

JANUARY 2022

RIELITY CHECK

A PUBLICATION OF THE LOUIS RIEL TEACHERS' ASSOCIATION www.lrta.ca



PRESIDENT'S MESSAGE

Marcela Cabezas



January is a month that is often characterized by hope, renewal, and anticipation. The pandemic adds its own twist on how these emotions manifest in us and in our workspace. We have lived through months of uncertainty and change. While we may not know what lies ahead, we can only hope it is better than last year.

Hope is key to getting through these challenging times. Our ability to communicate and to connect with each other is key as well. I often use the statement, "Together, we are stronger," because in the face of adversity, this is often true. We must stay connected to those friends and colleagues who support us, who are our charging stations. In turn, we should hope to be their charging stations too when they call upon us for help.

Being a source of strength for others is not an easy task during these challenging times. Often, we feel as though we are running on "low power mode", unable to fully recharge. For much of this pandemic, our resilience has been drawn upon time and time again. Finding ways to strengthen our resilience is key to getting through these hard times.

Recently, I came across a few podcasts that led me to a **Ted Talk** by Dr. Lucy Hone. In it she shared three strategies of resilient people:

1. Resilient people understand that **stuff** happens. We live in a world of social media where moments of perfection, beauty, and happiness are prevalently shared. The truth is life is filled with struggle and at times suffering. Understanding that **stuff** happens to all of us is important to avoid feeling as though the universe is specifically picking on you. It is also critical to knowing that all people face moments of adversity and that you are not alone.

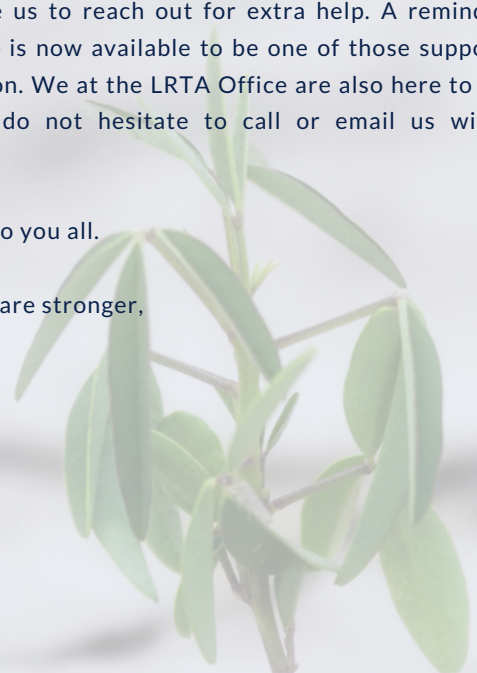
2. Resilient people are good at choosing where to focus their attention. They have a habit of looking at that which they can control and accepting that which they cannot. Evolutionarily, we are built to focus on the negative. Doing so has kept us safe from the creatures and situations which present us with imminent harm. Unfortunately, our fast-paced world presents us with news and information that fills us with emotional challenges, threats, and obstacles which can keep us in a state of heightened stress. Resilient people don't tune out all the negative input they are receiving, rather they find a way to also tune into the good things in life and to place value and focus on them as well.
3. Lastly, resilient people are self-aware of their behaviour and actions. They regularly ask themselves, "Is what I'm doing helping or harming me?" By reflecting on that question, they can regain some semblance of control in their lives by making key decisions regarding their own behaviour and habits. In so doing, they can put themselves on a path to wellness or keep themselves on the healthy path.

None of these strategies are easy. They all take work. Some of them require us to reach out for extra help. A reminder that **HumanaCare** is now available to be one of those supports you can draw upon. We at the LRTA Office are also here to support you. Please do not hesitate to call or email us with your questions.

Best wishes to you all.

Together we are stronger,

Marcela





ÉFM Chair—Sharad Srivastava

Rapport des ÉFM : Points clés du Conseil des écoles

La présidente des ÉFM, Lillian Klausen, souhaite la bienvenue aux membres et reconnaît les terres autochtones. Une minute de silence est respectée en souvenir de deux enseignantes de l'école JB Mitchell qui sont décédées durant la pause d'hiver.

Une présentation de Kevin Prada, du Collectif LGBTQ+ du Manitoba. Kevin présente la recherche de son équipe à propos de la communauté LGBTQ2S francophone. Les membres posent des questions et partagent leurs commentaires. Des liens aux ressources sont trouvés plus bas à la fin de cet article

Il y a le Saviez-vous que qui contient de l'information au sujet des programmes des ÉFM, le Prix de reconnaissance, nos activités à venir. La trousse contient également de l'information au sujet de HumanaCare.

Ressources et liens provenant de Kevin Prada, Collectif LGBTQ du Manitoba:

- Site Divergenres, sur la pluralité de genre : [Divergenres](#)
- Guide de grammaire inclusive : [guide-grammaireinclusive.indd](#) (divergenres.org)

Vidéos, produites par Fierté Montréal, sur l'intersectionnalité :

- Vidéo (Fierté Montréal) "Intersectionnalité 101" : <https://www.facebook.com/fiertemontrealpride/videos/1250149125340371/>
- Rapport - Des nôtres: analyse des besoins des personnes LGBTQ2S d'expression française au Manitoba: <https://collectiflgbtq.ca/#analyse>

Liens suggérés par les membres:

<https://www.edu.gov.mb.ca/m12/frpub/appui/transgenre/docs/document.pdf>

https://www.edu.gov.mb.ca/k12/docs/support/transgender/full_doc.pdf

<https://serc.mb.ca/>

Lien aux Ateliers interactifs offerts par le BEF, gratuitement, en ligne de janvier à juin 2022 :

<https://fr.mbremotelearning.ca/ateliers-interactifs>

Lien aux informations pour l'appui financier du Programme de revitalisation du français langue seconde Date d'échéance pour remettre le formulaire de demande : 28 janvier 2022

<https://www.edu.gov.mb.ca/revitalisation/index.htm>

Visitez les ÉFM à <https://efm-mts.org/>

Suivez les ÉFM sur Facebook, Twitter et Instagram



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FINISHING YOUR POST-BACC, MASTER'S, OR DOCTORAL PROGRAM? INCREASE YOUR QUALIFICATIONS!



Vice President Collective Bargaining—Scott Wood

The Association often gets inquiries from members about Article 4.01 (C)—Increased Qualifications. This clause comes into play when a member upgrades their education, typically through the completion of a Post-Baccalaureate, Master's, or Doctoral program. Completion of upgrades will result in moving one class on the salary scale (ie from Class 5 to Class 6) according to the rules set out by the Professional Certification Unit of Manitoba Education.

It is the responsibility of the individual member to engage in correspondence with the Superintendent's Department after the completion of any increased qualifications. Typically, the first available document to members is a statement from the university/college that course work has been successfully completed and that the member is eligible for graduation. A copy of this document should be forwarded to the Division as soon as possible as the date of salary increase is tied to when the notice is first received by the Division.

After this documentation is submitted, the next step is to contact the **Professional Certification Unit**. You will need to complete a reclassification request form and provide proof of your graduation to receive the higher qualifications.

Once the Professional Certification Unit has confirmed your qualifications, you must follow up with the Division to ensure that your documents are received. The Division will not increase your class on the pay scale until the Professional Certification Unit confirms the increase in qualifications.

You will officially move up a class on the pay scale on the first of the month following the first document provided to the Division. For example, if you submit your university documentation on September 20th, the Division will recognize your increase on October 1st. However, the Division will not actually increase your pay until the final documentation from the Professional Certification Unit is received. Continuing with the above example, if the documentation from the Professional Certification Unit is received on November 25th, you will see the increase on your pay effective the December pay period, but also will get retroactive pay to October 1st.

The key point is to submit your first documentation as early as possible. If you wait for the Professional Certification Unit to send their documents to the Division, you may find that you are giving up a month or more of increased pay.

If you have any questions about the application of Article 4.01, please contact the LRTA Office at 204-929-5782.



COLA AND OUR NEW COLLECTIVE AGREEMENT

Vice President Collective Bargaining - Scott Wood

In our last round of negotiations, our salary increase for the 2021-2022 school year was set to match the Cost of Living Adjustment (COLA) for Manitoba. This has sparked a number of questions to the LRTA Office about what COLA and how it actually works.

COLA is a calculation based on the increases in the cost of living, or inflation, in Manitoba. This value is based largely on what is called the Consumer Price Index, or CPI. CPI tracks changes in prices on common goods through each year. An increase in prices results in an increase in CPI. Essentially, COLA is based on the idea that if goods are costing more, then your pay should increase by the same amount.

Using COLA as the measure of pay increases requires one important reminder. COLA represents an increase in the overall consumer costs for Manitoba—no more, and no less. COLA serves to protect our purchasing power against inflation. Our pay scale will increase, but the actual value of our pay will stay status quo to where it was last year when compared to rise in cost of living.

At the end of January, the calculation of COLA for the past 12 months (January to December 2021) is done by Statistics Canada. Once available, MTS will ensure that all School Divisions are provided with the same COLA increase rate so that there is a uniform increase applied for all Manitoba teachers.

This calculation is then applied to our salaries and allowances (administrative allowance, teacher on call, sub rates, consultant rates) retroactive to September 2021, and the new pay rate will be in effect until the next Collective Agreement is negotiated. Everyone will receive retroactive pay for September through January based on the percentage increase that the calculation returns.

So how much will COLA be for this year? Manitoba's inflation rate (and resulting COLA) is typically in the 2% range. However, this year has defied previous trends and inflation has stayed near 3% through the past 12 months. The final value is currently predicted at right around 3%.

The retroactive pay will be paid to teachers as soon as the Division is able to make all of adjustments properly. Once COLA is confirmed in January, the new pay scale will be in effect as soon as possible for the Division, with retroactive pay being calculated soon after. We recognize this is a new way of calculating pay and may take a bit longer to fully calculate than previous increases.

This is the first time in many years that COLA has been used as the benchmark for increasing our pay scales. COLA achieves an important standard for collective agreements in that pay continues to grow at the same rate of inflation. Future negotiations will aim to replicate and improve on this standard.



WHY ARE PEOPLE ADDING PRONOUNS TO THEIR EMAIL SIGNATURES?

Member-at-Large + Equity & Social Justice Committee Member - Curtis Lowton



Cisgender or cis: relating to a person whose identity and gender corresponds with their birth sex

Cisnormative: from Cisnormativity: the assumption that almost all people are cisgender, and as such all people should be assumed to be cisgender unless otherwise indicated

Folk, folks, folx: used in place of the word “people” as a means to emphasize the inclusion of those who are frequently marginalized

Misgendering: mistaking one’s gender, often based on one’s name or physical appearance

Non-binary (aka genderqueer): gender identities outside the gender binary of male/female

Transgender or trans: relating to a person whose identity and gender does not correspond with the sex assigned at birth

Your new colleague’s name is Matthew. Matthew is balding, has a beard, and likes to wear khakis. You assume that Matthew is male and uses the pronoun “he”. You might feel justified in making this assumption because you have no contradictory information. And, your inference would probably be correct.

For many, gender identity grants a social privilege that is taken for granted. Transgender and non-binary folks do not have this privilege. They operate in a world where they frequently need to correct false assumptions about their gender identity. Considering this, it makes sense why a gender non-conforming person would add their pronoun to their email signature as a means to protect everyone from the collective discomfort caused by misgendering.

But then why would a cisgender person need to add their pronoun to their email signature? Ironically, therein lies the problem. When one assumes that everyone is cisgender unless otherwise stated, one is (perhaps unintentionally) perpetuating a system of cisnormativity.

Cisnormativity excludes gender non-conforming people by means of a behaviour called “othering,” that creates an “us” and an “other.” When cis people include their pronouns in an email signature, they stand in solidarity with gender non-conforming folks. They understand that no one should assume gender (regardless of gender expression, appearance, name, or sexuality) and it is everyone’s responsibility to communicate one’s own gender. As in an email signature!

The LRTA Equity & Social Justice Committee strives to promote an inclusive community where everyone feels valued. We hope that you will consider voluntarily adding your pronoun to your email signature. Please note that the phrase “preferred pronoun” is no longer used. The word “preferred” insinuates a stronger appreciation for one option over the other. However, we know that pronouns are not a matter of taste, preference, choice, or whim: one’s pronoun is a fundamental facet of one’s identity.



For information on how to change your email signature, see the [video](#) attached or see the step-by-step instructions on the next page.

PRONOUNS

ADDING PRONOUNS TO YOUR EMAIL SIGNATURE

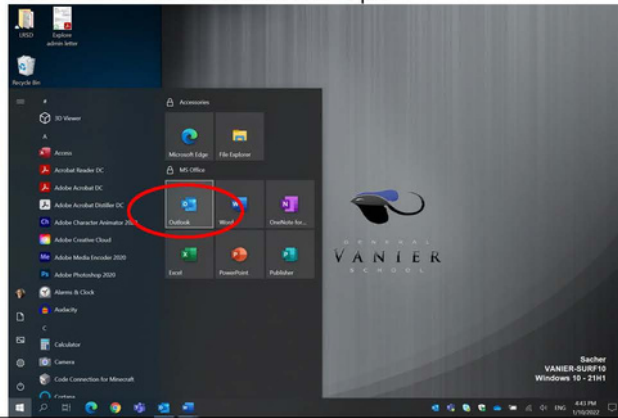
Equity & Social Justice Chair - Charlene Sacher



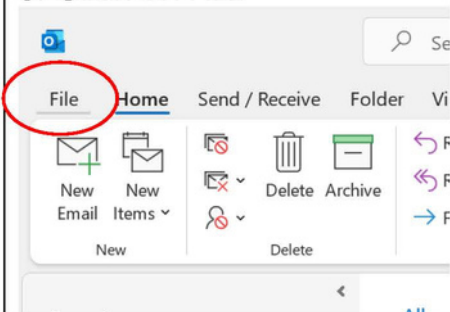
1. Click on the start menu  or the search icon 



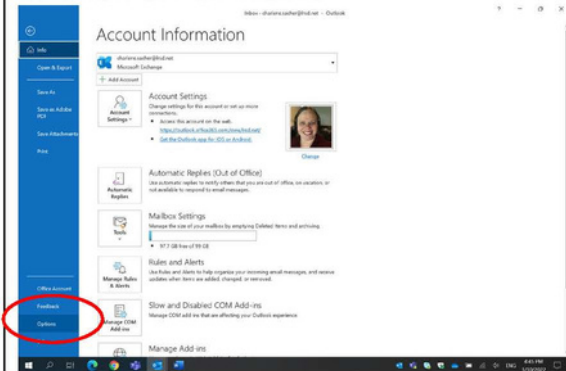
2. Click on the Outlook button (or search for it and it will come up).



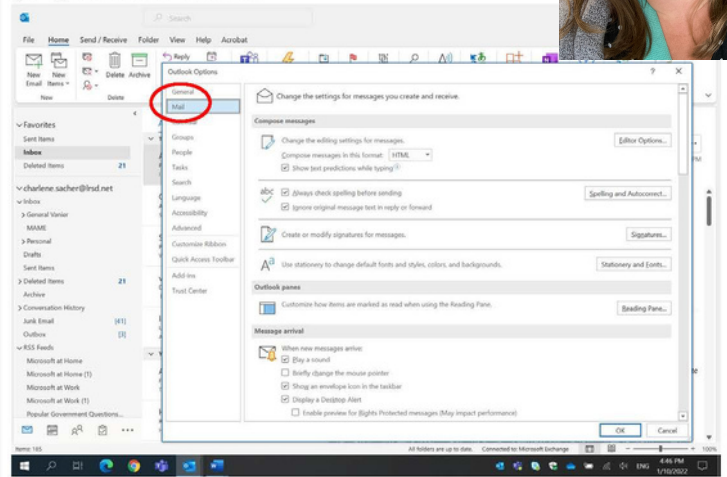
3. Click on FILE



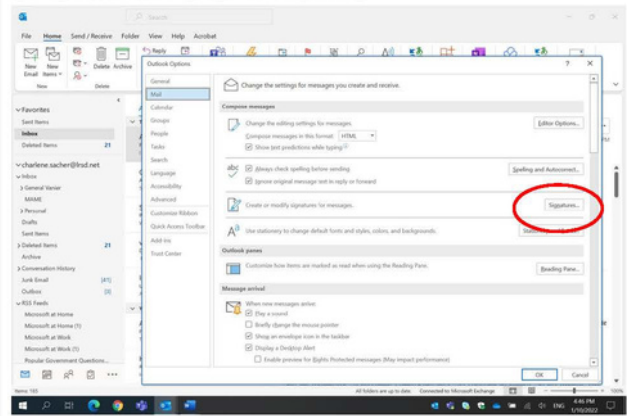
4. Click on OPTIONS



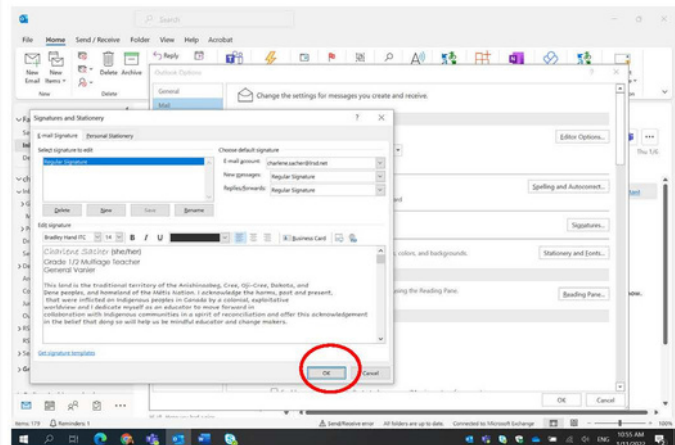
5. Click on MAIL



6. Click on SIGNATURES



7. From this point you can add your pronouns after your name and if you would like you can change the font, add your worksite, quote, or acknowledgement. Once you have changed your signature, click OK.



OUT OF TOWN PPDF REQUESTS

Vice President Professional Development- Jay McGurran



The PPDF will now accept applications for in-person, Out-of-Town personal professional development opportunities. Consideration for these requests will be limited to events that occur in Term 4 (May 1st, 2022 to June 30th, 2022) and Term 5 (July 1st, 2022 to August 31st, 2022).

The **PPDF Guidelines** will continue to act as the main document to assist members in their application. Applications for Out-of-Town requests will be reviewed on a first come, first served basis and subject to budget availability. In addition to the PPDF Guidelines, the following will apply to all Out-of-Town applications;

- Canadian destinations only
- PPDF will not cover the cost of event or trip cancellations
- PPDF will not cover costs outside of the event dates in an approved application
- Members are encouraged to familiarize themselves with **LRSD Employee Leave Information**
- Members are encouraged to familiarize themselves with Government of Canada requirements for **Travel Inside of Canada** and Government of Manitoba requirements for **Travel to and from Manitoba**
- Members are obligated to comply with all **Public Health Orders** where the professional development event takes place and upon their return

The PPDF General Committee will review all Out-of-Town applications and determine whether the request is approved or denied based on the merit of the application. Prior to a formal approval, the member will be contacted by the Professional Development Chair to ensure that all supplemental conditions are satisfied. Members are reminded to wait until formal approval before making any financial commitments for Out-of-Town professional development events. Further, members will be encouraged to purchase insurance* on all costs related to their event. Finally, members who have already been approved for an In-Town PPDF event** will not qualify for an Out-of-Town PPDF event.

For more information or clarification, please contact me at pdlrta@shaw.ca or 204-929-5782.

*As per PPDF Guidelines, insurance costs are not eligible for reimbursement.

**In-town PPDF events includes in person professional development, online professional development, Tuition Fees, and MTS PD Day.

PPDF TERM OPENING DATES

PPDF Term Opening Dates

Term 1 (Sep. 7, 2021 to Dec. 31, 2021)	Open for Tuition Fees Only
Term 2 (Jan. 1, 2022 to Feb. 28, 2022)	Now Open
Term 3 (March 1, 2022 to April 30, 2022)	Now Open
Term 4 (May 1, 2022 to June 30, 2022)	Now Open
Term 5 (July 1, 2022 to August 31, 2022)	Opens February 15 th , 2022 at 8:00 am

Click [here](#) to access the PPDF Guidelines for more details about how the PPDF can support your autonomous professional development needs. If you have any further questions, please do not hesitate to contact me at pdlrta@shaw.ca or 204-929-5782, and please stay connected with your Council Rep for regular updates.

How is MTS advocating for members at this time?

MTS is advocating—both behind the scenes with Manitoba Education and education partners and publicly through every channel available—for the safety of the membership and a sustainable return to in-class learning. We stand firm in our position that the government and employers must provide all means of securing that safety and sustainability, through measures that include access to Rapid Antigen Tests (RATs), N-95 masks, improved ventilation as well as protection from excessive and unreasonable workload.

MTS has also argued that staffing levels, already strained before the onset of the more easily transmissible Omicron variant, could reach the breaking point once in-person learning reconvenes on January 17. We continue to explore strategies to alleviate this pressure on the system.

Deep concerns remain and fuel our advocacy related to workload, management of staff shortages, duplex and blending teaching, case management and notification, and student absenteeism.

I'm worried about staying home when I am sick or needing to isolate because it puts extra work on my colleagues. What should I do?

Public Health Orders (PHOs) are clear on this—stay at home if you are sick or isolating. Your colleagues can connect with MTS regarding their workload concerns, but perceived or real pressure to work while sick is not acceptable and should not prevent you from following PHOs to stay home when you are ill or isolating.

What happens if staff members are sick, and I'm asked to cover classes or take on extra work?

You should document any extra work assigned to you outside of your usual assignment. A template form can be found [here](#). Once you have documented multiple instances of extra workload, consult with an MTS Teacher Welfare (TW) staff officer.

Are sick notes required for COVID and non-COVID illnesses?

Staff members who are away sick or who are self-isolating must follow the school's human resources policy and collective agreement provisions. During the pandemic, medical notes have not normally been required for staff who have COVID-19 or flu-related symptoms, or those who are caring for individuals in this situation. If your employer asks for a medical note, please contact a TW staff officer for assistance.

Will the number of family medical days be extended beyond the Collective Agreements (CAs)?

Many locals have sought an extension to the use of sick leave for the purpose of family medical. If you have exhausted all of your family medical leave and need more time due to illness in your household, please contact a TW staff officer for advice.

How do I know if the air quality in my classroom is at the appropriate level?

MTS has publicly advocated for enhanced air quality in schools, particularly given outbreaks of the more easily transmissible Omicron variant. This includes calls for upgrades to school ventilation. Connect with your principal to find out more about air quality assessment in your school. Your school's WS&H committee may have additional information as well.

Will divisions allow immunocompromised members to work from home?

School divisions have been dealing with these situations on a case-by-case basis. Some divisions have said "no" to working from home. Working from home is working and should be treated the same as being in person at school. An accommodation based on medical or family status may also be pursued with the assistance of a TW staff officer.

Teachers should not be working from home while accessing sick leave or any other type of leave.

Can I invoke the right to refuse dangerous work?

The right to refuse dangerous work depends on specific circumstances and it is closely linked to whether mandated protocols and reasonable controls are being implemented to mitigate potential dangers. Being in a pandemic does not automatically mean work is dangerous and the threshold to invoke this right is very high.

Teacher welfare staff officers are well versed on the legislation governing this process, legal advice on if/when a teacher would be justified in invoking their right to refuse dangerous work, and nuances of the language (for example, the difference between 'danger' and 'risk').

When teachers contact MTS about this type of concern, they are provided with the information on the work refusal process. We do not advise them to proceed or not proceed with a work refusal, as it is an individual decision. Staff officers may also suggest other steps that can be taken.

If you have questions about the right to refuse, connect with the MTS Teacher Welfare Department, and a staff officer will advise on your specific circumstances. To reach an MTS staff officer, call 204-831-3055, or toll free: 1-800-262-8803.

I am reading about teachers who want to stage a collective work refusal.

Can I participate?

A collective response (for example, walk out or mass work refusal) is not an option as it would be considered job action and could subject the local association and/or Society to legal action by the employer/province. We have different levers and mechanisms to respond including grievance action.

There's a lot of confusion about mask safety. What do I need to know?

Effective January 4, 2022, all teachers and staff, including substitute staff, are required to wear medical-grade masks while indoors. Medical-grade disposable masks have been issued to all schools. While staff may choose to bring their own KN95 or N95 mask and are permitted to use these as an alternative, staff must be aware that the quality of the mask cannot be assured as they have not been assessed. This is in contrast to the medical masks that are being supplied by the province. Eye protection may also be used in those situations where staff determine they are at higher risk for COVID-19 or when physical distancing is difficult to achieve.

Masks and personal protective equipment will be available to schools for use. More information is available [here](#).

MTS continues to advocate specifically for N95 masks for teachers out of an abundance of caution, in recognition of the difficulty maintaining physical distancing and the nature of the confined and congregate spaces in which educators work.

The provincial government claims it has spent \$63 million on making schools safe during the pandemic. Where did the money go, and what was it spent on?

MTS has made a request under The Freedom of Information and Protection of Privacy Act (FIPPA) asking the government to release a full accounting of the \$63 million, including who received funds and the purpose for which the funds were provided. We await a response and will report on the findings.

I've been under prolonged stress and my mental health is suffering.

How can MTS help?

The Member & Family Assistance Program (MFAP) offered through HumanaCare includes 24/7 access to counselling and a variety of other supportive services and resources.

Please click [here](#), or call 1-800 661-8193 at any time to access counselling support and to set up an account to access a portal of resources.

Remember, MTS is here for you and ready to advise if you have any questions about working conditions, safety, mental health and more.

If you have questions, connect with your local association president.

You can also contact the MTS Teacher Welfare Department, and a staff officer will advise on your circumstances. **To reach an MTS staff officer, call 204-831-3055, or toll free: 1-800-262-8803.**

Where can I find new and important information?

COVID-19 Education Plan (all topics) (communication, public health measures, school operations, case management, mental health and well-being, student learning and achievement)

Public Health Measures for K to 12 Schools (guidelines for staying home, physical distancing, masks, bus transportation, extra measures, extra-curricular activities, improved ventilation, vaccinations, expanded testing, case management and notification)

School Measures for Restricted and Critical Levels – Manitoba Pandemic Response System (distancing/cohorts, masks, sports/extracurricular activities)

Toolkit for Notification in Schools (isolation and testing requirements, notification, cases in schools process steps, resources for parents and caregivers, community notification letter, RAT test program, moving to remote learning)

Masks and Personal Protective Equipment (requirements and guidelines)

Standards for Remote Learning (scenarios, standards, and expectations)

Comment est-ce que la MTS fait du plaidoyer pour ses membres à l'heure actuelle?

La MTS milite, à l'arrière-plan, auprès du ministère de l'Éducation et avec les partenaires en éducation, et aussi publiquement, par tous les moyens qui lui sont disponibles, pour la sécurité de ses membres et un retour à l'apprentissage en salle de classe qui est viable. Nous maintenons fermement notre position que le gouvernement et les employeurs doivent fournir tous les moyens pour assurer la sécurité et la viabilité, et ce, par des mesures qui comprennent les tests antigéniques rapides (TAR), les masques chirurgicaux (N95), la ventilation améliorée, ainsi que la protection contre une charge de travail excessive et irraisonnable.

La MTS a aussi soutenu que les effectifs de personnel déjà tendus avant l'éclosion de la variante plus transmissible Omicron, pourraient atteindre leur limite de rupture une fois que l'apprentissage en salle de classe recommence le 17 janvier. Nous continuons à explorer des stratégies pour diminuer la pression sur le système d'éducation.

Il reste toujours des préoccupations importantes qui nourrissent notre plaidoyer concernant la charge de travail, la gestion des déficits d'effectifs du personnel, les modèles d'enseignement bimodal et mixte, la gestion de cas et la notification, et l'absentéisme des élèves.

Je m'inquiète de rester à la maison lorsque je suis malade ou parce que je dois m'isoler, puisque ceci augmentera la charge de travail de mes collègues. Que dois-je faire?

Les ordres de santé publique (OSP) sont clairs à ce sujet : restez à la maison lorsque vous êtes malade ou que vous devez vous isoler. Vos collègues peuvent communiquer avec la MTS concernant leurs préoccupations quant à leur charge de travail, mais la pression perçue ou réelle de travailler lorsque vous êtes malade n'est pas acceptable, et ne devrait pas vous empêcher de suivre les ordres de santé publique de rester à la maison lorsque vous êtes malade ou que vous devez vous isoler.

Qu'arrive-t-il lorsque des membres du personnel sont malades et l'on me demande d'être responsable d'autres classes ou d'entreprendre du travail supplémentaire?

Vous devriez documenter tout le travail supplémentaire qui vous est confié et qui ne fait pas partie de vos tâches ordinaires. Veuillez trouver un formulaire-modèle en annexe.

Une fois que vous avez documenté plusieurs instances de travail supplémentaire, veuillez communiquer avec un cadre administratif des Services de bien-être du personnel enseignant de la MTS.

Est-ce qu'un certificat du médecin est requis pour les absences dues à la COVID ou pour d'autres maladies non reliées à la COVID?

Les membres du personnel qui sont absents du travail à cause de maladie ou qui sont en isolation doivent suivre la politique des ressources humaines de l'école et les dispositions de la convention collective. Durant la pandémie, les certificats médicaux ne sont pas normalement requis pour les membres du personnel qui sont atteints de la COVID-19 ou qui présentent des symptômes de la grippe, ou celles et ceux qui prennent soin d'individus dans cette situation. Si votre employeur vous demande de présenter un certificat du médecin, veuillez communiquer avec un cadre administratif des Services du bien-être du personnel enseignant de la MTS.

Est-ce que le nombre de jours de congé pour raisons médicales familiales sera augmenté au-delà du nombre indiqué dans les conventions collectives (CA)?

Plusieurs associations locales ont demandé que le nombre de jours de congé soit augmenté pour raisons médicales familiales. Si vous avez épuisé vos jours de congé pour raisons médicales familiales et avez besoin du temps de congé à cause de maladie familiale, veuillez communiquer avec un cadre administratif des Services du bien-être du personnel enseignant de la MTS.

Comment puis-je savoir si la qualité de l'air dans ma salle de classe est à un niveau approprié?

La MTS a préconisé publiquement l'amélioration de la qualité d'air dans les écoles, plus particulièrement depuis l'éclosion de la variante plus transmissible Omicron. Ceci inclut la modernisation des systèmes de ventilation. Communiquez avec votre direction d'école pour en savoir plus au sujet de l'évaluation de la qualité de l'air dans votre école. Votre Comité de santé et de sécurité d'école pourrait aussi avoir des renseignements additionnels à ce sujet.

Est-ce que les divisions scolaires permettront aux membres immunovulnérables de travailler à domicile?

Les divisions scolaires traitent ces situations au cas par cas. Certaines divisions scolaires ont décidé que le travail à domicile ne sera pas permis. Le travail du domicile c'est le travail et devrait être considéré comme le travail en présentiel à l'école. Un accommodement en raison d'état de santé individuel ou familial peut aussi être poursuivi avec l'aide d'un cadre administratif des Services de bien-être du personnel enseignant de la MTS.

Les membres du personnel enseignant ne devraient pas travailler à domicile lorsqu'elles et ils sont en congé de maladie ou tout autre congé.

Puis-je invoquer le droit de refuser d'exécuter le travail dangereux?

Le droit de refuser d'exécuter le travail dangereux dépend de circonstances particulières et est conditionnel à ce que les protocoles obligatoires et contrôles raisonnables soient mis en place pour mitiger les dangers potentiels. Une pandémie ne veut pas dire que le travail est nécessairement dangereux et le seuil pour invoquer le droit de refus est très élevé.

Les cadres administratifs des Services de bien-être du personnel enseignant de la MTS connaissent très bien la législation qui régit ce processus, les conseils juridiques concernant les conditions dans lesquelles et les moments auxquelles un(e) enseignant(e) serait justifié(e) à invoquer le droit de refuser d'exécuter le travail dangereux et les subtilités du langage (par exemple, la différence entre le « danger » et le « risque »).

Lorsque les membres du personnel enseignant contactent la MTS au sujet de ce type de préoccupation, des informations au sujet du processus de refus d'exécuter le travail dangereux leur sont fournies. Nous ne les conseillons pas de poursuivre ou non un refus puisque ceci est une décision individuelle. Les cadres administratifs peuvent aussi suggérer d'autres mesures à entreprendre.

Si vous avez des questions au sujet du droit de refus, contactez les Services de bien-être du personnel enseignant de la MTS et un cadre administratif vous conseillera sur les circonstances particulières. Pour contacter un cadre administratif de la MTS, composer le 204-831-3055 ou le 1-800-262-8803 (sans frais).

J'ai lu au sujet d'enseignantes et enseignants qui veulent organiser un refus concerté de travail. Puis-je y participer?

Une réponse concertée (par exemple, un débrayage ou un refus de travail concerté) n'est pas une option puisque celle-ci serait considérée comme une action syndicale et l'association locale et/ou la MTS pourrait faire l'objet d'une action judiciaire par l'employeur/la province. Nous avons à notre disposition différentes mesures pour répondre de façon concertée, telle qu'une campagne de griefs.

Il y a beaucoup de confusion concernant la sécurité des masques. Que dois-je savoir?

Dès le 4 janvier 2022, tout le personnel enseignant et tous les autres membres du personnel, y compris les suppléants, doivent porter un masque de qualité médicale à l'intérieur. Les masques de qualité médicale jetables ont été émis à toutes les écoles. Quoique les membres du personnel puissent choisir de porter leur propre masque chirurgical (N95 ou KN95), et elles et ils sont permis de le faire, elles et ils doivent être au courant que la qualité de leurs masques ne peuvent pas être assurée puisque ceux-ci n'ont pas été évalués. Ceci est en contraste avec les masques de qualité médicale qui sont fournis par la province. Les dispositifs pour la protection des yeux peuvent aussi être utilisés dans les situations où les membres du personnel déterminent qu'elles et ils sont à un plus grand risque d'être atteint par la COVID-19 ou lorsque la distanciation est plus difficile à atteindre.

Des masques et des dispositifs de protection seront fournis aux écoles pour utilisation. Pour plus d'information quant à la disponibilité, cliquez [ici](#).

La MTS continue à préconiser que les masques chirurgicaux (N95) certifiés doivent être offerts aux membres du personnel enseignant, et ce, par grande prudence, en reconnaissance du milieu dans lequel elles et ils travaillent où il est difficile de maintenir la distanciation physique et où les espaces dans lesquels plusieurs élèves sont rassemblés sont confinés.

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Le gouvernement provincial prétend qu'il a dépensé 63 millions de dollars pour assurer la sécurité dans les écoles lors de cette pandémie. Où est allé tout cet argent et sur quoi a-t-il été dépensé?

En vertu de la Loi sur l'accès à l'information et la protection de la vie privée (LAIPVP), la MTS a demandé au gouvernement de diffuser une comptabilité détaillée des 63 millions de dollars, y compris qui a reçu les fonds et les raisons pour lesquelles ces fonds ont été alloués. Nous attendons une réponse et nous vous la communiquerons.

Je suis sous le stress depuis très longtemps et ma santé mentale en souffre. De quelle façon est-ce que la MTS peut m'aider?

Le Programme d'aide aux membres et à leurs familles (PAMF) offert par l'entremise de HumanaCare comprend un accès au counseling et à une variété d'autres services et de ressources d'appui 24 heures par jour, 7 heures par semaine.

Veuillez cliquer [ici](#) ou composer le 1-800-661-8193 à n'importe quel temps pour accéder aux appuis de counseling et pour vous inscrire pour accéder au portail de ressources.

Rappelez-vous que la MTS est ici pour vous et est prête à vous conseiller si vous avez des questions au sujet des conditions de travail, de la sécurité, de la santé mentale, et encore plus.

Si vous avez des questions, communiquer avec la présidence de votre association locale.

Vous pouvez aussi contacter les Services de bien-être du personnel enseignant de la MTS et un cadre administratif vous conseillera selon vos circonstances. **Pour communiquer avec un cadre administratif, composer le 204-831-3055 ou le 1-800-262-8803 (sans frais).**

Où puis-je trouver de nouvelles informations et des informations importantes?

Plan contre la COVID-19 en milieu éducatif (communication, mesures de santé publique, activités scolaires, gestion de cas, bien-être et santé mentale, apprentissage et réussite des élèves)

Public Health Measures for K to 12 Schools (lignes directrices pour rester à la maison, distanciation sociale, masques, transportation par autobus, mesures supplémentaires, activités parascolaires, ventilation améliorée, vaccins, dépistage, gestion de cas et notification)

School Measures for Restricted and Critical Levels – Manitoba Pandemic Response System (distanciation/cohortes, masques, sports/activités parascolaires)

Trousse d'outils pour transmettre l'information sur les cas dans les écoles (auto-isollement et les exigences en matière de dépistage, étapes du processus de transmission de l'information sur les cas dans les écoles, ressources pour les parents et les personnes ayant la garde d'enfants qui fréquentent l'école, lettre d'avis à la communauté scolaire, programme de tests de dépistage antigénique rapide, passage à l'apprentissage à distance)

Masques et équipement de protection individuelle (exigences et lignes de conduites)

Situations en lien avec l'apprentissage à distance (situations, normes et attentes)



LRTA CALENDAR 2021-2022

FEBRUARY

WEDNESDAY, 2ND LRTA EXECUTIVE MEETING
WEDNESDAY, 16TH LRTA COUNCIL MEETING

MARCH

WEDNESDAY, 2ND LRTA EXECUTIVE MEETING
WEDNESDAY, 16TH LRTA COUNCIL MEETING
MONDAY, 28TH THROUGH
FRIDAY, APRIL 1ST SPRING BREAK

APRIL

WEDNESDAY, 6TH LRTA EXECUTIVE MEETING
WEDNESDAY, 13TH LRTA COUNCIL MEETING
THURSDAY, 14TH MATERNITY/PARENTAL LEAVE SEMINAR
WEDNESDAY, 20TH LRTA ANNUAL GENERAL ASSEMBLY

MAY

WEDNESDAY, 4TH LRTA EXECUTIVE MEETING
THURSDAY, 12TH LRTA APPRECIATION DINNER
WEDNESDAY, 18TH LRTA COUNCIL MEETING
WEDNESDAY, 18TH MTS AGM BINDER MEETING
WEDNESDAY, 25TH THROUGH
SATURDAY, 28TH MTS AGM

JUNE

WEDNESDAY, 1ST LRTA EXECUTIVE MEETING
WEDNESDAY, 15TH LRTA COUNCIL MEETING
THURSDAY, 16TH LRTA RETIREMENT RECEPTION

Reminder: If you have recently changed your name, please contact the LRTA office at 204-929-5782 or seclrta@shaw.ca and have your file updated.

CONTACT US

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All matters will be dealt with in confidence.

Call MTS at 204-888-7961 to request assistance from a Staff Officer

@preslrta 

