
Report of the Central special needs parity committee (CSNPC) Year-End-Report (June 2025)

Central Budget

As of mid-May, a total of \$17.96 million was spent on Special Education Technician and Integration Aide allocations from the central committee budget. As is now the regular practice, the funds were fully allocated to the schools at the start of the academic year.

Provincial Agreement Allocations 2023–2028 and MEQ Budgetary Rules

The provincial agreement includes several appendices with funding for special needs groupings and students. The committee has now established a regular procedure for allocating resources, particularly ones that impact teacher staffing.

The work of the committee was significantly hampered this year by the unacceptable delay from the MEQ in publishing the final budgetary rules. Although our committee was able to make general recommendations based on the draft budgetary rules from July, the final budgetary rules only arrived in December. This prevented the timely distribution of funds until much later in the year. We also noticed significant restructuring of the budgetary rules from July to December, which made tracking funds more complex. Our committee welcomed both the Director of Finance and the Assistant-Director General to our January meeting to help ensure equitable access to the overall budget.

Another significant concern is that the annual indexation of certain budgetary rules is less than the salary increases achieved by the public sector in the last round of negotiations. We regularly share feedback with our provincial counterparts regarding the impacts of this issue.

Despite all this, we were still able to allocate eleven additional classes at the elementary level and ten specialized groupings in the Youth Sector. An allocation to each high school was also made in April to assist with the impacts of *déboulage*.

The committee is also eagerly awaiting the arrival of the budgetary rules for 2025–2026 to review these allocations again. We are prepared to rapidly meet again outside of committee if needed as soon as the information becomes available.

Topics of Discussion

- i. The role of this parity committee, as well as the role of the school-level Special Needs Committee
- ii. Review of school-level Distribution of Services plans
- iii. The role of the resource teacher
- iv. The Reference Guide for Resource Teachers, as well as the QPAT/ALDI guide for elementary resource teachers
- v. Replacement of absent integration aides

- vi. IEP review and validation
- vii. IEP release days
- viii. Information on the Youth Sector special needs pedagogical day in February
- ix. The implementation of *aide à la classe* and K5 educators
- x. The grade 6 articulation process
- xi. Concerns from particular schools were discussed regularly

School Visits

We were able to visit John Rennie High School and St. Patrick Elementary during two of our committee meetings. These on-site visits are so important to help see and evaluate the impact of some of our committee decisions. The committee looks forward to continuing to visit schools again in 2025-2026.

Submitted by
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