
POLICY P.139.CUR

**TITLE: CHANGES TO PROGRAMS AND PROGRAM DELIVERY STRUCTURES
AT ELEMENTARY SCHOOLS**

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Authorization: Board: (31 January 2017)

1.0 OBJECTIVE

To ensure that programs and program delivery structures at OCDSB elementary schools are clearly documented and managed in such a way as to provide programs to meet the needs of students across the district at large, within the context of the *Elementary School Program Framework*.

2.0 DEFINITIONS

- 2.1 **Specialized programs** means enhanced programs which are offered to students based on identified criteria of need.
- 2.2 **Equity of access** to programming means the practical considerations of program delivery such as location, site capacity, etc.
- 2.3 **Equity of opportunity** means the philosophical ideal of fairness for all as reflected in educational programs and services that are designed for all students.
- 2.4 **Program delivery structure change** means a significant alteration in the way program is delivered which impacts on the enrolment of other schools.

3.0 POLICY

- 3.1 The Board supports offering equity of access and opportunity to programs in the District for all of its students.
- 3.2 The Board's model for elementary school program delivery is the designated community school model which seeks to provide programming options for elementary school students in their designated school, as close as possible to their home community.
- 3.3 Every elementary school will have a defined geographic attendance boundary that the school serves. The geographic boundaries may differ by program.

- 3.4 Changes of program and program delivery structures may be initiated either at the school level by the principal or centrally by a superintendent. When changes are initiated that could impact special education programs or program delivery structures, the superintendent responsible for special education shall be consulted. Consultation regarding implementation at a particular school will occur with the school council and the student council.
- 3.5 The Board shall approve the introduction of, changes to, and/or elimination of:
- a) Elementary program delivery structures (i.e. English, Alternative, Middle French Immersion, Early French Immersion) at a single school or more broadly;
 - b) Specialized program delivery structure models that have district wide impact (English as a second language, specialized special education programs); and/or
 - c) any changes that can reasonably be expected to have a significant effect on school enrolment.
- 3.6 Admission to specialized programs may be based on admission criteria, which shall be common to all sites offering the same program, as approved by the Superintendent of Instruction and/or the appropriate central Superintendent.
- 3.7 Transportation to elementary schools is provided as per Ottawa Student Transportation Authority transportation policy.
- 3.8 The Director of Education is authorized to issue such procedures as may be necessary to implement this policy.

4.0 APPENDICES

Appendix A: Elementary School Program Framework, 31 January 2017

5.0 REFERENCES

The Education Act, Ontario, 2000

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

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

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

Board Procedure PR.629.CUR: Changes to Programs and Program Delivery Structures at Secondary Schools

ELEMENTARY SCHOOL PROGRAM FRAMEWORK

The Elementary School Program Framework provides the framework for schools and program delivery models to ensure optimal learning environments for students in elementary programs.

1.0 INTRODUCTION

- 1.1. The Elementary School Program Framework provides a structural model for elementary programming in the Ottawa-Carleton District School Board.
- 1.2. The OCDSB will offer a range of programs to meet the needs of students across the District. All elementary programs include instruction in English and French as a Second Language.
- 1.3. This framework will guide decision making on issues related to elementary programming, including the number of programs offered at each elementary site, and placement of specialized programs. Decisions using the framework will reflect the best educational research practices and align with current Ministry of Education curriculum policy documents.

2.0 GUIDING PRINCIPLES

- 2.1 The District's model for elementary school program delivery is a designated community school model which seeks to provide programming options for elementary school students in their designated school as close as possible to their home community.
- 2.2 The Elementary School Program Framework:
 - a. Seeks to ensure the provision of optimal learning environments for all elementary students and support student success through a range of program offerings;
 - b. ensures equitable access to programs for students throughout the school District;
 - c. recognizes the importance of minimizing transitions for students during their school years; and
 - d. recognizes that program viability and sustainability are important factors in establishing and/or modifying elementary school programs to ensure that elementary students have access to quality program offerings delivered in a fiscally responsible manner.
- 2.3 The Board acknowledges a number of core characteristics (goal-oriented, innovative/creative, collaborative, globally aware, and resilient) and skills (ethical decision-makers, digitally fluent, academically diverse, effective communicators, and critical thinkers) as critical components of all student learning.
- 2.4 The Board recognizes the impact of socio-economics on student learning and well-being and the importance of differentiated resources in ensuring equitable outcomes for students in the District."

3.0 ELEMENTARY SCHOOL PROGRAM FRAMEWORK

3.1 School Configuration Models

The elementary school configuration model will be either kindergarten-grade 6 (K-6) or kindergarten-grade 8 (K-8) in alignment with a secondary school configuration model of grades 7-12 or grades 9-12 school organizations. The school configuration model will be implemented over time as the district considers accommodation reviews.

3.2 Number of Programs in Schools

The District offers elementary programs in:

- Single Track Sites (1 program only; e.g., English with Core French);
- Dual Track Sites (2 programs; e.g., English with Core French and Middle French Immersion);
- Triple Track Sites (3 programs; English with Core French, Middle French Immersion, and Early French Immersion).

The District recognizes the preference for multi-track schools wherever practical in reducing transitions and supporting the community school model. It is important that enrolment ensure adequate flexibility for student placement and allow for teacher collaboration.

3.3 School Size

The optimal number of students in any elementary school may vary depending on the number and nature of District and specialized programs located in that school, the location of the school or offerings dependent on the needs of the school's student population. The District is committed to providing a range of program options within local communities for all students.

3.4 Factors in Determining School Size and Number of Program

The District is committed to providing rich learning environments with healthy and sustainable programs. There are many factors that impact decision-making related to school size and the number of programs offered at a school. These factors include, but are not limited to: community school model considerations, equity, transportation, student transitions, District boundaries, population changes, enrolment; enrolment capacity; utilization rate; size of school building; number of programs currently offered; location of the school; the impact of program offerings on other schools and programs; program demand; community interest; and resource allocation.

3.5 Full-Day Kindergarten

The District offers a two-year, full-day, bilingual kindergarten program provided by a team consisting of teachers and early childhood educators. Students in kindergarten receive instruction in both English and French (50/50). The program focuses on play-based inquiry and includes four key components or frames: belonging and contributing; self-regulation and well-being; demonstrating literacy and mathematics behaviours; and, problem solving and innovating.

3.6 Elementary Program Options

The District has a rich offering of programs. Beginning in grade one, students have access to four English language elementary programs incorporating French as a Second Language:

- a. English Program with Core French (Grades 1-8)
Students in the elementary English Program receive instruction in the English language in all subject areas as well as instruction in French through Core French (40 minutes daily).
- b. Early French Immersion (Grades 1-8)
Students in the Early French Immersion Program receive instruction in both English and French. In grade 1, students receive 80 percent of instruction in French. In grades 2-6, students receive 60 percent of instruction in French. In grades 7-8, students receive 50 percent of instruction in French.
- c. Middle French Immersion (Grades 4-8)
Students in the Middle French Immersion Program receive instruction in both French and English. In grades 4-6, students receive 66 percent of instruction in French and in grades 7-8, students receive 50 percent of instruction in French.
- d. Alternative Program with Core French (Grades 1-8)
Students in the Alternative Program receive instruction in English in all subject areas as well as instruction in French through Core French (40 minutes daily). The program is founded on the following tenets: cooperative and non-competitive environments; innovative and differentiated approaches to teaching and learning; differentiated assessment and evaluation; child-centred and directed approaches to learning; multi-age groupings; integrated curriculum; and, extensive family and community involvement.

The Alternative program is offered in a number of designated, single track sites across the District and students access the program based on their geographic boundary.

3.7 Special Education Programs

The District offers a continuum of support through a tiered intervention model ranging from the regular classroom with special education resource support to specialized classes and schools. Students are offered placements according to established criteria. Specialized class locations are based on a geographic model. More detail about special education delivery is outlined in P.096.SES.

3.8 Specialized Programs English as a Second Language/ English Literacy Development

Specialized services and supports are provided to students identified as English as a Second Language (ESL) using the Steps to Language Proficiency (STEP) assessment. Students identified as English Language Learners and as having limited prior schooling may receive supports and interventions in a regular classroom or in an English Literacy Development (ELD) congregated class in the intermediate division.