

## DATA ON PROFESSIONAL STAFFING IN THE SCHOOL SYSTEM

# PROFESSIONAL POSITIONS IN EDUCATION: AN UNPRECEDENTED DECLINE

### ANALYTICAL REPORT

Quebec Federation of Education Professionals (FPPE-CSQ)

More than a year after the hiring freeze on administrative staff was imposed across the school system, nearly nine months after the major budget restrictions announced in the summer of 2025, and amid the ongoing consolidation of budget measures for 2026–27, the Quebec Federation of Education Professionals (FPPE-CSQ) is sounding the alarm over the sharp decline in professional staffing levels in schools: all indicators are flashing red.

**9 months into  
the budget  
restrictions**

**A  
concerning  
picture**

This report presents three sets of data that paint a troubling and deeply concerning picture of professional staffing levels across the school system. The data compiled by the FPPE-CSQ reveal **a historic decline in the number of education professionals, exceeding even the impacts of the drastic austerity measures introduced in 2015.**

### Professional Staffing Levels in 2024–25

Data compiled by the FPPE-CSQ show a **net loss of 499 professional positions** across the school system following a year of budget reductions, capped full-time equivalent (FTE) targets, and the 2024 hiring freeze affecting professional staff not deemed to provide direct services to students.

**499**

**fewer education  
professionals**

**301**

**fewer professional  
FTE positions**

### FTE Positions in 2023–24

The most recent data available from the Ministère de l'Éducation du Québec (MEQ) had already pointed to this bleak outlook, showing **301 fewer professional FTE positions** across the education system in 2023–24. According to the FPPE-CSQ, this represents the largest decline in professional FTE positions recorded in the past 25 years. Positions providing student services alone accounted for **82%** of the total annual decrease of 301 FTE positions observed in 2023–24.

## Vacant Positions Reported in the Education Dashboard (2025)

The most recent data continue to reveal alarmingly high vacancy rates, with **7.1% of professional positions currently vacant**. This represents a **total of 449 vacant positions** across five professional occupational groups, including 151 psychoeducator positions, 137 speech-language pathologist positions, and 97 psychologist positions. Vacancy levels peaked at **814 vacant professional positions** in January 2025.

**449**  
positions  
currently  
vacant

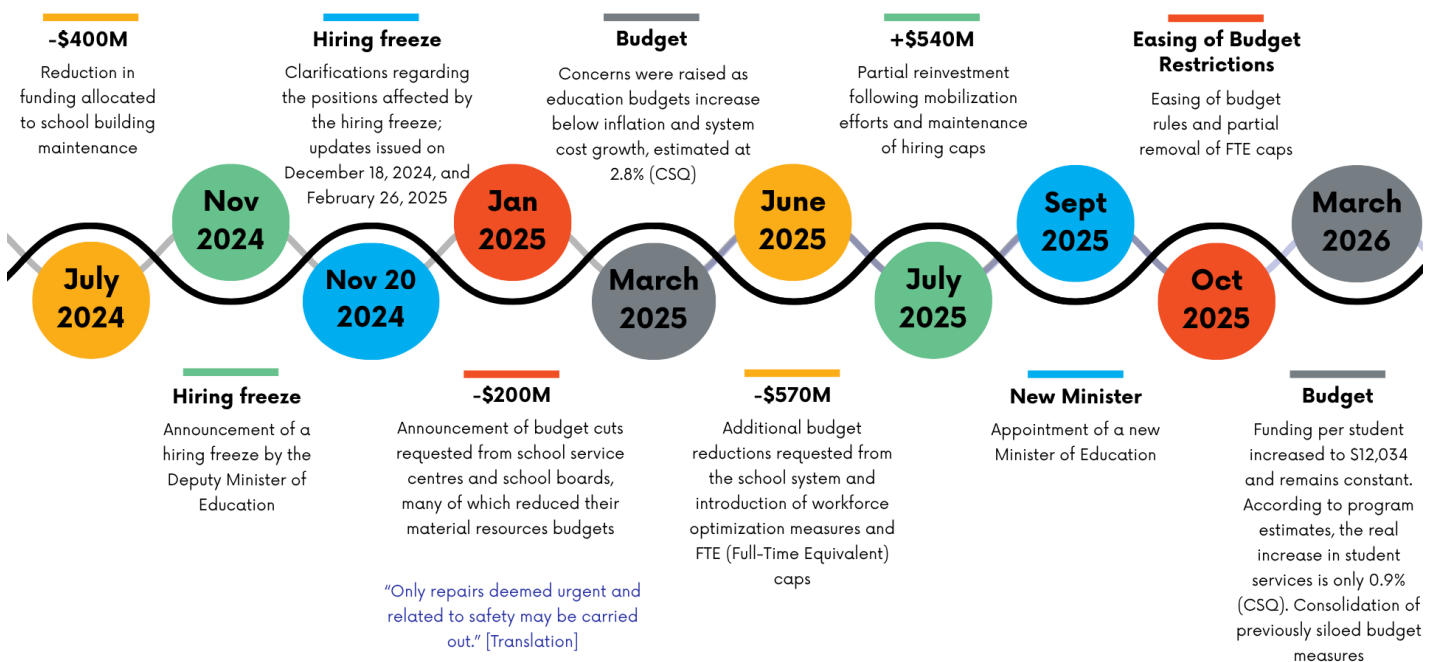
These figures are particularly concerning to the FPPE-CSQ, as they capture only part of the reality. The statistics do not account for eliminated positions, professionals who leave during the school year, or the failure to replace staff on maternity or sick leave.

This report presents the key findings arising from the FPPE-CSQ’s analysis of the data, along with **four recommendations** aimed at strengthening the attraction and retention of professional staff in the education sector for the benefit of students and school teams throughout Quebec.

## Introduction—A Budgetary Stance with Adverse Impacts on Staff and Students

The past two years have been marked by considerable upheaval for education staff and other key stakeholders across the school system ([Radio-Canada](#) [available in French], 2025). As illustrated in the timeline below, the uncertainty that has come to characterize the education sector, coupled with a series of urgent decisions, has had far-reaching consequences for professional staff, who are too often regarded as a source of budgetary flexibility within the school system.

**Figure 1. Timeline of Government Announcements Affecting Professional Staff in Education**



Successive Ministers of Education at the MEQ maintained that these restrictions would have no impact on students. However, it is clear that the direct and indirect effects of these policy decisions have been felt across the school system, including by students themselves.

These pressures have been compounded by rising student enrolment across the education system ([MEQ](#) [in French only], 2023; [Radio-Canada](#) [in French only], 2025), as well as by emerging challenges and realities within schools that have increased student needs and heightened the demand for support and services from professional staff (Table 1).

**Table 1. Selected Findings and Challenges in Quebec’s School System**

Significant increase in violence in schools ( <a href="#">FPPE-CSQ</a> [in French only], 2025), as well as in misogyny, antifeminism, homophobia, and transphobia ( <a href="#">FAE</a> [in French only], 2026).
Rising rates of student disengagement from schooling ( <a href="#">Committee for the Right to Education</a> [in French only], 2025).
Growing proportion of vulnerable children in kindergarten (age five) across all five developmental domains measured by the EQDEM survey ( <a href="#">ISQ</a> [in French only], 2023).
Decline in the secondary school graduation and qualification rate after seven years in the public school system (MEQ, <a href="#">Education Dashboard</a> [in French only], 2025).
Deterioration in the psychological well-being of secondary school students ( <a href="#">Survey on the Psychological Well-Being of Youth Aged 12–25</a> [in French only], 2023).
Increase in the number of students with special needs in school organizations ( <a href="#">CDPDJ</a> [in French only], 2024).
The number of legally unqualified teachers has reached a new high, with at least 10,400 teachers, representing one in ten teachers in Quebec’s public schools ( <a href="#">Journal de Québec</a> [in French only], 2025).
Fifty-six percent of school system buildings are considered to be in poor or very poor condition ( <a href="#">Le Devoir</a> [in French only], 2024).

Far from advancing the goal of helping the greatest possible number of students reach their full potential and achieve educational success, the decisions made by the Government of Quebec over the past two years have undermined the ability of professional staff to meet the needs of students, school teams, and school organizations.

In doing so, they have weakened the very mission of Quebec’s education system: to educate, socialize, and qualify students. Violations of the rights of students with disabilities and those experiencing learning or behavioural difficulties are very real and are documented, in particular, in the most recent annual report of the National Student Ombudsman ([PNÉ](#) [in French only], 2026).

The political and administrative decisions arising from the 2026–27 budget risk placing further constraints on school organizations, leading them to limit students’ access to complementary and specialized educational services guaranteed under the *Education Act* ([Section 1](#)) and the *Basic School Regulation for Preschool, Elementary and Secondary Education*.

It is within this context that the FPPE-CSQ examined three sets of data:

- Professional staffing data compiled by its affiliated unions;
- FTE calculations derived from the MEQ’s PERCOS data;
- Vacancy rates and the number of professional positions to be filled across the school system, as reported in the Education Dashboard.

The analysis of these data paints a bleak and troubling picture of professional staffing levels within the school system and raises serious concerns about growing difficulties in accessing professional services and resources in education. Without urgent action to reverse the trend, these challenges are likely to intensify across all regions of Quebec.

## 1. Professional Staffing Levels in 2024–25

The staffing declaration is an annual exercise used to track the number of members within a union organization. To do so, unions rely on data provided directly by each school organization, namely the number of individuals who held a position or worked under contract within a bargaining unit during the reference year, from January to December<sup>1</sup>.

The most recent data show **a net loss of 499 professional positions across the school system**, the largest decline recorded since the FPPE-CSQ began compiling these data (FPPE-CSQ, internal data, December 2025).

This represents a historic decline in the number of education professionals, surpassing even the drastic spending cuts and austerity measures introduced by the Liberal government in 2015 ([FPPE-CSQ](#) [in French only], 2015).

These alarming figures follow two turbulent years ([Radio-Canada](#) [in French only], 2025) marked by announcements of budget cuts, capped FTE targets, and the 2024 hiring freeze affecting professional staff not recognized as providing direct services to students.

These data confirm the FPPE-CSQ's deepest concerns regarding the education spending restraint measures adopted by the current government and their impact on public professional services. In the FPPE-CSQ's view, these short-sighted savings measures will have significant consequences for school maintenance and safety, the already limited pedagogical support available to teaching staff—including teachers who are not legally qualified—and the lack of support available to students with the greatest needs.

## 2. Professional FTE Positions—PERCOS Data

The PERCOS (School Board Personnel) data form part of the MEQ's annual data collection process and provide a consolidated picture of the workforce employed across the school system, covering all employee categories. The **functional FTE** data derived from this exercise represent one person-year (full-time equivalent), including all paid and unpaid absences, and reflect the actual presence of staff within a given function<sup>2</sup> ([MEQ](#) [in French only], 2025, 277).

These data provide a critical lens through which to understand trends in professional staffing levels across the public school system. Beyond the numbers, they shed light on policy and funding decisions that directly affect student services, professional practice, and the system's capacity to meet the evolving needs of school communities.

### 2.1 Overall Profile of Professional Staffing Levels, 2023-24

In 2023-24<sup>3</sup> professional staffing levels declined by **301 FTE positions** compared with the previous year, representing an annual decrease of 3.27%, for a total of 8,901 professional FTE positions across the school system ([MEQ](#), [PERCOS](#) [in French only], 2025).

---

<sup>1</sup> Appendix 1 provides an overview of the methodology used for the data presented in this report.

<sup>2</sup> Same as above.

<sup>3</sup> The most recent data released by the MEQ.

The FPPE-CSQ is sounding the alarm, as the reference year covered by these data (2023–24) predates the budget cuts and hiring freeze imposed on the school system over the subsequent two years.

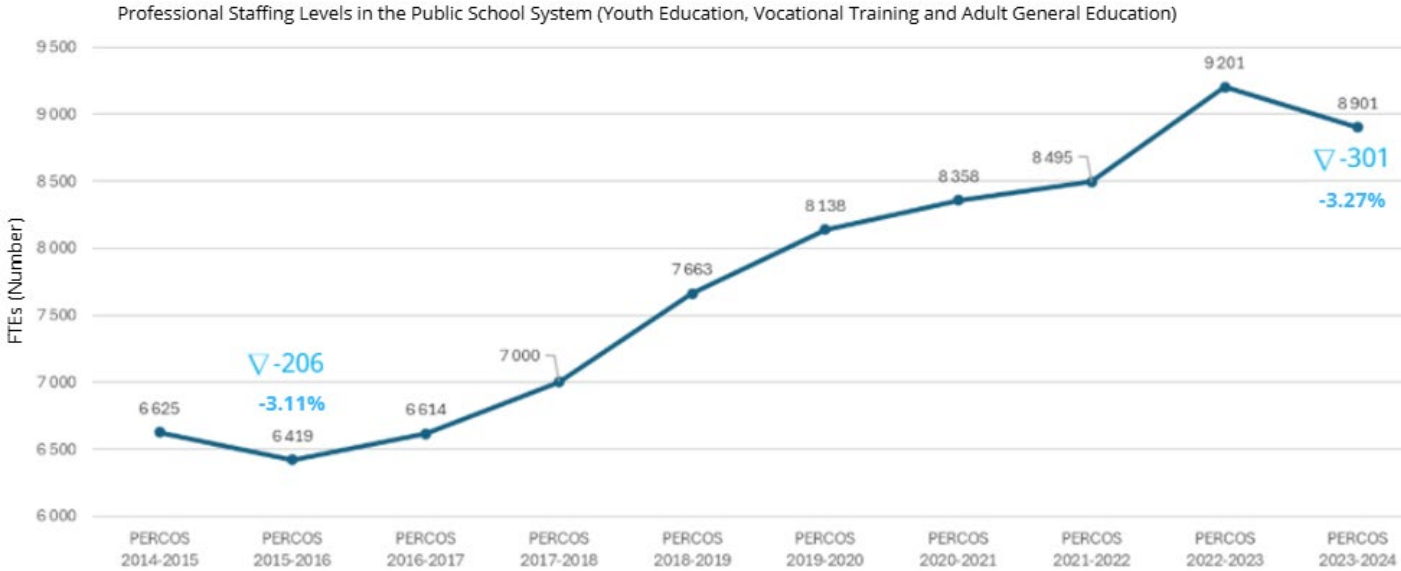
This decline—the largest reduction in professional FTE positions recorded by the FPPE-CSQ in the past 25 years—marks a reversal of a long-standing trend following several years of growth in professional staffing levels across the school system, as illustrated in Figures 2 and 3 below.

Indeed, this is the first annual decline in professional FTE positions recorded in nine years. Notably, the largest increases observed (2017–18 and 2022–23) coincided with pre-election or election years in Quebec.

**Figure 2. Ten-Year Trend in Professional Staffing Levels (PERCOS-FTE)**

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall Annual Change—All Sectors (%)	-3.11%	3.05%	5.84%	9.46%	6.20%	2.71%	1.63%	8.32%	-3.27%
Overall Annual Change—All Sectors (Number)	-206	195	386	662	475	220	137	706	-301

**Figure 3. Trend in Professional Staffing Levels (PERCOS-FTE)**



**2.2 Analysis by Service Category and Occupational Group, 2023-24**

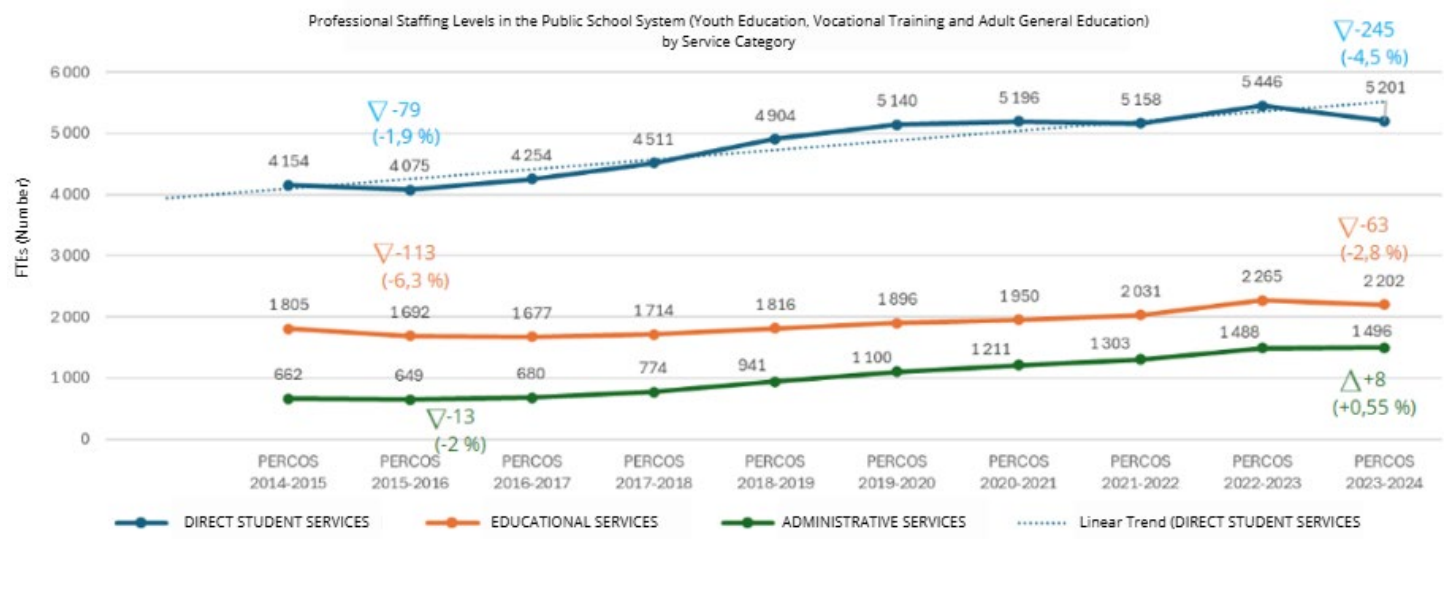
The 37 professional occupational groups represented by the FPPE-CSQ fall into three service categories:

- direct student services;
- educational services;
- administrative services.

As shown in Figure 4, positions providing direct student services alone accounted for 82% of the total annual decline of 301 FTE positions in 2023–24. Yet, the chart’s linear trend line indicates that a positive change would have been expected in the most recent year.

For example, it would have been reasonable to expect annual growth in professional staffing levels to at least keep pace with student enrolment growth (3.4% in 2023–24, [Education Dashboard](#) [in French only]), particularly in direct student services. This was not the case.

**Figure 4. Trend in Professional Staffing Levels by Service Category (PERCOS-FTE)**



Another finding that emerges from Figure 4 is that the relative share of each service category has remained fairly stable over time. However, Table 2 shows significant variation among individual professions within those categories.

**Table 2. Changes in Professional Staffing Levels for Selected Occupational Groups (PERCOS-FTE)**

Service Category	Occupational Group	Annual FTE Change (2023-24)
Direct student services	Psychoeducation	-109
	Psychology	-72
	Personal development and community engagement facilitation (ADPEC)	-29
Educational services	Educational consulting	-52
Administrative services	Engineering	-26

The preceding table highlights significant declines in staffing levels in psychoeducation and psychology during the 2023–24 school year, despite growing needs in areas such as prevention, psychosocial support, inclusive education, violence prevention, and student mental health. The loss of **school psychologists** is particularly concerning and reflects a sustained trend, with a net **reduction of 151 FTE** over the past five years. This situation underscores the urgent need for coordinated and concrete action involving the FPPE-CSQ, school organizations, and the MEQ. The data reveal a troubling disconnect between the needs of school communities, overall funding decisions, and their specific impacts on professional occupations. The lack of stability in staffing resources compromises accessibility, equity, and continuity of services while increasing pressure on school teams ([FPPE-CSQ](#) [in French only], 2025).

Positions in ADPEC have also declined, raising concerns about the erosion of universal services aimed at fostering positive school environments and supporting student well-being ([FPPE-CSQ](#) [in French only], 2021).

The decline in the number of educational consultants and school librarians (-9 FTE positions) points to a growing fragmentation of professional positions across the school system. This trend may accelerate staff turnover and the loss of institutional expertise while reducing the system's ability to attract and retain professional staff.

With the number of teachers who are not legally qualified or do not hold a teaching licence having increased by **96%** (in French only) since 2017, the decline in the number of educational consultants is of particular concern to the ([FPPE-CSQ](#) [in French only], 2022).

With respect to administrative services, the decline in the number of engineers with expertise in school infrastructure and operations is equally troubling, particularly as school facilities continue to age and the condition of school buildings has continued to deteriorate ([Le Devoir](#) [in French only], 2026). The hiring freeze imposed in 2024 has had tangible and detrimental effects on service delivery. Delays have increased in areas such as IT support, procurement, human resources management, communications services for schools and parents, and maintenance and renovation work. In some cases, services have been discontinued altogether.

This situation is especially concerning because administrative services professionals play a strategic role in ensuring the safety and effective operation of the school system. As school system administrators have noted, *“the competence and expertise of professional staff are essential to preventing costly mistakes, accelerating projects, and ensuring quality outcomes”* [Translation] ([AQCS](#) [in French only], 2023).

According to the FPPE-CSQ, the decline in FTE positions observed in 2023–2024 reflects structural underfunding and the system's inability to equip itself to address foreseeable challenges, including rising student enrolment and the growing deterioration of school infrastructure ([Journal de Montréal](#) [in French only], 2026). Added to this is the lack of meaningful effort to attract and retain professional staff within the school system, as evidenced by data from the MEQ's Education Dashboard.

In this context, professional services continue to be among the first areas targeted for budgetary adjustments, regardless of the government in power. Students with the greatest needs are often the first to be affected by reductions in, or disruptions to, these services.

### 2.3 Key Findings—PERCOS 2023–24

#### **A Disconnect Between School Needs and Professional Resources**

The decline in professional resources highlighted in this report comes at a time when the needs of school communities are continuing to grow (Table 1). According to the FPPE-CSQ, funding must be adjusted accordingly and better reflect the realities faced by schools, particularly those serving vulnerable or socio-economically disadvantaged communities.

The decline in FTE positions in certain sectors also points to a growing fragmentation of professional roles, characterized by an increase in part-time positions and fragmented workloads. This situation undermines team stability and makes it more difficult to attract and retain professional staff. It also limits opportunities for preventive, coordinated interventions and contributes to increased burnout and staff turnover.

The growth observed in certain professions in recent years was driven in part by temporary funding measures and budgetary provisions. The withdrawal or weakening of these measures through the recently announced consolidation of budget measures ([La Presse](#) [in French only], 2026) together with resource-sharing initiatives, is likely to result in a rapid decline in the availability and diversity of professional services. Stable, recurring, and protected funding measures would help ensure a sufficient and sustained professional presence in schools while supporting staff attraction and retention ([FPPE-CSQ](#) [in French only], 2025 and [FPPE-CSQ](#) [in French only], 2021).

The FPPE-CSQ had already documented, at the start of the school year, the real impacts on students of staffing reductions resulting from the budget cuts imposed on the school system ([FPPE-CSQ](#) [in French only], 2025) It also criticized the restrictive application of FTE caps by school service centres and school boards ([Radio Canada](#) [in French only], 2025).

While many of the 37 professional occupational groups in education work to prevent violence and bullying, support student persistence and success, and promote student well-being, the PERCOS data suggest that professional services continue to be viewed as adjustable expenditures rather than essential drivers of educational success. For the FPPE-CSQ, the value added by professional staff within the school system is beyond question—the time has come to make meaningful choices.

### 3. Vacant Positions—Education Dashboard

In March 2024, the MEQ launched a dashboard providing access to key data on the school system ([Journal de Québec](#) [in French only], 2024). The dashboard presents summary statistics across all education sectors—youth general education, vocational training, and adult general education—including data on vacant positions in the public school system for selected occupational categories.

The five professional occupational groups identified by the MEQ and included in the Education Dashboard are:

- psychoeducators;
- speech-language pathologists;
- psychologists;
- guidance counsellors;
- remedial teachers.

The most recent update to the indicators for these professional occupations (November 10, 2025) continues to reveal alarmingly high vacancy rates, with **7.1% of positions remaining vacant** (representing a total of **449 unfilled positions**). Vacancy rates reach 9.8% (137 positions) for speech-language pathologists, 9.0% (97 positions) for psychologists, and 7.3% (151 positions) for psychoeducators (MEQ, [Education Dashboard](#) [in French only], 2025).

However, these figures cover only five of the [37](#) (in French only) professional occupational groups represented by education professionals. In addition, a comprehensive analysis of these statistics is complicated by differences in data availability across reporting periods. For example, data on psychoeducators have only been available since January 2023, while data on guidance counselling and special education services have only been available since August 2024.

Nevertheless, these statistics support the earlier findings regarding professional staffing levels and PERCOS data and further underscore the loss of a significant number of professional resources within the education system (Table 3 and Figure 5).

**Table 3. Average Vacancy Rates for Professional Positions (Education Dashboard)**

Occupational Group	Vacant Positions		Data Availability (Periods)
	Average Proportion	Average Number	
Psychoeducators	9.8%	132.7	2023-25
Speech-language Pathologists	12.7%	156.6	2022-25
Psychologists	13.9%	146	2024-25
Guidance counsellors	7%	63	
Remedial teachers	7%	65	
Total	10%	479	

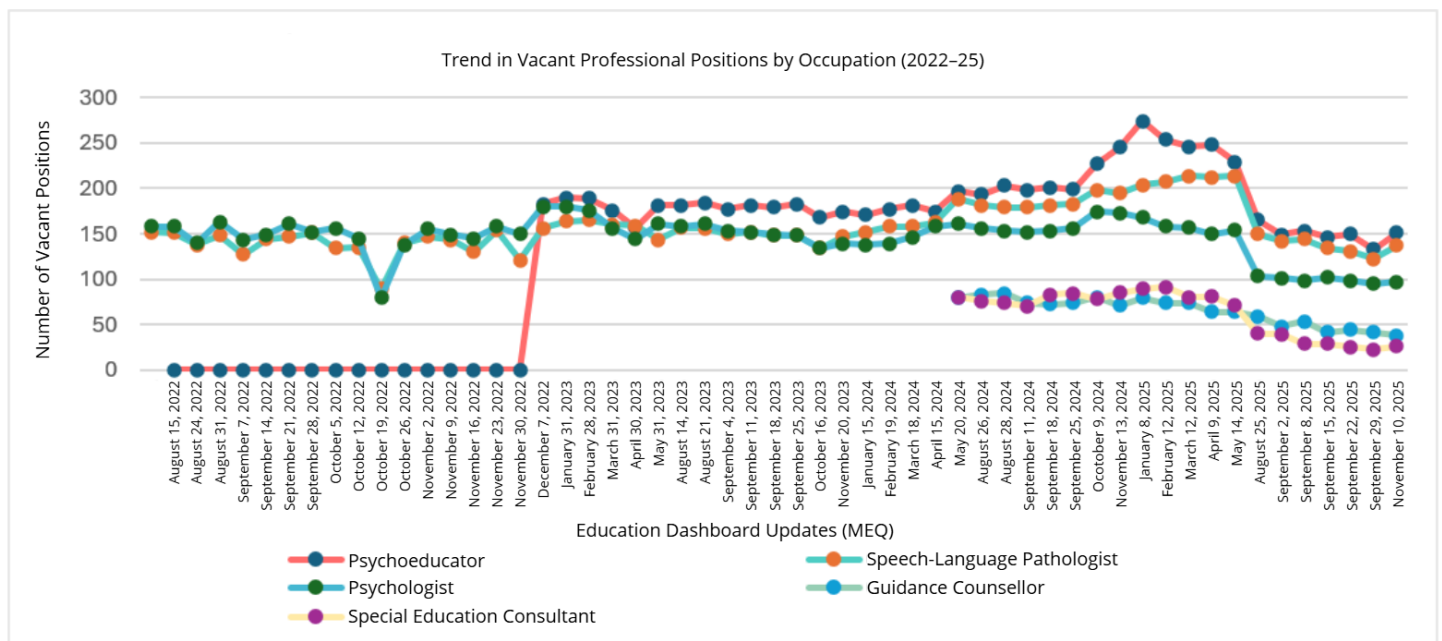
The average vacancy rate for psychologists is the highest, at 13.9%, representing an average of 146 vacant positions. These figures corroborate earlier findings regarding the persistent decline in the number of psychologists within the school system.

Data for speech-language pathologists show a similarly concerning trend, with an average vacancy rate of 12.7% and the highest average number of vacant positions (156.6) among the professional occupations examined.

Although data for psychoeducators have only been available since 2023, the average vacancy rate still stands at 9.8%, corresponding to an average of 132.7 vacant positions.

According to the FPPE-CSQ, these figures are highly concerning, as they point to an average of **479 vacant professional positions** across Quebec’s public school system (MEQ, [Education Dashboard](#) [in French only], 2025).

**Figure 5. Trend in the Number of Vacant Professional Positions (MEQ, Education Dashboard)**



An analysis of Education Dashboard data for the 2023–25 period shows that psychoeducators had, on average, the highest number of vacant positions (190) over the past two years, followed by speech-language pathologists with 165 positions. Speech-language pathologists and psychologists shared the highest average vacancy rate (12.4%), indicating a persistent shortage in these professions across the school system, likely driven in part by ongoing attrition. The average number of vacant professional positions reached **575** during this period.

The number of vacant positions across these five professional occupational groups peaked in January 2025, with a total of **814 vacant professional positions**, including 274 in psychoeducation, 204 in speech-language pathology, and 168 in psychology.

Figure 5 also illustrates the extent to which professional services were affected by the budget reductions imposed on the school system in June 2025. In order to comply with the new optimization measures and staffing caps, school organizations likely reduced the total number of professional positions available, whether through attrition or workforce reductions. For example, on May 14, 2025, 11.5% of professional positions were vacant (732 out of 6,777 positions), compared with 8.2% on August 25, 2025 (517 out of 6,310 positions) (MEQ, [Education Dashboard](#) [in French only], 2025). The start of the 2025 school year was therefore marked by a reduction in professional services available to students.

The peak vacancy levels observed in 2025 (Figure 5) further support the FPPE-CSQ's position that the number of vacant positions has increased while professional staffing levels have declined in recent years. These findings underscore the need to strengthen recruitment efforts and improve the working conditions, retention incentives, and attraction strategies available to education professionals.

## 4. FPPE-CSQ Recommendations

The FPPE-CSQ reiterates that solutions already exist to improve the retention of professional staff and ensure that every student receives the services they need, when they need them, regardless of the school they attend.

### 4.1 Ensure Predictable and Sustainable Funding for Professional Services in Education

The FPPE-CSQ has long advocated for recurring, stable, protected, and predictable funding ([FPPE-CSQ](#) [in French only], 2021) for all professional positions in education. Such funding would help put an end to the constant reorganization of professional services that is exhausting stakeholders across the school system and contributing to staff departures as well as difficulties in filling professional positions.

The FPPE-CSQ also emphasizes that efforts to simplify administration and increase local autonomy must be accompanied by clear safeguards to ensure equitable access to professional services for students, school teams, and school organizations.

This funding must also support real growth in FTE positions in order to address job fragmentation, reduce reliance on private-sector services ([FPPE-CSQ](#) [in French only], 2022), and ensure a sufficient professional presence in schools.

In doing so, meaningful funding aligned with students' needs would help implement the recommendations set out by the [Protecteur du citoyen](#) in its report *Putting students first* (2022).

## 4.2 Establish a Minimum Threshold for Professional Services in Education

Consistent with the recommendations set out in the previously cited report of the Protecteur du citoyen, the FPPE-CSQ recommends the establishment of a minimum threshold for professional services ([FPPE-CSQ \[in French only\], 2021](#) and [FPPE-CSQ \[in French only\], 2023](#)).

This safeguard is intended to address the structural underfunding of professional services within the education system and to ensure that students, school teams, and school organizations have access to high-quality professional resources. These are the services delivered every day by the 37 professional occupational groups represented within the education sector.

The FPPE-CSQ believes that the quality of services provided by school organizations should not vary according to disparities in available resources. Because the MEQ is responsible for funding services while school organizations and school administrations are responsible for organizing them, services are too often determined by available funding rather than by student needs.

This recommendation echoes a commitment made by the Legault government in its *School Governance Plan* ([CAQ, 2018](#)): “Access to early screening and the professional resources required to support students is critical to a child’s development. Every school should benefit from a minimum level of services, while additional financial resources should be allocated to schools facing the greatest needs. Additional funding should be provided based on the size and socio-economic characteristics of school communities, as well as to schools with specialized classes and those supporting the integration of immigrant students.” [Translation]

The FPPE-CSQ has also called for limits on the use of private-sector services ([Radio-Canada \[in French only\], 2025](#)) noting that private professional service fees can reach \$350 per hour, compared with hourly wages ranging from \$30 to \$69 for professional staff in the public education system ([FPPE-CSQ \[in French only\], 2025](#)). As FPPE-CSQ President Carolane Desmarais stated at the start of the 2025 school year: “It makes neither economic nor educational sense. Private services cost more, are difficult to integrate into the school environment, and do not provide continuity of services, from prevention through to intervention. Assessments are conducted one after another, while students, parents, and teachers are left on their own with a diagnosis and all the uncertainty that comes with it.” [Translation]

The FPPE-CSQ maintains that the most effective professional services are those delivered within the student’s own learning environment and in collaboration with the school team. Public professional services are not only more affordable but are also better adapted to the realities of schools. Delivered directly within schools, they enable close collaboration among teachers, school administrators, support staff, and parents. This proximity fosters interventions that are more timely, coordinated, and responsive to student needs.

## 4.3 Improve the Working Conditions and Collaboration of Professional Staff

Given the need to attract and retain professional staff in education, as well as the significant challenges currently facing the school system (Table 1), school organizations have a responsibility to implement effective practices that better respond to the diverse needs of both students and the professionals who support them.

Several measures related to the working conditions of professional staff could make a meaningful difference in the day-to-day work of employees across the 37 professional occupational groups. The FPPE-CSQ has identified a number of low-cost or no-cost measures, including remote work, flexible work

arrangements, assignment practices, professional autonomy, professional development opportunities, and reimbursement of work-related expenses (such as mileage, meals, and other eligible expenses).

The FPPE-CSQ also believes it is becoming increasingly urgent to facilitate collaboration among staff and maximize its benefits. It therefore recommends establishing conditions that support and strengthen multidisciplinary teamwork across all educational settings, particularly at the preschool and elementary levels.

To this end, the FPPE-CSQ proposed that the MEQ formalize a funding mechanism to support the work of multidisciplinary professional teams ([FPPE-CSQ](#) [in French only], 2024). That report also demonstrated that collaborative working conditions are an important factor in attracting and retaining professional staff within the education sector.

#### 4.4 Recognize the Roles and Expertise of Professional Staff in Education

Over the years, a professional practice model tailored to the realities of Quebec’s public school system has emerged through the integration of professional staff with diverse and complementary areas of expertise ([Prud’homme](#) [in French only], 2018).

The added value of providing professional services as close as possible to students, within their everyday learning environment, along with professional expertise that supports school teams and school organizations, is well established. These services are recognized as a cornerstone of educational success and play a key role in promoting student health and well-being ([INSPQ](#) [in French only], 2017), particularly in a context marked by increasingly complex challenges and a growing number of students with special needs.

The FPPE-CSQ recommends the publication of a Reference Framework on the Roles and Expertise of Professional Resources in Education, highlighting the importance of collaborative practice, shared responsibility, and multidisciplinary teams ([FPPE-CSQ](#) [in French only], 2023).

## Conclusion

The data presented in this report point to a turning point and a decline in professional staffing levels amid a period of budgetary restraint. According to the FPPE-CSQ, this represents the largest decrease in professional FTE positions observed in the past 25 years—surpassing even the extensive cuts implemented during the austerity measures of 2015.

These data capture only part of an already alarming situation, yet they reinforce the need for recurring measures and stable funding to ensure the quality and sustainability of professional services within the public school system.

Access to complementary educational services—including professional services—is not a luxury; it is a right (Section 1 of the *Education Act*). Adjusting the level of professional services according to shifting political priorities—whether at the ministry, school organization, or individual school level—undermines many students’ ability to reach their full potential and achieve educational success. It also weakens the principles of equity, equal opportunity, and the recognition of education as a driving force in Quebec society.

Fortunately, solutions exist. Attracting and retaining professional staff within the public school system requires greater recognition of their expertise, increased appreciation of the value they bring to educational settings, and improvements to their working and professional practice conditions.

This report puts forward four recommendations aimed at promoting professional expertise and ensuring full recognition of the essential role played by professional staff within the public school system. These recommendations also seek to strengthen factors that support staff retention and to ensure accessible, high-quality services for students, school teams, and school organizations.

Finally, the FPPE-CSQ calls for the launch of a broad reflection on education that would foster meaningful social dialogue on the future vision of Quebec's education system ([CSQ](#) [in French only] 2025).

## APPENDIX 1

**Table 4. Methodology for the Data Used in the FPPE-CSQ Report**

### **Functional FTE (Person-Year)—PERCOS**

Functional FTE represents the total employment generated by paid working days as well as paid and unpaid absences. The measure represents one person-year, including all paid and unpaid absences, and reflects the actual presence of staff within a given function. It is calculated for the period from July 1 to June 30 of the reference year.

Source: MEQ, [PERCOS](#) (in French only) (277)

### **Individuals—PERCOS**

An individual may be counted in more than one occupational group, employment status, or education sector.

Sources: MEQ, [PERCOS](#) (in French only) and [PERCOS 2023-24 TABLES](#) (in French only) (Professional Staff)

### **Professional Staff—FPPE-CSQ**

The staffing declaration is an annual exercise used to track the number of members within a union organization. To do so, unions rely on data provided directly by each school organization, namely the number of individuals who held a position or worked under contract within a bargaining unit during the reference year, from January to December.

Source: FPPE-CSQ, Internal Data

### **Vacant Positions—Education Dashboard**

A position is considered vacant when no individual is assigned to it, regardless of employment status or qualifications. The Education Dashboard reports the number of vacant positions in the public school system for selected occupational categories across all education sectors, including youth general education, vocational training, and adult general education.

Source: MEQ, [Education Dashboard](#) (in French only)