

**LETTER OF AGREEMENT**

**CONCLUDED BETWEEN**

**ON THE ONE HAND,**

**THE COMITÉ PATRONAL DE NÉGOCIATION POUR  
LES COMMISSIONS SCOLAIRES FRANCOPHONES (CPNCF)**

**AND**

**ON THE OTHER HAND,**

**FOR THE QUEBEC PROVINCIAL ASSOCIATION OF TEACHERS (QPAT)  
ON BEHALF OF THE TEACHERS IT REPRESENTS**

**SUBJECT: Follow-up to discussions of committee dealing with at-risk students and students with handicaps, social maladjustments or learning difficulties**

**CONSIDERING** the work conducted by the committee dealing with at-risk students and students with handicaps, social maladjustments or learning difficulties under Appendix XXXVIII of the 2010-2015 agreement (E2);

**CONSIDERING** that the committee was unable to make its recommendations to the parties as planned by February 1, 2011;

**CONSIDERING** that, failing consensus on the recommendations, the parties jointly decided to continue discussions with a conciliator;

**CONSIDERING** that, failing an agreement, the conciliator prepared a report and made recommendations to the Minister of Education, Recreation and Sports on June 3, 2011;

**CONSIDERING** that the Ministère provided the Quebec Provincial Association of Teachers (QPAT) with follow-up proposals to the conciliator's recommendations and that QPAT agreed to continue discussions on that basis.

The parties agree as follows:

**I- Composition of class**

1. Implementation of measures for a balanced classroom:

- a) In keeping with ministerial guidelines, establish benchmarks to guide school boards and schools on the composition of the class and organization of services.

(non arbitrable)

- b) Allocate a closed envelope which, at the end of a 4-year period beginning in 2011-2012, would amount to \$16M distributed among the school boards where the teachers' unions are affiliated with the FSE or QPAT<sup>1</sup> on June 14, 2011:

- 2011-2012: \$4M
- 2012-2013: \$8M
- 2013-2014: \$12M
- 2014-2015: \$16M

The amounts shall be distributed among school boards according to the budgetary parameters established by the Ministère.

A school board shall distribute the amounts among schools and shall determine models for organizing services in elementary and secondary schools based on the recommendations made by the committee parity from among the following options:

- setting up of student groups that meet the specific needs of students. Groups may include resource classes, respite programs or specialized classes;
- addition of teachers to provide direct services to students.

The parity committee shall make its recommendations based on the needs identified by the school-level committees.

Any amount not used during the school year in which it was allocated shall be carried over to the following school year.

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<sup>1</sup> Distribution method based on the parameters established in the budgetary rules

## 2. Assessment of situation

Mandate the Provincial Advisory Committee to follow up on the issues raised by the conciliator concerning the existing groups in 2010-2011 and to so report to the parties.

(non arbitrable)

**II- Support for teachers**

## 1. Enhance measure 30059 of the budgetary rules based on the established parameters; the amounts shall be distributed among the school boards where the teachers' unions are affiliated with the FSE or QPAT on June 14, 2011 in order to:

a) release teachers to prepare and monitor individualized education plans, to meet with professionals and teacher specialists of the school and to allow for communications with the parents:

- 2011-2012: \$3M

- 2012-2013: \$3M

- 2013-2014: \$3M

- 2014-2015: \$3M

(non arbitrable)

**III- Continuing education**

## 1. Provide mentoring and continuing education activities for teachers by:

a) adopting the measures prescribed in the 2010-2015 agreement: Chapter 7-0.00 (Professional Improvement System) and Appendix XLII (Declaration of Intent on the Professional Improvement of Teachers).

(non arbitrable)

## 2. Increase accountability of teachers for teaching-related intervention efforts by:

a) maintaining regional resources to accompany school administrators and teachers in their interventions with students with learning difficulties, behavioural difficulties or language disorders;

(non arbitrable)

b) organizing joint continuing education projects involving universities and school boards (Project 7—Program to support the professional development of school staff).

(non arbitrable)

**IV- Rapid intervention and prevention**

1. Review the definition of students with learning difficulties so that students may be recognized as having learning difficulties at the end of the first year of Elementary Cycle One and that learning problems be included in the definition:

- a) Update of the definition of student with learning difficulties:

A student is deemed to have learning difficulties:

- at the elementary level:

when an analysis of his or her situation shows that the remedial measures, carried out by the teacher and others involved in intervention efforts over a significant period of time, have not enabled the student to make sufficient progress in his or her learning to catch up with respect to French, language of instruction or mathematics based on what is expected of the student at his or her age and, as provided for in Québec Education Program.

The student may be recognized as having learning difficulties during the cycle. A student could be recognized as having learning difficulties at the end of the first year of Cycle One, when an analysis of his or her needs and abilities, based on the individualized education plan, shows that significant difficulties persist in time following specific re-educational measures undertaken in keeping with the Québec Education Program and it is deemed necessary to make adaptations to what is expected of the student.

- at the secondary level:

when an analysis of his or her situation shows that the remedial measures, carried out by the teacher and others involved in intervention efforts over a significant period of time, have not enabled the student to make sufficient progress in his or her learning to catch up with respect to French, language of instruction and mathematics based on what is expected of the student at his or her age, and as provided for in the Québec Education Program.

At the elementary and secondary levels, learning difficulties include specific learning problems such as dyslexia-dysorthographia or dyscalculia, mild to moderate dysphasia and mild intellectual handicaps.

(non arbitrable)

2. A new formula for initiating the implementation of the individualized education plan for a student with learning difficulties, taking into account the new definition of learning difficulties:

- a) For the unexpired term of the 2010-2015 agreement (E2)

(non arbitrable)

- b) The school administration shall set up the individualized education plan team to analyze the student's needs and abilities when a teacher deems that the student corresponds to the definition of a student with learning difficulties and benefited from support measures.

3. Clarifications to the guidelines and references to various ministerial documents, including the Guide for Supporting a Successful School Transition.

(non arbitrable)

IN WITNESS WHEREOF, the parties have signed in Québec on this 30<sup>th</sup> day of the month of June 2011.

**FOR THE COMITÉ PATRONAL DE  
NÉGOCIATION POUR LES COMMISSIONS  
SCOLAIRES FRANCOPHONES (CPNCF)**

**FOR THE QUEBEC PROVINCIAL  
ASSOCIATION OF TEACHERS (QPAT) ON  
BEHALF OF THE TEACHERS IT  
REPRESENTS**

(signed) Bernard Tremblay  
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Bernard Tremblay, president  
CPNCF

(signed) Serge Laurendeau  
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Serge Laurendeau, president  
QPAT

(signed) Éric Bergeron  
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Éric Bergeron, vice-president  
CPNCF

(signed) Céline Forcier  
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Céline Forcier, negotiator  
FCSQ

(signed) Olivier Dolbec  
\_\_\_\_\_  
Olivier Dolbec, negotiator  
QPAT

(signed) Louise Paradis  
\_\_\_\_\_  
Louise Paradis, negotiator  
MELS