

# **ORGANIZATION OF CLASSES SCHOOL DISTRICT 61 GREATER VICTORIA**

# BILL 33 LEARNING ENHANCEMENT ACT

| Grades | Limit | Maximum Average | Exceed Number        |
|--------|-------|-----------------|----------------------|
| K      | 22    | 19              | No                   |
| 1-3    | 24    | 21              | No                   |
| 4-7    | 30    | 28              | With Teacher Consent |
| 8-12   | 30    | 30              | Teacher Consultation |



# BILL 33

## EXCLUSIONS

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In determining class sizes, a Board must exclude the following:

1. Adult or Continuing Education Programs
2. Distributed Learning Programs
3. Provincial Resource Programs
4. Alternate Programs
5. Any class operated exclusively for children with special needs
6. Work Study Programs or Work Experience Programs

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Following are class size limits and the Greater Victoria School District averages.

Kindergarten:    - District Average can be no greater than 19  
                          - GVSD Average is 18.1  
                          - Individual Class maximum cannot exceed 22  
                          - GVSD is in compliance

Grades 1-3:        - District Average can be no greater than 21  
                          - GVSD Average is 20.8  
                          - Individual Class maximum cannot exceed 24  
                          - GVSD is in compliance

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- Grades 4-7:
- District Average can be no greater than 28.
  - Individual Class maximum is 30 except with the **consent** of the classroom teacher and the approval of the principal and superintendent.
  - The rationale for exceeding the limit can be discussed at a public board meeting.
  - GVSD Average is 25.7

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- Grades 8-12:
- District average can be no greater than 30.
  - No classes will have more than 30 students except with the approval of the principal and superintendent and prior **consultation** with the classroom teacher.
  - The rationale for exceeding the limit can be discussed at a public board meeting.
  - GVSD Average is 27.3

# CLASS SIZE AVERAGES

## K-12

|         | K    | 1-3  | 4-7  | 8-12 |
|---------|------|------|------|------|
| 2010/11 | 18.3 | 20.7 | 26.0 | 26.6 |
| 2011/12 | 18.1 | 20.8 | 25.7 | 27.3 |

Figures reflect the removal of classes that either do not meet the Ministry definition of class or are regarded as exclusions (i.e., any class operated exclusively for children with special needs, alternative education programs, work experience programs).

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To protect student privacy, there is no legislative requirement to collect or make public the rationale for any class that has more than three identified students with special needs.


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In each school year the principal must, within 15 school days after the opening day consult with the School Planning Council with respect to the proposed organization of classes. This has been done in each of our 45 schools. Victor, Continuing Education, Home Learners' Link and SJ Willis Educational Centre are excluded.

In each school year the principal must, within 15 school days after the opening day supply the Superintendent with a proposed organization of classes that is in the opinion of the principal appropriate for student learning. This has been done with each of our 45 schools. Victor, Continuing Education, Home Learners' Link and SJ Willis Education Centre are excluded.

| <b>Elementary School</b> | <b>Number of Divisions with 30+ students</b> |
|--------------------------|--|
| Braefoot                 | 0  |
| Campus View              | 0  |
| Cloverdale               | 0  |
| Craigflower              | 0  |
| Doncaster                | 0  |
| Eagle View               | 0  |
| Frank Hobbs              | 0  |
| George Jay               | 0  |
| Hillcrest                | 0  |
| James Bay                | 0  |




| <b>Elementary School</b> | <b>Number of Divisions with 30+ students</b> |
|--------------------------|--|
| Lake Hill                | 0  |
| Macaulay                 | 0  |
| Margaret Jenkins         | 0  |
| Marigold                 | 0  |
| McKenzie                 | 0  |
| Northridge               | 0  |
| Oaklands                 | 0  |
| Quadra                   | 0  |



| <b>Elementary School</b> | <b>Number of Divisions with 30+ students</b> |
|--------------------------|--|
| Rogers                   | 0  |
| S.J. Douglas             | 0  |
| South Park               | 0  |
| Strawberry Vale          | 0  |
| Sundance                 | 0  |
| Tillicum                 | 0  |
| Torquay                  | 0  |
| Victoria West            | 0  |
| View Royal               | 0  |
| Willows                  | 0  |

| <b>Elementary School</b> | <b>Number of Choir/Strings Classes over 30 students</b> |
|--------------------------|---|
| Braefoot                 | 0   |
| Campus View              | 0   |
| Cloverdale               | 1   |
| Craigflower              | 0   |
| Doncaster                | 0   |
| Eagle View               | 0   |
| Frank Hobbs              | 0   |
| George Jay               | 0   |
| Hillcrest                | 0   |
| James Bay                | 0   |

| <b>Elementary School</b> | <b>Number of Choir/Strings Classes over 30 students</b> |
|--------------------------|---|
| Lake Hill                | 0   |
| Macaulay                 | 0   |
| Margaret Jenkins         | 0   |
| Marigold                 | 2   |
| McKenzie                 | 0   |
| Northridge               | 0   |
| Oaklands                 | 0   |
| Quadra                   | 0   |
| Rogers                   | 0   |
| Sir James Douglas        | 0   |



| <b>Elementary School</b> | <b>Number of Choir/Strings Classes over 30 students</b> |
|--------------------------|---|
| South Park               | 0   |
| Strawberry Vale          | 0   |
| Sundance                 | 0   |
| Tillicum                 | 0   |
| Torquay                  | 0   |
| Victoria West            | 0   |
| View Royal               | 1   |
| Willows                  | 1   |

## Choir/Strings Classes Over 30 Students – Elementary Schools

| School     | # | Class              | Rationale  |
|------------|---|--------------------|--|
| Cloverdale | 1 | Strings<br>Grade 5 | Students are in a performance-based class for proper instrumental instruction and development – the teacher consented to the organization of this class. |
| Marigold   | 1 | Strings<br>Grade 5 | Students are in a performance-based class for proper instrumental instruction and development – the teacher consented to the organization of this class. |
| Marigold   | 1 | Choir<br>Grade 2-5 | Students are in a performance-based class for proper voice instruction – the teacher consented to the organization of this class.                        |
| View Royal | 1 | Choir<br>Grade 3-5 | Students are in a performance-based class for proper voice instruction – the teacher consented to the organization of this class.                        |
| Willows    | 1 | Choir<br>Grade 4/5 | Students are in a performance-based class for proper voice instruction – the teacher consented to the organization of this class.                        |

| <b>Middle School</b> | <b>2011</b>                      |                  |
|----------------------|----------------------------------|------------------|
|                      | <b>Average 6-8 Division Size</b> |                  |
|                      | English                          | French Immersion |
| Arbutus              | 26.3                             | 27.3             |
| Cedar Hill           | 24.3                             | 25.8             |
| Central              | 24.6                             | 29.0             |
| Colquitz             | 29.1                             |                  |
| Glanford             | 28.6                             |                  |
| Gordon Head          | 25.2                             |                  |
| Lansdowne            | 24.2                             | 28.0             |
| Monterey             | 27.9                             |                  |
| Rockheights          | 22.7                             |                  |
| Shoreline            | 19.8                             | 24.3             |

| Middle School | Number of Divisions over 30 students<br>(not including Band, Strings or Choir) | Number of Band, Strings and Choir Classes over 30 students |
|---------------|--|--|
| Arbutus       | 0  | 8  |
| Cedar Hill    | 0  | 8  |
| Central       | 0  | 5  |
| Colquitz      | 0  | 5  |
| Glanford      | 0  | 7  |
| Gordon Head   | 0  | 6  |
| Lansdowne     | 0  | 3  |
| Monterey      | 0  | 4  |
| Rockheights   | 0  | 1  |
| Shoreline     | 0  | 1  |

# Classes Over 30 Students – Middle Schools

| <b>Arbutus</b> |   |
|----------------|---|
| Band 6         | Performance class – students are grouped for proper instrument instruction, development and performance. The teacher consented to the organization of this class. |
| Band 6         | Performance class – students are grouped for proper instrument instruction, development and performance. The teacher consented to the organization of this class. |
| Band 7         | Performance class – students are grouped for proper instrument instruction, development and performance. The teacher consented to the organization of this class. |
| Band 7         | Performance class – students are grouped for proper instrument instruction, development and performance. The teacher consented to the organization of this class. |
| Band 8         | Performance class – students are grouped for proper instrument instruction, development and performance. The teacher supports the organization of this class.     |
| Choir 6-8      | Performance class – students are grouped for proper voice instruction, development and performance. The teacher consented to the organization of this class.      |
| Strings        | Performance class – students are grouped for proper instrument instruction, development and performance. The teacher consented to the organization of this class. |
| Jazz 7/8       | Performance class – students are grouped for proper instrument instruction, development and performance. The teacher consented to the organization of this class. |
| Total          | 8   |

# Classes Over 30 Students – Middle Schools

| <b>Cedar Hill</b> |   |
|-------------------|---|
| Band 6            | Performance class – students are grouped for proper instrument instruction, development and performance. The teacher consented to the organization of this class. |
| Band 6            | Performance class – students are grouped for proper instrument instruction, development and performance. The teacher consented to the organization of this class. |
| Band 7            | Performance class – students are grouped for proper instrument instruction, development and performance. The teacher consented to the organization of this class. |
| Band 7            | Performance class – students are grouped for proper instrument instruction, development and performance. The teacher consented to the organization of this class. |
| Band 8            | Performance class – students are grouped for proper instrument instruction, development and performance. The teacher supports the organization of this class.     |
| Choir 6-8         | Performance class – students are grouped for proper voice instruction, development and performance. The teacher consented to the organization of this class.      |
| Jazz Band 7       | Performance class – students are grouped for proper instrument instruction, development and performance. The teacher consented to the organization of this class. |
| Strings           | Performance class – students are grouped for proper instrument instruction, development and performance. The teacher consented to the organization of this class. |
| Total             | 8   |

# Classes Over 30 Students – Middle Schools

## Central

|           |   |
|-----------|---|
| Band 6    | Performance class – students are grouped for proper instrument instruction, development and performance. The teacher consented to the organization of this class. |
| Band 6    | Performance class – students are grouped for proper instrument instruction, development and performance. The teacher consented to the organization of this class. |
| Band 7    | Performance class – students are grouped for proper instrument instruction, development and performance. The teacher consented to the organization of this class. |
| Band 8    | Performance class – students are grouped for proper instrument instruction, development and performance. The teacher supports the organization of this class.     |
| Choir 6-8 | Performance class – students are grouped for proper voice instruction, development and performance. The teacher consented to the organization of this class.      |
| Total     | 5   |

## Colquitz

|                 |   |
|-----------------|---|
| Beginning Band  | Performance class – students are grouped for proper instrument instruction, development and performance. The teacher consented to the organization of this class. |
| Concert Band    | Performance class – students are grouped for proper instrument instruction, development and performance. The teacher consented to the organization of this class. |
| Beginning Choir | Performance class – students are grouped for proper voice instruction, development and performance. The teacher consented to the organization of this class.      |
| Senior Choir    | Performance class – students are grouped for proper voice instruction, development and performance. The teacher consented to the organization of this class.      |
| Theatre/Drama   | Students are in performance-based classes. The teacher consented to the organization of this class.   |
| Total           | 5   |

# Classes Over 30 Students – Middle Schools

| <b>Glanford</b>   |   |
|-------------------|---|
| Band 6            | Performance class – students are grouped for proper instrument instruction, development and performance. The teacher consented to the organization of this class. |
| Band 6            | Performance class – students are grouped for proper instrument instruction, development and performance. The teacher consented to the organization of this class. |
| Band 7            | Performance class – students are grouped for proper instrument instruction, development and performance. The teacher consented to the organization of this class. |
| Band 7            | Performance class – students are grouped for proper instrument instruction, development and performance. The teacher consented to the organization of this class. |
| Band 8            | Performance class – students are grouped for proper instrument instruction, development and performance. The teacher supports the organization of this class.     |
| Jr. Jazz Band 7/8 | Performance class – students are grouped for proper instrument instruction, development and performance. The teacher consented to the organization of this class. |
| Sr. Jazz Band 7/8 | Performance class – students are grouped for proper instrument instruction, development and performance. The teacher consented to the organization of this class. |
| Total             | 7   |

# Classes Over 30 Students – Middle Schools

| <b>Gordon Head</b> |   |
|--------------------|---|
| Band 6             | Performance class – students are grouped for proper instrument instruction, development and performance. The teacher consented to the organization of this class. |
| Band 7             | Performance class – students are grouped for proper instrument instruction, development and performance. The teacher consented to the organization of this class. |
| Band 8             | Performance class – students are grouped for proper instrument instruction, development and performance. The teacher supports the organization of this class.     |
| Jazz Band 6-8      | Performance class – students are grouped for proper instrument instruction, development and performance. The teacher consented to the organization of this class. |
| Choir 6-8          | Performance class – students are grouped for proper voice instruction, development and performance. The teacher consented to the organization of this class.      |
| Strings            | Performance class – students are grouped for proper instrument instruction, development and performance. The teacher consented to the organization of this class. |
| Total              | 6   |

| <b>Lansdowne</b> |   |
|------------------|---|
| Band 7           | Performance class – students are grouped for proper instrument instruction, development and performance. The teacher consented to the organization of this class. |
| Jazz Band 7/8    | Performance class – students are grouped for proper instrument instruction, development and performance. The teacher consented to the organization of this class. |
| Choir 6-8        | Performance class – students are grouped for proper voice instruction, development and performance. The teacher consented to the organization of this class.      |
| Total            | 3   |

## Classes Over 30 Students – Middle Schools

### Monterey

|               |   |
|---------------|---|
| Band 7        | Performance class – students are grouped for proper instrument instruction, development and performance. The teacher consented to the organization of this class. |
| Band 8        | Performance class – students are grouped for proper instrument instruction, development and performance. The teacher supports the organization of this class.     |
| Choir 6-8     | Performance class – students are grouped for proper voice instruction, development and performance. The teacher consented to the organization of this class.      |
| Jazz Band 7/8 | Performance class – students are grouped for proper instrument instruction, development and performance. The teacher consented to the organization of this class. |
| Total 4       |   |

### Rockheights

|          |   |
|----------|---|
| Band 6/7 | Performance class – students are grouped for proper instrument instruction, development and performance. The teacher consented to the organization of this class. |
| Total 1  |   |

### Shoreline

|         |   |
|---------|---|
| Band 6  | Performance class – students are grouped for proper instrument instruction, development and performance. The teacher consented to the organization of this class. |
| Total 1 |   |

| <b>Secondary School</b> | <b>Total Number of Classes</b> | <b>Number of Classes with more than 30 Students</b> |
|-------------------------|--------------------------------|---|
| <b>Esquimalt High</b>   | 131                            | 6   |
| <b>Lambrick Park</b>    | 100                            | 7   |
| <b>Mt. Douglas</b>      | 178                            | 13  |
| <b>Oak Bay High</b>     | 315                            | 22  |
| <b>Reynolds</b>         | 161                            | 13  |
| <b>Spectrum</b>         | 185                            | 3   |
| <b>Victoria High</b>    | 120                            | 7   |

# RATIONALE FOR SECONDARY CLASSES OVER 30

| <b>Esquimalt</b>             |   |
|------------------------------|---|
| Concert Band 9-12            | Performance class – students are grouped for proper instruction. The teacher supports the organization of this class.   |
| Choir 9-12                   | Performance class – students are grouped for proper voice instruction, development and performance. The teacher supports the organization of this class.  |
| English 11 - Challenge       | This is a singleton class containing the entire Grade 11 Challenge cohort, who are ability grouped to enhance instruction. The teacher supports the organization of this class.   |
| Leadership 9-12              | Students meet weekly in a forum-type assembly before dividing into project groups. Students work largely independently, frequently in small groups on specific projects. The teacher supports the organization of this class. |
| Leadership 9-12              | Students meet weekly in a forum-type assembly before dividing into project groups. Students work largely independently, frequently in small groups on specific projects. The teacher supports the organization of this class. |
| Social Studies 11 -Challenge | This is a singleton class containing the entire Grade 11 Challenge cohort, who are ability grouped to enhance instruction. The teacher supports the organization of this class.   |
| Total                        | 6   |

# RATIONALE FOR SECONDARY CLASSES OVER 30

| <b>Lambrick Park</b> |   |
|----------------------|---|
| Baseball 9-10        | PE- Baseball Academy program for boys within a flexible curriculum organization. The teacher supports the organization of this class.   |
| Baseball 11-12       | PE- Baseball Academy program for boys within a flexible curriculum organization. The teacher supports the organization of this class.   |
| Baseball 9-12        | PE- Baseball Academy program for girls within a flexible curriculum organization. The teacher supports the organization of this class.  |
| Choir 9-12           | Students are in a performance-based class – students are grouped for proper voice instruction, development and performance. The teacher supports the organization of this class.  |
| Dance                | Students are in performance-based class. The teacher supports the organization of this class.   |
| Leadership 9-12      | Students work largely independently in small groups on specific projects. This course is taught by the Vice Principal who requested this configuration.   |
| Planning 10          | Students meet weekly as a whole group with the two Vice Principals before dividing into smaller groups. Students work independently, frequently in small groups on specific projects. The Vice Principals requested this configuration. |
| Total                | 7   |

# RATIONALE FOR SECONDARY CLASSES OVER 30

| <b>Mt. Douglas</b>          |   |
|-----------------------------|---|
| Band 9                      | Students are grouped to support beginning level performance skills. The teacher supports the organization of this class.  |
| Band 10                     | Performance class – students are grouped for proper instruction. The teacher supports the organization of this class.   |
| Band 11/12                  | Performance class – students are grouped for proper instruction. The teacher supports the organization of this class.   |
| Choir 9-12                  | Performance class – students are grouped for proper voice instruction, development and performance. The teacher supports the organization of this class.                      |
| Grad Leadership             | Students meet weekly as a whole group and more frequently in small groups, working on projects. The teacher supports the organization of this class.                          |
| Leadership 9/10             | Students meet weekly as a whole group and more frequently in small groups, working on projects. The teacher supports the organization of this class.                          |
| Leadership 9/10             | Students meet weekly as a whole group and more frequently in small groups, working on projects. This course is taught by the Vice Principal who requested this configuration. |
| Leadership 11-12            | Students meet weekly as a whole group and more frequently in small groups, working on projects. The teacher supports the organization of this class.                          |
| Social Studies 11 Challenge | Students in the Challenge Program are ability grouped to enhance instruction. The teacher supports the organization of this class.  |
|                             |   |

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# RATIONALE FOR SECONDARY CLASSES OVER 30

| <b>Mt. Douglas</b>    |  |
|-----------------------|--|
| Scholarship 12        | Students meet weekly in a whole group forum. The teacher supports the organization of this class.  |
| Strings 9-12          | Performance class – students are grouped for proper instrumentation. The teacher supports the organization of this class.                          |
| English 9 - Challenge | Students in the Challenge Program are ability grouped to enhance instruction. The teacher supports the organization of this class.                 |
| Peer Tutoring 10 - 12 | Students meet frequently in small groups or individually with students needing academic help. The teacher supports the organization of this class. |
| Total 13              |  |

# RATIONALE FOR SECONDARY CLASSES OVER 30

## Oak Bay

|                           |   |
|---------------------------|---|
| Athletic Leadership 9-12  | Students meet weekly as a whole group before dividing into groups. Beginning in early October, students work largely independently, frequently in small groups on specific projects. The teacher requested this configuration. The teacher supports the organization of this class. |
| Concert Band 9            | Students are in a performance-based class for proper instrumentation. The teacher supports the organization of this class.  |
| Concert Band 10/11/12     | Students are in a performance-based class for proper instrumentation. The teacher supports the organization of this class.  |
| Concert Band 10/11/12     | Students are in a performance-based class for proper instrumentation. The teacher supports the organization of this class.  |
| Concert Choir 9-10        | Students are in a performance-based class for proper voice instruction. The teacher supports the organization of this class.  |
| Concert Choir 11-12       | Students are in a performance-based class for proper voice instruction. The teacher supports the organization of this class.  |
| Dance - Intermediate      | Students are in a performance-based class. The teacher supports the organization of this class.   |
| Drama 9                   | Students are in a performance-based class. The teacher supports the organization of this class.   |
| Drama 10                  | Students are in a performance-based class. The teacher supports the organization of this class.   |
| Fine Arts Leadership 9-12 | Students meet weekly as a whole group before dividing into groups. Beginning in early October, students work largely independently, frequently in small groups, on specific projects. The teacher supports the organization of this class.  |
| Fitness 10-12             | Students meet weekly as a whole before dividing into groups. Students work largely independently, frequently in small groups on specific projects. The teacher supports the organization of this class.   |

Continued on next slide...

# RATIONALE FOR SECONDARY CLASSES OVER 30

## Oak Bay

|                         |  |
|-------------------------|--|
| Jazz Band 9-10          | Students are in a performance-based class for proper instrumentation. The teacher supports the organization of this class.   |
| Leadership 9-12         | Students meet weekly as a whole group before dividing into groups. Beginning in mid-October, students work largely independently, frequently in small groups on specific projects. The teacher supports the organization of this class.                          |
| Leadership 9-12         | Students meet weekly as a whole group before dividing into groups. Beginning in mid-October, students work largely independently, frequently in small groups on specific projects. The teacher supports the organization of this class.                          |
| Leadership 9-12         | Students meet weekly as a whole group before dividing into groups. Beginning in mid-October, students work largely independently, frequently in small groups on specific projects. The teacher supports the organization of this class.                          |
| Musical Theatre 10-12   | Students are in performance-based classes. The teacher supports the organization of this class.  |
| Peer Tutoring 10-12     | Students meet weekly as a whole. Students work largely independently. The teacher supports the organization of this class.   |
| Peer Counseling 9-12    | Students meet weekly as a whole before dividing into groups. Students work largely independently. The teacher supports the organization of this class.   |
| Scholarship 12          | Students meet weekly as 2 groups. Students work largely independently. The teacher supports the organization of this class.  |
| Science 10 F.I.         | The French Immersion teachers specifically requested this organization.  |
| Social Studies 10 F.I.  | The French Immersion teachers specifically requested this organization.  |
| Strength Training 10-12 | Students meet weekly as a whole group before dividing into groups. Beginning in mid-October, students work largely independently, frequently in small groups on specific projects. This course is taught by the Vice Principal who requested this configuration. |
| Total                   | 22   |

# RATIONALE FOR SECONDARY CLASSES OVER 30

## Reynolds

|                             |   |
|-----------------------------|---|
| Concert Band 9              | Students are in a performance-based class for proper instrumentation. The teacher supports the organization of this class.  |
| Concert Band 10             | Students are in a performance-based class for proper instrumentation. The teacher supports the organization of this class.  |
| Concert Band 11/12          | Students are in a performance-based class for proper instrumentation. The teacher supports the organization of this class.  |
| Composition R & B Band 9-12 | Students are in a performance-based class for proper instrumentation. The teacher supports the organization of this class.  |
| Jazz Band 10-12             | Students are in a performance-based class for proper instrumentation. The teacher supports the organization of this class.  |
| Jazz Band 11/12             | Students are in a performance-based class for proper instrumentation. The teacher supports the organization of this class.  |
| Jazz Band 9                 | Students are in a performance-based class for proper instrumentation. The teacher supports the organization of this class.  |
| Choral                      | Students are in a performance-based class for proper voice instruction. The teacher supports the organization of this class.  |
| Pre-Calc Math 11 (Flex)     | This is a singleton class within the Flexible Studies program. Students are grouped together to enhance instruction. The teacher supports the organization of this class. |
| PE 10 (Linear)              | The number of students is due to the class being backed with linear band. The teacher supports the organization of this class.  |
| SS 11 (Flex)                | This is a singleton class within the Flexible Studies program. Students are grouped together to enhance instruction. The teacher supports the organization of this class. |
| FRAL 12                     | The teacher requested the organization of this class.   |
| FRAL 12                     | The teacher requested the organization of this class.   |
| Total 13                    |   |

# RATIONALE FOR SECONDARY CLASSES OVER 30

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| <b>Spectrum</b>      |  |
|----------------------|--|
| Band 11/12           | Students are in a performance-based class for proper instrumentation. The teacher supports the organization of this class.                                       |
| Hockey 9/10          | Students are scheduled together as part of the hockey program. The teacher supports the organization of this class.  |
| Musical Theatre 9-12 | Performance class – students are grouped in order to facilitate development of musical theatre productions. The teacher supports the organization of this class. |
| Total                | 3  |

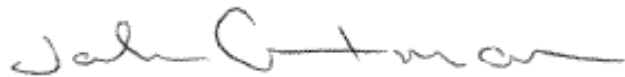
# RATIONALE FOR SECONDARY CLASSES OVER 30

| <b>Victoria High</b>      |  |
|---------------------------|--|
| Choir 9-12                | Performance class – students are grouped for proper voice instruction, development and performance. The teacher supports the organization of this class.   |
| Leadership 9-12           | Students meet weekly as a whole group and more frequently in small groups, working on projects. This course is taught by the Vice Principal who requested this configuration.  |
| Leadership 9-12           | Students meet weekly as a whole group and more frequently in small groups, working on projects. The teacher supports the organization of this class.   |
| PE 9/10 (Boys)            | This class was created by imbalances within the timetable. The teacher supports the organization of this class.  |
| PE 9/10 (Girls)           | This class was created by imbalances within the timetable. The teacher supports the organization of this class.  |
| Scholarship 12            | Students meet weekly in a forum-type assembly before dividing into project groups. Students work largely independently, frequently in small groups on specific projects. This course is taught by the Vice Principal who requested this configuration. |
| Vocal Jazz/Jazz Band 9-12 | Students are in a performance-based class for proper voice instruction and instrumentation. The teacher supports the organization of this class.   |
| Total                     | 7  |

# ORGANIZATION OF ELEMENTARY, MIDDLE & SECONDARY DIVISIONS AND CLASSES IN SCHOOL DISTRICT NO. 61, GREATER VICTORIA

This report is from the Superintendent of Schools. I verify that as of the date of this report, the organization of classes in the School District is:

- a) In compliance with class size provisions, and
- b) In my opinion, appropriate for student learning.



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John Gaipman  
Superintendent of Schools

September 30, 2011

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# BILL 33

## THE LEGISLATION

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If the Board approves the Superintendent's report at this meeting, then it will be forwarded to the Ministry of Education. I have dated and signed the report to verify that the organization of classes in the School District is in compliance with class size provisions and that, in my opinion, it is appropriate for student learning.

If the Board chooses not to approve my report, then I must revise my report by instructing the principals to revise their school organization. The revised report would be resubmitted to the School Board and to the District Parent Advisory Council.



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Recommended Motion:

That the Board approves the  
September 30, 2011 Class Size  
Report as presented.