

# LA PASSERELLE

Elections 2018

## *BACK TO SCHOOL MESSAGE*

### In this issue

#### PAGE 1

Back to school message

#### PAGE 2

- ♦ New validation method
- ♦ Parties' Commitments to Education

#### PAGE 6

The Current Situation in Quebec Schools

#### PAGE 7

Reading Suggestions



Johanne Pomerleau,  
President FPPE(CSQ)

The hustle and bustle of the new school year is only beginning to wind down and, for many of you, the ball is already rolling at high speed! Like all school years, this one will be no different.

Successes, challenges, resolutions, good and bad news—all of this at a frantic pace! It'll be the same for your FPPE representatives. With negotiations set to begin in the fall of 2020, a tour will be held this fall in all regions of Quebec to begin consultations. We hope to see many of you there. Add to this tour the provincial elections, the maintenance of 2010 pay equity, the establishment of a ranking system for education consultants, the introduction of the new salary structure on April 2, 2019, the FPPE Conference in May, as well as all the usual surprises, and we are in for a busy year! Rest assured that the members of the Executive Board, the unions, and the entire staff of the FPPE are working tirelessly to defend and promote our professions, and that we will keep you up to date on all these matters throughout the year through La Passerelle.

Speaking of good news, I invite you to read the article on the new validation method. Although not yet perfect, it is clear that the recommendation issued by the FPPE last June has paid off. I also in-

vite you to have a look at the comparative table listing the promises of the various political parties regarding education and professional services.

Happy reading, and I wish you a great school year!

Johanne Pomerleau,  
President

### Equity program :

#### Last minute news

**The government is dragging its feet.**

We invite you to read [the press release](#) sent by all the unions.

Get a quote  
and Save.



 thePersonal

## New validation method, quality assurance component: a win for the FPPE

In last June's edition of *La Passerelle*, [an article](#) was devoted to the new validation method for students with disabilities or severe behavioural disorders being followed up. The financial and quality assurance components were presented along with an explanation that the latter will replace the systematic validation of new students diagnosed through a sampling verification .

The article highlighted the main expected challenges and presented the [recommendation](#) issued by the FPPE. We have recently received the [final version](#) of the quality assurance component and are pleased to see that our voice was heard. Indeed, the final version didn't include the new "short" form, which had to be filled out when diagnosing clients with disabilities or severe behavioural disorders. This form was problematic because the case summaries as well as the synthesis and evaluation reports used to determine the difficulties of a particular student had to be attached to it despite the fact that the case could be verified through sampling two or three years later. We argued that, at this stage, in addition to causing privacy issues, this obligation was contrary to the Department's desire to reduce the administrative workload of the professionals involved.

The new version now reads as follows: "Each school board determines its own practices with respect to management and documentation when applying criteria to attribute a difficulty code in order to, among other things, provide information as part of the sampling verification process presented below."

The following is also mentioned with respect to the verification form to be used when a case is selected for sampling (long form quite similar to the one used for validation): "This form may also be useful, in whole or in part, to school boards wishing to follow up on the new diagnostic difficulty codes ."

There are also other interesting changes, such as the accuracy of the approval of equivalent diagnostic conclusions.

We have informed the Department that we will be monitoring the implementation of the new procedures in the various settings.

We therefore ask that you inform your union if the school board requires you to submit all your reports when diagnosing a new student with a disability or severe behavioural disorder rather than during the sampling verification, or if you are experiencing problems related to the application of the new procedures. Interventions may be carried out locally or nationally if the situation so requires.

Johanne Pomerleau, president FPPE

#Qc2018

## Parties' Commitments to Education

**Since provincial elections are now held on fixed dates, the FPPE adopted a communications and political action plan in the winter of 2018 for the October elections.**

Among other things, this plan involved meetings with various political parties. With the exception of the Quebec Liberal Party, which did not respond to our invitation, Johanne Pomerleau and myself met with representatives of all the main parties—namely Québec solidaire, the Parti Québécois and the Coalition Avenir Québec—during the spring.





We spoke with them at length about the issues facing education professionals as the electoral platforms took shape behind the scenes. As a result of these discussions, links and information channels between the Fédération, the parties' spokespersons on matters relating to education, as well as their political staff were either established or strengthened. Among other things, the discussions allowed us to better equip the parties with tools to facilitate the collection of data about professionals, and





also made it possible for us to react quickly and in a direct manner when responding to problematic announcements such as that of the CAQ concerning education consultants.





The results of these meetings are satisfactory. All the parties now demonstrate firm and clear commitment to professional services. Such a commitment was non-existent during the 2014 campaign.

These exchanges also provided us with first-hand information on the respective platforms of the different parties. Here is a summary of each party's commitments with respect to the main issues related to education in this campaign. Please note that this table is not complete. Several announcements are yet to be made, more specifically on the fiscal framework each party will be proposing.

Karine Lapierre, Communications Consultant

	Coalition Avenir Québec 	Quebec Liberal Party 	Parti Québécois 	Québec solidaire 
Professional services	<ul style="list-style-type: none"> <li>▪ A lower limit for professional services in all schools, with additional funds to meet the most pressing needs.</li> <li>▪ Addition of 400 professionals in preschool (4 years old)</li> <li>▪ Primary school: From preschool, systematic monitoring of learning difficulties and implementation of intervention strategies through the addition of specialized human resources (speech therapists, psychoeducators, special education teachers, etc.).</li> <li>▪ Secondary school: Addition of career guidance.</li> <li>▪ Focus: Creation of specific positions for expert and distinguished teachers who will, among other things, act as educational consultants in schools. <b>Possibility of abolishing the “education consultant” occupational group.</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Improve the Right from the Start initiative introduced in 2017 to add a second teacher, other professional, or technician to each kindergarten and first grade classroom. At a cost of \$384 million per year, this initiative has already made it possible to hire 8,500 people (according to the Liberals). An additional 5,600 people would be required for two adults to be present in each kindergarten and first grade classroom by 2022.</li> </ul>	<p>Establish a guaranteed minimum for direct professional services to students attending public schools and adult education centres.</p> <p>Ensure the early identification of students who may have learning disabilities or behavioural difficulties, starting from preschool, by providing teachers with the necessary support and appropriate services, particularly in disadvantaged areas.</p>	<ul style="list-style-type: none"> <li>▪ Significant addition of professionals in schools (2,300).</li> <li>▪ Increase services to students.</li> <li>▪ Improve support for teaching and non-teaching staff.</li> <li>▪ Commit greater resources to schools in disadvantaged areas.</li> </ul>

	Coalition Avenir Québec 	Quebec Liberal Party 	Parti Québécois 	Québec solidaire 
Education funding	<ul style="list-style-type: none"> <li>▪ Indexing budgets to keep pace with the increase in system costs and additional funding for the announced measures.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Addition of \$3B over 5 years (about \$500M/year).</li> <li>▪ \$400M per year over 10 years for the expansion and construction of schools.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pass a bill establishing a budget protection policy for education, child care, and youth protection services.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reinvest massively in the public system.</li> <li>▪ Implement free education, from childcare centres to university.</li> </ul>
School boards	<ul style="list-style-type: none"> <li>▪ Abolition and transformation into school service centres.</li> <li>▪ Strengthen the role of the Resource Allocation Committee by giving it significant decision-making authority over determining regional needs. This would allow the committee to ensure fairness among schools within the same area and make decisions with respect to resource sharing and the complementarity of specific projects.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Maintain current standards.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Nothing mentioned.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Maintain current standards.</li> </ul>
Funding of the private school system	<ul style="list-style-type: none"> <li>▪ Status quo.</li> <li>▪ The CAQ defends parents' freedom of choice.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Status quo.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Significantly and gradually reduce public funding for private schools during the first mandate with a view to promoting public schools; invest the recovered funds in</li> </ul>	<ul style="list-style-type: none"> <li>▪ Adopt a plan to gradually transfer the subsidies given to private schools to the public education system and allow these schools to integrate into the public system together</li> </ul>

	Coalition Avenir Québec 	Quebec Liberal Party 	Parti Québécois 	Québec solidaire 
			the public education system. <ul style="list-style-type: none"> <li>Also review public school funding, accessibility and associated costs.</li> </ul>	with their staff.
Real estate and infrastructure	<ul style="list-style-type: none"> <li>Accelerate ongoing and planned projects to eliminate the maintenance deficit as quickly as possible.</li> </ul>	<ul style="list-style-type: none"> <li>Continue the school renovation project, launched in the spring of 2016, with the objective of closing all antiquated school buildings in Quebec by 2030.</li> <li>Prioritize schools as part of the Plan québécois des infrastructures (PQI).</li> <li>Make sure the objective of all school expansion or construction plans is to create laboratory schools.</li> </ul>	Accelerate infrastructure investments to renovate and maintain public school buildings with a focus on construction quality as well as on the health and safety of staff and students.  Hold architectural competitions when building new schools and undertaking major renovations, especially in disadvantaged areas.	<ul style="list-style-type: none"> <li>Adopt a national plan to renovate and maintain public schools, giving priority to the health and safety of staff and students.</li> <li>Review the contract-awarding process for the construction of new schools to promote innovative, inviting and stimulating architecture.</li> </ul>



# Working Conditions and Budget Cuts: The Current Situation in Quebec Schools

*Report by the Institut de recherche et d'informations socioéconomiques (IRIS)*

**Since 2003–2004, underfunding in Quebec school boards is believed to have reached \$1.4B in 2016–2017, and there has been a 34% increase in the number of students with disabilities, adjustment problems or learning disabilities. A research paper published by the IRIS to mark the new school year examines the effects of this situation on the working conditions of school staff.**

The survey, conducted with 8,500 education staff members (teaching, professional and support staff) in the public system in all regions of Quebec, reveals, among other things, that a significant amount of overtime is worked in all job categories. Despite the increase, only a fraction of this overtime is actually recognized, either as time or monetary value. The lack of human and material resources makes it more difficult for education staff to properly perform their duties. In fact, a significant proportion of the professional staff assert that they do not have the time to meet the needs of students, provide the necessary follow-up, take preventive action, or plan and design work.

The survey reveals that good relationships with colleagues, whether in the same job category or not, nevertheless make it possible to build a better work environment. However, tensions between colleagues have increased and workers have become more isolated as a result of the budget cuts.

The IRIS concludes that conditions are not in place to allow school staff to provide services that meet the needs of Quebec students.

## **To read the report (in French only):**

[https://cdn.iris-recherche.qc.ca/uploads/publication/file/IRIS\\_etude\\_condition\\_de\\_travail\\_education\\_aout2018\\_WEB.pdf](https://cdn.iris-recherche.qc.ca/uploads/publication/file/IRIS_etude_condition_de_travail_education_aout2018_WEB.pdf)

Sophie Massé, vice-president



## Reading Suggestions

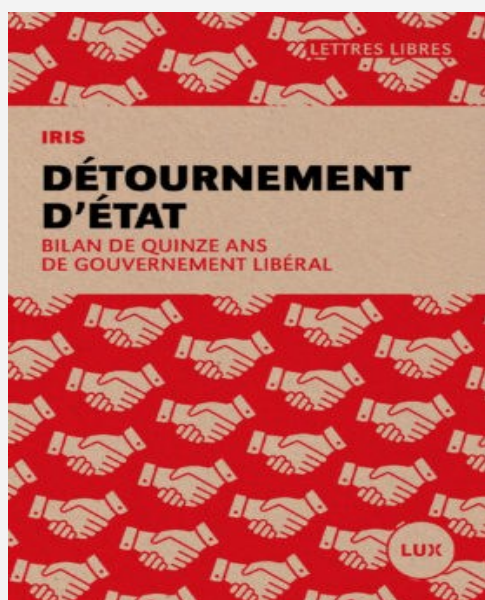
### State Misappropriation

This essay was written by Julia Posca and Guillaume Hébert for the *Institut de recherche et d'informations socioéconomiques (IRIS)*.

"At the turn of the 1960s, all agreed that Quebec was taking shape, and enthusiasm was palpable among the population. Nowadays, such excitement is relatively unheard of. We now live in an age of resentment and resignation; nobody wants a neoliberal state anymore. We accept it as something inevitable; post-2003 Quebec no longer collectively knows what it wants."

Since coming to power, the QLP has so profoundly transformed Quebec that, today, almost all parties follow suit and accept the legacy of those they aspire to replace. Although the minutest detail of the liberal policies is oft-criticized, the fact remains that their true essence is still held in great esteem. Needless to say, this legacy will have a lasting impact on Quebec society. But is Quebec doing better today than in 2003? Is it possible to accept the liberal reform philosophy without suffering its consequences? Shouldn't we give up this legacy instead?

To answer these questions, this book looks back at the key figures of the Liberal reign and paints a realistic picture of the (neo)liberal revolution in Quebec.



### Educating, Rehabilitating, or Healing?

By Julien Prud'homme

In Quebec, the number of students with special needs has increased from 20,000 in 1964 to 200,000 in 2016. The number of diagnoses has exploded, creating a complex school environment that now features a host of new clinical and educational professions. What are we to make of these changes? Should we see this as progress, a risk of abusive medicalization, or both? How can decision makers, the public and professionals make sense of it?

This book tells the story of Quebec's special education teachers. This mostly female occupational group, which emerged from the Quiet Revolution to help students with learning difficulties, followed a rather atypical path and is now taking decisive steps toward professional recognition. The book retraces the history of this occupational group to promote a deeper understanding of the past, present and future of Quebec schools.

### Not everything that moves is ADHD

By Dr. Guy Falardeau

An essential book for parents, teachers, psychologists, and all stakeholders in the health sector.

Diagnoses of attention deficit disorder with or without hyperactivity (ADHD) have increased alarmingly over the last few years in Quebec. This disorder of many facets is difficult to define, which sometimes leads to a wrong diagnosis and a bad treatment plan. However, do we really identify ADHD? How do we make sure we have a right diagnosis? What tools can help us bring good care to our youth? Dr. Guy Falardeau brings informed answers to so many questions in this impactful book.



LA PASSERELLE



Head «office»;  
9405, Sherbrooke Est St.  
Montreal (Quebec) H1L 6P3

Vol. 30 Number 1

Phone (514) 356-0505  
Fax : (514) 356-1324  
Web Site: [www.fppe.ca](http://www.fppe.ca)

September 2018

Information Coordination  
Johanne Pomerleau  
Layout : Marie Fahmi