

Class Size and Composition Report

For 2012-2013, Semester 1

Brian Pepper, Superintendent of Schools

March 1, 2013

A school district's approach to Class Size is dictated by the *School Act* and attendant regulations.

The *School Act*, Section 76.1 requires:

"(2) A board must ensure that the size of any primary grades class in any school in its school district does not exceed

- (a) for kindergarten, 22 students, and
- (b) for grades 1 to 3, 24 students.

(2.1) Subject to subsection (2.4), a board must ensure that the class size of any class for any of grades 4 to 12 in any school in its school district does not exceed 30 students unless

- (a) in the opinions of the superintendent of schools for the school district and the principal of the school, the organization of the class is appropriate for student learning

(2.2) A board must provide additional compensation, as prescribed, to a teacher of a class that, under subsection (2.1) (a), exceeds 30 students."

The process required to address class size and compensation is specified in the Learning Improvement Fund Regulation. The regulation requires:

"(1) that consultations are carried out as follows:

(a) the principal or vice principal of each school in the district consults with at least one of

- (i) the school's teaching staff,
- (ii) the staff committee, and
- (iii) the staff representative

to identify for the superintendent which classes, if any, in the following school year will require additional resources to address learning improvement issues, taking the following into account with respect to each class:



(iv) the number of students assigned to the class and the learning needs of those students, including the resource requirements of students with diagnosed special needs;

(v) the experience and capacity of the teacher of the class and the resources already available to support learning in that class;

(6) A board requesting, in a fiscal year, a grant under section 115.2 of the Act must submit to the minister, by the time and in the manner specified by the minister, a spending plan that allocates the estimated grant with respect to one or more of the following:

(i) the provision of additional teaching staff and teacher assistants and other para-professionals;

(ii) additional teaching time and services to students;

(iii) professional development training of teaching staff to address challenging learning conditions;

Both the *School Act* and the attendant Regulations are silent on the reporting of class composition.

Student Learning Support

The Student Support Services Department works collaboratively with schools, parents, and community agencies to support the educational programming for students with special learning needs. The Student Support Services Department of School District No. 57 exists to provide direct and consultative services to support students with special needs and the staff that support them.

Student Support Services staff in schools work together with classroom teachers to plan and implement educational programs for students with different learning needs. This staff generally includes:

- Resource teachers
 - Learning assistance teacher
 - Special needs support teacher
 - English as a second language / dialect teacher
- Counselors at some elementary and all secondary schools



- Student support workers
 - Education assistants
 - Aboriginal education workers
 - Youth care workers

- Alternative program teachers
 - secondary schools
 - community programs

Student Support Services staff at the district level work collaboratively with all schools to provide additional support to address student needs. This support may include direct and/or indirect services, resources and professional development. District staff members include:

- School psychologists
- Behaviour teams
- Speech-language pathologists
- Occupational therapists
- Itinerant teachers for students with visual or hearing impairments
- District resource teachers
- International settlement workers
- SET-BC (Special Education Technology – British Columbia)
- POPARD (Provincial Outreach Program for Autism Related Disorders) (<http://www.autismoutreach.ca/>)
- POPFASD (Provincial Outreach Program for Fetal Alcohol Spectrum Disorders) (<http://www.fasdoutreach.ca/>)



Class Size and Composition – 2012/13 Semester One

I. Class Size

Elementary Schools	
Total number of classes	313
Kindergarten classes exceeding 22 students	0
Grade 1-3 classes exceeding 24 students	0
Grade 4-7 classes exceeding 30 students	0

Secondary Schools	
Total number of classes	852
Classes less than 20 students	184
Classes 20 – 30 students	436
Classes exceeding 30 students	7

II. Composition

Elementary Schools	
Total number of classes	313
Number of classes with 0 IEPs	91
Number of classes with 1-3 IEPs	179
Number of classes 4 or more IEPs	43

Secondary Schools	
Total number of classes	852
Number of classes with 0 IEPs	273
Number of classes with 1-3 IEPs	436
Number of classes with 4 or more IEPs	143

III. Class Size and Composition

Secondary Schools	
Number of classes exceeding 30 students	7
Classes over 30 students with 0 IEPs	2
Classes over 30 students with 1-3 IEPs	5
Classes over 30 students with 4 or more IEPs	0

Class Size and Composition Report

For 2012-2013, Semester 2

Brian Pepper, Superintendent of Schools

March 27, 2013

A school district's approach to Class Size is dictated by the *School Act* and attendant regulations.

The *School Act*, Section 76.1 requires:

"(2) A board must ensure that the size of any primary grades class in any school in its school district does not exceed

- (a) for kindergarten, 22 students, and
- (b) for grades 1 to 3, 24 students.

(2.1) Subject to subsection (2.4), a board must ensure that the class size of any class for any of grades 4 to 12 in any school in its school district does not exceed 30 students unless

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"(1) that consultations are carried out as follows:

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- (ii) the staff committee, and
- (iii) the staff representative

to identify for the superintendent which classes, if any, in the following school year will require additional resources to address learning improvement issues, taking the following into account with respect to each class:

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(iv) the number of students assigned to the class and the learning needs of those students, including the resource requirements of students with diagnosed special needs;

(v) the experience and capacity of the teacher of the class and the resources already available to support learning in that class;

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(i) the provision of additional teaching staff and teacher assistants and other para-professionals;

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Class Size and Composition – 2012/13 Semester Two

I. Class Size

Secondary Schools	
Total number of classes	877
Classes less than 20 students	253
Classes 20 – 30 students	614
Classes exceeding 30 students	10

II. Composition

Secondary Schools	
Total number of classes	877
Number of classes with 0 IEPs	290
Number of classes with 1-3 IEPs	458
Number of classes with 4 or more IEPs	129

III. Class Size and Composition

Secondary Schools	
Number of classes exceeding 30 students	10
Classes over 30 students with 0 IEPs	1
Classes over 30 students with 1-3 IEPs	8
Classes over 30 students with 4 or more IEPs	1

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