

K-12 Education Sector - Sector Meeting, Toronto, Ontario

October 2014

Group Discussions/Open Space – Prepared by H.Farrow and P. O’Donnell

Topic	Who	Explain issue	Who it affects	What’s been done already	What can be done at the bargaining table	What else can be done by your local	What else can be done in your region	What info should be shared
ESL program changes	Two members from Ontario (4400)	Adult education instructors, who instruct newcomers, immigrants & refugees, are small group, misunderstood by membership. Cuts to. Changes by the federal & provincial government affect admin time, training. Collective agreements need to reflect the changes. Contact instructors if they are in your bargaining units.	Instructors, Continuing education support staff.	Very little. Emerging issue.	Need clear language on job description, admin time, professional development, class size cap & wages (don’t make a teacher’s wage). Locals need to bring forward instructor issues in negotiations.	Reach out to who it affects in the locals.	Not mentioned.	Share with members what ESL education is. Children of new Canadians are increasing enrolment in our schools.
Respect	15 people from Ontario & Manitoba.	Gaining respect in the schools and in the community.	All CUPE members.	Participating in community parades and other events. EAs gave a bike away.	Change title to “educational partners” instead of “support staff”.	Somehow get Ministry, Trustees & public to better know our roles. Be visible; put a face to our work.	Circulate job descriptions. Create public awareness.	Not mentioned.

Member Engagement	14 people from Sask, Ontario, MB & BC.	Member engagement.	All CUPE members.	Face-to-face, website, social media--amazing Facebook page. Member training about what the union can and cannot do for you.	Language allowing designated time off for union business.	Monthly general meeting (same info each day). Family events. Membership driven (not just executive). New member orientation.	Promote what the union is doing for you. The value of unions. Face-to-face communication.	Child care for attending meetings. "When a member has contacted an executive for an issue they are asked to attend a membership meeting."
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Other Duties as Required	13 members, mainly from NS & NB.	Other duties as required in job description.	Everyone, especially precarious, new hires, permanent part-timers.	Use of right-to-refuse. Management has right to manage, get members to work to rule.	Change collective agreement from "other duties as required" to "as directly applied to classification." Need better job description. Management should plan better.	Put this back on management: need better planning. Educate members. Teach new members about the union.	Mobilize & train members and communities. Need a new CAIS. Build networks within the CLC.	Slowly build support with members, locals & other unions. Need assistance from CUPE NS, CUPE National. Use CLC & labour councils. Build solidarity.
Undesirable responsibilities (from HF notes)		Employers putting in undesirable responsibilities. Need stronger language.		BC has a site/clause in their agreement. Employees will not work unpaid hours. Respect.		Talk to our members. Work to rule. Do not work for free.		
Sub-sectors (from HF notes)		All three provinces are affected by these issues. Contract must reflect members demand. Sectoral job sector meetings.				Executive go to the regions to meet with the membership. Second opinion regarding interpretation of contract.		

EAs doing health care	From 8 locals	EAs doing catheters, feeding tubes, attending to high needs e.g. diabetes, deep suction, chest therapy. Mothers are “teaching” members to do the work. No “classification” (of health care EA). Most of us are not classified to do this work. Some of us are refusing to do the work but then we have to grieve it. Most locals don’t have nurses.	EAs, Clerical, Bus Drivers, ECEs.	Refusing to do the work. Grieve. Bringing nurses in to do the work.	Bargain not to do medical procedures. Provincial guidelines (about medical intervention. Clause: “not done without professional training.”	Have a professional doctor speak about issues (but can be expensive). Use the nurses act. Ask “what if” question to administrators. Ask for help so you are not alone.	Use Ontario list serve. Question & Answer message board. Make nurses aware that this is happening. Taking jobs away from them.	Put language together to help us. There is/could be provincial guidelines. (PPM81 Ont.)
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Work days eliminated	3 from AB 5 from BC 1 from MB	Days of work being eliminated from the work year. 10 month employees only work the days students are at school. Some don’t get paid for PD days. New 2 week spring break Longer but fewer days. Support staff don’t work on PD days.	All 10 month employees are affected: EAs, office staff, library, custodians, bus drivers	Trying to bargain language with guaranteed number of days of work (BC). Made presentation to school board. Some bus drivers can take PD sessions on non-school days instead of losing pay. BC got language that prohibits elimination of days of work in the year. Highly recommended provincial bargaining model for achieving that language. Don’t work for free.	Bargain no reduction in hours (days) of work.	Don’t work for free. “Kids not cuts” campaign. Present to Board. Study the school board’s budgets.	Give info to media. Attend Board meetings & ask questions. Make presentations to parent councils.	Provincial bargaining can help achieve language to ensure days of work can’t be reduced. Don’t work for free.
Contracting in/out	1 from MB 3 from AB 2 from BC 4 from ON	Contracting in/out	Custodial Maintenance Trades Clerical IT	Raise at Provincial discussion table. Check budget reports. Holding the employer accountable. Examine FTEs. Build a business case.	Language e.g. dollar amount that stays in house. Build a business case.	Lobby trustees. Complain when waiting for contractors. Educate public. Freedom of Information requests.	Lobby the critics of opposition. Political action committees.	Anything that works.
Employment Insurance	6 from ON 1 from BC 1 from PEI	The EI process is too frustrating: waiting, reclaimed, phone wait, etc. Time too long before receiving a	10 month employees and 10 ½ month employees.	The government is talking about eliminating EI for seasonal workers. We need to		Lobby the government. Mobilize members and educate	Grander campaigns.	Don’t settle on 12 months’ pay over 10 months. Educate. “Do the math”. All frustrations are common from coast to coast. Cuts to service (EI

		cheque (i.e. end of summer). 10-month members receiving pay over 12 months makes them ineligible. Protect EI because of the threat of losing it. Watch the provincial differences.		protect EI.		the members and the public. Campaign. Lobby MPs.		staff) affects members when claiming. Calendar differs from province to province. BC: 2 week March break.
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Lack of Employer supported PD & skills training	2 from AB 1 from BC 3 from ON 1 from SK	Lack of Employer supported PD & skills training. Not enough time provided (Ont). Sask 4784 has a great model. EEs expected to take training on unpaid time.	Skilled labour: need the updates from equipment providers. Everyone. Classroom support workers. Change in workplace re. mental health. EAs have very poor supports. Some get opportunity, others don't.	Taking the issue to the local. One district changed – offered the training at year end. Management has interfered, making it difficult to collaborate, problem solve.	Strong language in the contract. Bargain in board requested/employer requested training. Bargained lump sum amount (ON).	Member education: should not come out of your own time/pocket. Bring up to School Boards. Get all classifications involved in providing input for bargaining re. their PD needs. May need a standard for education for staff (e.g. a certificate).	In lower mainland BC: all EAs must have a certificate: this should be mandatory in all provinces. Discussions with ER.	Need for more paid training. Should be an expectation of training/education. Work with the most vulnerable students/least amount of education. Have maintenance staff involved in PD days.
Workload	ON AB NS BC SK	Principal teaching more: lack of replacements means higher workload for office staff. Cuts and someone else has to pick up the slack. Declining enrollment but size of school has not changed. Secretaries doing security. Going above and beyond is the new expectation.	All: increased work, stressed out. All becoming "jack of all trades". "Above and beyond" becomes expected. New workers getting bad evaluations due to only doing "their job".	Go to job evaluation. Brought to attention of board and members. Go to Labour Management. Attack it from a H&S angle. Show how much missed time because of workload. Educate.	File Health and Safety concern forms. Prioritize: don't do more than in your job description. Need to walk away after time is up. Add language in the contract.	Show missed time, money, cost of sick and supply. Language: no employee should be allowed to do unpaid work. Employer gets one warning.	Educate members. Support new workers in doing job descriptions. Add to contract: review job evaluations and job descriptions every 3-5 years.	Educate members: have job evaluation in contract.
Procedures regarding Bumping and Layoffs	4 EAs, IT Techs custodians, admin assistant	Procedures regarding Bumping and Layoffs. It is stressful with no easy solution. It is also different across the country. Size of district affects. Remote locations affect.	everyone	Nothing has been done but it is interesting to see how different parts of the country deal with the complex issues surrounding work shortages at the end of June.	These are individual issues that are all dealt with locally. Some found standardizing different classifications of EAs would make it easier with the process of finding a new position when being laid off.	To continue studying different options that seem to work for districts. There seems to be no easy answers or perfect solution to this complex issue.	This doesn't really affect our issue.	The more we talked we realized how different each district handles things. Many issues such as job classification, size of the district, remote locations all factored into the way each district handles the uniqueness of their bumping/layoff process. We need to share how each local handles. We need more study.

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Funding Formula (Non-teaching funding)	SK AB ON NS Custodial Maintenance EAs Library Admin	Plant operation and maintenance versus teaching funding. Funding per student. Smaller populated schools suffer by this formula. Have and have not schools. Many differences in formulas. Many don't adhere to what is written down in formulas. Need common language for all locals.	Staff, students, due to lack of funding to maintain building. There are some fixed costs. Power Heating and other utilities.	Lobby government, talk to trustees, talk to P.A.C. parent advisory councils, talk to Minister of Education.	Get language in contract re. Square footage for maintenance. Square footage cleaning formulas. Do central bargaining. Same pay for same job. Follow NB model.	Talk to trustees, minister of education. Preventative maintenance programs increased. Enforce contract and grievance. Need cleaning formulas. EAs to look after x amount of students. Talk to Minister. File grievance. CBC/media.	Dedicate funding to what is supposed to be for. Inform Parent Advisory Councils. Lobby government. Promote ourselves.	Share contract, bargaining. Inform school board about deficiencies at Board meetings so it becomes public knowledge.
Custodial staffing and cleaning formula	2 from AB 3 from BC 1 from SK 5 from ON 1 from MB 2 from NB	Custodial staffing and cleaning formula. Formula is 13 minutes a classroom. Density of school: school full, more staff; school less full, less staff but it's still the same size. Whole school for 1 person=35,000 feet.	Everyone is affected, not just custodial.		Workload committee. Provincial bargaining – one strong voice. Stronger language.	Closer relationships with community. Educate members.	Parents on our side.	NB: one bargaining unit. Better way to communicate local language with other locals in Canada. Yearly sectorial meetings within province.

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Central Bargaining Language	2 from ON 2 from BC 1 from AB 4635 2 from 40	Central Bargaining Language: Clear & Common. Need specific language.	Locals that have voted to be part of central bargaining.	Filing of grievances.	Ensure clear & specific language is negotiated. Dispute resolution: make central items optional in the event better options available at the local level. Workload/unpaid work: no employee shall be allowed or permitted to perform unpaid work.	Workplace actions, member mobilizations.	Province wide actions, public campaigns.	Central language from other central tables that has worked to the members benefit. Central language to be shared across country.
Dedicated Funding	5 from ON 1 from BC 2 from SK	Funding not being spent on where it was intended. For instance, square footage per pupil, etc.	All bargaining units across all provinces.	Collect information. Collective agreement language (if possible).	Needs to be negotiated centrally. Seek help from research dept. Try to negotiate local information language.	Try & negotiate language. Press provincial bodies to fix funding issues. Regional meetings (BC).	Educate the members/comm unity.	Ask for all financial information. Work with provincial bodies to interpret financial statements and try and follow the money.
Threats to our jobs/volunteer ing out.	4 from ON 1 from BC 1 from SK 1 from AB	Overuse of volunteers/co-op students. Staff only given work hours during student contact time, i.e. No PD days, etc. Tend to be female roles – low pay scales. Stop the use of volunteers and coop students. Our jobs are low paying as it is.	Employees: security of jobs. Parents: doing EA jobs when staffing is short.	Make sure the work is not being taken away from our employees. Acceptable: gardening which is not a caretaker role. Nothing that is a bargaining unit job.	Ask what if there's a mistake. Language to guarantees sustainable full time hours. Definition of what full time equivalent means.	Educate members not to do another's member's job. People may not realize the long term effect of trying to be helpful.	Educate the public that our jobs are <i>real</i> and valuable and we need the hours to perform our jobs. Annual salary not the hourly rate.	National campaign on what we do in education. Very visible EAs, etc. Working in a school but also having to use a food bank, 2 and 3 part-time jobs, because not enough salary due to not enough work hours. No warm and fuzzy.

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Unpaid work	9 people	Unpaid work. Working through breaks. Bringing work home with us.	All classifications are affected.	Temporary change of shift language. Labour management discussions. "Draw time" account for extra clerical time.	Specific language. For instance, "draw time" account, not allowing unpaid work. Busy time replacement language. 1 hour per week for prep.	Talk to members. Communication: get members to record everything on the time card. Labour management meetings.	Address at provincial bargaining table. Lobby trustees. Tell people your annual wage/hours per week.	Don't do it! Keep bringing it to the bargaining table. Discuss at regional groups. Increase awareness, communications. Discuss at regional groups. No site based budgeting.
Precarious work/Meaningful Employment	10 members from 4 provinces	Loss of FT jobs; part-time jobs without benefits. New hires are mostly PT (AB). Uncertain hours assigned to a school. (ON) Hire 4 PT vs. 2 FT; only some agreements give PT benefits & pension.	All. Casuals being on supply list for 3-6 years. FT jobs being split between 2-3 sites.	Employer is removing the "undesirable" responsibilities and saying they will decrease hours of work. It seems the Employer is winning! Casuals are gaining a seniority list for hiring into PT/FT positions in some locals.	Stronger language: the happy employee cares more for the job/building. Those with reduced hours/week to achieve Benefits & Pension. Happy students should be end line. Stop working for free. Get this into the contract.	Work to rule. Present language from other locals and/or provinces to the employer.	Educating your members. Do not work for free. More lobbying. See BC website: Recognition & Respect. Have clause that says employer will not have to work unpaid hours.	Good clear language in contract. Study by John Malcolmson, CUPE BC researcher. http://www.cupe.bc.ca/sites/default/files/ea_report_final-web_0.pdf

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Consortiums	7 from ON	More contractors. Loss of jobs/classifications. Building new facilities. Other people making decisions outside of the employer. Consortiums; association of companies Collaborating delivery of non teaching services. Contract out our jobs is the whole agenda of this	All support staff jobs: purchasing, payroll, moving trucks, courier. New building construction. Buses, grass cutting, control stores (supplies), maintenance (contracting out).	Grievances. Preparing proposals for bargaining. In-house work: example, preventative maintenance.	Show cost savings: compare our trades versus contractors. Research contract proposals. Give examples at bargaining table of issues that affects operations.	Lobby public/trustees. Educate members: how it affects their job/future. Example of in-house savings: preventative maintenance done by caretaker. Show better work.	Campaigns/ money savings. Better quality services with union services. Contracting in committees. Working with other unions. Lobby government.	Educate our members. Importance of our jobs. Provide a clean, safe learning environment. Be vocal!
Labour History	9 from ON	Pass on to younger workers the ethics of union history and what has been gained in years past. Awareness to new members of how "CUPE works". Don't want CUPE to leave members behind with a possible 2 tier membership – under 30 and over 50 demographics. Governments influence on day to day working conditions. We need to share how we are fighting and what we need to do.	All members are responsible for past and future labour history. Union struggles and the union movement to be communicated to members. Not to have gains undermined by uneducated members who are unaware of our history.	Sector identification. This conference, to better able national sectors to network and share their individual provincial successes and history.	Language to include on site visits to work locations.	CUPE 50 th anniversary video. Building stronger locals course. Banquets for members with history of local reviewed and celebrated. History of pension plan. Do the history of CUPE course. Share successes with your local. Use CUPE resources. Since 1980, government changed legislation to attack us since they can't do it at the bargaining table.	CUPE school: labour history, introduction to stewarding, building stronger locals. Postcard campaigns, communication creativity – colouring books.	Educate our members.

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Getting Info to new Members	13 members from BC, AB, Sask, MB & ON; EAs, caretakers, info technicians.	Getting information to new members and vice versa. For instance, use of email, etc. About worker rights.	All locals seem to have techniques in place. Some have worked and some didn't. Lots of ideas on how to share.	Discussions with employer. New hire packages. Try to do one-on-one meetings in each workplace. Meetings in more than 1 location. Sign in sheets that they put in an email.	Language in contract. Ensure the information is being given in a timely manner.	Go out and have area meetings and discuss the issues.		Get language in contract to ensure the employer gives the local information.
Supporting local executives	14 members.	We support members but who supports us? Discussion items: financial compensation/release time. When executive members break confidentiality (especially executive meetings).	Executive.	Constitution/By-laws. Speak to financial compensation and release time.	Bargain release time for president and/or treasurer.	Make members aware of just how much time it takes to run the local.		There should be a data base of what locals do: how much per diem/honorarium is paid out, release time (if so, how much), examples of bylaws to deal with lacklustre executive members.
Pensions	3 from BC Local 2745 1 from NS 2 from NB 1 from MB 2 from AB 2 from ON	Pensions: DB, DC and SRP (shared risk plan). Shared model in NB. How important pensions are for employees. DB is better. DC is like a RRSP. The problem with shared risk is that if the employer can't find the money, it will come out of your benefit. There is no indexing. I may lose 55% of my pension when I retire. Members against members, maybe, if split between DB and DC.	Employees and their families.	Continue to maintain DB plans that we have. Continue to try to bargain DB from a DC plan.	Common expiry dates within locals in provinces. Coalitions with other unions to pressure government. Bargain DB plans with joint trusteeship. Job action if necessary to achieve this.	Member mobilization, education. Bargaining.	Lobbying, public campaigns, education/public awareness. Add young workers to pension committees.	
Health & Safety	1 from PEI 3 from ON 1 from NB	Health & Safety, Violence in the workplace, Replacement. Members refuse to enact rights: participate, know and refuse. Refuse unsafe work (violence). Education. . Lack of training to casuals.	Everyone. Employees, children, families, bus drivers, the unaware and uneducated.	Good communications. Involve the Ministry of Labour. Report it, campaign. On-line reporting for staff to file reports. Refuse to drive the bus. Training, education.	H&S focus group with union, teachers. Incident reports. H&S committee. H&S act. Recognition.	On-line reporting. Education: newsletters, emails. Membership meetings.	Campaigns-slogan-(but don't piss parents off.) Lobby government.	

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Dealing with violent students.	1 from ON 2 from 1238 3 from BC 1 from MB 1 from AB 2 from QC	Dealing with violent students.	All staff and students. Parents.	Incident reports. PSF: Peer support facilitator in BC. Itinerant Behaviour EA in ON. Helping teachers. Safety plan, Behaviour plan. Using various crisis intervention techniques, behaviour modification..	ON has 3 forms. Violent incident: down to one form to go to all levels.	Have follow up and language put into contract re. investigation. Educate administration on investigation. Union driven PD day. Promote and educate members on the importance of filling in forms to get the support that is needed.	Press provincial H&S officers to talk about filling in forms. Work safe BC: working on a presentation.	
Violence	3 members	H&S, EAs given support for inclusion, violence in the workplace, replacements.	Everyone: bus attendants, EAs	H&S committees and EA Task forces have been formed.	Beef up the language.	Workplace action-work refusals. Behaviour safety plans.	Public campaign on violence in the schools & buses.	Work refusals may be the only way to have the H&S and violence issues taken seriously.

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H&S	5 members	H&S: need monitor be it cameras and rider. Employer needs to be responsible for any H&S issues and work with the union. Lack of training and emergency planning.	Staff: bus driver, riders, staff at the school, community including students.	Nothing: employer is not cooperating. No real legislation be it Provincial or Federal.	Safety for all workers. Make sure H&S is done at the source; along the path then as a last resort at the worker. Clear and precise language. Treat all staff the same.	Need to have a strong voice. Need to educate the public and members and parents. Have H&S committee be productive in the violence/HS items. Lobby the government.	Education: public, members, parents. Lobby the government for legislation. We need to challenge the legislation. More funding from CUPE National to do campaigns/ programs/ videos.	More funding from CUPE National to run campaigns/programs. Keep everyone safe. If driver is safe, everyone is safe. Educate/train everyone: community, members, parents, employer. Need to lobby federal/provincial government for legislation and we need to challenge to get strength of legislation and regulations. Having strong clear precise language in contract. Have H/S committee deal with these issues.
H&S	9 members 955 2745 1253	H&S in the workplace. Violence/behaviour in the schools & buses. Lack of H&S committee. EAs who catheterize and change children on the floor do so against clean rules. Violence on the buses and in the schools. Need more support. Need national involved for H&S.	Employees. Especially when the employer believes violence is part of the job. Bus drivers have no recourse or H&S committee they can report to.	Local 2745 has brought H&S to the fore by educating members. Developed a Violent Incident form for use by the union to deal with violence. Worksafe form 67 to report injuries/violence. The H&S act to protect workers. H&S committees in each workplace. Make sure employer is in compliance with the act.	Develop clear language and mechanism available for bus drivers to report H&S incidents locally. Clear language regarding violent incidents in the workplace.	Information pickets, social media, web site. Lobby politician. Continue education of members on their right to refuse unsafe work.	National CUPE H&S rep who has the expertise to organize education seminars for the membership like they are in place in other provinces. Lobby CUPE National for a H&S rep.	Each province should have a CUPE National H&S rep. Funding should be made available to hold H&S education at least every 2 years.
Violence in the workplace (French group)	1078 1145 1296 3280 1296 3260	Violence in the workplace	Educational Assistants Special education technicians. Bus drivers	QC: Discussion with the employer, complaints with the WCIB, specific workplace protocols NB:nothing has been done: no discussions in negotiations, grievances have been made	Have it be recognized that violence exists in our workplace. Include in the contract a statement that violence will not be tolerated. Create a study committee.	Filling in the records of accident incident reports, educate our members, accumulate proof of violence in order to discuss further (local statistics)	n/a	Violence needs to be denounced!

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Attendance "support" program	2 from BC 7 from ON 1 from AB 1 from NL	Local Surrey (BC): Joint early intervention (JEIS) Government and employers trying to put a ring around sick time. School board is building a case for dismissal.	All employees. (NOT BC) for 5 years. Very demoralizing. Major problem in ON since sick bank gone.	Locals struggling separately: need to be united to fight this issue. Standards & implementation is different among boards.	Clear, precise language that defines sick time in contract. Grieve!	Challenge # of days if 10 mo/12 mo employees have same # of sick days.	Standardization of Attendance support programs. Strong position at provincial bargaining. Eg. BC would strike if sick time gets put on table. ON government should pay LTD and get better rates. Take a strike vote.	Same language: Common table. Prov. Governments should pay for LTD.
Sick days Pension plans Vacations for educational assistants. Salaries (French group)	10 people from QC, MB, ON	Sick days Pension plans Vacations educational assistants Wages	QC, MB and ON	[unclear but believe it says exchange experiences with collective agreement]	See if we can negotiate each item that seems to be working well.	Ensure that what is being negotiated in the agreement reflects what members want.	Meet by employee by sector. Have the local executive travel within the region for meetings with members.	It is good to exchange issues between provinces. To have a second opinion on the interpretation on the articles within the contract.

HF/sc/cope491
January 8, 2015