

## MEMORANDUM

**Date:** April 7, 2022

**From:** David Moore, Senior Manager, Secondary Teaching

**To:** All Secondary Principals and Vice Principals

**Cc:** Michelle Teixeira, President, Toronto Teachers' Bargaining Unit (District 12 – OSSTF)

**Re:** *Academic Pathways – Grades 9 and 10* – Class Size Guidelines and Teacher Supports for 2022-2023

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The Toronto District School Board is committed to ensuring that all students have the tools, resources, supports and opportunities they need to thrive and succeed.

Evidence-based data indicates that genuine access to appropriate learning opportunities is essential if students are to realize their academic potential. Notably, research has shown that students in Academic courses generally experience:

- Higher achievement in courses beyond Grade 10;
- Increased post-secondary pathway options;
- Greater success in post-secondary programs.

Mindful of these realities, the Board will undertake to facilitate the implementation of *Academic Pathways* for our students in Grades 9 and 10, system-wide. The goal of the TDSB is for the majority of Grade 9 and 10 students to be successful in all Academic level compulsory courses.

As smaller class sizes are one component in the successful bridging of achievement, opportunity and learning gaps, the Board, in consultation with the Toronto Teachers' Bargaining Unit - OSSTF, will continue to examine class size to better meet the needs of students and work with all stakeholders to determine how to best realign resources to provide support for smaller class sizes.

Until such changes are effective in the Workload Accord, this memo is to provide a guideline as to how to proceed during spring staffing.

For the 2022-2023 school year, as a part of an evolving transition plan, those guidelines are as follows:

- The Board understands that teachers of Academic classes will potentially be required to accommodate a more diverse group of learners. In

recognition of the desire of teachers to ensure that students succeed, and the potential challenges of delivering program to previously streamed students, the Board, in consultation with OSSTF, asks School Staffing Committees to target (up to) **26** as the class size guideline for each class designated as an *Academic Pathways* class (i.e. for each Grade 9 or 10 course where there is no longer an Applied Level option being offered as a separate class).

- In instances where staff allocation and program distribution are making it difficult to abide by this guideline, Principals will consider a variety of strategies in order to meet this guideline (e.g. review viability of program offerings being considered; examine growth and attrition data in all courses and possible realignment of staff in the staffing model; seek additional staffing via the Holdback request process.) Please note that Holdback requests will be assessed on a case by case basis and evaluated relative to the school's overall allocation of teaching resources and, more generally, the allocation of limited financial resources from a system perspective.
- To enhance student success, School Staffing Committees will also consider directing part of the school's allocation of Student Success Teachers to support teachers and students in *Academic Pathways* classes.
- It is also expected that School-based Student Success Teams will provide teachers of *Academic Pathways* classes access to both appropriate system supports—e.g. Learning Coaches—and in-school supports—e.g. Curriculum Leaders and Assistant Curriculum Leaders.

If you have any questions or concerns regarding the particulars of this memo, please do not hesitate to contact your Staffing Officer. Of course, Bruno Berto (Centrally Assigned Principal, Secondary Teaching) and I are also at your disposal to provide clarification as the need presents.

Many thanks for your assistance and cooperation.

David