

In the Matter of an Arbitration under
the *Labour Relations Code*

Between

British Columbia Public School Employers' Association / School District No. 61 (Greater Victoria)

Employer

And:

British Columbia Teachers' Federation / Greater Victoria Teachers Association

Union

Special Education Provincial Matters Grievance

Settlement Agreement

Whereas:

Following an award of Merit by the Tribunal in 2010, the Employer conducted a review of

[REDACTED]

2. The Review will be conducted by an expanded District Designation Sub Committee which

[REDACTED]

[REDACTED]

appointed by the District and one appointed by the Union two District Principals, and two District Designation Sub Committee Teachers (appointed by the Union) A Spanish and Language

[REDACTED]

- a. Marked deficits in verbal and non-verbal social communication skills (Level 2 Social Communication Severity)

c.

- b. An accompanying intellectual impairment; and

An accompanying language impairment.

- 8. In any case where a student's file does not contain sufficient information to determine whether the criteria in 7. a. b. or c. are met, the registered school psychologist will:

- a. Where additional diagnostic information is available, but has not been provided, ask the appropriate School Based team to obtain this information from the student's parent or other third party; or
- b. Where no additional diagnostic information is available, ask the appropriate School Based Team for information indicating the degree of any communication deficit, and/or whether the student has an intellectual and language impairment; and
- c. If the School Based Team provides information indicating that the student may have an intellectual impairment and a language impairment, schedule the student for assessment or consultation as soon as is practical with:

achievement caused by a weakness in one or more cognitive processes, rather than by some other disabling condition or external factors.

11. The following criteria will be used to make the determination

1995 Category J

(Severe Learning Disabilities) Designation Criteria

The table content is almost entirely redacted with heavy black bars. Only faint outlines of the table structure are visible, suggesting a multi-column layout with several rows of data.

Reading Comprehension

Word Reading, Oral Reading Fluency, Word Decoding, or Letter Word Identification

[Redacted signature area]

Math Concepts and applications, Math Problem solving
Spelling

- Writing subtests from any of the achievement measures
- the Spontaneous Writing score from the Test of Written Language (TOWL-1-3) can also be used. (These tests are used in some senior secondary schools.)

Signed this _____ day of _____, 2022

On behalf of BCPSEA

On behalf of GVTA



D61

On behalf of BCTF

Dated for Reference September 12, 2022