

**Joint Action Committee on Classroom Composition  
Anglophone Summary Report  
June 2008**



## **Joint Action Committee on Classroom Composition Anglophone Summary Report June 2008**

Classroom composition was raised as a major issue during the 2005 round of negotiations. As a result, the Employer and Federation agreed to establish two committees on classroom composition (one Anglophone and one Francophone). According to the terms of the contract, the Anglophone committee's mandate included: 1) identifying strategies to address classroom composition issues, 2) administering a fund of \$353 000 in 2005-2006, and \$707 800 in 2006-2007, and 2007-2008, 3) recommending an appropriate process through which teachers might address unresolved concerns with respect to class composition issues, and 4) identification of measures that would improve teachers' ability to provide services to students with exceptional educational or behavioral needs.

In year one, the Committee, consisting of eight educators, developed a form for teachers to complete in order to request funding for Classroom Composition grants. This form was used again in 2006-2007 and 2007-2008. Based on recommendations from the Committee, the following guidelines remained consistent throughout the term of the project.

### **Guidelines for the Use of Funds**

- i. The funds provided for the Joint Action Committee on Classroom Composition may be used to support any initiative approved by the Joint Action Committee.
- ii. In most cases, funds will be used for human resources. This may include, but will not be limited to, release time, substitute teacher time, for any part of an FTE of teacher time, tutoring, mentoring, etc.
- iii. The Committee would normally avoid providing funds for materials.
- iv. The Committee will not provide funds for the hiring of human resources such as teacher assistants, behaviour interventionists and/or clerical support personnel, due to potential contractual issues within other bargaining units.
- v. No funding commitment can be made which extends beyond the end of the school year.
- vi. The Committee has the discretion to provide full or partial funding for any application reviewed.
- vii. Upon confirmation that copies of the application have been received by the Committee and Superintendent, funds will be distributed subsequent to the review of the individual cases submitted to the Committee.

## Application Process

The Committee established the following applications guidelines:

- i. Only school-based NBIA members will be eligible to apply for funds.
- ii. School-based applications may be completed by teachers, administrators, and teams of teachers or communities of schools.
- iii. Comments from school administrators will be strongly encouraged
- iv. Requests for assistance should only be submitted when a reasonable attempt has been made to resolve the issue at the school and/or District level. Copies of the request must be forwarded to the Principal and Superintendent.
- v. The Committee will accept applications between October 1<sup>st</sup> and March 1<sup>st</sup> of the current school year. Applications will be reviewed periodically during this time.
- vi. Applications are to be forwarded to the Joint Action Committee on Classroom Composition, P. O. Box 752, Fredericton, N.B. E3B 5R6.
- vii. The co-chairs are empowered to investigate individual applications to secure additional information, as necessary.
- viii. All applicants will be notified that the application has been received. Subsequently, applicants approved for funding will be notified of the specific allocation.

The Committee met on four occasions during the 2007-2008 school year. All applications were studied and evaluated by the Committee. Of the one hundred and five received between October 2007 and March 2008, funds were awarded to fifty-six applications in forty-four schools. Refer to Table A for further information regarding the applications received and awarded during the three year period, and to Table B for a summary of grants awarded in 2007-2008.

**Table A: Applications Received & Grants Awarded**

District	Applicants 05-06	Applicants 06-07	Applicants 07-08	Schools Awarded 05-06	Schools Awarded 06-07	Schools Awarded 07-08
<b>02</b>	23	17	<b>12</b>	5	10	<b>4</b>
<b>06</b>	25	27	<b>15</b>	7	5	<b>10</b>
<b>08</b>	12	24	<b>25</b>	5	7	<b>11</b>
<b>10</b>	3	5	<b>4</b>	2	2	<b>3</b>
<b>14</b>	6	15	<b>10</b>	2	3	<b>4</b>
<b>15</b>	4	16	<b>10</b>	2	4	<b>4</b>
<b>16</b>	3	6	<b>3</b>	2	2	<b>2</b>
<b>17</b>	6	10	<b>17</b>	2	3	<b>3</b>
<b>18</b>	13	16	<b>9</b>	4	6	<b>3</b>
<b>TOTAL</b>	<b>95</b>	<b>136</b>	<b>105</b>	<b>31</b>	<b>42</b>	<b>44</b>
	Elementary-52 Middle-27 High-16	Elementary-87 Middle-33 High-16	Elementary-64 Middle-31 High-10			

**Table B: Grants Awarded 2007-2008**

**DEPARTMENT OF EDUCATION ANGLOPHONE SECTOR  
CLASSROOM COMPOSITION FUND 2007/08**

District	School	Funding	FTE's	Days
2	Elementary	\$12,059	0.5	
2	K-8	\$37,026	1.0	
2	Middle	\$20,560	1.0	
2	Elementary	\$12,937	0.5	
2	K - 8	\$9,420		60
2	Elementary	\$9,420		60
	<b>District Total</b>	<b>\$101,422</b>		
6	Elementary	\$41,071	1.0	
6	Elementary	\$15,704	0.5	
6	Elementary	\$12,231	0.5	
6	Middle	\$12,956	0.5	
6	Elementary	\$19,020	1.0	
6	High	\$12,735	1.0	
6	Middle	\$11,712	0.5	
6	Elementary	\$9,420		60
6	Elementary	\$9,420		60
6	K - 8	\$7,065		45
	<b>District Total</b>	<b>\$151,334</b>		
8	K - 8	\$16,112	0.5	
8	Elementary	\$28,614	1.0	
8	Middle	\$15,222	0.5	
8	K-8	\$10,638	0.4	
8	Middle	\$13,345		25, 60
8	K - 8	\$9,937	0.5	
8	K - 8	\$9,420		60
8	K - 8	\$9,420		60
8	Elementary	\$9,420		60
8	K - 8	\$9,420		60
8	High	\$9,420		60
	<b>District Total</b>	<b>\$140,968</b>		
10	Elementary	\$25,119	1.0	
10	Elementary	\$9,420		60
10	Elementary	\$9,420		60
	<b>District Total</b>	<b>\$43,959</b>		
14	K-12	\$30,823	1.0	
14	Elementary	\$5,495		35
14	High	\$4,710		30
14	Elementary	\$9,420		60
	<b>District Total</b>	<b>\$50,448</b>		
15	Elementary	\$17,672	0.5	
15	Elementary	\$13,926	1.0	
15	Middle	\$13,491	1.0	
15	High	\$18,840		120
	<b>District Total</b>	<b>\$63,929</b>		
16	High	\$42,131	1.0	
16	Middle	\$15,201	0.5	
	<b>District Total</b>	<b>\$57,332</b>		
17	Elementary	\$11,553	0.5	
17	Elementary	\$23,846	1.0	
17	Elementary	\$11,438	0.5	
17	K - 8	\$4,632		29.5
17	Elementary	\$9,420		60
	<b>District Total</b>	<b>\$60,889</b>		
18	Middle	\$18,836	0.5	
18	Elementary	\$15,529	0.5	30
18	Middle	\$3,140		20
	<b>District Total</b>	<b>\$37,505</b>		
	<b>Grand Total</b>	<b>\$707,786</b>		

## Results and Feedback

Applications in the third year continued to focus on: 1) alleviating combined classes, 2) supporting English language arts and literacy outcomes, and/or 3) addressing behavioral issues. The Committee again regrets that many worthy applications were not awarded grants, as the needs were greater than the resources available.

Successful grant applicants were requested to submit a brief summary report in June 2008 identifying the intervention(s) implemented as a result of the funding provided. Forty-three reports were received and analyzed by the Co-Chairs. These reports identified a diversity of needs within the classroom and different resources required to meet those needs. Reports indicated positive impacts both academically and behaviorally; the result being an increased focus on instruction.

Sample comments identifying benefits observed include the following from the June 2008 summary report forms:

### *Strategies*

- *Team teaching with two teachers .*
- *We [classroom teacher and resource teacher] team taught and I felt we were able to meet the needs of all the unique learners.*
- *[A contract teacher was hired to facilitate] guided reading and writing groups with no more than 3 students each*
- *We are now looking ahead to next year trying to come up with better grouping for some of our classes. We may do some cross grade level groupings in some subjects.*
- *We used the grant to separate a classroom that had several students on individualize plans, modified plans, and accommodated plans.*
- *The grant [allowed the development] of a community mentor program.*
- *The ability to group and regroup students based on academic needs... both remediation and enrichment were possible.*

### *Benefits*

- *Students learned to rely on their peers and incorporate conflict-resolution skills. The level of respect towards peers and self increased*
- *It made me start to think "outside the box" a lot more...what would have been simply a survival year turned into a very rewarding one*

- *In reference to behaviour tracking before and after the intervention: September to December 74 individual inputs January to May 22, 24 behaviour inputs.*
- *This grant has permitted these students to be seen as successful, something that up until now they rarely felt*
- *The additional support resulted in teachers providing behaviour training and academic intervention for many students. Most of them will now enter grade 1 with no additional support*
- *Attendance improved, since they did not have to hide their inability to do the work.*
- *Students are motivated to learn.*
- *This has been the most valuable experience that I have had in my teaching career.*

## **Conclusion**

Teachers have reported that they were pleased with the Classroom Composition Grant Program because a process was in place to share classroom composition concerns, and to seek support in the form of a grant to address those concerns. Ultimately, successful applicants expressed gratitude that they were better able to provide services to students with exceptional educational and/or behavioural needs. The program here in New Brunswick was deemed to be so successful that Prince Edward Island implemented a similar program, and in fact used the New Brunswick guidelines and templates in their program.

In examining the recipient reports, the Committee noted comments consistently echoed the value of the program in meeting high needs classes. In fact, the Committee was urged in one case to “have similar position in every school that remains intact from year to year”. The Committee felt the process and results were very effective. They therefore offer support for the 2008 NBTA Annual General Meeting Resolution #12: “Be it resolved that the NBTA lobby the government to employ a full time behaviour intervention **teacher** in every school over and above the school’s FTE allotment and to increase the number of Behaviour Intervention Teachers assigned in each school based on students’ needs.” Given the success of this program, the value of additional full-time teacher interventions in every school should not be questioned.

Prepared by:

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