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Can you keep a SECRET?

During the recent CAPSLE Conference I was fortunate to attend several worthwhile workshops dealing with a broad spectrum of educational issues. One of the more provocative was entitled, “*The Secrets That You Keep: Resolving Issues of Civil Rights when Students Tell Teachers Secrets*”. The presenter, Ian Pickard is a successful litigator and has been in practice since 1992.

“Can you keep a secret?” is the opening question in his presentation. When asked this question teachers must respond with a clear and unequivocal, “No, I cannot keep a secret.” The reason for the response is rooted in law. A student should be made aware that teachers cannot give an assurance that the “secret” will be confidential.

We, as professionals, have a legal responsibility to report information to an agency or authority that may involve abuse of the child. It must be understood that children who approach a teacher with sensitive material are doing so because they are in need of help. Pickard refers to setting “clear boundaries” with students. It is only with the establishment of these clear boundaries that the interests of the students can be served effectively. There are several legal constraints that we, as a profession, must adhere to in respect to the safety of the children that are entrusted to our care on a daily basis.

We are all aware that any case of child abuse must be reported. According to Section 24 of the *Children and Family Services Act*:

“Notwithstanding any other Act, every person who performs profes-

sional or official duties with respect to a child, including ...a teacher, school principal, social worker, family counsellor, member of the clergy, operator or employee of a day-care facility; who, in the course of that person’s professional or official duties, has reasonable grounds to suspect that a child is or may be suffering or may have suffered abuse shall forthwith report the suspicion and the information upon which it is based to an agency.... This ... applies whether or not the information reported is confidential or privileged.”

Should one report, the Act states that “No action lies against a person by reason of that person reporting... unless the reporting is done falsely and maliciously.”

A teacher who fails to report, on the other hand, “is guilty of an offence and upon summary conviction is liable to a fine of not more than five thousand dollars or to imprisonment for a period not exceeding one year or to both.”

Although we all may be familiar with the *Children and Family Services Act* there may be a significant number of us who are less familiar with the *Youth Criminal Justice Act*. A teacher may be called upon to act as an advocate in specific young offender situations, such as when police have been called in respect to the behaviours of a student. The *Youth Criminal Justice Act* states that a youth, prior to being questioned by a police officer and a statement taken, can request that a parent or another adult can be consulted. This adult may be you, the student’s teacher. A teacher must be aware that any communication between the student and teacher in this respect is not privileged and the teacher can be compelled to provide

testimony in court if requested by the Crown. Rather than place yourself in such a position, it would be to the student’s advantage that a lawyer be contacted and every effort made to contact the parent/guardian.

In recent years, there have been several pieces of legislation that deal with privacy. We are all mindful of the need to respect the privacy of our students. However, even though students have these rights in our schools, these rights do not oblige educators with a duty to keep confidential any sensitive information passed along to them by their students. When any such matter comes to the attention of any member, you are encouraged to contact the TECT Office immediately.

One of the most uncomfortable situations we as teachers may face is where one of our students has committed or will be committing a criminal offence. You may be asked not to call the authorities. Maintaining the trust of students is important but not at the expense of being an accomplice to a criminal act.

How often have we heard complaints that teachers, administrators or the Board should have known or ought to have known better? Remember that we, as teachers, are held to a higher standard. We need to be mindful of that standard when dealing with our students. When in doubt, advise the school’s administration.

Although these situations are infrequent, a teacher must decide what is in the best interest of the children. In providing assurances that information will not be disclosed, “the *adult* in the relationship allows the responsibility for making this decision to be limited by the demands of a *child*.” Too often the student does not have the maturity to know what is in his/her best interest. Teachers should always, in an open and understanding way, tell the student that they want to help, and that they want to do what is best, but that they simply cannot make a promise that may not be able to legally keep.

John Pecszenye is President of the Toronto
Elementary Catholic Teachers

The Metro Voice



Stress in the Workplace

As we all know, teachers are committed to doing an exceptional job regardless of the conditions in which they work. We are hard working, dedicated, professionals and we have an intense desire to be the best for our students. However, as teachers, we are not always as committed to our own well being.

I am certain you are not surprised to hear that teachers are overworked. Almost every teacher surveyed by the Elementary Teachers of Ontario (ETFO) (April 2005) stated that they felt overworked. This excessive workload produces both professional and personal frustrations and heightens stress levels.

Eighty-six percent of members surveyed reported that work-related demands have had a negative impact on their personal and family life. This in turn has produced a negative impact on their mental or physical health. The number of special needs students in their class, cutbacks in specialist teachers, large class sizes, and the lack of appropriate support staff were all cited by teachers as stressors. These feelings were intensified due to the fact that many teachers believed there was no relief in sight.

Professions, such as teaching, that provide direct human services have the highest rate of burnout. A study at John Hopkins University found that teaching ranked as the fourth highest stress level of all occupations.

Forty-eight percent of claims for LTD received by the Ontario Teachers' Insurance Plan are mental/nervous/stress related. These stressful conditions have led to one in three teachers actively considering leaving the teaching profession and one in ten stating that they will not stay in the profession until retirement.

The Ontario English Catholic Teachers Association's publication Healthy Tips for Teachers gives teachers a variety of suggestions for managing stress. It is available at www.oecta.on.ca. Members are also covered through the LTD plan for twelve hours of confidential counseling through Posaction (416) 226-4351.

We must all work together to ensure that our work environment is healthy and positive. We must be vigilant in taking better care of ourselves by utilizing strategies to better manage the intense stress that comes with being a teacher. I welcome input and suggestions from members on ways to better deal with the stressful nature of teaching. I always found that the support we can offer one another in the workplace is our greatest asset.

Stay Healthy !

Louisa De Ciantis is the Editor of the Metro Voice and the Third Vice-President of the Toronto Elementary Catholic Teachers

TECT Wins Four Communication Awards

The Ontario English Catholic Teachers' Communication Committee informed TECT on May 3, 2006 that it had been honoured with four Provincial Communication Awards for 2005-2006.

Three of the four awards were granted in recognition of the work produced in TECT's Metro Voice:

- The December 2005 issue of Metro Voice won one of two Graphics awards
- Kathy Amenta's "An Open Letter to the TCDSB Trustees" was the recipient of one of two awards for Best Feature Article
- Mario Bernardo's cover photo for the December 2005 issue of the Metro Voice, "School Libraries without Teacher-Librarians" won for the Best Education Photo

The fourth award was granted to the Human Rights/Christian Living Committee for its "Fortune Cookie Campaign for Children's Charities" which won one of two Public Relations awards.

This is the second year in a row that TECT has been honoured with multiple awards from the Provincial Communication Committee.

The Metro Voice was recognized as the Most Improved Publication in 2004-2005 and Mario Bernardo's article "Why Inflation Matters", which appeared in the March 2005 Issue of the Metro Voice, was recognized with one of two awards for Best Feature Article.

The TECT Executive extends its thanks to the Provincial Communication Committee for recognizing the work and efforts of our members.

The Executive also extends words of appreciation and congratulations to all the members of the TECT Communications Committee and TECT's Human Rights/Christian Living Committee for their award winning efforts.

Mario Bernardo is Second Vice-President of the Toronto Elementary Catholic Teachers and the Chair of the Communication Committee



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“All That is Known was First Imagined”

William Blake

Can Blake’s sentiments serve as a touchstone for what we have achieved, and a beacon for what we still have to realize, as an Association? I believe so, and our history supports my assertion.

In 2003, as a membership, we imagined that by standing united against a near-sighted Board of Trustees, and a hostile provincial government, we would not only maintain our dignity and self-respect, but also achieve a fair collective agreement. We did not capitulate, despite being locked out by our Board and vilified by a corrupt Tory government. In the end, we achieved a fair collective agreement and delivered a message to the Board that we would never compromise on our right to be treated in a fair and equitable manner.

The benefits of our actions were evident during the last round of bargaining where, without any posturing by either side, an excellent collective agreement was achieved. This agreement has benefited both our members and the Board.

We also imagined that by devoting our time and energy to the political campaign we could help end eight years of anti-teacher Tory government. The membership worked tirelessly to elect a pro-education government and many of the elected candidates cited TECT members by name as the reason for their victory. As a direct result of our efforts, we have seen a government that, among other things, has supported fair collective bargaining, brought peace and stability to the education sector, ended re-certification, treated teachers with respect, given teachers control of the College of Teachers and revised the Teacher Evaluation system to make it more progressive rather than punitive.

There are many other achievements that I could highlight, but I would rather look forward and imagine what we can still accomplish as an Association. I would like to focus on two key areas: protecting members’ rights and working conditions and the upcoming trustee elections.

As a Release Officer, each day I hear members express sentiments about being treated inappropriately, but unwilling to take action because they fear principal reprisals. If I could imagine the realization of one objective it would be that all members would act, not based on fear, but solely on the rightness of the cause.

As a leader in the Association, I am pleased that more and more members are calling TECT to protect their rights; however, for those members who are hesitant to take direct action, TECT must continue to create structures such as the Time in Lieu Form, the Staff Assignment Form, the LSSAC responsibility chart and so on, where the Association is able to act at a Board wide level. In turn, this Board-TECT level approach will reduce the school based one on one confrontations, which are so undesirable for many of our members, between the teacher and the principal.

To achieve this goal, TECT must continue to launch policy grievances where the Association is taking up the cause with the Board rather than an individual member. TECT must continue to pressure the Board to reprimand principals for inappropriate action, just as the Board reprimands our teachers for actions they deem inappropriate. Of equal importance, TECT must ensure that any principal who threatens or takes reprisals against our members is disciplined either through the grievance process or through a Labour Board action. As well, the more Board-wide structures that TECT can facilitate, the easier it will be for our members to have their rights protected.

Moreover, by creating some type of charting mechanism, our members will be better informed about principals and school communities. This charting mechanism will establish checks and balances for both TECT and Board.

Can you imagine that principals, empowered by the Education Act to manage the entire school, are not subject to any type of formal evaluation? Unfortunately this is a known reality. Therefore, TECT must insist that the government develop an evaluation process for all administrators.

Imagining the realization of a collaborative working environment, where our members are free from harassment and bullying in all schools, would be a worthy accomplishment. I also ask each and every member to offer suggestions as to what TECT can do to realize this goal and turn an imagined objective into a commonplace reality in our schools.

This being an election year for Trustees, I also imagine inspired TECT members working diligently, as they did during the last provincial election, to help elect pro-education trustees. Currently, seven out of the twelve trustees have cast votes, at one time in their political career, to lock out teachers. Certainly, if we get involved, we can elect better trustees.

Our Political Action Committee, in collaboration with the TECT Executive, is hard at work establishing the structures that will facilitate member involvement in the upcoming trustee election. Let us make sure, particularly heading into the next round of bargaining in 2008, that we take action to help elect pro-education trustees in November 2007.

Imagining better outcomes is certainly an empowering exercise; however, imagining on its own will not better our working conditions and the students’ learning conditions. Let us be vigilant with one another to ensure that what we imagine – happens. Please let me know what you imagine for this Association. I am certain that with an unwavering resolve and effort, what we imagine will become known and realized for all TECT members.

Anthony Bellissimo is the First Vice-President of the Toronto Elementary Catholic Teachers



Trustee Elections: November 2006

Be Informed - Get Involved

Not too long ago, we all made a very significant contribution to the political landscape of this province. The Toronto Elementary Catholic Teachers, guided by the Political Advisory Committee, played a very influential role in the defeat of the Harris/Eves Common Sense De-evolution. Together, we were able to make a difference and help elect a government that has proven to be much more respectful of our profession. Although they have not always done things that we would all agree with, there is no question that the present government at Queen's Park has no intention of demonizing our members and re-creating a crisis in education for political gain. At least one would hope.

After the provincial election of 2003, TECT and PAC set its sights on the municipal elections which closely followed the provincial elections that year. In fact, the municipal elections that year occurred a mere four weeks later. With so much energy focused on the provincial elections, our membership was not as successful in influencing the outcome of the municipal elections.

The municipal elections relate to us because it is during these elections that our Board of Trustees is elected. It is important to understand the structure of the Board. Board policies are enacted by the Board of Trustees. In general, when we speak of the "Board" we are speaking of these elected Trustees. Whatever their actions, they respond directly to the voters each election. The next opportunity for voters to tell these elected members what they think will be in November 2006.

For the most part, the job of Trustee is a part-time job even though the budget of our Board is bigger than those of some governments'. As a consequence, Trustees rely quite heavily on senior staff working at the CEC to inform the decisions they make.

I believe Trustees should, at the very least, consult with the 5000 teachers, through their association, who teach their 90,000+ students from junior kindergarten up to grade 12. The Navigator "Project" is a perfect example of where the Board would have benefited from a more collaborative approach. Quite a bit of money could have been saved, or at least utilized more effectively had the

Board simply consulted with us. In the end, the Navigator Project, intended to attract students to our Board, ended up costing between \$750,000 and \$950,000. For a Board that claims it is cash strapped, that seems like a lot of money.

How do I know so much about this? Last year, PAC decided to re-initiate the Board Watch. PAC has been attending each full Board meeting since April 2005. The committee has been working on strategies for the upcoming municipal elections. We are actively looking to support potential candidates who believe that the Board would best be served with an air of collaboration. We are working with our secondary sisters and brothers of the Toronto Secondary Unit (TSU). We are looking to collaborate with public elementary and high school teachers. We also want to collaborate with you in the same spirit that we were able to collaborate in the last provincial elections. For now, all we are asking is that you inform yourself. Go to a Board meeting. Talk to your school's Trustee. Talk to voting members of your family.

Trustee elections are commonly obscured by municipal councillor and mayoral elections. In general, they are much smaller campaigns. This, however, does not diminish the importance these elections play in the lives of our members. Remember, these elected officials, informed by senior staff, are the people that decide what types of policies to enact.

Trustees need to realize that they can tap into a wealth of knowledge through their teaching staff to help better inform the decisions they make — decisions which affect our working conditions.

Nick Netta is a teacher at St. Mark and is Chair of the Political Advisory Committee

The New Online Elementary Report Card

Since the inception of the standardized electronic report card in 1998, the process of reporting on student achievement has, for many teachers, become a challenging experience. Teachers without the prerequisite computer know-how were quickly required to develop technological survival skills. Tasks, such as installing software, importing student data, and ensuring that work was properly backed up and delivered to the report card administrator, all added an additional layer of complexity to the process of student evaluation. Over the years, teachers have adapted. They have learned to live with the idiosyncrasies of the Ministry licensed software, FileMaker Pro, and the different versions of the provincial report card templates.

The TCDSB, having recognized the challenges and limitations of the current reporting system, has undertaken an ambitious revamping of the process. In the fall of 2006, the elementary report card will move online to a web-based application. With this new system, teachers will be able to work on their reports from any location, at anytime of the day, assuming of course, that the computer has an internet connection. To access the secure website, teachers are required to log on using their TCDSB user-ids and passwords. Each user has pre-assigned permissions. Teachers will log in to their schools and have access to only the students they instruct. Administrators and assigned delegates receive additional setup options.

Without question, the most difficult aspect of the current report card process is the initial setup and maintenance of the school database. This responsibility falls squarely on the shoulders of the report card administrator. In most schools, this role is taken on by one or two volunteer staff members. Report card administrators dedicate much time and effort to collecting information and setting up the administrative module. Once the school, class, and student data has been

assembled, data files are created and distributed to each teacher. Later, report card administrators will collect teacher diskettes and import the contents into the school's report card database. Once all the teacher files have been imported, the reports are ready to be printed.

The new online version eliminates the need to collect and manually enter class and student information. Data is automatically pulled in from Trillium, the Board's student management system. Principals and assigned delegates can go into the setup screen and easily customize a class or student profile. When a teacher logs on to the elementary report card website they will see only the students that have been assigned to them. Itinerant teachers, who work in more than one school and instruct numerous classes, will appreciate the fact that they can select the specific school and class they wish to complete from drop-down menus.

The new online report card has many built-in features designed to save the teacher time and provide quick and easy access to additional information. The attendance, for example, will automatically flow into the report card from Trillium. This means the homeroom teacher won't have to worry about keying in the number of days absent and times late for each student. With the click of a button, teachers can view certain sections of a child's Individualized Education Plan. Information from the report card will also be shared with other online forms and reports such as Form C for ESL/ELD students. Teachers will also be able to generate a variety of printable templates and summary reports such as student lists, class achievement summaries, and conference forms.

The new interface utilizes drop-down menus that allow the user to easily move from one screen to the next. To enter marks and comments, teachers may choose to work in "Student View" or "Subject View". In Student View, the teacher selects a student and completes

each section of the report one subject at a time. Subject View allows the teacher to view all the students in a particular class. Within Subject View, teachers can quickly share marks and comments by dragging the content from one area to another. Comments for each grade level and subject area are built into the application. Teachers can utilize the existing bank of comments or create their own personal comments. All comments are coded so that the student's name and/or correct pronoun is automatically inserted when it is copied into a student's report. Subject View has the look and feel of a spreadsheet. Teachers can sort information instantly by clicking on the column's title.

One very important adjustment that teachers will have to make in working with an online report card is to remember to use the "Save and Submit" button before moving on to a new screen. This action ensures that the information entered is saved to the Board's server. The programming team has built in a number of visual and auditory prompts to remind teachers to save their work. Teachers will also be able to access a Help menu directly from the report card screen providing a quick and easy connection to the printable guide and video tutorials.

The new online report card is an ambitious project that has evolved through the co-operative efforts of Computer Services, Academic ICT, Trillium, TECT, as well as the teachers and principals who formed the Report Card Governance Committee.

Eight schools are currently piloting the online version. If all goes well, the Board hopes to move all elementary schools to the web-based report card in the fall.

Anthony Greco is an In-Service teacher in the Academic Information and Communication Technology department



A View from the Other Side of *(But Not Yet Over)* the Hill

Please be advised that when they say that the grass is always greener, sometimes that green may instead be moss or mildew. Tread carefully.

Last year about this time, my wife and I were looking forward to our retirement with much anticipation. To show you what wildness we had planned, allow me to recount the events of Tuesday, September 6, 2005 – our first freedom day. Around 9:30 a.m., we drove my car over to the dealership for an oil change. All the service advisors were free. We both got our hair cut leisurely at 10:00. Then we picked up my car and dropped it off at home. 11:30 found us in an uncrowded restaurant for brunch and a pitcher of Mango Mohitos. By 1:00 we were having a nap in a sun-filled, open-windowed bedroom. This menu of events was chosen specifically to celebrate our retirement by doing some of the things you just can't do easily once the school year begins. Just two wild and crazy people!

Due to care-giving needs in the extended family, we had decided that Gloria would lay down her chalk permanently and only I would return to the hallowed halls of pedagogy. Being chock full of hubris, I was cockily relaxed about my future as an occasional teacher – after all, I was willing and qualified to teach Intermediate and FSL. Getting a position would be no problem. Or so I thought.

After 30 plus years with our board, I had decided that I wanted to explore new pastures. However, in early July I discovered that some of the local school boards ask you to apply through an independent recruitment website and pay a fee in the process. So, I chose a board that I had heard good things about and which had its own online application process. I spent about an hour and a half filling out a multi-page inquiry of my academic and professional history with this local, unnamed board just north of us. *Une bonne idée!*

My confidence in my professional desirability was rewarded with a phone call on Sept. 1st which included an offer of an FSL position in a high school. I politely declined

indicating my preference to get my feet wet first with this board at the elementary level. I was directed to call Human Resources and request to be placed on the interview roster. When I called, I was told a letter and a brief résumé was needed. When I replied that I had already spent an hour and a half doing so on-line, the response was, "That only gets you into the system." So, I dutifully sent in a one-page request for an interview, a one-page résumé, and a letter from the parish stating that I was not an atheist and had never read nor had any plans to read "The Da Vinci Code". *C'est impossible!*

Follow-up voice mails to this person were greeted with one return call, a derisive chuckle, and the comment, "What you sent in was not a professional résumé. The only reason that I called you back and am still considering your application is that I see that you are willing to teach FSL." *Quel faux pas!* (Hubris, anyone? I now have lots that I am no longer using.)

So, somewhat chagrined and a little ticked, I sought out the Word template for a "professional résumé", dredged out the lowlights of the past forty years, and banged out a three page "professional résumé". I humbly sent it in along with a two-page letter of apology/explanation for my professional gaffe. *Mea culpa.*

Around October the renovation from hell was entering its second month, extended family health issues became urgent, and our new puppy was still demanding a lot of training. So, I let the issue of my getting an interview slide. There was no time to teach. *Tant pis!*

Come late January, I contacted the same board – at a level higher than the aforementioned employee – to inquire about getting on their supply list for the spring. I was told that I had just missed the January interviews for the spring placements. I asked how I had gotten missed and was told that my file had been de-activated. *Incroyable!*

The person did not know why or by whom. She re-activated my application at my request to be placed on the interview list

for the fall. *C'est dommage!* (Please remember that during all this tangling of the web of my post-career career, there is a shortage of FSL teachers! *Sacré bleu!*)

Within two weeks I got a phone call and an appointment for the cattle call for all new teachers to the board for the autumn of 2006. I went in and by their account had a great interview. So much so that within a week and a half, all my references had been called and I received the following request, "Mr. Nazar, I am begging you to take this assigned occasional position. It's a half-day, FSL placement." *Fantastique!* (Half-day FSL, about an hour away across the top of the city in rush-hour traffic? How desperate do you think that I am to limit myself to half-a-day's occasional pay for a job which includes all the teaching, testing, marking, and reporting that I had just left behind? *Bibliothèque!*)

Anyway, I politely declined the offer – "I am now working for my old board (*another story for another time*), but would you please call me back after the March Break so we could discuss future placements?" *S'il vous plaît?*

True to form, no one has yet contacted me from that board regarding my formal application to obtain employment as an occasional teacher. Yet, I had been offered two positions in specific schools. Go figure. *C'est la vie!*

So, dear colleagues, as some of you know, I have been happily teaching once again among you in north Scarborough since late – very, very late – February. (*Another another story for, another other time.*) I leave you with this quote, sort of, from Micah 6:8:

"And what doth the Lord require of thee, but to do justly, and to love mercy, and to walk humbly with thy Board?"

Watch out for that hubris. It will get you every time! *A la prochaine.*

Dan Nazar is a recently retired member of TECT who now works as an occasional teacher



TECT AGM 2006

The Annual General Meeting (AGM) of the Toronto Elementary Catholic Teachers (TECT) was held on Thursday, May 25, 2006 at the Days Hotel.

TECT Elections

The Report of the Nominations Chair was scheduled as a timed item to begin at 5:25 pm. As Chair of the Nominations Committee, Peter Gazzola reminded the membership that nominations could not be made from the floor given the by-law changes enacted at AGM 2004. Arising from that by-law change, only candidates who submitted their nomination papers by the deadline date of April 28, 2006 could be considered for election at the unit level.

The position of unit President was not up for re-election given that the current President, John Pecsénye, is completing the first year of his second two-year term. He will be returning as President to finish his fourth and final year as President of the unit. The current TECT by-laws limit the President to two two-year terms.

Anthony Bellissimo and Mario Bernardo were acclaimed and returned as First and Second Vice-Presidents respectively.

Louisa De Ciantis who served as a release officer for 2005-2006 as Third Vice-President sought the position of Treasurer and was acclaimed. Bruno Pileggi will be replacing her as Third Vice-President and will join John Pecsénye, Anthony Bellissimo and Mario Bernardo as the fourth release officer for the 2006-2007 academic year.

Patricia Minnan-Wong was also acclaimed and will be returning to the unit Executive as the recording secretary.

Sub-Unit Presidents serve as councillors on the TECT Executive. Don Reid represents Scarborough, Mary Edwards represents Toronto/East York, Nick Figliano represents Etobicoke/York and Mario Addesa represents North York.

Legislation

As Chair, Peter Athaide presented the Legislation Committee Report at 5:10 pm. and introduced the two by-law changes that were submitted to the committee for consideration.

The first of the proposed by-law changes called for creating a uniform term limit of two years for all TECT Executive positions. The resolution, which was moved and submitted by James Ryan, included a written rationale that pointed out that "currently, seven out of the eleven positions on the Executive are elected for two year terms." In speaking to the motion, Mr. Ryan pointed out that the proposed change would allow

for greater consistency and stability at the Executive level and would also allow for elections to occur on alternate years. The change would open the prospect of having greater time and priority given to possible resolutions and by-law changes at AGMs in the off election years. Speaking in opposition to the resolution, it was pointed out that it has been past practice to have various terms for the different Executive positions in our unit and that this practice remains in effect at the Provincial level.

At debate's end, the resolution, as proposed, was passed by more than the two thirds majority required to adopt the by-law change. The change will not extend the terms of the candidates declared elected later that evening. It will have the effect of limiting the newly elected treasurer to a one year term rather than two. The change will affect candidates seeking office at the TECT AGM in May of 2007. All candidates elected at that meeting will be elected for two year terms.

The second proposed resolution directed the Executive to "study, and take action if deemed necessary, regarding the establishment of a Unit Teacher-Welfare Officer."

In supporting the resolution, the membership would be empowering the TECT Executive to "review the level of service to members and determine what actions, if any, need to be taken to ensure that the membership is well served by the Association."

As mover of the motion, James Ryan pointed out that other units within OECTA had made use of a Teacher-Welfare Officer as a means of better serving their members.

Speakers in opposition to the resolution indicated that they would not be able to support the resolution because of concerns the proposal was too vague and open ended.

In support of the resolution, it was pointed out that while lacking in specificity, the resolution would provide an opportunity for the Executive to expand and improve the level of service to the members. TECT has historically had a very poor ratio of release officers to members in relation to other units across the province. The Executive would ultimately have to account for any decisions it makes in carrying out the intent of the resolution.

The motion was approved with more than the two thirds majority required for adoption.

Mario Bernardo is the Second Vice-President of the Toronto Elementary Catholic Teachers

President's Address to AGM 2006

Good evening and welcome. As most of my remarks relate to the Collective Agreement, let me take you back to June 8, 2005 when the membership ratified our current collective agreement.

That ratification secured a four-year collective agreement with the Toronto Catholic District School Board. The agreement provided for a reduction in the class caps from Grades 4 – 8 and recognized the importance of smaller class sizes especially in split grades. The agreement provided for an additional 50 minutes of planning time per teacher. The agreement provided for an annual inservicing of principals and Association Representatives and it secured greater disclosure for the LSSACs in each school. The collective agreement increased the monetary compensation for missed International Language classes from \$14 - \$40 per hour and it provided for the loss of preparation time to be compensated by matching time-in-lieu and not at the expense of existing staff.

The collective agreement provided for a new surplus and transfer procedure. Now, surplus teachers have the right to select a position based on seniority and their preferences. It also provided the opportunity for self-declared surplus based on seniority. A teacher's preference, ability, qualifications and experience must now be considered during the staffing process.

The collective agreement improved our compensation and benefits over the life of the agreement and the Sick Leave Gratuity Plan was protected.

The collective agreement provided for the establishment of a Joint Special Education Committee with a mandate to improve student services, balance teacher workload, determine replicable or best practices and establish class caps for Special Education for September of 2006. The Joint Committee allocated forty 0.5 additional Special Education teachers to schools across the system. This, I believe, is a first - a first because the union had a hand in determining staffing in conjunction with the employer.

The Teacher Development Allowance was paid out on March 10, 2006. The delay, was largely due to the Board's insistence that the Allowance be taxed at source. As a consequence, the Association withheld its approval for disbursement and undertook an exhaustive effort to have the Board's initial position reversed. This was achieved in January.

The executive undertook extensive consultations through forums with teacher-librarians, FSL teachers, Special Education teachers, and Professional Learning Center tea-

chers so that the executive could be more responsive to their respective needs.

Through our Joint Staff Allocation Committee, TECT presented a rationale and a proposal for providing every student that attends the Toronto Catholic District School Board with the expertise of a qualified Teacher-Librarian. TECT's proposal would have seen a return to the Teacher-Librarian staffing numbers that existed prior to the Board cuts made in the 1990s.

After making a submission to the Board of Trustees the Board increased the compliment of Teacher-Librarians by 15% (approximately six additional positions system-wide). At the same time, the Trustees elected to maintain the two-tier delivery of literacy and library services to its students by increasing the Library-Technician compliment by the same percentage.

In a climate where one would expect labour peace I must, regrettably, report that labour peace has passed us by once again. Rather than establishing a collaborative and consultative model in employee relations, the Board is challenging many of the terms of employment that were jointly agreed to last June.

Despite discussions during bargaining, the Board continues to approach members who have an excess of 160 minutes of planning time to provide planning time for other members. It has failed to deal with the Benefit surplus within a reasonable period of time, it has delayed grievances and it has cancelled meeting dates. The Board is not dealing effectively with parents, students, colleagues and administrators who bully and harass our colleagues. It is delaying approval of simple forms for accruing lost planning and evaluation time, and is not responding to the Policy on Accommodation for Employees with Disabilities prepared as a counter to the Board's initial draft. Coupled with the lack of real consultation with respect to new initiatives, it is clear that labour relations are far from good.

Despite these impediments I am confident that the membership will address each and every obstacle put before it. We did not fall, like a house of cards, during the lockout; we did not fall during the dark years of Mike Harris. Rather, we rallied and supported each other. We became stronger and more resolved. Our commitment to each other is what makes us who we are and why we are.

*John Pecsénye is the President of
the Toronto Elementary Catholic Teachers*

The Social and Relationship Implications of Learning Disabilities

He is chronically late for class, often arrives to class without the appropriate books and materials, and frequently fails to complete homework. It appears that he is uninterested and/or unmotivated; his own worst enemy. His behaviour is an enigma to you; there are so many inconsistencies in his daily performance.

Is this apparent lack of concern a show of disrespect for his teacher or perhaps a lack of concern for those around him? Or is he simply challenging authority? This behaviour can be frustrating when presented day in and day out; both for the student and the teacher. But what causes this?

We recently had the opportunity to attend the 43rd Annual Learning Disabilities Conference in Jacksonville, Florida. Keynote speaker, Rick Lavoie, led a discussion entitled 'It's So Much Work to Be Your Friend: The Social and Relationship Implications of Learning Disabilities', based on his book of the same title. Asserting that a learning disability is not a school problem but a life, language and learning challenge, he describes students with learning disabilities as "always working twice as hard to get half as much."

Citing the scenario described above, Lavoie discusses the difficulties that special needs students are faced with in order to navigate through the "Hidden Social Curriculum" of school. He states that every school has unspoken rules that impact on everything from making your way through the physical plant (school site, halls, classroom layout), to deciphering schedules and becoming in-tune with the social scene. Students with learning disabilities are often considered socially incompetent, ridiculed and ostracized because they do not understand social information - "that stuff that most other people instinctively know."

As educators, we are aware of the pivotal role that the school plays, not only in the academic development of the child, but in the child's social development through the fostering of self-esteem. Indeed, a child's attitude about school and his memories about his school experiences are framed by the social success that he has experienced.

Lavoie compares the two curricula present in schools today - the institutional curriculum and the hidden curriculum. What is referred to as the institutional curriculum includes expectations for student performance. Children are tested and evaluated on this component on a regular basis and information is directly taught to promote success. In contrast, the hidden curriculum includes shared values, norms, traditions, rituals, customs - social expectations and competencies that are unique to every school. Arguably, these are much more subtle and, for students with learning disabilities, need to be taught as part of

the daily curriculum in our schools.

One means of teaching social skills is highlighted in what Rick Lavoie describes as a social autopsy - a strategy which attempts to examine and inspect a social error in order to determine the cause of the error, evaluate the extent of the damage and gain knowledge which will prevent its reoccurrence. It is not meant as a cure for a specific targeted behaviour, but rather a supportive, problem-solving strategy, designed to develop social competence. It allows students to actively participate in the process, sometimes several times a day.

How does it work? In the initial steps, the child is asked to describe what happened in a given social situation. He then moves through a process involving identifying his mistake, discussing a social story about what has just been taught, culminating with social homework.

Lavoie also speaks of "dysemia", or what he refers to as "social dyslexia"; "dys" originating from the Latin meaning "the inability to" and "semia" referring to "signals" - the inability to read social signals. How many of us, as educators, have been frustrated when speaking to a student who appears to have no response, or an inappropriate response when being addressed about the consequences of his actions? These are children who typically have an inability to understand non-verbal language - body language, tone of voice, facial expression or posture. Their verbal communication errors can often be judged by their teachers as disrespectful and cause doubts by their peers as to their intellectual ability.

Students with challenges in the area of social competencies also have difficulties in the area of paralinguistics (non-language). Lavoie highlights four areas of concern:

- **Kinesics** - the ability to read body language of self and others
- **Proxemics** - the ability to understand how physical space communicates with others
- **Vocalics** - the ability to understand how volume, pitches of voice, loudness and tempo communicate to others
- **Artificial Considerations** - how to dress appropriately for activities

How do we teach students with learning disabilities these skills? Lavoie suggests some of the following strategies:

Kinesics

Show clips of soap operas with the sound turned off and ask students to describe what they think is happening. Discuss

OMLTA Conference Enriching, Gratifying et Magnifique!

On Friday, March 24th, 2006, French, Spanish, Italian, Portuguese and German instructors attended the OMLTA Conference at the Doubletree International Plaza Hotel. What an amazing entourage! Teachers from all corners of Canada came to celebrate their profession, to share ideas and to learn about new innovations in the teaching of modern languages.

In my 30 years of teaching FSL, I took advantage of this marvellous opportunity only once. However, this year a new colleague suggested that the French Department at Our Lady of Victory Catholic School in Toronto should attend. What a wonderful suggestion for an enjoyable and invigorating day of Professional Development! We all left the conference feeling refreshed, rejuvenated and ready to use the many ideas that were presented to us.

I started out the morning singing and playing instruments in an atelier involving Portuguese, Spanish and French songs. What a gratifying and enjoyable workshop!

Next, I attended a workshop with the “animated” and “animating” Jacquot, who has written, produced and performed for French Language learners for many years. His humour, his expert musical talent, his energy, his enthusiasm and his prowess for promoting audience participation made for a truly enriching and positive experience. We all left extremely happy and immediately purchased two of his CD's. In fact, we even decided to use two of his songs for our Spring Concert!

Later on we had a wonderful lunch in the Plaza Ballroom where we were addressed and praised by a member of the French Consulate and later on by Brian Thwaites who “exercised our brains.” By coincidence, to add atmosphere to this “journée pédagogique”, we even had a quebecois gentleman sitting at our table who resembled Rene Levesque!

In the afternoon, I attended another very creative workshop given by Marie Poisson. She brought in her glove puppets to accompany her “comptines, chansons et jeux” in the primary grades. Again, I came out with a myriad of fresh, new ideas and strategies that I could not wait to try out on Monday. Even after 30 years of teaching FSL, it is refreshing to know that there are still new ideas out there.

For the grand finale of the day, my teaching partners and myself visited the Publishers’ displays. There we purchased new resources with money provided by our generous principal.

All in all, the OMLTA Conference was a most gratifying, creative and memorable experience. It was a day that I will not forget. I urge all of my language colleagues to attend next year.

Mary Lancione is an FSL teacher at Our Lady of Victory

visual cues that might hint or provide a correlation between actions and feelings.

Proxemics

Teach students with learning disabilities about personal space and the appropriate distance is to maintain in certain social situations by using role play to demonstrate this in action:

- Public space (5-6 feet)
- Social space (1-3 feet- no physical contact)
- Personal space (less than one foot - handshake o.k.);
- Intimate space (hug o.k.);

Vocalics

Students with learning disabilities typically do not understand sarcasm or when they are being sarcastic. A change in the emphasis from one word to another may completely change meaning or intent. These children need to be provided with concrete examples.

Artificial considerations

Teach students how weather, activity, age, personality, gender, style or comfort are considerations when making a decision on how to appropriately dress for a specific occasion.

As parents and educators, we need to teach our students the hidden curriculum - the unwritten, unspoken rules of the school. How can we expect children with learning disabilities to know that they have violated the hidden curriculum when they are not even aware of its content? How can they be expected to play the game and succeed when they are not even aware of the rules?

We need to directly teach social skills. When we view what might be considered social incompetencies, we need to explore the causes. In addition, we need to provide an accepting and supportive environment for students with learning disabilities to flourish and meet with social success.

*Patricia Minnan-Wong is a Special Education
Resource Teacher at St. Dominic Savio School*

*Jen Veniot is a Behavioural Teacher at
St. Dominic Savio School*

*Rick Lavoie is a university lecturer and
serves as a consultant for several agencies and
organizations involved with Learning Disabilities.
Additional Information is available
through his website ricklavoie.com*

Teacher Man

by Frank McCourt

“Instead of teaching, I told stories. Anything to keep them quiet and in their seats. They thought I was teaching. I thought I was teaching. I was learning. And you call yourself a teacher? I didn’t call myself anything. I was more than a teacher, and less. In the school classroom you are a drill sergeant, a rabbi, a shoulder to cry on, a disciplinarian, a singer, a low level scholar, a clerk, a referee, a clown, a counselor, a dress code enforcer, a conductor, an apologist, a philosopher, a collaborator, a tap dancer, a politician, a therapist, a fool, a traffic cop, a priest, a mother-father-brother-sister-uncle-aunt, bookkeeper, a critic, a psychologist, the last straw.”
from *Teacher Man* by Frank McCourt

Frank McCourt, the Pulitzer Prize winning author of *Angela’s Ashes* and *‘Tis* has once again put his memoirs down in print in his third book, *Teacher Man*.

Unlike his previous two books, *Teacher Man* recounts McCourt’s 30 years of teaching in the American school system. Plagued by self doubt in his ability to teach, McCourt persevered and spent many of his teaching years servicing students from poor broken homes, immigrants and tough street kids who were just not interested in school. Along the way, he develops a few strategies that make him a favoured teacher and his creative writing classes the most popular in the school.

Was McCourt a ‘conventional’ teacher? Judging by his experiences in the classroom, he was anything but conventional. He did what he had to do to keep his students coming to school, even to the point of incurring the wrath of those ‘superintendents’. He may have doubted his abilities as a teacher but his creativity, humour, love of literature, and a deep sense of commitment to his students encouraged him to persist.

Teacher Man is an enjoyable and humorous account of how McCourt recalls not just the self doubt, but also the more enjoyable moments with his students as their teacher. How their ‘excuse’ notes amused him endlessly until he got the brilliant idea of turning them into one of his most popular creative writing assignments, followed with the picnics in the park, celebrating their ethnicities with food created by recipes set to lyrics and music.

Teacher Man is definitely an inspiration and a great morale booster for any individual who may sometimes feel insecure about their roles as teachers.

Rosemary Moran is a member of the Communication Committee and a Teacher-Librarian at St. Helen



The Metro Voice is Your Voice

Calling all writers! There’s one in every school, or so it would seem, considering the fact that most of us teach writing on an almost daily basis. As elementary teachers, we are familiar with the mechanics of language, yet how often do we allow ourselves the chance to simply write?

Perhaps there was a teacher in your past that was extremely influential in your life. I will never personally forget my fifth grade teacher, who I remember praising me on my complete construction of a peanut butter sandwich, to which I had written adequate instructions. Times have changed so much that even writing the words “peanut butter” sets off alarms. I remember, she said that she believed I could do it, when I listed “Prime Minister” among my career goals. If you have a story about great people, tell it with your voice.

Maybe you wish to share the sweetest poem that you received from your class on the topic of retirement. Perhaps you’ve recently stumbled upon the secret to banana bread (and you’re willing to part with it). Maybe you have a song or a sonnet that you’ve written; you’re an artist, like Bob Dylan or Margaret Laurence or Marshall MacLuhan. The Metro Voice is your medium; what is your message?

If you’re reading the Metro Voice, (which you always should because of all the great info inside) then you’re probably a critical reader with a perspective to add and something to say. You probably have an opinion that hasn’t been heard, an experience to share, or a point of view that has not been considered. Tell us!

Imagine the Metro Voice as a newsletter and a bulletin and a memo, a proposal and a resource and a good read, but don’t forget that the Metro Voice is a means of communication. It’s communication not solely from executive members of TECT to teachers, but rather, from teachers to teachers! It’s your turn to say what’s on your mind, to express yourself artistically, or to simply pay homage to members of the profession who have impressed you over the years. Suggest a lesson plan that works, or expose companies on their involvement with sweatshops. Write it!

Still lacking incentive? There are mugs. Every contributor to the Metro Voice will receive a mug. See your own ideas in print! Then, commemorate being published with a steaming cup of coffee!

Unless there is someone hanging over your shoulder, reading this, or unless you’re reading it aloud, I implore you from one teacher to another and from writer to reader. When I see two young children using physical violence to express their feelings, I say to them, “Use your words.” When my students try to copy from the textbook, I say to them, “Use your own words.” As teachers, do we use our own words enough? Do we practice what we teach? We can, in an engaging way, participate in a discussion between teachers in a professional medium. What is your message?

Rebecca Stelter is a teacher at St. John and a member of the Communication Committee

Your Past Work Experience Can Equate To Future Dollars

In 2003, the Board and TECT, negotiated Article 4.06 of the collective agreement. Article 4.06 recognizes past work experience and, if granted, allows a member to move up the salary grid. TECT is one of the few bargaining units that has this type of article. The Toronto District School Board has this provision but will only grant credit to 'new' hires to a maximum of five years. In TECT, any member can apply and credit may be granted to a maximum of ten years.

Article 4 has proven successful for many TECT members:

- In 2003/2004: approximately \$500 000 and 200 years were credited
- In 2004/2005: approximately \$1 400 000 and 500 years were credited
- In 2005/2006: approximately \$1 000 000 and 350 years were credited

Over the past three years applications were received and reviewed by a committee consisting of representatives from the Board and TECT Executive. The committee has worked diligently reviewing over 500 applications in the last three years.

Jacque Wallace, Les Nemes, Margherita Di Fonzo and Joanne Rusica represented the Board on the Committee. Anthony Bellissimo, Serafino DiMarco, Heather Drakes, Shannon Flynn and Kim Sanderson represented TECT.

Margherita Di Fonzo, from Human Resources, and Anthony Bellissimo, First Vice-President of TECT, have worked collaboratively and efficiently throughout the application process as the respective spokespersons of the committee. Special thanks to Margherita for giving generously of her time and expertise.

The summer months are ideal to get all required and relevant documents to make for a successful application.

The initial deadline to Human Resources is October 1st. Even if you do not have all your documentation make sure you submit the original application by the due date. You will be given the opportunity to provide supporting documentation at a later date.

Information and applications are available at www.tect.org at the beginning of every school year. As well, the unit will hold an information workshop on September 11th at the TECT Office (951 Wilson, Unit 12) to assist applicants with the process.

THE DO'S AND DON'T'S OF APPLYING FOR WORK RELATED EXPERIENCE

The following Do's and Don'ts might be helpful as you complete your Work Related application:

✓ DO'S

1. When asking your previous employers for work confirmation ask them to include whether the position was part time or full time, and your start and end dates. Have your employers outline your duties and responsibilities.
2. Calculate the number of years, months or hours that you worked.
3. Have documents translated to English where applicable.
4. Remember that summer and volunteer work will not be considered.
5. If you are self-employed submit a proof of business such as your business registration.
6. Apply even if you are having difficulties obtaining confirmation of employment. In some cases, providing an affidavit may be sufficient.
7. Be Patient! Decisions regarding applications are made on an individual basis and this is a lengthy process. Once a decision has been made you will be notified. All upgrades to pay are retroactive to September of the year the application was filed.
8. Finally, remember to meet all deadlines so that your application will be considered.

✗ DON'TS

1. Do not submit the following: passport photos, marriage certificates, school transcripts, pay stubs, evaluations from former employers, driver's license, SIN numbers and bank records.
2. Do not send in duplicates or triplicates of your applications – one is enough.
3. Do not apply if you are already at Step 10 on the grid or if you have already been granted work related experience.

We strongly encourage all our members who are eligible, to apply for related work experience. We also encourage every member that is not at A4 to contact QECO and find out what is required to move up the grid. Pursuing these options would be time very well spent. If you have any questions or comments please contact the TECT Office and speak to Anthony Bellissimo.

Heather Drakes and Shannon Flynn are both members of the Work Related Experience Committee

BENEFIT HIGHLIGHTS

This article is intended to provide our members with a general overview of some of the benefits covered by our benefits plan. This is not an exhaustive list of our benefits coverage. If you are unsure as to whether or not an expense can be claimed please call the Board's Benefit department or the TECT office.

Life Insurance

Basic

Employees under age 65 are covered for three times their annual insurable earnings with a maximum benefit of \$300 000.

Amounts of life insurance are rounded to the next higher \$1 000.

Premiums

Under the current Collective Agreement teachers are required to pay 100% of the premium required for teacher's life insurance coverage.

As of September 1, 2005 the monthly premium for Life insurance (coverage equal to three times salary) was \$1.25 per month per every \$10 000 of coverage*.

**Please note that premiums are current at time of printing but are subject to change.*

Optional (Separate group life policy paid by the employee)

An employee under age 65 insured for basic life insurance may apply for optional life insurance in units of \$25 000 with a minimum of \$50 000 and a maximum of \$200 000.

For employees applying for optional life insurance within 31 days from their date of eligibility, the first \$50 000 will be issued without medical evidence. The medical evidence limit is subject to change.

The total basic and optional life insurance will not exceed ten times the employee's annual insurable earnings.

The optional life insurance of an employee will not continue beyond the date the employee attains age 65.

Hospital Benefits

If a covered person (you or your covered dependent) is confined in a licensed hospital in Canada as a result of disability caused by injury or disease, the

plan will pay to you the difference between the public ward rate and the semi-private accommodation rate in a public hospital (No limit on number of days) for reasonable charges payable by the covered person to the hospital for medically necessary room and board.

How to Submit your Claim

Have the hospital complete and submit directly to Great West Life a standard hospital claim form showing your full identification (group plan, account and certificate numbers).

Payment will be made directly to the hospital.

Major Medical Expense Benefit

Deductible

The deductible is \$20 per calendar year for the total covered expenses incurred by all covered persons in a family; however, the maximum deductible for each covered person is \$10 a calendar year.

Covered Expenses

Did you know that your Major Medical Expense Benefit will cover the following:

- ambulance service to the nearest hospital where treatment is available
- custom built orthopaedic shoes, and orthopaedic modifications to shoes; provided such shoes and modifications are recommended and approved by a licensed physician or by a licensed podiatrist
- private duty nursing service in the home of the covered person if such service was recommended and approved by a licensed physician
- rental of a wheel chair, crutches, cane, walker, oxygen set, respirator or hospital bed recommended and approved by a licensed physician
- medicines dispensed by a licensed physician or dentist or by a licensed pharmacist on the written prescription of a licensed physician or dentist

Smoking Cessation and Fertility Drugs

Under the new Collective Agreement the benefit plan will once again cover smoking cessation products and fertility drugs.

Paramedical Allowance

Under the new Collective Agreement the benefit plan allows for a paramedical allowance of \$500 combined total per person per year, (replacing previous

paramedical allowances) for the following services:

Acupuncture	Physiotherapist
Chiropodist	Podiatrist
Chiropractor	Psychologist
Naturopath	Registered Massage Therapist
Osteopath	Speech Therapist

How to Submit your Claim

Obtain a claim form from your school and follow the instructions outlined on the claim form.

Vision Care Benefits

If a covered person (you or your covered dependent) incurs expenses for necessary contact lenses or eyeglass lenses which are prescribed by a licensed physician or optometrist for the correction of impaired vision and frames for eyeglass lenses, the plan will pay to you the reasonable charges incurred for such expenses, up to \$250 over a 24 month period.

No benefit will be paid for safety glasses, sunglasses (with or without prescription), glasses or contact lenses for cosmetic or decorative purposes.

How to Submit your Claim

Obtain a claim form from your school and follow the instructions outlined on the claim form.

Dental Benefits

Basic services as described in the benefits booklet are 100% covered.

50% of major restorative services are covered through member benefit coverage to a lifetime maximum of \$10,000.

50% of Orthodontic services are covered through benefit coverage to a lifetime maximum of \$3,000.

*The dental plan covers check-ups every nine months.

Premiums

Under the current Collective Agreement the Board pays 100% of the premiums. There are no deductions from teacher pay to cover premiums for dental coverage.

ODA Tariffs

Effective September 1, 2006 2004 ODA tariff

Effective September 1, 2007 2005 ODA tariff

Effective August 31, 2008 2006 ODA tariff

Please note that you may be asked to pay your dentist the differential between the current ODA tariff rates and the ODA rates covered by the plan.

How to Submit your Claim

You and your dentist must complete a dental claim form for each family member. The form should then be submitted to Great West Life directly at the end of treatment, or at periodic intervals if treatment continues over a number of months.

For extensive dental work over \$300, it is recommended that you submit a claim form/estimate showing the proposed treatment to determine the amount of benefit that will be paid.

Coverage for Children Up to 25

Under the previous Collective Agreement children up to age 21 were considered dependents.

Under the new Collective Agreement the benefit plan will cover, as dependents, children up to 25 years of age who are enrolled in a post secondary education institution.

*Children are not required to be enrolled in a post secondary education institution on a full-time basis in order to qualify as a dependent.

Mario Bernardo is the Second Vice-President of the Toronto Elementary Catholic Teachers

DID YOU KNOW THAT. . .

The current premium for Extended Health Care coverage (single) is \$13.60 per month while the family premium rate is \$38.25 per month. These premiums show up as deductions on your TCDSB paychecks.

IMPORTANT DATES

SEPTEMBER

SEPTEMBER 14 Term of office of LSSAC committee ends.
[Article 5.07 \(c\)](#)

SEPTEMBER 15 Term of office of newly elected LSSAC committee begins. [Article 5.07 \(c\)](#)

SEPTEMBER 30 Date used to determine maximum class loadings. [Article 5.01 \(c\)](#)

AT LEAST TWO WORKING DAYS PRIOR TO THE END OF THE 2ND WEEK OF SEPTEMBER The Teacher Co-Chair of the LSSAC shall be given the following current information:

- i) The tentative staffing model with class assignments
- ii) Schedule for all teachers
- iii) Current Form 100
- iv) Supervision assignments
- v) Any proposed staffing changes that occur after June 30 [Article 5.07 \(e\)](#)

BY THE END OF THE 2ND WEEK OF SEPTEMBER LSSAC must hold its first meeting. [Article 5.07 \(a\)](#)

BY THE END OF THE 3RD WEEK OF SEPTEMBER LSSAC must report at a meeting of the full teaching staff. [Article 5.07 \(a\)](#)

OCTOBER

OCTOBER 1 Deadline date to apply to the Superintendent of Personnel Services to request consideration for related work experience. [Article 4.06 \(d\)](#)

OCTOBER 15 Class loading problems arising under 5.01 (c) must be resolved by this date. [Article 5.01 \(c\) \(iv\)](#)

BY THE FINAL FRIDAY OF OCTOBER LSSAC to report to full teaching staff of school no later than this date. [Article 5.07 \(d\) \(iii\)](#)

NOVEMBER

NOVEMBER 30 Category Upgrading Forms must be submitted to Human Resources in order to qualify for upgrading retroactive to September 1. [Article 3.07](#)

NOVEMBER 30 Seniority list to be updated by the Board. [Article 8.03 \(c\)](#)

NOVEMBER 30 Teachers who elect to resign effective December 31 must give notice by this date (waived by mutual agreement). [Article 8.08](#)

INTERNET LIBRARY

www.discoverteenergy.com

This website is a valuable resource. It has been reviewed and endorsed by several sources including the Ontario College of Teachers, the TCDSB Gifted Program Co-Ordinator and Facilitator and OECTA. It will be of great help to teachers, guidance counselors, parents and students. The website provides information and activities to assist teenagers in their everyday lives. It links the user to a plethora of other sites and topics which include Activities Database, Get Super Grades, Science Fairs, Money Matters, Gifted and Enrichment, Teens in Crisis, Leadership and Teens, Reference and Quick Info, Youth Activism and Best Teen Websites. Some subheadings include Inspirational Words, Brain Teasers and a Readers' Corner.

www.osapac.org

This website was created by the Ontario Software Acquisition Program Acquisition Advisory Committee (OSAPAC). It allows teachers to access the Learning Objects Repository. The Repository is a collection of resources, designed by Ontario Educators and Vendors of Ministry Licensed software, made freely available for Ontario educators to download and use in their classrooms. The resources are created by educators who have used the Ministry licensed software in their classes. The lessons using the resources were successful and they wish to share these items with other teachers in Ontario. A specially designed interface grid allows you to access material by identifying the grade and subject area of interest. Enjoy!

www.green-street.ca

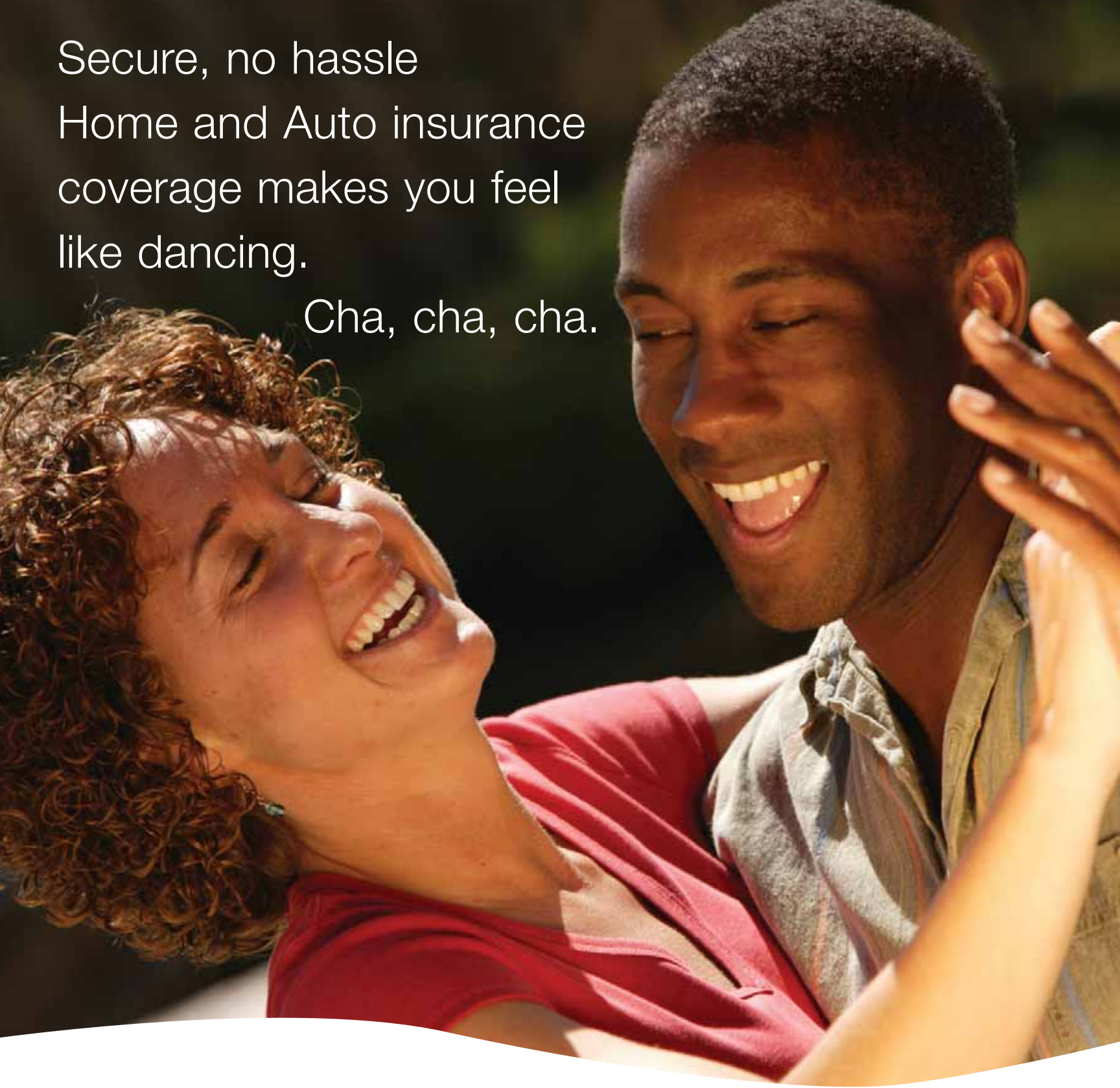
This website was designed in response to requests from teachers from across Canada. They wanted more environmental education programs for their classrooms. For curriculum-aligned programs that require minimal teacher preparation time, and are relevant to students' concerns. The site has a student zone and a separate specially designated teacher zone.

Deborah Karam is a member of the Communications Committee and a teacher at St. Kevin

If you have a favourite teacher-friendly website that you think other members would find useful or interesting, pass it along so that we can share it through the Metro Voice. Send your suggestions via e-mail to Mario Bernardo at mbernardo@tect.org

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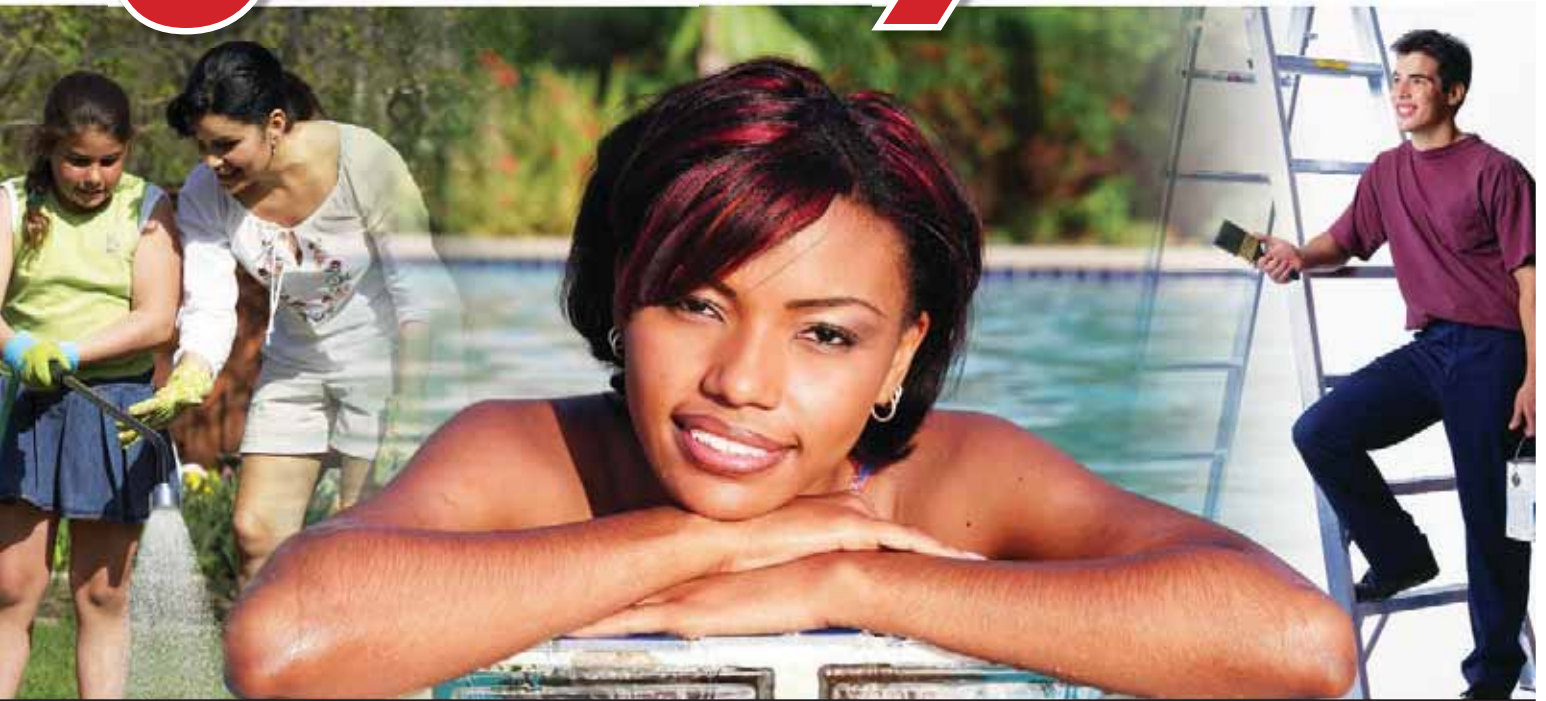
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