

- 79.2 Joint educational implementation committees shall be established by the Board and the ADTU to investigate, analyze and plan for educational or curriculum change in the district. The committees shall have a majority of ADTU member representatives appointed by the Union.
- 79.2.1 The committees shall recommend implementation strategies including, but not limited to, consideration of the following factors:
  - 79.2.1.1 ADTU members, both individually and collectively, are clear about the value, content and process of any proposed change;
  - 79.2.1.2 adequate and appropriate resources, including -
    - 79.2.1.2.1 physical facilities, equipment and learning resources
    - 79.2.1.2.2 organizational resources including class sizes; and
    - 79.2.1.2.3 professional training and in-service
  - 79.2.1.3 provision of adequate implementation time for ADTU members
  - 79.2.1.4 development of pilot programs prior to system-wide adoption of the change.

**ARTICLE 80 - ASSESSMENT OR ACCREDITATION OF SCHOOLS P**

- 80.1 The allocation of staff time, resources and procedures recommended for conducting provincially mandated assessment or accreditation of district schools will be outlined in District Policy 6400.
- 80.2 Prior to undertaking a school assessment/accreditation, the school staff and the Superintendent of Schools or designate shall review district policy and have ample time for discussion of the issues.
- 80.3 Other than changes required by the Ministry of Education, Policy 6400 shall not be altered, amended or deleted without the agreement of the Union.
- 80.4 Ministry funds targeted for follow-up activities in a school shall be allocated to the school through a trust fund.

**ARTICLE 81 - INCLUSION OF STUDENTS WITH SPECIAL NEEDS P**

**Definitions:**

- 81.1.1 Students with special needs are students who are identified by the Superintendent or designate, as students requiring modification to school practices in order for them to develop to their maximum potential within the following categories as outlined in the Ministry of Education Special Programs Manual of Policies, Procedures and Guidelines:
  - a. Low Incidence

- i. Multiple Handicapped
  - ii. Moderately Mentally Handicapped
  - iii. Severely/Profoundly Handicapped
  - iv. Physically Handicapped
  - v. Visually Impaired
  - vi. Hearing Impaired
  - vii. Autistic
- b. High Incidence
    - i. Severe Learning Disabled
    - ii. Severe Behaviour
    - iii. Mildly Mentally Handicapped
    - iv. Rehabilitation
  - c. Other Students with Special Needs
    - i. English as a Second Language
    - ii. Gifted

81.1.2 For the purposes of this Article "school-based team" shall include:

- a. potential receiving ADTU member(s)
- b. an administrative officer
- c. school and/or district professional personnel
- d. other appropriate personnel as decided in consultation with the principal.

Upon the agreement of the school-based team, the parent(s) and/or student may augment the school-based team.

81.1.3 For the purposes of this Article, pre-service and in-service shall mean:

- a. pre-service - training and/or professional development which takes place prior to the introduction of a student with special needs into the regular classroom.
- b. in-service - training and/or professional development which takes place after the introduction of a student with special needs into the regular classroom.

## Identification/Placement

- 81.2.1 An ADTU member and/or the school-based team may refer a student to the principal for assessment, identification, and placement pursuant to Article 81.2.2.
- 81.2.2 Upon the request of the school-based team, the Superintendent or designate shall consult with the school-based team, when identifying and placing students with special needs.
- 81.2.3 Students appropriately identified as included in the categories of Special Needs specified in Article 81.1 shall retain their status as students with special needs when they enter the district, enroll in Year One and/or transfer to another school in the district provided they retain the necessary characteristics to remain in one of the categories specified in Article 81.1.1.
- 81.2.4 For the purposes of Article 60.7 (Class Size), students with special needs shall be the Low Incidence students and those students who fall within the Severe Learning Disabled and Severe Behaviour High Incidence categories and in addition, on the request of an ADTU member and with the approval of the Superintendent or designate, a student who falls within the Mildly Mentally Handicapped category.
- 81.2.5 At the request of the receiving ADTU member, the school-based team shall meet within five (5) teaching days to review the inclusion of a student with special needs in a regular classroom.

## Necessary Conditions

- 81.3.1 It shall be the responsibility of the Board to ensure that the following necessary conditions are met prior to placement:
- a. A meeting of the school-based team to consider relevant educational and medical information and to determine an educational program for the student.
  - b. The extent of the resources necessary to meet the needs of the child to be included shall be assessed by the Superintendent of Schools or designate in consultation with the classroom teacher and the school-based team. Resources to be considered shall include but not be limited to:
    - i. release time for classroom assessment and consultation;
    - ii. appropriate facilities and equipment;
    - iii. communication devices;
    - iv. required curriculum modification;
    - v. appropriately trained teacher assistants; and
    - vi. intervention and support by specialist teacher(s).
- 81.3.2 Whenever practical, appropriate pre-service shall be arranged prior to the initial placement of the student with special needs, followed by appropriate on-going in-service.

- 81.3.3 ADTU members shall not be required to take pre-service/in-service training during the months of July or August, Spring Break, Christmas Break, statutory holidays, weekends or evenings.
- 81.3.4 Prior to the introduction into the regular class, clear procedures shall be established for the carrying out of fire and earthquake drills that expedite the evacuation and care of children with physical handicaps.
- 81.3.5 The receiving ADTU member has the right to be involved in the development of the Individual Educational Program (IEP) for the student with special needs who is to be included in his/her classroom. There shall be no requirement that the receiving ADTU member be solely responsible for the development of the IEP.

**Personal Care**

- 81.4 On a regular or predictable basis, ADTU members shall not be called upon to:
  - 81.4.1 administer medication nor other medical procedures, and/or
  - 81.4.2 provide personal care such as toileting.

**New Programs**

- 81.5 The placement in an established school of a resource room, special class or program for special needs students shall only occur after consultation among the district staff, administrators, ADTU members and parents concerned.

**Expedited Arbitration**

- 81.6 A grievance in respect of this Article may be referred to expedited arbitration.

**Special Education Advisory Committee**

- 81.7 A Special Education Advisory Committee will be formed.
  - 81.7.1 The Committee will be responsible for the provision of advice to the Board on broad matters generally, but not exclusively, related to District philosophy on Special Education, coordination, liaison of services, identification and placement issues and required human resources.
  - 81.7.2 The composition of the Committee shall include:
    - the Superintendent of Schools or designate (Chair)
    - one trustee
    - one Deputy/Assistant Superintendent
    - two parents, one of whom will be the parent of a special needs student
    - one administrative officer
    - three representatives of the ADTU one of whom shall be a classroom teacher, one itinerant specialist teacher and one ADTU Executive member.