

**Committee on at-risk students and students with handicaps, social maladjustments or learning difficulties
(Appendix L)**

1. Context

For the same reasons outlined in the document on the committee on class composition, the discussions at the negotiating table resulted in the development of this committee. While this committee will have its work cut out for it, it will not begin its work empty-handed. Indeed, our representatives will be well equipped to put forward the solutions that had to be put aside following a repositioning of our demands during the negotiations:

- Revision of article 8-9.00, including the "identification sequence".
- Imported articles 96.14 and 235 of the *Education Act* (CQLR, chapter I-13.3);
- Updated definitions in Appendix XXXI;
- Imported into the body of the entente the definition of at-risk student;
- Imported into the body of the entente (and as an appendix) the stipulations of the June 2011 letter of agreement, which has been renewed in the present entente;
- Introduction of a service guarantee through definitions of support measures (regular support/ongoing support);
- Addition of authorization for the parity committee to make recommendations to the resource allocation committee established under article 193.2 of the EA.

2. Content

APPENDIX L Committee on at-risk students and students with handicaps, social maladjustments or learning difficulties (EHDAA)

Text of the new 2020-2023 entente	Comments
<p>The purpose of this committee is to make recommendations concerning the updating of article 8-9.00 and the definitions in Appendix XXXI.</p> <p>Within 60 days of the coming into force of the agreement, the Ministère and QESBA, on the one hand, and QPAT, on the other, shall form a committee. The committee shall be composed of no more than three representatives of the Comité patronal (including one representative of the Ministère and one representative of the QESBA) and no more than three</p>	<p>Ideally, the parties should be able to issue a joint report, which would maximize the chances that some of the recommendations could be implemented as union demands as early as the fall of 2022.</p>

<p>representatives of QPAT The committee may include resource persons.</p> <p>The committee shall determine its own operating rules and the schedule of its meetings.</p> <p>The mandate of the committee shall be:</p> <ul style="list-style-type: none">- to analyze the application of certain provisions of article 8-9.00, particularly those relating to the IEP, integration, the operation of EHDAAs committees, reason for services, in order to determine their effectiveness in improving learning conditions;- to make recommendations regarding the updating of the definitions set out in Appendix XXXI. <p>No later than September 30, 2022¹, the committee shall report to the Provincial Advisory Committee on the status of the work carried out, the results obtained and, where applicable, its recommendations to the parties.</p> <p>Following the recommendations provided for in the preceding paragraph, the Provincial Advisory Committee makes its recommendations to the Ministère and the QESBA, on the one hand, and to QPAT, on the other.</p>	<p>See the "Context" section for more details.</p> <p>This is of mutually beneficial interest for both parties.</p> <p>Added at the last minute during the drafting phase, a footnote¹ provides that the work may continue beyond that date, but for a maximum of 2 months, the objective being that the report can be used to develop the October 2022 union demand.</p> <p>Again, it would be to our advantage to produce a joint report, which would be to the satisfaction of both parties.</p>
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¹ The parties may agree to extend the work for a maximum of two months.