

Editorial

La Passerelle



Johanne Pomerleau,
President FPPE(CSQ)

As winter is dragging its feet and spring is slow to arrive, the FPPE has its plate full with meetings with the opposition party and the assistant deputy minister, investigations into professional activities, pay equity procedures, participation in various ministerial committees and in those following the negotiations, etc. This Passerelle provides information on topics, some of which specifically affect one group or another. It provides an overview of the various issues we are working on, in addition to the procedures we are tirelessly pursuing to obtain recognition of the essential role played by education professionals working for school boards, and to ensure, in conjunction with the unions, that the promises made by the government regarding resources are fulfilled by hiring professional staff.

Also, I cannot conclude without greeting the professionals of the Kativik School Board in Quebec's Far North. While negotiations have ended for all groups, this school board's professional professional, teaching and support staff still have not negotiated and signed a collective agreement. We are highly concerned with this situation that we consider totally unacceptable, and it is why the CSQ, FPPE and unions in question are sparing no effort to work toward reaching an agreement with the employer who is purposely dragging its feet.

Solidarity!

Pay Equity !

Now that the health sector's raiding period and that of switching allegiances has ended, we are anticipating a call from the Conseil du trésor in the upcoming weeks to pursue and, hopefully, conclude the 2010 complaints.

Failing a rapid resumption of work, the unions will have to meet to seriously consider ending the conciliation and ask the Commission to proceed by investigation. This is not our first choice, as it will result in new delays, but if the employer refuses to move, we will be left with no other choice. Rest assured that we will keep you informed as soon as there are any new developments.

A few weeks ago, we were contacted with regard to complaints from 2015, and the Commission de l'équité salariale does not intend on proceeding in the same manner as for the complaints from 2010 since conciliation is not considered beforehand. It investigates, starting with the categories that do not involve 2010 complaints. In our case, all our job categories involved in a 2015 complaint are also involved in a 2010 complaint. We strongly hope for a resolution concerning 2010 cases!



AVSEC

A few weeks ago, I had the opportunity to participate in the education summit on the environment and eco-citizenship. I had the opportunity to advocate the importance of AVSECs in this matter, and to denounce the SASEC's

deplorable situation occurring in too many school boards. The FPPE continues to use every available forum to denounce the situation and to ask the ministry to address this situation and reinvest in this service. We have done it in recent months with all the opposition parties and with the assistant deputy minister. The FPPE also supported two doctoral research requests that directly affect this job category. One of these research projects, overseen by UQAM and which aims to establish the connection between social involvement and student retention, is already underway. Regarding this project, you could be invited to fill out a survey in the upcoming weeks. We hope that many of you will participate.

Psychologists



Psychologist Bonuses and Absences:

The FPPE is lobbying for the management negotiating committees to change their position on the applicability of the bonus during maternity or disability leaves. A recent decision of the Quebec Court of Appeal appears to invalidate their interpretation, based on the fact that the said bonus should not be paid during these leaves, as it is a "benefit" and not a wage. It was deemed that such a distinction with regard to paying the benefit is discriminatory under the Charter of Human Rights and Freedoms. If you are in either one of these situations, contact your union.

Bonus Payment for Supernumerary and Replacement Staff:

As for the problem you were informed of in the letter of November 18, 2016, regarding the difference between a bonus in the health sector and one in the education sector, we are still waiting for the employer to get back to us on the matter. The delay is due in particular to changes in employer representatives. We are doing everything in our power for the adjustments to be agreed upon so that they can take effect in 2017-2018.

Material Resources Professionals

Following the resolution passed by the Congrès to look into the work of physical resources professionals working in school boards and into their contribution to public schools, the FPPE is organizing a meeting. It will bring together the members in question (engineers and architects) from the CSMB, CSDM, CSRDN and CSMV school boards. The FPPE hopes to address the salary, attraction and retention issues. It also hopes to discuss current issues involving school buildings. A questionnaire will be created for the purpose of documenting the question of attraction and retention among material resources professionals and will be sent to the members in question, as well as to the union representatives in all the school boards.



Education consultants

Several cross-sectoral committees were created at the conclusion of the negotiations in December 2015. Two of these involve education consultants. In a letter dated January 31, 2017, these members were informed of the follow-up made by their respective committees. Since then, meetings have been held and much work has been done to prepare the union's arguments. The FPPE actively worked in this matter. In the upcoming weeks, unions will send education consultants at the school and college level a link to a survey that will help us improve the arguments concerning the attraction and retention problem. We are hoping for a good response rate. Regarding the monitoring committee that is discussing salary ranking for five mixed job categories, including that of education consultants, meetings are ongoing. As a second step, we may request our members' cooperation for this component.



Speech Therapists

A few weeks ago, the FPPE was approached by a speech therapist from the Laurentian region, who took the initiative to launch a movement to request better access to public speech therapy services. While her initial focus is on her region, her arguments can apply to other regions of Quebec. Her request involves the health and school sectors, and all union organizations were addressed. After reading her arguments, we assured the instigator of this movement that the FPPE was very concerned with the children's needs and the lack of resources in the education sector, and that we have been demanding more professional resources for a long time. We committed ourselves to informing our members of the movement and to support the initiative. To read the FPPE union-affiliated speech therapist's arguments and requests, and to see how this member has decided to take the bull by the horns, visit these links: [Projet pilote Laurentides](#) and [Une fenêtre d'opportunités](#).

Banking on the Expertise of Professional Staff to Ensure a First, Successful School Transition

By Sophie Massé,
Vice president

The Fédération des professionnelles et professionnels de l'éducation du Québec (FPPE-CSQ) conducted a survey to get a clearer picture of its members' work with 4-year-olds and their parents.

The professional staff in question, mainly preschool education consultants (PEC), assist, inform and support the parents of 4-year-olds in their role as educators to ensure their child's overall development. They work within the framework of the Passe-Partout program, which is offered in several school boards of the province and which greatly contributes to a first, successful school transition. Also included are professionals—which unfortunately far too few—such as speech therapists, psychologists, psychoeducators and remedial teachers who conduct early childhood screenings and interventions. Education consultants are also called upon to support, train, and assist junior kindergarten and kindergarten teachers.

The survey results lead the FPPE to issue four main recommendations:

- 1. Formalize and ensure the coordination of measures to support a first, successful school transition within the continuum of the education services provided by Quebec's Ministère de l'Éducation.**

It is acknowledged, by the Commission sur l'éducation à la petite enfance (2017) and the Conseil supérieur de l'éducation (2012), that significant shortcomings exist in terms of coordinating public services for 4-year-olds and their parents. A better continuity is needed between educational daycare and school services, and that is, for all children. This type of continuity must also include MSSS services, as this is a basic requirement to ensure the quality of services.

- 2. Implement the Passe-Partout program in all of Quebec's school boards to help support parental skills and foster a first, successful school transition.**
- 3. Acknowledge the preschool education consultants' expertise and their role as a pivot agent in terms of first, successful school transitions.**

The PECs' role is already similar to that of a pivot agent's role in the Passe-Partout program, and their expertise in this area must be recognized. These professionals work in close collaboration with the parents and work with educational daycare services, family community organizations, and MSSS stakeholders. PECs are key players on the school team and relay with the teaching, professional and support staff, in addition to advising management.

We deplore the fact that few PECs have regular, full-time positions. It is unacceptable that 30% of the preschool education consultants hold a supernumerary position.

4. Add regular professional resources to school boards offering services to preschoolers.

In many school boards, the professional/student ratio is disastrous. For example, according to the FPPE's calculations, in 2014-2015 there were an average of more than 2,800 students per speech therapist, close to 1,800 students per psychoeducator, and 2,075 students per psychologist. Even worse, 375 positions were cut between 2014 and 2016. Professional employees often bear the brunt of budget cuts. We know that delaying screenings or early interventions for preschool children with learning difficulties due to lack of professional resources is directly detrimental to educational success.

At the Conseil federal held on March 2017, the 19 FPPE unions unanimously adopted an action plan to be implemented at the national and local levels. We hope that the Department of Education and the school boards will take these recommendations into account, especially since they echo the government's budget commitments regarding the Partir du bon pied au préscolaire et en 1ere année du primaire initiative.

[To read the report](#)

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