confidential.

**What are special leave days and how are they accessed?**

The Collective Agreement outlines the special leaves days beginning with article 9.06. and ending at 9.15. Members are required to complete a TCH12a form to record the use of these days.

**9.06 - Personal Day** - one allocated each year, one can be carried over (max. of two).

9.06a - 2 per year, accessible for the following: Attending teacher's own graduation; Caring for an immediate family member in case of serious illness; Responsibility in the organizational aspects or artistic, athletic, or cultural activities at the provincial, national or international level; specialist or dentist appointment; inclement weather, or moving.

MOU Days - These can be used in addition to the above for the following reasons:

(i) Caring for an immediate family member in case of serious illness, (ii) a spe-

cialist or dentist appointment or (iii) inclement weather.

9.07 - Paternity Leave - 5 days

9.10 - Jury Duty/Subpoena - the board will require a copy of the summons. Do not accept any money for jury duty as you will continue to receive your salary.

9.14(b)(i) Bereavement - 5 Consecutive days - For immediate family only (spouse, parent, child, parent-in-law, sibling or grandparent)

9.14 (b)(ii) Extended Bereavement - additional 5 days - (spouse, child, parent)

9.14(c) Funeral Day

9.15 Unpaid Leave - up to 5 days

**ELP - Partially Paid Day** - Reimbursed at the occasional teacher rate of pay, (approx \$250.00). Moving forward if you have 2 of these days they may be combined to make a full days pay. These can be banked to a max of 6 days

**ELP Unpaid Day** - these days can be used in addition to unpaid days. These can be banked to a max of 6 days

**How do I earn Earned Leave Plan (ELP) days?**

ELP days are earned by accessing fewer than the average number of sick days used by all OECTA members. The average will be calculated by the Board and shared with all members. This calculation includes sick days, short-term disability, and other paid leave days excluding bereavement, jury duty, quarantine, association leave, LTD and WSIB.

**If a family member passes away during a holiday, (Christmas or March break) am I able to access a leave after returning to work in order to manage the affairs of the estate?**

Additional bereavement days are available, at a later date, to those who lose an immediate family member as defined in article 9.14(b)(i) and these days must be accessed consecutively.

**I am an itinerant teacher and have "AIT" on my schedule, what am I supposed to do during that time? (elementary)**

AIT or Additional Instructional Time is used to complete schedules of some itinerant teachers. The itinerant teacher will be assigned to a particular classroom, most often large classes or combined grade classes, to support the students. AIT periods can be used to work with small groups or individual students as requested by the classroom teacher. The Itinerant Teacher is not responsible for planning or evaluating during that period and the classroom teacher is expected to remain in the classroom.

**When can I have the secretary prebook an Occasional Teacher for my absence?**

Occasional Teachers cannot be pre-booked other than for a half-day in-service or for scheduled absences of three or more consecutive days. This is the only time that a secretary can report a teacher absence.

**Can I grieve a colleague who is late replacing me on yard duty?**

A grievance is **only** filed against the employer in incidents that contravene the Collective Agreement, never against other employees. It is important that we keep an open dialogue with our colleagues and discuss the impact that being late has on our ability to prepare for our next lessons. If there is a consistent issue with lateness please call the unit office for guidance.

**Can professional development opportunities be held after school?**

Teachers can **volunteer** to meet after school for professional development opportunities. A group of teachers may also qualify for group PD subsidy in order to organize an after school workshop through YCT. Please call the office for additional details.

**Do I have the right to stay in the classroom during my prep while the French, Phys. Ed/Health, Drama/Dance teacher is teaching (elementary panel)?**

The short answer is no. The classroom, and the students, belong to the teacher providing the lesson and therefore you should leave the classroom **unless** you are invited to stay.



## A Sincere Thank You

Robert Brady  
Certified Worker Member

As we close out another year and my tenure as your Health and Safety Representative draws to an end, this, my final Sentinel article, gives me an opportunity to say thank you. Thank you to all the teachers, the Unit Executive, support staff, Board personnel, and everyone involved with the York Catholic District School Board who I have had the privilege of meeting and working with over the last 10 years in my role as your Certified Worker Rep.

### Looking back over those 10 years

I have seen tremendous changes that affect all workers in Ontario. Major changes to the Occupational Health and Safety Act have included the inclusion of employee workplace protection from violence and harassment in 2009, which led to include sexual violence and harassment in the workplace (Bill 132) in 2016; and the establishment of a Prevention Council in 2011. The council was charged with developing a Provincial Occupational Health and Safety strategy for all workers in Ontario. Implementing these new policies and strategies has radically changed both employer and employee obligations to ensure that everyone is protected from violence and harassment in the workplace.

### Looking forward to future changes

There is more work to be done to further protect workers in Ontario, especially the 40% of workers not covered by the Employment Standards Act, (unionized workers are covered). The **Changing Workplaces Review Committee** has just released its report and the Ontario government has indicated that it intends to fast track many of the recommendations immediately. These recommendations include everything from equal pay for equal work, to creating a beefed-up [Workplace Rights Act](#) which would combine the [Employment Standards Act](#), the [Labour Relations Act](#) and the [Occupational Health and Safety Act](#) into one Act. Combining these 3 Acts would greatly increase the level of protection provided to workers in Ontario including students entering the workplace or those working part time or through a “temp” agency. The gradual elimination of a “student minimum wage” and “liquor servers” minimum wage is also recommended.

### Update on school site based inspections.

Many of you are aware that The Ministry of Labour mandated monthly on-site inspections to take place at all of our schools using a central Joint Health and Safety Committee to oversee the inspections. This program started in October/November 2016 with 45 designated workers conducting monthly inspections at 39 schools and has since grown to 102 designated workers conducting inspections at 98 of our 109 schools. The Joint Health and Safety Committee reviewed the volunteer lists for the 2017-2018 school year. If you are interested in volunteering for this position please speak with your principal, Cathy Marra, Health and Safety Officer, CEC. or Reg Shepherd. Training will be provided.

Again, I would like to thank you for your support and friendship. It's been a pleasure and an honour to have worked with each and every one of you and I look forward to finishing this part of my career and ending a journey I started with the York Catholic District School Board 28 years ago. I would also like to introduce Reginald Shepherd, your new Health and Safety Representative. All the best Reg and welcome aboard.

Take care. Robert

## Getting To Know Your LTD Plan

Patricia Chiarella

Long Term Disability (LTD) is a benefit available to all employees. It is an exceptional service which provides members access to Early Intervention(EI), Feeling Better Now, Best Doctors, and Carepath - all excellent programs which deal with a variety of illnesses including mental health issues as well as medical diagnosis.

Applications to LTD have grown in recent years and our plan has provided the many members who have been approved an opportunity to heal without having to worry about the financial impact they may have had to endure when they were unable to work. Since members pay to be part of the plan, many assume LTD is automatically accessed once their short term medical leave is exhausted. In actuality, LTD maintains the right to limit eligibility and qualifying is determined by medical information provided to the carrier (OTIP). Many of our members would agree this is money well spent for the peace of mind it offers should they find themselves unable to work due to illness.

### Quick Facts About LTD

- There is a minimum 131 day waiting period ( 11 sick days + 120 days of STLDP days (Short Term Leave and Disability Plan)
- Approval can take up to 12 weeks
- LTD pays members receive 55% of their current year salary, but this payment is non-taxable and includes pension contributions being made on their behalf by the insurance carrier. Therefore, members are actually taking home greater than the allotted 55% of their bi-weekly net salary.
- Once the initial LTD rate of pay is approved, a cost of living adjustment will be added yearly. Any member still on the salary grid will not see movement as they would if they were still teaching.
- While on LTD, members will not be responsible for paying their own benefits as long as their Date of Disability (the date at which a member became unable to work) occurred **after the benefit transition date of February 1, 2017.**
- Members who reach 65 years of age or accrue 33 credited years of service are no longer eligible to collect LTD

The Executive encourages all members to **maintain their LTD benefit when on a leave of absence of any type (eg. maternity, personal)**. If a member chooses to withdraw from the plan, the window of opportunity to rejoin without having to submit an independent medical exam is **30 days** after the return to work date. Applying after 30 days could jeopardize a member for coverage if medical conditions develop or emerge during the leave as these could now be considered pre-existing.

Our role at the Unit office is to serve our members in every way we can. We would encourage anyone with questions about any of these programs to call the office for clarification and support.

FDK reports, aka COL (Communication of Learning), "Sure you think one day will be enough for 30 fully personalized, two complete pages of anecdotal comments!" M of Ed is Completely Out to Lunch!





**25 Year Pin Recipients  
&  
Our Retirees**



## YCT OECTA Volleyball Tournament



## Blue Jays Social



## Marlies Game Day



## April 1<sup>st</sup>, 2017 Leaf Fans Hit Detroit Rock City

Julie Pauletig, Past President

It was no April Fool's Day joke, the Leafs took the game, 5-4 against the Detroit Red Wings. This was the final match between these teams, two of the original six, at Detroit's historic Joe Louis Arena in Detroit. The York Catholic Teachers embarked early that morning with two buses heading to Detroit to watch these teams go head-to-head. It was an emotional evening for the Leafs players, the Leafs General Manager, Lou Lamoriello and especially for the Leafs President, Brendan Shanahan. Shanahan played for the Red Wings when they won the Stanley Cup in that arena. Everyone recognized that this famous Detroit landmark, the Joe Louis Arena, would be demolished at the end of the 2017 hockey season.

Upon arrival at the game several members took the opportunity to preserve the memory by taking pictures in front of the arena that would soon be no more. Some lucky members were seated directly beneath the box of the Leafs GM Lamoriello and President Shanahan, and during the intermission had an opportunity to meet and get autographs.

York's eighty Leafs fans celebrated the 5-4 win all the way back to the hotel, across the border, in Windsor. Upon arrival some members and guests tried their luck at the Casino while others gathered at a local pub to dance the night away. For some the celebrating continued well into the night while others elected to call it a night after what was already a very long day.

On Sunday many took advantage of the beautiful weather and strolled along the Windsor River boardwalk before departing for the Windsor Outlet Mall. The deals were especially great since purchases were paid for in Canadian dollars!

The trip came to an end Sunday evening when the buses returned to the YCT Unit Office. Accolades like, "Let's do this again next year, Mike!" and "Awesome trip!" could be heard repeatedly as members disembarked. A special thanks to Mike Totten for the planning and coordination of this trip. It was truly a fun and memorable weekend for all, both the Leaf fans and the few Detroit fans in the group.

# ANNOUNCEMENTS:

## BIRTHS AND ADOPTIONS

Tania Antonacci, teacher at St. Cecilia, on the birth of her daughter Alyssa.  
Monica Coluccio, teacher at Immaculate Conception, on the birth of her daughter Jennavieve.  
Paul Crisostomo, teacher at Holy Cross CHS, on the birth of his daughter Chloe.  
Angela D'Agostini, teacher at Our Lady of the Annunciation and Claudio D'Agostini, teacher at St. Cecilia, on the birth of their daughter Vanessa.  
Colleen Faldowski, teacher at St. Joseph-Aurora, on the birth of her son Tristan.  
Lesley Faria, teacher at St. Mary, on the birth of her daughter Ava.  
Sandy Gabryl-Raso, teacher at Immaculate Conception on the birth of her son Jacob.  
Nicole Hill, teacher at Prince of Peace, on the birth of her son Oliver.  
Kelly Laughlin, teacher at St. Brigid, on the birth of her son Quinn.  
Anna Libonati, teacher at Our Lady of Peace on the birth of her daughter Aria.  
Susanna Marcello, teacher at Immaculate Conception, on the birth of her son Bruno.  
Patricia Mercer, teacher at St. John Paul II, on the birth of her son Kalum.  
Melissa Pazienza (Monardo), teacher at St. Brigid, on the birth of her daughter Lauren.  
Chris Reda, teacher at Immaculate Conception, on the birth of his daughter Liliana.  
Rocky Savoia, teacher at St. Theresa of Lisieux CHS, on the birth of his son Alessandro.  
Linda Scanga, teacher at St. Brigid, on the birth of her son Christian.  
Michael Spensieri, teacher at Jean Vanier CHS, on the birth of his daughter Naomi.  
Melissa Spielmacher, teacher at St. Mark, on the birth of her son Anthony.  
Rosa Tymkow, teacher at St. Mother Teresa, on the birth of her daughter Laura.  
Ashley Veri-Roy, teacher at St. Brigid, on the birth of her son James.

## CONDOLENCES & SYMPATHY

**The Oprea Family**, on the death of Elena Oprea, teacher at Fr. Fredrick McGinn.  
Elizabeth Alaimo, teacher at Jean Vanier CHS, on the death of her father-in-law.  
Teresa Amato, teacher at St. Mary of the Angels, on the death of her mother-in-law.  
Martha Baglieri, teacher at St. Edward on the death of her father.  
Josie Battistella, teacher at St. Cecilia, on the death of her father-in-law.  
Antonietta Berze, teacher at St. Elizabeth CHS, on the death of her father.  
Allison Brady, teacher at Immaculate Conception, on the death of her mother.  
Daisy Cabrera, teacher at Fr. Fred McGinn, on the death of her father.  
Melanie Cherkes, teacher at Canadian Martyrs, on the death of her grandmother.  
Luana Ciccone, teacher at Christ the King and Iside Ciccone, teacher at St. Clare, on the death of their sister, Lisa.

Rosanna D'Alessandro, teacher at St. Mary, Nobleton, on the death of her mother-in-law.  
Laura Farrell, teacher at St. Michael the Archangel, on the death of her mother.  
Louise Fior, teacher at St. Cecilia, on the death of her father-in-law.  
Caterina Giordano, teacher at St. Joan of Arc CHS and Tania Giordano, teacher at Holy Family, on the death of their father and father-in-law to Jim Guido, teacher at Fr. Bressani CHS.  
Susan Gruppuso, teacher at St. John Paul II, on the death of her grandmother.  
Stafania Hajjar, teacher at Notre Dame on the death of her father.

Barbara Ann Ingratta, teacher at St. Mother Teresa, on the death of her sister.  
Michele Jewell, teacher at St. Elizabeth Seton, on the death of her mother.  
Claire Laughlin, Executive Assistant, PD Department at OECTA Provincial and teacher on leave, on the death of her mother.  
Bohdan Lechman, teacher at Cardinal Carter CHS, on the death of his father.  
Laura McMaster-Lyon, teacher at St. Julia Billiard, on the death of her mother.  
Susanne Minchella, teacher at Our Lady of Hope, on the death of her grandfather.  
Joseph Mirabelli, teacher at St. Clare, on the death of his father.  
Kevin Moore, teacher at St. Br. Andre CHS, on the death of his mother.  
Erica Norris, Special Ed. Program Consultant at the CEC, on the death of her mother.  
Maria Novelli, teacher at Cardinal Carter CHS, on the death of her mother-in-law.  
Hyla O'Boyle, teacher at St. Brigid, on the death of her husband.  
Mary Occhipinti, teacher at St. Joseph-R. Hill, on the death of her father.  
Leigh Petralito, teacher at St. Brendan, on the death of her grandfather.  
Jennifer Prior, teacher at Corpus Christi, on the death of her sister.  
Ashlee Smith, teacher at St. Catherine of Siena, on the death of her mother.  
Jennifer Smith, teacher at OLG, on the death of her mother.  
Ingrid Spicer, teacher at Light of Christ/St. Patrick-Schomberg, on the death of her father and father-in-law to John Spicer, teacher at St. Theresa of Lisieux CHS.  
Christina Tanev, teacher at St. Veronica, on the death of her grandfather.  
Daniela Tata, teacher at Blessed Trinity, on the death of her grandmother.  
Nadia Taucer, teacher at St. Emily, on the death of her father.  
Lisa Tesone, teacher at Our Lady of Hope, on the death of her father.  
Anna Terzian, teacher at St. Michael CA, on the death of her father.  
Shannon Ulgiati, Consultant at the CEC, on the death of her grandfather.  
Antonietta Varanese, teacher at St. Mary of the Angels, on the death of her father-in-law.  
Kevin Woods, teacher at St. Theresa of Lisieux on the death of his father and father-in-law to Caterina Woods, teacher at Fr. Bressani CHS.

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