

# CLASSIFICATION PLAN

FOR PROFESSIONALS  
OF ENGLISH-LANGUAGE SCHOOL BOARDS



Management Negotiating Committee  
for English-language School Boards

November 10, 2015 Edition

Produced by the Management Negotiating Committee  
for English-language School Boards  
(CPNCA)  
November 2015

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## **INTRODUCTION**

### **1. Category of Professional Positions**

For the purposes of the job classification system, the category of professional positions includes those positions the performance of which normally requires a university degree and which have the characteristics described hereafter for professional positions.

### **2. Definition of Professional Positions**

The general framework of the professional positions is described as follows:

- a) the professional is responsible for implementing the objectives, policies and programs defined by the school board for determined sectors of activities in conformity with the standards established for the results to be obtained, while respecting an institution's educational project and success plan;
- b) he or she carries out, among others, the following activities:
  - curative action;
  - preventative action;
  - organization;
  - group facilitation;
  - research, planning, design, development and delivery;
  - administration and management;
  - counselling, assistance and so on;
- c) he or she has the choice of the means, the methods and the procedures in order to realize the objectives of the programs for which he or she is responsible, taking into account the practices and general procedures defined for the activities carried out;
- d) he or she carries out his or her activities with students, parents, other staff members as well as the population concerned, within the framework of the usual activities of the school board;
- e) he or she assists the staff concerned in the evaluation of needs, definition of objectives, preparation of policies and development and adaptation of projects directly linked to programs to be carried out;
- f) he or she may be called upon to participate in studies and in work within multidisciplinary teams;
- g) within the framework of his or her professional activities, he or she may be called upon to coordinate and supervise the work of professional, technical and administrative staff and others in the tasks accomplished to carry out activity programs and to ensure the smooth functioning of the operations of which he or she is in charge;
- h) he or she oversees and supervises the training of trainees in keeping with the training program;
- i) he or she is responsible for keeping abreast of research, innovations and changes related to his or her employment group.

### **3. Employment Groups**

An employment group is a unit of the classification system in which may be classified a number of jobs with common characteristics regarding the nature of the work and the qualifications and skills required.

### **4. Qualifications Required**

The qualifications established in the classification system for a position constitute the minimum requirements.

They are generally established in terms of training (a university degree according to the system currently in force in the universities of Québec), but occasionally also in terms of legal requirements.

The training required for a professional position corresponds to a level of schooling, sanctioned by a university degree, which constitutes the minimum level of knowledge required to adequately perform the functions of that position.

Exceptionally and after evaluation of a candidate's qualifications, years of pertinent experience may be recognized by the school board as equivalent in the case of a level of schooling lower than the minimum required.

## **5. Principles Regarding the Application of the System**

### **5.1 Responsibility for Job Classification**

Each school board is responsible for the classification of its professional positions within the employment groups described in the classification system.

### **5.2 Classification**

In order that a position may be classified in a given employment group, it is necessary that the tasks described for that position correspond to the nature of the work of that group.

However, it is not necessary that all of the characteristic duties described in an employment group be carried out by the person in order that his or her position be so classified.

On the other hand, the fact that a person occasionally performs a characteristic attribute of an employment group does not justify his or her classification in that group if his or her regular tasks are of another employment group.

Moreover, the description of the employment groups may not include all of the characteristic duties of the positions covered by those groups. The school boards may add attributes and sectors of activities in order to adapt the characteristics of those employment groups to specific situations.

## **6. Contents and Description of the Employment Groups**

The characteristics described for professional positions apply to each employment group described in this document.

The description particular to each employment group deals with the nature of the work specific to that employment group includes, by way of example, a partial list of characteristic duties and defines the qualifications required.

In the assignment of duties, wherever reference is made to "students" in the Classification Plan, this may also be read as applying to students in the youth sector or to students in the youth and adult sectors.

## **EMPLOYMENT GROUPS**

## **SPEECH AND HEARING CORRECTION OFFICER**

### **NATURE OF THE WORK**

The position of speech and hearing correction officer encompasses, in particular, responsibility for implementing the treatment and intervention plan developed by a speech therapist or audiologist focussing on prevention, screening, rehabilitation or reeducation intended for students experiencing or likely to experience hearing, language, speech or voice problems.

### **SOME CHARACTERISTIC DUTIES**

The speech and hearing correction officer participates in implementing a speech therapy and audiology service that meets the academic and administrative requirements of both the educational institutions and the school board.

He or she participates in the planning, delivery or supervision of activities designed to prevent the onset of communication problems or to detect communication disorders and to complement the activities of the other resources concerned.

He or she works with a multidisciplinary team to draw up and review a student's individualized education plan by including the speech therapy or audiology treatment and intervention plan in the plan, if necessary; he or she participates in defining intervention objectives and means; he or she works with other team members to ensure concerted and coordinated interventions and assess the achievement of objectives.

He or she works with a class or group of students exhibiting common difficulties or specific problems so as to facilitate their learning and social integration.

He or she provides advice and support to the teacher and explains to him or her the nature of the student's communication problems so that he or she may adapt his or her teaching and the instructional materials used; he or she informs the teacher of the effect of the difficulties on the student's or group's learning and social adaptation; he or she ensures the development and adaptation of existing learning materials; he or she participates in choosing oral communication aids.

He or she provides support and the necessary tools to family members and school resources as well as pertinent advice so as to enable the latter to develop attitudes and skills fostering the development of the student's communication skills. He or she plans, organizes and conducts training, information and awareness-building activities related to communication problems.

He or she establishes and maintains collaboration and relationships with partner organizations; he or she contacts the other resources concerned to obtain or provide advice and information; he or she may refer the student or his or her parents to resources appropriate to the situation and needs.

He or she advises management staff, prepares progress reports and makes appropriate recommendations to support decision making.

He or she prepares and updates files according to the rules defined by the school board; he or she prepares progress notes or reports as well as end-of-process and follow-up reports on his or her interventions.

### **QUALIFICATIONS REQUIRED**

A bachelor's degree in an appropriate specialty, notably:

- speech therapy;
- audiology.

## **PROJECT DEVELOPMENT OFFICER**

### **NATURE OF THE WORK**

The position of project development officer encompasses, in particular, responsibility for research, analysis and development of activities based on a particular theme, such as community relations, prevention of violence and substance abuse, analysis of business training needs, organizational development, development of technological support and review of administrative procedures. The project development officer ensures the planning, coordination and delivery of an action plan related to a theme calling on the internal and external resources of the school board.

### **SOME CHARACTERISTIC DUTIES**

The project development officer participates in the implementation and update of the school board's strategic plan on a theme for which he or she is responsible; where applicable, he or she becomes familiar with various programs concerning the project to which he or she is assigned, assesses their pertinence, informs those involved of them and simplifies their implementation.

He or she analyzes the needs of the community, identifies available resources within and outside the network, consults resources, prepares an action plan, informs management staff of services and educational institutions and formulates recommendations.

He or she prepares and conducts, with school board resources, awareness-building, information and training activities designed for the staff involved in the various programs and activities of the project.

He or she establishes and maintains relationships with representatives of partner organizations involved in the various programs studied to obtain or give advice or information; he or she informs the organizations concerned of the resources and services of the school board and of the educational institutions.

He or she represents the school board in dealings with various partners and resources, conducts meetings of the specialists concerned and coordinates the work of the groups involved in the theme presented.

He or she periodically evaluates the activities related to the theme in which he or she is involved; he or she makes comments, produces reports and formulates recommendations concerning the delivery of activities.

### **QUALIFICATIONS REQUIRED**

A bachelor's degree in an appropriate specialty

## **FINANCE OFFICER**

### **NATURE OF THE WORK**

The position of finance officer encompasses, in particular, participation in the carrying out of the financial activities of the school board, providing assistance to the management staff of the various administrative units and, in the area of financial management, supervising and coordinating the duties of a team.

### **SOME CHARACTERISTIC DUTIES**

The finance officer develops, analyzes, evaluates and applies the techniques applicable to accounting, financial and statistical operations.

He or she analyzes the revenue and expenditure items and reports thereon; he or she gathers and analyzes budgetary requests, participates in determining and reviewing budgets and proposes adjustments, if any.

He or she develops and applies the standards and procedures pertinent to his or her sector, prepares the forecasts needed to determine the operating costs, oversees budget and accounting operations as well as monitors the budget and reports thereon.

He or she prepares and monitors accounting entries and verifies accounting operations; he or she ensures that the accounts payable and accounts receivable are verified and takes the necessary actions, if need be.

He or she takes part in the compilation, preparation and analysis of financial statements.

He or she designs and develops working, planning or budgetary control tools for the staff concerned and prepares and gives information sessions.

He or she may be called upon to participate in the development and updating of specific computer programs.

He or she may be called upon to coordinate tasks related to payroll.

### **QUALIFICATIONS REQUIRED**

A bachelor's degree in an appropriate specialty, notably administration

## **READAPTATION OFFICER**

### **NATURE OF THE WORK**

The position of readaptation officer encompasses, in particular, responsibility for screening and providing assistance and guidance to students experiencing or likely to experience social maladjustments in order to restore and develop the student's adaptive skills, foster optimal adaptation in interaction with his or her environment, develop his or her autonomy and provide advice and support to school resources and parents.

### **SOME CHARACTERISTIC DUTIES**

The readadaptation officer participates in implementing a psychoeducational service that meets the academic and administrative requirements of both the educational institutions and the school board.

He or she contributes to the screening and identification of students experiencing problems, using an approach focussing on prevention and intervention; he or she plans and conducts interviews, makes observations, gathers pertinent information from school or external resources or parents and analyzes data in order to determine the nature of the problem.

He or she works with a multidisciplinary team to draw up and review a student's individualized education plan by including his or her action plan in the plan, if necessary; he or she participates in defining intervention objectives and means; he or she works with other team members to ensure concerted and coordinated interventions and assess the achievement of objectives.

He or she works with teachers to develop and implement strategies and projects aimed at helping students who are experiencing or who are likely to experience social maladjustments.

He or she provides guidance and advice to other school resources and to parents of students with social maladjustments; he or she recommends strategies for working with the students and guides them in adopting attitudes and approaches focussing on the development of desirable social behaviours and coping skills; he or she plans, organizes and conducts training activities.

He or she plans, organizes and conducts, in conjunction with school or external resources, activities with classes or groups of students experiencing common difficulties or specific problems.

He or she develops, adapts or prepares materials based on the needs and abilities of students experiencing social maladjustments.

He or she advises management staff, prepares expertise, progress and end-of-process reports and formulates appropriate recommendations to support decision making.

He or she provides advice and support to school resources in matters pertaining to the integration of students into regular classes and proposes appropriate intervention means or activities for students.

He or she establishes and maintains relationships and collaboration with partner organizations; he or she contacts the other resources concerned to obtain or give advice and information; he or she may refer the student or his or her parents to resources appropriate to the situation and needs.

He or she may be called upon to help defuse crisis or emergency situations and to propose solutions.

### **QUALIFICATIONS REQUIRED**

A bachelor's degree in an appropriate specialty, notably psychoeducation

## **FUNCTIONAL REHABILITATION OFFICER**

### **NATURE OF THE WORK**

The position of functional rehabilitation officer encompasses, in particular, responsibility for the implementation of the treatment and intervention plan determined by an occupational therapist, the carrying out of adaptation or rehabilitation programs designed for students with motor or perceptual-motor difficulties or disorders so as to enable students to reach their maximum level of independence in using the motor and perceptual-motor functions of their body and help them pursue their educational path.

### **SOME CHARACTERISTIC DUTIES**

Through individual or group therapy sessions, the functional rehabilitation officer helps the student in the areas where he or she experiences delays to enable him or her to reach his or her maximum level of functioning; through activities and the educational community, promotes generalization of learning so as to develop skills to live a productive and independent life.

He or she works with a multidisciplinary team to draw up and review a student's individualized education plan by including, in the plan, the occupational therapy treatment and intervention plan and his or her action plan, if necessary. He or she participates in defining intervention objectives and means; he or she works with other team members to ensure concerted and coordinated interventions and assess the achievement of objectives.

He or she develops, chooses, adapts and prepares the material necessary for the individual or group therapy sessions and recommends the purchase of equipment; he or she provides advice and support to teachers for whom he or she adapts their teaching or materials or he or she suggests strategies; he or she meets with parents and provides them with support and advice so as to enable them to develop attitudes and skills promoting the student's rehabilitation.

He or she may consult and train resources in the education, medical or rehabilitation community.

He or she advises management staff, prepares progress reports and makes appropriate recommendations to support decision making.

In conjunction with resources in the education or health and social services network, he or she may also conduct workshops and offer support to groups of parents.

He or she prepares and updates files according to the rules defined by the school board; he or she prepares progress notes or reports as well as end-of-process and follow-up reports on his or her interventions.

### **QUALIFICATIONS REQUIRED**

A bachelor's degree in an appropriate specialty, notably occupational therapy

## SOCIAL SERVICE OFFICER

### NATURE OF THE WORK

The position of social service officer encompasses, in particular, responsibility for prevention, promotion, screening, support and intervention activities with students and groups of students experiencing or likely to experience emotional, family, social or school problems in order to foster the student's optimal development and restore his or her social functioning in interaction with his or her environment.

### SOME CHARACTERISTIC DUTIES

The social service officer contributes to the screening and identification of students experiencing problems, using an approach focussing on prevention and intervention; he or she plans and conducts interviews, makes observations, gathers pertinent information from school or external resources or parents and participates in analyzing data and in determining the nature of the problem.

He or she works with a multidisciplinary team to draw up, implement and review a student's individualized education plan, while taking into account the personal, family, school and social context to help him or her overcome his or her problems as well as to develop and maintain his or her motivation in school; he or she works with other team members to ensure concerted and coordinated interventions and assess the achievement of objectives.

He or she provides advice and support to teachers and to other school resources to better meet the student's needs and to provide necessary support and supervision to ensure the student's progress and success in school.

He or she conducts individual or group counselling sessions with students and ensures follow-up with parents; he or she may refer the student or his or her parents to resources appropriate to the situation and needs; he or she works with representatives of partner organizations.

He or she participates in the preparation, promotion and delivery of screening, awareness-building and prevention programs on topics related to the problems experienced by youths.

He or she advises management staff, prepares expertise, progress and end-of-process reports and formulates appropriate recommendations to support decision making.

He or she may be called upon to help defuse crisis or emergency situations and to recommend solutions.

He or she prepares and updates files according to the rules defined by the school board; he or she prepares progress notes or reports as well as end-of-process and follow-up reports on his or her interventions.

### QUALIFICATIONS REQUIRED

A bachelor's degree in an appropriate specialty, notably social work

## ANALYST

### NATURE OF THE WORK

The position of analyst encompasses, in particular, responsibility for the analysis, development, coordination and control of systems, methods, procedures and programs pertaining, among others, to administrative organization and operations, communication structures, data processing by computer or by other means and the rational use of school board resources.

### SOME CHARACTERISTIC DUTIES

The analyst evaluates the needs of one or more fields of activity of the school board, gathers information from users and identifies potential problem areas; he or she devises, develops and recommends possible solutions to the problems identified.

He or she coordinates and ensures the implementation and update of programs; he or she ensures that deadlines are respected and proposes the required corrective measures; he or she organizes and conducts training and professional development sessions intended for the staff concerned, and ensures evaluation and follow-up.

He or she conducts the necessary analyses to meet the community's needs in information; presents statistics and prepares documents or reports, and oversees the use and update of databanks.

He or she participates in the development and application of the standards and procedures pertaining to his or her sector of activity and ensures compliance; he or she may be called upon to conduct research or to provide advice on the application of collective agreements, laws, regulations and administrative rules.

He or she provides advice to the school resources concerned.

He or she provides advice and support to the management staff of services and educational institutions on the purchase of computer equipment and software, room layouts, distribution of duties, working methods and procedures or financial management.

He or she plans, coordinates, distributes and oversees the work of support staff pertaining to the mandates and responsibilities of his or her sector of activity.

### QUALIFICATIONS REQUIRED

A bachelor's degree in an appropriate specialty, notably:

- administration;
- computer science.

## **STUDENT LIFE ANIMATOR**

### **NATURE OF THE WORK**

The position of student life animator encompasses, in particular, responsibility for carrying out organization and facilitation activities and for providing guidance to students in the development, delivery and evaluation of programs of activities related to an institution's educational project and success plan focussing on the integral development of the student and the creation of a welcoming and dynamic environment.

### **SOME CHARACTERISTIC DUTIES**

The student life animator evaluates the community's needs in terms of activities by consulting students, school resources and the partners concerned and identifies available resources in the network; he or she determines the needs in human and material resources; he or she plans, organizes and delivers or coordinates various sociocultural, sport and educational activities.

He or she facilitates the holding of large-group events and helps with the organization of theme activities, and encourages students not only to become involved in the organization of the activities, but to take part in the activities as well.

He or she participates in the recruitment of staff and volunteers associated with the delivery and smooth operation of the activities; coordinates and supervises their work; takes part in the planning and budgetary follow-up of the activities he or she organizes, evaluates the activities and prepares a report.

He or she ensures that materials are available and in good condition and keeps an up-to-date inventory. He or she participates in the negotiation of agreements with partners for the use of space and services.

He or she collaborates with school resources and participates with teachers in the organization and delivery of activities associated with the courses offered to students: sports competitions, exchange trips, theatre and other activities.

He or she may be called upon to develop and maintain relations with partner groups or organizations so as to ensure the complementarity of pedagogical and extracurricular activities and, on occasion, represent the institution during certain activities.

### **QUALIFICATIONS REQUIRED**

A bachelor's degree in an appropriate specialty that consists mainly of courses in the following areas:

- physical education;
- recreology;
- andragogy;
- genagogy;
- group facilitation.

## **SPIRITUAL CARE AND GUIDANCE, AND COMMUNITY INVOLVEMENT ANIMATOR**

### **NATURE OF THE WORK**

The position of spiritual care and guidance, and community involvement animator encompasses, in particular, responsibility for the development and implementation of programs of activities of a community, humanitarian, spiritual and religious nature aimed at fostering the development of an autonomous and responsible spiritual life among students and their contribution to the building of a more harmonious and supportive society, while respecting the right and freedom of conscience and religion.

### **SOME CHARACTERISTIC DUTIES**

A spiritual care and guidance, and community involvement animator develops, plans, organizes and conducts activities to help students develop their spiritual lives and social consciousness, to participate in improving their community and the society around them as well as to build links between their spiritual life and community involvement.

He or she conducts individual or group activities with students who need to gain a deeper understanding of particular questions or to help them solve problems they have encountered in the areas of spiritual life and community involvement.

He or she informs the school team of the responsibility to facilitate the spiritual development of students; he or she provides the school administration with information and advice with respect to the students' reality and needs in terms of spiritual life and community involvement.

He or she liaises with school resources and provides them with support and, where applicable, with information or training with respect to the students' needs in terms of spiritual life and community involvement.

He or she contributes to the development and dissemination of information to parents and to organizations in the community on the various aspects of the spiritual care and guidance and community involvement service and, where applicable, works with them to promote the students' spiritual life and community involvement.

### **QUALIFICATIONS REQUIRED**

A bachelor's degree in an appropriate specialty that consists mainly of courses in the following areas:

- spiritual or religious life;
- social life.

## **ADMINISTRATION OFFICER**

### **NATURE OF THE WORK**

The position of administration officer encompasses, in particular, participation in the preparation, update and application of administrative policies, procedures and processes of one or several administrative units of the school board; it also encompasses the supervision and coordination of the work of support staff associated with his or her sector of activity and the study and analysis of various files in order to make and follow up recommendations.

### **SOME CHARACTERISTIC DUTIES**

The administration officer develops, drafts, plans, applies, oversees and updates the administrative regulations, directives, procedures and processes related to the implementation of activities related to the management of one or several administrative units.

He or she collaborates in the development, implementation and update of computer programs and systems related to his or her field of activity. He or she prepares and provides training to staff on use of software.

He or she identifies needs in human and material resources in his or her sector of activity and carries out the necessary measures to hire or acquire the resources.

He or she recommends the standards and procedures appropriate to the needs identified and evaluates the results.

He or she participates in developing the tools required to prepare and administer the budget and applies them; he or she ensures that the budget is monitored and that each unit complies with the administrative standards in effect.

He or she analyzes revenue and expenditure items and reports thereon, collects and analyzes budgetary requests and participates in determining budgetary estimates.

He or she provides advice and assistance to management staff, works with professional and support staff and ensures compliance with the policies and regulations in effect.

He or she studies and analyzes files, contracts, agreements and other documents; gives advice and makes recommendations on the necessary corrections and updates. He or she draws up contracts and agreements and oversees their application.

### **QUALIFICATIONS REQUIRED**

A bachelor's degree in an appropriate specialty, notably:

- administration;
- computer science.

## **LIBRARIAN**

### **NATURE OF THE WORK**

The position of librarian encompasses the development, evaluation, organization, classification, preservation and management of collections found in one or more libraries of the school board so as to make documentary resources available to students and staff.

In addition, he or she provides advice and support to school resources in order to promote the use of documentary resources in keeping with the educational programs and learning of students.

### **SOME CHARACTERISTIC DUTIES**

The librarian ensures the development of documentary information collection, regardless of the format; he or she participates in developing policies and procedures, prepares and proposes a development plan and ensures its implementation.

He or she evaluates the collection or collections based on school board guidelines, an institution's educational project, school success plans and education programs. He or she analyzes the needs, selects documents or recommends the purchase.

He or she works with teachers and education consultants to integrate the documentary resources into education programs and the organization of activities promoting reading; he or she provides advice on the use of documentary resources. He or she participates in planning multidisciplinary activities with all those concerned.

He or she creates a cultural and educational environment conducive to learning and to the personal growth of students. He or she advises teachers and all concerned on techniques for accessing information so that they may provide support to students. He or she promotes the use of electronic information by guiding staff and students in finding the electronic and informational resources available.

He or she participates in training library users and staff; he or she develops and gives workshops on reading and information retrieval for library users; he or she prepares tools, guides and other information, facilitation and promotion documents designed to foster use of documentary resources.

He or she contributes to the organization or reorganization of the library and ensures that it be operational, adapted to students' needs and in keeping with library science standards. He or she also oversees the document processing on computer mediums and ensures the classification, cataloguing, indexing and selection of documents in keeping with library science standards.

He or she advises management staff on the acquisition of documentary resources; he or she drafts and presents to management staff reports and advice on the development, use and promotion of libraries.

He or she participates in the planning and the budgetary follow-up pertaining to the activities in his or her sector.

He or she coordinates and supervises the work of support staff pertaining to the mandates and responsibilities of his or her sector of activity.

### **QUALIFICATIONS REQUIRED**

A master's degree in information science

## **PRESCHOOL EDUCATION CONSULTANT**

### **NATURE OF THE WORK**

The position of preschool education consultant encompasses, in particular, responsibility for providing advice, information, awareness building, facilitation and guidance to parents of 4-year-olds so as to encourage parents to become involved and to support them in their parenting skills for the integral development, success and harmonious integration of their child in school; the preschool education consultant provides advice and support to those conducting an activity program intended for 4-year-olds.

### **SOME CHARACTERISTIC DUTIES**

The preschool education consultant participates in the development and delivery of the Passe-Partout program, while respecting the academic and administrative requirements of both the educational institutions and the school board.

He or she organizes and promotes the program with the school administration as well as recruits and helps to enrol children.

He or she ensures the organization, planning and conducting of group meetings with parents of 4-year-old children so as to make them aware, involve them and support them in their parental role with respect to the overall development of their child for enhanced school performance; he or she assesses the needs and identifies the themes, designs and develops adapted activities and materials; he or she researches, selects and prepares the content for the organization of thematic meetings.

He or she provides support, help and advice to parents; he or she takes stock of the necessary tools and provides them to parents to assist them in fostering, in their child, attitudes and practices that will enable him or her to develop and succeed in school.

He or she ensures that a variety of activities are offered to stimulate 4-year-old children, socializes them and prepares their school integration; he or she assesses the effectiveness and relevance of the children's activities; he or she participates, together with resources, in leading workshops for children and their parents or with children only; he or she prepares observation grids and participates in the early detection of certain shortcomings, requests support from a professional or refers the parent to external resources.

He or she provides information and advice to the school administration on any problem concerning children so as to facilitate the screening process and define the follow-up procedure.

He or she facilitates the family-school transition by promoting positive values about the school during the delivery of activities.

### **QUALIFICATIONS REQUIRED**

A bachelor's degree in an appropriate specialty, notably:

- psychology;
- education;
- social work;
- psychoeducation.

## **GUIDANCE COUNSELLOR**

### **NATURE OF THE WORK**

The position of guidance counsellor encompasses, in particular, responsibility for providing assistance, advice and guidance as well as evaluating the psychological functioning, personal resources and environmental conditions of students in the youth and adult sectors. He or she participates in developing and maintaining active adaptation strategies in order to enable students to make personal and professional choices suited to their personal characteristics and to their environment, while on their educational path.

### **SOME CHARACTERISTIC DUTIES**

The guidance counsellor participates in developing and implementing an academic and vocational guidance service, while respecting the academic and administrative requirements of both the educational institutions and the school board.

He or she evaluates students (individual or group meetings) with respect to their interests, aptitudes, abilities, personality, professional experiences and personal needs, using appropriate methods such as psychometric tests, direct observations and information provided by teachers and other school resources and, where applicable, parents.

He or she evaluates individually, as part of an individualized education plan, a student's mental disorder, psychological functioning, personal resources and environmental conditions, including a student with a handicap or social maladjustment as well as a student suffering from a mental or neuropsychological disorder attested to by a diagnosis or an evaluation conducted by qualified personnel.

Through individual or group counselling sessions, he or she helps a student to carry out a self-analysis and to build an overall image of himself or herself, explore and clarify his or her situation and determine personal and professional goals, grasp the information received, understand, assume and overcome his or her personal and social problems.

He or she provides support to students in their search for means aimed at enabling them to overcome the difficulties associated with their educational profile and their social and employment integration.

He or she provides information and advice to parents on the measures required to provide help and guidance to the student in defining and carrying out his or her educational and career objectives.

He or she contributes to the screening and identification of students experiencing difficulties, using an approach focussing on prevention and intervention; he or she works with a multidisciplinary team to draw up and review a student's individualized education plan by including his or her action plan in the plan, if necessary; he or she participates in defining intervention objectives and means; he or she works with other team members to ensure concerted and coordinated interventions and assess the achievement of objectives.

He or she advises management staff, prepares expertise, evaluation, briefing and progress reports and formulates appropriate recommendations to support decision making.

He or she acts as resource person for the guidance-oriented approach, he or she gives advice to school resources, provides them with documentation, suggests activities that enable them to identify variables contributing to the student's personal, academic and professional progress.

He or she plans, organizes and delivers academic and vocational information activities dealing with program requirements, professions and market trends; he or she coordinates and assumes the activities of the documentation centre related to his or her specialty, ensures the purchase and update of specialized reference materials (magazines, CD-ROM, software or others) and provides support to the students and staff using them.

He or she establishes and maintains relationships and collaboration with representatives of the labour market and of other organizations that could be involved in providing academic and vocational guidance to students.

He or she prepares and updates files according to the standards associated with the practice of the profession and the rules defined by the school board; he or she prepares progress notes or reports as well as end-of-process and follow-up reports on his or her interventions.

**QUALIFICATIONS REQUIRED**

Be a member of the *Ordre des conseillers et conseillères d'orientation du Québec*.

## NUTRITION CONSULTANT

### NATURE OF THE WORK

The position of nutrition consultant encompasses, in particular, responsibility for planning, developing and conducting activities related to the school board's food policy and nutrition and healthy eating programs. He or she provides advice on nutrition and the proper feeding of the school population, develops pertinent documentation and prepares and applies quality standards for the food services offered in educational institutions.

### SOME CHARACTERISTIC DUTIES

The nutrition consultant participates in preparing the school board's food policy; he or she ensures compliance with the policy and administrative requirements of the school board as well as the hygiene and safety standards for food services.

He or she identifies and studies the needs of the school population in the area of nutrition; develops information and education tools on nutrition for students, parents and staff; develops, coordinates and conducts information, education and awareness-building activities on nutrition.

He or she prepares menus, while taking into account the specific needs of the varied school population and the needs in nutrients required to support maximum growth.

He or she oversees the operation of cafeterias, coordinates and supervises the work of employees assigned to cafeterias under the jurisdiction of the school board; he or she advises the school board on the ways to set up and operate its kitchens and dining rooms, on the purchase of equipment and food and on the qualifications required of food services staff; he or she takes part in preparing and monitoring the budgets related to the activities in his or her sector.

He or she participates in drawing up nutrition assistance programs, oversees the implementation and monitors them.

He or she acts as resource person for school staff and deals with suppliers, caterers and representatives of other organizations.

### QUALIFICATIONS REQUIRED

A bachelor's degree in an appropriate specialty, notably:

- dietetics;
- nutrition.

## COMMUNICATIONS CONSULTANT

### NATURE OF THE WORK

The position of communications consultant encompasses, in particular, participation in the development and implementation of communication policies, strategies and plans aimed at supporting the strategic planning of the school board so as to better inform students, employees, parents and the general public, using various information media and means.

### SOME CHARACTERISTIC DUTIES

The communications consultant provides advice and support to the administration of educational institutions and services as well as the various committees in their communication and promotional activities; to this end, he or she may also be called upon to develop promotional materials by ensuring its design and drafting as well as its delivery to the public concerned.

He or she finds, gathers and compiles or adapts information intended for a target population; he or she establishes channels of communication with the educational institutions and services so as to keep abreast of their activities and to meet their needs.

He or she takes part in organizing press conferences or special events, drafts speeches, press releases and various information or promotional documents; he or she prepares media kits and develops communication plans according to the needs and population targeted by the organization; he or she evaluates the results of the communication strategies and means used.

He or she plans, organizes, conducts or coordinates various public relations activities; he or she advises the director general, the directors of services as well as principals on how to promote activities and events.

He or she participates in the implementation of new services designed to facilitate the dissemination of information by the school board; he or she may also participate in designing, developing and updating the school board's Website and Intranet.

He or she may be called upon to develop and to maintain relationships with the media and, during certain activities, to represent the school board in public relations matters.

### QUALIFICATIONS REQUIRED

A bachelor's degree in an appropriate specialty, notably:

- communications;
- journalism.

## **SPIRITUAL, RELIGIOUS AND MORAL EDUCATION CONSULTANT**

### **NATURE OF THE WORK**

The position of spiritual, religious and moral education consultant encompasses, in particular, the role of advisor to the director general and the management staff as well as the role of facilitator with the staff assigned to dispense the spiritual care and guidance and community involvement service or the various instructional services in religion or ethics with respect to the focus, organization and evaluation of the activities.

### **SOME CHARACTERISTIC DUTIES**

The spiritual, religious and moral education consultant advises school principals on how to express and organize the religious dimension in their schools, while respecting the freedom of conscience and of religion and to promote the spiritual growth of students within the educational project.

He or she provides advice and assistance to the administration in integrating the spiritual care and guidance and community involvement service into the student services programs as well as organizing and implementing the service in the various schools.

He or she promotes the development of quality facilitation and instructional services, in particular, by participating in the ongoing training of those responsible for dispensing instruction in religion, moral or ethics and a spiritual care and guidance and community involvement service and fostering the efficiency of the services offered in the various schools.

He or she ensures the exchange of information and cooperation between the school board and the religious denominations or groups in its territory.

### **QUALIFICATIONS REQUIRED**

A bachelor's degree in an appropriate specialty, notably:

- theology;
- religious sciences;
- philosophy;
- sociology.

## **COUNSELLOR IN ACADEMIC TRAINING**

### **NATURE OF THE WORK**

The position of counsellor in academic training encompasses, in particular, responsibility for helping, evaluating, advising and guiding students in the youth and adult sectors in developing their career plans and in choosing an educational path suited to their personal characteristics.

### **SOME CHARACTERISTIC DUTIES**

The counsellor in academic training participates in developing and implementing an academic and vocational guidance service that meets the academic and administrative requirements of both the educational institutions and the school board.

He or she evaluates students (individual or group meetings) with respect to their interests, personality, professional experiences and personal needs, using appropriate methods, direct observations and information provided by teachers and other school resources and, where applicable, parents.

Through individual or group counselling sessions, he or she helps a student to carry out a self-analysis and to build an overall image of himself or herself, explore and clarify his or her situation and determine personal and professional goals, grasp the information received, understand, assume and overcome his or her personal and social problems.

He or she provides support to students in their search for means aimed at enabling them to overcome the difficulties associated with their education plan and their social and employment integration.

He or she provides information and advice to parents on the measures required to provide help and guidance to the student in defining and carrying out his or her educational and career objectives.

He or she contributes to the screening and identification of students experiencing difficulties, using an approach focussing on prevention and intervention; he or she works with a multidisciplinary team to draw up and review a student's individualized education plan by including his or her action plan in the plan, if necessary; he or she participates in defining intervention objectives and means; he or she works with other team members to ensure concerted and coordinated interventions and assess the achievement of objectives.

He or she advises management staff, prepares expertise, evaluation, progress and end-of-process reports and formulates appropriate recommendations to support decision making.

He or she acts as resource person for the guidance-oriented approach, he or she gives advice to school resources, provides them with documentation, suggests activities that enable them to identify variables contributing to the student's personal, academic and professional progress.

He or she plans, organizes and delivers academic and vocational information activities dealing with training program requirements, professions and market trends; he or she coordinates and assumes the activities of the documentation centre related to his or her specialty, ensures the purchase and update of specialized reference materials (magazines, CD-ROM, software or others) and provides support to the students and staff using them.

He or she establishes and maintains relationships and collaboration with representatives of the labour market and of other organizations that could be involved in providing academic and vocational guidance to students.

He or she prepares and updates files according to the rules defined by the school board; he or she prepares progress notes or reports as well as end-of-process and follow-up reports on his or her interventions.

### **QUALIFICATIONS REQUIRED**

A bachelor's degree in an appropriate specialty, notably guidance counselling

## **ACADEMIC AND VOCATIONAL INFORMATION COUNSELLOR**

### **NATURE OF THE WORK**

The position of academic and vocational information counsellor encompasses, in particular, responsibility for providing information, advice, assistance and guidance to students in the youth and adult sectors on programs of study, course selection and labour market to help them become familiar with academic and career paths so as to make informed choices.

### **SOME CHARACTERISTIC DUTIES**

The academic and vocational information counsellor participates in developing and implementing an academic and vocational information service that meets the academic and administrative requirements of both the educational institutions and the school board.

He or she guides the student in preparing his or her educational path by providing him or her with any pertinent information on the educational path chosen; helps the student identify his or her needs and analyzes the student's record, while taking into account his or her aptitudes and interests.

He or she prepares and conducts, with a multidisciplinary team, awareness, information and training activities intended for students so as to arouse their interest in the labour market, to motivate them in school and to assess the achievement of objectives.

He or she acts as resource person for the guidance-oriented approach and helps the education community to set up the activities associated with this approach.

He or she plans, organizes and conducts academic and vocational information activities: conferences, industrial visits and information evenings; he or she works with other staff members to prepare and publish brochures and guides; he or she ensures the organization and operation of a documentation centre on the education community, career options and the labour market; he or she finds, analyzes and places, at the disposal of students, references, databanks and online directories.

He or she ensures the analysis, evaluation, coding and, if necessary, adaptation of academic and vocational information intended for students; he or she keeps abreast of labour market developments and programs, using, in particular, research and document review.

He or she establishes and maintains relationships and collaboration with representatives of the labour market, educational institutions and other organizations that could be involved in providing guidance to students; he or she promotes the activities and courses offered and responds to internal and external information requests.

He or she informs and supports students in filling out applications for programs and financial aid.

He or she prepares and updates files according to the rules defined by the school board.

### **QUALIFICATIONS REQUIRED**

A bachelor's degree in an appropriate specialty, notably:

- academic and vocational counselling;
- guidance counselling.

## **COUNSELLOR IN REEDUCATION**

### **NATURE OF THE WORK**

The position of counsellor in reeducation encompasses, in particular, responsibility for carrying out prevention and screening activities as well as providing assistance and guidance to handicapped students or students experiencing or likely to experience social maladjustments or learning difficulties in order to improve the psychological health and restore the mental health of students in interaction with their environment and support them in their educational path and in their personal and social development.

### **SOME CHARACTERISTIC DUTIES**

The counsellor in reeducation participates in implementing a psychological service that meets the academic and administrative requirements of both the educational institutions and the school board.

He or she contributes to the screening and identification of students experiencing problems, using an approach focussing on prevention and intervention; he or she plans and conducts interviews and makes observations; he or she analyzes and interprets the observations and data gathered.

He or she works with a multidisciplinary team to draw up and review a student's individualized education plan by including his or her action plan in the plan, if necessary; he or she participates in defining intervention objectives and means, such as using the arts, music or other means of expression; he or she works with other team members to ensure concerted and coordinated interventions and assess the achievement of objectives.

He or she helps teachers determine the nature of the problem, provides them with advice and support in their teaching process, suggests or applies solutions or strategies conducive to improving the conditions for the success of a student or a group of students as well as plans, organizes and conducts training activities.

He or she works with students, groups of students or parents, helps them identify difficulties, supports them in exploring solutions and, as needed, recommends resources.

He or she advises management staff, prepares expertise, progress and end-of-process reports and formulates appropriate recommendations to support decision making.

He or she provides advice and support to school resources in matters pertaining to the integration of students into regular classes and proposes appropriate intervention means or activities for students or groups of students.

He or she may be called upon to help defuse crisis or emergency situations and to propose solutions.

He or she develops and maintains relations with representatives of partner organizations, the health and social services network and school boards.

He or she prepares and updates files according to the rules defined by the school board; he or she prepares progress notes or reports as well as end-of-process and follow-up reports on his or her interventions.

### **QUALIFICATIONS REQUIRED**

A bachelor's degree in an appropriate specialty, notably psychology

## **EDUCATION CONSULTANT**

### **NATURE OF THE WORK**

The position of education consultant encompasses, in particular, responsibility for providing advice and support to staff of educational institutions and services in the implementation, development and evaluation of programs of study, class management and instructional materials.

### **SOME CHARACTERISTIC DUTIES**

The education consultant participates in carrying out the educational project and the special projects of educational institutions; he or she participates in the development, implementation and evaluation of their success plan, while complying with the academic and administrative requirements of both the educational institutions and the school board.

He or she contributes to the implementation of programs of study and training, provides advice to the teachers and administration concerning the interpretation of those programs, designs and leads training workshops and sessions on program components; he or she collaborates in developing learning situations and supports experimentation in class.

He or she provides advice and support to teachers either individually or in a group format in matters pertaining to their daily teaching activities; he or she develops or selects and delivers training and instrumentation activities designed to respond to needs in pedagogical adaptation, innovation and development.

He or she provides teachers with learning evaluation tools and guides them in the design, preparation or adaptation of evaluation tools.

He or she may be called upon to work with a multidisciplinary team to draw up and review the individualized education plan of a handicapped student or a student with social maladjustments or learning difficulties; he or she participates in defining intervention objectives and means.

He or she works with teachers to prepare and implement strategies and projects aimed at helping students who are experiencing or who are likely to experience social maladjustments or learning difficulties.

He or she advises management, teaching or professional staff on matters pertaining to professional development programs, plans the programs and evaluates the results.

He or she analyzes and recommends the purchase of learning materials, supplementary materials, equipment, software and program packages, and provides advice on room layouts.

He or she advises school staff on the means for integrating technology into teaching; he or she participates in carrying out related projects; he or she prepares and delivers training and information workshops on components of the program for integrating technology.

He or she collaborates with other school resources, partner organizations and the Ministère de l'Éducation et de l'Enseignement supérieur.

In addition, the education consultant in the general adult education and vocational training sectors promotes the school board to social and economic partners and draws up an appropriate promotional plan.

He or she meets with representatives of various businesses so as to develop with them training programs that meet their needs and those of their staff; he or she draws up memorandums of agreement and service offers.

He or she participates in organizing work-study programs, training periods and industrial visits; provides support to the teachers concerned and information and advice to employers.

### **QUALIFICATIONS REQUIRED**

A bachelor's degree in an appropriate specialty, notably education

## DIETICIAN/NUTRITIONIST

### NATURE OF THE WORK

The position of dietician/nutritionist encompasses, in particular, responsibility for planning, developing and conducting activities related to the school board's food policy and nutrition and healthy eating programs. The dietician/nutritionist provides advice on nutrition and the proper feeding of the school population, develops pertinent documentation and prepares and applies quality standards for the food services offered in educational institutions.

### SOME CHARACTERISTIC DUTIES

The dietician/nutritionist participates in preparing the school board's food policy; he or she ensures compliance with the policy and the administrative requirements of the school board as well as the hygiene and safety standards for food services.

He or she identifies and studies the needs of the school population in the area of nutrition; develops information and education programs and tools on nutrition for students, parents and staff; develops, coordinates and conducts information, education and awareness-building activities on nutrition.

He or she prepares menus, while taking into account the specific needs of the varied school population and the needs in nutrients required to support maximum growth.

He or she oversees the operation of cafeterias, coordinates and supervises the work of employees assigned to cafeterias under the jurisdiction of the school board; he or she advises the school board on the ways to set up and operate its kitchens and dining rooms, on the purchase of equipment and food and on the qualifications required of food services staff; he or she takes part in preparing and monitoring the budgets related to the activities in his or her sector.

He or she participates in drawing up nutrition assistance programs, oversees the implementation and monitors them.

He or she acts as resource person for school staff and deals with suppliers, caterers and representatives of other organizations.

### QUALIFICATIONS REQUIRED

Be a member of the *Ordre professionnel des diététistes du Québec*.

## OCCUPATIONAL THERAPIST

### **NATURE OF THE WORK**

The position of occupational therapist encompasses, in particular, responsibility for screening and evaluating the functional skills of students experiencing physical or psychomotor difficulties and developing and implementing an occupational therapy treatment and intervention plan for students so as to develop, restore or maintain their skills, compensate for their disabilities, minimize handicap situations and adapt their environment to foster their optimal autonomy and help students pursue their educational path.

### **SOME CHARACTERISTIC DUTIES**

The occupational therapist assesses the student's development in various areas: fine and gross motor skills, sensory integration, perceptual-cognitive skills, social and rational aspect, daily living and domestic activities; he or she analyzes and evaluates the students' functional skills, including students with handicaps or social maladjustments and students suffering from a mental or neuropsychological disorder attested to by a diagnosis or an evaluation conducted by qualified personnel. He or she determines, as part of an individualized education plan, an occupational therapy treatment and intervention plan to meet the student's needs. He or she decides on the use of restraints, if necessary.

Through individual or group therapy sessions, he or she helps the student in the areas where he or she experiences delays to enable him or her to reach the maximum level of functioning; through activities and the education community, he or she promotes generalization of learning so as to develop skills to live a productive and independent life.

He or she works with a multidisciplinary team to draw up and review a student's individualized education plan by including the occupational therapy treatment and intervention plan in the plan, if necessary; he or she participates in defining intervention objectives and means; he or she works with other team members to ensure concerted and coordinated interventions and assess the achievement of objectives.

He or she designs, selects, adapts and prepares the materials necessary for individual or group therapy sessions and recommends the purchase of equipment; he or she provides advice and support to teachers to enable them to adapt their teaching or materials and recommends strategies; he or she meets with parents and provides them with support and advice so as to develop attitudes and skills fostering the student's rehabilitation.

He or she may consult and train resources in the education, medical or rehabilitation community.

He or she advises management staff, prepares expertise, evaluation, briefing and progress reports and makes appropriate recommendations to support decision making.

He or she may also conduct workshops and offer support to groups of parents in conjunction with resources in the education or health and social services network.

He or she prepares and updates files according to the standards related to the practice of the profession and the rules defined by the school board; he or she prepares progress notes or reports as well as end-of-process and follow-up reports on his or her interventions.

### **QUALIFICATIONS REQUIRED**

Be a member of the *Ordre des ergothérapeutes du Québec*.

## **SPEECH THERAPIST OR AUDIOLOGIST**

### **NATURE OF THE WORK**

The position of speech therapist or audiologist encompasses, in particular, responsibility for carrying out prevention, screening and evaluation activities with students experiencing or likely to experience hearing, language, speech or voice problems and for determining and implementing a speech therapy or audiology treatment and intervention plan focussing on developing, restoring or maintaining communication skills of students in interaction with their environment and help them pursue their educational path.

### **SOME CHARACTERISTIC DUTIES**

The speech therapist or audiologist analyzes and interprets the information gathered, evaluates the students' hearing, language, speech or voice functions, including students with handicaps or social maladjustments and students suffering from a mental or neurophysiological disorder attested to by a diagnosis or an evaluation conducted by qualified personnel. He or she determines, as part of an individualized education plan, a speech therapy or audiology treatment and intervention plan to meet the student's needs.

He or she participates in developing and implementing a speech therapy or audiology service, while taking into account the academic and administrative requirements of both the educational institutions and the school board.

He or she participates in the planning, delivery or supervision of activities designed to prevent the onset of communication problems or to detect communication disorders and to complement the activities of the other resources concerned.

He or she contributes to the screening and identification of students experiencing difficulties, using an approach focussing on prevention and intervention; he or she works with a multidisciplinary team to draw up and review a student's individualized education plan by including the speech therapy or audiology treatment and intervention plan in the plan, if necessary; he or she participates in defining intervention objectives and means; he or she works with other team members to ensure concerted and coordinated interventions and assess the achievement of objectives.

He or she works with a class or group of students exhibiting common difficulties or specific problems so as to facilitate their learning and social integration.

He or she provides advice and support to the teacher and explains to him or her the nature of the student's communication difficulties so that he or she may adapt his or her teaching and the instructional materials used; he or she informs the teacher of the effect of the difficulties on the student's or group's learning and social adaptation; he or she ensures the development and adaptation of existing learning materials; he or she participates in choosing oral communication aids.

He or she provides support and the necessary tools to family members and other school resources as well as pertinent advice so as to enable the latter to develop attitudes and skills fostering the development of the student's communication skills. He or she plans, organizes and conducts training, information and awareness-building activities related to communication difficulties.

He or she establishes and maintains collaboration and relationships with partner organizations; he or she contacts the other resources concerned to obtain or provide advice and information; he or she may refer the student or his or her parents to resources appropriate to the situation and needs.

He or she advises management staff, prepares expertise, evaluation, briefing and progress reports and makes appropriate recommendations to support decision making.

He or she prepares and updates files according to the standards related to the practice of the profession and the rules defined by the school board; he or she prepares progress notes or reports as well as end-of-process and follow-up reports on his or her interventions.

### **QUALIFICATIONS REQUIRED**

Be a member of the *Ordre des orthophonistes et audiologues du Québec*.

## PSYCHOEDUCATOR

### **NATURE OF THE WORK**

The position of psychoeducator encompasses, in particular, responsibility for carrying out prevention and screening activities, providing assistance and guidance as well as evaluating the adaptation difficulties and adaptive skills of students experiencing or likely to experience social maladjustments and determining a psychoeducational intervention plan and its implementation in order to create conditions to foster the student's optimal adaptation, restore and develop his or her adaptive skills and autonomy in interaction with his or her environment. He or she provides advice and support to school resources and parents.

### **SOME CHARACTERISTIC DUTIES**

The psychoeducator participates in developing and implementing a psychoeducational service that meets the academic and administrative requirements of both the educational institutions and the school board.

He or she contributes to the screening and identification of students experiencing problems, using an approach focussing on prevention and intervention; he or she plans and conducts evaluations of students' adaptation difficulties and adaptive skills, including students with handicaps or social maladjustments and students suffering from a mental or neuropsychological disorder attested to by a diagnosis or an evaluation conducted by qualified personnel in order to determine the student's overall functioning and psychosocial needs; he or she gathers pertinent information from school or external resources and parents, selects and uses appropriate tests, conducts interviews, makes observations and analyzes data, as part of the individualized education plan, to meet the student's needs.

He or she works with a multidisciplinary team to draw up and review a student's individualized education plan by including his or her action plan in the plan, if necessary; he or she participates in defining intervention objectives and means; he or she works with other team members to ensure concerted and coordinated interventions and assess the achievement of objectives.

He or she works with teachers to develop and implement strategies and projects aimed at helping students who are experiencing or who are likely to experience social maladjustments.

He or she provides assistance and advice to school resources and parents of students with social maladjustments; he or she recommends strategies for working with the students and guides them in adopting attitudes and approaches focussing on the development of desirable social behaviours and coping skills; he or she plans, organizes and conducts training activities.

He or she plans, organizes and conducts, in conjunction with other school or external resources, activities with classes or groups of students experiencing common difficulties or specific problems.

He or she designs, adapts or prepares materials based on the needs and abilities of students experiencing social maladjustments.

He or she advises management staff, prepares expertise, evaluation, briefing and progress reports and formulates appropriate recommendations to support decision making.

He or she provides advice and support to school resources in matters pertaining to the integration of students into regular classes and proposes appropriate intervention means or activities for students.

He or she establishes and maintains relationships and collaboration with partner organizations; he or she contacts the other resources concerned to obtain or give advice and information; he or she may refer the student or his or her parents to resources appropriate to the situation and needs.

He or she may be called upon to help defuse crisis or emergency situations and to propose solutions.

He or she prepares and updates files according to the standards related to the practice of the profession and the rules defined by the school board; he or she prepares progress notes or reports as well as end-of-process and follow-up reports on his or her interventions.

### **QUALIFICATIONS REQUIRED**

Be a member of the *Ordre des psychoéducateurs et psychoéducatrices du Québec*.

## **PSYCHOLOGIST**

### **NATURE OF THE WORK**

The position of psychologist encompasses, in particular, responsibility for prevention and screening activities, providing assistance and guidance to students experiencing or likely to experience social maladjustments or learning difficulties, evaluating the psychological and mental functioning and determining an individualized education plan in order to foster psychological health and restore mental health of students in interaction with their environment and support them in their educational path and in their personal and social development.

### **SOME CHARACTERISTIC DUTIES**

The psychologist participates in developing and implementing a psychological service that meets the academic and administrative requirements of both the educational institutions and the school board.

He or she contributes to the screening and identification of students experiencing problems, using an approach focussing on prevention and intervention. He or she plans and conducts evaluations of the students' psychological and mental functioning, including students with handicaps or social maladjustments and students suffering from a mental or neuropsychological disorder attested to by a diagnosis or an evaluation conducted by qualified personnel. He or she selects and uses recognized standardized psychometric tools; he or she conducts interviews and makes observations, analyzes and interprets the observations and data gathered. He or she determines, as part of an individualized education plan, a psychological intervention plan to meet the student's needs.

He or she works with a multidisciplinary team to draw up and review a student's individualized education plan by including his or her action plan in the plan, if necessary; he or she participates in defining intervention objectives and means; he or she works with other team members to ensure concerted and coordinated interventions and assess the achievement of objectives.

He or she helps teachers determine the nature of the problem; provides them with advice and support in their educational process; he or she suggests or applies solutions conducive to improving the conditions for the success of a student or a group of students; he or she plans, organizes and conducts training activities.

He or she works with students, groups of students or parents, helps them identify difficulties, supports them in exploring solutions and, as needed, recommends resources.

He or she advises management staff, prepares expertise, evaluation, briefing and progress reports and formulates appropriate recommendations to support decision making.

He or she provides advice and support to school resources in matters pertaining to the integration of students into regular classes; he or she proposes appropriate intervention means or activities for a student or a group of students.

He or she may be called upon to help defuse crisis or emergency situations and to propose solutions.

He or she develops and maintains relations with representatives of partner organizations, the health and social services network and school boards.

He or she prepares and updates files according to the standards related to the practice of the profession and the rules defined by the school board; he or she prepares progress notes or reports as well as end-of-process and follow-up reports on his or her interventions.

### **QUALIFICATIONS REQUIRED**

Be a member of the *Ordre des psychologues du Québec*.

## TRANSLATOR

### NATURE OF THE WORK

The position of translator encompasses, in particular, responsibility for the translation and correction of various texts or documents issued by or addressed to the school board. It also encompasses responsibility for the preparation and update of documents related to the work of a translator.

### SOME CHARACTERISTIC DUTIES

The translator translates, in general, from French to English and from English to French, various texts such as: reports, speeches, correspondence, notices, resolutions and documents of an educational nature.

He or she conducts the necessary terminology research (dictionaries, specialized books, translation software) or consults specialized colleagues.

He or she collaborates in drafting texts, in English or French, corrects proofs and documents translated by others and provides linguistic information.

He or she translates, on occasion, texts in a language other than French or English, and determines the priority of the texts to be translated.

He or she keeps current a collection of books, a terminology bank relating to his or her work and a specialized lexicon.

### QUALIFICATIONS REQUIRED

A bachelor's degree in an appropriate specialty, notably translation

## CERTIFIED TRANSLATOR

### NATURE OF THE WORK

The position of certified translator encompasses, in particular, responsibility for the translation and correction of various texts or documents issued by or addressed to the school board. It also encompasses responsibility for the preparation and update of documents related to the work of a translator.

### SOME CHARACTERISTIC DUTIES

The certified translator translates, in general, from French to English and from English to French various texts such as: reports, speeches, correspondence, notices, resolutions and documents of an educational nature.

He or she conducts the necessary terminology research (dictionaries, specialized books, translation software) or consults specialized colleagues.

He or she collaborates in drafting texts, in English or French, corrects proofs and documents translated by others and provides linguistic information.

He or she translates, on occasion, texts in a language other than French or English, and determines the priority of the texts to be translated.

He or she keeps current a collection of books, a terminology bank relating to his or her work and a specialized lexicon.

### QUALIFICATIONS REQUIRED

Be a member of the *Ordre des traducteurs, terminologues et interprètes agréés du Québec (OTTIAQ)*.

## **SOCIAL WORKER**

### **NATURE OF THE WORK**

The position of social worker encompasses, in particular, responsibility for carrying out prevention, promotion and screening activities, evaluating the social functioning of students and groups of students experiencing or likely to experience emotional, social, school or family problems as well as determining and implementing a social intervention plan in order to support and restore social functioning, foster the student's optimal development in interaction with his or her environment and help him or her pursue his or her educational path.

### **SOME CHARACTERISTIC DUTIES**

The social worker contributes to the screening and identification of students experiencing social, family, personal or school problems, using an approach focussing on prevention and intervention; he or she evaluates the students' social functioning, including students suffering from a mental or neuropsychological disorder attested to by a diagnosis or an evaluation conducted by qualified personnel by means of a study and compilation of the information contained in the student's record, direct observations, interviews, consultations and questionnaires in order to determine the student's overall functioning and social needs. He or she implements, as part of an individualized education plan, a social intervention plan to meet the student's needs.

He or she works with a multidisciplinary team to draw up, implement and review a student's individualized education plan, while taking into account the personal, family, school and social context to help him or her overcome his or her problems as well as to develop and maintain his or her motivation in school; he or she works with other team members to ensure concerted and coordinated interventions and assess the achievement of objectives.

He or she conducts individual or group counselling sessions with students and ensures follow-up with parents; he or she may refer the student or his or her parents to resources appropriate to the situation and needs; he or she works with representatives of partner organizations.

He or she provides advice and support to teachers and to other school resources to better meet the student's needs and to provide necessary support and supervision to ensure the student's progress and success in school.

He or she participates in the preparation, promotion and delivery of screening, awareness-building and prevention programs on topics related to the problems experienced by youths.

He or she advises management staff, prepares expertise, evaluation, briefing and progress reports and formulates appropriate recommendations to support decision making.

He or she may be called upon to help defuse crisis or emergency situations and to recommend solutions.

He or she prepares and updates files according to the standards related to the practice of the profession and the rules defined by the school board; he or she prepares progress notes or reports as well as end-of-process and follow-up reports on his or her interventions.

### **QUALIFICATIONS REQUIRED**

Be a member of the *Ordre professionnel des travailleurs sociaux et des thérapeutes conjugaux et familiaux du Québec*.