



## Request for Information (RFI)

Number: RFI EDUC 13-001

The Ministry of Education ("Ministry") is requesting information from interested parties for the supply of a Confidential Online Student Bullying Reporting Service. This RFI is intended to gather information that could assist the Province in the development of a future procurement process. In the event that sufficient information is received, the Ministry may, but is not obligated to, initiate a competitive bidding opportunity.

Through governance, legislation, policy, and standards, the Ministry provides leadership and funding to the K–12 education system.

The K–12 system serves approximately 580,000 public school students, 70,000 independent school students, and 2,200 home-schooled children. More than 65,000 Aboriginal students are included in these numbers, as are more than 4,450 students enrolled in Conseil scolaire francophone de la Colombie-Britannique exercising their right to a francophone education.

The Ministry works closely with boards of education and independent school authorities, professional education organizations, First Nations representatives, provincial ministries and agencies. Roles and responsibilities are set out under the *School Act*, the *Independent School Act*, the *Teaching Profession Act*, the *Library Act*, the *First Nations Education Act*, the *Community Care and Assisted Living Act*, the *Special Accounts Appropriation and Control Act*, and accompanying regulations.

The Province is looking for a service provider to implement a Confidential Online Student Bullying Reporting Service that will allow students, parents, school staff and members of the public ("End-Users") to confidentially and anonymously report potential or actual instances of school-related bullying and aggression to schools and school districts via computer web-browser or mobile device.

In doing so the scope of this service would:

- enable confidential and anonymous reporting by the End-User of school-related Bullying and aggression;
- be easy to use and accessible via the internet and mobile devices;
- route confidential or anonymous information to designated school district staff for follow-up;
- be promoted and marketed by the Service Provider;
- include promotional materials (posters, pamphlets, etc.) geared toward students and school staff;
- identify requirements and roles for schools and school districts, on enrolment in the service, installation and use of the service and service;
- include strategies for integrating the reporting service into the training being conducted for school and district teams on positive safe school cultures;
- allow for flexible reporting and access to data and information through a variety of extraction services and functionality to be accessible to both school districts and the Ministry;
- ensure information is segregated and owned by school districts as it is collected, stored, and managed;

- be owned, maintained and operated by the vendor and provided to the Ministry as a service;
- would be available and provisioned to the Ministry for a minimum (5) five year term.

It is expected that all public schools in all 60 school districts will use this service. In addition independent schools will be encouraged to also use the reporting system.

Around the world, instances of bullying and other serious risks and threats continue to take place in schools. In BC, over the past five years, some students responding to the student satisfaction survey indicate that they have experienced some form of bullying. Over that same period there have been a number of serious and tragic incidents involving the murders of school-aged children. Additionally, there have been lesser known instances of suicides, bomb threats, and gang violence that impact students and schools. It is important to recognize early warning signs to create opportunities for possible interventions and supports.

The development of the Confidential Online Student Bullying Reporting Service was identified as a Ministry priority in 2011. Other priorities include expanding existing anti-bullying policies in schools to include a comprehensive training regime and providing advanced Threat Assessment tools and protocols.

Taken together, these new initiatives, combined with existing legislation and policies, will substantially move the Province toward the ultimate outcome: creating safe, inclusive schools where students have the opportunity to reach their full potential as learners and citizens.

In support of these initiatives, the Ministry plans to implement a common provincial Confidential Online Student Bullying Reporting Service in each BC School District.

The Province anticipates the reporting service will be available for End-Users to submit reports 24 hours a day, 365 days per year. Reports submitted through the online reporting service may include the following data:

- age/grade/gender
- date and time the report was submitted
- which school district the report relates to
- which school the report relates to
- the type of End-User that submitted the report, e.g. student, parent, school staff, member of the public
- the type(s) of bullying or school violence being reported, e.g. threats, fights, sexual harassment, vandalism, etc.
- the End-User's description of what they are reporting

It is expected that the data collected through the online reporting service may change over time based on the Ministry's needs. Please describe how your service would accommodate these changes.

Please provide information on how your service manages monitoring and reporting on the data collected through the system provided including:

- access to information as required for reporting purposes by both the Ministry and school districts;
- monitoring how a report is being dealt with (e.g., no action, action including what kind, timeline, completion.) including escalation processes if required.

The purpose of issuing this RFI is to:

- a) determine the level of market interest;
- b) obtain information on potential new technologies or approaches;
- c) obtain recommendations that would enhance the success of a future procurement opportunity for this project;
- d) obtain high-level cost estimates for budget purposes; and,
- e) provide industry with an opportunity to comment on the potential procurement opportunity.

Interested parties are invited to respond to this RFI by submitting a response to the Province. Responses should include ideas, information and recommendations that could result in a clarification of the requirements, cost-saving opportunities, and the identification of potential problem areas with this initiative.

Respondents are requested to provide a concise and focused response to this RFI. Responses are requested in the following format:

- a) brief company profile;
- b) name of a key contact person, including telephone number, fax number and email address;
- c) information, advice and recommendations organized as requested in this RFI;
- d) identification and discussion of key factors that the respondent recommends the Province consider when establishing its future business requirements; and,
- e) other required information specific to the nature of this RFI and deemed important by the respondent.

Responses should:

- a) Provide a short synopsis of your company, including the length of time you have been in business, lines of business, volume of business, number of employees, location of offices/facilities, market position of your products or services.
- b) Describe the method by which your services are sold or provide to customers; e.g. directly or through value added resellers.
- c) Provide up to two references that may be contacted to understand in more detail the services available from the respondent and how they are used in a similar business environment.

Respondents are specifically requested not to submit price proposals (other than high-level cost estimates for budget purposes) or information about the qualifications or experience of their firm or individuals in their firm. This RFI will not be used to evaluate, rank or select vendors, nor will it be used to pre-qualify or screen vendors for a subsequent competitive bidding process, if any.

If subsequent competitive bidding opportunities are issued, the Ministry is under no obligation to advise any vendor responding to this RFI. Vendors are advised to monitor the BC Bid website ([www.bcbid.ca](http://www.bcbid.ca)) for any such opportunities, which will be open to all vendors regardless of whether or not a response to this RFI has been submitted.

All responses to this RFI become the property of the Province and will be held in confidence, subject to the provisions of the *Freedom of Information and Protection of Privacy Act*. Respondents to this RFI consent to the Province incorporating any submitted ideas, concepts, approaches, or strategies into any planning, design, procurement, or contractual activities related to any aspect of the project without any obligation, liability, or consideration on the part of the Province. The Province will not be responsible for any costs incurred by any vendor in responding to this RFI.

Responses should be delivered by hand to the following location before 2:00 p.m. Pacific Time on April 23, 2012, and should quote RFI EDUC 13-001:

Ministry of Education  
1st Floor 620 Superior Street  
Victoria, BC V8V 1V2

Contact Person:  
Donna Thatcher  
Manager Division Operations

OR

One complete electronic response should be submitted in accordance with BC Bid instructions for e-bidding and be received before the date and time stated above. Only registered e-bidders can submit responses on BC Bid. For more information on e-bidding refer to [www.bcbid.ca](http://www.bcbid.ca).

## ESTIMATED FINANCIAL IMPACT OF BCTF PROPOSAL RE BILL 28 IN SURREY

### MOA - COMPENSATION – PREP TIME

Teacher FTE As of Sep 30/11	Additional Teachers Required to Maintain 11/12 Service Levels			
	<u>Year 1- 12.5%</u>	<u>Year 2 – 15%</u>	<u>Year 3 – 20%</u>	<u>Year 4 – 25%</u>
2974	120	210	410	635
	<b>\$11m</b>	<b>\$19m</b>	<b>\$38m</b>	<b>\$58m</b>

Costs based on average salary + benefit costs of \$92,000 for Surrey  
 Impact in year 1 is all elementary as secondary is already 12.5% (elementary is 100 minutes)

### LOU – ESTIMATED FINANCIAL IMPACT ON SURREY (Based on 2011/12 Enrolment)

#### 1.2 Class size maximums

	<u>Additional teachers required</u>			
Kindergarten - Grade 7	76			
Grades 8-12	44			
<b>TOTAL</b>			<b>120 FTE</b>	<b>\$11.0m</b>

#### 1.4 Class size maximums – Shops/Laboratories

- a) Reduce class size from an average of 23.5 to a maximum of 20  
 in Home Economics and Technology Education

Potential reduction in capacity	3925	
Additional Teachers Required to Maintain Capacity	<b>28 FTE</b>	<b>\$2.6m</b>

- b) Reduce Science classes from an average of 27.4 to a maximum  
 of 20

Potential reduction in capacity	8540	
Additional Teachers Required to Maintain Capacity	<b>61 FTE</b>	<b>\$5.6m</b>

### 1.6 Multi-grade classes of 3 or more grades

Grades 1-3 Proposed Maximum	16		
Grades 4-7 Proposed Maximum	20		
Grades 8-12 Proposed Maximum	22 for regular classes 14 for shops and labs		
Elementary			
Potential reduction in capacity	120		
Additional Teachers Required to Maintain Capacity	10 FTE		\$0.9m
Secondary			
Potential reduction in capacity	1150		
Additional Teachers Required to Maintain Capacity	9 FTE		\$0.8m

### 2.1 Class Composition

Elementary – 1500 A-H students			
Potential reduction in capacity	1200		
Additional Teachers Required to maintain capacity	52 FTE		\$4.8m
Secondary – 1000 A-H students			
Potential reduction in capacity	4000		
Additional Teachers Required to maintain capacity	23 FTE		\$2.1m

### 5.1 Learning Specialist Staffing Levels

	<u>Additional Teachers Required</u>		
Learning Assistance - 1/400	64		
Special Education Resources Teachers - 1/250	15		
Teacher Librarians - 1/500	55		
Teacher Counsellors - 1/500	43		
ESL teachers - 1/50 funded	173		
School Psychologists – 1/2000	14		
Speech language Pathologists – 1/1000	47		
<b>TOTAL FTE</b>		<b>411 FTE</b>	<b>\$37.8m</b>

<b>GRAND TOTAL FOR PROPOSED LOU</b>	<b><u>714 FTE</u></b>	<b><u>\$65.7m</u></b>
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### GRAND TOTAL FOR PROPOSED LOU AND 25% PREP TIME

Teacher FTE Required for Proposed LOU	714 FTE		
Add 143 more to accommodate 25% prep time for the 714	143 FTE		
Add 635 FTE to cover the 25% prep time for the Sep 30			
Base staffing level	<u>635 FTE</u>		
<b>TOTAL FTE</b>	<b><u>1492 FTE</u></b>		<b><u>\$137m</u></b>

## SECONDARY CLASS SIZE IN COQUITLAM AND SURREY SCHOOL DISTRICTS A COMPARISON

### Comparative Data

	<u>Coquitlam</u>	<u>Surrey</u>
Secondary Enrolment (Headcount)	10,467 (9-12)	27,738 (8-12)
Secondary Enrolment (FTE)	10,903 (9-12)	27,756 (8-12)
Classroom teacher/student allocation (Headcount)	25.2	24.6
Classroom teacher/student allocation (FTE)	26.4	24.7
Average Class Size (Sept 2011)	26.4	26.4
Average Class size rank in Province	4 <sup>th</sup> highest	4 <sup>th</sup> highest
Percentage of Secondary Students designated ESL	6%	6.5%
Number of classes >30	33 (1.7%)	376 (8.5%)
Number of classes @31	1	221
Number of classes 26-30	1287 (65.1%)	2542 (57.7%)
Number of Classes 21-25	401 (20.3%)	1044 (23.7%)
Number of classes <=20	257 (13%)	443 (10%)
Percentage of classes <=25	33.3%	33.7%
Percentage of Classes >=26	66.7%	66.2%
Variety of Course Offerings at sample schools with comparable enrolments (range 9-12)	94-118 courses	99-110 courses

### Observations

The observations and accompanying data are based on an examination of Ministry class size reports (September 30, 2011), district data and responses to inquiries made with each school district.

**Class Size** – **Coquitlam** caps classes at 30 except for music. Communications 11/12, Science & Tech 11 and Apprenticeship & Workplace Math 11/12 are capped at 20 if there are 3 or more designated students. **Surrey** does not have a cap. As of September 30, 2011, 5 Surrey schools had 8 or fewer classes >30, 6 had 10-20 and 8 had more than 20. Almost 60% of the classes >30 had 31 students. **Neither district** has an official policy position pertaining to a specific cap for foods and shop classes. That said, there appears to be a general understanding that these classes should be smaller. A grade 9-12 class exceeding 26 in a foods lab, or 24 in the wood, metal, or mechanics shops is a rarity in both districts.

**Staffing** – Average class size is identical. **Coquitlam** provides a base level of classroom staffing based on headcount and provides a supplement based on FTE. The FTE exceeds the headcount in all Coquitlam schools. District-wide, the FTE exceeded headcount by 436 FTE. Other supplements are provided for unique needs. **Surrey** provides a base level of staffing based on

headcount, and adjusts for special needs integration and ESL enrolment. Surrey also provides a supplement for unique needs and challenges that school encounter. FTE exceeds headcount in 14 of 19 schools. District-wide, the FTE exceeded headcount by 18 FTE.

It appears that Coquitlam has had more success in achieving efficiencies in classroom staffing than Surrey. Even with a cap and a higher teacher/student allocation they have approximately the same percentage of classes above and below 25, and the number of different courses available to grades 9-12 is about the same. (Based on 5 schools with comparable grade 9-12 enrolment). Both districts have schools of a comparable size with IB programs which can present all kinds of timetabling challenges. Both reported having between 110-and 120 courses.

A number of factors likely contribute to Coquitlam's success in maintaining caps and providing programs with less staffing.

- 1) School Size – 6 out of 8 Coquitlam secondary schools exceed 1200. Only 8 of 19 Surrey schools have a grade 9-12 enrolment exceeding 1200. Greater “economies of scale”, better balancing of classes and more timetable flexibility can be achieved with larger enrolments in fewer grades. The middle school / high school configuration has served Coquitlam well. Grade 8 students in Coquitlam are platooned in middle schools in a highly efficient manner, and having one less grade in the high school reduces the complexity of the schedule.
- 2) Grouping and other complexities- There was more evidence of Co-op programs operating in Surrey schools, where students are grouped into cohorts for an entire semester. Grouping of students in Life Skills 8 in Surrey impacts scheduling for grades 9-12. There was also more evidence of attempts to schedule full year courses along with semestered courses. All of these add to scheduling complexity.
- 3) September – Both districts make adjustments where actual enrolment varies from projected enrolment. Adding or collapsing classes without having to reschedule large numbers of students is always a challenge. This challenge is greater in Surrey where enrolment change due to growth or transiency has historically been dramatic.

Space Issues, ESL enrolment, Dual tracking (IB, French Immersion) are common to both districts and appear to be equally challenging for student scheduling.

The advantages that Coquitlam has in maintaining a class size cap of 30, should not lead one to conclude that similar results are unattainable in Surrey. A number of Surrey schools have been successful in keeping class sizes >30 to a minimum and the majority of classes >30 in the district have 31 students. It is my opinion that there is sufficient capacity to minimize the number of classes >30 across the district without significantly increasing staffing or seriously compromising program options for students.

Respectfully Submitted  
Peter B Drescher  
Education Development Consultant



# *Returning to Contractual Class Size/Composition Provisions and Non-enrolling Teacher Ratios at Current Funding Levels Implications for One School District*

## *Preamble*

This paper discusses the potential impact on schools, programs, and services in the Surrey School District if teacher staffing requirements were returned to the class size/composition provisions and non-enrolling teacher ratios in effect prior to the 2002 enactment of Bill 28 – Public Education Flexibility and Choice Act at current funding levels.

The possible reductions outlined in this paper are for illustrative purposes only and do not reflect the District's recommended course of action. Far more analysis, consultation, and deliberation would be required to properly evaluate such dramatic changes to student programs and services. It is apparent that the negative impact on student learning, programs and services would be very significant. Although the paper explores issues in the Surrey School District, many have province-wide implications.

Much of the data presented is based on either 2011/12 enrolment projections or 2010/11 actual enrolments, unless otherwise specified. Commentary regarding the impact of returning to pre-Bill 28 contract provisions at current funding levels is supported by data analysis and focus group discussions with a number of elementary and secondary principals and district staff.

### ***Enrolment Increases Since 2001***

	<u>Province</u>	<u>Surrey</u>
<i>Total Enrolment</i>	-8%	14%
<i>ESL/ESD</i>	3%	28%
<i>Aboriginal</i>	28%	45%
<i>Level 1 &amp; 2</i>	50%	115%
<i>Autism</i>	263%	562%
<i>Level 3</i>	13%	148%

*BC Ministry of Education*

## ***A Changing Education Landscape***

BC Education has experienced a number of significant demographic changes since Bill 28 took effect. Although enrolment has declined (with the exception of Surrey and a small number of other districts), there have been significant increases in the number of students with specific learning challenges. Students with special needs in Levels 1 and 2 have increased 50% province-wide and 115% in Surrey. The percentage of children who present autism spectrum disorder has increased 263% province-wide and 562% in Surrey. Students in the IBI/SMI (Severe Behaviour) category has increased 13% across the province and 148% in Surrey.

Growth in the number of students designated English as a Second Language has increased significantly in Metro Vancouver school districts. Students arrive with varied levels of English skills from beginner to advanced, and come from dramatically different cultural backgrounds and family circumstances. Some have highly supportive parents with means while others may have had little experience with formal schooling. In Surrey schools, the percentage of students receiving ESL service ranges from zero to 66%.

School communities within many districts have become more socio-economically and culturally diverse, challenging districts to be very resourceful in responding to student needs in each school community and demonstrating flexibility in the allocation of human and material resources. In Surrey, customary formulas for allocating teachers, clerical, paraprofessionals, and supply budgets were found to be wanting in terms of fairly allocating resources according to need. The targeting of resources in support of school communities and students with the greatest needs has become a financial imperative.

### ***Surrey Demographics***

*Lowest average family income in a school community \$43,575*

*Highest \$162,150 (2006 Census)*

*Percentage range of families on income assistance 0% to 28%*

*Range of transiency rates 10% to 50% (2010/11 est)*

*Percentage range of ESL learners 0% to 66%*

*SD36 Research & Evaluation Dept*

## ***Teacher FTE Requirements in Response to Contractual Provisions***

How many additional teacher FTE would Surrey require today to meet pre-bill 28 contract provisions? District staff conducted the following analysis, providing FTE and cost estimates based on 2011/12 enrolment projections. The classroom, library and counseling estimates were based on September 2011 projected enrolment while Learner Support Team (LST) and the other special education areas were based on current school year enrolment data.

Staffing Category	Assumptions	FTE
<i>Classroom Staffing</i>		
<b>Elementary Classroom Staffing</b>	<ul style="list-style-type: none"> <li>The district currently allocates additional FTE to help reduce class sizes in low SES schools. A strict application of the class size provisions presumes that the subsidy would no longer be available. An additional 42 FTE would still be required.</li> </ul>	42 FTE

Staffing Category	Assumptions	FTE
<b>Secondary Classroom Staffing</b>	<ul style="list-style-type: none"> <li>In 2001, basic classroom staffing was allocated at a ratio of 23.2 to 1. It is currently 24.1 to 1. Some low SES schools received additional staffing as did some schools with smaller enrolments. This estimate presumes that this additional staffing would no longer be available.</li> <li>This estimate is likely at the low end. It does not adequately account for the significant increase in low incidence and severe behavior students since 2001. A more precise estimate would require significant time and effort.</li> </ul>	42.5 FTE
<b><i>Non Enrolling Staffing</i></b>		
<b>Library</b>	<ul style="list-style-type: none"> <li>Elementary Library: Current formula is 1 FTE/600 students. Contractual formula was 1 FTE/500 students.</li> <li>Secondary Library: Current staffing level is 0.875 FTE per school. Contractual requirement of 1 FTE per secondary school. Many schools reallocated from total staffing to top up to 1.0.</li> </ul>	11.6 FTE  2.375 FTE
<b>Counselling</b>	<ul style="list-style-type: none"> <li>Elementary Counseling: Current formula is 1 FTE/1158. Contractual formula was 1 FTE/965 students</li> <li>Secondary Counseling: Current formula of 1 FTE/475. Contractual formula was 1 FTE/380 students</li> </ul>	4.9 FTE  12.875 FTE
<b>Learner Support Team (LST)</b>	<ul style="list-style-type: none"> <li>The LST model was not in place under the old provincial collective agreement. It was somewhat more challenging to estimate the cost if the District had to revert to the old staffing ratios.</li> <li>The LST model was developed from the following three areas: Learning Assistance, Tutorial Room (EI)/CELD (Sec) and ESL. It was developed in order to achieve a number of objectives: <ul style="list-style-type: none"> <li>Move toward a more holistic service delivery model consistent with prevailing research trends</li> <li>Eliminate wait lists for students with learning disabilities</li> <li>Reduce the number of fractional FTE entitlements</li> <li>Concentrate as many resources as possible at the school site</li> <li>Reduce windshield time</li> <li>Reduce the number of professionals and paraprofessionals that classroom teachers need to consult with</li> </ul> </li> <li>LST allocations took into consideration a number of variables</li> </ul>	164.875 FTE

Staffing Category	Assumptions	FTE
	<p>including the number of students with special needs in high incidence categories, ESL, school size, and SES.</p> <ul style="list-style-type: none"> <li>Contractual ratios from 2000 applied to May 31, 2011 enrolment were as follows <ul style="list-style-type: none"> <li>Learning Assistance: 1 FTE to 504 students (May 31 Enrolment: 70,146/504 = 140 FTE)</li> <li>ESL: 1 FTE to 60.6 funded ESL students (based on the revised ESL ratio obligations defined in 2000): (February 2011 Funded ESL students: 14,718/60.6 = 243 FTE)</li> <li>Elementary Tutorial Room based on the following special education student categories – Learning Disability (694), Mild Intellectual Disability (103), Moderate to Profound Intellectual Disability (108). 905/10 = 90.5 FTE (10 to 1 ratio)</li> <li>Secondary CELD (Career Education for the Learning Disabled): 1055/12 = 87.9 FTE (12 to 1 ratio)</li> </ul> </li> <li>Current LST 396.525 FTE. Estimated additional LST if reverting to old ratios: 561.4 FTE =&gt; 561.4 FTE – 396.525 FTE = 164.875</li> </ul>	
<b>Integration Support Teachers</b>	<ul style="list-style-type: none"> <li>Integration Support Teachers 15 to 1 (24.4 FTE) Current ratio 30.48 (41.5 FTE)</li> <li>1265 student /15 = 84.3 FTE – 41.5 actual FTE = - 42.8 contractual difference.</li> </ul>	42.800 FTE
<b>BASES</b>	<ul style="list-style-type: none"> <li>12 to 1</li> <li>Current ratio 14 to 1</li> <li>Current 43.375 FTE (607 students)</li> <li>EST 50.6 FTE – 43.375 FTE = -7.225 contractual difference.</li> </ul>	7.225 FTE
<b>Social Development</b>	<ul style="list-style-type: none"> <li>8 to 1</li> <li>Current ratio 12 to 1</li> <li>Current 12 FTE (144)</li> <li>EST 18 FTE – 12 FTE = -6 FTE contractual difference.</li> </ul>	6.000 FTE
<b>Speech Language Pathologist</b>	<ul style="list-style-type: none"> <li>2319 to 1 = 30.5</li> <li>Current 21.6 (Difference -8.9)</li> </ul>	8.900 FTE
<b>School Psychologist</b>	<ul style="list-style-type: none"> <li>3410 to 1 = 20.6</li> <li>Current 19.9 (Difference -.7)</li> </ul>	0.700 FTE
<b>Total</b>		<b>346.75 FTE</b>

Based on the above analysis, it is estimated that the District would require at least an additional 347 teaching FTE in order to revert to the class size/composition and non-enrolling staffing ratios in effect prior to the enactment of Bill 28. At an average teacher salary cost (including benefits) of \$92,148, the total cost would be approximately \$33 million.

### ***Financial Impact of Reverting Back to Contract Provisions***

Assuming no additional funding were available to add almost 350 teaching positions, what programs, services, and positions would need to be reduced or eliminated in order to account for the \$33 million in added costs? The list below is suggestive, and should not be considered to be an intended course of action. An amount of this magnitude would make all programs not covered by the collective agreement and the district services required to support them vulnerable to reduction or elimination.

	<u>FTE</u>	<u>\$\$\$</u>	<u>% Reduction</u>
Principals & Vice Principals – District Based	5.0		50%
Principals & Vice Principals – School Based	<u>5.0</u>		2%
	10.0	\$1.3 M	
Support Staff – District Based	108.0		27%
Support Staff – School Based	<u>32.0</u>		5%
	140.0	\$8.0 M	
Exempt Professional Staff	9.0	\$1.0 M	10%
Paraprofessionals	132.0	\$6.4 M	12%
Teachers – Helping teachers/consultants	32.0		100%
Teachers – School and Program Based	<u>144.0</u>		4%
	176.0	<u>\$16.3 M</u>	
		<u>\$33.0 M</u>	

### ***Implications for Schools, Programs, Services and Students***

This section will attempt to move beyond the numerical exercise of the previous one and be descriptive of some of the many implications of returning to the restrictive contract language of class size/composition and non-enrolling teacher ratios. Since the enactment of bill 28, Surrey, like other districts, has implemented numerous programs, services and initiatives in an effort to provide expanded choice for students and respond effectively to diverse student needs.

## *Impact on Elementary Schools, Programs and Students*

### **Inefficiencies in Staffing Intermediate Classrooms**

Schools with smaller enrolments and schools which are dual tracked would likely have to be organized with comparatively small intermediate classes in order to achieve compliance. With limited resources, this would need to be offset by having larger classes in larger schools. These schools coincidentally tend to have a higher proportion of students with learning challenges, offering a compelling argument for keeping classes smaller. Although early diagnosis and intervention strategies are improving, many students are already into the intermediate grades before special education designation is affirmed. As a result, contractual high and low incidence caps would have schools with their primary classes at class size maximums while Intermediate grades would be much smaller. In one sample dual track school primary classes would be at the maximum class size and intermediate classes would have 15-17 students per class.

*Example: A dual track elementary school has 232 students including 11 low incidence and 9 severe behaviour students. There are 10 divisions with intermediate classes averaging 27. Applying the contract language would result in 15 divisions with average intermediate class size of 13*

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*The number of low incidence and severe behaviour students ranges from 2 in one school to 37 in another*

### **The Need for Combined and Multi-age Classes**

There are educationally sound reasons for having combined (2 grade) or multi-aged (3 or more grades) classes and it is after giving due consideration to those reasons that some school communities might choose to embrace them. They do tend to be unpopular with parents and there is a general reluctance on the part of teachers to teach them. A return to contractual class size/composition limits at current funding levels would likely result in a significant increase in the number of these classes for purely economic reasons, resulting in a significant number of teachers unprepared and/or reluctant to teach them, and little capacity for the district to support them.

### **Waitlists/ Inability to Access Neighbourhood Programs**

Previous contract language often challenged neighbourhood schools to accommodate families that moved into the community during the year. It resulted in waitlists, assignment into other schools for at least the balance of the school year and separation of siblings. Surrey already has challenges in accommodating its growing enrolment because of space issues, a problem that would be exacerbated with restrictive class size/composition language.

### **Requirement to Relocate/Eliminate Choice Programs**

In keeping with the Ministry's mandate to provide choice to students and their parents, the Surrey School District has expanded its available programs of choice over the past decade. Programs are typically housed in schools that have the space and are moved with great reluctance when the space needs to be reclaimed for neighbourhood school use. Class size/composition provisions would clearly require additional space and would make program relocation or even cancellation necessary. This is not just an issue for elementary schools. Secondary schools would experience similar pressures, necessitating the movement or elimination of programs.

### **Grade 7 Band**

Music programs across the district are flourishing and are well subscribed. The foundation work that takes place in the District's Grade 7 band program is a significant contributor to this success. It has survived the budget reductions of the past three years, whereas in many other districts it has not. Grade 7 band would be a likely casualty.

### **Day Cares/Strong Start/Community School Partnerships**

There are a number of programs that have particularly benefitted low SES schools. Community link funding and the participation of community organizations have provided an assortment of programs and services, utilizing available space. Programs have focused on increasing parent involvement in their children's education, and readiness for kindergarten. Strong Start programs and daycares have also claimed available space. This space would need to be reclaimed in order to accommodate class size/composition provisions. Programs may require relocation or cancellation, resulting in a decline in services in neighbourhoods where they are needed the most.

### *Impact on Middle Schools*

An increasing number of districts have implemented a middle school configuration for grades 6, 7, and 8 or grades 7, 8, 9. Surrey does not have middle schools, but they are receiving mention here because of the significant movement in this direction around the province. They would also be negatively impacted by a return to contracted class size/composition limits. The fact that the schools "straddle" both elementary (K-7) and secondary (8-12) grades adds more complications. Approaches to staffing and class organization are varied and would tend toward operating somewhere on a continuum between "senior elementary school and junior high school". They are less likely to incorporate block scheduling commonly found in high schools. Their primary objective is to provide a nurturing learning environment that supports students as they transition their way into adolescence. Platooning of students into cohorts with fewer teachers providing them instruction during a school day is a common feature. A team approach to providing instruction is also common. Class size provisions would limit the size of the

cohorts to the smallest maximum provision (English, Technology Education or Home Economics). It may no longer be possible to sustain the cohort-based model. It would also limit the district's capacity to adjust class size to account for socio-economic variations in school communities.

### *Impact on Secondary Schools and Students*

Significant attention has been paid to improving the success rates of secondary students. This has found expression through a rich and varied array of programs and initiatives which would fall under the following broad themes:

- Unique grade 8 programming that promotes more effective transitions from elementary to secondary schools. Typically they involve platooning and smaller class sizes.
- Expanded Cooperative Education and Career Education Programs that also typically involve platooning as well as prolonged work placements and field experiences
- A broader range of elective courses, developed locally and approved by the Ministry of Education.
- Additional credits for students involved in community based learning, school based performing arts, and student leadership.

The Ministry of Education's shift toward funding by course for grades 10, 11, and 12 has been quite enabling in supporting these initiatives. Students who take more than the number of credits that normally make up a full load are funded accordingly. The opposite is also true. Schools no longer can use students with less than full loads to help reduce class size.

A return to pre-Bill 28 contract provisions at current levels of funding would seriously compromise schools' efforts to offer choice to students and would negatively impact their efforts to improve student success rates. Course programming would have to revert to only that which is absolutely necessary for graduation. The following describes some of the negative implications:

- Classes with lower enrolment could not be offered, limiting the number of options students will have, for example senior language classes. Classes that would be targeted for elimination are any that have a student enrolment below twenty-four and electives that are not necessary requirements for graduation. In Surrey, as of September 2010, 11% of secondary classes had 20 or fewer students, and 8% had 31 or more. Class size/composition contract language lowers the ceiling, and, as a consequence, raises the floor. Surrey has relatively large 1200-1700 pupil high schools. This problem would likely be much more severe in districts with smaller high schools.

#### ***A sampling of small classes (2010/11)***

*Physics 12 (16)*  
*Communications 12 (16)*  
*Spanish 10 (18)*  
*Glassworks 11 (16)*  
*Professional Cooks 11/12 (15)*  
*Foods & Nutrition 12 (18)*  
*Science & Technology 11 (10)*



- Career programs, Co-ops and Cafeteria programs would be impacted /eliminated. These programs tend to operate with smaller classes. Cooperative Education usually involves organizing students into cohorts so that they take four courses together. If 1 class has 22 students, they all have 22 students.
- Fine Arts and Life Skills rotations in grade 8 provide a variety of exploratory learning opportunities and exposure to different subject areas which often lead to students taking interest in a field of study and identify possible career choices. They are highly valued learning opportunities but they usually involve organizing students into cohorts, are difficult to schedule and are staffed at a premium.
- Band, Drama and Dance programs would be affected, severely cut or eliminated. Many students take multiple performance based credits that have meeting times at noon, before and after normal school hours and in the evening. School capacity to continue this would be seriously compromised.
- Capacity to effectively integrate students with special needs and to group them together when appropriate would be severely compromised. They are typically integrated into elective courses. With fewer electives operating at maximum capacity under restrictive contract language, options for integration would be reduced substantially. This challenges provincial and district policy positions taken in favour of inclusive learning environments. Furthermore, it introduces constraints that make it difficult for schools to fulfill their obligations to support learning outcomes described in a student's Individualized Education Plan, which were collaboratively determined by parents, teachers, and the school principal.
- Career Education – Surrey schools, as do many schools in other districts, have flourishing career education programs and support career education centre staffing with teacher coordinators and support staff. Career Education has helped many students graduate when they otherwise might not have, and have supported prudent career planning and decision-making. Schools that have the most effective programs have a well coordinated team approach involving career education staff and school counselors. The current level of service would not be sustainable.
- Secondary scheduling is a complex process or programming up to 1500 students into more than 500 classes, with a host of parameters, desired configurations, space concerns, staffing challenges and other restrictions. In a perfect world, all class sizes would be close to the average and there would be few issues with composition. In Surrey, the 2010/11 average was 26.4 (province 25.9). The more choice a school offers, the more complex the scheduling becomes, and the greater becomes the need for flexibility in having a range of class sizes. Contractual class size/composition provisions have the effect of narrowing that range and adding to the complexity of scheduling.

***A sampling of secondary average class sizes (2010/2011)***

<i>English</i>	26.1
<i>Fine Arts</i>	27.6
<i>Mathematics</i>	27.6
<i>Physical Education</i>	27.4
<i>Sciences</i>	27.5
<i>Social Studies</i>	27.4
<i>Applied Skills</i>	23.0
<i>ICT</i>	25.0

### *Learning Centres (Alternative High Schools)*

Secondary schools have made a significant effort to retain students until they successfully graduate. However there are a number of students who do not function well in the large, structured learning environment offered by the comprehensive high school. They are often served by alternative programming. Surrey operates five Learning Centres with a combined population of 1150 FTE. With new students entering the program during the school year the Learning Centres service over 1700 individual students. Learning Centres offer a continuous entry and continuous program design featuring a variety of schedules: morning, afternoon, all day or evening sessions. Students can complete Grade 10, 11 and 12 courses leading to graduation with either a Dogwood Diploma or an Adult Dogwood Diploma.

The five Learning Centres are Ministry designated alternate education school programs, focusing on the educational, social and emotional issues for those students whose needs are not being met in a traditional school program. Alternate education program provides its support through differentiated instruction, program delivery and enhanced counseling services based on student need.

Many students who attend alternate education school programs are most often the most vulnerable in the school system. These programs have disproportionate numbers of children and youth in care, aboriginal students, children and youth living in poverty or the street, gifted children who have difficulty in social situations, children and youth involved in drugs, alcohol and the sex trade and youth with mental health concerns. Alternate education programs offer an opportunity for these vulnerable and at-risk students to experience success.

The Learning Centres are the last chance option for these students and without this “safety net” Surrey’s most vulnerable and “at risk” adolescent learners would lose this educational service and would literally be “out on the street”. If the capacity of regular high schools to offer choice, respond to student needs and interests, and retain them is diminished or compromised, there will be a greater migration of students to learning centres..

The district pays a premium for operating learning centres. Economies of scale are not achieved by operating sites with a capacity for 200-250 students out of leased commercial space with lower student/teacher ratios. Compliance with contractual class size/composition provisions at current funding levels would require economies of scale that would challenge the sustainability of learning centres.

### *Impact on Special Programs*

The Surrey School District provides service to some of its most vulnerable students with special needs by grouping them in district and regional programs at various locations. They may be self contained, or may involve partial integration into regular classes. They typically involve intensive support with lower staffing ratios. These may not be sustainable with pre-bill 28 requirements under current funding levels. Some examples are provided below.

#### **Bear Creek Elementary Oral Resource Program**

The Bear Creek Oral Resource Program provides an auditory-oral communication approach to learning with appropriate support for oral deaf or hard of hearing students. Students are fully integrated into appropriate grade level classrooms. The program is designed to maximize each student's potential for successful integration and to provide the necessary range of supports based on individual needs. (1 teacher, 5 SEA's per 16 students)

#### **Intensive Elementary Literacy Programs**

The Intensive Elementary Literacy Programs are designed to provide the highest level of early intervention literacy support to students with severe learning disabilities. They are self-contained classes, which serve a maximum of 14 students from various regions of the school district. Placement in a program is for one year. They emphasize language arts and mathematics skills development. The objective is to have students return to a regular classroom with the necessary coping skills to ensure success. (1 teacher, 1 SEA per 14 students)

#### **Low Incidence Special Classes**

Low Incidence Special Classes provide services to students with significant behavioural concerns along with multiple disabilities, moderate to severe intellectual disabilities and/or severe autism spectrum disorder. Students considered for placement in a low incidence special class typically require a more structured setting with more intensive support than can be provided at their neighbourhood school. (1 teacher, multiple SEA's per 8 students)

#### **Multi-Age Cluster Class (MACC)**

The Multi-Age Cluster Class for grades 5 through 7, provide academic challenge and social/emotional support to students who are highly gifted. Students participate in an interdisciplinary program designed to challenge and develop the depth and breadth of their critical and creative thinking abilities. Awareness of individual learning styles, the nature of excellence and group interaction are integral elements of the curriculum. (1 teacher per 24 gifted students)

#### **Adapted General Education (Age)**

This program serves 14 students from 13-16 years of age who are under the supervision of a probation officer and considered "high risk". AGE is located at the Guildford Youth Resource Centre and provides rapid placement of students requiring short-term strategic assessment, intervention, and remediation with the goal of reintegration into and appropriate long-term educational environment. (1 teacher per 8-14 students)

#### **Children's Day Treatment Outreach Program (CDTOP)**

The children's Day Treatment Outreach Program, located at Woodward Hill Elementary provides multi-disciplinary support to a limited number of students and families. The school district and Surrey Mental Health work collaboratively to support elementary aged students who are experiencing significant mental health concerns. Students who are accepted into the program are maintained at their catchment school. Personnel from the program provide support to the child while at school. To be considered as a candidate for CDTOP, a student must have a supportive family willing to participate in the therapeutic process. Family and individual therapy takes place at Woodward Hill Elementary during after school hours. (1 teacher, 2 CCYW, 1 SEA per 15 students)

### **FASTRACK Program (Elementary & Secondary)**

The elementary FASTRACK Program is designed for primary/intermediate students who have fetal alcohol related disorders and who are experiencing difficulty in the regular classroom environment. The elementary program is housed at Creekside Elementary and provides a small class setting and extra staff support. The secondary program is housed at North Surrey Learning Centre. Although students with alcohol related disorders present with a variety of strengths and needs, there are distinct strategies and practices that appear to be effective in providing an optimal learning environment. The program staff address the common needs in a classroom setting and develop individual strategies based upon student assessment data, observation and evidence based research recommendations. Student Support Services assigns a special education helping teacher and a district behaviour specialist to act as liaisons to this program. (4 teachers, 4 SEAs for 36 students)

### **Foundations Program**

The Foundations program is designed to support students in grades 9-12 who have not experienced success in a BASES program due to a combination of intensive behaviour needs and significant cognitive challenges. Only students who are (or will be) working towards a School Completion Certificate will be considered. Often these students are involved in behaviours that place them at high-risk. An Individual Education Plan (IEP) is developed for each student and addresses functional academics, behaviour, social/life/community skills and career path options. At intake, a transition plan is developed for each student to ensure a successful return to an appropriate educational setting or other community program. (1 teacher, multiple SEAs per 8 to 10 students)

### **HOPE Program**

The HOPE program provides a safe and supportive classroom for students in grades 9-12 who face unique challenges. This program is designed for students who have experienced a lack of success in school, have often disengaged from school and/or struggle with various mental health concerns (e.g. anxiety, depression, grief/loss, etc.). Program staff, district staff and Surrey Mental Health work collaboratively to support the students in this program. The program staff is dedicated to working individually with students to focus on their emotional, social and/or academic needs. Located within Guildford Park Secondary, the program offers students the opportunity to be full participants within the school community. The goal of the program is to develop support networks that facilitate the student's transition back into a mainstream program. (1.5 teachers, and 1 YCW per 24 students)

### **Knowledge and Education for Youth (Key)**

The KEY program is a non-traditional, self-contained alternate school in Surrey, which serves 16 to 18 year old secondary students. Students must reside within Surrey and may have involvement with the Ministry of Children and Family Development, Youth Probation or Mental Health. Students referred to KEY have demonstrated an inability to succeed in a regular school or have attended an alternative school setting for a variety of reasons. They may have been absent from school for some time, considered at-risk, have considerable family difficulties, and present with serious behaviour, mental health and/or learning difficulties. KEY is funded jointly by the Ministry of Children and Family Development and the Ministry of Education. Supervision for this school is undertaken by Pacific Community Resources Society and Student Support Services. KEY combines academic programming and recreational activities with individual and group counseling. Peer mentoring is used as an avenue to clarify student values, perceptions, and effective decision making. (3 teachers, 1 inner city worker per 24 students)

### **Lee School**

Lee School provides a safe, supportive and nurturing educational environment to at-risk, emotionally fragile students between the ages of 13-16 (grades 8-10). Lee School is currently funded through The Ministry of Children and Family Development, OPTIONS: Services to Communities Society, and School District #36 (Surrey). Upon completion of the Lee School program, students are encouraged to continue their education in a setting most suited to their individual needs. (1 teacher, 1 SEA per 16 students)

### **LINKS Program**

The LINKS Program is a partnership program between School District 36 (Surrey), the Ministry of Children and Family Development and Pacific Community Resources Society. The program is designed for youth aged 12-18 with a court order, citing a probationary sentence. In addition to providing educational and recreational programming, the program is aimed at providing:

- intensive support to decrease criminal behaviour
- success in educational, vocational or employment prep programs
- skills to promote positive relationships between youth and his/her family
- transition plans for youth to other settings e.g., school settings, vocational training, pre-employment programs, etc.
- supports to stabilize behaviours
- programming and activities that engage youth and keep them off the street and/or out of high-risk situations
- mentoring and coaching in anger management and other pro-social skills
- opportunities to build connections to community-based programs

(1 teacher, 1 inner city worker per 10-15 students)

### **Teen Recreation and Educational Enhancement Services (TREES)**

TREES is a non-traditional, self-contained alternate school in Surrey which serves secondary students 13-16 years of age. Students must reside within Surrey and have an active file with the Ministry of Children and Family Development. Students referred to TREES have demonstrated an inability to succeed in a regular or alternate school setting for a variety of reasons. They may have been absent from school for some time, considered at-risk, have considerable family difficulties, and present serious behaviour and/or learning difficulties. TREES is funded jointly by the Ministry of Children and Family Development and the Ministry of Education. Supervision for this school is undertaken by Pacific Community Resources Society and Student Support Services. TREES combines academic programming and recreational activities with individual and group counselling and family consultation. Peer mentoring is used as an avenue to clarify student values, perceptions, and effective decision-making. (3 teachers, 1 inner city worker per 24 students)

### **Teamwork. Respect. Empathy. Knowledge. (T.R.E.K.)**

The T.R.E.K. Program supports students 13-16 years of age (grades 8-10) who have not experienced recent success in a regular or alternate school program. These youth are highly disengaged from the education system. Often these students are involved in behaviours that place them at high-risk. The T.R.E.K. Program consists of individual and group counseling, life skills training, parent/teen mediation, on-going assessment, education, job readiness and social/recreational activities. OPTIONS: Services to Communities Society provides the Youth Service Provider for this program. Program goals include increased self-esteem, team building and a reduction in high-risk behaviours. T.R.E.K. offers a program that is tailored to meet each young person's unique social, emotional, physical, academic, and recreational needs. (1 teacher, 1 counselor, 1 CCYW, 16 hrs SEA time for 24 students)

### *Other Program/Service Implications*

#### **Reduction in paraprofessional staff**

The significant increase in the number of special education staff that would be required with contracted pre-bill 28 ratios would result in a reduction in the number of paraprofessional staff, particularly Special Education Assistants and Child Care Workers. These support workers provide key interventions to vulnerable learners and significant support to enrolling teachers. One could expect considerable negative parent reaction to a reduction in services.

#### **Shortage of trained staff**

There is currently a significant shortage of fully trained and certified teachers in Special Education and English as a Second Language. As a result, teachers without training or experience in Special Education are working in these positions. This problem would be exacerbated by the additional qualified teachers required in order to achieve compliance.

#### **Fragmented Service**

A return to fixed non-enrolling ratios for learning assistance, ESL, teachers of the learning disabled will subvert a team approach to providing service to students with learning challenges, create unbalanced workloads, and increase the workload of classroom teachers who would find themselves collaborating with a myriad of specialists and para-professionals.

#### **Reduction/Elimination of Helping Teachers/Consultants**

A reduction in the staff that supports curriculum implementation and the practice of teaching would have a significant impact on teaching and learning in the District. These consultants are presently charged with providing support to teachers in all curricular areas. They coordinate and implement programs at the school level (ie. numeracy project) that increase achievement for all students. They work side by side with teachers who implementing new curricula and work to develop units and themes that support diverse learners. They play a key role in the professional growth and development of classroom teachers and non-enrolling specialists.

#### ***Support Provided by Helping Teachers (FTE)***

<i>Learner Support Teams</i>	<i>7</i>
<i>Special Education/Gifted</i>	<i>5</i>
<i>Literacy</i>	<i>6</i>
<i>Numeracy/Science</i>	<i>4</i>
<i>Aboriginal Education</i>	<i>3</i>
<i>Other areas</i>	<i>7</i>

### **Impact of the Reduction of Technology Support**

Support for the educational use of technology with reliable and sustainably hardware and software has been a challenge for more than two decades. There are raised expectations that technology play an integral role in teaching and learning. Schools have come to rely on a cadre of technology support staff to ensure that the technology functions as it should. Achieving contracted class size/composition provisions at current levels of funding would result in further reductions in technology support and would only allow the District to maintain its major business functions such as payroll, student data collection and finance.

### **Impact on District Operations**

There are many district services that teachers expect to be in place to support them in their work, including adequate resources, reliable equipment and a safe, comfortable, pleasant work environment. Reductions in central operations like maintenance, purchasing, reprographics, learning resource services, will result in inefficiencies and shortages due to lost opportunities for maximizing purchasing power and increased workload at the school level.

### **Impact on Space and Resources**

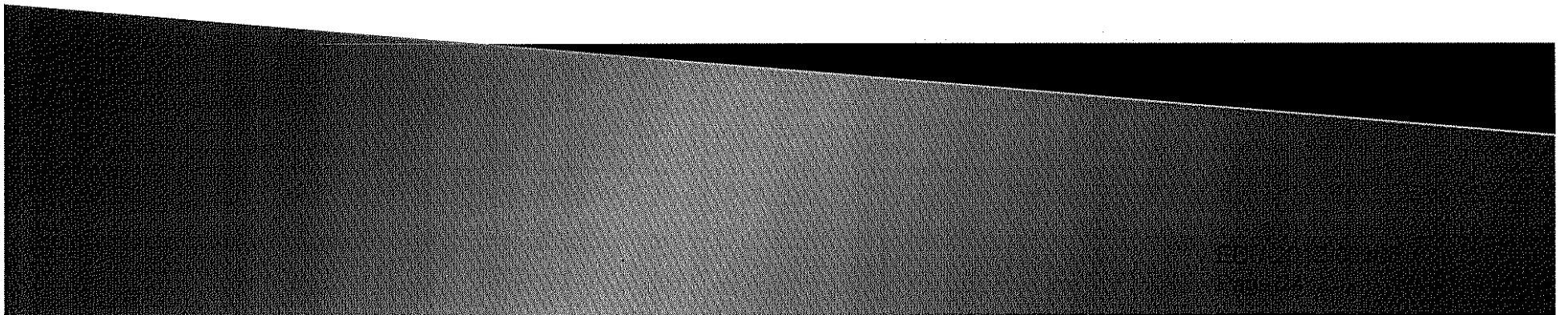
The additional cost to create the space (ie. new portables) for the additional teachers required at the elementary level is estimated at \$4.5 Million.

### *Summary*

This paper contemplated the impact of returning to the contracted class size/composition of the past at current funding levels. Schools serve communities that are unique in their demographic makeup and require different responses to student needs. Districts require the flexibility to allocate limited human and material resources in an equitable manner. This was difficult to achieve with the formula driven system that was in place prior to the enactment of Bill 28. Since that time, the challenges in responding appropriately to diverse student needs have become even more complex. Even with additional funding a return to the rigid contract language pertaining to class size/composition and non-enrolling teacher ratios of the past would severely hamper district capacity to effectively respond to the community and students that they serve.

# Returning to Contractual Class Size/Composition Provisions and Non Enrolling Teacher Ratios at Current Funding Levels

Implications for One School District





# Overview

- ▶ Demography – A Changing Landscape
- ▶ Additional Teacher FTE Required to Meet Contract Provisions
- ▶ Financial Impact at Current Funding Levels
- ▶ Implications for Schools/Programs/Services
  - Elementary
  - Middle
  - Secondary
  - Alternative High Schools & Special Programs
  - Additional Operational Challenges

# A Changing Educational Landscape

- ▶ Enrolment Decline
- ▶ More Diversity
  - Socio-economic and cultural diversity
  - More students with a wide range of learning challenges

# Surrey Demographics

- ▶ Lowest average family income \$43,575  
Highest (2006 census) \$162,150
- ▶ Percentage range of families on income assistance 0% to 28%
- ▶ Range of transiency rates (2010/11 est) 10% to 50%
- ▶ Percentage range of ESL learners 0% to 66%

SD36 Research & Evaluation Dept

# Enrolment Increases Since 2001

	<u>Province</u>	<u>Surrey</u>
Total Enrolment	-8%	14%
ESL /ESD	3%	28%
Aboriginal	28%	45%
Level 1 & 2	50%	115%
Autism Spectrum Disorder	263%	562%
Level 3	13%	148%

BC Ministry of Education

In Surrey, customary formulas for allocating teachers, paraprofessionals, clerical time and supply budgets were found to be wanting in terms of fairly allocating limited resources according to need.

# Returning to 2001 Contract Provisions Teacher FTE Requirements

## Classroom Staffing

Elementary	42.0 FTE
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Secondary	<u>42.5 FTE</u>
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(Assumes same proportionate enrolment of low incidence  
and severe behaviour students today as 2001)

TOTAL	82.5 FTE
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# Returning to 2001 Contract Provisions

## Teacher FTE Requirements

### Non-Enrolling Staffing

Library	Elementary	11.6	FTE
	Secondary	2.375	
Counselling	Elementary	4.9	
	Secondary	12.875	
Learner Support			
Learning Assistance, ESL, Elementary			
Tutorial Room, Secondary CELD		164.875	
Integration Support Teachers		42.8	
BASES (Building Academic, Social & Employment Skills)		7.225	
Social Development		6.0	
Speech Language Pathologists		8.9	
School Psychologists		<u>0.7</u>	
	<b>Total</b>	<b>262.25</b>	

# Returning to 2001 Contract Provisions Teacher FTE Requirements

Total Classroom Teachers	84.5
Total Non-Enrolling Teachers	<u>262.25</u>
	346.75 FTE

Surrey would require **at least** an additional 347 teaching FTE at an average teacher salary/benefit cost of \$92,148. the total cost would be approximately **\$33 Million**



# Financial Impact at Current Funding Levels

	<u>FTE</u>	<u>\$\$\$</u>	<u>% Reduction</u>
Principals & Vice Principals – District Based	5.0		50%
Principals & Vice Principals – School Based	<u>5.0</u>		2%
	10.0	\$1.3 M	
Support Staff – District Based	108.0		27%
Support Staff – School Based	<u>32.0</u>		5%
	140.0	\$8.0 M	
Exempt Professional Staff	9.0	\$1.0 M	10%
Paraprofessionals	132.0	\$6.4 M	12%
Teachers – Helping teachers/consultants	32.0		100%
Teachers – School and Program Based	<u>144.0</u>		4%
	176.0	<u>\$16.3 M</u>	
		<u>\$33.0 M</u>	

# Implications for Elementary Schools

- ▶ Inefficiencies in staffing intermediate classrooms
- ▶ The need for more combined and multi-aged classes

# A Sample Dual Track Elementary

## A Possible 2011/12 English Program Class Organization

- ▶ Projected Enrolment: 232 (English), 240 (French Immersion)
- ▶ Total Special Needs Enrolment (English): 35 (11 LI, 9 SB, 15 HI)

Division #	GRADE	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Total by Division	Low Incidence/ Severe Behaviour
1	7								28	28	1/3
2	6							24		24	0/2
3	5						30			30	2/1
4	4/5					19	8			27	1/3
5	3/4				9	15				24	1/0
6	2/3			5	17					22	2/0
7	2			18						18	2/0
8	1		21							21	1/0
9	K/1	5	16							21	
10	K	17								17	1/0
TOTALS		22	37	23	26	34	38	24	28	232	20

# A Sample Dual Track Elementary

## Class Organization Considerations

### Support for Learners

- |                              |         |
|------------------------------|---------|
| ‣ Learner Support Team       | 3.4 FTE |
| ‣ Social Development Teacher | 1.0 FTE |
| ‣ Child Care Worker          | 1.0 FTE |
| ‣ Education Assistants       | 6.0 FTE |

### Class Composition Considerations

- **All** students considered in terms of maturity, leadership potential, peer relationships, abilities
- Optimal use of paraprofessionals with a view to minimizing a culture of learned dependency, and maximizing supports for the **entire** class
- Optimal use of the LST team

# A Sample Dual Track Elementary

A Possible 2011/12 English Program Class Organization  
(prepared by school)

										Total	Low
										by	Incidence/ Severe Behaviour
Division#	GRADE	K	1	2	3	4	5	6	7	Division	
1	6/7							10	14	24	1/3
2	6/7							11	13	24	1/2
3	4/5					8	19			27	1/1
4	4/5					7	19			26	1/1
5	3/4				5	19				24	0/1
6	3				23					23	2/0
7	2			22						22	1/0
8	1		20							20	1/0
9	K/1	5	17							22	1/0
10	K	17								17	
TOTALS		22	37	22	28	34	38	21	27	229	17

# A Sample Dual Track Elementary

## Class Organization Using 2001 Class Size/Composition Provisions

Division #	GRADE	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Total by Division	Low Incidence / Severe Behaviour
1	7								11	11	0/1
2	7								12	12	1/1
3	6/7							5	5	10	0/1
4	6							10		10	0/1
5	5/6						5	9		14	0/1
6	5						11			11	1/1
7	5						12			12	1/1
8	4/5					13	5			18	0/1
9	4/5					12	5			17	0/1
10	3/4				14	9				23	2/0
11	2/3			8	12					20	2/0
12	1/2		5	15						20	2/0
13	1		18							18	
14	K/1	5	14							19	2/0
15	K	17								17	
TOTALS		22	37	23	26	34	38	24	28	232	20

# Implications for Elementary Schools

- ▶ More Waitlists / Inability to Access Neighbourhood Programs
- ▶ Relocation / Elimination of Choice Programs
- ▶ Relocation / Elimination of Daycares / Strong Start / Community–School Partnership Programs
- ▶ Elimination of Grade 7 Band

# Implications for Middle Schools

## Many Variations With One Primary Objective

- ▶ To provide a nurturing learning environment that supports students as they transition into adolescence

## Common Features

- ▶ Students organized into cohorts
- ▶ Contact with fewer teachers
- ▶ Teacher teams

## Impact of Contract Language

- ▶ Class size contract language would limit the size of the cohorts to the smallest maximum provision
- ▶ Reduced district capacity to operate smaller classes in schools which serve low SES neighbourhoods



# Implications for Secondary Schools

## Some Common Themes In Support of Higher Success Rates

- Unique grade 8 programming that promotes more effective transitions from elementary to secondary schools. Typically they involve organizing into cohorts and smaller class sizes.
- Expanded Cooperative Education and Career Education Programs that also typically involve cohorts as well as prolonged work placements and field experiences.
- A broader range of elective courses, prescribed provincially or developed locally.
- Additional credits for students involved in community based learning, school based performing arts, and student leadership.

# Implications for Secondary Schools

- ▶ Classes with lower enrolment could not be offered
  - In 2010/11 8% of Surrey secondary classes were  $> 30$
  - 11% of Surrey secondary classes were  $\leq 20$
  
- ▶ A sampling of small classes (2010/2011)
  - Physics 12 (16)
  - Communications 12 (16)
  - Spanish 10 (18)
  - Glassworks 11 (16)
  - Professional Cooks 11/12 (15)
  - Foods & Nutrition 12 (18)
  - Science & Technology 11 (10)

# Implications for Secondary Schools

## A sampling of average class sizes (2010/2011)

• English	26.1
• Fine Arts	27.6
• Mathematics	27.6
• Physical Education	27.4
• Sciences	27.5
• Social Studies	27.4
• Applied Skills	23.0
• ICT	<u>25.0</u>
<b>District</b>	<b>26.4</b>

# Implications for Secondary Schools

- ▶ Reduced capacity to integrate special needs students
- ▶ Fewer Career Programs, Co-ops, Cafeteria programs
- ▶ An unworkable Grade 8 Life Skills/Explorations program
- ▶ Fewer Band, Drama, Dance courses
- ▶ Unsustainable Career Education programs
- ▶ Scheduling Complications

# Special Programs and Alternate High Schools

The Surrey School District provides service to some of its most vulnerable learners by grouping them in district and regional programs at various locations. They typically

- Involve intensive support with lower staffing ratios
- Operate out of leased space
- Are usually self-contained, but some involve partial integration

# Special Programs and Alternate High Schools

These programs serve learners who:

- ▶ Demonstrate severe learning disabilities
- ▶ Are gifted
- ▶ Are hearing impaired
- ▶ Are under the supervision of a probation officer
- ▶ Demonstrate serious mental health concerns
- ▶ Have severe fetal alcohol related disorders
- ▶ Have experienced family dysfunction and have an active file with MCFD
- ▶ Have become disengaged learners in our large, structured high schools

# Special Programs and Alternate High Schools

Many of these programs will not be sustainable if finite resources will need to be diverted to comply with 2001 contracted class size/composition provisions and non-enrolling teacher ratios.

# Additional Operational Challenges

- ▶ Shortage of Trained Staff
- ▶ Reduction/elimination of helping teachers/consultants
- ▶ Reduction in paraprofessional staff
- ▶ Fragmented Service
- ▶ Reduction of Technology Support
- ▶ Impact on District Operations  
(maintenance, purchasing, reprographics, learning resource services)
- ▶ Space Issues



# Summary

- ▶ Schools serve communities that are unique in their demographic makeup and require different responses to student needs
- ▶ District's require the flexibility to respond to student needs by allocating limited human and material resources in a fair and equitable manner
- ▶ This was difficult to achieve with a formula driven system that was in place prior to the enactment of Bill 28.

Even with additional funding, a return to the rigid contract language pertaining to class size/composition and non-enrolling teacher ratios of the past would severely hamper district capacity to effectively respond to the community and students that they serve.