

2006-07 Primary Class Size Plan

June 2006

Overview

The implementation of the 20:1 cap on the size of Primary (JK to Grade 3) classes is one of the key initiatives of the government.

Targeted funding has been provided to reduce primary class sizes, with the expectation that all boards will be fully compliant with the class size cap by 2007-08. The class size cap means that, for the 2007-08 school year, 90% of Primary classes will have 20 or fewer students and up to 10% of Primary classes may have up to 23 students.

As 2006-07 will be the third year of the Primary Class Size reduction funding, it is expected that school boards will show significant progress towards the cap in 2006-07. As a goal, boards should plan to have 100% of all primary classes with 23 or fewer students and as many classes as possible with 20 or fewer students in place this fall.

Schools Boards are required to demonstrate that the primary class size reduction funding is being used for the purposes intended and that they are planning for significant progress in reducing primary class sizes in 2006-07. As such, all school boards will be required to prepare and submit a comprehensive, school by school Primary Class Size Plan (PCS Plan) to the ministry.

This year the plan will be web-based and will provide school boards with the opportunity of engaging elementary school principals and superintendents responsible for elementary schools to be part of the process.

The ministry may use some or all of the information from board 2006-07 PCS plans for purposes of updating parents and the public on the progress of reducing primary class sizes. This information may be posted on the ministry public website as early as September 2006.

The PCS plan has four components:

1. School Data Input Section
2. Statistics Section (both Board and School)
3. Board Input Section
4. Application for Transitional Program Equivalency Teachers

School Data Input Section

- Similar to Table N in October Reports.
- Collects the projected class by class organization at a school for the start of September 2006.

Schools/board will be expected to use most up to date enrolment information and demonstrate how they will organize elementary classes by grade as at the start of school in September.

- Each school within a board may enter data, or a board can enter data for all of its schools.

Statistics Section (both Board and School)

- Once data has been entered at the school level, information will automatically be populated into the statistics section.
- A schools will only be able to view its own statistics; boards will have access to view statistics for a school or all schools.
- Statistics will include items such as; Number of Primary Classes at 20 and under, 21, 22 etc., Percent of Primary Classes at 20 and under, 21, 22 etc.

Board Section

- This section will identify the PCS reduction funding provided by the province and will calculate the number of teachers and total primary classes to be established with these additional funds.
- Using 2003-04 as the base year (the year prior to PCS reduction funding being provided), the minimum number of primary classes expected is calculated by taking into account any increases/decreases in enrolment experienced by the boards since this time.

- Information on the number of primary classes from the school section is automatically brought forward and a variance* is calculated if the number of planned primary classes differs from the minimum number of primary classes expected.

* A practice at some boards is to not assign a small number of teachers to specific schools until early September. The PCS plan allows these unassigned teachers to be identified prior to the variance being calculated.

- A PCS reduction funding grant holdback will be applied if the variance is significant.

Application for Transitional Program Equivalency Teachers

- For boards who do not have sufficient permanent or non-permanent space in any of their elementary school in September 2006 to accommodate additional teachers provided by PCS reduction funding.
- Boards will have to update elementary school facility information in the ministry SFIS system.

The PCS plan will automatically populate permanent and non-permanent capacity information from SFIS and based upon enrolment information inputted in the school section of the PCS plan -calculate any available capacity at a school.

- Boards will have to request the number of Transitional Program Equivalency Teachers it is applying for and identify which schools have insufficient space to accommodate them.

Technical Information/Quick Reference Guide

BOARD SPECIFIC

Menu Layout

Home	Brings the user to the PCS Plan homepage and contains information such as the Guide and FAQ's, Line by Line Definitions, Technical Information/Quick Reference Guide and the BMemo.
School Data Input	For schools and/or boards to enter class by class information
School Statistics	For schools and/or boards to view statistics for a particular school
Completed Schools	For boards to view which schools have completed entering their class by class information and to unlock school data to allow revisions.
Board Input	For boards to complete
Board Statistics	For boards to view statistics at a rolled-up level
Transitional Program Equivalency Teachers	Optional application for boards to complete, if necessary
User Report	Allows boards to view school user information
Change Password	For schools and/or boards to change their assigned password

Line Numbering

On the Board Input, Board and Statistics and the Transitional Program Equivalency sections, 4-digit line numbers have been assigned to each line and all columns have been numbered accordingly.

When data is being pre-populated from one cell to another on the Primary Class Size plan, line and column references have been included in brackets next to the line description.

For example, on line 1250 of the Board Input Section - "PLUS: Classes to be Established from PCS Funding (Line 9930 01)", the reference in brackets refers the user to line 9930, column 01 of the Board Input Section.

Cell Shading

Light Yellow Cells: Indicate that data is being pre-populated. Users cannot change information in these cells.

Dark Yellow Cells: Indicate TOTAL calculations. Users cannot change information in these cells.

White Cells: Indicate where users must enter information

1. Boards will receive a username and password from the Ministry and should refer to Memo 2006:B7 for further information regarding the 2006-07 Primary Class Size Plan.
 - a. Boards are responsible for distributing usernames and passwords to their respective schools.
 - b. Passwords may be changed by clicking on "Change Password"
 - c. To view pertinent user information, such as usernames and current passwords for schools within the board, click on "User Report"
2. Boards should verify that the list of pre-populated schools is correct by clicking on "Completed Schools". If the list of schools is not correct, please follow the procedure outlined in the FAQ's available on the PCS Plan homepage.
3. It is suggested that each school complete the School Data Input section of the plan, however, boards which will be entering class by class data on behalf of their schools should refer to the "School Specifics" technical instructions below.
4. Boards can view which schools have completed entering their data at any time by clicking on "Completed Schools". In addition, a board may unlock schools which have already submitted data but need to make changes by un-checking the "Locked" box for the appropriate school and then clicking "Save". Alternately, the board may make the required changes on behalf of the school without going through the process of unlocking the data.
5. Boards may view statistics for 2006-07 on a school by school basis by clicking on "School Statistics", or they can view statistics for 2003-04 to 2006-07 on a rolled-up basis by clicking on "Board Statistics". For further information on data sources and calculation of statistics, please refer to the Line by Line definitions available on the PCS Plan homepage.

NOTE: Statistics are all pre-populated and/or automatically calculated. 2006-07 statistics will update as data in the "School Data Input" section is changed.

6. Boards will need to complete the “Board Input” section of the PCS Plan.
 - a. Most data in this section will be either pre-populated or automatically calculated. Boards must only enter information in cells which are shaded white.

NOTE: Pre-populated data and/or automatic calculations will only appear once the board has entered all required information and clicks “Save”.

- b. Enter:
 - i. JK-3 FTE Enrolment
 - ii. Average Elementary Teacher Salary
 - iii. Average Elementary Teacher Benefits
 - iv. Preparation Time for Primary Teachers
 - v. Number of Unassigned Primary Teachers
 - vi. Number of Unassigned Junior/Intermediate Teachers
 - vii. Contact Information
 - c. Once this information has been entered, click “Save” at the bottom of the section and all pre-populated data and calculations will appear.
7. Once data has been verified, indicate whether the Director has approved the plan and submit the data to the Ministry.

NOTE: Once the board has checked “Yes” to Submit Data, no further changes can be made.

8. If the board has indicated that it would like to apply for Transitional Program Equivalency teachers, it will need to complete the “Transitional Program Equivalency Application”.

NOTE: Schools of the board and their capacity from SFIS will be pre-populated. Capacity updates will need to be processed through SFIS – see FAQ’s for further information.

- a. Enter the date of the last SFIS update. NOTE: SFIS should be updated prior to submitting this application.
 - b. Distribute the number of teachers being requested to the list of pre-populated schools in 0.25 increments.
9. Boards are required to finalize their 2006-07 Plans by July 14, 2006. Plans that are finalized after this date will be subject to a PCS Funding grant holdback until October.

SCHOOL SPECIFICS

TIPS for Completing School Data Input

- Enter only positive whole numbers. Decimals are not allowed.
- Only self-contained special education classes may be entered in the Special Education column and must be reported on a SEPARATE row. DO NOT enter values in the Special Education Column if a class has already been reported on a row.
- Click “Save” after entering each class to avoid losing data.
- Once the completion box has been checked, data will be submitted to the board and the school will be unable to make changes. To make further changes, the school will need to contact their board to unlock the data.

1. Each school should receive a username and password from their board.
 - a. Passwords may be changed by clicking on “Change Password”

NOTE: If a username or password is forgotten, please contact the board.

2. Each school is being asked to complete the class by class information in the “School Data Input” section of the webpage.

NOTE: For information on how to report students and classes, please refer to the FAQ’s.

- a. Enter data for class 1 in row one of the School Data Input section
- b. To add additional classes/rows, click “Add Class”
- c. To delete classes/rows, check “Delete” in the leftmost column and click “Save”
- d. Save your work frequently by clicking “Save”. Sessions will be timed out after 1 hour of inactivity.
- e. At any time schools may see their 2006-07 statistics, based on the data they have entered, by clicking on “School Statistics”.
- f. Once data has been entered and verified for accuracy, check the “This School Has Completed the Report” box and click “Save”.

Questions and Answers

Board Specific

1. How do boards access the PCS web-based plan?

The Director and the Superintendent of Business of the board received, under separate cover, a list of user names and passwords for use at the board and school level. Distribution and maintenance of these passwords will be the responsibility of the board.

2. How do boards update the listing of elementary schools in the plan?

The listing of schools offering elementary grades in the plan should reflect the active schools as at September 2006. For newly opened or closed schools, please contact Mark Bonham (416-325-8571) or Tim Gallivan at (416-314-0642).

It is important to remember that any updates to school inventory must also be processed in the ministry SFIS system through the board's Facilities Coordinator.

3. Does the school section need to be updated by the school principal?

The PCS Plan is designed to allow boards to engage elementary principals and superintendents responsible for elementary schools in the process.

The ministry has provided user ID's and passwords for all elementary schools (see Q1 for more information). These passwords will allow each school principal access to input the class by class organizations at their school for the start of September 2006.

Alternatively, the class by class organization at each elementary school can be inputted centrally at the board office.

Some boards may already have class by class organizations for all elementary schools for September 2006 in an existing database. The ministry can accept data files from these boards – for more information on the requirements to accept flat data files please contact Mark Bonham (416-325-8571) or Tim Gallivan at (416-314-0642).

4. Our board holds back some elementary classroom teachers until September. Are these teachers to be reflected in the PCS plan?

Yes. A practice at some boards is to not assign a small number of teachers to specific schools until early September. The PCS plan allows the board to identify the number of unassigned teachers in the Board Input section of the PCS Plan.

These unassigned teachers do not need to be reflected in the School Input section of the PCS Plan.

5. Will the ministry be collecting actual elementary class sizes in this year at October 31?

Yes. The Ministry will still receive the actual elementary class size information as of October 31 through the OnSIS data collection system.

6. The board section of the plan is indicating a potential grant holdback. How can the board remedy this situation?

The Board Input section of the PCS Plan will calculate the minimum number of expected primary classes in 2006-07 and compare this against the number of primary classes inputted from the School Data Input section of the PCS Plan.

Where a material variance exists in the number of classes expected versus the classes established the board may be subject a PCS reduction funding grant holdback beginning September 2006.

Boards can remedy this situation by increasing the number of primary classes at a given school(s) in the school section of the report. Alternatively, the grant holdback will be offset if a board's application for transitional program equivalency teachers has been approved or partially approved by the ministry.

7. Will there be a grant holdback if the number of primary classes reported in October is less than the classes reported in the PCS Plan?

The Ministry will compare the October 31 information to that contained in the PCS Plan. This analysis will provide the Ministry with information on implementation issues, including any significant shortfall in the number of classes. We expect that there will be a

holdback if funds provided for the reduction in primary class size are not used for this purpose.

8. Our board does not have sufficient elementary space to absorb all the required primary teachers and classes. How do we prepare an application for Transitional Program Equivalency Teachers?

The application for the Transitional Program Equivalency Teachers is part of the PCS Plan for 2006-07.

The ministry will consider all requests from boards that are able to demonstrate that insufficient elementary classroom space (permanent and non-permanent) exists within all elementary schools to accommodate additional classroom teachers provided by PCS reduction funding.

The application is populated with data from the 2006-07 school year section of the SFIS system; therefore boards will be required to ensure that all elementary school information in SFIS is updated, including OTG (on the ground capacity) and any non-permanent classroom space to be used at the school in 2006-07.

In addition, in the application boards will have to identify the schools for which they are requesting transitional program equivalency teachers.

The ministry is expecting to respond to all applications for Transitional Program Equivalency Teachers within a few weeks of receipt.

9. When are the 2006-07 PCS Plans due?

Boards are required to finalize their 2006-07 Plans by July 14, 2006. Plans that are finalized after this date will be subject to a PCS Funding grant holdback until October.

10. We have questions about the PCS plan. Who do we contact at the ministry?

If you have any questions about the PCS Plan, please contact your Ministry Finance Officer.

School Specific

1. Are the definitions for the school section of the PCS Plan similar to the instruction for completing Table N in the October Report?

Yes. The definitions used in this report are consistent with those used in completing Section N of the School October Report. Below is a sample of some of the definitions and instructions:

Class: A class is defined as a group of pupils who are expected to spend more than 50 per cent of their instructional time together.

Junior Kindergarten and Kindergarten: Each group of students is to be reported on an individual line. Where a teacher instructs one group in the morning and a different group in the afternoon, enrolment is to be reported as two separate classes, i.e., on two different lines.

Combined Classes: In classes consisting of split grades or combinations of grades, report the combined enrolment on one class line (under the appropriate grade).

Rotary Programs: In a rotary program, where the same group of elementary pupils are dispersed throughout the day, report the enrolment of the group's homeroom.

Special Education - Self Contained: A student with special needs who is in a self-contained special education classroom for more than 50% of his or her instructional time in that classroom is to be reported in a special education class.

Special Education - Resource or Withdrawal Assistance: A student with special needs who is in a regular class for more than 50% of his or her instructional time is to be reported in the appropriate grade with their regular class, not in the special education class.

Supervised Alternative Learning for Excused Pupils (SALEP): A student enrolled in a SALEP program is not considered a class or part of a class for the purposes of the class size calculation. These students are to be excluded from this report.

Section 20 Classes: Students enrolled in section 20 programs are not included in the class size calculation.

2. Why is the ministry collecting data on all elementary grades, not just primary grades (JK – 3)?

The ministry is requesting that boards complete all elementary class organizations for September 2006 to monitor each board's progress on reducing primary class sizes as well as to ensure that class sizes in grades 4 to 8 do not increase as a result.

3. What is the class size for grades 4 to 8?

The Education Act (Section 170.1) requires that the board wide average class size in elementary schools not exceed 24.5 and the board wide average size in the primary division not exceed 24. This equates to a board wide average class size of 25 in grades 4 to 8.

Note: Bill 78 is currently under consideration by the government. One of the proposals in this Bill is to repeal section 170.1 of the Act and replace it with a provision to include all class size requirements in regulations. These regulations would amend the class size requirements to take into account reductions in the overall elementary average class size due to the PCS initiative.

4. How are combined Grade 3-4 classes treated for statistical and reporting purposes?

In a combined Grade 3 and Grade 4 class, the Grade 3 portion of the class is pro-rated and reported in primary division and the Grade 4 portion is included in junior/intermediate (Grades 4 to 8) division on a pro-rated basis.

For example, a combined Grade 3-4 class has 20 pupils, 5 in Grade 3 and 15 in Grade 4. To pro-rate the Grade 3 class, divide the number of pupils in Grade 3 by the total number of pupils in the class ($5 \div 20$), therefore there is .25 of a primary class with 20 pupils and .75 of a junior/intermediate class with 20 pupils.

The PCS Plan will automatically calculate Grade 3-4 combined classes for statistical purposes from the school section information.

5. How are junior kindergarten and kindergarten classes treated for statistical and reporting purposes?

Each junior kindergarten to Grade 3 class, for the purposes of reporting the number of classes and percentage of classes in the statistical section of the PCS plan, are treated as having a class value of 1.

To determine the Full Time Equivalency (FTE) of the number of classes and enrolment in the statistical section of PCS Plan, junior kindergarten and kindergarten students will automatically be calculated with a factor of .5 being applied.

6. How are combined junior kindergarten and/or kindergarten and grade 1 classes treated for statistical and reporting purposes?

Each junior kindergarten to Grade 3 class, for the purposes of reporting the number of classes and percentage of classes in the statistical section of the PCS plan, are treated as having a class value of 1.

To determine the Full Time Equivalency (FTE) of the number of classes and enrolment in the statistical section of PCS Plan, junior kindergarten and kindergarten students will automatically be calculated with a factor of .5 being applied.

For example, In a class with 15 kindergarten and 5 grade 1 students, the PCS plan will automatically calculate that 0.38 of the class is a half-time kindergarten [i.e.: $(15 \times 0.5)/20 = 0.38$] and that 0.25 of the class is a full-time grade 1 class (i.e.: $5/20 = 0.25$). Therefore, the total full-time equivalency of the class is 0.63 (i.e.: $0.38 + 0.25 = 0.63$).

7. How should a partially integrated special education pupil be reported in the school section of the PCS plan?

A student with special needs who is in a regular class for more than 50% of his or her instructional time is to be reported in the appropriate grade with their regular class, not in the special education class column.

Note -- Only students in self-contained special education classes can be shown as special education in the school section of the PCS plan. Statistics on these pupils and classes are not included in the primary statistics, but are captured in the special education statistics.

8. Why is the ministry asking boards to project the class by class organization of all elementary schools in June when these class organization will likely change when school opens in September?

The ministry is requesting that all boards prepare a comprehensive PCS plan which includes class by class organizations of all elementary schools with enrolment information available as of June.

The ministry realizes that enrolment fluctuations will likely occur prior to school starting in September as families move over the summer months and new registrations are accepted.

However, it is important that school boards demonstrate to the ministry, parents and the public that it is planning to reduce primary class sizes with the PCS reduction funding provided by the province at the start of school in September 2006 and that class sizes in grades 4 to 8 are not increasing as a result.