

REGROUPMENT CATEGORIES

APPENDIX II

PLAN FOR GROUPING TEACHERS OF ENGLISH-LANGUAGE SCHOOL BOARDS FOR THE PURPOSES OF IDENTIFYING THE TEACHERS TO BE DECLARED EXCESS, PLACED ON AVAILABILITY OR NONREENGAGED BECAUSE OF SURPLUS

OBJECTIVE

The purpose of this appendix is to define the rules governing the grouping of teachers for the sole purpose of identifying teachers who are excess at the level of the schools and who must consequently be transferred, placed on availability or non-reengaged because of surplus in accordance with the provisions of the agreement.

GENERAL RULES

1. For the purposes of applying this plan, subcategories are comparable to categories.
2. The teaching categories or subcategories apply to all the schools of the board.
3.
 - a) For the purposes of this plan, every teacher, including the teacher who is assigned partially to substitution, but excluding the teacher on availability, shall be classified in the category or subcategory in which he or she teaches.
 - b) The teacher referred to in the first paragraph of clause 5-3.19 shall be classified in the category in which he or she was teaching at the time when he or she was assigned to regular substitution. The same applies to the teacher assigned totally to regular substitution but who is not referred to in the first paragraph of clause 5-3.19.
 - c) The fact that a teacher is classified in a given category or subcategory shall not prevent him or her from teaching in more than one category or subcategory.
 - d) The teacher who teaches in more than one category or subcategory shall be classified in the category or subcategory in which he or she provides the major portion of his or her teaching.
 - e) For the purposes of applying the preceding paragraph d), the category or subcategory in which a teacher provides the major portion of his or her teaching means the one in which he or she teaches for more time than in any other category or subcategory.

- f) If a teacher does not provide the major portion of his or her teaching in one category or subcategory, the board must ask the teacher in which category or subcategory he or she would like to be classified for the purposes of this plan. The teacher must indicate his or her choice within 20 days of the board's request. If the teacher fails to notify the board within the time allotted, the board shall decide.
 - g) However, a teacher who provides a portion of his or her teaching in two or more categories or subcategories, the duration of which is equal in each of the said categories or subcategories and greater than the duration of the teaching provided by the teacher in any other category or subcategory, shall choose from among the said categories or subcategories only.
- 4.
- a) For the purposes of this plan, every teacher, including the teacher who is assigned totally or partially to substitution, as well as the teacher referred to in the first paragraph of clause 5-3.19, but excluding the teacher on availability, shall be assigned to the school where he or she teaches.
 - b) The teacher who teaches in more than one school shall be assigned to the school where he or she provides the major portion of his or her teaching.
 - c) For the purposes of applying the preceding paragraph b), the school where the teacher provides the major portion of his or her teaching refers to the one where the teacher teaches for more time than in any other school.
 - d) If the teacher does not provide the major portion of his or her teaching in one school, the board must ask the teacher to which school he or she would like to be assigned for the purposes of this plan. The teacher must indicate his or her choice within 20 days of the board's request. If he or she fails to notify the board within the time allotted, the board shall decide.
 - e) However, a teacher who provides a portion of his or her teaching in two or more schools, the duration of which is equal in each of the said schools and greater than the duration of the teaching provided by the teacher in any other school, shall choose from among these schools only.
5. Notwithstanding general rule n° 2, when the board provides instruction under an agreement between the Ministère de l'Éducation, du Loisir et du Sport and the Ministère de la Santé et des Services Sociaux, it may create appropriate categories to take them into account. In such cases, the board must also stipulate which other categories, at both the elementary and secondary levels, shall continue to apply to those institutions.
6. Notwithstanding the division of the elementary and secondary levels, the board may combine the categories or subcategories of both levels dealing with the same subjects (e.g. instruction to students with hearing impairments).

The categories indicated below apply to all the teachers in the board. Within each of these categories, the board shall decide if it wishes to have subcategories for any one of the categories. Moreover, in the case where the board provides instruction in English and French, it shall decide whether it will have categories or subcategories based on the language of instruction.

I- PRESCHOOL AND ELEMENTARY EDUCATION

1. General

This category includes teacher-generalists at the preschool or elementary level. It may be divided into subcategories such as: kindergarten, first cycle, second cycle.

2. Second Language

This category includes teacher-specialists in French as a second language.

3. Physical Education

This category includes teacher-specialists in physical education. It may be divided into subcategories such as: instruction for girls, for boys.

4. Music

This category includes teacher-specialists in music. It may be divided into subcategories such as: instrumental, choir music.

5. Arts Education

This category includes teacher-specialists in arts education. It may be divided into subcategories such as: media, photography.

6. Other Specialties

When the board offers specialties not included in the categories or subcategories mentioned above, it may create new categories to take them into account.

II- SECONDARY EDUCATION

General Education

1. First Language

This category includes teacher-specialists in first-language instruction (English or French, as the case may be). It may be divided into subcategories such as: first cycle, second cycle, theatre.

2. Second Language

This category includes teacher-specialists in French as a second language.

3. Physical Education

This category includes teacher-specialists in physical education. It may be divided into subcategories such as: instruction for girls, for boys.

4. Music

This category includes teacher-specialists in music. It may be divided into subcategories such as: instrumental, choir music.

5. Arts Education

This category includes teacher-specialists in arts education. It may be divided into subcategories such as: media, photography.

6. Mathematics

This category includes teacher-specialists in mathematics. It may be divided into subcategories such as: first cycle, second cycle, computer science.

7. Science

This category includes teacher-specialists in the sciences. It may be divided into subcategories such as: biology, chemistry, physics, natural sciences.

8. Human Sciences

This category includes teacher-specialists in human sciences. It may be divided into subcategories such as: history, geography, economics.

9. Personal Development

This category includes teacher-specialists in ethics and religious culture.

10. Other Specialties

When the board offers specialties not included in the categories or subcategories mentioned above, it may create new categories to take them into account.

11. First Cycle

This category includes teachers of the first level or cycle of secondary school in keeping with the board's decision to adopt this organizational model. The board must decide which other general education categories will continue to apply at this level or these levels.

III- PRESCHOOL, ELEMENTARY AND SECONDARY EDUCATION

1. Special Education

This category includes teachers who teach groups composed mostly or equally of students with handicaps, social maladjustments or learning difficulties¹. It may be divided into subcategories such as elementary education, secondary education as well as educational services to students who are hearing impaired and to students who are visually impaired.

Notwithstanding the foregoing,

- a) remedial teachers (support for learning) fall under this category, regardless of the number of students or the composition of a group of students (at-risk students or others);
- b) teaching in a discipline intended for a group of students referred to in the first paragraph falls under the category or subcategory to which the discipline belongs.

2. Guidance

This category includes teacher-specialists in guidance. It may be divided into subcategories such as elementary and secondary.

¹ The board shall verify the composition of such a group of students no later than June 30 or on another date agreed to between the board and the union. Any modification made to the student group after that date shall not affect the determination of the category or subcategory.

When verifying the composition of a group of students in temporary individualized paths for learning, the board shall take into account students it recognized as students with learning difficulties as well as those not recognized as such, when an analysis of their situation shows, in its opinion, that the remedial measures carried out by the teacher or by others involved in intervention efforts, over a significant period of time, have not enabled the students to make sufficient progress in their learning to meet the minimum requirements of the cycle with respect to language of instruction and mathematics as provided for in the Québec Education Program.