

The Sentinel



THE FIGHT FOR
ONTARIO!

Heather Manassis President

As I prepare to write this, my final Sentinel article as President of York Catholic Teachers, I struggle to know where to begin. Much has happened over the past four years as President, to say nothing of the almost 10 years prior when I served as Councillor, Release Officer, 3rd, 2nd and 1st Vice-President until I became President in 2014. When I was first elected to the Executive, I never imagined that I would one day have the honour of serving as the President of OECTA - York Unit. Today,

as I reflect back on my journey, it seems in some ways that we, as an Association, have come full circle.

I began my teaching career in 1987 and volunteered to be staff rep. I continued to serve in that role for many years. I had my first child in 1992, and over the next eight years had two more maternity leaves and worked part-time. The 1990's, the decade during which my husband and I were trying to raise a family and buy a house (interest rates

were in the double digits), was one of the most tumultuous times the education sector had experienced since the mid 1970's. It was during these, the "Harris" years, when the government under the leadership of Mike Harris and the Progressive Conservative Party, cut thousands of jobs and millions of dollars from the education sector. Rallies, strikes, and illegal walk-outs were the order of the day.

During the strike I remember vol-

Doug Ford: The New Mike Harris?

Steve Swan

Political Action Committee

While the media, political pundits and editorial cartoonists are making the obvious similarities between the new Ontario PC leader Doug Ford, and US President Donald Trump, another more relevant comparison might be in order.

In the 2014 provincial election, opponents of the Tim Hudak Tories were quick to portray their leader as the “Son of Mike Harris”. Why draw this connection? For many teachers, nurses and other public sector workers the Mike Harris years are not remembered fondly.

So when the Hudak led PC party unveiled their campaign promise to reduce the public sector by 100,000 workers, the “Common Sense Revolution” platform of Mike Harris in the 1995 election was recalled. The Liberals went on to win the 2014 election, in part, because many Ontarians did not want to relive the days when Mike Harris and his party were in power.

Mike Harris and the Tories promised to be “tax fighters”. In their “Common Sense Revolution” platform they promised to cut corporate taxes, reduce the provincial deficit and bring a more common sense approach to

government spending. Little detail on how these goals were going to be achieved were given. Harris rode to power by becoming a low information populist capitalizing on voter’s anger over the policies of the NDP government and the unpopularity of Bob Rae the premier at the time.

Once in office the Mike Harris government decided to pursue its tax cut agenda by “inventing a crisis” as John Snobelen, the education minister was quoted as saying. Soon after nurses were fired and other public sector employees were fired or laid off. Social assistance was cut by 21%. Hospitals were closed and there was talk of closing schools as well. Mike Harris was known for favouring confrontational politics. He made disparaging comments about teachers, unions and his political opponents. Dividing Ontarians against each other was this government’s method for getting their reforms passed.

In the education sector teacher pensions, sick days and salaries were threatened. Bill 160 was introduced which proposed to take over managing teacher contracts by removing trustee’s power to levy taxes. The Harris government cut over 1 billion dollars from the education system.

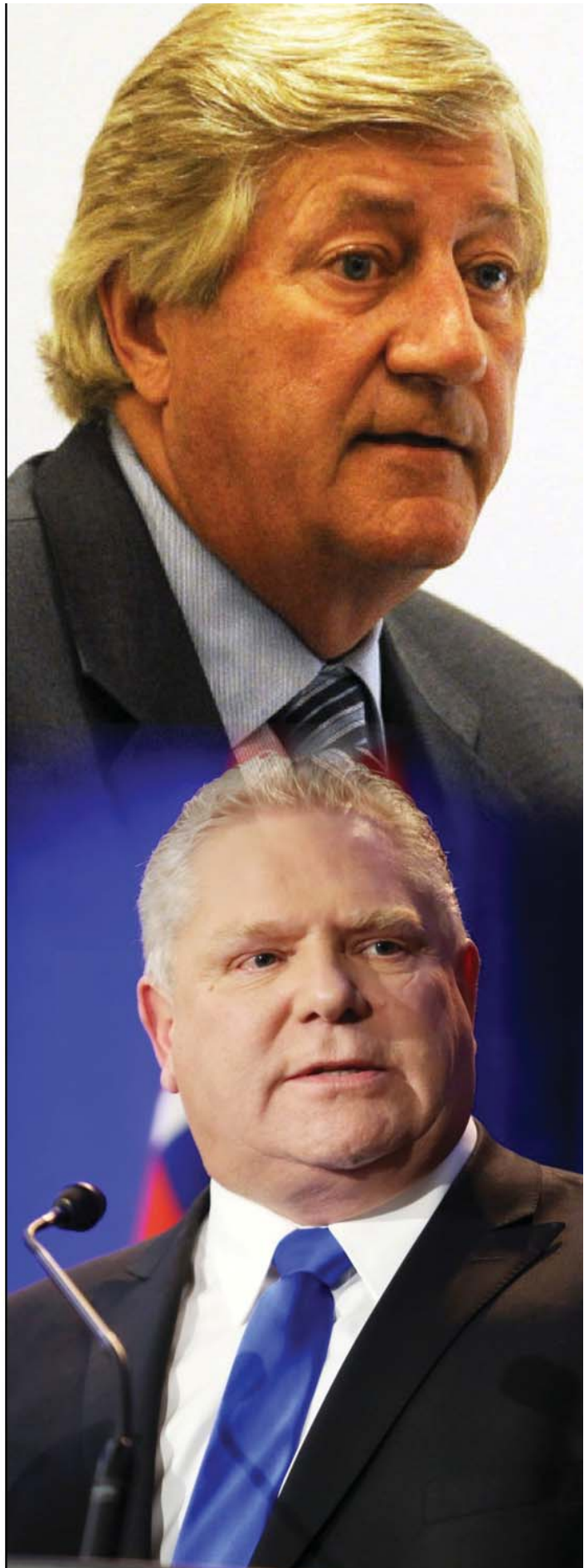
School boards had to layoff support staff and declare teachers excess. All teachers were frozen on a salary grid meaning no pay increases for years. The imposed funding model meant larger class sizes with little support outside the classroom. In 1997, to protest these unilateral moves by the government outlined in Bill 160, teachers engaged in strikes and a province wide walkout. Mike Harris told the press that teachers were being led by the nose by highly paid elite leaders. He characterized our protest walkout as nothing but the actions of greedy self - serving unionists who were not interested in improving the provinces education system. In the end teachers were ordered back to work with no guarantee of pay and benefit protection and increased workloads. The damage done to education took several years to repair. To this day many teachers who lived through this time can remember the personal financial strain and bitterness caused by the Harris government.

In this election, Doug Ford is promising to restore “respect for the taxpayer” by finding “efficiencies” in the provincial budget. He is promising corporate tax cuts and a range of other tax reductions. If elected



he plans to trim 4% of the spending in the budget across all ministries totaling 6 billion dollars. In the education sector this means a 1 billion dollar cut but there are no details as to how these savings are to be achieved. Ford utters outrageous statements about Kathleen Wynne, reporters and other “elites”. He is great at making announcements with no real substance. When he was a Toronto councilor his penchant for confrontation was the norm not the exception. It sounds all too familiar. Doug Ford is a low information populist like Mike Harris. Failing to outline, in detail, his party’s platform is a deliberate strategy to capitalize on voter anger and dislike of the present premier much like the PC party strategy in the 1995 election.

Back in 1995 many teachers took Mike Harris at his word when he said that he would maintain services and funding levels in key sectors such as education and health care. After all, he was a teacher before entering politics. At one point he was endorsed by the OSSTF. Teachers were not as politically active in those times and as a result paid a heavy price. Do we, as a profession, let Doug Ford get away with not telling us his true intentions for education? Before June 7th ask yourself “Do I sit on the sidelines, or do I take action to make my colleagues and neighbours aware of the similarities between Doug Ford and a PC politician with whom we have had previous experience?”



unteering to answer the phone at the unit office and picketing, with children in tow, in front of both the CEC and up and down the driveway of Good Shepherd. Upon returning to the classroom, teachers were buying photocopy paper, crayons, and any number of other supplies in order to give students what they needed to learn. Teachers were criticized and respect for the profession deteriorated. It was a very difficult time for teachers and many were feeling demoralized. In 2000, when I returned to full time work, teachers were struggling to recover from the damage caused by the Harris government. It would take many years. Perhaps, I can give Harris credit for one thing, for motivating me to run for the executive in 2004. I was successful in my bid for Councillor, and so began my journey.

Since the election of Mike Harris, teachers have become much more politically active. It was a difficult lesson, but we learned from it. In 2014, recognizing the impact teachers can have, we worked diligently and were successful in electing a labour friendly

government. It became evident to all that teachers were a force with which to be reckoned. OEETA, both Provincially and Locally, has since forged a very good working relationship with both the Liberals and the NDP. The Progressive Conservative Party has repeatedly declined invitations to meet with our Provincial Association.

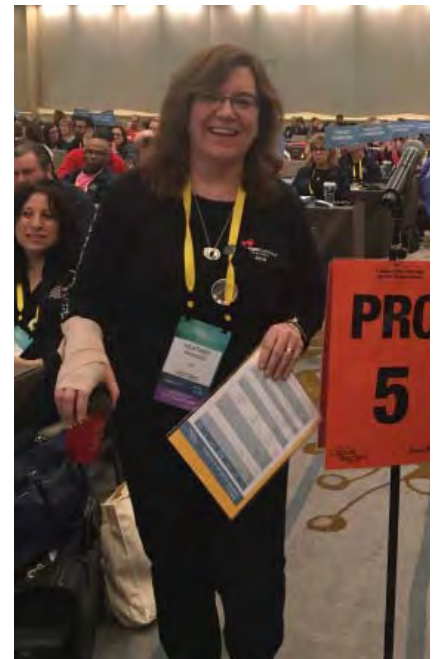
We are standing on the precipice of an election. An election that will shape the future of educators and of education in this province. It is very possible that we could relive the experiences I described above. If the PC party is successful in their bid to lead this country rallies, strikes and picket lines could once again become our reality. The current climate is reminiscent of what happened in the 1990s. On a national level, Doug Ford is being compared to Donald Trump, but provincially, those who remember the 1990's are surely experiencing flashbacks of Mike Harris.

My colleagues here at the office, the Political Action Committee, and a few members-at-large have responded to the call. Canvassing, putting up signs, telephoning,

and donating to the candidates who we believe will support both educators and learners, are some of the many ways you too can help to elect an education-friendly government. To those of you who were students in the 90's and are teachers today I ask that you pick up the torch. The future of teaching and of Catholic Education will change shape according to the winner of this election. Ford hasn't targeted the education sector as directly as his predecessor did, but his "efficiencies" will result in the reduction of a billion dollars in the education sector. It's time to mobilize! Remember, every vote counts!

In closing, I want to thank you and assure that as your Past President I will continue to advocate for you, and for publicly funded Catholic Education. My perspective will come from the classroom now and I will continue to bring your voice to the Executive table.

My journey, not quite ending but taking me back to the classroom, teaching and representing all of you not as staff rep, but still at the exec table . . . a full circle.



Manassis Memories

ELECTION 2018

COMPARING PARTY VISIONS

BY: NATASHA DELPIPPO, DIANA CORAZZA AND FILOMENA FERRARO

**ONTARIO
PC**

VS.

Liberal

VS.

**ONTARIO
NDP  NPD**

To date, it's been a typical election. We have witnessed the fall of the former leader of the PC Party, Patrick Brown and most of his platform. Under the leadership of Doug Ford we've seen a lack of information regarding how "efficiencies" are going to be implemented and how these efficiencies will affect education. Most recently the accounting figures in the NDP platform have been challenged and subsequently the leader Andrea Horwath has admitted to a shortfall in the millions. Your Political Action Committee members recommend that you read the platforms of each party, the Liberals, the New Democratic Party and the Progressive Conservative Party and get to know the candidate in your respective riding.





People's Guarantee, and weekly announcements

- Ford has announced that he will use some of Patrick Brown's "People's Guarantee" Platform but he has not said what he will not be using, except for tax cuts
 - will reduce gas prices by 4.3 cents per litre, instead of having a carbon tax and cap and trade program (April 23, 2018)
 - Lower corporate income taxes from 11.5% to 10.5%
 - cut \$6.1 billion across the board
 - repeal and revise the "sex education" curriculum (March 12, 2018)
 - pass the first Trust, Integrity and Accountability Act
 - leave minimum wage at \$14, instead introduce a tax credit (workers would end up losing \$1100.00)
 - invest in front line workers in hospitals
 - 12% off hydro bills
 - lower income taxes for the middle class by 22.5%
 - provide a childcare tax rebate program, that will cover up to \$6750.00
 - cover 25%-75% depending on income
 - very similar to what Patrick Brown's plan proposed (April 28, 2018)
 - fire the CEOs of Hydro
 - stop funding the CBC (criticized because this is a federal issue)
 - erect a "big sign" at the border proclaiming that Ontario is "open for business" (March 12, 2018)
-



A Plan for Care and Opportunity (2018 Ontario Budget)

- invest more money over 10 years for new and improved schools
- new funding over three years to tackle the waitlist for assessments and improve special education services.
- hire over 450 new guidance counsellors to help students better prepare for the transition to high school
- students from middle-income families will find it easier to qualify for OSAP
- invest more to renew and modernize Ontario's university and college campuses
- create a new French-language university in the province
- increase minimum wage to \$15 dollars
- increase investments to hospitals
- invest in more than 40 major hospital projects over the next 10 years e.g. Southlake Regional Hospital
- provide access to 100,000 more child care spaces
- beginning in 2020 implement free preschool for children aged two-and-half until they are eligible for kindergarten
- build 10,000 more preschool child care spaces in schools and 4,000 in other public spaces over the next six years
- provide up to \$750 for every eligible household led by a senior 75 years or older to help offset the costs of maintaining their home (snow shoveling, lawn care or house cleaning)
- invest \$650 million more over three years in home care and community care to increase nursing and therapy visits
- expand OHIP+ to include free medication for seniors
- development of 5,000 new long-term care beds by 2022 and 30,000 over the next 10 years
- invest in long-term care over the next three years
- increase the number of personal support workers
- additional investments over four years to increase the level of care and access for mental health and addiction services
- provide counselling, therapy and walk-in clinic services in communities for approximately 46,000 more young people
- expand broadband in rural and northern communities



Change for the Better

- make kindergarten classes smaller, cap at 26 students.
- end the practice of SK/Grade 1 split
- rewrite the education funding formula to address violence in the classroom
- ensure availability of resources necessary to maintain well-being and safety of all
- curriculum updates will include focus on financial literacy and mathematics, Indigenous peoples and teach about equity so students see the diversity of Ontario reflected in their classrooms.
- fund special education according to individual student needs
- increase access to educational assistants and professionals (social workers, psychologists, behavioural counsellors, child and youth workers and speech pathologists)
- develop a comprehensive Autism Strategy which is based on need, not age, and continues through to the individual's transition to adulthood
- determine how the use of random sampling testing can determine trends and areas of improvement
- take immediate action to bring community schools up to a reasonable state of repair and quickly address all repairs moving forward
- work with school boards and First Nations to increase Indigenous education activities such as language programs, cultural support programs and ceremonies.
- support teachers, educational assistants, curbing class sizes and supporting vulnerable students in making classroom environments safer and more conducive to learning
- expand free public, licensed, not-for-profit child care, for household income under \$40,000 (Average cost for those earning more than \$40,000 will be \$12/day).
- maintain and properly fund provincial and demonstration schools, will lift the current cap on classes in these schools
- will end cuts to education, protect local schools and ensure that school boards have the resources they need to deliver the best education possible for students across Ontario.
- create 27,000 new placements for young people to get real-life work experience through paid co-op and internship opportunities while in post-secondary education
- will introduce new \$50 million no-interest and on-bill home retrofit program to help people consume less power at home from the cap-and-trade trade revenues
- vision for fighting climate change includes carbon pricing, aggressive energy, water and land conservation and renewable energy
- cut hydro bills by 30% and put Hydro One back in public hands
- establish Ontario's first universal pharmacare program by 2020
- increase hospital funding by 5.3%, create 2000 new hospital beds, shorter wait times
- extend public dental coverage to every senior without retiree benefits, and to every person on social assistance.
- raise income taxes for those who earn over \$220,000 by 1%, those earning \$300,000 by 2%
- end corporate income-tax giveaways, return tax rate on profit to 13%



JUNE 7, 2018



SCHOOL ENVIRONMENTAL COMMITTEES, IS THE MESSAGE BEING HEARD?

Julie Pauletig
Past President

Kudos to the many schools that have developed environmental committees. These students are actively involved monitoring energy use and managing recycling programs in many schools across the Board. These same students often take the lead addressing the student body about issues affecting the environment.. They are charged with the task of monitoring lights and fans and ensuring that equipment, especially computers, are turned off when not in use, and checking that faucets are turned off to name a few. The question, “Is this message reaching the rest of the student body?”

Throughout their school students hear about the effects of global warming, the importance of recycling, and the need to protect our lakes and waterways. The challenge however is to convince students that they can make a difference even though the issues are huge, and appear on the surface to be almost insurmountable. It is concerning however that although students recognize the relevance of these topics and are aware of the effects, some fail to see the correlation between their actions and the effect their actions have on the

immediate neighbourhood and in a broader sense the environment and the Earth. This concern stems from the amount of litter that can be seen in the area that immediately surrounds the school property, the playgrounds and the crosswalks for example.

“Litterbug!”, “Don’t be a Drip!”, and “Lights Out!” were terms used many years ago in commercials and government-funded environmental awareness literature to connect and engage people with the environment. These terms were used in jingles and on bumper stickers and people remembered them and knew what they meant. Students used them to remind and even shame their peers and even adults who littered, left water running , or left the lights on when they left a room. This language was common, and the message clear and effective. No one wanted to be labelled a litter bug.

There seems to be an attitude emerging which removes one’s responsibility from cleaning up after themselves, or for taking responsibility to contribute to the betterment of their own community. Leaving empty water bottles in the bleachers after a soccer game for example and believing (or stating) that it’s ok because ‘my parents pay taxes’ and someone is paid to

pick up the garbage I leave behind.

School Environmental Committees have been very successful in getting students invested in the recycling programs and in reducing energy use in their own schools. Instilling in students the value of cleaning up after themselves, or contributing to the efforts of a healthy environment by picking up garbage in their own community is still a challenge. The next step is to engage students in activities that will help to instill the values being taught so that these practices become habits.

Reducing carbon emissions and addressing the issue of global warming are matters that make the newspaper almost daily. Earth Day and Earth Hour are only two of the many initiatives that have been adopted worldwide to address these and related concerns. As Eday approaches I implore you to consider the position of the candidate in your riding with regard to the environment. We are educating our students about the issues, and we are empowering them to spread the word. We need to extend our reach by ensuring that those we elect will continue to address environmental concerns so that our students and our students’ children are able to enjoy the world we live in long into the future.





Minds On -

The month of June means many things to teachers - tearful goodbyes to special classes, the end of avoiding that massive marking pile and the first glimpse of summer. This June also means a provincial election. On June 7, 2018, voters across the province will be called upon to decide who will lead our province into the next four crucial years. It is time to elect our next Premier.

We live in an interesting time. Mental health, violence in the classroom, stress levels, workload, roles of trustees, privacy in the digital age, and the right to use our professional judgment are a small sampling of the pressing issues on the minds of the 2018 teacher. That's just within our schools.

Add to that Aboriginal rights, climate change, safe communities, health care, child care, poverty, and social justice both at home and abroad, and we have a platform of issues on our minds that extend well beyond our jobs. Teachers care on a massive scale. That is who we are. That is what we do. Day in. Day out. With

or without sleep. With or without coffee.

Action -

Before June 7, take a moment to identify which issues are on your mind and which issues you care about most. Get out your notepad, one of the ten pens on your desk and make a classic Teacher's list. At the top of your list, rank #1 as the issue most important to you. Got your list? Now take a look at what Doug Ford, Andrea Horwath and Premier Kathleen Wynne have to say on those issues most important to you (disclaimer: order of candidate names has no special meaning beyond alphabetical). Next, take a look at the parties they represent. What kind of team do they bring to the table? What do their parties currently say on the issues you've noted? What have their parties historically done and where did they stand on these issues in the past? This game of thrones is a chess match of weights, checks and balances to decide how to cast your vote and where on that ballot to make your mark.

Consolidation -

York Catholic Teachers - time to mo-

bilize. Get out and vote! Once you have received your voting card, check for advance polls. (Did you forget to complete your preference form this year? Advance polls are meant especially for you.) Do not forget to vote. Advance polls allow you to cross 'vote' off your long list of things to do well in advance of June 7, 2018. A select 'few of us' play significant roles in creating candidate campaigns. A greater 'some of us' are out there - boots on the ground - canvassing, dropping off flyers, putting up signs. A '100% of us' can, should and must get out to vote.

On or before June 7, 2018 is the time to give an account of ourselves. Make our voices heard. Ensure our votes count. There is strength in numbers. Let us turn out in droves. Let us exercise our right to participate in the democratic process and shape our future. York Catholic Teachers - time to mobilize.

"Democracy is not just the right to vote. It is the right to live in dignity."

Naomi Klein

#catholicteachers



Win \$1,500 towards tuition from the OTIP Bursary Program

Attending college or university can bring so much excitement for a student and their family—new opportunities and adventures. For some students, this means not only a new school, but a new city and a sense of independence. With all this change comes the excitement, but also the dreaded expenses. You've got textbooks, housing, transportation and of course, tuition fees.

According to Stats Canada, the average undergrad student can expect to pay C\$6,571 per year in Canada. The burden of fees and charges can add extra stress to students and their families. OTIP understands and supports the value of education and is very proud to offer opportunities to our insured members and their families. Each year, we award twelve \$1,500 academic bursaries to students across Ontario. The program helps alleviate the financial burden faced by students, allowing them to more easily pursue their post-secondary education.

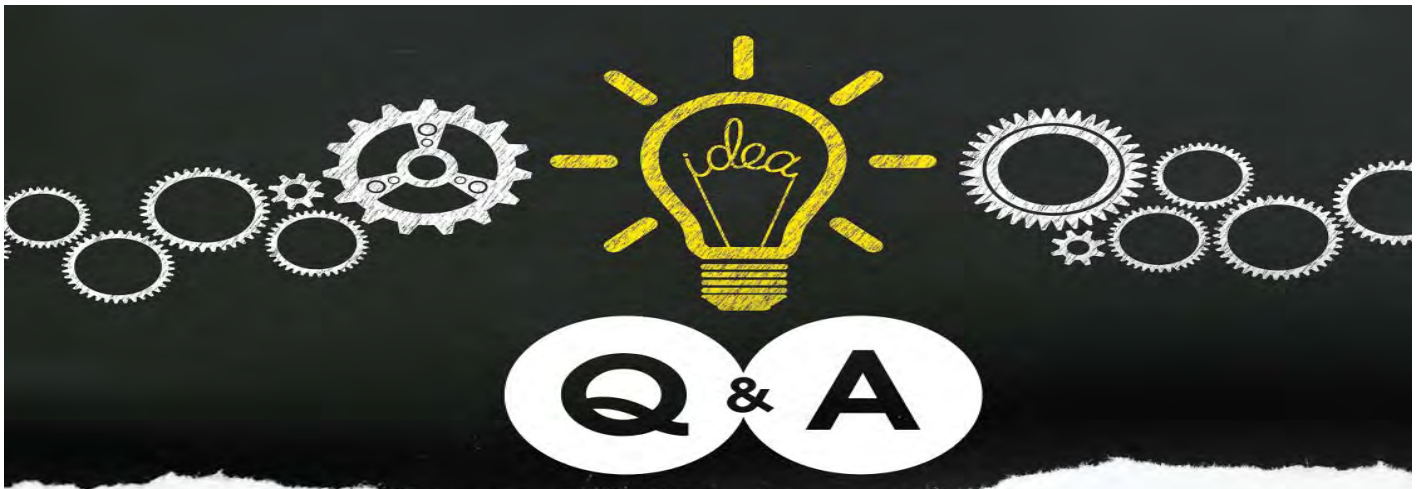
Since its inception, this program has helped over 250 students and awarded \$324,000. OTIP's Bursary Program is based on a lottery system; we randomly draw six male and six female winners from all eligible entries received.

Who is eligible?

- You or your relative (e.g. child, stepchild, grandchild, aunt, uncle, sister, brother, spouse, etc.) must be insured through an individual or group policy of an insurance plan or program offered by OTIP.
- The applicant must be a full- or part-time post-secondary student at a college or university for the upcoming academic year. Out-of-province or in another country schooling is acceptable.

To learn more, please visit our website. If you have any questions, please contact the OTIP Bursary Program coordinator at 1-877-260-3892, extension 2243 or email bursary@otip.com.

Source: <https://www.topuniversities.com/student-info/student-finance/how-much-does-it-cost-study-canada>



Greg Bolton, 3rd VP & Mike Totten 2nd VP

Is there anything I need to be aware of with regard to Benefits during the summer months?

The new Benefit year begins on September 1, 2018. If you have exhausted this year's allotment for any yearly benefit, it will be reset to the original value on September 1.

How can I access a copy of the OTIP Benefits Booklet?

A copy of the Benefits booklet can be found on our website (<http://www.yctoecta.com>), After signing in, go to Member Resources and click on the Benefits Booklet button.

Can the Unit office answer my questions about our Health/Dental claims?

Unfortunately not. To ask specific questions about a claim or coverage please call OTIP directly at 1-800-267-6847.

How many hours do I need to work to qualify for EI benefits (Maternity Leave)?

To qualify for EI maternity benefits you must work 600 hours or 75 days. Those who qualify for EI will also qualify for a 10 week top-up. Those who do not qualify for EI will receive top-up of 8 weeks.

Can I "grieve" a colleague with whom I am having issues?

No you cannot a grieve a colleague. Grievances are filed against the employer when there is a contravention of the collective agreement. When issues occur between colleagues we would ask that you call the Unit Of-

fice. You will be advised of your rights and informed of the Board's Workplace Harassment Policy.

Why do the Phys. Ed, Music, FSL, and ESL pairings change each year?

Each year Music, Phys. Ed. and FSL pairings are made with the goal of pairing schools whereby the minutes total 1160, a full time schedule. In the current situation, with declining enrolment, and the closing of schools through the PAR process, pairings will continue to change. It is the goal of both the employer and York Unit - OECA to keep the pairings as similar as possible each year in order to limit disruption.

Why can't my colleague and I mutually agree to switch grades?

As per the staffing guidelines, where possible, all staff **MUST** be placed in their first choice as indicated on their preference form. This protects the integrity of the preference form especially when it comes to bargaining. Once you have been assigned your first choice you cannot be reassigned. You can exercise your right to move through the transfer process.

Why can't I be assigned to a temporary vacancy in my school?

In order to correctly track staffing from year-to-year the least senior teacher, who would otherwise have been deemed excess, is saved by being assigned to the temporary vacancy. This facilitates tracking and ensures that upon return of the

teacher who rightfully owns the grade it is apparent which teacher will be excessed.

I have taught a particular course, which I enjoy, for many years. This year I was told that I'm not getting it. Is that allowed?

This is a common question and the truth is that no one owns a course. If it is a course that is desired by several in the department then it should be rotated among those wishing to teach it. Conversely, if there is a course which no one particularly enjoys teaching, it too should be rotated within the department yearly.

Draft timetables are distributed in June. Can they change the courses I am assigned to teach after that point?

As noted the timetables are "Draft" so technically, yes these June timetables can change several times up to the first day of school in Sept. If there are any changes to timetables, after the draft timetable is issued the Admin will contact the SAO /Staff Rep/SSAC. Notification then goes to the affected staff member so he or she can adequately prepare for the course change. The goal is to minimize changes after the draft date, however factors like enrollment can determine whether or not a course remains open or is closed prior to the start of the school year.

ANNOUNCEMENTS:

BIRTHS AND ADOPTIONS

Jason Aguiar, teacher at St. Jean de Brebeuf CHS on the birth of his daughter Ava Rose.

Allan Ambida, teacher at Fr. M. McGivney CHS on the birth of his son Maddox.

Antonella Cianni, teacher at Our Lady of Fatima on the birth of her son Alessandro.

Amanda Coelho, teacher at St. Cecilia on the birth of her son Noah.

Elizabeth D'Abruzzo, teacher at Immaculate Conception and Matt Gasparro, teacher at Guardian Angels on the birth of their daughter Scarlett.

Josie DiCaro, teacher at Blessed Trinity on the birth of her son Jacob.

Sonia DiGuglielmo, teacher at St. John Bosco on the birth of her son Sebastian.

Angela Giambattista, teacher at St. Justin Martyr on the birth of her son Gabriel.

Laura Luff, teacher at St. Monica on the birth of her daughter Elise.

Joanne Marchesan, teacher at Our Lady of Grace on the birth of her daughter Eleonora.

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

Amanda Orsi, teacher at Immaculate Conception on the birth of her daughter Vienna.

Melissa Perri, teacher at Our Lady of Hope on the birth of her daughter Valerie.

Melissa Ritacca, teacher at Holy Cross CHS on the birth of her triplet daughters, Giulia, Lauren and Christina.

Nancy Schirripa, teacher at St. Anne on the birth of her daughter Emily.

Jaymie Uy, teacher at St. Francis Xavier on the birth of her daughter Noémie Adelaide.

Susie Watters-Dias, teacher at OLGC on the birth of her son Thomas.



CONDOLENCES & SYMPATHY

Sandra Alves, teacher at St. Emily on the death of her father-in-law.

Carla Anibaldi, teacher at St. Veronica on the death of her uncle.

Tania Antonacci, teacher at St. Cecilia on the death of her mother-in-law.

Martha Baglieri, teacher at St. Edward on the death of her son.

Lisa Bagnoli, teacher at St. Gabriel on the death of her father.

Anna Maria Camillo, teacher at St. Charles Garnier on the death of her grandfather.

Jennifer Chenette, teacher at Notre Dame on the death of her mother.

Luisa Colarusso, teacher at St. Mary Immaculate **and** Caterina Woods, teacher at Fr. Bressani CHS on the death of their father **and** father-in-law to Kevin Woods, teacher at St. Theresa of Lisieux CHS.

Jennifer Dewan, teacher at St. Cecilia on the death of her father.

Cecilia D'Mello, teacher at St. Charles Garnier on the death of her husband.

Anna Donato, teacher at St. Joan of Arc CHS on the death of her father-in-law.

Valeria D'Orazio, teacher at Divine Mercy/Blessed Trinity on the death of her grandmother.

Joanne Duke, teacher at St. Mary on the death of her mother.

Pauline Karam, teacher at St. Joseph-Aurora on the death of her father.

Stephanie King, teacher at St. Gabriel on the death of her uncle.

Tracey Laliberte, teacher at Sacred Heart CHS on the death of her father.

Megan Lodenquai, teacher at St. Charles



Garnier on the death of her mother-in-law.

Daniela Monastero, teacher at St. Margaret Mary on the death of her mother-in-law.

Melene Popa, teacher at Rose of Sharon on the death of her mother-in-law.

Teresa Romeo, teacher at St. Clare and Marilena Pisegna, teacher at Sacred Heart CHS on the death of their grandmother.

Diana Theophylactou, teacher at St. Veronica on the death of her father.

Mary Tomei, teacher at St. Peter **and** Sally Vivilecchia, teacher at Holy Cross CHS on the death of their father.

Nora Tonietti, teacher at St. David on the death of her mother.

Lorena Vitale, teacher at St. Andrew **and** Sonia Vitale-D'Angelo, teacher at Guardian Angels **and** Rosaleigh Ruffolo-Neal, teacher at St. Brendan on the death of their grandmother.

Helena Zizek, teacher at St. Mary on the death of her father-in-law.



OTIP RAEO®