

Appalachian Teachers' Association Newsletter

Volume 6, Number 1

September 2011

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APPALACHIAN TEACHERS' ASSOCIATION

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Links of Interest

QPAT	www.qpat-apeq.qc.ca	1-800-361-9870
Parental Insurance Plan	www.rqap.gouv.qc.ca	1-888-610-7727
Quebec Pension Plan	www.rrq.gouv.qc.ca	1-800-463-5185
CARRA	www.carra.gouv.qc.ca	1-800-463-5533
MELS	www.meq.gouv.qc.ca	1-866-747-6626
Industrial Alliance	www.inalco.com	1-800-363-3540
Strathcona Credit Union		1-888-350-5111

NOISE FROM THE PRESIDENT'S DESK

According to a Leger Marketing Poll of Sept 8th, as many as 2/3^{rds} of Quebecers are in favour of teachers' remuneration being linked to their performance or what is more commonly known as "Merit Pay", a wholly American idea. According to the same poll, 9 out of 10 Quebecers would want to see incompetent teachers fired - welcome to Capital City High School, Rhode Island. And just to round out the figures, 39% of people wish that school principals could decide how to remunerate teachers. Do you think that François Legault slept like a baby when he saw that one?

Prior to the now-famous Leger Marketing Poll, many of us thought these ideas were somewhat foreign to Quebec Education. Well, not completely. First, there was MELS' unilateral implementation of their Partnership Agreements with the School Boards and the school level Management Educational Success Agreements. Now compound that with the Quebec English School Board Association finally having its way by adding Value Added incentives for teachers as an appendix to our collective agreement. Those incentives have as part of their sphere the attraction and retention of certain types of teachers. Whoops, is that American style reform barking at our door?

There are a couple of questions that need to be asked: who are the players in this poll, and why now?

The poll was commissioned by the Montreal Economic Institute, (MEI). Okay, so who are they? *The (MEI) claim to be an independent, non-partisan, not-for-profit research and educational organization who stimulate debate on public policies in Quebec by proposing wealth-creating reforms based on market mechanisms.* On further analysis, I discovered that some of their executive members tend to graduate to the Fraser Institute, that right wing think-tank that has, for so many years, taken potshots at public education and teachers' unions. And who did MEI commission? Why, the Leger Marketing people - as if education is a Market driven commodity. Seems this kind of makes the non-partisan claim seem a little tainted...

You also have to wonder about the timing of the poll and Mr. Legault's recent bold statements about how he would like to take away much of the unions' power. This is not new; it's just a slightly different shade of whitewash of Mario Dumont's now very defunct ADQ line of doing away with school boards.

Historically, private sector unions are operating at an all time low and public sector unions are seen as defending a privileged elite class of government employees. Yes, that means the general public sees us as privileged elitists. In the US and England, public sector unions are under attack from the right and it's well-oiled media machines. It only makes sense that Mr. Legault would take advantage of the anti-union atmosphere to further his political aspirations at a time like this.

This summer, I had the pleasure of Meeting Nina Franklin, the current President of the National Teachers' Union (NUT), the larger of the teacher unions in England. She explained to me how Rupert Murdoch, Mr. FOX News, was personally going after their union in his newspapers and television outlets.

Teachers used to have a strong foundation that we were able to fall back on during tough times like these. That foundation was built on our professionalism and the collective strength of our union. For generations, teachers have been able to use this foundation to garner the respect needed to perform our duties and we could expect our union to protect our collective rights.

We are currently facing a real dilemma that permeates and weakens our foundation. In some cases, union members simply see the union as a way to protect their individual rights rather than seeing the larger picture of the collective rights of all teachers. As a union, we are charged with doing both, and if we fail in one at the expense of the other, then we fail as a union. The problem is compounded by the fact that new teachers are denied the level of professionalism that we once had. They don't have that model to aspire to.

Here at ATA, amongst many issues, we are in discussions with the ETSB as to how we can minimize the negative impact of the attraction and retention portion of the Value Added Incentive.

I hope I'm wrong, but I expect we will hear more about these issues as they become more prominent in the media - and strangely enough, in our classrooms.

ATA
The little union that can - and does!



HEADS UP ... if you expect to retire this school year.

RETIREMENT WORKSHOPS

TUESDAY, OCTOBER 25

COWANSVILLE

5:00

Massey Vanier High School

Library

WEDNESDAY, OCTOBER 26

MAGOG

5:00

Princess Elizabeth Elementary School

Cafeteria

Bring your latest CARRA statement.

You may bring your spouse.

Refreshments will be served.

If there is not an adequate interest one venue will be cancelled.

Please RSVP by Monday, October 17.

ataunion@hotmail.com

selinem@ped.etsb.qc.ca

819-791-4185

HEY NEW TEACHERS ...

Every teacher who is engaged by the Board must:

1. provide proof of qualifications and experience;
2. produce any other information and certificates required in writing following the application for employment. (5-1.23)

At the time of the engagement of a teacher under contract, the Board shall provide the teacher with

1. a copy of the contract of engagement;
2. a copy of the Collective Agreement;
3. an application form for membership in the Association
4. an application form for participation in the insurance plan or for exemption, if need be. (5-1.26)

FYI ... parental rights changes

Paternity and Adoption Leaves – Now One and the Same

- 5 days paid at 100% in the cases of adoption
- 5 weeks paid at 100% when QPIP and school board benefits are combined
- accumulation of sick days, seniority in school board and experience up to 52 weeks
- possibility of suspending the maternity, paternity, adoption and parental leaves for purposes such as a missing child, suicide of someone close to, etc.
- 3 weeks notice for requesting adoption and paternity leaves (5 days paid by board is to be requested as soon as possible)
- increase in number of day for family obligations (10 instead of 6). From those 10 days, the possibility of using up to 6 sick days if a teacher wishes. Additional reasons for using these days include health reasons related to spouse, mother, or father.
- if an adoption does not come through the teacher no longer is obligated to reimburse benefits paid for purposes of adoption

Dates of Interest

World Teachers' Day

Reps Meeting

New Teachers' Dinner

Retirement Workshop – Cowansville

Retirement Workshop – Magog

Symposium – EVB and Homophobia Workshops

QPAT Convention

Wednesday, October 5

Wednesday, October 12

Thursday, October 20

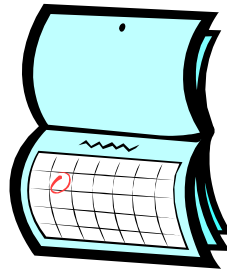
Tuesday, October 25

Wednesday, October 26

Friday, October 28

Thursday, November 24

Friday, November 25



EVB in the ETSB

Last year the ATA and ETSB provided money for registration of all ETSB schools and centres. Funding for the yearly registration will be provided again this year but only to those schools that gained EVB recognition last year and those schools not recognized but would like to gain EVB status this year. For those schools that were recognized EVB a registration notification was sent to those schools directly.

Send the "Inscription ou renouvellement au mouvement EVB" to the ATA Office – Attention Megan Seline or via e-mail to selinem@ped.etsb.qc.ca for the payment to be made directly to the CSQ.

ETABLISSEMENT VERT BRUNDTLAND



EVB is a movement where youths and adults work together toward building an environmentally friendly, peaceful, united, and democratic world.

Obtaining or renewing EVB status is one way of identifying, highlighting and gaining exposure and recognition for the daily efforts that your establishment is making to improve society.

THINK GLOBALLY, ACT LOCALLY!

Projects that value ecology, peace, solidarity and democracy are happening in all our schools ...

If you would like more information about EVB contact

selinem@ped.etsb.qc.ca

SMOOTH OPERATOR

Collaboration can occur and issues resolved through: school council, special needs committee, department heads, and governing board. The following are excerpts from the local agreement, collective agreement and handbooks regarding these committees.

GENERAL PRINCIPLES OF PARTICIPATION

The object of participation is to ensure that the educational system will function harmoniously and effectively for the benefit of the students. It is recognized that teachers, as the persons most closely involved with teaching, must have input into the shaping of educational policies.

The appropriate participatory committee shall be consulted on all subjects for which the provisions of the entente, the agreement and the Education Act stipulate that the Board or the Principal are obliged to consult.

At the school level, the participatory committee shall be:

- School Council,
- Special Needs Committee

Local Collective Agreement 2005 - 2010 (4-0.00)

www.ataunion.org

SCHOOL COUNCIL

Within each school and centre, there shall be a School Council. This School Council shall be a participatory and coordinating body. It also performs a communication role.

Decision-making shall be the responsibility of the Principal. Nevertheless, the School Council of each school or centre must be consulted before the implementation of policies made by the Principal affecting the educational policy or student discipline in that school or centre. In addition, it must be consulted prior to any decision being made by the Principal of the school or centre, which would establish or modify the pedagogical or disciplinary organization of the school or centre.

The School Council must be specifically consulted on the following items:

1. The critical dates and calendar of events.
2. The educational objectives of the school or centre, including the Success Plan, in relation to the community which it serves on an annual basis.
3. The general organization of student activities, whether integrated into the school or centre program or extra-curricular.
4. The formulation and application of school rules.
5. Any item referred to the School Council by virtue of article 8-11.00 of this agreement.
6. The budgetary proposals at the school level for instructional material and educational activities.
7. The time, date, and duration of parent-teacher meetings.
8. The emergency substitution plan in conformity with clause 8-8.05.
9. The manner of applying decisions of a pedagogical or disciplinary nature emanating from the Board and/or the Ministry of Education.
10. The school-based activities on pedagogical days with the exception of those days prior to the commencement of classes in September.
11. The student course of study, options, time allocation and scheduling.
12. System of reporting student lateness and absences.
13. The following three items, it being understood that consultation through the School Council is the "procedure determined by the teachers" in conformity with section 96.15 of the Education Act:
 - the criteria for the introduction of new instructional methods;
 - in accordance with the Education Act and in keeping with the school budget, the textbooks and instructional material required for the teaching of programs of studies;
 - the standards and procedures for the evaluation of student achievement, in keeping with the prescriptions of the Basic School Regulation and subject to the examinations that may be imposed by the Minister or the School Board.
14. The supervision schedule.
15. The criteria for the distribution of student teachers.

Local Collective Agreement 2005 - 2010 (4-2.00)

www.ataunion.org

REMINDER ... FOR SCHOOL COUNCIL CHAIRS

Please send your School Council minutes to the Union office.

ataunion@hotmail.com

SITE BASED SPECIAL NEEDS COMMITTEE

A committee composed of teachers and of the school administration shall be set up in each school. The committee's mandate shall be:

- a) taking into account the criteria defined by the parity committee set up under clause 8-9.02 of the entente, to identify the specialized and financial resources that it deems necessary for the following school year intended for students with special needs and as support for teachers;
- b) for the following school year, to inform the parity committee, no later than April 1st or at another date that the board determines, of the resources prescribed in the preceding subclause;
- c) to distribute the resources allocated to the school under clause 8- 9.02 of the entente as well as the additional services to be determined during the year and to define the conditions of access to services including, where applicable, the possibility of setting up provisional support services before a decision is made under subclause a) of clause 8-9.05 of the entente;
- d) to periodically assess the effectiveness of the conditions facilitating access to the services in place;
- e) to report to the parity committee on the allocation of resources agreed to under the preceding subclause c).

In carrying out its mandate, the committee shall take into account the recommendations formulated by the other categories of personnel in the school. Also, in the context of the application of subclauses a) and c), it shall take into account, where applicable, the school organization plan established under article 8-10.00 of the entente.

Local Collective Agreement 2005 - 2010 (4-3.00)

www.ataunion.org

PROFESSIONAL IMPROVEMENT COMMITTEE

The Central Professional Improvement Committee will establish a formula for the distribution of the global funds to the school level and for board wide activities. The individual school PIC will consider the needs of its milieu in determining the use of school level PIC funds. An individual school or centre will establish a local PIC committee at the first staff meeting of the school year. Annually, the local PIC will review its mandate, and the needs of the milieu in determining the use of school PIC funds.

Local Collective Agreement 2005 - 2010 (4-5.06 and 4-5.07)

www.ataunion.org

DEPARTMENT HEAD

If the board decides to name teachers as department heads, they come under the authority of the school principal and their nomination is only valid to the extent that the present article is respected completely.

The post of department head has 2 parts, a teaching function and a department head function. As to the functions of the department head, the department head must accomplish the following functions and responsibilities:

1. To assume coordination and animation tasks related to teaching activities, student activities or to these 2 types of activities;
2. To act as coordinator or animator with the teachers in his department. He or she may encourage them to develop and to clarify together within the framework of the policies and programs in force, the content, the methods and the teaching techniques as well as the ways of measuring or evaluating likely to encourage student learning, or to take the measures necessary to encourage the participation of teachers from his or her department for the organization, the supervision or the animation of student activities or the 2;
3. More particularly to help the probationary teacher in his or her department and participate in his or her evaluation;
4. When requested by his or her superior to collaborate in the establishing of needs for teaching materials and consumable materials for his or her department and to monitor their use;
5. To counsel and advise his or her superior on pedagogical action;

Each department head shall be released from part of his or her workload to allow him or her to better perform the functions of department head. The time of this release shall be exclusively devoted to his or her department head functions. The school board or the principal of the school shall decide this portion of workload for each of them; however, the partial release decided on may not exceed 50% of the workload of a full-time teacher;

In the case of a department head named at the elementary level, the release from a portion of his or her workload shall not have the effect of increasing the workload of the other teachers in the school.

The nomination of a teacher as department head shall end automatically and without notice on June 30.

PARTICIPATING ON GOVERNING BOARD **IT'S TO OUR ADVANTAGE**

The Education Act specifies that the number of positions for representatives of staff (including the person assigned to childcare) must be equal to the number of the positions for parents. The school board determines the number of representatives on the GB, after consulting each group concerned. You may request a modification of your representation (composition, number) from your school board for the following year. However, the law permits the GB to function even if the number of members from the school staff is inferior (i.e., is not equal) to that of the parents. It is important to designate the total representatives of staff during the month of September. Any later is too late!

Note that:

- Being a member of the GB allows you to voice the concerns of your colleagues, to ask questions, to express opinions and to comment on various topics. It is a means for sharing our experience and professional expertise.
- Serving on the GB in the required number (parity with parents) gives us a measure of control over the direction taken on various subjects that have an impact on the education of our students and the life of the school.

The school staff is the front-line service providers who have to live with the decisions made by the GB.

- The proper functioning of the GB permits co-operation between those providing educational services and those receiving them. The parity representation that the law provides for should be respected as a fundamental principle.

Practical Guide – WHAT YOU NEED TO KNOW ABOUT GOVERNING BOARDS IN SCHOOLS / CENTERS is available at

www.ataunion.org

Hey Union Guy,

I am a teacher with the ETSB and have had several part-time contracts. In the past summers, when I applied to Employment Insurance, there has been no problem. This past June when I applied they said because I had received an offer of employment letter from the board office, I was not admissible. Would you be able to help me understand and possibly even get what I believe is my right to a summer pay?

Lady Gaga in Gould

Hey Gaga in Gould,

I wish I could support you in your assumption that as a part time teacher you have a right to EI in the summer months. This is one of shades and tones of black and white and answers. It seems it depends on your EI agent's interpretation of the Offer of Employment Letter from the school board. The grey area is whether or not the letter actually constitutes a contract of employment. Here's the weird bit - it's not necessarily the same answer from one EI office to another EI office, and we've even heard of cases of different interpretations by different agents in the same office.

As a union, we have no sway with EI. So now armed with this info, I suggest that you re-apply. Explaining to your agent that the offer of employment letter is not a signed contract, but just an offer that could become contract at the end of August, contingent on it being accepted by the Council of Commissioners.
Good luck.

Union Guy



If you have a question you would like answered by the UNION GUY, send it to the ATA.

ATA WEBSITE - UPDATES

Collective Agreement 2010-2015 – French version
My Parental Rights and the Quebec Parental Insurance Plan (QPIP)
School Council Handbook

www.ataunion.org

CLASS SIZE

The following chart summarizes the rules governing the formation of student groups. These numbers can also be affected by the weighting of coded students.

	Average	Maximum
Preschool: 4 years olds	15	18
Preschool: 5 years olds	18	20
Grade 1: disadvantaged area	18	20
Grade 1: regular area	20	22
Grade 2: disadvantaged area	18	20
Grade 2: regular area	22	24
Grade 3: disadvantaged area	18	20
Grade 3: regular area	24	26
Grade 4: disadvantaged area	18	20
Grade 4: regular area	24	26
Grades 5: disadvantaged area	22	24
Grade 5: regular area	27	29
Grades 6: disadvantaged area	22	24
Grade 6: regular area	27	29
Secondary I:	29	31
Secondary II:	29	31

NEW COLLECTIVE AGREEMENT

The 2010-2015 Collective Agreement came into effect on April 6, 2011. At the moment, only the French text is available online but we're told that the English translation should be available by the end of September.

QPAT CONVENTION

This year's convention will once again be held at the Palais des Congrès de Montréal, November 24 and 25th. For more information, go to the link Annual Convention 2011 at

www.qpat-apeq.qc.ca

Although Thursday November 24 is not a Pedagogical Day all teachers who wish to go to pre-convention workshops are encouraged to do so. Substitution will be paid by the ETSB. For other expenses you must apply through your school PIC. Think ahead! Supply teachers could be in demand.

OVERSIZED CLASSES (APPENDIX XX)

If you teach in a school of 100 students or fewer, this information is of importance to you. The new collective agreement stipulates that when the maximum number of students in a group is exceeded, the compensation awarded will be used for services to the school, such as additional personnel, purchase of materials or release time for teachers; it will not be paid to individual teachers unless you make a decision to change this.

To make the choice, refer to clause 8-10.09. This clause stipulates that the decision to change can be made by 75 % of teachers affected and present at a meeting. The decision must be made annually, by **September 30** at the latest.

Example: In a school of 75 students, a group in Grade One and a group in Grade Two exceed the class maximum.

Unless an alternative decision is made by the two teachers concerned, the compensation will be used in the school according to the modalities laid out in Appendix XX. But if both teachers want compensation, they must inform the administration of their decision. In that case, the administration must inform the school board that the individuals involved have chosen to receive compensation. However, if only one person wants compensation, it will not be possible, because the agreement of 75 % of persons affected is needed to redirect the compensation to individuals.

It is, therefore, important that, in each school with 100 students or fewer, you discuss among yourselves and decide what you will do if excess classes exist.

You should also recognize that maximum class sizes may be exceeded during the school year. However, the decision about how to use sums generated from this must be taken by September 30 at the latest. If no decision is made, the money will be used for the school.

NEW SALARY SCALES

This new scale includes the latest Salary Equity adjustments which will be paid as of our last pay in September

Step	Rate as of December 31 st , 2010*	Rate as of April 1 st , 2011*	Rate as of April 1 st , 2012*	Rate as of April 1 st , 2013*	Rate as of April 1 st , 2014*
1	\$36,654	\$36,929	\$37,298	\$37,951	\$38,710
2	\$38,212	\$38,499	\$38,884	\$39,564	\$40,355
3	\$39,837	\$40,136	\$40,537	\$41,246	\$42,071
4	\$41,530	\$41,841	\$42,259	\$42,999	\$43,859
5	\$43,296	\$43,621	\$44,057	\$44,828	\$45,725
6	\$45,136	\$45,475	\$45,930	\$46,734	\$47,669
7	\$47,055	\$47,408	\$47,882	\$48,720	\$49,694
8	\$49,056	\$49,424	\$49,918	\$50,792	\$51,808
9	\$51,141	\$51,525	\$52,040	\$52,951	\$54,010
10	\$53,315	\$53,715	\$54,252	\$55,201	\$56,305
11	\$55,582	\$55,999	\$56,559	\$57,549	\$58,700
12	\$57,945	\$58,380	\$58,964	\$59,996	\$61,196
13	\$60,408	\$60,861	\$61,470	\$62,546	\$63,797
14	\$62,976	\$63,448	\$64,082	\$65,203	\$66,507
15	\$65,653	\$66,145	\$66,806	\$67,975	\$69,335
16	\$68,444	\$68,957	\$69,647	\$70,866	\$72,283
17	\$71,354	\$71,889	\$72,608	\$73,879	\$75,357

* Annual salary scales applicable as of the 141st workday of the relevant school year

Teachers-by-the-Lesson are paid as follows:

Less than 17 years	17 years	18 years	19 years or more
\$ 47.59	\$ 52.90	\$ 57.31	\$ 62.53

Retroactive payment for pay equity adjustments will be made when GRICS is updated.

NEW ABSENCE FORMULA

Effective the first day of the 2011-2012 school year, a new method of calculating teacher absences came into effect as a result of our recently negotiated Collective Agreement.

Amount Deducted:

$$= \frac{A}{60 \text{ minutes}} \times \frac{T}{1280 (32\text{h/wk} \times 40\text{wks})}$$

Where A = number of minutes of absence and T = annual salary.

For example, a teacher is absent for one day. On that day, her/his presence was required for two periods of 75 minutes in the morning.

$$= \frac{150 \text{ (or } 2 \times 75 \text{ min)}}{60 \text{ minutes}} \times \frac{\$ 50906 \text{ (step9)}}{1280 \text{ (or } 6.4 \text{ hrs} \times 200 \text{ days)}}$$

$$= 2.5 \times \$39.77$$

Deduction = \$99.43

(This is equivalent to a deduction of 0.39 of the daily salary. \$99.43/\$254.53 (1/200 salary)).

Why is this important?

The amount deducted from one day to the next will now vary for a full day's absence. The amount deducted is dependent upon your timetable.

Remember, you may reschedule your Work of a Personal Nature (WPN) time in advance. If not, this time will count as a period of absence since it is part of the 32-hour workweek.

NOTE: This new Calculation of Absences Formula does not apply to Vocational Education. It's our understanding that the Voc-Ed formula is forthcoming.

OFF INTEREST ...

QPAT has a newly designed website. The site has been redesigned to make it easier for members to access information and resources.

<http://www.qpat-apeq.qc.ca>