



# A WORD FROM THE PRESIDENT



JACQUES LANDRY,  
PRÉSIDENT FPPE(CSQ)

This year's theme, "Professional Education Services: Engraved in my Heart", reflects exactly who we are and what we wish to preserve at all costs for the future of Quebec's society.

We lived through difficult years under the governments of Jean Charest and Philippe Couillard, when public services were weakened and left to fend for themselves. Who doesn't remember the austerity that shrouded public services and its workers? Meanwhile, billions were made available for companies like Bombardier, and we all know how that turned out.

Slowly, private services have taken advantage of this environment to establish themselves and to grow. In addition to firms, agencies copying the healthcare model have flourished. According to recent polls, this situation has led to a new reality: the public increasingly believes that the solution to current problems lies in the private sector.

Yet each of us knows that nothing can replace professionals who work directly with students. Proximity ensures that each intervention is adapted to the student's living environment and that contact with parents and all school partners is optimized.

In June 2022, the Quebec Ombudsman confirmed what we already knew by clearly stating that the private sector is a false solution to a real problem. In its special report, it reaffirms that the assessments and intervention strategies offered by private services are disconnected from the school reality.

The CAQ government has opened up several professional positions since it came to power. Unfortunately, for the third year in a row, more than 500 of them remain vacant. More than ever, this is a powerful sign that our professions must be given the value they deserve and made more attractive, so that Quebecers can have real access to services that meet students' current needs. And it is certainly not by offering virtual services that our government will succeed.

Because all professionals, whether they are in direct services or educational or administrative support, want more than anything for each individual to succeed and receive the public services they need. In fact, these services are engraved in their hearts!

Have a great Pros Week!



## Direct complementary educational services

# AN INDISPENSABLE ADDED VALUE

SOPHIE MASSÉ, VICE-PRESIDENT, FPPE(CSQ)

In the recent provincial election campaign, education issues were barely touched upon. This shortfall was particularly despised by all school stakeholders, including the FPPE(CSQ). However, last September, the Coalition Avenir Québec committed to the creation of a virtual professional services platform complementary to those offered in schools.

This promise came as a surprise to the FPPE-CSQ, as the Ministry of Education is currently reviewing [the funding and organization model for services for students with special needs](#).

The FPPE-CSQ recently held meetings with several professionals in a wide range of job classes to better understand diversity, guidelines, and the conditions that need to be implemented as well as the factors and the limitations that affect the organization of remote professional services in schools.

What emerged from these consultations is that direct practice with students, observations, follow-ups, and connections with school staff (as well as all those who work with them) provide added value when carried out in the school environment. Based on their expertise, professional staff are the ones who are best equipped to judge and make the best decisions on the optimal means of meeting needs based on the realities of each student and their environment.

This is why the FPPE(CSQ) would like to reiterate that quality professional services must be offered to students in their educational environment in order to be most relevant and effective, and it is first and foremost in this area that government's efforts must be concentrated.

Professional services are an integral part of the school setting and working with students, in the classroom, in collaboration with multidisciplinary teams, as well as with school personnel and families, truly benefit the educational journey of all students.

The FPPE(CSQ) will make sure to broadcast this message in its upcoming policy discussions with the new ministre de l'Éducation

### What the [ministère de l'Éducation](#) has to say

"Collaborative structures are increasingly necessary to meet the ever-growing and increasingly complex needs of young people, especially at-risk students. There are two directions that can be taken, either to help existing institutions manage their resources optimally and avoid duplication of services, or to address a broader range of needs beyond educational requirements, such as emotional, social, health, etc. [...]"

The vulnerability of some of these services in times of budgetary restraint, their fragmentation, the lack of follow-up, as well as the isolation and exhaustion of staff, both professional and support [...] can be greatly improved by several of the means proposed in this document including the following:

- service planning based on the determination of student needs in each school, within the limits of the programs established by the school board, in consultation with the entire educational community
- integrated, well-coordinated services supported by a significant presence of complementary services staff
- employees working as a team, in partnership, which breaks their isolation and ensures increased continuity and consistency in their interventions. "

Education Professionals Week  
 Novembre 21-25, 2022

# My Public Professional Service Is Tattooed on my Heart

KARINE LAPIERRE, COMMUNICATION CONSULTANT



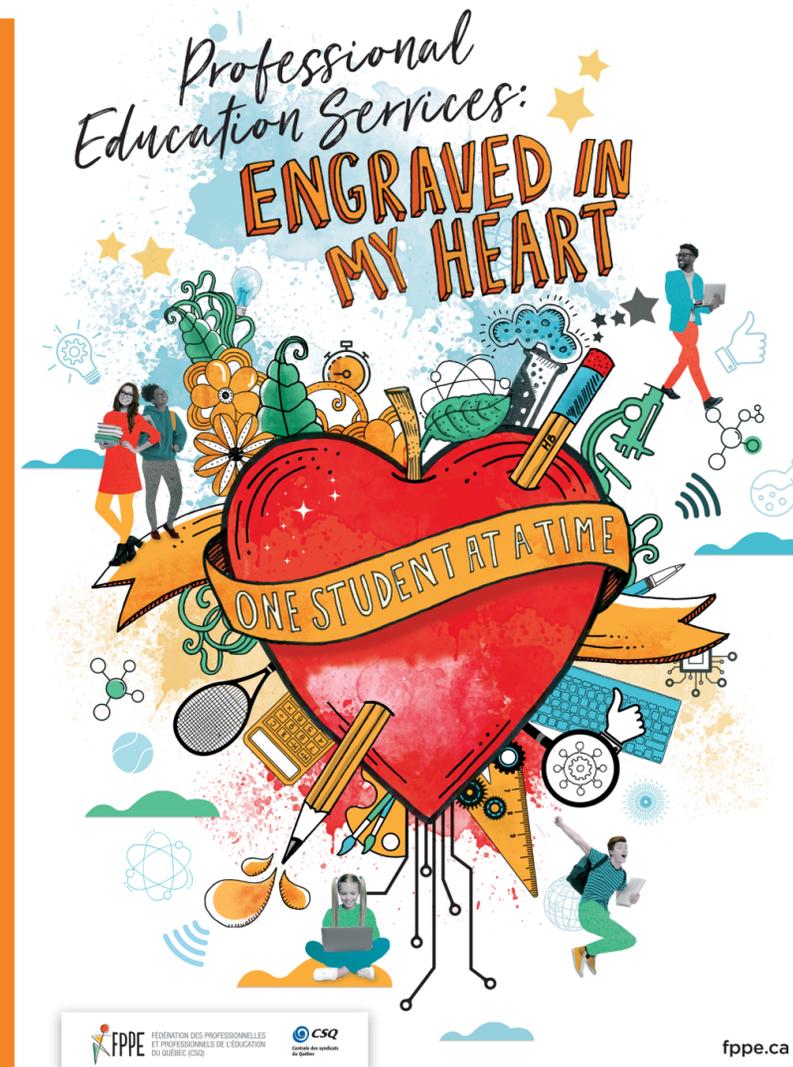
This year's theme for Education Professionals Week is My Public Professional Service Is Tattooed on my Heart.

More than 11,000 members of the Federation of Education Professionals, the FPPE(CSQ), are public education professionals committed to putting their expertise to work where it is most effective in meeting students' needs, in school settings and in students' communities.

These are people who, every day, put their hearts into working with teachers, elementary and secondary administration personnel, adult and vocational education programs, and parents to promote success.

Each professional is driven by the firm belief that their work in public education allows them to educate, socialize, and train as many students as possible by reducing social inequalities and making the difference between academic success and failure.

At the end of the day, society as a whole benefits from allowing them to do their job as well as possible, in the best possible conditions.



November 21 - 25, 2022

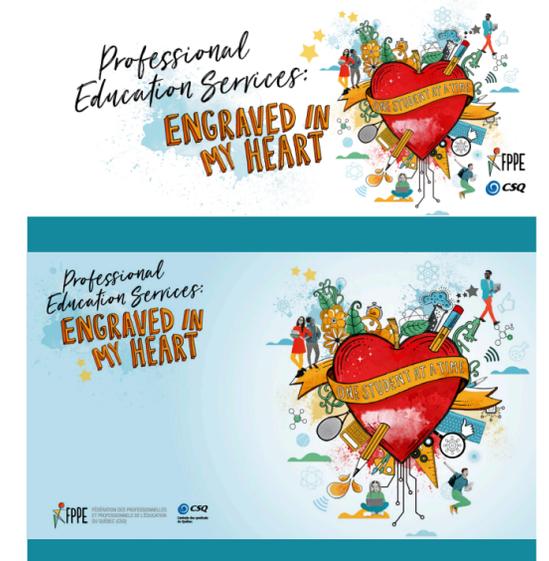
EDUCATION PROFESSIONALS WEEK

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Materials to show my pride in being a public education professional!

You can also download promotional material for Education Professionals Week at:  
<https://www.fppe.ca/semainedespros2022/#outils>

From wallpapers for your Teams or Zoom meetings, to email signatures and social media banners, we have everything you need to help show how proud you are!



Time to show your support!

A tattoo = A love letter to the pros!

This week, whether you're a professional, a parent, a school staff member, a member of Parliament, a Minister, or a citizen, take the time to show your support for public professional services.

To do so, the FPPE (CSQ) can provide temporary tattoos to your local union. Why not wear them for a photo or video accompanied by a few kind words? Why not share your support at work or via social media (with the hashtag #ProWeek) and be part of this great wave of love.

## THE COSTS OF USING PRIVATE PROFESSIONAL SERVICES

MARIE-EVE QUIRION, ACTION PROFESSIONNELLE CONSULTANT  
FPPE(CSQ)

This week, the FPPE (CSQ) published [a research note](#) entitled *Le recours aux services professionnels privés : quels coûts pour les élèves et les organismes scolaires?* on the use of private professional services in the public school system. Preliminary results indicate that at least 65% of school organizations employ this practice to provide complementary educational services.

While some school organizations use private services only for exceptional cases, others have spent over \$400,000 on psychology, speech therapy and occupational therapy services in a single year.

In addition to the magnitude of the costs, it is disconcerting to note that this practice is very poorly supervised. Many school organizations seem to have lost control of the money they spend on these services.

### HOW CAN WE EXPLAIN THE INCREASE IN THE USE OF THE PRIVATE SECTOR?

The market for private professional services is growing rapidly. Placement agencies are constantly recruiting new staff and offering "turnkey" services to school administrators.

Given the increasing needs of students, the decentralization of budgets, the difficulty of retaining and attracting professional staff, and the "race to diagnose" in order to fund services for students with adjustment difficulties or a learning difficulty or disability (LDD), use of private sector services is becoming a "false solution to a real problem," as declared by [the Quebec Ombudsman](#).

### POSSIBLE SOLUTIONS

The use of private services accentuates the medicalization of school difficulties and the "clinicalization" of educational services. With this

practice, school organizations can lose sight of the importance of preventive and universal services offered in schools, the students' living environment. In other words, they no longer fulfill the triple mission of schools: to educate, socialize and qualify.

In a context of chronic overload and lack of professional resources, it may seem unrealistic to stop using private sector services overnight. On the other hand, considering the values of equity and inclusion that characterize Quebec society, school community stakeholders must propose solutions to put an end to the three-tier school system and seek to resolve problems related to the financing and organization of complementary educational services.

With this in mind, the FPPE makes the following recommendations:

1. Regulate and limit the use of private professional services
2. Recognize the added value of professional services offered in the students' living environment
3. Review the organization of professional services by making a [prevention-intervention](#) shift and by promoting the establishment of [multidisciplinary teams](#)
4. Implement minimum service thresholds to provide professional services based on students' [real needs](#)

[Click here to read the research note.](#)

Whether it involves material services, educational services or student services or placement agencies, private firms or community organizations, the issue of outsourcing concerns all members of the FPPE(CSQ).

The specific expertise of education professionals must be better recognized and valued among school network stakeholders. The FPPE (CSQ) advocates for collaboration with various partners, but in a way that respects each person's role and protects public services.

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2. Fill out the form

The contest closes on November 25th 2022 at 4 p.m.

**GOOD LUCK!**

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