

LETTER OF AGREEMENT

between

the Management Negotiating Committee
for English-language School Boards (CPNCA)

and

The Quebec Provincial Association of Teachers
(QPAT) on behalf of the teachers' unions which it represents

**SUBJECT: Renewal of the letter of agreement of June 2011, renewed in June 2016
(maintenance and adjustment of the sums provided for in 2019-2020 for
the duration of the 2020-2023 entente)**

WHEREAS, the agreement in principle reached between the parties on May 27, 2021 provides for the renewal of the letter of agreement of June 2011, renewed in June 2016 (maintenance and adjustment¹ of the amounts provided for in 2019-2020 for the duration of the 2020-2023 entente).

The parties agree as follows:

I- Class composition

1. Implement measures to ensure classroom balance:

- a) by the allocation of a closed envelope distributed among the school service centres and English school boards whose union is affiliated with the *Fédération des syndicats de l'enseignement* (FSE-CSQ) or with the Quebec Provincial Association of Teachers (QPAT)² at the signing of the 2020-2023 entente:

- 2021-2022: \$17.94M
- 2022-2023 \$17.94M

- b) The amounts shall be allocated among the school service centres and school boards according to the budgetary parameters established by the Ministère.

The school board shall allocate the amount among the schools and shall determine organizational models for services provided at the elementary and secondary levels following the recommendations made by the parity committee from among the following choices:

- the implementation of student group to meet the special needs of students. These groups may include the resource class, the respite program or the specialized class;
- the addition of teaching resources directly related to student learning.

The parity committee makes its recommendations based on the needs identified by the committees at the school level.

Funds not used in the school year in which they were allocated are carried over to the next school year.

¹ Based on the funding parameters of the *Ministère* in effect for the 2020-2021 school year.

² Allocation method according to the parameters established in the budgetary rules.

II- Teacher support

1. To allocate, within the framework of measure 15374, within the budgetary rules, according to the parameters already established for this measure, the sums are distributed among the school service centres and the English-language school boards whose union is affiliated with the FSE-CSQ or QPAT at the time of the signing of the 2020-2023 entente, for the following purposes:

by releasing teachers to develop and follow up on Individualized Education Plans, including meeting with school professionals and teacher specialists and communicating with parents:

- 2019-2020: \$3M
- 2020-2021: \$3.457M
- 2021-2022: \$3.462M
- 2022-2023: \$3.462M

(Non-arbitrable)

111- Prevention and early intervention

1. To revise the definition of students with learning difficulties to allow for recognition as early as the end of grade 1 of the first cycle of elementary school and to mention that the learning difficulty is included in this definition.

A student with a learning difficulty is:

- a) at the elementary level, a student:

whose situation has been analyzed and for whom the remedial measures put in place by the teacher and other intervenors over a significant period of time do not allow the student to make sufficient progress to catch up in French, the language of instruction, or mathematics. This delay is established according to what is expected of the student, taking into account both his or her age and the Québec Education Program.

The student may be identified as having a learning difficulty during the cycle. A student may be identified as having a learning difficulty at the end of the first year of the first cycle if the analysis of his or her needs and abilities, carried out within the framework of the individualized education plan, reveals that significant difficulties persist over time following targeted remedial interventions in accordance with the Québec Education Program and that it becomes necessary to make adaptations to the requirements expected of this student.

- b) at the secondary level, the student:

whose analysis of the situation shows that the remedial measures put in place by the teacher and other intervenors over a significant period of time do not allow the student to make sufficient progress in order to catch up in French, the language of instruction, and in mathematics. This delay is established according to what is expected of the student, taking into account both his or her age and the Québec Education Program.

In elementary and secondary school, learning difficulties include specific learning disabilities such as dyslexia-dysorthographie or dyscalculia, mild to moderate dysphasia and mild intellectual disability.

(Non-arbitrable)

- 2) A new formula for triggering the Individualized Education Plan process for a student with learning difficulties in light of the new definition of learning difficulties:

- a) for the duration of the 2020-2023 entente;

(Non-arbitrable)

- b) by the implementation of the Individualized Education Plan team by the school principal to analyze the student's needs and abilities, when a teacher assesses that the student meets the definition of a student with a learning difficulty and has had access to support measures.

- 3) Additional clarification in the guidelines and reference to various ministry documents, including the guide to supporting a quality first school transition.

(Non-arbitrable)

IN WITNESS WHEREOF, the parties have signed in Québec this 17th day of the month of November 2021.

**FOR THE MANAGEMENT
NEGOTIATING COMMITTEE FOR
ENGLISH-LANGUAGE SCHOOL
BOARDS (CPNCA)**

**FOR THE QUEBEC PROVINCIAL
ASSOCIATION OF TEACHERS (QPAT)**

[SIGNATURE]

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Ms. Christine Denommée
President, CPNCA

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President, QPAT

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