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PRINCE EDWARD ISLAND TEACHERS' FEDERATION

POLICY STATEMENT

INDEX NUMBER: 101

SUBJECT: Philosophy of Education

DATE OF ADOPTION: April 28, 1984

DATE REVISED OR REAFFIRMED: May 26, 1989; May 26, 1990; May 25, 1996; May 25, 2001; May 27, 2006; May 28, 2011

AUTHORITY: Board of Governors

NUMBER OF PAGES: 1 of 1

It is the policy of the P.E.I. Teachers' Federation:

That the Department of Education and Early Childhood Development maintain a philosophy and goals for education in the province which would serve as the basis for curricula selection and implementation.

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PRINCE EDWARD ISLAND TEACHERS' FEDERATION

POLICY STATEMENT

INDEX NUMBER: 102

SUBJECT: Family Life Education

DATE OF ADOPTION: December 14, 1982

DATE REVISED OR REAFFIRMED: May 30, 1987; May 29, 1993; May 29, 1999; May 29, 2004; May 23, 2009; May 28, 2011

AUTHORITY: Board of Governors

NUMBER OF PAGES: 1 of 2

It is the policy of the P.E.I. Teachers' Federation:

That the following C.T.F. policy proposal on Family Life and Sex Education be endorsed by the P.E.I. Teachers' Federation:

Sexuality Education

1. Families have the basic responsibility to provide children with information about the insight into human relationships and human sexuality. Schools and teachers should support this process by discussing the emotional, social and ethical issues associated with sexuality as well as by teaching the physiology of human sexuality and reproduction.
2. Both the content and delivery of sexuality education must be responsive to the age and developmental stage of students and the particular needs and experiences of male and female students.
3. Recognizing students' needs for sexuality education, it follows that:
 - a) sexuality education at elementary and secondary levels should be taught both within specific programs and as an integral part of all curriculum areas touching upon relationships and personal development;
 - b) sexuality education should present human sexuality in a positive way. Students must also be alerted to the public and private consequences of sexual activity, sexual irresponsibility and the exploitation of sexuality;

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- c) the immediate and long-term consequences of unplanned pregnancy should be addressed with both male and female students;
 - d) all students should have access to accurate information and competent counselling in sexuality. Should their needs or circumstances warrant, appropriate referrals to resources beyond the school should be made available;
 - e) sexuality education should emphasize the values of mutual responsibility, respect, freedom from exploitation, and interdependency;
 - f) sexuality education should include information and discussion about sexual orientation, homophobia, and discrimination on the basis of sexual orientation;
 - g) sexuality education must include information designed to inform and protect students from AIDS, HIV infection and other sexually transmitted infections;
 - h) sexuality education should challenge the attitudes that perpetuate sexual violence, and develop social values that promote sexual equality and the safety of all individuals;
 - i) sexuality education should include information and discussion about new reproductive technologies.
4. The development and implementation of sexuality education should encourage the participation of parents, community and expert resources.
 5. Sexuality education must be responsive to, but not controlled by, the social and cultural environment of students and their families.
 6. Pre-service and in-service education on sexuality education must be a regular aspect of professional development for all teachers.
 7. Instructional resources and reference materials on sexuality must be readily available.
 8. The objectives and methods of teaching sexuality education should be conveyed to parents, and opportunities for parental and community involvement should be ensured.
 9. Teachers, students, parents and community groups are all responsible for ensuring that the practices of schools and school boards demonstrate respect for all students and the students' sexual orientation.

PRINCE EDWARD ISLAND TEACHERS' FEDERATION

POLICY STATEMENT

INDEX NUMBER: 103

SUBJECT: Learning Environment

DATE OF ADOPTION: May 26, 1990

DATE REVISED OR REAFFIRMED: May 25, 1996; May 29, 1999; May 29, 2004;
May 23, 2009

AUTHORITY: Board of Governors

NUMBER OF PAGES: 1 of 1

It is the policy of the P.E.I. Teachers' Federation:

That students be educated in a learning environment that promotes equal opportunity and encourages equity in all aspects of the schools' curriculum, communication, policies, teaching methods and assessment procedures as well as an attitude of staff equity towards each other and towards students.

PRINCE EDWARD ISLAND TEACHERS' FEDERATION

POLICY STATEMENT

INDEX NUMBER: 104

SUBJECT: Early Childhood Education

DATE OF ADOPTION: May 26, 1990

DATE REVISED OR REAFFIRMED: May 25, 1996; May 25, 2001; May 27, 2006; May 28, 2011

AUTHORITY: Board of Governors

NUMBER OF PAGES: 1 of 2

It is the policy of the P.E.I. Teachers' Federation:

That the Federation endorse the CTF proposed policy on Early Childhood Education which states:

"CTF believes that:

- 4.1 The education and care of young children is a shared responsibility of home, school and society.
- 4.2 Early childhood education programs enrich the experience and abilities of young children and address the development of learning-associated problems.
- 4.3 The role of the school is to foster the educational development of young children and to cooperate with other agencies in providing for the additional needs of children and their families.
- 4.4 An informed public will support public investment in early childhood education programs.
- 4.5 Student, teacher and program evaluation should be conducted by regular and appropriate means consistent with the policies of the profession.
- 4.6 Class size for school-based early childhood education programs prior to grade one should not exceed fifteen students.

- 4.7 Additional professional and paraprofessional assistance should be available for children with special needs, enrolled in early childhood education programs.
- 4.8 While staggered entry and continuous, nongraded progress are desirable goals for early childhood education, the feasibility of these policies should be carefully monitored before widespread implementation is attempted.
- 4.9 An effective early childhood education program:
 - 4.9.1 is funded to provide adequate human and material resources without compromising levels of public funding required to maintain elementary and secondary schools and programs;
 - 4.9.2 ensures that all school-centred programs that are publicly funded are under the direction of qualified teachers;
 - 4.9.3 is designed to reflect a developmental continuum across sensory, affective, motor and intellectual domains;
 - 4.9.4 is designed to respond to individual developmental differences, cultural differences, learning styles and special needs;
 - 4.9.5 utilizes individualized programs which emphasize play, self-direction, and the enhancement of self-worth in an active learning environment;
 - 4.9.6 is integrated through philosophy and program with community services including pre-school and school-age childcare;
 - 4.9.7 provides teachers and students with access to special services for the diagnosis and treatment of physical, behavioural and learning problems;
 - 4.9.8. offers teachers of young children regular access to specialized preservice and in-service education programs; and
 - 4.9.9 welcomes parent involvement and participation in all aspects of early childhood education programs."

PRINCE EDWARD ISLAND TEACHERS' FEDERATION

POLICY STATEMENT

INDEX NUMBER: 105

SUBJECT: Education Business Partnerships

DATE OF ADOPTION: May 27, 1995

DATE REVISED OR REAFFIRMED: May 27, 2000; May 28, 2005; June 12, 2010

AUTHORITY: Board of Governors

NUMBER OF PAGES: 1 of 2

It is the policy of the P.E.I. Teachers' Federation:

That the Federation endorse the following policy on Education-Business for Partnerships:

- A. Education-business partnerships are one component of a growing trend toward community partnerships to help meet the needs of schools. Such partnerships can be formal or informal.
- B. Successful partnerships are based on sound educational principles and are built on trust and mutual respect between the contracting parties; therefore,
 - 1. Partnerships shall be based on shared objectives and a clear definition of the responsibilities of each party.
 - 2. Partnerships shall not exploit students.
 - 3. Partnerships shall benefit students and staff.
 - 4. The expectations of each partner shall be clearly defined before entering into partnership.
 - 5. Full discussion involving participating school board, school staff, parent groups and the prospective business partner shall take place before entering into a partnership.
 - 6. Partnerships shall not compromise the goals of public education.

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7. Teacher participation in partnerships shall be voluntary.
8. Initial partnership agreements shall be for a specified period of time.
9. Partnership agreements shall be systematically evaluated.
10. Partnerships shall not be established to compensate for inadequate provincial or local funding for education.
11. Teacher federations should encourage Ministries of Education and school boards to develop, through wide consultation, guidelines regarding corporate involvement in education and to monitor and publicly report on such ventures.
12. Programs of a corporate involvement should meet an identified education need, not a commercial motive.

PRINCE EDWARD ISLAND TEACHERS' FEDERATION

POLICY STATEMENT

INDEX NUMBER: 106

SUBJECT: Homophobia

DATE OF ADOPTION: May 24, 2003

DATE REVISED OR REAFFIRMED: May 24, 2008; May 23, 2009

AUTHORITY: Board of Governors

NUMBER OF PAGES: 1 of 1

It is the policy of the P.E.I. Teachers' Federation:

- 1) The PEITF believes that efforts must be made to ensure that education prepares young people to live in open, pluralistic and democratic societies, in which they are safe from discrimination or aggression.
- 2) The PEITF believes that schools need to be made safe for gay, lesbian, bisexual, transgendered, and two-spirited people. It is the duty and the responsibility of all teachers and administrators to make schools safe for staff and students by:
 - a) treating everyone with respect and acceptance;
 - b) avoiding disparaging remarks or language that imply one sexuality is superior to another;
 - c) challenging staff and students who display insensitivity;
 - d) exploring issues of diversity in the classroom;
 - e) developing an action plan to address incidents of discrimination or harassment;
 - f) avoiding assumptions in the matter of sexual orientation; and,
 - g) making a commitment to confidentiality.

PRINCE EDWARD ISLAND TEACHERS' FEDERATION

POLICY STATEMENT

INDEX NUMBER: 110

SUBJECT: Introduction of New Programs

DATE OF ADOPTION: May 5, 1978

DATE REVISED OR REAFFIRMED: April 28, 1984; May 26, 1989; June 4, 1994; May 29, 1999;
May 29, 2004; May 23, 2009

AUTHORITY: Board of Governors

NUMBER OF PAGES: 1 of 1

It is the policy of the P.E.I. Teachers' Federation:

That P.E.I.T.F. request the Minister of Education and Early Childhood Development to ensure that, prior to the introduction of a new program to the school curriculum, the program has:

- (a) had teacher input in its development;
- (b) been introduced initially as a pilot and has received an adequate and standardized evaluation utilizing a technique of pre and post testing, and that
- (c) those teachers who will be required to teach the program receive adequate inservice training on the use of the program;
- (d) the required textbooks and other materials are available to teachers at least six weeks prior to the commencement of the new program.

That the School Boards and the Department of Education and Early Childhood Development give at least one year's advance notification of new programs that will be introduced to the educational system of the province on a provincial basis.

That teachers have the necessary materials relating to a new program(s) prior to the date(s) of in-service training.

That the following procedures for the implementation of pilot programs be followed:

- A. New programs should initially be informal school pilots with informal evaluations, and
- B. Notwithstanding (D) if a pilot is deemed to be successful in the first year, it should be formally implemented as a provincial pilot program with accompanying formal evaluation the following year, and
- C. The program be adopted as a provincial program if the results of the evaluation are positive, and
- D. Where materials and/or equipment for programs are not adequately provided a second year of

the initial pilot be carried out.

PRINCE EDWARD ISLAND TEACHERS' FEDERATION

POLICY STATEMENT

INDEX NUMBER: 120

SUBJECT: Island History

DATE OF ADOPTION: May 7, 1976

DATE REVISED OR REAFFIRMED: April 28, 1984; May 26, 1989; June 4, 1994; May 29, 1999; May 29, 2004; May 23, 2009

AUTHORITY: Board of Governors

NUMBER OF PAGES: 1 of 1

It is the policy of the P.E.I. Teachers' Federation:

That materials used to supplement the History of P.E.I. should, unless it is impossible to do so, be produced on P.E.I.

PRINCE EDWARD ISLAND TEACHERS' FEDERATION

POLICY STATEMENT

INDEX NUMBER: 130

SUBJECT: Introduction of French Immersion

DATE OF ADOPTION: May 4, 1979

DATE REVISED OR REAFFIRMED: April 28, 1984; May 26, 1989; June 4, 1994; May 29, 1999;
May 29, 2004; May 23, 2009

AUTHORITY: Board of Governors

NUMBER OF PAGES: 1 of 1

It is the policy of the P.E.I. Teachers' Federation:

That School Boards be requested to conduct an orientation program for school staffs in schools that will be offering French Immersion programs (and if the need is evident in schools that presently offer such programs), to ensure that the teachers in the schools are aware of the objectives of the program, the manner in which the program will be carried out, the unique features and needs of the program, the impact the program's introduction may have on the overall school program over the years, and the need for the school staff to develop an appreciation of the linguistic rights of the French and English teachers on the staff.

That School Boards be requested to make certain that every effort is made within their jurisdiction to ensure that all affected personnel are aware of the objectives of the French Immersion programs, as well as those things that are essential to providing a quality program.

That School Boards be requested to make every effort to ensure that French Immersion programs are an integral part of a school's program and that they are subject to the same administrative requirements as other programs within the affected schools are subject to so that a sense of common purpose may be fostered among the complete staff of a school.

That School Boards be requested to take all possible steps to ensure that French Immersion programs and the students that participate in the programs are considered as an integral part of the schools in which they operate and avoid, to the extent it is possible, any connotation of "special" program.

That School Board publicize the method and criteria to be employed when selecting students for French Immersion programs.

That School Boards be requested not to introduce and/or expand French Immersion programs when the results of studies show that the introduction and/or expansion of such programs will have a detrimental effect on the overall school program.

PRINCE EDWARD ISLAND TEACHERS' FEDERATION

POLICY STATEMENT

INDEX NUMBER: 140

SUBJECT: Access to Programs

DATE OF ADOPTION: April 27, 1984

DATE REVISED OR REAFFIRMED: May 26, 1989; June 4, 1994; May 29, 1999;
May 29, 2004; May 23, 2009; May 28, 2011

AUTHORITY: Board of Governors

NUMBER OF PAGES: 1 of 1

It is the policy of the P.E.I. Teachers' Federation:

That the PEITF encourage the Department of Education and Early Childhood Development, the school boards and the schools to make every effort to ensure that appropriate staffing for quality of delivery of all courses offered in a school curriculum are accessible to all students, who qualify to participate in these courses.

PRINCE EDWARD ISLAND TEACHERS' FEDERATION

POLICY STATEMENT

INDEX NUMBER: 150

SUBJECT: Public Kindergarten

DATE OF ADOPTION: April 25, 1980

DATE REVISED OR REAFFIRMED: December 7, 1985; May 26, 1990; May 25, 1996;
May 25, 2001; May 27, 2006; February 9, 2008;
May 28, 2011

AUTHORITY: Board of Governors

NUMBER OF PAGES: 1 of 1

It is the policy of the P.E.I. Teachers' Federation:

That the P.E.I.T.F. lobby government for the following regarding kindergarten:

- (A) That the curriculum for kindergarten remain play-based;
- (B) That the class size for kindergarten be a maximum of fifteen;
- (C) That kindergarten not be part of a combined grade class; and
- (D) That kindergarten classes be appropriately supported with materials and resources, especially in the area of students with special needs.

hp150.

PRINCE EDWARD ISLAND TEACHERS' FEDERATION

POLICY STATEMENT

INDEX NUMBER: 160

SUBJECT: Skills Outline

DATE OF ADOPTION: May 7, 1976

DATE REVISED OR REAFFIRMED: April 28, 1984; May 26, 1989; June 4, 1994; May 29, 1999; May 29, 2004; May 23, 2009

AUTHORITY: Board of Governors

NUMBER OF PAGES: 1 of 1

It is the policy of the P.E.I. Teachers' Federation:

That the PEITF request the Curriculum Branch of the Provincial Department of Education and Early Childhood Development to outline fundamental skills for the various grades or levels, specific enough so that schools may use them as guidelines for individualizing programs or for the movement of students from one level to another, e.g. by the end of the Primary Program in Language the child will be able to express an idea in a complete sentence.

PRINCE EDWARD ISLAND TEACHERS' FEDERATION

POLICY STATEMENT

INDEX NUMBER: 161

SUBJECT: Meaningful Learning

DATE OF ADOPTION: May 27, 2006; May 28, 2011

DATE REVISED OR REAFFIRMED:

AUTHORITY: Board of Governors

NUMBER OF PAGES: 1 of 1

It is the policy of the P.E.I. Teachers' Federation:

That the PEITF Executive make a concerted effort at every opportunity to present a strong and clear message to both the membership and public at large that teachers support positive changes in education and are leaders in seeking opportunities for students to learn in ways that are meaningful to them.

hp161.doc.

PRINCE EDWARD ISLAND TEACHERS' FEDERATION

POLICY STATEMENT

INDEX NUMBER: 170

SUBJECT: Students With Special Educational Needs

DATE OF ADOPTION: May 3, 1985

DATE REVISED OR REAFFIRMED: February 1, 1992; May 24, 1997; May 25, 2002;
May 28, 2005; June 12, 2010

AUTHORITY: Board of Governors

NUMBER OF PAGES: 1 of 7

It is the policy of the P.E.I. Teachers' Federation:

That the following policy statements on special education programs and services be adopted:

I. INTRODUCTION

The Federation recognizes that the provision of special education programs and services for students with special educational needs has occurred in varying degrees throughout the history of public education. Our society in general, and education in particular, has moved to more inclusionary practices for individuals with special educational needs. Canadian provinces and territories promote the philosophy of inclusion "as a way of thinking and acting that allows every individual to feel accepted, valued and safe. An inclusive community consciously evolves to meet the changing needs of its members. Through recognition and support, an inclusive community provides meaningful involvement and equal access to the benefits of citizenship." (Exceptional Student Populations Enrolled in Manitoba Public Schools p.s.)

The Prince Edward Island Teachers' Federation supports the movement to a continuum of support services based on the philosophy of inclusionary practices. This has resulted in schools and School Boards taking steps to include students with special educational needs into the public schools.

"Special education needs", as defined in Minister's Directive MD 01-08, refers to:

- "(i) educational needs of students where there is substantive normative agreement - such as blind and partially sighted, deaf and partially hearing, severe and profound mental handicap, multiple handicaps.
- (ii) educational needs of students who have significant difficulties in learning which do not appear to be attributable to (i) and (iii).

- (iii) educational needs of children which are significant and are considered to arise primarily from socio-economic, cultural and/or linguistic factors.”

Students with special educational needs should be educated in the most facilitative environment. To do so requires the availability of a broad range of resources and supports to address the needs of the child. This may include, but is not limited to, range of programs, settings, materials and services for students identified as having special educational needs.

To achieve the most facilitative environment, the necessary support services must be available to the student and the teacher. Teachers must have access to the necessary specialists to ensure they have reliable information upon which to develop and implement individual education plans for students with special educational needs. Specialists who can assist teachers in understanding and developing responses to the educational, emotional, physical and social needs of these students are essential if the school is to respond to the needs of students with special educational needs. These resources must complement the efforts of the school administration and staff.

II. PROFESSIONAL DEVELOPMENT AND TRAINING

All teachers and administrators require current inservice training and professional development regarding students with special educational needs. In some cases, access to or opportunities for highly specialized training may be necessary, such as emergency measures training. The ultimate responsibility for the inservice of teachers lies with the Department of Education and Early Childhood Development. Universities have responsibility for the training of new teachers, and pre-service programs should help to prepare teachers for the education of students with special educational needs. In addition, School Boards and the Teachers' Federation may be involved in the collaborative planning and delivery of training and professional development.

Where shortages exist and the recruitment of trained personnel is an issue (school counsellors, special education teachers, special education consultants, school psychologists, etc.), incentives must be in place to encourage potential and existing educators in the pursuit of training. Such incentives may include financial assistance, recognition for certification purposes, paid leaves, sabbatical leaves, and opportunities for internship with experienced colleagues.

It is understood that the professional development and training of educators should focus on preventative/proactive services. The following, although not all inclusive, provides examples of the types of PD and training opportunities that Federation members must be able to access. Such access must include Professional Development and training opportunities in other jurisdictions as appropriate.

Classroom Teachers

Classroom teachers must have opportunities to access appropriate P.D. both within and outside the school environment re:

- adaptation and modification skills;
- new curriculum;
- assessment/evaluation strategies; and,
- IEP development and implementation.

Substitute Teachers

With the array of needs now evident in our system, training opportunities should take place to provide a minimum level of expertise for the substitute teacher pool.

Special Education/Resource Teachers

Special Education/Resource Teachers must have opportunities to access appropriate P.D. both within and outside the school environment re:

- expertise in the application of policy and procedure;
- IEP development and implementation;
- intra/extra school modelling of adaptation and modification techniques;
- specialized training where appropriate;
- appropriate assessment/evaluation models;
- inservice in assistive and adaptive technology; and,
- new curriculum.

School Counsellors

School Counsellors must have opportunities to access appropriate P.D. both within and outside the school environment re:

- assessment and evaluation strategies;
- intervention strategies (emotional, behavioural, post traumatic stress, etc.);
- crisis intervention strategies;
- syndromes, disorders, conditions, interventions, etc.;
- report writing and storage;
- leadership training (Saskatchewan Modules, Leader 1, 2, 3, etc.) and;
- facilitation skills including but not limited to the following:
 - *effective meeting skills
 - *mediating skills
 - *conflict resolution
 - *anger management techniques
 - *consultation processes.

School Administrators

School Administrators must have opportunities to access appropriate P.D. both within and outside the school environment re:

- relevant applications of the School Act, Regulations, Board Policy and other relevant federal/provincial legislation;
- the administrative role in the development/implementation of IEP's;
- syndromes, disorders, conditions, medical procedures, etc.;
- leadership training (Saskatchewan Modules, Leader 1, 2, 3, etc.);
- the administrative role in the support of Student Service teams;
- crisis intervention strategies; and,
- facilitation skills including but not limited to the following:
 - *effective meeting skills
 - *mediating skills
 - *conflict resolution
 - *anger management techniques
 - *consultation processes.

School Administrators must have access to relevant supports from outside agencies and the community.

Board Based Administrative Staff (Consultants, Psychologists, Coordinators, etc.)

Board Based Administrative staff who support schools in serving students with special educational needs must have opportunities to access appropriate P.D. both within and outside the school environment re:

- the current research and best practices in their related fields;
- maintenance and enhancement of skills;
- syndromes, disorders, conditions, interventions, etc.;
- assessment;
- report writing and storage;
- leadership training (Saskatchewan Modules, Leader 1, 2, 3, etc.);
- inservice in assistive and adaptive technology; and,
- facilitation skills including but not limited to the following:
 - *effective meeting skills
 - *mediating skills
 - *conflict resolution
 - *anger management techniques
 - *consultation processes.

III. PROCESSES FOR DELIVERING SUPPORTS

A. Identifying Needs and Supports

The PEITF believes that all instructional staff must be informed of the policies and practices in place for the identification and support of students with special educational needs.

B. Development of the IEP

Students identified with special educational needs require individual educational planning to support placement in an appropriate program or educational setting.

"Individualized Education Plan (IEP)" is a written record that documents the collaborative process for the development of an individualized plan for a student with special educational needs. This planning is a continuous and integrated process of instruction, assessment, evaluation, decision making and reporting. The IEP outlines support services and educational program adaptations and/or modifications. It gives clear direction to staff members involved in implementing the plan. The IEP should be subject to review and adjustment throughout the year and may be referenced for purposes of student assessment and evaluation.

The IEP must be developed through a consultative process. Those involved in the development of the IEP, in consultation with the parents/guardians, may include:

- the classroom teacher(s)
- resource/special education teacher
- school counsellor
- administrator
- educational assistant
- youth worker.

The teacher who is receiving a student with special educational needs must receive the appropriate supports to develop the IEP. Some or all of those identified above will be part of the school's Student Services Team. In developing the IEP, the team may work in collaboration with:

ay work in collaboration with:

- board level or department consultants; and,
- professionals from such fields as health, justice, and social services.

With regard to IEP development, the PEITF believes:

- Schools must have specifically dedicated resources that will allow time during the school day to develop the IEP; and,
- Appropriate human and material resources must be available to support IEP goals.

C. Implementation of the IEP

1. Placement of Students

Placement is an educational decision which has been delegated to the School Boards under the School Act. While parents should have the opportunity for input, the final decision must remain with the School Board. The initial responsibility for the placement of a student with special educational needs rests with the school administrator; and, this decision must be based on the individual educational planning developed for the student, the needs of the child and the resources available to fulfill those needs.

Parents/guardians who find a placement decision unacceptable must be made aware of the processes available to challenge such decisions. The classroom teacher must not be placed in a position where he/she is expected to defend or amend the decision as a result of pressure from a parent/guardian who is dissatisfied with a placement decision. As well, School Boards must be encouraged to endorse the placement decisions of school administrators when such decisions are based upon the criteria stated in the preceding paragraph.

sult of pressure from a parent/guardian who is dissatisfied with a placement decision. As well, School Boards must be encouraged to endorse the placement decisions of school administrators when such decisions are based upon the criteria stated in the preceding paragraph.

While the goal of student placement is to provide the most facilitative educational environment for a student with special educational needs, it must be recognized that decisions with respect to placement must consider:

- reasonable class size;
- class composition;
- age appropriateness of the students;
- physical environment implications; and,
- teacher workload.

When appropriate, there must be an orientation program for the students and teachers to facilitate the integration of students with special educational needs. The orientation will foster an understanding of the nature of the special needs of the student being integrated.

2. Medication Requirements

It is recognized that some students with special educational needs will require medical or physical procedures during the course of the school day. However, care must be taken to establish policy and/or procedures for medical or physical care that are in the best interests of all.

No teacher shall be required to do any medical or physical procedure for a student/students that might in any way endanger the safety or well-being of the student(s) or subject the teacher to risk of injury or liability for negligence. Such procedures include but are not limited to administration of medication, catheterization, lifting, physiotherapy, feeding, postural drainage, manual expression of the bladder and toileting assistance.

Where necessary, each School Board shall contract with the appropriate government agency to carry out the administration of medical procedures and administration of medication required by students. Each School Board shall engage personnel to carry out physical and medical procedures.

Where it is not possible or feasible to provide the services in or to a particular school, consideration must be given to placing the student in a school where these services are available.

School Boards, through existing or supplementary insurance coverage, must adequately insure personnel against claims arising from the administration of medication through board policy, or board directive, and those employees who in an emergency must deal with medical procedures.

3. Transportation

Teachers/administrators are advised that they should review Board policies and guidelines before finalizing arrangements for transportation of students with special educational needs.

IV. RESOURCES

A. Funding

The Department of Education and Early Childhood Development is responsible for ensuring School Boards are provided with sufficient human and material resources to meet the needs of students with special educational needs. The Federation believes that teachers are not required to implement an individual educational plan for a student with special educational needs without the necessary inservice, support staff and/or curriculum materials.

B. Addressing Concerns

A process must be in place to address concerns related to meeting the needs of students with special educational needs. Currently, Minister's Directive MD 2003-02 entitled "Special Education Issues Resolution Procedure" is in place to respond to such concerns.