

SUPERINTENDENT'S REPORT
Reporting to Public Session Tuesday, October 23, 2012

1. Space Camp for Interested Visually Impaired Students

The US Space and Rocket Centre in Huntsville, Alabama is the setting for the annual Space Camp for Interested Visually Impaired Students (SCIVIS), held in September. The camp, coordinated by teachers, provides an adapted experience for students who have a visual impairment. Students and their accompanying chaperones come from across the world to take part in this innovative and inspiring learning experience.

This year, Burnaby was fortunate to be represented. Lori Bousfield, District Vision Learning Support Teacher, took two students to the camp. Students learned about negotiating airports during travel, thus learning about space challenge while making their way to camp. The camp program includes theory, practice, history, simulations and missions. Teamwork and leadership are key principles in the program. The students' learning experience culminates with presentations about their travel and sharing what they've learned.

This evening, Trustees will hear from Ms Bousfield and her two students, Manjeet Khurana and Russell Leung, about this unique learning experience. In the words of space camp alumni, "just because I can't see the stars, doesn't mean I can't reach for them."

Recommendation: THAT the Board receive this information.

2. Advanced Learning Opportunities

Advanced learning programs in Burnaby's elementary classrooms provide innovative and creative learning opportunities for students. These Challenge Programs, which are intended to supplement existing classroom options and initiatives, assist in fostering the potential of gifted learners by supporting their cognitive, social and emotional development. Students are grouped by grade level and program elements include a theme-based approach, inquiry-based learning, play-based exploration and a focus on problem-solving skills.

This evening, Director of Instruction, Wanda Mitchell and Advanced Learning Helping Teachers, Ellen Leroux and Kathryn Wood, will provide a brief overview of the grade 2/3 and grade 4/5 Challenge Programs. Parents Karri Davidson and Laura D'Amico will share their thoughts and highlights based on the experiences of their children who attend the district's Challenge Programs.

Recommendation: THAT the Board receive this information.

3. District Student Enrolment

The preliminary enrolment counts for the 2012-2013 school year have now been finalized and reported to the Ministry of Education.

The K-12 school-aged enrolment is below the district's 2012-2013 projections by 143.5 FTE students and it is below the 2011-2012 enrolment by 298.2 FTE. Overall the September 30 school-aged enrolment is 23,335.5 FTE students. This figure excludes students who are enrolled in the distributed learning, continuing education and international education programs.

Enrolments in these programs are reported at three intervals during the year and then are added to the overall district enrolment.

For the school-age program, Elementary enrolment is 171 FTE below the 2012-2013 projection of 13,229 students. Secondary enrolment is 27.5 FTE above the projection of 10,250 students.

Recommendation: THAT the Board receive this information.

4. Organization of Classes for the 2012 - 2013 School Year

Bill 22's adoption by government resulted in some significant changes to Section 76 of *The School Act*. Highlights of these changes include:

- A number of courses have been excluded from class size maximums
- There are no district averages required
- Consent is replaced by Compensation for teachers grades 4 to 7
- Compensation is now a requirement for teachers who have classes over 30 in grades 4 to 12 (excluded classes excepted)
- Consultation requirements have been changed
- Addition of the Learning Improvement Fund

The report being presented will demonstrate for the 2012-2013 school year, that classes in the district have been reviewed, appropriate processes have occurred and that school organizations are appropriate for student learning.

Prior to submitting their school's organization report to the Superintendent and a declaration stating that all classes are appropriate for student learning, principals have the responsibility to consider all factors deemed relevant for each class or division. In reaching an opinion as to whether or not a class with over 30 students is appropriate for student learning, principals and the Superintendent consider a variety of factors including, but not limited to:

- the number and background of students in the class
- the number of designated IEP's for the class

- the type of IEP's present and their relevance to the class
- the course in question and its academic demands for students and the teacher
- the grade and subject composition of the class
- the experience and background of the teacher
- whether or not other persons such as education assistants or First Nations support workers attend the class to assist students or the teacher
- what additional time, resources or supports are provided to the teachers and students
- processes completed prior to September 30th to ensure the balancing of students, resources, and needs between classes over time
- other general factors such as room size, safety, technology, and equipment
- any other factors the Principal believes is relevant, including information presented by the teacher.

Class Size Requirements

The following chart outlines class size requirements:

Grades	Maximum	Exceed Maximum
K	22	No
1-3	24	No
4-7	30	Unless in the opinions of the superintendent and the principal of the school, the organization of the class is appropriate for student learning. Compensation is provided except in excluded classes.
8-12	30	

Process to Assist in Ensuring Compliance with Class Organization Requirements

- Information provided to principals of the new requirements as a result of the adoption of Bill 22 and the addition of the Learning Improvement Fund in anticipation of preliminary school organizations and staffing.
- Preliminary class loading with teacher involvement occurred in May/June 2012.
- Preliminary organizations, consultations and timetabling of classes loaded to meet the School Act regulations in terms of class size and composition—May to September 2012.
- School Act requirements for the organization of classes were reviewed with all administrators in late May, June, August and September 2012, with a special focus on the revised Section 76 requirements and Learning Improvement Fund implementation regulations.

- School-based principals provided a declaration to confirm that the organization of classes for their schools is in compliance with the provisions of the School Act and is appropriate for student learning.
- Report on the organization of classes in the school district for 2012 – 2013 submitted to the Board of Education October 23, 2012.

Elementary Schools

There are forty-one K–7 elementary schools in the district each offering additional options and programs for students including band, music, and choir. A summary of the school organizations include:

- 574 K-7 enrolling divisions are at or below the allowable class size limits outlined in the School Act. There are no enrolling divisions which exceed the allowable class size maxima.

22 excluded or non-enrolling classes at the elementary level have more than 30 students, as noted below:

- 12 non-enrolling choir classes have received teacher consent. Music teachers consider large groups acceptable, and in many instances, preferable for choir instruction. Schools have created unique organizations to deliver these classes if it is deemed appropriate to have more than one teacher involved.
- 9 Grade 7 band classes have received teacher consent. Band teachers consider the organization to be acceptable and view the larger classes as a means of encouraging more students to join the program.
- 1 general music class has received teacher consent.

Secondary Schools

There are eight 8-12 secondary schools in the district each offering comprehensive curricular programs for students. A total of 2914 classes are being delivered to students in secondary schools.

- 2880 classes or 99 % are at or below the allowable class size limits outlined in the School Act.
- 34 classes or 1% exceed 30 students.

The reasons for classes exceeding thirty students vary from school to school however the rationale can be summarized by the following:

- The learning conditions were considered and are appropriate. All reasonable solutions to balancing class sizes were attempted. The best alternative

available to meet the educational programming needs of the greatest number of students was followed.

- Band, Music, Dance and Choir are organized in larger classes to facilitate performances, support ensemble classes, and to encourage greater student participation. Past practice has taught us that these learning conditions are appropriate.
- A course is a singleton offering. The current class organization provides the opportunity for a number of students to meet specific requirements of their learning program that would not occur without enrolment in the course. The learning conditions have been considered and are appropriate.
- Supports have been put in place to ensure that the learning conditions in the class are appropriate.

Summary

This is to verify that the organization of classes in School District #41 (Burnaby) is in compliance with the class size provisions and is, in the opinion of the Superintendent, appropriate for student learning.

Recommendation: THAT the Board receive this information

5. Learning Improvement Fund (LIF)

The Learning Improvement Fund (LIF) and its regulations came into effect April 14, 2012 with the government's adoption of Bill 22. The LIF considers all classes and students with respect to addressing learning improvement issues. To qualify for funds, the district must comply with consultation requirements and submit a spending plan in October. The purpose of the fund is to identify which classes, if any, require additional resources to address learning improvement, taking into account:

- all students registered in the class and their learning needs
- the number of students, including those diagnosed with special needs
- the experience and capacity of the teacher
- the resources already available to support learning in the class

If it is determined that classes require learning supports above those regularly provided, the Principal, in consultation with the teaching staff, develops a plan and submits the plan to the district with their requests identified in priority order. The school plan is presented to the PAC president for further consultation. Support for learning must fit in one of the following categories:

- Provision of additional teaching staff, EAs and other paraprofessionals
- Additional teaching time and services to students

- Pro-D training of teaching staff to address challenging learning conditions
- A district reserve fund

After receiving the school requests district staff work with schools, consult with the BTA, DPAC and develop a district Learning Improvement Fund spending plan based on the highest priority requests, the available resource and district learning priorities. The 2012-2013 Learning Improvement Fund Spending Plan has identified the following expenditures:

Category of Support	Amount Allocated
Additional Teacher Staffing	\$949,900
Additional EA Staffing	\$771,800
Additional EA Time Adjustment	\$330,000
Professional Development training of teaching staff to address challenging learning conditions	\$139,900
District Reserve Fund	\$208,400
TOTAL	\$2,400,000

District Reserve funds will be used to support learning needs that develop in the second semester as new students register with the district. All funds must be expended by June 30, 2013.

Recommendation: THAT the Board approve the Learning Improvement Fund Spending Plan as presented.