

SECTION D WORKING CONDITIONS

ARTICLE D.1: CLASS SIZE AND TEACHER WORKLOAD

Note: This table is a summary of the K-3 class size limits and is provided for reference only. The parties must refer to the language in full when applying the collective agreement. In particular, parties should review Letter of Understanding No. 12 Re: Agreement Regarding Restoration of Class Size, Composition, Ratios and Ancillary Language ("LOU No. 12") Class Size provisions – paragraphs 6 – 9.

Grade	Class Size Limits	Source of Class Size
Kindergarten	Shall not exceed 20 students	LOU No. 12
Grade 1	Shall not exceed 22 students	LOU No. 12
Grade 2	Shall not exceed 22 students	LOU No. 12
Grade 3	Shall not exceed 22 students	LOU No. 12

Local language:

- It is the intent of the Board to adhere to the following guidelines. Class size guidelines for the allocation of classroom teachers shall be:

Kindergarten/Grade 1 class	15 students
Primary split class (1, 2, 3, 4)	20 students
Intermediate split class (4, 5, 6, 7)	24 students
Special class (including ESL)	10 students
Lab-oriented class	24 students
- Home Economics Classes	
- Foods and Nutrition 9-12	
- Clothing and Textiles 9-12	
- Science 8-10	
- Chemistry 11-12	
- Biology 11-12	
- Physics 11-12	
Workshops	20 students
- Industrial Education Classes	
- Auto Mechanics 11-12	
- Technology Education 9-12	
- Woodwork 9-10	
- Construction 11-12	
Secondary English class	25 students
Any other class (4-12)	29 students

2. Teachers of classes which are within the guidelines, but which the teacher judges to be educationally unsound shall refer the matter directly to the Administrative Officer to be resolved.
 - a. If this is not satisfactorily resolved, the teacher shall refer the matter directly to the School-Based Consultation Team for resolution.
 - b. If, in the opinion of the teacher and the School-Based Consultation Team, the matter remains unresolved, the matter shall be referred to the Staff Committee.
 - c. If, in the opinion of the teacher and the Staff Committee, the matter remains unresolved, the matter shall be referred directly to the Liaison Committee.
 - d. The Liaison Committee shall make recommendations or present viewpoints to the Board.

ARTICLE D.2: CLASS COMPOSITION AND INCLUSION

No provincial language.

Local language:

1. Joint Committee

A joint committee shall be struck for the purposes of consultation and formulating recommendations regarding matters concerning the mainstreaming and/or integration of students with exceptional educational needs into a heterogeneous or regular classroom.

The membership shall be comprised of:

- a. four (4) RTA appointees;
- b. Superintendent of Schools or designate and the Administrative Officer of Special Education;
- c. one (1) elementary administrator;
- d. one (1) secondary administrator;
- e. one (1) trustee;
- f. Pro-D Chairperson or designate.

Representation from groups external to the school system may be sought.

The Committee shall meet, at a mutually agreeable time, at the request of either party, to discuss topics related to mainstreaming and to make recommendations to the Board with copies to the RTA.

2. Mainstreaming/Integration

For the purpose of this article, students with special needs, are those derived from the *Special Programs Manual of Policies, Procedures and Guidelines (1985)* and supplied to School Boards annually by the Ministry of Education based on information supplied by Form 1513.

a. Consultation Team (low incidence)

The Consultation Team shall include, but not be limited to, the Administrative Officer of the school, the Superintendent or designate, Administrative Officer of Special Education, the student's present teacher(s) and the parent(s).

The Superintendent or designate will meet with the Consultation Team to determine the resource and program (including class size and composition) associated with placement. Consideration will be given to the receiving teacher's needs for release time and in-service. Wherever possible, in-service should occur before placement. Agreed-upon resources and program needs shall be granted for integration to occur.

b. Consultation Team (high incidence)

A school-based Consultation Team, otherwise known as the School-Based Team, shall include but not be limited to, the Administrative Officer of the school, the Superintendent or designate, the student's receiving teacher(s), school support teacher(s) and the parent(s). The Administrative Officer of Special Education will meet with the School-Based Team when additional resources, program, release or in-service needs are identified. Agreed-upon items shall be granted in order for integration to occur.

c. Placement

i. Low Incidence

Prior to placement, the Consultant Team will meet to determine the best placement for that student. This process must take place within three school days of the student's registration in the district.

However, this does not preclude the School-Based Team initiating interim school and/or home-based educational services prior to the Consultation Team meeting.

ii. High Incidence

The Consultation Team will attempt to meet prior to the placement of the pupil. Parents will be informed upon registration that the Consultation Team will meet within three (3) days of the registration to review the placement and to establish a program.

d. Appealing the Placement of a Student with Special Needs

Consistent with Board policy and regulations, the existing appeal processes would include situations in which the classroom teacher disagrees with the District Screening Committee's decisions on identification, program placement and/or educational planning for a student placed into their classroom.

At the request of the teacher, the School-Based Team (which normally includes the teacher, resource teacher and administrator) shall meet within five (5) teaching days to review the inclusion into the regular classroom of the student with special needs.

e. Severe Behaviour

The Board and the RTA recognize that students identified as those with severe behaviour problems can place hardships upon the classroom setting and the rights of others in the classroom to learn.

When the behaviour(s) are identified as being continually disruptive and detrimental to the well-being of others, the School-Based Team shall inform the Superintendent in writing.

The Superintendent or designate will review the situation and circumstances and will convene a meeting of school and community resource people as required to attempt to resolve the problem. Solutions may include additional resource people, behaviour modification programs, alternate placements and/or home schooling.

ARTICLE D.3: NON-ENROLLING STAFFING RATIOS

Note: This table is a summary of the provincial non-enrolling teacher staffing ratios and is provided for reference only. The parties must refer to Letter of Understanding No. 12 Re: Agreement Regarding Restoration of Class Size, Composition, Ratios and Ancillary Language ("LOU No. 12") in full when applying the ratios.

Where the ratio below is from a source other than LOU No. 12, it is a lower ratio and has replaced the ratio in LOU No. 12.

Position	Ratio	Source of ratio
Teacher Librarian	1:702 students	LOU No. 12
Counsellors	1:693 students	LOU No. 12
Learning Assistance Teachers (LAT)	1:504 students	LOU No. 12
Special Education Resource Teachers (SERT)	1:342 students	LOU No. 12
English Second Language (ESL)/ English Language Learning (ELL)	1:62.5 ESL/ELL students	Former LOU No. 5 (2000)

No local language.