

CHANGING THE WORLD
ONE STUDENT AT A TIME



FÉDÉRATION DES PROFESSIONNELLES
ET PROFESSIONNELS DE L'ÉDUCATION
DU QUÉBEC (CSQ)

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[Sophie Massé](#)

Vice-president, FPPE(CSQ)

What's in store for the 2020 school year

Over the past few weeks, the FPPE has held several meetings for discussions with groups of professionals in speech therapy, occupational therapy, psychology, school guidance, psychoeducation, and remedial education. It also brought to the table education consultants, social workers and members working in adult education and vocational training from different regions of Quebec, to learn more about their professional experience over the course of the pandemic and to find out what will be needed in the field in preparation for the fall back-to-school season. Right from the very beginning of the crisis, professional staff members have been closely involved with the students, their families and school teams and are keenly aware of the serious needs of our more vulnerable students. So, we wanted to hear their perspective and solutions.

These meetings provided an excellent opportunity for sharing among colleagues in the same job classes; they also allowed the FPPE to gather the information it requires to feed our political demands to the Department of Education and establish the media positions of the FPPE, as well as helping to break the isolation of confinement and encourage networking among members. We will continue to reflect on how we can pursue this path using the technological tools now available to us, especially now that we have integrated them into our practice.

This issue of Passerelle presents the main findings from these meetings. While realities may be different

across the various regions of the province, our members do share many similar concerns and they managed to quickly reach consensus on certain aspects.

Sophie Massé,
Vice-president, FPPE(CSQ)

A plan for the fall

**Marie-Eve Quirion,
Conseillère en Action professionnelle, FPPE(CSQ)**

On June 16, Minister Jean-François Roberge revealed his back-to-school plan for September. The school system's partners have all been urging the Minister to make this announcement as the system is in dire need of vision, clear guidelines, predictability, and transparency. National guidelines need to be well-defined, while allowing for sufficient flexibility in implementation to allow for autonomy and professional judgment.

The main element of this plan is that school will be compulsory for all students once again. Unless new public health guidelines decree otherwise, all students will attend school. However, hybrid learning options (face-to-face and distance learning) are possible for students in secondary years 4 and 5, as well as for students in vocational training (VT) and general adult education (GAE).

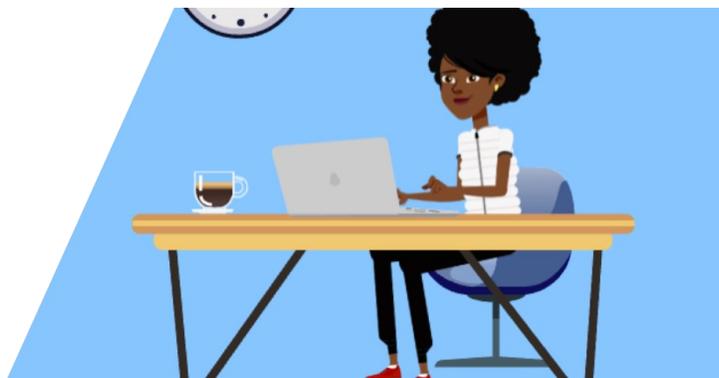


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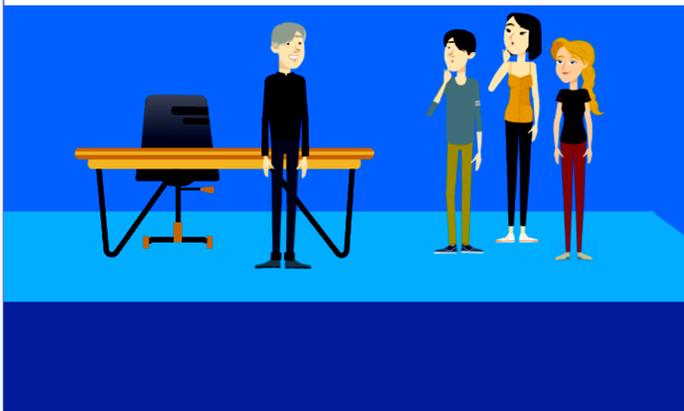


[In this document](#), the Department specifies the applicable distancing rules and presents the guiding principles for remedial measures, logistical aspects, special programs and optional courses, etc. For vulnerable students, however, we feel that the information remains incomplete. An update is desperately needed to establish an intake protocol and for the deployment of complementary educational services to facilitate remedial work, coaching, screening, and evaluation of students, as well as the updating of intervention and collaboration plans for the MEES-MSSS.

An important aspect of the departmental plan is the publication of [an emergency protocol](#). The protocol specifies interventions that are the responsibility of service centres, institutions, and the department. This document is given as a checklist, providing guidance on management, communication, materials and information resources, educational services, support for students with disabilities and special needs, and mental health and wellness support.



The Department's guiding principles for the fall plan are care and attention; clear departmental instructions; flexibility in choice of means; fairness; joint decision-making; and planning for all contingencies. Hopefully, this plan, which is still being refined, will make it easier for school teams to work together in the new school year.



Where are all the at-risk students?

From the first weeks of the pandemic, many professionals have carried out emergency follow-ups with students in at-risk environments as there were concerns, even in the short term, about the impact of confinement.

Remember, the school system is also a social safety net for many children. Given that schools are where the school staff take action, reaching these students is a real challenge. [\[Read more\]](#)

Catching Up and Supporting Students—The Need for In-Person Services

This fall, there will be periods of learning consolidation, updating and catch-up to be considered. Many students will need additional support, including remedial education. More frequent behavioural problems must also be anticipated, hence the need for additional resources, such as psychoeducation. Intervention plans will have to be updated and students presenting new problems will have to be taken care of, which will mean all staff members will be working with students with disabilities and special needs. Let us not forget the desperate need for psychosocial services, as well as the importance of universal services that promote socialization and getting along with others.



Almost all members who participated in the FPPE discussion meetings indicated that, in order to best support students (through preventive, universal or targeted actions), teachers and the entire school team, including professionals, must be able to interact face-to-face. More than ever, there is a need to ensure equal access to professional services, hence the need for additional resources. [\[Read more\]](#)



Sophie Massé,
Vice-présidente

Jacques Landry,
Président

Jean Martineau,
VPAA

The Executive Office wishes you a wonderful summer and a great vacation. Rest, recharge, and stay safe.

Safety, well-being at school and mental health: awaiting government responses

Everyone agrees on the importance of taking care of our children. Between the Laurent Commission and the Mental Health Action Plan in the context of COVID-19, what does the government have planned for the public school system? On June 9 this year, the Conseil supérieur de l'éducation (CSE) published an enlightening report entitled *Le bien-être de l'enfant à l'école: faisons nos devoirs* (The well-being of children at school: let's do our homework). Many of the recommendations in this report were also made by the FPPE. [\[Read more\]](#)

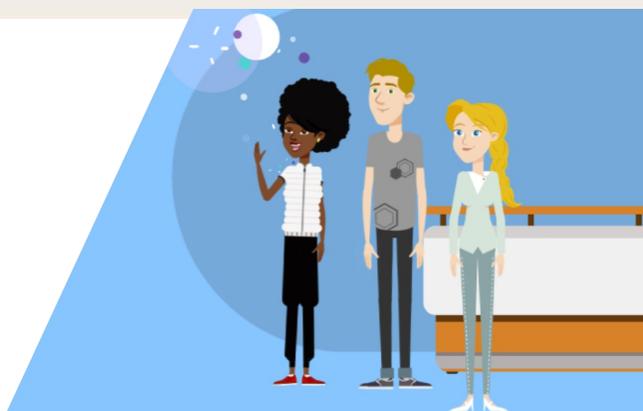
Technological Tools and the Digital Shift

Who could have foreseen on March 12 that Internet access would become a key essential service? How can we justify the gap between public and private school systems in terms of this digital shift? Beyond access and technical knowledge of the tools, what about technopedagogical support? Have we learned enough from this period of confinement to put everything in place to ensure learning continuity at a distance in the event of a second wave? While it may not necessarily take the form expected, the digital shift in the school environment is well and truly underway. [\[Read more\]](#)



The Impact of an Exciting Plan for the Future

Several experts are already pointing to the increased risk of dropping out of school as a result of the pandemic. Our members want to be part of the solution to rekindle the motivation needed to stay in school. Think of teenagers left to their own devices for several months, vocational training (VT) students for whom school and career plans have been completely turned upside down, and general adult education (GAE) students, who have often had to overcome various problems or failures at school in the past. Getting back the motivation, but also the conditions for staying in school is quite a challenge. [\[Read more\]](#)



Socialization as Part of the School's Mission

It is essential to remember that the mission of school is not solely to educate, it also qualifies and socializes students. Our staff is concerned about certain abuses that might occur if, due to a lack of time, we are only able to teach basic knowledge. The mission of schools, and the broader notion of educational success, may be lost in favour of qualification. What will be left of generic skills?

For many students, the pandemic was a form of bereavement, whether the due to loss of a loved one or mourning "a former life". The impact of this lack of socialization should not be underestimated. While some students will require individualized professional services, all students benefit from a caring school environment. The school must remain a living environment where students have collective experiences, learn to exchange, share, resolve conflicts and... in short, learn to live together. To accomplish this, universal services are a must. [\[Read more\]](#)

Facilitating School Transitions

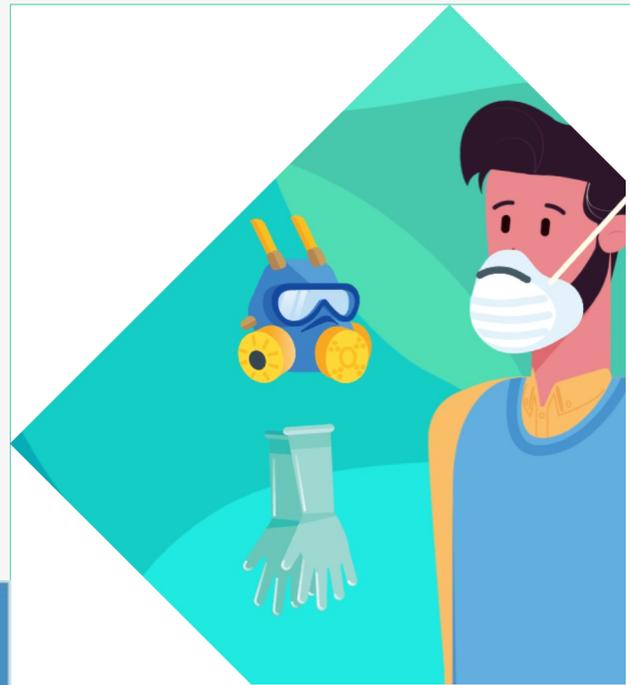
For many students, 2020 is a transition year and the pandemic is quietly disrupting their plans. Whether it is the first school transition, the primary-secondary transition, transitions to VT, GAE, employment-oriented programs, college and university, or the labour market, these are pivotal, transformative times. Transition periods require special support to foster confidence, introspection and adaptability. [\[Read more\]](#)

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Caring for staff and rethinking work organization

Professionals specializing in helping relationships shared their concerns about the suffering of their colleagues who have experienced moments of frustration and fear, and more importantly, many feel isolated, overwhelmed, and helpless. There is a need for increased support for school staff.

Additionally, in anticipation of the fall, there is a need for clear public health guidelines for remote working and protective measures. Some of our members will be requiring accommodations to continue remote working, especially those who are immuno-suppressed or over 70 years of age. Specific cases should not be decided arbitrarily by their employers. We need clear health and safety standards. The same applies to access to and proper use of protective equipment and to a clarification of terms regarding permitted actions. [\[Read more\]](#)



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