

**PROVINCIAL DISCUSSION TABLE (PDT) AGREEMENT**

**BETWEEN THE**

**ONTARIO ENGLISH CATHOLIC TEACHERS' ASSOCIATION (OECTA)**  
**REPRESENTING ENGLISH CATHOLIC TEACHERS AND ENGLISH CATHOLIC**  
**OCCASIONAL TEACHERS**

**"THE UNION"**

**AND THE**

**ONTARIO CATHOLIC SCHOOL TRUSTEES' ASSOCIATION (OCSTA)**  
**REPRESENTING ENGLISH CATHOLIC SCHOOL BOARDS**

**"THE BOARDS"**

**MAY 1, 2008**

## Background

### 1. Preamble

- The Parties have come to this Agreement in recognition of their commitment to:
  - improve student achievement;
  - reduce gaps in student outcomes;
  - increase confidence in publicly funded education.
- Therefore the Parties will include in the preamble to their Collective Agreements a statement: *“The XX School Board and the YY OECTA Bargaining Unit are committed to improve student achievement, reduce gaps in student outcomes and increase confidence in publicly funded education.”*

### 2. Implementation of the PDT Agreement

- The Parties understand that resources allocated by the government to support PDT Agreements incorporated into Collective Agreements are dependent on the following:
  - Collective Agreements that expire on August 31, 2008 will be replaced with Collective Agreements with an expiry date of August 31, 2012.
  - At the local level, a new Collective Agreement shall be ratified by both Parties no later than November 30, 2008.
  - Upon ratification of a local Collective Agreement, the Director of Education of an English Catholic District School Board, the Supervisory Officer of an English Catholic School Authority and the President of a local OECTA Bargaining Unit shall forward a letter stating: *“All of the conditions contained in the PDT Agreement between OCSTA and OECTA, dated \_\_\_\_\_ have been successfully negotiated into the Collective Agreement between the XX School Board and the YY OECTA Bargaining Unit.”* The letter will be addressed to the Director, Labour Relations and Governance Branch, Ministry of Education.
- The Deputy Minister of Education will issue a memorandum to Directors of Education of District School Boards and Supervisory Officers of School Authorities, with copies to OECTA, providing the following information :
  - A Board by Board summary of resources made available by the government to support the implementation of this PDT Agreement;
  - Conditions of eligibility for the funding enhancements;
  - Funding implications for Boards whose OECTA Collective Agreements are not ratified by November 30, 2008 in compliance with the terms of this PDT Agreement.
- In the course of incorporating PDT Agreements into Collective Agreements, should there be any dispute between the parties regarding the intent of any of the provisions of the PDT Agreement, the parties agree to utilize, where needed,

Facilitators Thomas Teahen, Moe Jacobs and/or Dominic Giroux, to provide clarification. This shall not preclude unilateral requests by one of the local parties to seek mediation or facilitation from a third party.

- The Parties agree that the Government will facilitate the incorporation of the terms of the PDT Agreement into the individual School Authorities' Collective Agreements as follows:
  - The Parties will be invited to attend a meeting to occur in the first two weeks of November 2008, having also identified the local issues that need to be reviewed.
  - The Parties will be requested to limit their respective delegations to a maximum of two persons for whom the Ministry of Education will pay travel and living expenses.
  - Facilitators will be available to assist the parties to incorporate the PDT agreement into the new 2008-2012 Collective Agreements and to discuss the implementation of these provisions at the local level.
  - Facilitators will also assist the Parties in discussing any other outstanding local issues that the Parties are introducing during this round of bargaining.
  - The Parties note that funding for School Authorities will be adjusted in 2008-09, 2009-10, 2010-11, 2011-12 and 2012-13, as appropriate, to reflect the changes in the Grants for Student Needs to district school boards described in this Agreement.
- The Ministry will provide to OCSTA and OECTA relevant student enrolment and staffing information from Boards' Estimates, Revised Estimates and Financial Statements for each school year covered by this PDT Agreement, to monitor the provincial deployment of additional teaching positions provided for in this Agreement.

### **3. Board Professional Development Committee**

- The Parties agree that Professional Development needs to be addressed at the system level through the establishment of a Joint Committee.
- The committee will consist of equal representation between the School Board and OECTA, not to exceed six representatives in total.
- School Boards that do not have such practice in place shall establish such committees by January 2010.
- The terms of reference are to be negotiated locally and could include :
  - The overseeing of professional activities for teachers during Professional Activity days and consistent with the learning goals identified in the Teachers' Annual Learning Plans;

- Promoting best practices and sustaining successful CPLC and monitoring their implementation.

#### **4. Board Staffing Committee**

- The Parties also agree that staffing needs to be addressed in a Joint Committee to be created by January 2010.
- The committee will consist of equal representation between the Board and OECTA and not to exceed 6 representatives in total.
- The terms of reference are to be negotiated locally and could include:
  - Consulting on the assignment of staff generated by the increase in elementary teacher preparation time;
  - Monitoring the use of the funding enhancement under Article 11, aimed to providing increased school safety through added supervision personnel.
  - Advising on staff allocation to address the class size reduction in grades 4-8 generated by the terms of this framework agreement;
  - Addressing other staffing and workload issues as agreed to by the Parties.
- The parties further agree that joint Board /OECTA committees currently exist in some boards and that those committees could incorporate the above terms of reference.

#### **5. Professional Learning**

- The Parties note the government's intention, conditional upon the approval by the Lieutenant-Governor-in-Council, to introduce an allocation in the GSN to enhance professional learning opportunities for teachers. The per pupil funding benchmark will as follows under the Pupil Foundation Grant :
  - \$7.24 per elementary pupil in 2009-10;
  - \$15.21 per elementary pupil in 2010-11;
  - \$23.07 per elementary pupil in 2011-12.
- The Appendix, "Professional Learning", provides the Board-by-Board projections of additional funding per school year under this allocation, which will reach \$8.8 million in 2009-10, \$18.3 million in 2010-11 and \$27.6M in 2011-12 and beyond.
- The Parties agree :
  - That valuable professional development is job-embedded, informed by research and done in partnership with colleagues.
  - The success of a Catholic Professional Learning Community (CPLC) depends largely on the environment and the climate in which it is set up.
  - CPLCs are most effective when the atmosphere within a school promotes a focus on learning, collegiality, respect for professionalism, a commitment

to continuous learning, collective inquiry into best practice, innovation and experimentation to improve teaching and student learning.

- Teacher's Annual Learning Plan will inform the Professional Learning opportunities funded through this allocation as well as the CPLC.
- The terms of reference are to be negotiated locally and could include :
  - The overseeing of professional activities for teachers during Professional Activity days and consistent with the learning goals identified in the Teachers' Annual Learning Plans;
  - Promoting best practices and sustaining successful CPLC and monitoring their implementation.

## **6. Release Time for Assessment, Evaluation and Report Cards**

- The Parties agree on the importance of timely, relevant, comprehensive and meaningful assessment and evaluation of Students' learning.
- In the 2009-10 school year, one Professional Activity Day will be designated for the purpose of assessment and completion of report cards at the elementary level. The day will be designated in the calendar prior to the first reporting period.
- Effective September 2010, two (2) Professional Activity Days will be designated : one prior to the first reporting period and one prior to the second reporting period.

## **7. Elementary Preparation Time**

- The Parties note the government's intention, conditional upon the approval by the Lieutenant Governor-in-Council, to fund additional preparation time for elementary teachers as follows:
  - 0.42 additional teachers per 1,000 elementary pupils in 2009-10;
  - 0.86 additional teachers per 1,000 elementary pupils in 2010-11;
  - 1.30 additional teachers per 1,000 elementary pupils in 2011-12;
  - 1.74 additional teachers per 1,000 elementary pupils in 2012-13.
- The Appendix "Elementary Preparation Time" provides the Board-by-Board projection of additional teaching positions funded per school year under this allocation.
- The Parties agree that preparation time for a full-time teacher shall be increased as follows:

○ September 1, 2008	200 minutes/week
○ September 1, 2009	210 minutes/week
○ September 1, 2010	220 minutes/week
○ September 1, 2011	230 minutes/week
○ August 31, 2012	240 minutes/week

- The Parties agree that Collective Agreements will include the following provisions:
  - *“Notwithstanding other provisions in this Collective Agreement, the Board may assign the additional teaching staff generated by the increase in elementary teacher preparation time above the 2008-09 level, to enable full-time school-based teaching assignments in the Arts in more than one elementary school. This shall be done in consultation with the Board-Level Staffing Committee.”*
  - *“Notwithstanding other provisions in this Collective Agreement, the additional weekly minutes of preparation time above the 2008-09 level, generated within 20 consecutive instructional days, may be aggregated to provide for meaningful blocks of preparation time for teachers.”*

## **8. Grade 4-8 Class Size Reduction**

- The Parties note the government’s intention, conditional upon the approval by the Lieutenant Governor in Council, to fund in the GSN a reduction of the average class size in grades 4 to 8 from 25.0 to 24.5 as follows :
  - September 1, 2009 : 0.18 teacher per 1,000 grade 4 to 8 pupils
  - September 1, 2010 : 0.37 teacher per 1,000 grade 4 to 8 pupils
  - September 1, 2011 : 0.57 teacher per 1,000 grade 4 to 8 pupils
  - August 31, 2012 : 0.96 teacher per 1,000 grade 4 to 8 pupils
- The Appendix, “Grade 4-8 Class Size Reduction”, provides the Board-by-Board projections of additional teaching positions funded per school year under this allocation.
- Boards will hire the full complement of additional funded elementary teachers that result from the new allocation.
- The Board-Level Staffing Committee will be engaged in the allocation of this additional staffing.

## **9. Grades 7 and 8 Student Success Teachers and Literacy & Numeracy Coaches**

- The Parties note the government’s intention, conditional upon the approval by the Lieutenant-Governor-in-Council, to introduce a \$20M allocation in the GSN starting in 2012-13 to support the deployment of Grades 7 and 8 Literacy and Numeracy Coaches and Student Success Teachers in the GSN for all School Boards as follows : 0.32 teacher per 1,000 grade 4 to 8 pupil.
- The Appendix, “Grades 7 and 8 Student Success Teachers and Literacy & Numeracy Coaches”, provides the Board-by-Board projections of additional funded teaching positions.

## 10. Secondary Programming

- As part of their Board-Wide Improvement Plan and comprehensive Student Success Plan, Boards will articulate a strategy to expand secondary programming and supports over four years.
- The Board-Level Staffing Committee will be engaged in the development of the strategy to expand secondary programming.
- This strategy may include increases in course offerings and strategic class size reductions.
- The Parties note the government's intention, conditional upon the approval by the Lieutenant Governor-in-Council, to support the expansion of secondary programming through a new allocation to be introduced in the GSN as follows :
  - September 1, 2008 : 0.19 teacher per 1,000 secondary pupils;
  - September 1, 2009 : 0.38 teacher per 1,000 secondary pupils;
  - September 1, 2010 : 0.70 teacher per 1,000 secondary pupils;
  - September 1, 2011 : 1.02 teacher per 1,000 secondary pupils;
  - August 31, 2012 : 1.35 teacher per 1,000 secondary pupils.
- The Appendix, "Secondary Programming", provides the Board-by-Board projections of additional funded secondary teaching positions funded per school year under this allocation.
- Boards will hire the full complement of additional funded secondary teachers that result from the new allocation. For the 2008-09 school year, the hiring of additional teachers shall occur at the second semester.
- The Board-Level Staffing Committee will be engaged in the allocation of this additional staffing.

## 11. Secondary Dual Credit Courses

- The Parties agree that the following language shall be incorporated in Collective Agreements:
  - *"A secondary school's Average Daily Enrolment in 'Dual Credit' courses shall be included in the calculation of the number of secondary teaching positions required in the Board pursuant to this Collective Agreement and/or any class-size regulation".*

## 12. Elementary Teacher Supervision

- All school-based staff have a role to play in Elementary school supervision which is essential in maintaining a safe school environment.

- The nature and amount of elementary teacher supervision shall be as set out below.
- All Collective agreements shall include the following provisions:
  - *“Elementary teachers shall be available to students in their classroom fifteen minutes prior to the first scheduled class of the day and five minutes prior to the first scheduled class in the afternoon. Such time shall not constitute supervision / on-call or instructional time. Any assigned supervision duty during the times as outlined above, such as but not limited to, bus duty, hall duty and / or yard duty shall constitute supervision.*
  - *The maxima of supervision minutes for elementary teachers will be as follows :*
    - *100 minutes in 2008-09;*
    - *90 minutes in 2009-10;*
    - *80 minutes in 2010-11;*
    - *80 minutes in 2011-12.”*
- The introduction of the maxima described above shall not increase Collective Agreement provisions or current practice during the 2007-2008 school year, where such provisions may be more favorable.
- The Parties note the government’s intention, conditional upon the approval by the Lieutenant Governor-in -Council, to introduce a new allocation in the GSN Pupil Foundation Grant starting in 2008-09, to enhance funding for student supervision in elementary schools as follows :
  - \$22.23 per elementary pupil in 2008-09;
  - \$26.61 per elementary pupil in 2009-10;
  - \$26.88 per elementary pupil in 2010-11;
  - \$20.06 per elementary pupil in 2011-12.
- The Appendix “Elementary Supervision” provides the Board-by-Board projection.

### **13. Secondary Teacher Supervision and On–Calls**

- All school based staff have a role to play in secondary school supervision which is essential in maintaining a safe school environment.
- All collective agreements shall include the following provisions:
  - *“Secondary Teachers shall be available to students in their classroom fifteen minutes prior to the first scheduled class of the day. Such time shall not constitute supervision / on-call or instructional time.”*
  - *Any assigned secondary supervision duty during the times as outlined above, such as but not limited to, bus duty, hall duty and / or yard duty, shall constitute supervision / on-call time.”*

- Supervision / on-calls may be the subject of local negotiations.

#### **14. Occasional Teachers**

- The Parties note the government's intention, conditional upon the approval by the Lieutenant Governor-in-Council, to increase funding benchmarks for Occasional Teachers by 3.5% in 2008-09. The Appendix "Occasional Teachers" provides the Board-by-Board projection.
- The parties agree that this incremental funding shall be used in local bargaining for improvements in working conditions for Occasional Teachers beyond the salary increases provided in this PDT Agreement. Such enhancements may include providing paid professional learning for all Occasional Teachers, increasing the eligibility of Occasional Teachers for the New Teacher Induction Program (NTIP), reducing the fraction of the salary grid cell used to calculate the daily rate of Occasional Teachers where applicable, reducing the number of consecutive days to qualify as a Long-Term Occasional Teacher, and benefits.
- The Parties also agree to explore with the Government no later than December 31, 2008, the feasibility of amending the NTIP, within the existing funding of \$15 million, to include Long Term Occasional and Continuing Education Teachers who have requested from a Board and received two successful teacher performance appraisals.

#### **15. Tripartite Teacher Advisory Committee (TTAC)**

- The Parties recognize the value of ongoing provincial dialogue as a means to sustain labour peace and progress.
- The Parties agree to take part in the TTAC, to be appointed by the Minister.
- The TTAC shall be a tripartite body composed of representatives from teacher federations, School Boards and the Ministry.
- The TTAC will be established by December 31, 2008.
- The TTAC shall be in effect until August 31, 2012.
- The TTAC shall:
  - Discuss issues that arise from the implementation of the PDT Agreement over the course of the term of Collective Agreements brought to it by the Minister, the Ministry or any one of the parties;
  - Advise the Minister on the implementation of government initiatives in publicly-funded elementary and secondary schools;
  - Design strategies for effective local labour-management coordination and cooperation;

- Address the following issues raised specifically during the PDT process :
    - Exemplary practices in labour relations;
    - Efficiency of assessment and reporting practices;
    - Teaching supports in English Catholic School Authorities;
    - Best practices to expedite and reduce the cost of grievance/arbitrations, without loss of rights in collective agreements;
    - Province-wide administration of benefits;
    - School safety and violence in the workplace;
    - Availability of information from Ontario Students' Records (OSR);
    - Expansion of programs for 4 and 5 year olds.
  - Consider such other issues as agreed to by the participants or that may from time-to-time be directed by the Minister.
- The Minister will draft Terms of Reference, after consultation with the Parties.
  - Expenses related to the TTAC will be funded by the Ministry of Education.

## **16. Compensation**

- The Parties agree that the following percentage increases shall be applied to all job classifications (salary and allowances) in the following manner:
  - September 1, 2008 : 3.0%
  - September 1, 2009 : 3.0%
  - September 1, 2010 : 3.0%
  - September 1, 2011 : 3.0%
- The Appendix "Teacher and Non-Teacher Salary Increases" provides the Board-by-Board projection.
- These percentages shall be applied equally to all cells on salary grids, wage rates and allowances at the dates identified above. No other salary or wage adjustment for regular teachers shall be agreed to locally.

## **17. Group Benefits**


- The Parties agree that the OCSTA Boards' share of the \$50 million 2008-2009 benefits funding announced in the August 2007 enhancements and allocated through increased benchmarks in the GSN on March 26, 2008 shall be used to assist Boards with the existing cost of benefits.
- The Parties have noted the government's intention, conditional upon the approval by the Lieutenant Governor-in-Council, to allocate an additional annual enhancement of \$33 million (0.26% increase in benchmarks) effective in 2010-11 to enhance group benefits for all School Boards in Ontario as locally negotiated for implementation by September 1, 2010.


- Board-by-Board projections of this allocation are provided in the Appendix, "Benefits".
- The local Bargaining Unit's share of the Board's allocation under the \$33 million enhancement shall be the ratio of its FTE of employees eligible for benefits compared to the total FTE of unionized and non-unionized employees as reported in the 2008-2009 Financial Statements. In determining the ratio, occasional teachers, whether part of an independent or integrated bargaining unit, shall be excluded.
- All group benefit coverage levels, provisions and practices in place in 2007-2008 and not revised under this \$33 million enhancement shall remain *status quo* for the 2008 to 2012 locally negotiated Collective Agreements. For clarity, if in September 2007 the ODA rate was set at 2005 rates, the September 2009 the ODA rate would be set at 2007 rates.
- Upon written request, Boards shall provide to the local OECTA Bargaining Unit with the requested disclosure to inform decision making on this matter. The nature of the disclosure will be similar but not limited to the information provided by Boards in a public procurement process.

**18. Transferability of Other PDT Agreements**

- The parties acknowledge the Government's commitment that OCSTA and OECTA will not receive amounts proportionally less than the overall financial settlements reached in any other PDT Agreements, with any other teacher federation, subject to the parties fully complying with the conditions associated with this Agreement.

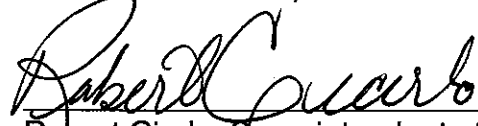
**For OECTA**


  
 Elaine MacNeil, President, OECTA

  
 Ther Baczynsky, Collective Bargaining -  
 Executive Assistant, OECTA

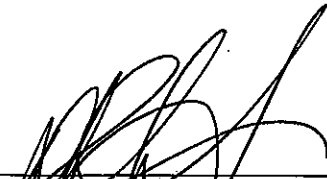
**For OCSTA**

  
 Paul C. Whitehead, Chair of PDT Team

  
 Robert Ciarlo, Superintendent of Human  
 Resources, Niagara Catholic District  
 School Board

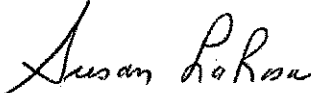
  
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Executive Assistant, OECTA


  
Peter Derochie, Associate Director of  
Education (Business & Finance),  
Simcoe Muskoka Catholic District  
School Board

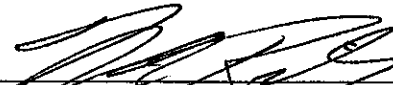
  
David Church, Collective Bargaining -  
Executive Assistant, OECTA


  
Kevin Kobus, Director of Education,  
Toronto Catholic District School Board

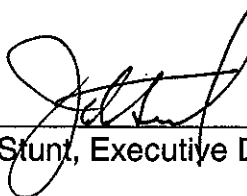
  
Brock Commeford, Collective Bargaining -  
Executive Assistant, OECTA

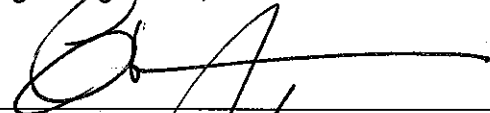
  
Susan LaRosa, Director of Education,  
York Catholic District School Board

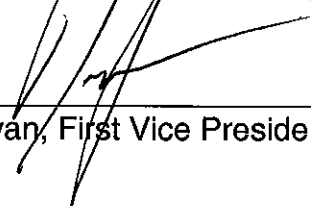
  
Grace DaSilva, Collective Bargaining -  
Executive Assistant, OECTA

  
Michael A. Riley, Coordinator of Labour  
Relations, OCSTA

  
Jeff Heximer, Collective Bargaining  
Bargaining Head, OECTA

  
John Stunt, Executive Director, OCSTA

  
Greg Pollock, General Secretary, OECTA

  
James Ryan, First Vice President, OECTA

## LETTER OF UNDERSTANDING

### RE: INCORPORATION OF PROVINCIAL FRAMEWORK INTO LOCAL COLLECTIVE AGREEMENTS

#### THE ONTARIO CATHOLIC SCHOOL TRUSTEES' ASSOCIATION (OCSTA) AND THE ONTARIO ENGLISH CATHOLIC TEACHERS' ASSOCIATION ( OECTA )

OCSTA and OECTA hereby acknowledge their acceptance of the terms and conditions of the attached Provincial Discussion Table (PDT) Agreement as a labour relations framework agreement ("the Framework Agreement").

OCSTA and OECTA also agree to recommend acceptance of the Framework Agreement to their respective principals and upon acceptance to actively promote the adoption and implementation of the Framework Agreement into local collective agreements of English Catholic District School Boards and Catholic School Authorities and OECTA local bargaining units.

OCSTA and OECTA also respect the rights of local boards and bargaining units to address local issues in an environment of good faith negotiations, collegiality and mutual respect.

In the event of an impasse in negotiations toward the incorporation of the Framework Agreement into a local collective agreement, the following steps will be taken to assist the local parties:

- OECTA and/or OCSTA will identify for the PDT Facilitators which Board or School Authority has reached impasse with the local OECTA bargaining unit.
- The PDT Facilitators will convene a meeting with the parties as soon as possible.
- If following the meeting there is no resolution the parties may obtain the services of an "Early Bird" mediator, without entering conciliation.
- The local parties may apply for conciliation services at any time following the intervention of the PDT Facilitators.


At the request of the government, OCSTA and OECTA agree to the following:


- The Parties will not request a "no-board" report before December 1, 2008.
- OECTA local bargaining units will not take a strike or other job action before December 1, 2008 or later as provided in the *Ontario Labour Relations Act* (OLRA).

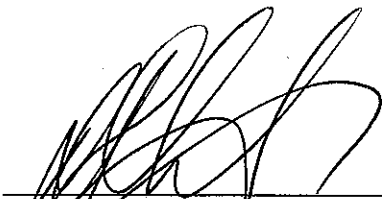
- OCSTA affiliated Boards will not change the terms and conditions of collective agreements, nor lock-out any OECTA local bargaining unit before December 1, 2008 or later as provided in the OLRA.

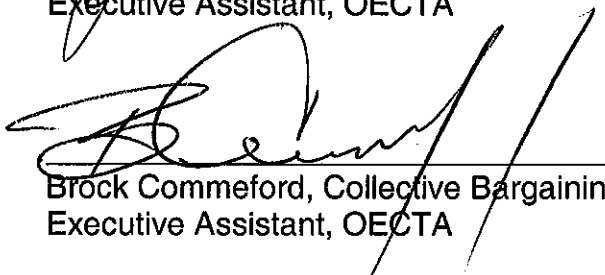
**For OECTA**


  
 Elaine MacNeil, President, OECTA

  
 Ihor Baczynsky, Collective Bargaining - Executive Assistant, OECTA

  
 Dan Boucher, Collective Bargaining - Executive Assistant, OECTA

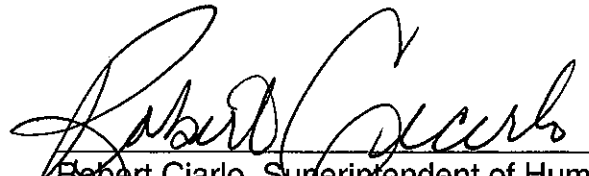
  
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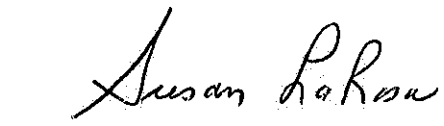
**For OCSTA**


  
 Paul C. Whitehead, Chair of PDT Team

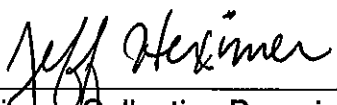
  
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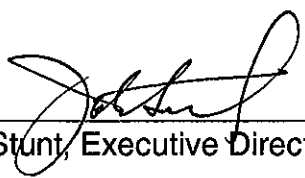
  
 Kevin Kobus, Director of Education, Toronto Catholic District School Board

  
 Susan LaRosa, Director of Education, York Catholic District School Board

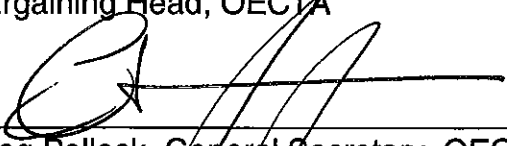
  
 Michael A. Riley, Coordinator of Labour Relations, OCSTA



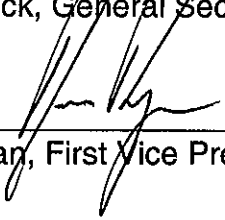
Jeff Heximer, Collective Bargaining  
Bargaining Head, OECTA



John Stunt, Executive Director, OCSTA



Greg Pollock, General Secretary, OECTA



James Ryan, First Vice President, OECTA

**LETTER OF UNDERSTANDING**

**RE: COMMUNICATIONS BLACKOUT**


**THE ONTARIO CATHOLIC SCHOOL TRUSTEES' ASSOCIATION (OCSTA) AND  
THE ONTARIO ENGLISH CATHOLIC TEACHERS' ASSOCIATION  
( OECTA )**

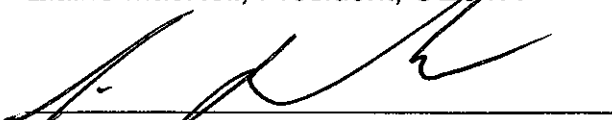
The Ontario Catholic School Trustees Association (OCSTA) and the Ontario English Catholic Teachers Association (OECTA) jointly recognize that each party has an internal approval process which must be respected prior to acceptance of the attached labour relations framework agreement ("the Framework Agreement") to which they have tentatively agreed.

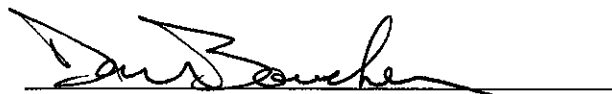
To protect the integrity of these processes, OCSTA and OECTA agree that there shall be a media communications black-out until both parties have indicated to each other and to the Facilitators the completion of these processes. Additionally, OCSTA and OECTA agree to coordinate with the Facilitators the timing and the messaging of any media communication.

Moreover, OCSTA and OECTA also agree to synchronize, as much as possible, the review by their principals of the proposed Framework Agreement, to do so as expeditiously as possible and to commit that the dissemination of information shall be from OCSTA to their principals and from OECTA to their principals.

**For OECTA**

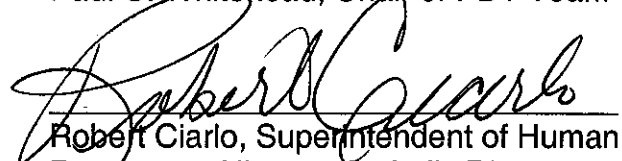
  
Elaine MacNeil, President, OECTA

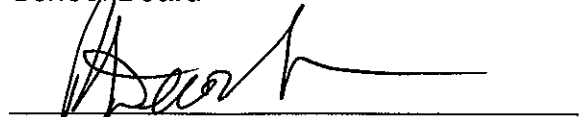
  
John Baczynsky, Collective Bargaining -  
Executive Assistant, OECTA


  
Dan Boucher, Collective Bargaining -  
Executive Assistant, OECTA

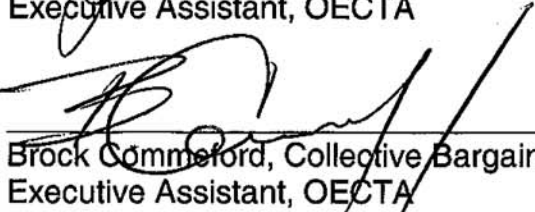
**For OCSTA**


  
Paul C. Whitehead, Chair of PDT Team

  
Robert Ciarlo, Superintendent of Human  
Resources, Niagara Catholic District  
School Board

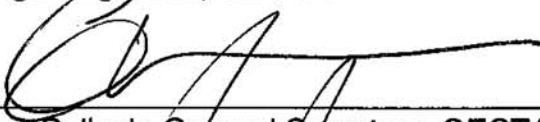
  
Peter Derochie, Associate Director of  
Education (Business & Finance),  
Simcoe Muskoka Catholic District  
School Board

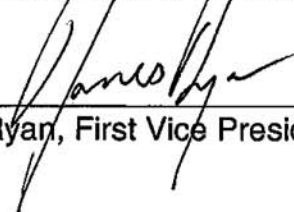
  
David Church, Collective Bargaining -  
Executive Assistant, OECTA

  
Brock Commerford, Collective Bargaining -  
Executive Assistant, OECTA


  
Grace DaSilva, Collective Bargaining -  
Executive Assistant, OECTA


  
Jeff Heximer, Collective Bargaining  
Bargaining Head, OECTA

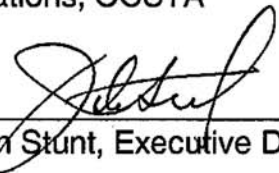
  
Greg Pollock, General Secretary, OECTA

  
James Ryan, First Vice President, OECTA

  
Kevin Kobus, Director of Education,  
Toronto Catholic District School Board

  
Susan LaRosa, Director of Education,  
York Catholic District School Board

  
Michael A. Riley, Coordinator of Labour  
Relations, OCSTA

  
John Stunt, Executive Director, OCSTA