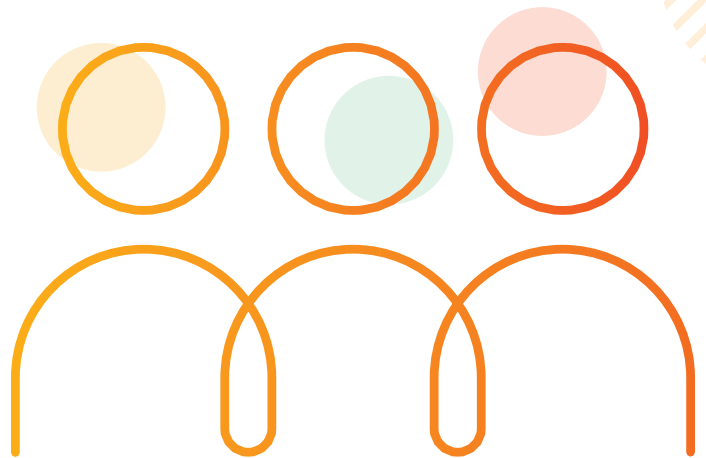


# Changes to come for professional services for students with special needs



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

CHANGER LE MONDE UN ÉLÈVE À LA FOIS



During the current school year, pilot projects aimed at changing the funding model for services to students with special needs will be initiated by a few school organizations, at the request of the Ministry of Education. One of the main objectives of this project is to free up professional staff from certain administrative tasks in order to offer more services to students.

→ **Professional staff must be consulted and involved.**

→ **Professional expertise must be recognized.**

→ **The organization of professional services must be rethought throughout the school network.**

## Known and shared solutions

In June 2022, the Québec Ombudsman<sup>1</sup> identified three priorities:

**1 Provide services based on students' real needs (not on available funding)**

**2 Establish a minimum threshold for services**

**3 Promote coordinated action and collaboration among stakeholders**

The FPPE agrees with the Québec Ombudsman's recommendations and proposes to put forward structuring solutions for the school network.

<sup>1</sup> Special report - Putting students first: For adapted educational services for students with special learning and adjustment needs | Protecteur du citoyen

## Making the Prevention-Intervention shift

### To meet students' needs and provide them with the services to which they are entitled

- Act early in a preventive manner and intervene in the student's environment
- Promote collaboration within the school team and with families
- Put an end to waiting lists, to assessments without follow-up and to inequity of access to resources from one school to another

### To retain and attract professional staff:

- Establish multidisciplinary teams
- Regulate the use of private services in the school system
- Make conditions more attractive and reduce workload
- Recognize the importance of diversity and complementarity of professional expertise

## Status of the work

### THE MINISTRY OF EDUCATION (MEQ)

\* Some school organizations still have little or no reduction in the administrative procedures to be carried out by professional staff.



### THE FPPE IN ACTION

\* [FPPE-Results-of-the-Survey-EHDAA-24112020.pdf](#)