

## GIVE US THE MEANS

November 2014

N°1

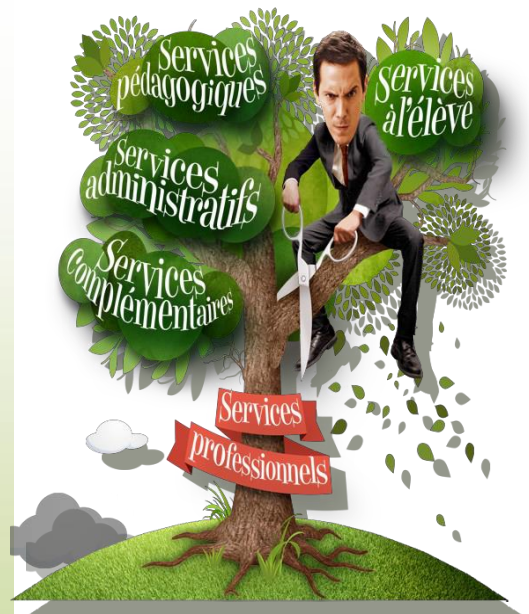
### Making the Public School System an attractive option for professional personnel

Since September 02<sup>nd</sup>, 2014 the FPPE negotiating team has been hard at work editing and preparing our final demands which, after having been submitted to the Federative Council of October 23-25 for final consultation, were submitted to management committees on October 30<sup>th</sup>, 2014 ( Francophone and Cree) and October 31<sup>st</sup>, 2014 ( Anglophone and Kativik). As you will recall, these demands were determined following two rounds of consultation which allowed us to clearly identify the major concerns of the professionals we represent.

You must be anxious to know all of our demands which, we remind you aim to address the problems faced in attracting and maintaining professional personnel in the public school system:

- by working at gaining recognition of our specificity and expertise.
- by ensuring working conditions conducive to the requirements of our respective professions and which respect the obligations of professional orders.
- by recognizing the growing importance of providing working conditions which favor a greater balance between work and family responsibilities.

In the table that follows, you will find the entirety of the demands submitted to all four (4) management committees and organized into three major themes.



### The three themes:

- Attraction and retention of professionals in public schools through greater recognition and improvement of the conditions needed for the practice of their professions.
- Attraction and retention of professionals in public schools through improved working conditions and a better balance between work and family responsibilities.
- Attraction and retention of professionals in public schools through increased organizational fairness and improved labour relations.



**Negotiating team**

From left to right : Josianne Lavoie, Johanne Pomerleau, Constance Peacock, Sophie Massé  
Back row : Diane Bélanger, Stéphane Moreau, Benoit Strasbourg, Jean-Marie Comeau  
Absent : Parfait Cémé

**Theme 1: Attraction and retention of professionals in public schools through greater recognition and improvement of the conditions needed for the practice of their professions.**

Demands	FR	AN	CR	KA
<b>Definition of the regular work day:</b> include a definition in the collective agreement which defines a regular work day as having seven (7) hours.	X	X	X	X
<b>Flexible work schedule:</b> provide the possibility for professionals to choose the time at which their work day will begin or end, by establishing a flexible time frame during which their presence is required.	X		X	X
<b>Recognition of travel time:</b> obtain recognition of the time needed to travel when assigned multiple places of work; Introduce and define « principal place of work ».	X	X		
<b>Telecommuting:</b> allow professionals to carry out certain tasks from a location other than their assigned place of work (i.e. during inclement weather conditions).	X	X		X
<b>Clauses related to the practice of the profession:</b> ensure that material and technological conditions are in conformity with the obligations of our respective professions. Redefine and strengthen the clauses found in the collective agreement.	X	X	X	X
<b>Define professional duties:</b> elaborate the definition of professional duties to include duties other than those related to direct contact with their clientele (i.e. planning and preparation, report writing, professional development, consultation, etc...).	X	X	X	X
<b>Additional professional resources:</b> ensure the maintenance of resources obtained through « Annexe D » in the last round of negotiations and add new resources in all sectors (youth, adult and vocational education); in the francophone sector, a portion of the resources allocated would be specifically in the category of orthopedagogy.	X	X	X	X
<b>Professional Improvement:</b> increase the amount for professional improvement to \$ 350 per regular professional and include supernumerary (FR only) in the calculation of funds allocated. Gain a greater understanding of the realities faced by boards in outlying regions.	X	X		
<b>DEMANDS SPECIFIC TO THE CREE AND KATIVIK TABLES</b>				
<b>Increase in Workload:</b> introduce new clauses in the collective agreement related to work overload by providing a process for filing complaints, with the power to remediate and a right to grievance.			X	X
<b>Overtime:</b> increase the rate for the reimbursement or compensation for overtime to 150% for work done in excess of the regular work schedule.			X	X
<b>Employability:</b> provide a number of hours recognized for support and mentoring responsibilities.				X

**Theme 2 : Attraction and retention of professionals in public schools through improved working conditions and a better balance between work and family responsibilities.**

Demands	FR	AN	CR	KA
<b>Employment status and the notion of absence:</b> assign a supernumerary status to the person who performs the duties of a regular professional assigned to a specific project or reassigned to other duties in the school board.	X			
<b>Job security for part-time regular professionals:</b> remove the requirement to hold a full-time position to be eligible for tenure.	X	X		
<b>Recognition of Master's and Doctorate degrees:</b> Provide additional steps or additional compensation at step 18 for professionals who hold a Master's or a Doctorate.	X	X	X	X
<b>Vacation plan:</b> allow accessibility to the 5th week of vacation by adding an extra day after ten (10) years to obtain a 5th week after fourteen (14) years of continuous service.	X	X	X	X
<b>Paid leaves for family or parental responsibilities:</b> create a bank of paid leave for family and parental responsibilities separate from the sick leave bank; expand the concept of family to include, specifically, grandchildren or those of one's spouse as well as one's in-laws.	X	X	X	X
<b>Special leaves:</b> revise the number of days for special leaves in the Anglophone agreement. Add two days for personal business; increase from 3 to 7 days for marriage or civil union, from 1 to 5 days in the event of the death of one's stepparents, grandfather, grandmother, brother-in-law, sister-in-law, son-in-law, daughter-in-law, grand-son, or granddaughter; from 5 to 7 days in case of the death of one's spouse or child, or the child of the spouse if they live under the same roof.		X		
<b>Continuation of benefits for change of employer within the school system:</b> provide the ability to maintain certain benefits when a professional obtains employment in another school board (example: calculation of continuous service for the purpose of vacation).	X	X	X	X

**Theme 2 : Attraction and retention of professionals in public schools through improved working conditions and a better balance between work and family responsibilities.**

Demands specific to the Cree and Kativik tables	FR	AN	CR	KA
<b>Special Leaves:</b> add the National Aboriginal Day (June 21) to the list of paid legal holidays.			X	X
<b>Goose Break:</b> allow accumulated overtime to be used to cover the absences related to this traditional activity.			X	
<b>Career Development:</b> offer the possibility to be assigned to new regular positions or vacancies before looking for external candidates			X	X
<b>Concept of Act of God:</b> add extreme weather conditions to the definition.			X	
<b>Regularization of supernumerary Residence Animators.</b>				X
<b>Professionals in training:</b> facilitate access to the status of regular.				X
<b>Advancement in step:</b> reduce the time needed to move from the first to the last step of the salary scale.				X

### **Theme 3: Attraction and retention of professionals in public schools by increased organizational fairness and improved labor relations.**

The demands	FR	AN	CR	KA
<b>Paid legal holidays:</b> provide 17 days subject to the maintenance of the current number of days when it is higher.	X	X		
<b>Maintenance of membership in a professional order:</b> obligation for the employer to pay the contribution to a professional order when required for the practice of the profession (as well as the annual fee to remain on the registry of acquired rights, if applicable).	X	X		X
<b>Travel Expenses:</b> provide for reimbursement of travel expenses for professional staff that must travel outside their principal place of work to carry out its duties.	X	X		
<b>Attraction and retention measures:</b> restore parity between the two networks (health and education) with regards to premiums and compensation measures affecting professionals with similar job categories (i.e. psychologists).	X	X	X	X
<b>Transitional measure enhancing the remuneration of education consultants:</b> correct the inequity in the remuneration of educational consultants, pending resolution of the issue of salary relativity.	X	X	X	X
<b>Gradual return:</b> remove the requirement and limitation of twelve (12) weeks regarding the specified incremental return following a period of invalidity.	X	X	X	X
<b>Disciplinary and administrative measures:</b> provide the right for a union delegate to accompany a professional at certain meetings convened by the employer (clarifying expectations or issues). Include written warning and reprimand in the definition of a disciplinary measure.	X	X	X	X
<b>Budgetary rules:</b> provide an obligation for the board to transmit all documents of a budgetary nature to the union.	X	X	X	X
<b>Grievance and Arbitration:</b> establish mandatory mediation in the case of complaints of psychological harassment or unhealthy work environment; ask that the fees and expenses of the arbitrator be paid by the Ministry in these situations.	X	X	X	X
<b>Demands specific to the Cree and Kativik tables</b>				
<b>Recruitment and retention entente:</b> renew the letter of agreement and ensure regular indexation of this measure.			X	X
<b>Improvement of the provisions regarding the move to Nunavik.</b>				X
<b>General parity clause.</b>			X	X



Peripheral demands	FR	AN	CR	KA
Demands of a technical nature related to the application of the collective agreement.	X	X	X	X



Our demands were presented and explained to management committees on the 30 and 31 of October. Questions of clarification were received and answered; we used this opportunity to reiterate the importance of working together to attack the problem of attraction and retention of professional personnel in the public school system. The presentation was carried out in an atmosphere of cordiality and mutual respect, and we look forward to future discussions. In principle, the next step in the process is for the employer's group to submit their offers and demands.

**YOUR NEGOTIATING TEAM**

November 05, 2014

**STAY INFORMED ABOUT DEVELOPMENTS IN YOUR NEGOTIATIONS:**

- o in the tab marked « négociation » on the Federation's website at [fppe.qc.ca](http://fppe.qc.ca).
- o on our [facebook](#) page.
- o and by watching for e-mail messages from your union delegate.