



BOARD
Report No. 16-119

25 October 2016

Elementary School Program Framework Report

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PURPOSE:

1. To discuss the Elementary School Program Framework and obtain Board approval for the accompanying consultation plan and timeline to the associated draft policy (P.xxx.CUR - Program Delivery Structures at Elementary Schools).

CONTEXT:

2. As outlined in Report No.16-079, *Student Learning and Student Accommodation Planning: Multi-Year Plan*, the District is committed to providing optimum learning environments for students in a way that ensures equity of access within sustainable resources and in a fiscally-responsible manner. The OCDSB Policy P.105.CUR, *Changes to Programs and Program Delivery Structures at Secondary Schools*, includes a Secondary School Program Framework that supports this work. It provides guiding principles, as well as the key elements of a framework, in order to ensure that secondary schools are managed in such a way as to provide programs to meet the needs of students and to enhance program options across the District. This framework has been revised and was brought forward for Board approval as a result of the Secondary School Review.

At the elementary level, the District has undertaken several program reviews which have, over the past decade, led to a number of decisions regarding elementary policy and programs. These are fully outlined in Report 16-094

English Programming in the OCDSB in the Context of an Elementary School Program Framework and include:

Report 07-199	FSL-Elementary	Board, Dec 18, 2007
Report 09-218	Program Monitoring ESL/ELD	Board, Jan 19, 2010
Report 10-002	Elementary Alternative Program	Board, Feb 1, 2010
Report 15-017	English Program Consultation 2013-2015	COW, Feb 03, 2015
Report 16-017	FSL-Kindergarten and EFI Primary	Board, Feb 9, 2016
Report 16-036	Learning Disability Review	Board, Feb 23, 2016

The policy and program changes made over the past ten years at the elementary level have been collated by staff and provide the foundation for an Elementary School Program Framework (Appendix A) to be included in an associated Elementary School Program and Program Delivery policy (draft P.xxx.CUR Appendix B).

KEY CONSIDERATIONS:

3. Elementary School Program Framework

The goal of the Elementary School Program Framework (ESPF) is to provide operational direction and a clear vision of what elementary programming should be in the District. It is meant to provide a roadmap of how optimum program planning can be achieved at individual schools and throughout the District in the best interests of student achievement and well-being.

The ESPF reflects the district model for elementary school program delivery as 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.

The ESPF also serves as a companion to the Secondary School Program Framework (Appendix C) as foundational support for the Student Learning and Student Accommodation process. These two frameworks will inform decision making in terms of how best to use District facilities and resources to offer exemplary programming in a fiscally responsible manner.

4. Equitable Opportunity and Accessibility of Programs
The ESPF provides for equity of opportunity and access for students to core educational programs. Equity of access to specialized programs for students with the highest need based on criteria of highest need is addressed through the Special Education Delivery and Geographical Models.
5. School Configurations
From 2016 onward, all pupil accommodation reviews and area boundary reviews will be conducted with a view to aligning elementary configurations (K-6 or K-8) with their secondary school configurations (7-12 or 9-12). This alignment will take place through the Student Learning and Student Accommodation Planning: Multi-Year Plan keeping in mind that it may not be possible in some instances due to local circumstances.

RESOURCE IMPLICATIONS:

6. There is an opportunity to maximize the allocation of resources through P.xxx.CUR Program Delivery Structures at Elementary Schools accompanied by the Elementary School Program Framework in supporting student achievement and well-being.

COMMUNICATION/CONSULTATION ISSUES:

7. At the elementary level, a number of decisions regarding elementary programs have taken place through the formal program reviews noted earlier in the report. Consultations were part of each process and informed the resulting policy and program changes. Staff has compiled and synthesized these changes in the development of the elementary version of a program framework.
8. Thus, the goals of this consultation plan are:
 - a) to make the community aware of programming options in the District in the context of an Elementary School Program Framework;
 - b) to inform the community of the need to create a companion document to the Secondary School Program Framework based on the work completed and decisions made in a large number of elementary program reviews throughout the last decade;
 - c) to explain how the proposed Elementary School Program Framework supports the vision of elementary schools and will be implemented through future accommodation reviews); and

d) to elicit feedback on the Elementary School Program Framework.

STRATEGIC LINKS:

9. The Ottawa-Carleton District School Board is committed to providing optimum learning environments for students in a way that ensures equity of access within sustainable resources and in a fiscally-responsible manner. The Elementary School Program Framework provides clarity for parents, students, and staff regarding the manner in which programs and services are offered in elementary schools.

RECOMMENDATION:

That Board approve the Consultation Plan and Timeline, attached as Appendix C Report No. 16-119.

Dorothy Baker
Superintendent of Curriculum

Jennifer Adams
Director of Education and
Secretary of the Board

APPENDICES

- Appendix A: Elementary School Program Framework (DRAFT)
- Appendix B: Draft P.xxx.CUR Program Delivery Structures at Elementary Schools
- Appendix C: Consultation Plan for Report 16-119
- Appendix D: Secondary School Program Framework

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. All elementary programs include instruction in English and French as a Second Language.
- 1.2 The OCDSB will offer a range of programs, in either single-track or dual-track sites, to meet the needs of students across the district.
- 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 that programming is provided for elementary school students in designated schools as close as possible to their home community;
 - c. ensures equitable access to programs for students throughout the school district;

- d. recognizes the importance of minimizing transitions for students during their school years;
- e. 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 that digital fluency is a critical component of all student learning.

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.

3.2 School size

The optimal number of students in any elementary school may vary depending on the number and nature of the programs located in that school, including district or specialized programs. To ensure adequate flexibility for student placement and allow for teacher collaboration, the district aims to have approximately one-and-a-half classes per grade level per program offered in elementary schools.

3.3 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.

3.4 Elementary Program Options

Beginning in grade one, students have access to four programs at the elementary level which incorporate a French as a Second Language pathway: English program (with Core French), Early French Immersion, Middle French Immersion, and Alternative program (with Core French).

a) English Program with Core French (Grades 1-8)

Students in the elementary English Program will receive instruction in the English language in all subject areas (Language Arts, Mathematics, Social Studies, Science & Technology, Health & Physical Education and the Arts)

as well as instruction in the French language through Core French (40 minutes daily).

The English program will be offered in single-track or dual-track sites across the District.

b) Early French Immersion (Grades 1-8)

Students in the Early French Immersion Program will receive instruction in both English and French. In grade 1, students will receive 80 percent of instruction in the French language (Français, Social Studies, Science & Technology, Health & Physical Education and the Arts) and 20 percent in English (mathematics).

In grades 2-6, students will receive 60 percent of instruction in the French language (Français, Social Studies, Science & Technology, Health & Physical Education and the Arts) and 40 percent in English (mathematics and English Language).

In grades 7-8, students will receive 50 percent of instruction in the French language (Français, History/Geography, Science & Technology and other subject areas to be determined at the school level) and 50 percent in English (mathematics, English Language and other subject areas to be determined at the school level).

The EFI program will be offered in single-track or dual-track sites across the District.

c) Middle French Immersion (Grades 4-8)

Students in the Middle French Immersion Program will receive instruction in both French and English. In grades 4-6, students will receive 66 percent of instruction in the French language (Français, Social Studies, Science & Technology, Health & Physical Education and the Arts) and 34 percent of instruction in English (Language Arts and Mathematics).

In grades 7-8, students will receive 50 percent of instruction in the French language (Français, History/Geography, Science & Technology and other subject areas to be determined at the school level) and 50 percent in English (mathematics, English Language and other subject areas to be determined at the school level).

The MFI program will be offered in dual-track sites across the District.

d) Alternative Program with Core French (Grades 1-8)

Students in the Alternative Program receive instruction in English in all subject areas (Language Arts, Mathematics, Social Studies, Science & Technology, Health & Physical Education and the Arts) as well as instruction in the French language 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.

3.5 **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.

3.6 **Specialized Programs – English Literacy Development**

At the elementary level, specialized programs include English Literacy Development (ELD) congregated classes for English language learners with limited prior schooling at the intermediate level.



POLICY P.XXX.CUR

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

Date issued: XXX

Last revised:

Authorization: Board: XXX

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 with the greatest need 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);
 - 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 REFERENCES

The Education Act

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

5.0 ATTACHMENTS

Elementary School Program Framework, October 2016



REVISED - CONSULTATION PLAN

(REFERENCES: POLICY P.110.GOV AND PROCEDURE PR.644.GOV)

DATE:	18 October 2016
PROJECT: (Project name, Letter of Transmittal, etc.)	Elementary School Program Framework
CONTACT / PROJECT LEAD (Name, telephone, email):	Jennifer Adams, Director of Education (ext. 8219) Norah Marsh, Associate Director of Education (ext. 8252) Pino Buffone, Superintendent of Instruction (ext. 8287) Dorothy Baker, Superintendent of Curriculum (ext. 8573)

WHAT?

1. WHAT IS THE PURPOSE OF THE CONSULTATION?

(Describe project scope, nature of consultation, decision to be made, and any relevant information)

The purpose of the proposed consultation is to:

- a) to make the community aware of programming options in the District in the context of an Elementary School Program Framework;
- b) to inform the community of the need to create a companion document to the Secondary School Program Framework based on the work completed and decisions made in a large number of elementary program reviews throughout the last decade;
- c) to explain how the proposed Elementary School Program Framework supports the vision of elementary schools of the future (how do the recommendations support planning for change and implementing future accommodation reviews); and,
- d) to elicit feedback on the Elementary School Program Framework.



CONSULTATION PLAN

(REFERENCES: POLICY P.110.GOV AND PROCEDURE PR.644.GOV)

WHY?

2. WHY ARE YOU CONSULTING? (Check all that apply)

- To seek advice, informed opinion or input for consideration prior to decision-making?
 To share information and/or create awareness about a subject/potential recommendations/decision yet to be made?
 To share information and awareness about a subject/recommendation/decision that has been made?
 Other? (Please explain)

3. HOW DOES THIS CONSULTATION LINK TO THE OCDSB STRATEGIC PLAN, DISTRICT IMPROVEMENT PLAN, BUDGET, ANNUAL DISTRICT GOALS AND OBJECTIVES AND/OR RELEVANT MINISTRY / OCDSB POLICIES OR PROCEDURES (if applicable)?

The Ottawa-Carleton District School Board is committed to providing optimum learning environments for students in a way that ensures equity of access within sustainable resources and in a fiscally-responsible manner. The Elementary School Program Framework provides clarity for parents, students and staff about the manner in which programs and services are offered in elementary schools.



CONSULTATION PLAN

(REFERENCES: POLICY P.110.GOV AND PROCEDURE PR.644.GOV)

WHO?

4. WHO WILL BE CONSULTED? (Key stakeholders) (Check all that apply)

OCDSB Community

- Students
- Parents/guardians
- School council(s)
- Ottawa Carleton Assembly of School Councils
- Advisory committees (Specify below)
- Special Education Advisory Committee, etc
- Other School Staff

Internal to OCDSB

- Trustees
- Superintendents
- Principals and/or Vice-principals
- Managers
- District staff
- Federations
- Other _____

External / Other (please identify)

- Agencies/associations _____
- Community groups _____
- General Public _____
- Other governments _____
- Other _____

Please describe or expand on who will be consulted and any partners in the consultation:

Advisory Committee on Equity; Advisory Committee on the Arts; Alternative Schools Advisory Committee; Parental Involvement Committee, Student Senate, Student President's Council

5. HAVE ANY OF THESE STAKEHOLDERS BEEN INVOLVED IN INFORMAL CONSULTATION AS PART OF THE DEVELOPMENT OF THIS PLAN?

In accordance with section 4.3 of Policy P.110.GOV, it is expected that informal consultation has taken place with representative stakeholders to obtain their suggestions prior to finalizing this plan. Please describe below. (If this informal consultation did not take place, explain why it was not feasible.)

The Elementary School Program Framework is reflective of the work that has been done and incorporates feedback learned through the program review for FSL-Elementary (2007); Alternative programs (2009); ESL/ELD (2010); the Geographic Model for Specialized Programs (initiated in 2011, with Dual Support, Physical Support, Autism, Deaf and Hard of Hearing, Developmental Disabilities and Learning Disabilities reviews completed to date); community consultation regarding English Programs (2013-2015); Bilingual Kindergarten Program (2016). Further, the Secondary School Review and School Design Standards informed decision-making related to student learning and pupil accommodation reviews that are pertinent to discussions regarding English programming at the elementary level.



CONSULTATION PLAN

(REFERENCES: POLICY P.110.GOV AND PROCEDURE PR.644.GOV)

HOW?

6. HOW WILL STAKEHOLDERS BE MADE AWARE OF THIS CONSULTATION PROCESS? (Check all that apply)

- | | |
|---|--|
| <input type="checkbox"/> Media advertisement (print and/or radio) | <input checked="" type="checkbox"/> School newsletter |
| <input type="checkbox"/> Letter distribution | <input checked="" type="checkbox"/> Website (schools and/or OCDSB sites) |
| <input checked="" type="checkbox"/> School council(s) | <input type="checkbox"/> Other |
| <input checked="" type="checkbox"/> Ottawa Carleton Assembly of School Councils | |

Please describe how stakeholders will be made aware of the consultation process and any special requirements for consultation (translation, alternate formats, etc)?

Parents/guardians will be made aware through school council meetings, school newsletters, district and school websites. The general public will be made aware through the district website. Resource documents will include an overview of the Elementary School Program Framework, translation available through the board website, powerpoints and speaking notes for district staff.

7. HOW WILL THE CONSULTATION BE CARRIED OUT? (Check all that apply)

- | | |
|--|---|
| <input type="checkbox"/> Focus groups | <input checked="" type="checkbox"/> Ottawa Carleton Assembly of School Councils |
| <input type="checkbox"/> Interviews | <input type="checkbox"/> Public meetings |
| <input type="checkbox"/> Mail-out or email circulation | <input type="checkbox"/> Survey / questionnaire |
| <input type="checkbox"/> Open houses / workshops / cafes | <input checked="" type="checkbox"/> Web-based notice / Web-based comments |
| <input checked="" type="checkbox"/> School council(s) | <input type="checkbox"/> Other |

Please describe:

School-based discussion process:

- presentation for elementary parents/staff, used at school council meetings, staff meetings, OCASC, PIC, SEAC, ACE, ACA, Student Senate, Student President's Council, supported by website information.



CONSULTATION PLAN

(REFERENCES: POLICY P.110.GOV AND PROCEDURE PR.644.GOV)

WHEN?

8. PROJECT PLAN FOR CONSULTATION (KEY ACTIVITIES AND COMMUNICATIONS)¹:

i.e. Identify plan approval dates; Timelines for awareness of consultation; Specific consultation initiatives; Timelines for analysis; Date for Committee/Board deliberation; Evaluation of consultation

TARGETED DATE FOR FINAL DECISION:

PROJECTED DATE(S)	ACTIVITY/MILESTONE	NOTES**
Oct. 18	Committee of the Whole	
Nov. 3	Student Senate	
Nov date TBD	Student President's Council	
Nov. 11	Parental Involvement Committee	
Nov. 16	Special Education Advisory Committee	
Nov. 17	Ottawa-Carleton Assembly of School Councils	
Nov. 24	Advisory Committee on Equity	
Nov. 28	Advisory Committee on the Arts	
Nov. 28	Alternative Schools Advisory Committee	
Oct. 24 - Nov. 25	School Council Meetings	
Oct. 24 - Nov. 25	School Staff Meetings	
Dec. 13	Committee of the Whole - Consider final staff report	
Dec. 20	Board Meeting - Final decision for the Elementary School Program Framework	

¹ Outline provides information on the minimal number of activities proposed, which may be amended to intensify the process if required.

Further information on the overall project/initiative and the specific consultation plan and process can be provided in the Letter of Transmittal to Board.



CONSULTATION PLAN

(REFERENCES: POLICY P.110.GOV AND PROCEDURE PR.644.GOV)

9. HOW WILL THE RESULTS OF THE CONSULTATION AND THE RATIONALE OF THE FINAL DECISION BE COMMUNICATED TO ALL CONTRIBUTORS TO THE PROCESS? (Check all that apply)

- | | |
|--|--|
| <input checked="" type="checkbox"/> Email circulation | <input checked="" type="checkbox"/> School / principal communications / newsletter |
| <input type="checkbox"/> Letter distribution | <input checked="" type="checkbox"/> Website (schools and/or OCDSB sites) |
| <input checked="" type="checkbox"/> Letter of Transmittal to committee/Board | <input type="checkbox"/> Media reports |
| | <input type="checkbox"/> Other |

Please describe:

OTHER

10. ESTIMATED COSTS FOR THE CONSULTATION* (i.e. advertising, facilities, translation, materials):

The key costs of the consultation are:

- Staff time;
- Printing and production of communication and other supporting materials

** Note that the consulting body bears responsibility for the costs of the consultation.*

11. EVALUATION:

Please specify the method(s) you plan to use to assess the effectiveness and success of this consultation process. (e.g., outcomes/results, satisfaction of participants, debriefs, questionnaires/evaluation sheet collected from participants, peer review, school council meeting discussion with date, etc.)

The consultation is structured so that it can inform the Board's decision-making. Recorded meeting dates and number of people who participate in the website feedback will be important indicators of our success in reaching out to the community.

SECONDARY SCHOOL PROGRAM FRAMEWORK

The Secondary School Program Framework is intended to provide the foundation for the best learning opportunities for students in secondary school programs. It respects the pathways that are selected by students and their parents/guardians by removing educational barriers to their chosen futures.

1.0 INTRODUCTION

1.1 The Secondary School Program Framework provides a structural model for secondary school programs in the Ottawa-Carleton District School Board. The structure is designed to provide OCDSB students with access to the courses, programs and program pathways that lead to graduation with an Ontario Secondary School Diploma (OSSD), an Ontario Secondary School Certificate (OSSC) or a Certificate of Accomplishment (COA).

1.2 Each secondary school offers core program courses and optional program courses based on student interest and enrolment, staff expertise and facilities. These differences in both core and optional courses in our schools contribute to the unique character of our schools and support the fundamental principle of the community school.

1.3 This program framework will facilitate decision making on a variety of issues related to secondary school programs, including the development of new programs, placement of District Programs, and the determination of staffing to support programs. Decisions using the framework will reflect the best educational research practices and align with current Ministry of Education curriculum documents.

2.0 GUIDING PRINCIPLES

2.1 The Board's model for secondary school program delivery is the community school, which offers a range of programs designed to meet the needs of students in the community the school serves.

2.2 The Secondary School Program Framework:
a) ensures that secondary school students can access courses and programs in their designated school or as close as possible to their home

community. Where a student desires a program pathway that is not offered in the community school, then Board will seek other solutions to meet individual student learning needs. These alternatives may be specialized classes, specific course groupings, a congregated program site, or alternate program delivery models, e.g., e-learning, Continuing Education, or blended learning;

- b) supports offering equity of access and breadth in programming in secondary programs for all of its students;
- c) recognizes that minimizing transitions for students during their school years provides an optimal learning environment and supports student success. This means that secondary schools will be organized in either a Grade 9-12 or a Grade 7-12 configuration and future planning for elementary schools would reflect these secondary school configurations with K-6 or K-8 school organizations wherever possible;
- d) ensures that program planning as defined within the scope of the framework ensures that secondary students in the District have access to the greatest number of courses and program offerings delivered in a fiscally responsible manner; and
- e) allows for the monitoring of course/program offerings to ensure equitable access for students throughout the school district and encourages collaboration amongst secondary principals in program planning.

2.3 Program viability and sustainability are important factors in establishing or modifying secondary school program delivery models or course offerings. The optimal number of students in any school may vary depending on the number and nature of district and/or specialized programs located in that school, the location of the school or offerings dependent on the needs of the school's student population.

2.4 The Board encourages and supports innovation in providing breadth of programs in the community school. All such initiatives must take into account the impacts on neighbouring schools and existing District Programs and should be accomplished within the parameters of the three programming categories as described in the framework.

2.5 The Board acknowledges that digital fluency is a critical component of all student learning.

2.6 Board decisions and policies on secondary programming should flow from these principles.

3.0 SECONDARY SCHOOL PROGRAM FRAMEWORK

3.1 The Program Framework structures program delivery in three categories:-community school programs, inter-school programs and District Programs.

a) Community School Programs

The community school is the designated home school for a student based on his/her place of residence and is the fundamental component of program delivery. The ability for a student to be able to attend the local community school builds and strengthens a sense of belonging. The community school program delivery model will balance equity of opportunity and access to programs for students with the realities of the program offerings at the student's designated school. All secondary schools will offer core programs ensuring that students can graduate from their home school with an Ontario Secondary Schools Diploma (OSSD), Ontario Secondary School Certificate (OSSC) or Certificate of Accomplishment (COA).

b) Inter-School Programs

An inter-school program is a program package that allows for an enhanced learning experience by the grouping of specific courses. These course groupings may have a single-subject focus or a multi-disciplinary focus. Opportunities for additional certification and cooperative education may form part of the program.

All specialized special education classes that are in secondary schools are considered to fall into the category of inter-school programs.

Course packages as defined in Policy P.077.PLG (Designated Schools/School Transfers) are not considered to be inter-school programs.

Principals, in consultation with superintendents of instruction will annually review programs offered to ensure that all students have access in their designated school to courses required in their program pathway.

c) District Programs

A District Program provides an enhanced learning opportunity in which a specialized program or congregated grouping of courses is offered. These programs serve the interests, abilities and special talents of students and typically have unique entrance requirements. They draw attendance from across the District and may also have specialized certification/graduation outcomes. These programs are approved by Director's Executive Council and the Board. Equity of access to programs that offer enhanced programming may be impacted by geographic considerations, facility constraints and/or entrance requirements. The Board is committed to reducing barriers for students to attend the program pathways needed for their success and well-being.

3.2 It is understood that the majority of students will continue to access their full program in their community school.

4.0 COMMUNITY SCHOOL PROGRAMS

4.1 Principles:

- a) Principals will offer a core program to enable students to graduate with an Ontario Secondary School Diploma (OSSD), an Ontario Secondary School Certificate (OSSC) or a Certificate of Accomplishment (COA).
- b) All secondary schools will have a process to determine course offerings in three program pathways that best meet the needs of students in the school community.

4.2 Program Framework:

- a) Each community secondary school ~~Secondary School~~ in the Ottawa-Carleton District School Board will offer three pathways of core subjects that lead to a diploma or certificate (see Appendix C for diploma/certificate requirements).
- b) Each secondary community school that offers regular day school programs in the Ottawa-Carleton District School Board will offer French as Second Language programs ~~pathways~~ in Core French and Immersion French. A certificate in Extended French or Immersion French will be awarded to students based on the number of earned credits in French, as per Curriculum policy documents provided by the Ministry of Education.

5.0 INTER-SCHOOL PROGRAMS

5.1 Principles:

- a) Principals, in consultation with their superintendents of instruction, will collaborate to ensure that students have access to the specified programs as outlined in the inter-school program section of this framework.
- b) Interschool Programs:
 - i. will fall within the subject area parameters as defined in the Secondary School Program Framework and governed by Ministry curriculum policy documents provided by the Ministry of Education;
 - ii. may be a full or half-day program.
- c) Where a student wishes to access a senior (Grade 11 or 12) inter-school program that is not available at her/his community school and that program is offered at another school, in consultation with both principals, the student may attend the other school for the requested program;

- d) Students attending a Specialist High Schools Major inter-school programs do not have to apply for cross boundary transfers to attend the program.
- e) Students attending inter-school programs shall have access to transportation services according to the Ottawa Student Transportation Authority (OSTA) policy.
- f) Students who attend a Specialist High Skills Major (SHSM) inter-school program have the option to finish their high school graduation requirements in the host school after the completion of the SHSM courses without applying for a cross boundary transfer.

5.2 Program Framework:

- a) The following programs are considered to be District inter-school programs. Some of these programs may have entrance requirements.
 - i. Specialist High Skills Major (SHSM);
 - ii. Secondary School Alternate programs;
 - iii. English as a Second Language programs;
 - iv. English Language Development programs;
 - v. Specialized Special Education programs; and
 - vi. Ontario Youth Apprenticeship Program (O.Y.A.P.).
- b) Inter-school program offerings will be monitored by Director's Executive Council, in collaboration with school principals and superintendents of instruction, to provide a District perspective on the types, number and locations of the programs. Program enrolment may be capped based on local circumstances (i.e.; staffing, available partnership spaces, etc.) by Director's Executive Council.
- c) New Ministry of Education guidelines may require changes to these lists.
- d) Where the enrolment to an inter-school program is capped due to local circumstances (site capacity, teacher expertise/training, available partners, etc.) there will be a fair and equitable process established to determine successful application to the program.

6.0 DISTRICT PROGRAMS

6.1 Principles:

- a) The Board shall approve the introduction of, changes to, and/or elimination of all District Programs.
- b) The District shall review all District Programs in accordance with its cyclical program review process. District programming needs may also bring about this review. The review shall include, but not be limited to, the viability of the learning environment, projected enrolment, geographic location, financial impact and program viability. This analysis may be a subset of another District wide review process; i.e. a pupil accommodation review. Based on the review, Director's Executive Council may recommend to the Board a change in the numbers and/or location of a District Program.
- c) Director's Executive Council, in consultation with the superintendent of instruction, the school principal and the Curriculum Services Department, shall approve the entrance requirements to all District Programs.
- d) All students in the District who meet entrance requirements will have access to District Programs where there is capacity at the site location to do so. Where enrolment is capped due to local circumstances (site capacity, teacher expertise/training, etc.) there will be a fair and equitable process established to determine successful application to the program.
- e) Students attending District Programs shall have access to transportation services according to the Ottawa Student Transportation Authority (OSTA) transportation policy.

6.2 Program Framework

- a) A District Program shall be co-located with a community school program when a student requires courses from both the specialized program and the regular composite program to fulfill graduation requirements. There is no need for co-location where a student is able to attain all graduate requirements within the District Program's course offerings.
- b) Where a District Program can be co-located with a community school program or not, based on the definition provided, the decision of co-location shall be made within the context of District priorities.
- c) The OCDSB offers the following District Program that must be co-located with a regular composite program: International Baccalaureate Program (currently located at Colonel By SS);
- d) The OCDSB offers the following District Programs that can be co-located or not with a regular composite program:
 - i. Creative Arts Program (currently located at Canterbury HS);

- ii. High Performance Athlete Program (currently located at John McCrae SS; and
- iii. Secondary Adaptive Programs (currently located at Ottawa Technical Secondary School and Sir Guy Carleton Secondary School).