

LETTER OF AGREEMENT CONCLUDED

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 it represents**

**SUBJECT: Renewal of letter of agreement dated June 30, 2011 (amounts prescribed in
2014-2015 to continue to be paid for the duration of the 2015-2020 entente)**

WHEREAS the parties concluded, on December 14, 2015, an agreement in principle that provides for the renewal of the letter of agreement dated June 30, 2011 (amounts prescribed in 2014-2015 continue to be paid for the duration of the entente).

The parties agree as follows:

I- Composition of class

Implementation of measures for a balanced classroom:

- a) Allocate a closed envelope distributed among the school boards whose teachers' unions are affiliated with the Fédération des syndicats de l'enseignement (FSE-CSQ) or the Quebec Provincial Association of Teachers (QPAT)¹ on the date of the signing of the entente:

- 2016-2017: \$16M;
- 2017-2018: \$16M;
- 2018-2019: \$16M;
- 2019-2020: \$16M.

- b) The allocation of amounts as set out in subparagraph a) among the school boards shall be based on the budgetary parameters established by the Ministère.

The school board shall distribute the amounts among the schools and shall determine models for organizing services in elementary and secondary schools based on the recommendations made by the parity committee 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.

¹ Distribution method based on the parameters established in the budgetary rules

II- Support for teachers

Enhance measure 15322 of the budgetary rules according to the parameters already established for this measure; the amounts shall be distributed among the school boards whose teachers' unions are affiliated with the FSE-CSQ or QPAT on the date of the signing of the 2015-2020 entente.

Release teachers from their duties to prepare and monitor individualized education plans, to meet with professionals and teacher-specialists of the school and to allow for communications with parents:

- 2016-2017: \$3M;
- 2017-2018: \$3M;
- 2018-2019: \$3M;
- 2019-2020: \$3M.

(non-arbitrable)

III- 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 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 or by 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 the language of instruction or mathematics based on what is expected of the student at his or her age and, as provided for in the 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 or by 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 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 term of the 2015-2020 agreement (E5)

(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 Montréal on this 20th day of the month of June 2016.

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

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

(signed) Joanne Simoneau-Polenz

(signed) Richard Goldfinch

Joanne Simoneau-Polenz
President, CPNCA

Richard Goldfinch
President, QPAT

(signed) Éric Bergeron

Éric Bergeron
Vice-president, CPNCA

(signed) Émilie Gosselin-Bergeron

(signed) Olivier Dolbec

Émilie Gosselin-Bergeron
Spokesperson, CPNCA

Olivier Dolbec
Spokesperson, QPAT