



PROCEDURE PR.629.CUR

TITLE: CHANGES TO PROGRAMS AND PROGRAM DELIVERY STRUCTURES AT SECONDARY SCHOOLS

Date issued: 26 February 2002

Date revised:

Authorization: Senior Staff: 25 February 2002

1.0 OBJECTIVE

To provide a process for changing programs and program delivery structures in OCDSB secondary schools.

2.0 DEFINITIONS

In this procedure,

- 2.1 A **community school** is a designated school which a student would be eligible to attend by reason of place of residence and location of educational programs. Community schools offer a range of programs where that range of programs can be supported by critical mass as determined at the school level.
- 2.2 **System programs** are identified with designated schools. They may or may not require specialized facilities, are not, for the purpose of this procedure, Special Education or ESL programs, and require a student to meet established entrance criteria. System programs may include an in-school set of program expectations and/or an out-of-school training program. Such programs would normally but not necessarily be offered over a number of years. Examples of system programs include the Fine Arts Program, the Adaptive (formerly Vocational) Program, the International Baccalaureate, the High Performance Athlete Program, and the Alternate Program.
- 2.3 A **course package** is a sequential series of three courses, at different grade levels, originating from the same Ministry document.
- 2.4 **Program delivery structure change** refers to a significant alteration in the way a program is delivered. An example is the introduction of full or partial semestering or the reverse.
- 2.5 **Critical mass** refers to a requirement for minimum enrolment levels to ensure the sustainability of programs being offered.

3.0 RESPONSIBILITY

3.1 Director's Executive Council, Principals, as appropriate

4.0 PROCEDURES

4.1 Any changes to school programs or program delivery structures will be considered carefully in the context of impact on neighbouring elementary and secondary schools.

4.2 Changes to Program Delivery Structures, System Programs and Course Packages
The following activities must take place prior to implementing any changes as noted above:

Action	Responsibility Centre	Timeline
1. Work with school council and seek its advice prior to initiating a request for changes to system programs, course packages or program delivery structures.	Principal	April 2
2. Identify to the Superintendent of Instruction any consideration for changes to system programs, course packages or program delivery structures.	Principal	April 15
3. Identify schools, both elementary and secondary, that would be affected by the proposed change.	Principal Superintendent of Instruction	April 22
4. Review issues associated with proposed change in affected school(s).	Trustee(s) Superintendent(s) of Instruction Principal(s)	April 29
5. Give permission in principle to proceed with initial consultation for the change (see the potential audience on page 2 of the attachment). Also, discuss need for an area review with the Superintendent of Facilities and Physical Planning in light of the proposal. Ensure the proposed changes are communicated to all school councils and student councils as appropriate.	Superintendent of Instruction	May 3
6. Complete and submit the attached form (items 1-4 completed), Changes to Programs/Program Delivery Structures, (please refer to Attachment 1), a statement of changes that will be required to the physical facilities using OCDSB 722, School Facility Project Approval and Request form, an estimate of the costs, and staffing implications.	Principal Superintendent of Instruction	June 1

7.	Forward the proposal to Facilities and Physical Planning, the Enrolment and Staffing Data Unit, Human Resources, and Financial Services, for implications on: a) enrolment and accommodation at the school and neighbouring schools; b) alterations to physical plant and costing; c) staffing; and d) transportation.	Superintendent of Instruction June 15
8.	Submit the analysis that has been completed by central departments. Make a final decision for the need of an area review.	Superintendent of Facilities and Physical Planning August 31
9.	Review analysis received from Facilities and Physical Planning, Enrolment and Staffing Data Unit, Human Resources and Financial Services with other Superintendent of Instruction and the local trustees.	Principal Superintendents of Instruction September 15
10.	Present to Director's Executive Council for approval to proceed.	Superintendent of Instruction September 21
11.	Confirm the state of progress with other secondary principals and their respective school councils.	Principal September 22
12.	Complete consultation process with internal and external communities and submit all documentation to the Superintendent of Instruction.	Principal November 11
13.	Present to Director's Executive Council for input and review.	Principal Superintendent of Instruction November 20
14.	Present to Board for final approval and confirmation of implementation dates.	Director's Executive Council December 9
15.	Inform the principal in writing of the decision of the Board.	Superintendent of Schools December 10
16.	Implement change in the following school year(s).	Principal September 1

5.0 APPENDICES

Attachment 1: Changes to Programs/Program Delivery Structures

6.0 REFERENCE DOCUMENTS

The Education Act, 2000

Board Policy P.105.CUR: Changes to Programs and Program Delivery Structures at Secondary Schools

Board Policy P.068.TRA: Student Transportation

Board Policy P.077.PLG: Designated Schools/Student Transfers

Board Procedure PR.556.TRA: Student Transportation

Board Procedure PR.568.PLG: Designated Schools/Student Transfers - Elementary

Board Procedure PR.569.PLG: Designated Schools/Student Transfers - Secondary

Changes to Programs/Program Delivery Structures

General Information

(To be completed by principal)

Name of School:	Projected September Enrolment:
_____	_____

1. **Current Programs:** (i.e. Immersion, Extended, Gifted, Adaptive (formerly Vocational), etc.
2. **Current Program Delivery Structure:** (i.e. Semestered, Non-Semestered, Partially Semestered)
3. **What program/program delivery change or course package is your school considering? Provide as much detail as you can at this time.**

4. Describe the input process to determine the level of interest for these proposed changes.

Include references to the following:

- (a) school staff and leadership team;
- (b) school council for the school seeking the change;
- (c) principals and school councils of neighbouring secondary and affected elementary schools;
- (d) student council and student body; and
- (e) parents/guardians of student body of affected school and neighbouring schools.

Be specific about the dates and methods you plan to use or used to gather information from these groups about the possible changes. A range of methods could include surveys of students, staff, and/or parents, open forums, study sessions, review of research, etc. Detailed documentation regarding this consultation must be appended to this request form and must be in keeping with the Ottawa-Carleton District School Board Policy P.110.GOV: Consultation by the Board, Schools and School Councils with Constituent Groups and the Wider Community.

5. Implications for Enrolment, Pupil Accommodation and Transportation

(To be completed in conjunction with Facilities and Physical Planning, Transportation, Enrolment and Staffing Data Unit, the appropriate superintendent of instruction, and the principal.)

Please identify below the short and long-term (three to five years) impact on enrolment, pupil accommodation capacity and transportation of the proposed change on both the school applying and on the neighbouring schools.

School Applying

Neighbouring Schools (Please identify each school affected)

6. Implications for Staffing

(To be completed in conjunction with Human Resources, Enrolment and Staffing Data Unit, the appropriate superintendent of instruction, and the principal.)

Please identify below the short and long-term (three to five years) impact on staffing, class size, and teacher qualifications and training requirements of the proposed change on both the school applying and on the neighbouring schools.

School Applying

Neighbouring Schools (Please identify each school affected)

7. Implications for School Facilities

(To be completed in conjunction with Physical Facilities/Design and Construction Services, the appropriate superintendent of instruction, and the principal.)

Please identify below the short and long-term (three to five years) impact on school facilities of the proposed change on both the school applying and on the neighbouring schools. Please submit form OCDSB 722, School Facility Project Approval and Request, if changes to the school facility will be required.

School Applying

Neighbouring Schools (Please identify each school affected)

8. Implications for Finance

(To be completed in conjunction with Financial Services, the appropriate superintendent of instruction, and the principal.)

Please identify below the short and long-term (three to five years) impact on school operating budgets of the proposed change on both the school applying and on the neighbouring schools.

School Applying

Neighbouring Schools (Please identify each school affected)