

LETTER OF AGREEMENT 2010-2015 - NUMBER 07

AGREEMENT BETWEEN,

ON THE ONE HAND:

THE FÉDÉRATION DU PERSONNEL PROFESSIONNEL DES COLLÈGES (FPPC-CSQ)

AND

ON THE OTHER HAND:

THE COMITÉ PATRONAL DE NÉGOCIATION DES COLLÈGES (CPNC)

CONCERNING THE CLASSIFICATION PLAN

The negotiating parties agree to actualize the 2008 edition of the Classification Plan for professional staff of general and vocational colleges as follows:

1. Introduction

Point 4 “required qualifications” is replaced by the following:

4. Required qualifications

The required qualifications for performing the jobs, as defined in the classification system, constitute the minimum requirements.

They are usually defined in terms of training (university degree based on the system currently in effect at Québec universities), but occasionally also in terms of legal requirements.

The training that a person requires in order to hold a professional job corresponds with the educational level, certified by a university degree, constituting the minimum level of knowledge required to properly perform the functions of this professional job.

The College is responsible for determining the field of specialization appropriate for the particular job.

2. Addition of an employment group

The *Adapted services counsellor* employment group is added to the classification plan following consultation pursuant to clause 6-2.02. The description for the employment group is found in Appendix 1.

3. Modification to certain employment groups

The following employment groups are divided:

- Psychologist;
- Counsellor in re-education.

Appendix 2 and Appendix 3 provide the new descriptions for those employment groups.

4. Modification to the list of employment groups

Point 7 “List of professional employment groups” is replaced by the following:

7. List of professional employment groups

- Academic advisor;
- Academic and vocational information counsellor;
- Adapted services counsellor;
- Administration officer;
- Analyst;
- Communication counsellor;
- Counsellor in re-education;
- Financial management officer;
- Guidance counsellor (or counsellor in academic training);
- Librarian;
- Pedagogical counsellor;
- Psychologist;
- Social worker (or social service officer);
- Specialist in teaching methods and techniques;
- Student life counsellor.

5. Appendices

The appendices form an integral part of this letter of agreement.

6. Coming into force

Edition 2012 of the classification plan comes into force April 1st, 2012.

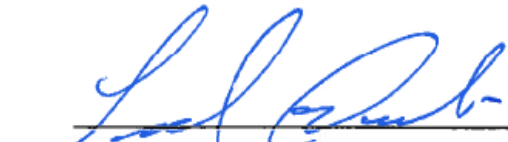
IN WITNESS WHEREOF, the negotiating parties have signed in Québec this 28th day of the month of March 2012.

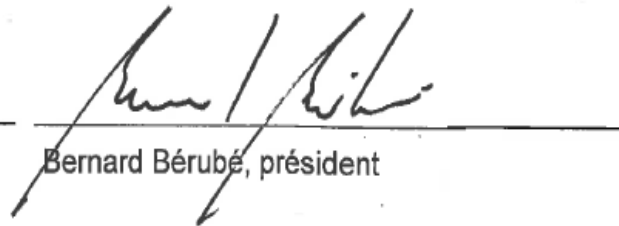
(Reproduction of the signed document)


EN FOI DE QUOI, les parties négociantes ont signé à Québec
ce 28^e jour du mois de mars 2012.

POUR LE COMITÉ PATRONAL DE
NÉGOCIATION DES COLLÈGES (CPNC)

POUR LA FÉDÉRATION DU PERSONNEL
PROFESSIONNEL DES COLLÈGES (FPPC-CSQ)


Laval Dubé, président


Bernard Bérubé, président


Éric Bergeron, vice-président


Chantal Kelly, conseillère

Appendix 1**ADAPTED SERVICES COUNSELLOR****Nature of work**

The job of adapted services counsellor involves analysis, support, facilitation and advisory functions regarding students with disabilities. They collaborate in the planning, development, implementation and evaluation of the organization and offering of services to these students, in addition to ensuring intake, referral and learning support functions.

Some characteristic duties

Adapted services counsellors participate in the detection of students with difficulties. They evaluate the needs and strengths of the students who request services or who are referred to them by the teachers or other stakeholders. They gather information, meet the students individually or in groups, use the appropriate tools and, as needed, refer them to the College's other specialized resources.

They assist students with disabilities in the development of their autonomy and favour the use of their personal resources to deal with problem situations. They establish intervention plans, ensure their implementation, make the necessary adjustments and propose recommendations or accommodations. They ensure that the environment and the pedagogical and technological tools are adapted and propose strategies to favour their learning, perseverance and success.

They assist and advise teachers in their pedagogical and relational interventions with the students concerned explain the accommodation measures envisaged and agree on their application.

They participate in case studies within a multidisciplinary team. They establish and update the records of students with disabilities within their sector.

In collaboration with the other stakeholders concerned, they develop and lead activities that facilitate the personal and academic path of students with disabilities.

They plan and organize community awareness and information activities.

If necessary, they refer students to other professionals or agencies, such as the health and social services centres and community organizations, and ensure follow-up of the files with them.

Required qualifications

Undergraduate degree in an appropriate field of specialization, particularly in special education.

Appendix 2**PSYCHOLOGIST****Nature of work**

The job of psychologist involves more specifically functions of clinician with leading and counselling functions in connection with the mental health of students and their personal and academic development.

Psychologists provide reception and referral for students, directing them to the appropriate internal and external resources of the College.

Some characteristic duties

Psychologists help individual students to use their own resources in coping with a problem situation. They create a climate conducive to the integration of an experience.

They use the standardized, recognized tools, conduct interviews and make observations, if necessary. They analyze and interpret the observations and data collected.

If necessary, they refer individual students to other organizations such as community health services, social service centres or hospitals.

They take part in case studies within a multidisciplinary team.

Collaborating with the other stakeholders concerned, and as part of the College's success plan, they plan, develop, implement, lead and evaluate activities fostering the personal growth and academic achievement of students.

On request, they help teaching staff to gain a fuller understanding of the relational aspect of teacher-student interaction.

They develop and maintain contacts with representatives of the health and social services network and other partner organizations in their own area of competence.

They prepare and update records, adhering to the standards of their profession and the College's by-laws.

They may be called upon to intervene in order to defuse crises or emergency situations and suggest avenues for resolving them.

Required qualifications

Membership in the Ordre des psychologues du Québec.

Appendix 3**COUNSELLOR IN RE-EDUCATION****Nature of work**

The job of counsellor in re-education involves more specifically functions of clinician with leading and counselling functions in connection with the mental health of students and their personal and academic development.

Counsellors in re-education provide reception and referral for students, directing them to the appropriate internal and external resources of the College.

Some characteristic duties

Counsellors in re-education help individual students to use their own resources in coping with a problem situation. They create a climate conducive to the integration of an experience.

They use the standardized, recognized tools, conduct interviews and make observations, if necessary. They analyze and interpret the observations and data collected.

If necessary, they refer individual students to other organizations such as community health services, social service centres or hospitals.

They take part in case studies within a multidisciplinary team.

Collaborating with the other stakeholders concerned, and as part of the College's success plan, they plan, develop, implement, lead and evaluate activities fostering the personal growth and academic achievement of students.

On request, they help teaching staff to gain a fuller understanding of the relational aspect of teacher-student interaction.

They develop and maintain contacts with representatives of the health and social services network and other partner organizations in their own area of competence.

They prepare and update records, adhering to the standards of their profession and the College's by-laws.

They may be called upon to intervene in order to defuse crises or emergency situations and suggest avenues for resolving them.

Required qualifications

Undergraduate degree in an appropriate field of specialization, particularly psychology.