SCHOOL BOARD SPECIAL NEEDS PARITY COMMITTEE
CLAUSE 8-9.04 – COLLECTIVE AGREEMENT E5

Clause 8-9.04 of the Collective Agreement E5 QPAT-CPNCA mandates school boards and local unions to create a parity committee. The mandate of this committee is defined in the clause.

In order to promote the efficiency of this committee as well as the actualization of its mandate, this document is a reference tool available to both local parties. Use of this timeline is optional as it can be adapted to better meet the needs and practices specific to each environment.

Furthermore, as a recommendation, the parity committee can develop its own set of internal rules such as:

- Calendar of meetings
- Agendas
- Meeting checklist
- Distribution of documents
- Feedback on consultations
- Items discussed
- Invitation of other categories of personnel
- Etc.

Clause 8-9.04	Suggested Timeline
The school board and the local union create a parity committee. This committee has the following mandate:	
a) to give its view on the policy on the organization of educational services for students with handicaps, social maladjustments or learning difficulties and to make recommendations concerning the implementation of the policy and the methods for integrating students into regular groups as well as the support services required for the students' integration;	Deadline established by the school board October to March
b) to recommend models for organizing services that could be implemented in schools to provide support for the formation of classes including, among other things, setting up groups of students as a result of a priori weighting, the creation of a resource or transition class or the addition of services;	October to March
c) to give its view on the services to be offered at the board level;	October to March
d) to verify all the resources available under clause 8-9.03*; (See clause on following page)	April to June September (updates and revisions)
e) to determine the criteria for the allocation of resources to schools according to the policy in effect at the board;	October to March
f) to analyze requests from schools in relation to the allocation criteria established;	April to June
g) based on the total available resources allocated under clause 8-9.03, to recommend to the board: i) the allocation of resources among the schools; ii) the portion of resources allocated as compensation as a result of the weighting of certain students with special needs to be paid or, where applicable, to be included in the school's budget; iii) the reserve to be maintained for additional services that will be determined during the following year under clause 8-9.07;	April to June September (updates and revisions)
h) to receive and study the reports prepared under subclause e) of clause 8-9.05 and to make the recommendations it deems appropriate.	April to June
The committee may call upon representatives of other categories of employment to take part in the discussions.	Ongoing throughout the year

8-9.03

No later than April 30, the board shall identify provisionally, for the following school year, the specialized resources available for all categories of personnel and the financial resources available in the schools and the board for services offered to students with special needs and shall so inform the parity committee prescribed in clause 8-9.04.

Once the board has determined the total resources available, it shall so inform the parity committee.

The resources include:

a) for the duration of the entente, the funding of additional teaching positions at the elementary level specified in Appendix XXIX;

b) for the duration of the entente, the number of positions and the funding received by the board for additional teaching positions at the secondary level based on the distribution of the 600 supporting teacher positions[1] among the boards and school service centres according to the parameters established by the Ministère;

c) the funding specified in Appendix XXX received by the board to resolve specific problems related to the integration of students with special needs and, especially, students with behavioural difficulties;

d) the budgetary resources allocated for students with special needs in addition to the resources the board receives for regular students for educational activities;

e) the budgetary resources allocated for handicapped students in addition to the resources the board receives for regular students for educational activities.

No later than October 31 or at another date agreed upon by the board and the union, the board shall inform the committee of the number of special classes and individualized paths for learning classes.

[1] The Ministère shall distribute the positions among school boards, school service centres and the Centre de services scolaire du Littoral.