

ARTICLE 324 - HOME EDUCATION

- 324.1** The Board shall provide additional teaching staff, or increase a part-time teacher's assignment, or reassign existing teaching staff as in 324.2, to meet its statutory requirements respecting Home Education.
- 324.2** Existing teaching staff shall only be reassigned to these duties if the time to perform these duties is an equal time replacement for presently assigned responsibilities.
- 324.3** Except as provided in 324.1 and 324. 2, teachers shall not be required to register, instruct, prepare materials or exams, assess or prepare reports on home-schooled students.

ARTICLE 530 - CLASS SIZES

530.1 The parties agree to the following class size guidelines. ~~These guidelines will not be exceeded during the term of this agreement without the agreement of the Association, except when external constraints are imposed upon the Board and a solution cannot be found through consultation with the Association.~~

530.2 Maximum sizes for regularly scheduled classes shall be:

	Target	Limit
Primary One	21	24
French Immersion Primary One		25
	Target	Limit
Primary 2 - 4	23	25
Intermediate & Graduation	28	30
Intermediate / Graduation Split	25	27
Special Class - 12 (or less if required by Ministry of Education guidelines)		

530.3 Classes shall be smaller than the size stated above when they are significantly affected by students with special needs for whom no other assistance has been provided.

~~**530.4** For educationally sound reasons, a school staff may decide on class organizations within the school which exceed these guidelines.~~

530.5 The number of students in a laboratory, shop, or other specialized classroom shall not exceed the number for which the facility was designed.

~~**530.6** Band and choir classes may exceed these guidelines with the agreement of the teacher.~~

ARTICLE 535 - INCLUSION OF SPECIAL NEEDS STUDENTS

535.1 Recognition

The Board and the Association agree that the provision of a positive educational experience is desirable for all students, including students with special needs, and that conditions should exist which will support that experience.

535.2 Definition

Students with special education needs are those identified by District Special Services as eligible to be included in one or more of the following Ministry of Education categories:

- 535.2.1** Low Incidence/High Cost
- i. Dependent handicapped
 - ii. Moderately mentally handicapped
 - iii. Severely handicapped
 - iv. Physically handicapped
 - v. Visually impaired
 - vi. Hearing impaired
 - vii. Autistic

- 535.2.2** High Incidence/Low Cost
- i. Severe learning disabled
 - ii. Mildly mentally handicapped
 - iii. Severe behaviour
 - iv. Rehabilitation

535.3 School Based Team

The School Based Team represents the broad range of professionals available within the school and the District to serve the needs of special needs students. It consists of the principal or vice-principal from the school, the teacher who has made the referral, the teacher(s) who will be teaching the child, the teacher responsible for the student's educational program, a learning assistance teacher and/or counselor from the school and District staff where appropriate. The School Based Team may be augmented by the child, the child's parents or guardians, and representatives from community agencies.

535.3.1 Purpose

The School Based Team will screen referrals, monitor students' progress, recommend program adjustments, make placement recommendations, and refer, where necessary, to District Special Services or outside agencies.

535.4 Placement

535.4.1 The School Based Team shall meet in the Spring to plan for inclusion of students with special needs for the following September. Identified students with special needs shall not be placed into regular classrooms until after the School Based Team has met. Exceptions to this may be made for students whose enrolment was not anticipated prior to the beginning of the school year or who are subsequently identified as special needs students.

535.4.2 The placement of a special needs student shall be determined by the student's educational, physical, social and medical needs.

535.4.3 Prior to the placement of a special needs student into regular classroom, the requirements for ongoing support will be identified by the School Based Team and appropriate District Special

	<p>Services personnel. It shall be the responsibility of the District to ensure that the necessary resources are available, prior to placement, or as soon thereafter as is practicable. A determination of the necessary resources may include but shall not be limited to the following factors:</p>
	<p>535.4.3.1 teacher assistant support;</p>
	<p>535.4.3.2 Individual Educational Plan development;</p>
	<p>535.4.3.3 Appropriate facilities, equipment and curriculum/materials modification;</p>
	<p>535.4.3.4 the degree of inclusion;</p>
	<p>535.4.3.5 class size and composition; and</p>
	<p>535.4.3.6 inservice needs of the receiving teacher(s) and other school based personnel including teacher assistants and teachers on call.</p>
535.4.4	<p>No more than three students with special needs shall be enrolled in a regular class without the endorsement of the School Based Team.</p>
535.4.4.1	<p>No more than one low incidence student, as defined in Article 535.2.1 (i,ii,iii,vii) and one student with severe behaviour disorders (Article 535.2.2, (iii) shall be enrolled in a regular class.</p>
535.4.5	<p>At the request of the receiving teacher(s), the School Based Team shall meet within five (5) teaching days of the request, when possible, to review the placement of a student with special needs in his/her classroom.</p>
535.5	<p><u>Resources</u></p>
535.5.1.	<p>Release time as approved by the Director, Special Services, shall be provided for teachers in whose classrooms special needs students have been placed, to meet with teacher assistants, other</p>

		school or District staff and/or parents.
535.5.2		Trained teacher assistants shall be provided for assisting low incidence students with toileting, changing for physical education, participating in special events, during lunch intermission, recess and during all class/instructional time.
535.5.3		The district resource teacher or school-based resource teacher shall have primary responsibility for the development of the Individual Educational Plan for low incidence students. Individual Educational Plans for high incidence students shall be prepared, as directed by the Director of Special Services, by appropriate staff members as recommended by the School Based Team.
535.6	<u>In-service</u>	
535.6.1		After consultation with and the approval of the Director, Special Services, the teachers concerned shall receive appropriate in-service training to assist with the educational programming of identified special needs students.
535.6.2		Time for appropriate in-service shall be arranged prior to the placement of a special needs student, or as soon thereafter as is practicable.
535.6.3		Where such in-service training is required by the Board, the Board shall pay any fees and expenses incurred by the teacher.
535.6.4		The District shall annually provide appropriate workshops for teachers on call who are interested in teaching classes which include special needs students.
535.7	<u>Procedures</u>	
		Clear procedures shall be established for the carrying out of fire and earthquake drills that expedite the evacuation and care of children who have physical handicaps.
<u>ARTICLE 601 - TEACHERS ON CALL</u>		
601.1		The Board shall maintain a list of persons who hold B.C. Teaching Certification (the Teacher on Call List) and who have requested to be placed on that list and have been approved by the Superintendent. The Board shall forward a copy of

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ERRORS AND OMISSIONS EXCEPTED

	the Teacher on Call List to the Association each time it is printed and distributed to schools.
601.2	When a vacancy cannot be filled immediately by a person with B.C. teaching certification from the Teacher on Call List a person with special knowledge and an aptitude for classroom instruction may be hired, until a qualified person on the Teacher on Call List is available.
601.3	In October of each school year the Superintendent will hold a District orientation meeting for all persons then on the Teacher on Call List who wish to attend.
601.4	
601.4.1	Except in emergent or unforeseen situations, or as provided in article 520 or article 601.4.2, a teacher on call will be engaged when a teacher who registers a class or a school-based resource teacher is absent.
601.4.2	When one teacher in a job-sharing situation is absent, his/her partner may be asked, but shall not be required, to take over the whole assignment. This also applies to principal/principal's relief absences.
601.5	When a teacher is absent for an indefinite time, the teacher on call who is replacing that teacher shall, on the sixth (6th) consecutive day, have the right to continue the assignment for a period of up to twenty (20) days or until the vacancy is filled by an appointment.
601.6	When the Board knows a teacher will be absent for more than twenty (20) teaching days, the vacancy shall be filled by appointment to a temporary contract. When a teacher on call completes twenty (20) days continuous teaching on the same assignment, a temporary contract shall be granted retroactively to the commencement of the assignment.
601.7	Commencing on the fifth (5th) consecutive teaching day in the same position, a teacher on call will be placed on the basic salary scale according to his/her certification and experience retroactive to the date of commencement of the assignment.
601.8	For the purposes of clause 601.7 above, a teacher on call's service shall not be considered broken by a non-instructional day.
601.9	No engagement shall be for less than one-half of a day.
601.10	A teacher on call who is engaged for a full day and not utilized or utilized for only a portion of that day shall be paid a full day's wage.
601.11	A teacher on call who is engaged for a half-day and not utilized or utilized for only a portion of the time shall be paid one-half of a full day's wage.

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601.12	A teacher on call shall be required to assume only the duties indicated at the time of engagement.
601.13	An engagement can be cancelled without penalty provided that notice is given to the teacher on call at least twelve (12) hours prior to the commencement of the assignment.
601.14	Teachers on call shall be paid semi-monthly. Time assignment sheets shall be forwarded to the School Board Office no later than two (2) days after the pay period ends. Payment of wages shall be within five (5) work days of the pay period endings, which shall be the 15th day and the last day of each month.
601.15	The daily rate for teachers on call with B.C. Teaching Certificates shall be: effective September 1, 1993 - 1/220 of Category 3 - 0 scale placement plus 4% holiday pay.
601.16	Teachers on call shall not be subject to any of the provisions of this agreement other than this Article and any other Article where so specifically stated. The following provisions shall also apply to teachers on call Section 1 all Articles Section 2 all Articles Section 3 Article 330 - Vacancies Article 345 - Disciplinary Action for Cause Section 5 Article 505 -Hours of Work/Preparation Time Article 506 - Duration of Day Article 507 - Teachers Assistants Article 515 - Supervision Article 525 - Extra-curricular Activities Article 530 - Class-size Article 544 - Professional Autonomy Article 556 - School Act Appeals Article 560 - Health & Safety Article 561 -Student Medical Procedures Article 570 - No Discrimination Article 572 - Non-Sexist Environment Article 574 - Harassment Article 575 - Sexual Harassment Article 576 -Falsely Accused Employee Section 7 Article 701 - Placement on Schedule Article 705 - Reclassification Article 710 - Experience Article 740 - Salary Scale Article 750 - Kilometrage Allowance Article 760 - Vandalism Section 8 Dispute Resolution - as it pertains to the provisions of Section 6 only

