



New Classification Plan for Professional Staff

In January 2013, the FPPE requested that the professional staff classification plan be updated. Primarily, we wanted the plan to take account of activities reserved under Act 21, but we also wished to add certain job classes (Music Therapist, Archivist, and Accountant) and modify the descriptions for Education Consultant and Remedial Teacher.

Management accepted our request and created a committee. In November 2015, after several meetings, Management presented us with the presumably final result of our work. It had accepted a certain number of our recommendations, specifically those concerning activities reserved under Act 21, but added a new requirement, namely that we refrain from using the changes to the classification plan as arguments in a potential grievance regarding the 2015 pay equity. We of course refused this condition and all work was suspended.

At the time of the agreement-in-principle, nothing indicated that the classification plan would be updated.

Faced with this stalemate and in the context the 2015 pay equity, we elected to file a complaint with the Treasury Council for bad faith bargaining.

In May 2016, just before the FPPE Congress, Management informed us that the classification plan would ultimately be reissued as presented in November 2015. This was good news and we spread the word.

After the Congress, we took the time to review the version that we had received in November 2015, as we remembered having made certain comments. We decided to suggest a minor amendment concerning Act 21 with the aim of clarifying the text. Only in early November 2016 did we receive a final answer to the effect that the classification plan would be reissued as presented to us in November 2015. It should be noted that the classification plan is a Management document, and that, although the latter claims to be open to our suggestions, it has the final say.

Though not perfect, the new classification plan is inarguably better than the previous one with regard to activities reserved under Act 21. We are also pleased with the addition made to the characteristic responsibilities of the Counsellor in Reeducation job class:

Together with the multidisciplinary team, he or she participates in developing and reviewing the student intervention plan by incorporating, if necessary, his or her action plan; he or she participates in identifying the objectives and means of intervention, such as the use of arts, music or other means of expression ...

Indeed, we had long been trying to have the Music Therapist job class added to our classification plan. Management has not obtained the required mandates to add any job classes, but it did propose a compromise to us which will henceforth allow school boards to hire professional Music or Art Therapists. We will inform their association.

Of course, over the next few years, we will continue to strive to make further improvements to our classification plan. However, thanks to our bad faith bargaining complaint, we are proud to have forced the Treasury Board to make this update while withdrawing its unacceptable request.

The new classification plan can be found on the FPPE website at the following address:

⇒ [French School Boards](#)

⇒ [English School Boards](#)

For Partnerships That Are Respectful of Public Professional Services

When Quebec's new Youth Policy was made public in April 2016, we learned that the Youth Secretariat would be investing more than \$200 million over 5 years for the Youth Action Strategy. These investments will go towards funding for organizations that offer services and develop projects related to the implementation of the Youth Policy. Specifically, \$75 million is being allocated over a period of 5 years to the Créneau carrefour jeunesse (CJE) grant program for the implementation of social autonomy and academic perseverance services for youth with difficulties, as well as for local entrepreneurial and volunteer projects. Since 2015, as funding for youth employment centres (CJE) has been more closely associated with projects rather than with the mission, the CJEs are developing a new range of activities through projects targeting school retention (25 pilot projects, mostly in the school boards).

A preliminary survey conducted by FPPE unions amongst the school boards leads us to believe that the effects of these changes are already being felt, with CJEs becoming increasingly insistent on offering academic services.

The FPPE unions that convened at the Federal Council adopted an action plan aiming to clarify the role of the CJE's resources in the context of partnerships with the school board, and to ensure compliance with exclusive competences and tasks stipulated in the classification plan of school board professionals.

We recognize the relevance of collaborating and implementing certain partnerships with different actors of society in order to improve academic success, and we know that successive cuts in services make the school teams vulnerable. However, such projects must be considered as complementary, and not as a replacement for services that should be offered by school board staff.

The process aims both to preserve public services and to defend the rights of school board professionals.

Have you witnessed this type of situation? If so, do not hesitate to notify your union.