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LA PASSERELLE NÉGO

Based on the September consultations with members, we have tabled all of our sectoral demands. The support for the demands is clear, regardless of the region.

This is also true for the intersectoral approach that is being taken with the union partners (CSQ, CSN, FTQ and APTS) in a united front on wages, parental rights, retirement and regional disparities.

Never have we had so many vacancies throughout the province of Quebec. And this in a multitude of different professional jobs whether they are in direct services, educational support or administrative service. It is clear that our attraction and retention problems must be addressed and corrected

In order to do so, we have tabled numerous demands that aim to:

- offer global remuneration adapted to professional specifications;
- agree on measures to make working conditions attractive;
- protect the mental and physical health of professionals;
- protect and value public professional expertise.

The effectiveness and value of the services provided to the public depend on it. According to the Québec Ombudsman, already in 2022, 42% of parents of elementary school students have turned to the private sector for assessments and services that are actually offered in the public sector. With the rising cost of living, who will be able to afford this? Is this the type of society we want to leave for our children?

If we want to make it, we will need the solidarity of all professionals. In the coming months, your union will be asking you to take part in various awareness and mobilization campaigns or even to complete surveys. It is the sum of all these activities that will bring us closer to our goal of being fully recognized for our essential contribution to success where it really counts: with the students.

Please note that the next step will be the filing of the Management Committees. They have 60 days from October 31 to do so.

Together, we can make it happen.

Jacques Landry,
President, FPPE(CSQ)



A WORD FROM YOUR NEGOTIATING TEAM

On October 31, we filed the FPPE's sectoral union demands at the four tables where we negotiate, namely the Francophone School Service Centres (P1), the Anglophone School Boards (P2), the Cree School Board (P3) and finally the Kativik School Board (P4). We accomplished this in coordination with other CSQ-affiliated tables in the school sector, namely the FSE-CSQ representing teachers and the FPSS-CSQ representing support staff.

The meetings went well, and we are optimistic that the solutions we are putting forward to address the issues of attracting and retaining professional staff will be well received by employers.

When we submitted our demands, we made sure to specify our willingness to support a substantial effort to attract new professionals to our ranks, while emphasizing our firm intention to improve the working conditions of the professional staff already in place. In the current environment of labour scarcity and volatility, this is a challenge of undeniable urgency.

We would like to thank you very much for your overwhelming participation in the consultation on intersectoral and sectoral issues. The results showed unequivocal support on your part for the guidance we submitted and allowed for the collection of several hundred pages of rich and diversified comments in support of our demands.

Your involvement in the coming months will be essential to a successful negotiation that meets your expectations. We are available to answer your questions and concerns and know we can count on your participation.

In terms of what comes next, we can expect an employer proposal to be filed around the end of December and the bargaining tables to begin in January 2023.

Wishing you all the best during these negotiations!

Maude Lyonnais-Bourque, P1-P2 spokesperson
 Michel Mayrand, P1-P2 negotiator
 Dominic Di Stefano, P1-P2 negotiator
 Josianne Lavoie, P3-P4 spokesperson
 Annie Chartier, P3 negotiator
 André Martineau, P4 negotiator

SECTORAL DEMANDS

As we have often stated, many of our demands are an extension of those from the previous bargaining period. First, because the current negotiation and the 2020 negotiation are very close in time. Also, as we opened a number of doors on certain aspects at the last negotiation, we now want to take our demands even further. This is particularly the case for everything related to the salary aspect of our group.

This is a summary of our demands. The following text pertains to each of the four collective agreements. It represents a common core for the working conditions of professionals throughout the province. [Below is a list of the four agreements.](#)

- P1: Francophone School Service Centres
- P2: Anglophone School Boards
- P3: Cree School Board
- P4: Kativik School Board

Other articles in this publication will deal more specifically with demands for the P2, P3 and P4 collective agreements.

OBJECTIVE 1:

OVERALL COMPENSATION TO MEET PROFESSIONAL CONDITIONS

As we know, the Front commun, of which we are a part, is calling for wage increases for all public service employees, including major adjustments in line with the consumer price index. In addition to this, we are asking for adjustments strictly for our group.

- Recognition of various graduate degrees with more generous, universal additional compensation for all positions for which such education is relevant to the job; for each level.
- Wage increase for supervising and supporting an intern.
- Wage increase for a mentoring job placement program.
- Additional compensation for all staff we represent to help attract and retain professionals in the public school sector.
- A trailer clause with respect to other groups of employees working in the same or similar job categories in the public network.
- Various demands to remedy the situations of certain employment bodies.

OBJECTIVE 2:

MEASURES TO MAKE WORKING CONDITIONS MORE ATTRACTIVE

These demands were designed to standardize good practices already in place in certain school service centres or school boards or new practices that we also want to implement in all environments.

- Reimbursement of dues to professional orders or associations and for professional accreditation, for all affected staff, rather than a “prorated” percentage based on the position held.
- More efficient reimbursement of travel expenses by identifying a single primary work location for each trip away from that work location; recognition of travel time to a non-primary work location as work time.
- Recognition of the right to work remotely.
- Recognition of university education as an activity eligible under the human resources development budget; granting leave of absence to access professional development.
- Improved physical conditions, such as a budget for a remote workspace, cell phone use and the requirement that each professional have an adequate office in their workplace.
- Various measures allowing more flexibility in the organization of working hours during the day and week; voluntary program for reduced working hours allowing part-time unpaid leave.

OBJECTIVE 3:

PROTECTION OF PROFESSIONALS’ PHYSICAL AND MENTAL HEALTH

The adverse impact of the pandemic on public service personnel has made these demands even more important. The updating of certain public order laws in recent years has also influenced our thinking.

- Updating of the sections of our agreements pertaining to occupational health and safety, including the employer’s obligation to develop a prevention program in collaboration and compliance with the provisions of the Act respecting occupational health and safety and in collaboration with the participation mechanisms identified by this Act; commitment to recognize the full autonomy of the OHS committee and to respect its decisions as well as OHS representatives’ freedom to act; recognition by the employer that work overload constitutes a psychosocial risk that is particularly present in workplaces, particularly in connection with hyperconnectivity, and commitment by the employer to prevent at-risk situations.

- Negotiation with employers to protect victims of domestic violence in their workplace.
- Measures to address work overload, such as recognizing at time-and-a-half any work performed beyond the 35-hour work week; the counting of attendance of special needs committees or school board meetings as work time; planning for the supervision of interns as part of the workload.
- Measures to improve vacation time: faster access to the 5th week, granting of a 6th week, ability to take a week at a time other than during the summer; recognition of all work done in the public network as a basis for calculating the number of vacation days.
- Adding of 5 paid days off during spring break, bringing the total number of paid days off to at least 22 per year, for all school service centres and school boards.
- Adding of 2 days to the sick bank; removal of the 2 personal days from this bank to create a separate bank.
- Updating of the reasons for time off in cases of force majeure to include appointments for health reasons.
- Inclusion of parents who do not live under the same roof in the definition of family.
- Additional leave for professionals nearing the end of their careers.
- Improved provisions for phased retirement.

OBJECTIVE 4:

PROTECTION AND APPRECIATION OF PUBLIC PROFESSIONAL EXPERTISE

Your comments on this objective during the consultation in September strongly supported our desire to preserve public professional services in the school environment.

- Circumscription of the employer's right to subcontract by requiring the employer to provide us with all contracts related to the services offered, including the duties performed by professional staff; prohibiting the contracting of direct student services to the private sector unless agreed upon with the union.
- Along with the union, implementation of a review of the service organization model to improve student access to complementary services, leading to the introduction of a universal minimum threshold of services for students with special needs that varies according to the prevalence of special needs and includes predictable and recurrent funding, indexed to system costs.
- Providing the union with a list of vacancies and working with the union to establish a monitoring mechanism.

OTHER DEMANDS

The items in this section may address problems you have encountered in representing your rights. They aim for improvements in labour relations

- Improved special leave provisions by adding days for required travel in the event of the death of a loved one and by expanding the concept of quarantine.
- Improved classification during hiring, consideration of self-employment as relevant experience for the purpose of calculating experience; consideration of master's degrees over 75 and under 60 credits to allow 2 ½ years of education; classification of new hires by their level of experience and education; not allowing new educational consultants to be paid less than what they were earning while teaching.
- Improved clauses pertaining to the professional's file.
- For contracts of a temporary nature, identification of the specific project in each supernumerary professional's letter of employment.
- Consideration of the treating physician's overriding opinion in accepting a gradual return to work
- Introduction of a clause protecting whistleblowers
- Introduction of a national job evaluation committee.
- Revision of certain time limits required for accepting certain leaves of absence (unpaid, hiring and retention, resignation).
- Clarification of certain definitions, such as for educational leave and leave for public office.
- Significant increase in the employer's contribution to insurance.
- Consideration of the multi-unit nature of our union organizations in the day-to-day delivery of services; updates on electronic communications.
- Monitoring of inter-round committees, updating of collective agreement appendices, negotiation of an end-of-negotiation protocol.

SPECIFIC DEMANDS FOR THE ANGLOPHONE COLLECTIVE AGREEMENT (P2)

The demands in this publication apply not only to the professional staff covered by the Franco-phone collective agreement (P1), but also, almost identically, to those covered by the Anglophone collective agreement (P2).

However, in an effort to align the collective agreements, some specific demands concern only P2:

- confirmation of the ability to add the balance of redeemable sick days to vacation days
- application of the travel expense standard to cover all staff
- inclusion of substitutes in the development budget
- addition of a list of topics to the Labour Relations Committee

In addition, we want to add a 60-day translation deadline for the collective agreement.

CREE AND KATIVIK FILINGS

Filings for the Cree and Kativik tables were also made on October 31.

In addition to including the same common demands as at the Francophone and Anglophone tables, the union filings also include proposals related to specific issues for professional staff under northern school boards.

For the Cree table, one of the main priorities is to eliminate the pay disparity for educational consultants, notably by adding to the collective agreement an additional premium equivalent to the one granted to teaching staff during the last round of negotiations.

For the Kativik table, several demands to improve housing conditions have been filed. The union demands that a housing inspection be carried out before move-in and that compensation and absence mechanisms be put in place in the event that the housing does not meet basic

needs, particularly in terms of water and electricity.

Moreover, the adding to the collective agreement of all the premiums, agreements or allowances specific to the Cree and Kativik school boards represents an unavoidable issue for this round of negotiations. All these measures must be made permanent and must also be indexed in line with the increase in the cost of living.

Demands have also been filed in relation to outings. The union wishes to increase the number of outings and implement more flexibility in granting them.

The issue of remote work is also a union concern for this round of negotiations. We hope that the Cree and Kativik school boards will recognize the right to remote work for all professional staff, taking into account the specific context of the northern regions.

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