



REPORT TO

STUDENT ACHIEVEMENT AND WELL BEING, CATHOLIC EDUCATION AND HUMAN RESOURCES COMMITTEE

POLICY S.24 – COMBINED GRADE CLASSES AND SEPTEMBER RE-ORGANIZATION FOR ELEMENTARY SCHOOLS

*Where two or three are gathered in my name, there am I in the midst of them.
(Matthew 18:20)*

Created, Draft	First Tabling	Review
October 15, 2018	November 1, 2018	Click here to enter a date.

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INFORMATION REPORT

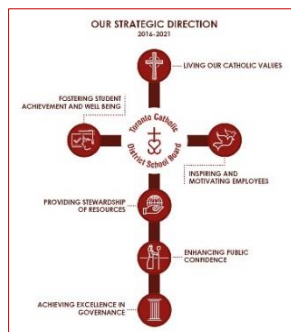
Vision:

At Toronto Catholic we transform the world through witness, faith, innovation and action.

Mission:

The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.

We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.



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A. EXECUTIVE SUMMARY

The TCDSB guidelines regarding scheduling combined classes are consistent with the Ministry of Education document “Combined Grades – Strategies to Reach a Range of Learners (2007)”. This annual policy metric report summarizes considerations for combined grade classes in the Ontario context and recommended scheduling practices in the TCDSB.

The cumulative staff time required to prepare this report was 5 hours.

B. PURPOSE

This annual policy metric report identifies procedures for schools to follow when organizing combined grade classes which inform the re-organization of school models in September.

At the October 4, 2018 Student Achievement and Well-Being, Catholic Education and Human Resources Committee Meeting, a Trustee inquiry was submitted to the Student Achievement Committee requesting additional information outlining the September re-organization process.

C. BACKGROUND

1. In October 2013 the Board approved Policy S.24 which addressed the issue of combined grade classes for elementary schools.
2. The TCDSB continues to apply this policy to its annual scheduling/staffing processes. At the request of the Board of Trustees, Human Resources staff provide an annual policy metric update on the status of combined elementary classes.

D. EVIDENCE AND RESEARCH

1. In Ontario, the topic of combined grades is dealt with in the Education Act S. 265(1) (e) under the *Duties of principal (timetable)*. Although the duties in this section include “to assign classes and subjects to teachers,” there is no specific mention of combined grades. Additionally, in the Ministry Assessment and Evaluation document *Growing Success*, there is no reference to combined grades. The Ministry direction on evaluation in

combined grades is that the students must be evaluated on the expectations for their particular grade level.

Decisions regarding the organization of classes and assignment of students to classes at the TCDSB are locally determined based on enrollment, student need(s), funding formulas and the school staffing model initially generated by Human Resources staff to ensure Ministry class size compliance.

2. The Ministry of Education published several documents on the topic of combined grades in 2007; these included a research monograph, a strategy document and a brochure. A key message from these documents includes the following:

“In all classrooms, no matter how they are organized, teachers need to provide for the individual needs of students. To achieve this, they use a variety of methods on a daily basis to assess the needs of each student and then adjust the focus of instruction for skill development accordingly. In all classrooms, there is a range of students, and a teacher’s goal to meet the needs of all learners remains the same regardless of the classroom organization”. (p. 3, Combined grades: Strategies to reach a range of learners in kindergarten to grade 6, 2007, Ministry of Education)

A curriculum pamphlet relating to combined grade classes is available on the TCDSB portal for Principals to distribute.

3. There are several considerations in addition to student achievement and well-being, which impact how elementary classroom models are created. These include Ministry-mandated cap sizes for classrooms, Collective Agreement(s) parameters, and differing overall expectations related to across-grade curricula.

Ministry regulations to govern practices in schools around classroom allocation include:

- i) Primary Class Size (PCS) parameters (as of September 30) which mandate the following class sizes:

- 100% of JK-Grade 3 classes have a maximum of 23 students
 - 90% of JK-Grade 3 classes to have a maximum of 20 students
- ii) Ontario Regulation 132/12 (2012) stipulates that the “average size in each school year of a board’s mandatory kindergarten classes shall be 26”;
- iii) For the 2018-2019 school year, the average size for Grade 4-8 classes shall not exceed 24.97 students. The overall average of 24.97 students also meets the contractual obligations with our teacher federation. If a combined grade class includes one or more students enrolled in the primary division, the class shall have a maximum of 23 students.
- iv) Failure to meet Ministry compliance targets results in a penalty to the Board equal to 1% of the Board’s total budget.
- v) The requirements related to Ministry class sizes and contractual class sizes along with the preference for single grade classrooms restricts the ability to have equal class loadings in a combined grade classroom.
- vi) Table 1 below displays the distribution, by area (1 through 8), of these combined classes for the 2018-2019 school year. Please note that the distribution is relatively consistent throughout the Board.
- vii) September re-organizations of Class Staffing Models are a direct result of actual September enrollment, contractual commitments, and Ministry mandated ratios.
- a. The aggregate distribution of schools re-organized during September 2018 is found on the following page below (Table 1):

TABLE 1

Area	Number of Schools
Area 01	11
Area 02	11
Area 03	13
Area 04	15
Area 05	14
Area 06	8
Area 07	13
Area 08	13
Total	98

- b. Re-organization during the September 2018 occurred during three distinct iterations:
- i. September 5, 2018 – these changes occurred due to a significantly increased enrolment variance from our projected versus our actual enrolment metrics. Four schools implemented a reorganization on this noted date. (impacted 4 schools)
 - ii. September 21, 2018 – as a response to the TCDSB’s requirement to meet Ministry Compliance targets for ELP class size, Primary Class Class, and Junior/Intermediate targets. (impacted 73 schools)
 - iii. September 25, 2018 – due to a further increase in enrolment additional infusion of Junior/Intermediate allocations was required in order for us to achieve our 24.97 aggregate total. (impacted 21 schools)

Combined grade classes are not new to TCDSB or any other Board in the province. For the 2018-2019 school year, TCDSB has 734.5 combined grade classes representing 27.85% of all elementary classes. Regardless of school size, 166 elementary schools have at least some combined grade classes. A review of the data indicates that combined grade classes exist for all grade combinations. Table 2 on the next page presents a four-year summary of combined grade classes.

TABLE 2

SCHOOL YEAR	TOTAL NUMBER OF COMBINED GRADE CLASSES
2015 - 2016	791
2016 - 2017	748
2017 - 2018	764.5
2018 - 2019	734.5

E. METRICS AND ACCOUNTABILITY

The Human Resources Department will monitor the implementation of Policy S.24 in order to ensure that the optimum number of combined grade classes are created as the Board honors its prescriptive Ministry of Education staffing requirements.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board of Trustees.