

APPENDIX XXXII ALLOCATION OF \$1.95 MILLION TO SUPPORT CLASS COMPOSITION AND ADDITIONAL RESOURCES

SECTION 1 Support for class composition at the elementary and secondary levels

1. The Ministère shall grant ~~\$1.95M~~ **\$2.11M** to support the composition of classes for the following ~~four~~ **two** school years:
 - ~~202116-202217~~ : ~~\$1.952.11M~~;
 - ~~202217-202318~~ : ~~\$1.952.11M~~;
 - ~~2018-2019 : \$1.95M;~~
 - ~~2019-2020 : \$1.95M.~~
2. The amounts shall be distributed among the ~~school~~ boards according to the budgetary parameters established by the Ministère.
3. The board shall distribute the amount among the schools and shall determine organizational models for services offered at the elementary and secondary levels based on the recommendations made by the parity committee prescribed in clause 8-9.04 from among the following choices:
 - support for the composition of classes, to take into account, in particular, the integration of students with behavioural difficulties into a regular class;
 - implementation of new service organizational models to provide support for the composition of classes, in particular, for opening groups of students allowing, for example, a priori weighting, implementation of transition, resource or specialized classes, addition of teaching resources for direct services to student learning, addition of services, etc.
4. Based on the service organizational models determined by the board, the school administration shall decide on the allocation process for the resources based on the recommendations of the school-level committee prescribed in clause 8-9.05.
5. Amounts not used during the school year in which they are allocated shall be transferred to the following school year.

SECTION 2 Adding direct service teaching resources to elementary student learning

1. Context

Key measure obtained to assist certain difficult environments, particularly due to the high number of students with an IEP in regular classes. The \$40M envelope (FSE-QPAT) should make it possible to open approximately 300 additional regular classes per year in elementary schools that are not on the list of schools located in disadvantaged areas. These choices are based on the findings that the needs were greater at the elementary level and that schools in disadvantaged areas were already benefiting from numerous support measures.

1. The provisions of this section apply only to regular groups in elementary schools that are not on the list of schools in disadvantaged areas established by the Ministère in Appendix XXIII of the entente.
2. The Ministère shall allocate an amount of \$40 million to school service centres, including the *Centre de services scolaires du Littoral*, and to English-language school boards whose union is affiliated with the *Fédération des syndicats de l'enseignement* (FSE-CSQ) or QPAT:
 - 2021-2022: \$40M
 - 2022-2023: \$40M
3. The funds are dedicated to the addition of teaching resources in direct service to the learning of elementary students in the most **difficult environments through the addition of groups**.
4. The distribution of the sums between the school service centres and the English school boards shall be carried out according to the budgetary parameters established by the Ministère.
5. The parity committee, provided for in clause 8-9.04, makes its recommendations following the needs declared by the committees at the school level.
6. Following the recommendations made by the parity committee provided for in clause 8-9.04, the board shall allocate the amounts among the schools and decide on the distribution of the additional groups.¹
7. Amounts not used in the school year in which they were allocated shall be carried over to the next school year.

¹ If it is not possible to add the teaching resources referred to in section 2 **because of a lack of space or qualified teachers**, the amounts allocated may be used to hire professional or support resources in order to provide teachers in the schools concerned with support in relation to class composition.